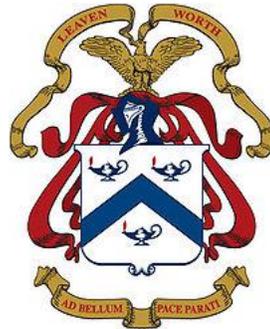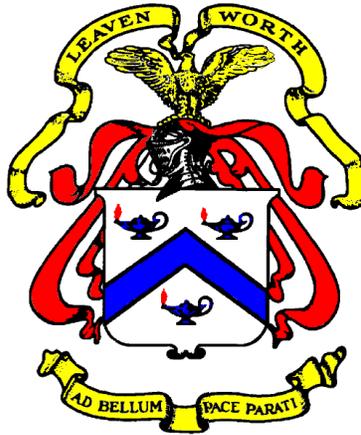# U.S. Army Command and General Staff College Catalog

U.S. Army Command and General Staff College
100 Stimson Avenue
Fort Leavenworth, Kansas, 66027-2301

Academic Year 2018-2019

The Command and General Staff College Crest

The Command and General Staff College crest is based on the Leavenworth family coat of arms. It was designed in 1907 by Captain Henry E. Eames, 10th Infantry, an instructor in the Department of Engineering of the General Service School. In 1925, the Secretary of War approved the following description.

BLAZONRY

Shield: Argent, a chevron azure between three lamps of the like, flamed proper.

Crest: On a wreath of the colors (argent and azure), an eagle displayed proper in his beak a scroll bearing the word "Leavenworth" gules.

Motto: *Ad bellum pace parati* (prepared in peace for war).

The chevron indicates the martial character of the College while the three lamps symbolize study and learning and the three-part Active Army, Army National Guard, and U.S. Army Reserve.

The eagle crest is the national emblem perched with extended wings to indicate alertness.

The helmet indicates a gentleman or knight while the red mantling with the colors of the shield completes the national colors.

The colors used indicate:

Argent (silver-white)—purity
Azure (blue)—justice
Or (golden, yellow)—nobility
Gules (red)—valor

Foreword

Established at Fort Leavenworth, Kansas in 1881, the U.S. Army Command and General Staff College (CGSC) exists to educate, train and develop leaders for Unified Land Operations in a Joint, Interagency, Intergovernmental, Multinational operational environment; and to advance the art and science of the profession of arms in support of Army operational requirements.

This catalog outlines CGSC academic policies and programs, provides administrative information, and establishes the responsibilities and obligations of both students and the institution.

The policies, courses of study, and academic requirements appearing herein were in effect at the time of publication (August 2019). This catalog is published for informational purposes only. Although every effort is made to ensure catalog accuracy, the College reserves the right to change, eliminate, and add to any existing – or introduce new – policies, courses of study, and academic requirements.

CGSC maintains three accreditations. The Higher Learning Commission accredits CGSC to grant three master's degrees: the Master of Military Art and Science (MMAS) degree to eligible Command and General Staff Officer Course (CGSOC) graduates; the Master of Arts in Military Operations to all graduates of the Advanced Military Studies Program (AMSP); and the Master of Arts in Strategic Studies to all graduates of the Advanced Strategic Leadership Studies Program (ASLSP). The Chairman, Joint Chiefs of Staff accredits CGSC to award Joint Professional Military Education Phase I (JPME Phase I) to graduates of the CGSOC, and Joint Professional Military Education Phase II (JPME Phase II) to graduates of SAMS' ASLSP. The U.S. Army Training and Doctrine Command (TRADOC) accredits CGSC to provide the Army Professional Military Education (PME) described herein. CGSC accreditation processes are discussed further in Chapter 6.

Inquiries regarding catalog content should be submitted to the U.S. Army Command and General Staff College, Office of the Registrar, Lewis and Clark Center, 100 Stimson Avenue, Fort Leavenworth, Kansas 66027-2301. Phone: (913) 684-2540/2738 or DSN 552-2540/2738.

Digital copy available on the CGSC public website at
http://usacac.army.mil/sites/default/files/documents/cace/350-1_CGSCCatalog.pdf

U.S. Army Command & General Staff College Catalog

Table of Contents

Figures

Tables

U.S. Army Command and General Staff College Organization

--- CGSC Command Group ---

Commandant
Lieutenant General Michael D. Lundy

Deputy Commandant
Brigadier General Troy D. Galloway

Dean of Academics
Dr. James B. Martin

Associate Dean of Academics
Dr. Jack Kem

--- CGSC Schools ---

Command and General Staff School (CGSS)
Director: Colonel Robert T. Ault
Deputy Director: Mr. Marvin L. Nickels
Executive Officer: Lieutenant Colonel Josiah T. Grover

School of Advanced Military Studies (SAMS)
Director: Colonel Kirk C. Dorr
Deputy Director, Academics: Dr. Gerald S. Gorman
Deputy Director, Program Manager: Mr. Richard J. Dixon

U.S. Army Sergeants Major Academy
Commandant: Command Sergeant Major Jimmy J. Sellers
Deputy Commandant: Command Sergeant Major Michael Henry
Director of Education: Mr. Charles Guyette

School for Command Preparation (SCP)
Director: Colonel Michael J. Forsyth
Deputy Director: Mr. Mark E. McKnight

--- CGSC Service Elements ---

U.S. Air Force Element (AFELM)
Director: Colonel Eric Chapital, USAF
Deputy Director: Mr. Dirk M. Hutchison

U.S. Navy Element (NAVELM)
Director: Captain Brent A. Trickel, USN
Deputy Director: Commander David L. Stebbins, USN

U.S. Marine Corps Element (MCELM)
Director: Colonel William E. Blanchard, USMC
Deputy Director: Lieutenant Colonel Brett Sherman, USMC

--- CGSC Distinguished Chairs ---

The Commandant's Distinguished Chair of National Intelligence Studies
Mr. Kevin Rousseau, Central Intelligence Agency (CIA)

The Commandant's Distinguished Chair of Diplomacy
Mr. Matthew Roth, Department of State (DOS)

The Commandant's Distinguished Chair of Defense Intelligence
Mr. Roderic Jackson, Defense Intelligence Agency (DIA)

The Commandant's Distinguished Chair of Development
Ms. Stephanie Chetraru, U.S. Agency for International Development (USAID)

The Ike Skelton Distinguished Chair of the Art of War Studies
Dr. Dean A. Nowowiejski

General of the Army George C. Marshall Chair of Military History
(Vacant)

--- Office of the Dean of Academics --

Assistant Dean for Strategic Initiatives
Colonel Charles H. Blumenfeld III

Office of Degree Programs (ODP)
Director: Dr. Robert F. Baumann

Ike Skelton Combined Arms Research Library (CARL)
Director: Mrs. Beata Moore
Deputy Director: Mrs. Pamela S. Bennett

Quality Assurance Office (QAO)
Director: Mr. Forrest A. Woolley

Accreditation Coordination Division (ACD)
Chief: Mr. William E. Bassett

Registrar (REG)
Registrar: Dr. Thomas E. Creviston

Academic Operations
Director: LTC Dudley Brownell, III

--- Army U. Staff Supporting the Command and General Staff College ---

Army U. Director for Operations and Support
Mr. Jeffrey P. LaMoe

Operations
Director: Colonel Michael C. Henshaw
Chief of Operations: Alexander P. Fullerton

Human Resources
Director: Mrs. Emily R. Matteson

Logistics
Director: Mr. James L. Henderson

The Center for Teaching and Learning Excellence
Faculty Development Division (FDD)
Director: Dr. Jay Van Der Werff

Academic and Technology Support Directorate (ATSD)
Director: Mr. John A. Bryant
Deputy Director: Lieutenant Colonel David G. Ruiter

Directorate of Simulation Education (DSE)
Director: Lieutenant Colonel Lance Hedrick

--- CGSC Special Staff ---

Directorate of Reserve Component Programs
Lieutenant Colonel Alex Oryschak, ARNG
Lieutenant Colonel Jason Lester, USAR

International Military Student Division (IMSD)
Chief: Mr. James F. Fain
Deputy Chief: Mr. Steven O'Dell

CGSC Military Law Office
Senior, Military Law Office: Lieutenant Colonel David J. Goscha

CGSC Chaplain
Chaplain (Major) Shawn P. Gee

--- CGSC Support from the Combined Arms Center ---

Resource Management (RM)
Ms. Della Thornton

The U.S. Army Command and General Staff College is a subordinate organization of Army University, within which CGSC is one of three regionally-accredited institutions. Army University spans education and training institutions across the Army, and is headquartered at Fort Leavenworth, Kansas.

In the diagram to the immediate right, Lieutenant General Michael D. Lundy serves concurrently as: (a) Commanding General, Combined Arms Center and Fort Leavenworth; (b) Executive Vice Chancellor, Army University; and (c) Commandant, U.S. Army Command and General Staff College.

Similarly, Brigadier General Troy Galloway serves concurrently as: (a) Provost, Army University; and (b) Deputy Commandant, U.S. Army Command and General Staff College.

Figure 1 (immediately below) reflects the organization and current leadership of CGSC.

Chairman, Joint Chiefs of Staff
(The Pentagon, Washington, DC)

⬇

Chief of Staff, U.S. Army
(The Pentagon, Washington, DC)

⬇

Commanding General,
U.S. Army Training and Doctrine Command
(Fort Eustis, VA)

⬇

Commanding General,
Combined Arms Center and Fort Leavenworth
who also serves as
Exec. Vice Chancellor, Army University
(Fort Leavenworth, KS)

⬇

Deputy Commandant, CGSC
who also serves as
Provost, Army University

Figure 1: U.S. Army Command and General Staff College

Chapter 1

An Introduction to the
U.S. Army Command and General Staff College

A. Introduction. Since its inception in 1881 as the School of Application for Infantry and Cavalry, the Command and General Staff College has evolved to meet the educational and operational needs of the United States Army. Since 2015, CGSC has been a subordinate organization of Army University. Today, CGSC is comprised of four schools offering the following courses:

- **The Command and General Staff School (CGSS)** delivers a ten-month Command and General Staff Officers Course (CGSOC) in residence at Fort Leavenworth, KS, to just over 1,200 U.S. military officers, international military officers, and interagency partners each academic year. Additionally, the School teaches CGSOC Common Core to 960 students at four satellite campuses, and the CGSOC Common Core and Advanced Operations Course (AOC) via distance learning (DL) to approximately 5,300 active and reserve component officers around the world. Resident CGSOC students are eligible to pursue the Master of Military Art and Science (MMAS). Chapter 7 details CGSS delivery of CGSOC.

The School of Professional Military Education at the Western Hemisphere Institute for Security Cooperation (WHINSEC) on Fort Benning, GA, offers the ten month resident Command and General Staff Officer Course in Spanish to approximately 64 US and international officers each year. Since 2012, CGSOC students at SPME have been eligible to pursue the MMAS.

- **The School for Advanced Military Studies (SAMS)** provides the Advanced Military Studies Program (AMSP) to 144 officers -- most of whom just graduated from CGSOC -- and the Advanced Strategic Leadership Studies Program (ASLSP) for 16 Senior Service College-select U.S. officers, international officers, and U.S. agency partners. All graduates of AMSP receive the Master of Arts in Military Operations, while graduates of ASLSP receive a Master of Arts in Strategic Studies. SAMS also manages the Army's Advanced Strategic Planning and Policy Program (ASP3) within which Army officers pursue PhDs in international relations, public policy, economics, and history from leading universities in the U.S. and United Kingdom. There are currently 71 carefully selected senior Army strategic planners and future leaders in this program.

- **The School for Command Preparation (SCP)** provides continuing education for future Army battalion and brigade commanders, command sergeants major, and spouses in ten 1-4 week courses offered multiple times during each academic year. SCP's important mission and ten courses are characterized in Chapter 10.

- **The US Army Sergeants Major Academy (USASMA)** on Fort Bliss, TX, became CGSC's fourth school and a branch campus in March 2018. Each year, USASMA offers the ten month resident Sergeants Major Course (SMC) to 720 senior U.S. and international noncommissioned officers, and the SMC via distributed learning to another 1,400 mainly Army Reserve and National Guard NCOs around the world. USASMA academic programs are outlined in greater detail in Chapter 9.

In 2019, CGSC received HLC authority and Department of the Army approval to offer a Bachelor of Arts in Leadership and Workforce Development to eligible graduates of the resident Sergeants Major Course at USASMA.

CGSC degree programs are characterized in greater detail in Chapter 3. Processes used to sustain CGSC's regional, joint, and Army accreditations are described in Chapter 6.

Other College-level academic programs of note include CGSC Scholars (Chapter 14), the Interagency Exchange / Interagency Fellows Programs (Chapter 15), and Outreach Programs and partnerships with other institutions of higher learning (Chapter 17). CGSC features one of the finest research libraries in the Department of Defense (Chapter 13). Learning infrastructure improvements since the opening of the Lewis and Clark Center in 2007 (photo above) include 153 video teleconference-capable classrooms with smart-board technology, wireless access, and Mission Command Network (MCNet) work-stations. MCNet workstations operate on a secure College-internal network to enable simulation-driven exercises using the same mission command systems employed in operational units. CGSC's support infrastructure will be detailed in Chapter 13.

B. The CGSC Mission is to educate, train and develop leaders for Unified Land Operations in a Joint, interagency, intergovernmental, and multinational operational environment; and to advance the art and science of the profession of arms in support of Army operational requirements.

C. Vision Statement. The US Army Command and General Staff College will always strive to be an educational center of excellence and a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the synchronization of Joint, Interagency, Intergovernmental, and Multinational organizations to achieve national objectives. We will continue to support field commanders with well-educated and well-trained leaders, in-depth research in operational-level land power studies, and reach-back planning in support of ongoing operations. We will inspire and support a world-class faculty dedicated to learning and advancing the professional body of knowledge.

> **Our Vision**
>
> - Intellectual center of excellence
> - Supporting field commanders with:
>   - Well-educated leaders;
>   - In-depth research in operational-level land power application; and
>   - Reach-back planning in support of on-going operations.
> - World-class faculty dedicated to:
>   - Students' learning; and
>   - Advancement in professional knowledge.

D. Strategic Priorities. The CGSC mission statement conveys the College's essential tasks and the vision expresses our ideal of the future. We adjust our mission statement to accommodate continuous and deliberate analysis of guidance (national, DOD, Army, TRADOC, and CAC), and the complexities of the contemporary operating environment. Our continuing challenge is current and relevant leader development through professional military education. We ensure currency and relevancy by immersing ourselves in our professional body of knowledge, contributing to that knowledge with collaboration and publication, and simultaneously adapting our programs to meet the needs of our students, commanders, and operational forces.

Our strategic priorities help guide the evolution of our institution and the adaptation of our programs in pursuit of educational excellence:

(1) Educate and train our students to ensure successful graduates can lead teams and solve complex problems in ambiguous environments in accordance with CGSC learning outcomes;

(2) Research and publish, with particular emphasis on operational-level land power studies;

(3) Recruit, develop, and retain world-class faculty; and

(4) Support the Army at war and advance the profession of arms.

E. CGSC Principles.

(1) Learning Organization Committed to Currency and Relevancy and the Contribution of Knowledge -- Our current reality demands that CGSC graduates be prepared to assume warfighting duties immediately upon graduation. Our graduates must be confident, competent leaders, and creative problem solvers who understand the complexities of the contemporary operating environment. Learning is our most important contribution to the nation; therefore, our challenge is the mastery of a diverse, broad, and ever-changing professional body of knowledge. Collaboration (developing, publishing, and subscribing) in the professional body of knowledge is essential to maintain currency and make relevant contributions to furthering professional understanding or creating new professional knowledge. This demands that CGSC be a learning organization committed to a continuous effort to improve student learning, teaching, and the learning environment. We must be an analytic, thinking, and learning institution, seeking new knowledge, but circumspect enough to discern the difference between contemporary innovation and enduring principles.

(2) Empowered Professional Faculty -- The CGSC best accomplishes its educational outcomes through vital professional faculty who recognize that excellence in teaching is foremost. Our faculty members are drawn from an entire range of relevant academic and military disciplines, and they embody the scholarship of teaching, learning, and warfighting. As professional educators, they are committed to master both content and process. CGSC faculty are experts in their respective field of study, talented facilitators of learning, and empowered with the flexibility to determine how best to achieve learning objectives in their classrooms so that our students' learning will last.

(3) Socratic and Adult Learning Methods -- The CGSC approaches education as the dynamic interaction between active learners, faculty using learner-centric pedagogies, and relevant outcomes-based curricula. CGSC faculty members create learning environments that allow students to construct knowledge – make meaning – by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection. To accomplish this, CGSC faculty are comfortable in their roles as facilitators, and employ learner-centric methods and techniques that actively engage students in the learning process. Simulation-based exercises, case studies, and seminar discussions demand high levels of student interaction and create opportunities for peer learning. Beyond enabling pursuit of specific course and Joint learning objectives, CGSC's learning methodology seeks to develop intrinsically motivated, intellectually curious officers and interagency partners with the skills necessary to access information and construct knowledge on their own.

(4) Training for Certainty and Educating for Uncertainty with a Multi-disciplinary Curriculum -- The CGSC serves as the US Army's most important professional school, combining theoretical education and practical training to produce leaders who are proficient in the understanding and conduct of modern warfare. We must train for certainty and educate for uncertainty, as both training and education are vital to our students' learning needs. We must **train** our graduates on enduring doctrinal principles, emerging lessons, and the skills they will require in their career. We must **educate** our graduates for the uncertainty they will surely encounter; they must know how to think and apply critical reasoning and creative thinking in complex ambiguous situations.

The CGSC's academic methods and curricular designs educate and train military officers and interagency partners in the nature and conduct of land warfare within the complex national security environment. In addition, CGSC advances the state of contemporary military knowledge through original research and experimentation.

(5) Creating a Learning Environment That Supports the Understanding of Joint Interdependence and the Implications of the Operational, and Tactical Levels of War -- CGSC expands students' understanding of joint force deployment at the operational and tactical levels of war, to include joint force capabilities and inter-relationships across the full range of military operations. CGSC employs simulation-based exercises, case studies, and seminar discussions in ways that introduce students to the complexity and dynamism of Unified Land Operations in a Joint, Interagency, Inter-governmental, and Multinational (JIIM) operating environment. CGSC's active learning methods also allow faculty to inject uncertainty and surprise into classroom learning experiences in ways that demand flexibility and promote adaptability.

F. CGSC Learning Outcomes. Graduates of CGSC possess a war fighting focus that enables them to lead competently and confidently on Army, Joint, Interagency, Inter-governmental, and Multinational teams and throughout Unified Land Operations. Our graduates —

(1) Are prepared to assume war fighting duties.

(2) Possess the competencies / supporting skills / knowledge to perform duties effectively and help teams achieve organizational objectives.

(3) Are attuned to the complexity of the operating environment and consider the impact of culture on military operations.

(4) Take a disciplined approach to meeting organizational and strategic-level leadership challenges.

(5) Are critical and creative thinkers who can adapt and thrive in ambiguous and ever changing environments.

(6) Are self-aware and motivated to continue learning and improving throughout their careers.

(7) Communicate effectively.

G. Academic Governance in a CGSC Context. Academic governance is the orchestration of effort among those elements within an educational institution whose principal functions involve execution or direct support of instruction, curriculum design, maintenance of academic standards, or academic research so as to ensure fulfillment of the academic mission. A chief academic officer (typically a senior dean or vice president for academic affairs) exercises authority through the schools and academic staff over all aspects of the academic enterprise. These specifically

relate to five basic domains: (1) faculty, (2) students, (3) curriculum and instruction, (4) standards and compliance, and (5) research.

(1) Faculty. The chief academic officer has oversight of faculty appointments, credentials, promotions, rights and responsibilities, and professional development. Faculty members are participants in institutional governance and policy creation through councils or other formally constituted bodies.

(2) Students. The chief academic officer has oversight of students when they are directly engaged in academic endeavors. This oversight encompasses awards, grading policies, discipline and the conferring of degrees (if any.)

(3) Curriculum and instruction. The chief academic officer ensures that curriculum and instruction accomplish the academic mission as defined in individual and programmatic learning objectives. Leaders and faculty within each school share responsibility for the coherence of the curriculum and the integrity of academic processes.

(4) Standards and compliance. The chief academic officer ensures that the constituent schools and programs meet all relevant standards to maintain accreditation pursuant to the educational mission, and the awarding of degrees, diplomas or certificates.

(5) Research. The chief academic officer has oversight of faculty, student and institutional research to ensure that it conforms to prevailing standards of quality, ethics, and relevance.

Academic governance does not involve policies concerning non-faculty personnel, institutional budgets, or facilities management except insofar as their planning may bear on the academic governance process.

H. CGSC Authorities and Requirements in Title 10 U.S. Code.

Congress has conferred the following authorities and requirements on CGSC:

(1) 10 U.S. Code § 2151 (Definitions) and § 2154 (Joint Professional Military Education) authorize CGSC to deliver --

- Joint Professional Military Education Phase I (JPME-I) to graduates of the Command and General Staff Officer Course (CGSOC) delivered by the Command and General Staff School; and
- Joint Professional Military Education Phase II (JPME-II) to graduates of the Advanced Strategic Leadership (ASLSP) provided by the School for Advanced Military Studies (SAMS).

(2) 10 U.S. Code § 4314 gives CGSC the authority to grant degrees. (*See note below*)

(3) 10 U.S. Code § 4021 authorizes the Army War College and CGSC to hire civilian "professors, instructors and lecturers" under provisions established by the Secretary of Defense in DODI Number 1402.06, dated 6 November 2007.

Note: In addition to CGSC, other Army institutions with Title 10 degree-granting authority are the US Military Academy at West Point, the Army War College, and the Defense Language Institute.

(Intentionally Blank)

Chapter 2
CGSC Administration, Staff, and Distinguished Faculty Chairs

A. The Command and General Staff College senior administration consists of the Commandant, Deputy Commandant, Dean of Academics, and Associate Dean of Academics.

(1) The CGSC Commandant is a three-star Army general who ensures the continued relevance and effectiveness of CGSC learning programs, and provides resources necessary to recruit, develop and retain world-class CGSC faculty. The Commandant is the approval authority for all CGSC academic program purpose statements, outcomes, and terminal learning objectives (TLOs). The Commandant promotes faculty and student scholarship, appoints College-level academic chairs, and receives / considers advice from the Congressionally-mandated CGSC Advisory Board. Other responsibilities include ensuring evaluation of functionally aligned Total Army School System (TASS) battalions teaching CGSOC, and maintaining accreditation of CGSC academic programs by the Higher Learning Commission, Joint Staff, and Army.

The Commandant is one of two Army general officers sitting on the Chairman's Military Education Coordination Council (MECC). CGSC's Commandant serves concurrently as the Commanding General of the Combined Arms Center and Fort Leavenworth, TRADOC Deputy Commanding General for Combined Arms, and Army University's Executive Vice Chancellor for Training and Education.

(2) The CGSC Deputy Commandant is a one- or two-star Army general who assists the Commandant with educating, training, and developing leaders of the Army, sister services, selected foreign militaries, and other federal government agencies through professional military education at CGSC. The DC issues academic planning guidance to schools as necessary, and ensures that CGSC's Accountable Instructional System (AIS) enables timely, data-informed judgments about curricula effectiveness and continuing relevance to the Operating Force. Other responsibilities include monitoring processes to recruit, develop and retain world-class faculty. These entail promotion of faculty and student scholarship, with particular emphasis on research and publication concerning the employment of land power at the operational level. The DC engages with the Board of Visitors (CGSC Advisory Committee) as allowed under the terms of the Federal Advisory Committee Act, closely monitors CGSC accreditation programs, and represents the Commandant when necessary at meetings of the Joint Leader Development Council (JLDC) and Military Education Coordination Council (MECC) chaired by the Joint Staff J7.

(3) The CGSC Dean of Academics exercises academic governance over CGSC schools and academic staff. As the senior academic official for CGSC, he advises the Commandant and Deputy Commandant on academic matters. The Dean of Academics establishes CGSC academic policy and plans, including oversight of curriculum development and evaluation processes; all research and graduate degree programs; accreditation processes; faculty development; and faculty promotion. Subject to guidance from the Commandant or Deputy Commandant, the Dean nominates members of the College's Board of Visitors (CGSC's Advisory Committee, a subcommittee of the Army Education Advisory Committee). The Dean of Academics oversees -- and appoints members to -- the CGSC Senior Faculty Council and Title 10 Faculty Promotion Boards. Additionally, he or she chairs the Graduation Board and Academic Review Board(s). The Dean accompanies the Commandant to all meetings of the Military Education Coordination Council, and serves as a member of the MECC Working Group comprising JPME institutional provosts and deans.

(4) The Associate Dean of Academics and Quality Assurance represents the Dean in his/her absence, and represents CGSC leadership on academic matters at Army, Joint, and interagency levels. The Associate Dean supervises CGSC's Registrar, Quality Assurance Office, Accreditation Coordination Division, and Academic Operations section, and the Ike Skelton Combined Arms Research Library. Other responsibilities include management of CGSC's faculty promotion process and oversight of the CGSC Faculty Development Program. The Associate Dean manages CGSC's Academic Outreach Program with both local universities and international military colleges.

B. CGSC Assistant Deans in CGSS, SAMS, USASMA and SPME at WHINSEC are selected by the Dean of Academics and the school director, and formally appointed by the school director. Their purpose is to assist the Dean and director in managing curriculum processes and faculty development, and to improve communication and collaboration between school administrators, faculty, and CGSC deans. Terms are limited and service is voluntary. Each assistant dean retains full-time school-level administrative and / or teaching responsibilities. The position is an important developmental assignment, and affords each leader with particular insight into how Higher Learning Commission and Joint accreditation standards influence CGSC's academic governance policies and processes.

C. The Office of the Dean of Academics is comprised of the College-level divisions, offices, programs and centers engaged in academic governance and academic support functions.

(1) The Office of Degree Programs (ODP) oversees the College's three master's degree programs and one bachelor's degree program, and ensures the ethical and academic integrity of research conducted at CGSC. CGSC master's degree programs include: the Master of Military Arts and Science (MMAS) for students enrolled in the resident Command and General Staff Officer Course; the Master of Arts in Military Operations for graduates of the Advanced Military Studies Program; and the Master of Arts in Strategic Studies for graduates of the Advanced Strategic Leadership Studies Program. ODP staff members deliver research methods classes and seminars, and provide individual counseling to MMAS candidates at both Fort Leavenworth and Fort Benning's Western Hemisphere School for Security Cooperation (WHINSEC). The director advises the Dean, Command Group, and directors of CGSS and SAMS on all matters pertaining to higher education, graduate degrees, research, and the maintenance of civilian accreditation. The Director is CGSC's liaison to the Higher Learning Commission, and co-chairs CGSC's HLC accreditation committee with the Chief of CGSC's Accreditation Coordination Division. The director of CGSC's Cultural and Area Studies Office (CASO) reports to the ODP director.

(2) The CGSC Registrar maintains all CGSC student academic records. The Registrar's Office provides transcript services, guidance for administration of academic investigations, and operates CGSC's Student Management System (SMS). At the Dean's request, the Registrar convenes the Academic Review Board to certify the CGSOC class for graduation, and to review student files for academic misconduct or failure to meet academic standards.

(3) The CGSC Quality Assurance Office (QAO) is the educational research arm of the College. QAO publishes CGSC's Master Evaluation Plan (MEP) on an annual basis, and supports CGSC schools with survey construction and administration, data analysis, program evaluation plans and reports, assessment design and development, focus groups, and classroom observations. QAO assists schools and programs with statistical analysis to measure achievement of outcomes, and assists faculty and students with research. QAO also conducts site visits to evaluate delivery of the CGSOC Common Core delivered by The Army School System (TASS) battalions in Reserve school classrooms.

(4) The Accreditation Coordination Division (ACD) ensures maintenance of Higher Learning Commission, Joint, and Army accreditations, and helps CGSC use standards established by each accrediting body to inform the continuous improvement of College learning programs, academic systems, and policies. ACD chairs or co-chairs broadly participative accreditation committees, submits annual reports, and orchestrates the development of key performance indicators informed by accreditation criteria. ACD assists the Dean with academic program planning, and supports CGSC leaders' participation in the Military Education Coordination Council (MECC) and Army Learning Coordination Council (ALCC).

(5) The Academic Operations section provides operations support and program management for the Dean of Academics. AO officers serve as project lead for College-level education initiatives and special projects, and provide staff liaison with the College staff, CGSC schools, and Army University. The Academic Ops chief assists the Dean with budget management, contract oversight, and memoranda of understanding (MOU) monitoring.

(6) The Ike Skelton Combined Arms Research Library (CARL) and its staff serve the research and information acquisition needs of CGSC and scholars/researchers around the world. It also serves as the Fort Leavenworth community's public library. CARL will be discussed in more detail in Chapter 11 (Educational Support).

D. Distinguished (or Designated) Academic Chairs improve the CGSC resident student experience, strengthen College relationships with interagency partners, and enrich faculty and student scholarly activities. CGSC distinguished academic chairs include:

(1) The Commandant's Distinguished Chair of National Intelligence Studies recognizes a member of the CGSC faculty, serving as the designated representative of the Director of Central Intelligence, who has made significant contributions to the development of national intelligence studies and education. This chair holder is approved by the Director, Central Intelligence Agency.

(2) The Commandant's Distinguished Chair of Diplomacy recognizes a member of the faculty with distinguished government service in the Department of State. The chair holder is recommended by the Department of State and approved by the Commandant.

(3) The Commandant's Distinguished Chair of Defense Intelligence Studies recognizes a member of the faculty with distinguished government service in the Defense Intelligence Agency (DIA). The chair holder is recommended by DIA and approved by the Commandant.

(4) Commandant's Distinguished Chair of Development Studies – recognizes a member of the faculty with exceptional expertise in International Development studies and professional practice. The chair holder is recommended by the U.S. Agency for International Development and approved by the Commandant, USACGSC.

(5) The Ike Skelton Distinguished Chair of the Art of War Studies recognizes a select individual to foster the research, study, and teaching of the Art of War, doctrine, and operations at the Command and General Staff College. The chair holder is approved by the Commandant USACGSC.

(6) Chairman of the Joint Chiefs of Staff Chair of Military Studies recognizes a member of the CGSC faculty, normally the Director, Joint, Interagency, and Multinational Operations, who has made significant contributions to the teaching, study, and research of joint operations and the conduct of joint education for more than one year. This chair holder is approved by the Chairman, Joint Chiefs of Staff.

(7) The General of the Army George C. Marshall Chair of Military History recognizes an outstanding scholar in the history field to promote the study of, and research in, military history. The chair holder is determined by the Commandant.

(8) The Commandant's Distinguished Chair of Aerospace Studies recognizes a member of the CGSC faculty, normally an Air Force Officer, who has made significant contributions to the teaching, study or research of air, space, and cyberspace concepts, doctrine, and operations. The chair holder is approved by Commandant.

(9) The Commandant's Distinguished Chair of Naval Studies recognizes a member of the CGSC faculty, normally a Naval Officer, who has made significant contributions to the teaching, study, or research of naval concepts, doctrine, and operations. The chair holder is approved by the Commandant.

(10) The Commandant's Distinguished Chair of Expeditionary Studies recognizes a member of the CGSC faculty, normally a Marine Corps Officer, who has made significant contributions to the teaching, study, or research of amphibious and expeditionary concepts, doctrine, and operations. The chair holder is approved by the Commandant.

In addition to the College faculty from other U.S. Government Agencies named above, CGSC hosts faculty members from Defense Threat Reduction Agency (DTRA), Space and Missile Command (SMDC), and the National Geospatial Intelligence Agency (NGA). These individuals teach, assist with curriculum development, and serve as LNOs with their respective organizations.

E. Six Honorary Chairs recognize extraordinary performance by CGSC faculty. Chair holders are approved by the Commandant based on recommendations from a faculty panel convened by the Dean of Academics. Honorary Chairs serve a three year appointment.

(1) The Major General Fox Connor Chair of Leadership Studies is given for outstanding performance and contribution as a faculty member in the study of military command and leadership. (Dedicated to the Department of Command Leadership)

(2) The Lieutenant General William Eldridge Odom Chair of Joint, Interagency, and Multinational Studies is given to the outstanding member of the faculty making significant contributions to the study of Joint, Interagency, and Multinational studies.

(3) The General George S. Patton Jr. Chair of Tactical Studies is given to the outstanding faculty member who made significant contributions to the study of tactical operations and thought. (Dedicated to the Department for Army Tactics)

(4) The Major General William A. Stoft Chair for Historical Research is given to the faculty member showing distinguished service through teaching, scholarship, research, and other academic service in direct support of the College's history teaching and research mission. (Dedicated to the Department of Military History)

(5) The Lieutenant General Joseph M. Heiser Jr. Chair of Logistics Studies is given to the outstanding member of the faculty who made significant contributions to the study tactical, operational, or strategic logistics. (Dedicated to the Department of Logistics and Resource Operations)

(6) The General J. Lawton Collins Chair of Military Studies is awarded to an outstanding member of the SAMS faculty who made significant contributions to the development of the discipline of military studies. (Dedicated to the School of Advanced Military Studies)

F. College Special Staff.

   (1) The CGSC Legal Advisor provides advice and assists in processing actions resulting from academic misconduct, non-academic misconduct, and substandard academic performance within CGSC and the CGSOC within WHINSEC. She or he also provides instruction for legal electives, legal lessons in other courses, and additional instruction as requested for the College.

   (2) The CGSC Chaplain provides direct religious support to all faculty, staff, and students within the College. He or she generates opportunities for moral and spiritual integration for faculty and staff group leaders across the College, and enhances resilience in faculty, staff and students by providing pastoral care during crisis or visits to work areas, classrooms and hospitals. Provides 24-7 chaplain counseling as needed. Also serves as subject matter expert on religious affairs for the Chief of Staff, faculty, and staff group leaders.

G. Command and General Staff College Standing Committees and Boards.

   (**1) The CGSC Board of Visitors** (BoV), often referred to as the CGSC Advisory Committee, is a subcommittee of the Army Education Advisory Committee (AEAC) chartered by the Secretary of the Army. Its members are distinguished civilian educators, who meet annually at Fort Leavenworth to examine the academic operations of the College. Findings and recommendations resulting from Board of Visitors meetings are transmitted to the AEAC, which submits a formal report to the Secretary of the Army and the CGSC Commandant.

   (2) The CGSC Academic Review and Awards Board certifies students for graduation, selects students for academic awards, and confers the MMAS degree. Members include the Dean of Academics, school and department directors, sister service element directors, and Office of Degree Programs Director. (CGSC Bulletin 903 Academic Performance, Graduation, and Awards Policies and Procedures)

   Academic Review Boards meet to review cases of substandard academic performance and academic misconduct. The governing policy for these proceedings is CGSC Bulletin 912 (CGSC Academic Misconduct Investigations and Student Dismissal and Release Procedures).

   (3) The CGSC Staff and Faculty Council meets monthly, or as necessary, to consider concerns and initiatives, or to transmit information relevant to the interests of the staff and faculty. The membership includes representation from all schools, departments and important activities within the College. The Office of Degree Programs Director, or a member of the ODP faculty, can be present as a non-voting member to offer advice concerning the maintenance of regional academic accreditation or graduate-level educational standards. The Deputy Commandant or Dean of Academics will from time to time ask the Council to study questions or proposals of an academic or administrative nature. (CGSC Bulletin 925 CGSC Staff and Faculty Council)

   (4) The Senior Faculty Council (SFC) advises the Dean of Academics on matters of academic policy and education standards, with particular focus on sustainment of excellence in graduate and undergraduate-level education. The Council is chaired by the Dean of Academics and consists of CGSC distinguished and designated chairs, CGSC assistant deans, CGSC Associate Dean, and Office of Degree Programs Director. The Senior Faculty Council advises the Dean of Academics broadly on educational standards, matters of curriculum structure and policy, and other topics as required.

   (5) Associate Professor and Full Professor Faculty Promotion Boards meet each year to review faculty promotion packets and render recommendations through the Dean of Academics to the Deputy Commandant for approval. Each board is comprised of faculty of equal or greater rank to its title. Members are appointed by the Dean of Academics, and serve three year terms. Service

on promotion boards is one of several meaningful ways that CGSC faculty promote academic excellence and participate in College governance activities.

H. Air Force, Navy, and USMC Elements provide mission critical faculty, curriculum development, and Service subject matter expertise to CGSC leaders, schools, departments and programs.

(1) The U.S. Air Force Element (AFELM) provides instruction emphasizing the employment of air and space forces in support of national military strategies and objectives. Special emphasis is given to the roles, missions, capabilities, and limitations of air and space forces. Air Force instruction is integrated into worldwide joint and combined warfare scenarios in support of the warfighting Combatant Commander's theater campaigns with emphasis on the integration of the air component with ground operations. The AFELM develops curriculum for one lesson in the ILE Common Core and two lessons in the Advanced Operations Course (AOC). AFELM delivers curricula in CGSOC and ASLSP (CGSC's two JPME programs), offers tailored instruction for AMSP and SCP pre-command courses, and provides Air Force expertise for Combined Arms Center exercises. Additionally, the AFELM provides professional development and mentoring opportunities to Air Force students.

(2) The U.S. Navy Element (NAVELM) substantively contributes to CGSC's joint resident education by ensuring CGSC curricula reflects joint strategy and doctrine which includes current Navy operational thinking. The Navy Element provides both U.S. and international students education in U.S. Naval strategy and operational capabilities and limitations, and educates sea service students in ways to introduce host, international, and sister service officers to Naval perspectives, customs, and traditions. The Navy Element is responsible for curricula delivery in CGSOC and ASLSP – CGSC's two JPME programs -- and provides professional development, mentoring and qualification opportunities to Navy students.

(3) The U.S. Marine Corps Element (MCELM) provides instruction, expertise, curriculum development and administrative support to enable CGSC to develop leaders prepared to execute full spectrum Joint, interagency, intergovernmental, and multinational operations; advance the profession of military art and science; and support operational requirements. The MCELM provides curriculum in the CGSOC Common Core and curricula delivery in CGSOC. Additionally, the Marine Corps Element provides tailored instruction to SCP and SAMS, and provides Marine Corps expertise for Combined Arms Center exercises.

I. Army University Staff Support for CGSC schools and Office of the Dean of Academics is provided under what the Higher Learning Commission calls a "shared services model."

(1) The Secretary to the General Staff (SGS) provides administrative support to the CGSC command group; routes and tracks staff actions within the organization and to higher headquarters; supports CGSC sponsored awards ceremonies and other activities; and monitors staff actions to ensure timely and effective implementation of leader decisions.

(2) The Director for Human Resources oversees military and civilian strength management, all personnel actions, faculty and staff recruiting, and serves as CGSC point of contact for civilian labor relations issues.

(3) The Director for Operations and his / her staff plan and synchronize non-instruction related activities; synchronize staff operations, processes and initiatives; oversee mandatory

training, security management, and facility scheduling. The Operations Division issues mission orders and taskings, manages the College master calendar, and serves as CGSC's Trusted Area Security Manager (TASM). The Operations Division conducts ceremonies planning and coordination, to include graduations, International Military Flag and Badge Ceremonies, Hall of Fame, International Hall of Fame induction ceremonies, ribbon cutting ceremonies, awards ceremonies, arrival and departure ceremonies, and retirement ceremonies as required. Operations supports select CAC-level functions, conferences, ceremonies and special events.

(4) The Director of Logistics provides logistical support for resident instruction at the CGSS, SAMS, SCP, and Office of the Dean of Academics Staff. The Logistics Division provides support to WHINSEC SPME at Fort Benning and USASMA at Fort Bliss, as needed. G-4 consists of four branches: Supply and Services, Property Accountability, Facilities Management, and Classroom Services. In its facilities management capacity, the G4 evaluates infrastructure and develops executive level information for program, budget, and policy decisions. It reports current status of real property against Army-wide standards, improves facilities management by identifying and analyzing trends, and plans for future expansion. CGSC G-4 provides first responder maintenance support for the six buildings and 65 acres of grounds which make up the CGSC Campus at Fort Leavenworth.

(5) The Academic & Technology Support Directorate (ATSD) delivers secure, reliable, and innovative information technology solutions for CGSC's four schools and Office of the Dean. ATSD manages CGSC's Blackboard.com and SharePoint environments, provides live multi-media support, and operates audio-visual (AV) and video-teleconferencing (VTC) systems. ATSD supports all guest speakers, conferences and symposia. It provides information system cybersecurity support to ensure continuous operation of CGSC's secure and commercial learning environments.

(6) The Visitor Coordination Office (VCO) orchestrates distinguished visitor (DV) planning and ceremonies. VCO provides advice and assistance on protocol matters to the Deputy Commandant and others throughout the College and outside the College as required.

(Intentionally Blank)

Chapter 3
CGSC Degree Programs

A. Introduction. CGSC receives its degree-granting authority from 10 U.S. Code Section 4314, and from CGSC's regional accrediting body, the Higher Learning Commission (HLC). CGSC offers three master's degrees.

- Students attending the ten-month resident Command and General Staff Officer Course (CGSOC) may elect to pursue the Master of Military Art and Science (MMAS).
- All graduates of SAMS' Advanced Military Studies Program (AMSP) receive a Master of Arts in Military Operations (MAMO).
- All graduates of SAMS' Advanced Strategic Leadership Studies Program (ASLSP) earn a Master of Arts in Strategic Studies (MASS).

B. The Master in Military Art and Science.

(1) In 1974, the 93rd Congress enacted legislation that authorized CGSC to award the MMAS Degree. Agreement reached between the Congress, the Army and the Higher Learning Commission stipulated that the degree would require not less than 30 semester hours of graduate-level coursework including a thesis reflecting at least 6 credit hours of work. These specific requirements are no longer expressly stated in Title 10 legislation for CGSC, but any significant alteration of this requirement would constitute a "substantive change" under the terms of CGSC accreditation by the Higher Learning Commission. The expressed purpose underwriting the creation of the MMAS Degree at CGSC was twofold: to produce qualified researchers through the actual conduct and writing of research, and the creation of research products (theses) of value to the military profession and the larger community of scholars working in the field of security and associated disciplines. Accordingly, the CGSC Mission Statement affirms that the College "advances the art and science of the profession of arms in order to support the operational requirements of the Army." Moreover, the College's Strategic Priorities affirm the "pursuit of educational excellence," and the objective to "Develop, publish, and subscribe to the professional body of knowledge."

- CGSOC MMAS Path: In partial fulfillment of the CGSOC elective requirement, this program requires the student to take 6 credit hours of work as part of the MMAS: A211 (1.5 credits), A221 (1.5 credits), and A231 (3 credits for actual completion of thesis work).

(2) MMAS Admission Requirements.

(a) Admission to the MMAS Degree Program is limited to U.S. and international students enrolled in resident CGSOC at Fort Leavenworth or CGSOC delivered in Spanish by the School of Professional Military Education (SPME) at WHINSEC.

(b) Degree candidates must hold baccalaureate degrees (or the equivalent) from accredited institutions. International students will take an English proficiency test administered by the GDP unless they are native English speakers or serve in a military whose command language is English.

(b) The application is submitted on CGSC Form 76 (Master of Military Art and Science Program Application), which may be obtained from the office of the Directorate of Graduate Degree Programs (DGDP) or the DGDP home page. An application must be supported by an official transcript (bearing the institution's raised seal) of previous college work. Photocopied reproductions of transcripts are not ordinarily acceptable. In exceptional instances, scanned documents supplemented by other official documentary confirmation of enrollment and completion may be accepted. These will be reviewed on a case-by-case basis.

(c) In some instances, graduates of the resident CGSOC course at Fort Leavenworth may be admitted to pursue the MMAS Degree after earning the CGSOC diploma if circumstances and resources permit. CGSC cannot offer admission to the MMAS Program to students enrolled in online CGSOC. However, students who due to individual circumstances completed most, but not all, of CGSOC in resident fashion may seek admission to the MMAS Program. The Director of Graduate Degree Programs reviews such applications on a case-by-case basis.

(d) An applicant for the MMAS Degree Program should request that previous higher educational institutions of record provide transcripts and other materials as appropriate to the DGDP before or soon after arrival at CGSC.

(e) A student is considered fully admitted as a candidate for the MMAS degree upon submission of an approved research prospectus and successful completion of the A211 **Res**earch Methods elective.

(**3**) <u>**MMAS Program Requirements**</u> for a candidate enrolled in the CGSOC must:

(a) Complete courses A211, A221, A231 (MMAS Research Methods I, II, III).

(b) Earn at least a "B" in all courses. A review is conducted at the end of each major course block. A grade of less than "B" in a single course results in probationary status for the student. A second grade of less than a "B," in the absence of extenuating circumstances, will constitute grounds for dismissal from the program.

(c) Submit and orally defend an acceptable thesis. All theses must include cover signatures of three faculty committee members and final signature approval by the Director of Graduate Degree Programs.

(d) Satisfactorily complete a comprehensive oral examination based on the CGSOC curriculum.

(**4**) <u>**MMAS Focus Areas**</u>.

(a) Resident CGSOC students enrolled in the MMAS program may pursue one of six focus areas. Five options satisfy the graduate-level educational requirement for a specific Additional Skill Identifier (ASI). These include: History (ASI 5X), Strategy (SI 6Z), Space Applications (ASI 3Y), Joint Planner (ASI 3H), and Homeland Security Studies (HSS). The sixth focus area is a General Studies option for all (other) candidates not selecting one of the just-named options. The most recently added focus area is Wargame Design. Like General Studies, this focus area does not lead to a specific Army skill identifier. Other special options may be available in concert with current Army needs. See ST (Student Text) 20-10 for a complete explanation of program procedures and requirements.

MMAS students are entitled to apply to the Art of War Scholars Program if they are completing a thesis on an Art of War topic. They should engage the Ike Skelton Distinguished Chair for the Art of War regarding their topic.

C. Master of Arts in Military Operations Program Requirements.

Admission to the Advanced Military Studies Program (AMSP) in the School of Advanced Military Studies (SAMS) is based on the results of a selection board. In most cases, selected students will be graduates of the Command and General Staff Officer Course or equivalent program from a peer Professional Military Education institution. All students enrolling in the Advanced Military Studies Program (AMSP) automatically participate in the Master of Arts in Military Operations (MAMO) program. MAMO completion entails completion of a standard 10-month curriculum, basic preparation in research methods, and the submission of an approvable monograph of about 10,000 words or longer. Successful students will defend their monograph and pass an oral comprehensive examination.

D. Master of Arts in Strategic Studies.

The Master of Arts in Strategic Studies (MASS) Program (ASLSP) at SAMS concentrates on the education of future senior military leaders and entails completion of a 10-month curriculum consisting of five major parts: Strategy, Regional Studies, Joint War Planning, Twenty-First Century Conflict and Strategic Leadership. Successful graduates will write a publishable research monograph of about 10,000 words or more and pass an oral comprehensive examination. Students in this program will normally remain for a second year, during which they will serve as a seminar leader for AMSP students.

E. The Bachelor of Arts in Leadership and Workforce Development.

The BA in Leadership and Workforce Development (BA in LWD) is offered by the U.S. Army Command and General Staff College (CGSC) at the U.S. Army Sergeants Major Academy (USASMA) to noncommissioned officers attending the resident Sergeants Major Course (SMC).

A full description of this new degree program is provided at Appendix B.

(Intentionally Blank)

Chapter 4

Academic Freedom

A. Statement on Academic Freedom.

As an institution accredited by the **Higher Learning Commission**, CGSC subscribes to the American Association of University Professors 1940 Statement on Academic Freedom. CGSC depends on the free flow of ideas for its intellectual vitality. Indeed, as a PME institution, CGSC recognizes its special responsibility to ensure academic freedom throughout the continuum of classroom instruction, faculty forums, and curriculum meetings. The principles of adult education practiced by the College are based on the importance of free thought in an academic environment.

In the classroom, or in any college academic forum, the College encourages aggressive examination of all academic subjects. This explicitly includes the right to voice dissenting or unpopular opinions insofar as they may relate to the topics described in a syllabus or meeting agenda. Thus, the debate naturally arising among professionals in such an environment should be kept free from controversial matter having no relation to the scheduled instruction.

Students, staff, and faculty are entitled to full freedom in research and publication of results, consistent with the academic responsibilities of the CGSC. Nonetheless, these efforts are subject to regulatory and statutory limitations, including current public affairs policies, copyright laws, security considerations, and the CGSC non-attribution policy.

When CGSC students, staff, and faculty speak or write on matters outside the purview of the College, they are free from academic censorship or discipline. However, they must remember that the public may judge their profession and the CGSC by what they say. They should strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and indicate that the views they express are theirs and not necessarily those of the CGSC or Department of the Army (DA).

B. Freedom and Responsibility.

The U.S. Army CGSC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Without academic freedom, the uninhibited search for insight and knowledge is impossible. The cultivation of critical and creative thinking, as well as the development of adaptive and agile leaders, requires an environment free of coercive pressure. At the same time, certain individual responsibilities are inherent in the time-honored tradition of free speech. Academic integrity requires that each of us pursues factual accuracy and is open to consideration of alternative perspectives. Concurrently, each must be mindful of professional responsibilities and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the CGSC and includes the following principal elements:

- Freedom to discuss in a non-attribution manner within a classroom any material or ideas relevant to the subject matter supporting course objectives.

- Freedom to teach implies reasonable latitude to employ innovative approaches in pursuit of learning objectives.

- Freedom to conduct research and publish findings should be interpreted broadly but should remain in compliance with laws governing copyright or the safeguarding of classified information.

- Freedom to seek changes as needed in academic or institutional policies is a right and responsibility of faculty members.

- Responsibility in the classroom implies a good faith effort to pursue specified institutional learning objectives.

- Responsibility to pursue excellence, intellectual honesty, and evidenced-based reasoning is incumbent upon all students, faculty and administrators.

- Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry is shared equally by all in the institution.

- Responsibility to encourage and nurture innovative, critical reasoning and creative thinking, open discussion, and effective writing is shared equally by all faculty, students, and academic administrators.

- Responsibility that information is presented with a concern for objectivity and fairness is shared by faculty and students alike; a particular point of view may be advanced, as long as the right to further inquiry and consideration remains unabridged.

- Responsibility to assess the claims of others with respect, fairness, and reasoned detachment rests upon all faculty and students alike.

- Responsibility to uphold scholarly standards in research and publication is shared by all faculty and students alike.

C. CGSC Non-Attribution Policy.

CGSC encourages full freedom of expression during all academic activities. The U.S. Army CGSC wants students, faculty, and guest speakers to speak freely and openly about the many important subjects studied and presented at the College. Under CGSC's Non-Attribution Policy, no statements made during an academic activity may be attributed to the speaker by name, position, or title to any outside source, including news media, public forums, or published writings. Guest speakers are encouraged to speak "on the record" to CGSC students, faculty and staff without invoking the College's non-attribution policy so that their comments may be used by students and instructors throughout the course. Because many guest speaker presentations are videotaped for later use throughout the College, when a guest speaker requests application of the non-attribution policy, they will also indicate how long they want the policy to apply to their comments. If journalists or media representatives are present during the guest speaker's presentation, the non-attribution policy does not apply.

Chapter 5

CGSC Grading and Academic Ethics Policies

A. CGSC Graduate Degree Grading Policy.

(1) Each school will implement the College-wide grading standards and system 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) 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 graduate 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+	4.33	97.00 - 100.00
A	4.00	94.00 - 96.99
A-	3.67	90.00 - 93.99
B+	3.33	87.00 - 89.99
B	3.00	80.00 - 86.99
C+	2.33	78.00 - 79.99
C	2.00	70.00 - 77.99
U	0.00	< 70.00

(4) 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.

(5) 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.

(6) Finally, divide the TGP by the TCH, and round to nearest hundredth to determine a student's overall GPA.

(7) See CGSC Bulletin 903 for Substandard Academic Performance, Academic Probation, Remediation, Review, and Reporting.

B. Graduate Grading Definitions.

(1) Schools will award grades based on how well students achieve course learning objectives. The following definitions and corresponding numerical grades are the standard for graduate work in all schools within CGSC: (see CGSC Bulletin 903)

- **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. The student is fully engaged in discussions. The 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; the student is fully engaged in discussions; the 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. The 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. The 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. The 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. The 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.

- **I** (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. CGSC Undergraduate Degree Grading Policy.

(1) Each school will implement the College-wide grading standards and system 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) 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 undergraduate 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+	4.00	97.00 - 100.00
A	3.75	94.00 - 96.99
A-	3.50	90.00 - 93.99
B+	3.25	87.00 - 89.99
B	3.00	84.00 - 86.99
B-	2.67	80.00 - 83.99
C+	2.33	75.00 - 79.99
C	2.00	70.00 - 74.99
D+	1.50	65.00 - 69.99
D	1.0	60.00 – 64.99
F	0	< 60

(4) 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.

(5) 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.

(6) Finally, divide the TGP by the TCH, and round to nearest hundredth to determine a student's overall GPA.

(7) See CGSC Bulletin 903 for Substandard Academic Performance, Academic Probation, Remediation, Review, and Reporting.

D. Undergraduate Grading Definitions

(1) Schools will award grades based on how well students achieve course learning objectives. The following definitions and corresponding numerical grades are the standard for undergraduate work in all schools within CGSC: (see CGSC Bulletin 903)

- **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. The student is fully engaged in discussions. The 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; the student is fully engaged in discussions; the 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. The 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** (84-86.99) = Above Average— 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. The 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 vague, and may contain minor errors in grammar, mechanics, and usage.

- **B-** (80-83.99) = Above Average- Shows above average command of the material for the assignment or course: work represents a consistency in the application of critical reasoning skills as the student achieves course learning objectives. Contributions in seminar reflect an above average understanding of material: involvement in discussions is limited. Student demonstrates above average 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 minor errors in grammar, mechanics, and usage.

- **C+** (75-79.99) = Average— Shows an 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 understanding of material; involvement in discussions is slightly above average. The student demonstrates average ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading to be understood and contains some sentences or paragraphs that are not clear or are vague and contains errors in grammar, mechanics, and usage.

- **C** (70-74.99) = Average — Shows an average command of the material for the assignment or course; work represents an average consistency in the application of critical reasoning skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate understanding of material; involvement in discussions is at an acceptable level. The student demonstrates average ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading and contains some sentences or paragraphs that are not clear or are vague and contains errors in grammar, mechanics, and usage.

- **D/D+** (60-69.99) = 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. The 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** = 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.

- **I** (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.

E. Statement on Academic Ethics.

Professional ethics is of paramount importance to the College. Work presented by students, faculty, and staff as their own, will be their own work. To do otherwise results in unfair advantage and is inconsistent with the professional ethics and integrity expected of military officers, civilians, and non-commissioned officers attending the College (see CGSC Bulletin 920 for guidance).

F. Reporting Procedures and Responsibilities.

All faculty and students are expected to comply with the above academic ethical standards regarding individual and group work done at the College. The following reporting procedures will be used when a violation is suspected:

(1) **Resident Course.** Students and faculty will report suspected violations to the class SGA, section leader, or course instructor. During the initial investigation process, all parties involved will ensure the rights of the suspected violator are protected. Prior to speaking to or requesting a written statement from an individual suspected of violating the provisions of CGSC Academic Ethics, the individual doing the questioning will inform the suspect of his or her rights under either Article 31, Uniform Code of Military Justice or the civilian equivalent.

The staff group advisor (SGA), course instructor, or the section leader will then investigate the allegation to the point he or she believes, based on the information gathered, that a violation has probably occurred. They will then notify their department director, committee chief, or team leader who will inform the College chain of command. Legal advice will be obtained from the CGSC Legal Advisor as necessary. If a school or department director reasonably believes that an ethics violation has occurred, he or she will forward a memorandum to the Dean of Academics recommending that an AR 15-6 investigation be initiated in accordance with CGSC Bulletin #912, Command and General Staff College (CGSC) Academic Misconduct Investigations and Student Dismissal / Release Procedures.

After receiving the information of the alleged violation, the Dean of Academics will determine if an investigation will be initiated. School and department directors will notify the senior representative of the AFELM, NAVELM, or MCELM of any suspected violation by an officer of their respective service.

(2) <u>Distance Learning (DL) (Non-Resident) Courses</u>. Adjunct faculty and Intermediate Level Education (ILE) students enrolled in DL will report suspected violations of academic ethics to the Director, DDE. During the investigation process, all parties involved in the investigation will ensure compliance with CGSC policy, applicable regulations, and the recognition of the rights of the suspected violators. The Chief, Student Services, DDE will conduct a preliminary investigation into the alleged in accordance with local procedures and CGSC Bulletin 912 and will forward findings and recommendations to the Director, DDE. The Director, in conjunction with the directorates whose course work has been the subject of the alleged violation will do the following:

- Determine if an Academic Review Board is warranted in accordance with CGSC policy.

- If warranted, forward a memorandum to the Dean of Academics recommending that an Academic Review Board be initiated.

- Conduct investigations concerning adjunct faculty members and forward findings to the appropriate division director.

- As with the Resident Course, all parties involved in the investigation will ensure the rights of the suspected violator are protected.

(3) Professional Development Education (PDE) Brigades. Total Army School System (TASS) ILE Battalion and PDE Brigade students who suspect academic ethics violation will report them to instructors or section leaders, who will then report all suspected violations to battalion commanders. The battalion commander will then establish procedures for conducting a preliminary inquiry to determine whether there is sufficient evidence to warrant an investigation. This preliminary inquiry can be a simple as comparing the student's paper and the document that he or she is alleged to have plagiarized. If the preliminary inquiry supports a reasonable belief of wrong doing or improper conduct, the battalion commander will follow the procedures outlined in CGSC Bulletin 912.

(4) **<u>International Military Students</u>** are subject to the criteria established in this document with the provision that final action taken rests with Commander, TRADOC, under the provisions of <u>Security Assistance Training Field Activity (SATFA)</u>.

Chapter 6

CGSC Processes Bearing on Education Quality

Three CGSC systems or programs help the College remain the continuously adaptive learning organization called for in the Army Learning Model (TRADOC Pamphlet 525-8-2 Army Learning Concept).

A. CGSC's Accountable Instruction System (AIS). All CGSC schools use the Accountable Instructional System as a structured yet dynamic process for evaluating and adjusting curricula.

Figure 6-1: The CGSC Accountable Instructional System (AIS)
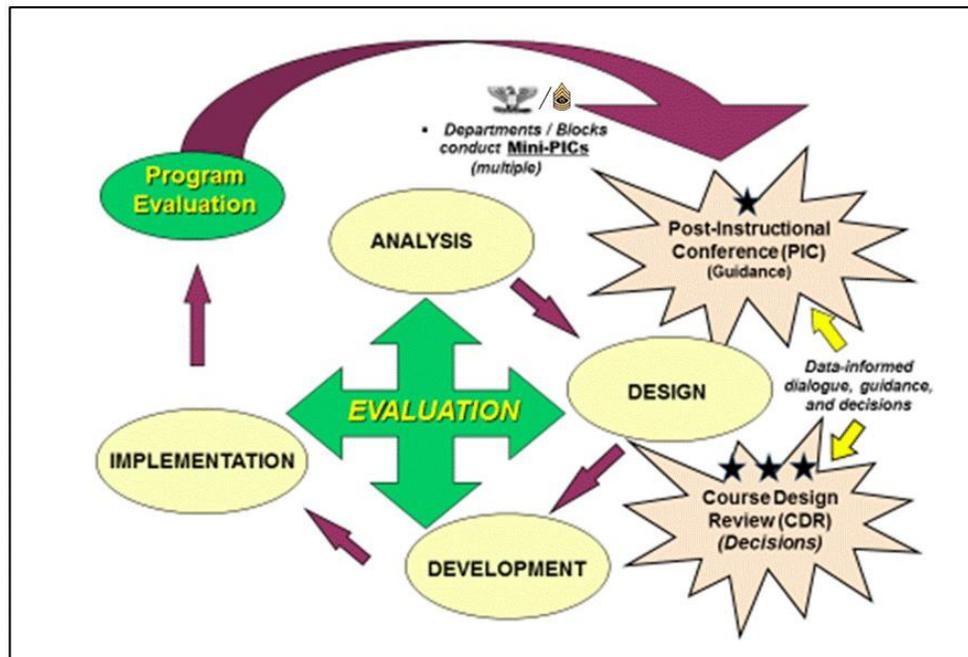
Post Instructional Conferences (PICs) and Curriculum Design Reviews (CDRs) enable College leaders to make data-informed decisions based on assessment of learning results and course critiques from both students and instructors. They are also places where curricula developers and program directors recommend changes based on new doctrine, analysis of lessons learned, and senior leaders' guidance.

PICs and CDRs assure the Deputy Commandant and Commandant that:

- We achieved our mission during AY just completed;
- We continue to meet the needs of the Army and Joint Force; and
- We are prepared for success in the coming AY.

The Accountable Instructional System enables synchronization, and promotes collaboration. Faculty play essential roles in shaping agendas and informing decisions about curriculum at every stage of an AIS cycle.

Effective execution of the AIS is the single most important way that CGSC remains the continuously adaptive learning organization demanded in the Army Learning Model. (CGSC Bulletin 930 CGSC Curriculum Development)

B. CGSC's Faculty Development Program is the single most important driver in creating and sustaining the learner-centric environment described in CGSC Education Principle #3. Every CGSC instructor goes through CGSC Faculty Development Program (FDP) 1 and 2; all curriculum developers go thru FDP 3. All faculty must attend Advanced Faculty Development every 3-5 years, and voluntarily attend FDP4 events as they occur during the course of an academic year.

(1) Faculty Development Phase 1. All faculty members teaching in a CGSC classroom, regardless of location or component, must complete Faculty Development Phase 1 before teaching students. This includes officers who teach at the various TASS sites across the United States and in Europe. FDP 1 as a prerequisite course before teaching ensures that all CGSC instructors are prepared to facilitate learning consistent with tenets of the Army Learning Model. Within six months of completing the one-week FDP 1 course, the senior rater or a qualified faculty member must observe each new faculty member at least three times for no less than 50 minutes. FDP 1 provides the basis for the facilitation skills and learner-centric teaching that are the hallmark of the CGSC classroom. During FDP 1, new instructors complete an Individual Development Plan (IDP) in coordination with their supervisor.

Figure 6-2: The CGSC Faculty Development Program
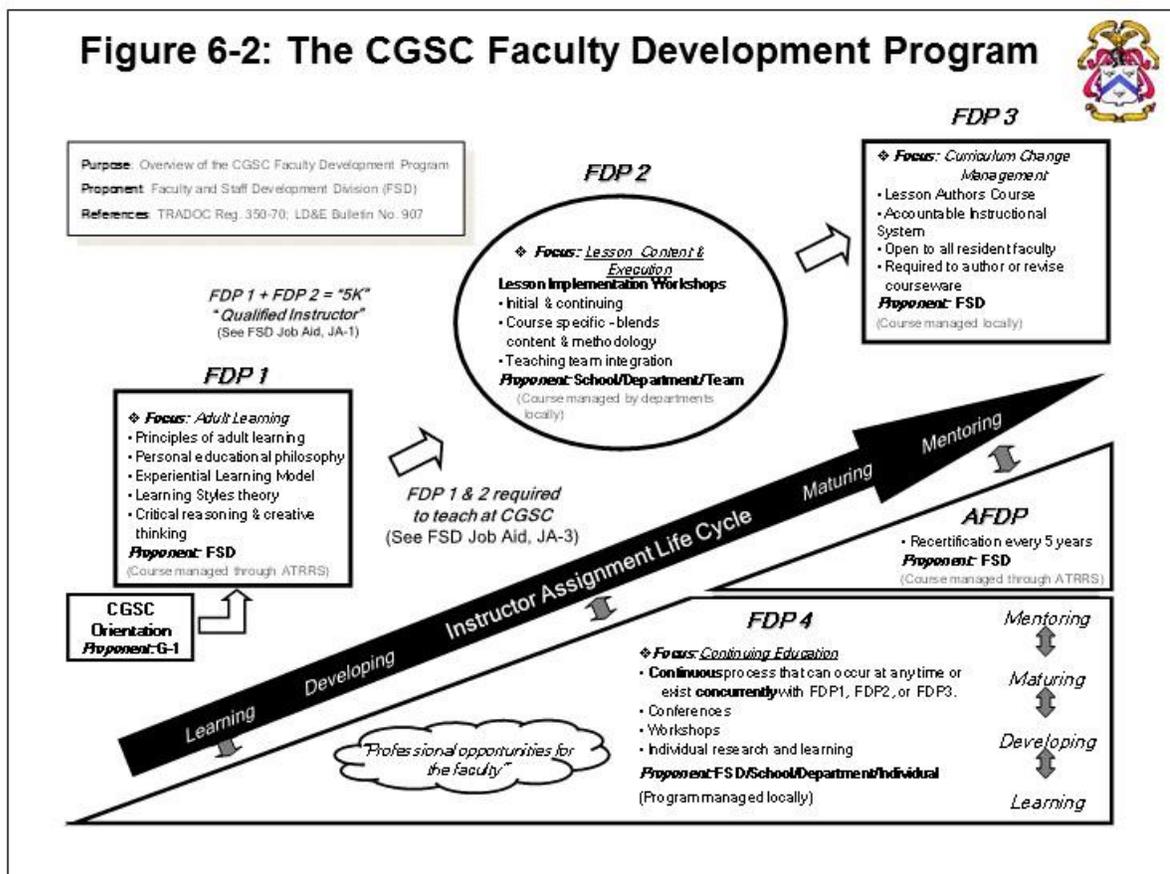
(2) <u>CGSC Faculty Development Phase 2</u> are content focused instructional workshops, where faculty focus on content for courses they are assigned to teach, and work with peers to identify best practices in the presentation and facilitation of the assigned material.

(3) <u>CGSC Faculty Development Phase 3</u>. CGSC policy requires successful completion of FDP 3 for every course author and curriculum developer. This ensures that ALM concepts, methods, and approaches drive course design and continuous improvement processes. It also enables the College to rotate faculty through 2-3 year assignments as curriculum developers, ensuring that students' operational experience and learning needs consistently infuse course improvements and curriculum change. Preparation for and conduct of "mini-PICs" within a course's AIS cycle enables faculty and curriculum developers to interact and share on a systematic basis.

(4) <u>Advanced Faculty Development</u> is a recertification for experienced faculty every three to five years. It is an ATRRS course provided by the Faculty and Staff Development Division where participant instructors exchange perspectives and discuss advanced teaching techniques.

(5) <u>CGSC Faculty Development Phase 4</u> is continuing education for faculty. Session topics are identified by individuals, departments, schools, and members of the FDD. Faculty elect to attend sessions helpful in mastering new pedagogies / education technologies, and retaining currency in discipline. The Faculty Development Division (FDD) maintains an archive for all FDP 4 video recordings on CGSC's Blackboard site.

(6) The CGSC Deputy Commandant presides over at least two formal recognition ceremonies during the academic year to honor faculty for outstanding achievements in scholarship, teaching and service to the institution. CGSC's annual Educator of the Year competition allows each teaching department and school to nominate a civilian and military faculty member from its department or school to compete for the Civilian and Military Educator of the Year honor. The CGSC Civilian and Military Educators of the Year then compete for the respective TRADOC title. In the past five years, four CGSC faculty members have won the TRADOC competition.

C. CGSC processes to maintain accreditation with the Higher Learning Commission, Joint Staff, and Army include periodic, comprehensive evaluations of College policies, processes and practice against relevant (external) standards and criteria. CGSC intentionally makes each self-study process as broadly participative as possible, believing there is an important educative value to Joint and regional civilian accreditation preparation. HLC self-studies in particular become superb opportunities to engage faculty and school administrators in broad-based strategic planning and institutional agenda-setting.

(1) <u>Regional (Civilian) Accreditation</u> - CGSC is accredited by the Higher Learning Commission (HLC) to award three master's degrees and two graduate-level certificates. We confer the Master of Military Art and Science (MMAS) to qualified graduates of the ten-month resident Command and General Staff Officer Course (CGSOC), the Master of Arts in Military Operations to all graduates of the Advanced Military Studies Programs (AMSP), and the Master of Arts in Strategic Studies to all graduates of the Advanced Strategic Leadership Studies Program (ASLSP). The two graduate-level certificate programs are CGSOC Common Core and the CGSOC Advanced Operations Course

(2) <u>Joint Accreditation</u> - The Chairman, Joint Chiefs of Staff (CJCS) accredits CGSC Joint Professional Military Education (JPME) Phase I programs every six (6) years. These include resident and non-resident versions of the Command and General Staff Officer Course (CGSOC) taught by CGSS. CGSC successfully hosted its last JPME I Process for Accreditation of Joint Education (PAJE) team visit in February 2014. In April 2016, CGSC sought initial accreditation for SAMS' Advanced Strategic Leadership Studies Program (ASLSP) to award JPME II. The twelve-

person PAJE team recommended provisional accreditation for three years pending a 2019 follow-up report on three areas.

(3) Army Accreditation - The U.S. Army Training and Doctrine Command (TRADOC) accredits CGSC to provide fourteen Professional Military Education (PME) programs in three schools: (a) the Command and General Staff School (CGSS); the (b) School of Advanced Military Studies (SAMS); and (c) the School for Command Preparation (SCP). CGSC last hosted a TRADOC accreditation visit in March 2014 and met all standards, earning an "Institution of Excellence" rating. Our next TRADOC accreditation visit will be October 2019.

Currently (August 2018), TRADOC accredits the US Army Sergeants Major Academy (USASMA) when it accredits the Noncommissioned Officer Leadership Center of Excellence (NCOL CoE). Similarly, TRADOC accredits the School for Professional Military Education (SPME) when it re-affirms the Western Hemisphere Institute for Security Cooperation (WHINSEC).

Figure 6-3: CGSC Accreditations

	Accrediting Body	Freq	Last / Next	CGSC Courses and Schools	Degree or Credential
	Joint Staff J7	Every 6 years	Last: Feb 2014 Next: 2020	The Command and General Staff Officers' Course (CGSOC) in CGSS	Joint Professional Military Education (JPME I) Phase 1
			Last: Apr 2016* Next: Apr 2019 (report or visit)	The Advanced Strategic Leadership Studies Program (ASLSP) in SAMS	Joint Professional Military Education (JPME) Phase II
	US Army Training and Doctrine Command (TRADOC)	Every 3-5 years** Will be every 6 years after 2019	Last: Mar 2014 Next: Oct 2019	(1) Command and General Staff School (CGSS); (2) School for Advanced Military Studies (SAMS); (3) US Army Sergeants Major Academy (USASMA); and (4) School of Command Preparation (SCP)	Military Education Level 4 (MEL 4) for CGSOC graduates
	Higher Learning Commission	Every 10 years	Last: Mar 2016 Next: (1) Report: 2020 (2) Visit: 2021		Master in Military Art and Science (MMAS) for qualified CGSOC grads; MA in Military Operations for AMSP grads; and MA in Strategic Studies for ASLSP graduates.

* (1) ASLSP was "Conditionally Accredited" in APR 2016, pending Spring 2019 follow-up report or focused visit.
** (2) CGSC's Army re-accreditation will occur every six (6) years following the 2019 visit.
 (3) All three accrediting bodies require some form of annual report.

Chapter 7

The Command and General Staff School (CGSS)

A. Introduction. The Command and General Staff School (CGSS) maintains and delivers the Command and General Staff College's oldest, largest, and best known course: the Command and General Staff Officer Course (CGSOC).

CGSS consists of a small school-level staff of administrators and curriculum developers, and six academic departments: the Department of Army Tactics (DTAC), the Department of Logistics and Resource Operations (DLRO), the Department of Joint, Interagency and Multinational Operations (DJIMO), the

Figure 7-1: The Command and General Staff School

Department of Command and Leadership (DCL), the Department of Military History (DMH), and the Department of Distance Education (DDE). The School also supervises faculty and CGSOC Common Core delivery at four Satellite Campuses (Ft. Belvoir, VA, Ft. Lee, VA, Ft. Gordon, GA, and Redstone Arsenal, AL).
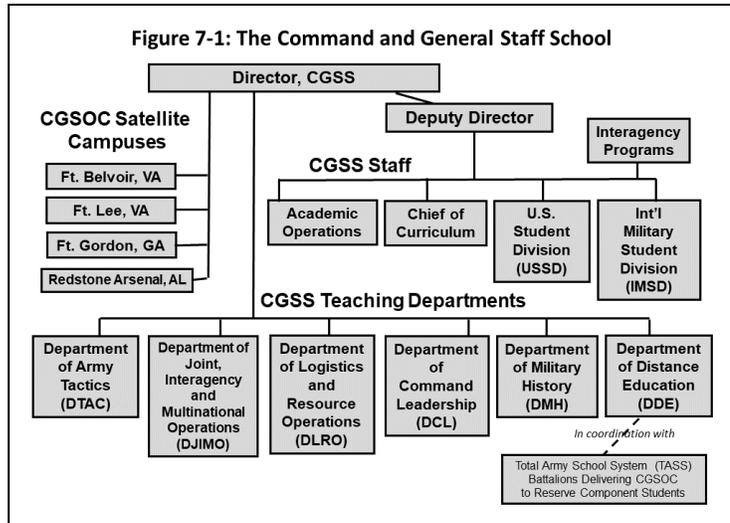
> **The mission of the Command and General Staff School** is to educate and train field grade level leaders to be agile, innovative and adaptive leaders, who think critically, communicate effectively, can build teams, and lead organizations under mission command to conduct land operations in Unified Action while in complex and uncertain environments.

Command and General Staff School responsibilities include the following:

- Educate and develop graduates who are confident, competent leaders, and creative problem solvers who understand the complexities of the contemporary operating environment.

- Teach, coach, counsel, train and mentor students to enable their transition from company grade to field grade officers.

- Recruit, develop, and support high quality faculty and staff committed to teaching excellence.

- Foster an inclusive, respectful, and learner-centric adult learning environments that allow students to construct knowledge by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection.

- Be a learning organization that cares about advancing the art and science of the profession of arms. Support faculty in their efforts to maintain currency and make relevant contributions to the professional body of knowledge.

- Develop and maintain curricula for the CGSOC preparatory courses, Common Core Course, and the branch officer credentialing course (Advanced Operations Course).

- Supervise course delivery at Fort Leavenworth and satellite campus sites (Fort Belvoir, Fort Gordon, Fort Lee, and Redstone Arsenal); manage the distance learning programs of CGSOC in support of a worldwide student body from all services and allied countries.

B. The CGSS Academic Program and Courses. Army intermediate level education consists of the CGSOC Common Core Course for all officers regardless of career field or component, and a credentialing course approved by career field proponents. The Command and General Staff Officer Course -- developed and delivered by CGSS -- consists of the Common Core (CC) and the Advanced Operations Course (AOC). AOC is the credentialing course for all Operations Division (OD), Operations Support Division (OSD), and Force Sustainment Division (FSD) officers.

Table 7-2: Command and General Staff Officer Course (CGSOC)

Mission	**CGSOC Common Core:** To educate and train field grade leaders to serve as staff officers and commanders with the ability to build teams, lead organizations and integrate Unified Land Operations with Joint, Interagency, Intergovernmental, and Multinational partners in complex and uncertain environments. (289 Classroom Hours)				**Advanced Operations Course (AOC):** To educate and train field grade leaders to serve as staff officers and commanders with the ability to build teams, lead organizations and integrate Unified Land Operations with JIIM partners in complex and uncertain environments. (367 Hrs)	
Location / Modality	**Satellites** Ft. Belvoir x 2 Ft Lee Ft Gordon Redstone	**The Army School System** (TASS): Multiple	**Advanced Distributed Learning** (ADL)	**Resident** Ft Lvn	**Resident** Ft Lvn	**DL (Blended Learning)** Staff Groups taught by DDE faculty
Length	14 weeks 4 days	18 Months	18 Months	16 Weeks	28 weeks	12 Months
Frequency	3 ea site ea yr	3 Phases	3 Phases	1 each year	1 each year	Multiple
Who Atttends	AC, Some Inter-Agency (IA), USAR, NG	USAR, NG, Some AC	USAR, NG, Sister Service, Some AC	AC, Sister Svc, IA, USAR, NG, IMS	AC, IA, USAR, NG, Sister Svc, and IMS	AC, USAR, NG
Attendance	960 / year	1,439 / year	2,668 / year	1,216 / year	1,216 / year	925 / year
Notes	Note 1: Resident CGSOC is *preceded by* **Prep Courses** serving particular segments of the student population: (1) P910 for International Military Students (IMS); (2) P920 for all MDMP / Logistics; (3) P930 w/ Tactics for Sister Service, IMS, non-Ops CF, select Res Comp officers; (4) P940 Army Branch Preparatory Course and (5) P950 for Army officers attending other Service / foreign staff schools. Note 2: Resident CGSOC students take 8 weeks of Electives (192 CR Hours) *following* AOC.					

CGSOC resident and non-resident options are reflected in Table 1, immediately above. Non-resident options include: (a) taking the Common Core at one of four satellite campuses (Fort Belvoir, VA, Fort Lee, VA, Fort Gordon, GA, or Redstone Arsenal, AL) followed by the appropriate credentialing course; (b) taking the CGSOC Common Core followed by CGSOC AOC via DL delivered by CGSS's Department of Distance Education (DDE); or (c) taking the Common Core delivered by Total Army School System (TASS) faculty, followed by AOC on-line.

The ten-month resident CGSOC delivered at Fort Leavenworth during AY 2019 is reflected in Figure 7-2, immediately below. It consists of a preparatory program, Common Core, Advanced Operations Course, and Electives.

Figure 7-2: Command and General Staff Officer Course (AY 2018-2019)

July ———————————————————————————————→ June

Resident CGSOC: *Designed for Basic Branch Officers*

| Special Branches and IMS CGSC Prep 1-3 weeks | Common Core (JPME 1) 16 x weeks | Branch Development Courses 1 x week | Advanced Operations Course (Basic Branch Credentialing) 16 x weeks | Elective Term 1: Warfighting Electives, Technical Electives, Broadening Electives 4 x weeks | Elective Term 2: Warfighting Electives, Technical Electives, Broadening Electives 4 x weeks |

The Other CGSOC Modalities that Run Concurrently

Satellite Campus CGSC - Common Core Only (JPME I)
- *Designed for Special Branch Officers and FAs, Some Basic Br Officers*
- Ft Belvoir, Ft Lee, Ft Gordon and Redstone Arsenal
- 3x Starts a year
- 15 Weeks long
- ~960 Students/Per Year

Distance Learning CGSC – Common Core (JPME 1)
- *Designed for Non Res Select Officers and Compo II/III*
- Individual Start
- 18 Months long
- 3 Phases Self-Paced
- ~2,500 Students/Per Year

Distance Learning CGSC – Advanced Operations Course
- *Designed for Non Res Select Basic Br Officers*
- 3 Starts a Year
- 12 Months Long
- Small Group Based -Blended Learning
- ~800 Students/Per Year

The Army School Systems (TASS)
- *Designed for Compo II/III*
- Multiple Locations
- 18 Months
- 3 Phases
- ~1,250 Students/Per Year

Accreditations: (1) CJCS for JPME Phase 1; (2) Higher Learning Commission for MMAS (resident only) and two graduate-level certificates (resident and non-resident CGSOC-CC and CGSOC-AOC); and (3) TRADOC QAO for Army PME.

C. CGSOC Preparatory Courses:

(1) P910, International Military Student Preparatory Course (G-F67X P910). This course is mandatory for all International Military Students (IMS). It is a 10-day course providing IMS survival skills needed to function in CGSOC, the local environment, and to begin the DOD Field Studies Program education process. (RESIDENT ONLY)

(2) P920 Intermediate Level Education Preparatory Course (2G-F68 P920). This is an online four-module course that provides basic Army concepts and provides a refresher on basic Army doctrine, logistics, tactics and decision making. Students complete P920 online before beginning the CGSOC. (ALL CGSOC STUDENTS)

(3) P930, Intermediate Level Education Preparatory Course. This is an 8-day Army tactics and Logistics course designed for all international officers, sister service officers, civilians, and career fields other than operations, operations support, and force sustainment. Select Reserve Component officers based on space available. (RESIDENT ONLY)

(4) P940, Army Branch Preparatory Course (2E-250 P940). This 5-day course is a preparatory course for ARSOF officers (SF, CA, PO). P940 is designed to reinforce SOF-specific competencies to enable ARSOF officers to contribute at the field grade level during CGSOC classes and exercises (RESIDENT ONLY).

(5) P950, Intermediate Staff College Preparatory Course (1-250-C14 P950) is a two-week course at Fort Leavenworth for US Army officers scheduled to attend other-than-Army (Sister Service) or foreign military command and staff colleges instead of CGSOC. P950 provides

opportunities for gaining or reaffirming basic knowledge of Army doctrine and land warfare at the strategic, operational, and tactical levels of war. Students actively participate in experiential learning exercises at Joint Task Force (JTF) land component, divisional, and brigade staff officer levels in an adult learning environment.

D. The CGSOC Common Core (CC).

The CGSOC Common Core assists junior majors and senior captains move from a tactical-level focus to an operational-level perspective. It provides graduates with the skills, knowledge and attributes to adapt and dominate in Unified Land Operations in a range of operational environments. In addition to strategy, operations and tactics, logistics and force management, Common Core areas of study include history, politics, leadership and the human dimension.

Table 7-2: CGSOC Common Core Purpose, Course Outcomes, and TLOs

Purpose: To educate and train field grade leaders to serve as staff officers and commanders with the ability to build teams, lead organizations and integrate Unified Land Operations with Joint, Interagency, Intergovernmental, and Multinational partners in complex and uncertain environments.	
Graduates of the CGSOC Common Core: • Have met JPME-1 qualification standards; • Possess the knowledge and skills to be an effective Joint and Army staff officer; • Are officers who can understand war, the spectrum of conflict and the complexity of the operational environment (history, culture, ethics, geography); • Can meet organizational-level leadership challenges; • Are critical and creative thinkers who can apply solutions to operational problems in a volatile, uncertain, complex or ambiguous environment; • Can communicate concepts with clarity and precision in both written and oral forms; • Are self-aware and motivated to continue learning and improving throughout their careers.	**Terminal Learning Objectives (TLOs):** 1. Explain how field grade officers lead the development of ethical organizations and leaders to achieve results. (Synthesis) 2. Incorporate critical and creative thinking skills. (Synthesis) 3. Analyze historical context to inform professional military judgment. (Analysis) 4. Analyze the nature of war and the causes, consequences and contexts of change in modern warfare. (Analysis) 5. Analyze the considerations, functions, capabilities, limitations, and doctrine of joint forces/unified action partners in joint, multinational and interagency operations. (Analysis) 6. Apply solutions to operational problems using operational art and joint doctrine. (Analysis) 7. Apply US Army doctrine. (Application) 8. Apply DoD and Army processes to develop, resource, and integrate Army capabilities for Combatant Commanders. (Apply) 9. Understand how military forces, in conjunction with other instruments of national power, further US national interests in the international security environment. (Apply) 10. Incorporate effective communication skills. (Synthesis)

Common Core learning objectives align with Joint Learning Objectives clustered under the following six Joint Learning Areas prescribed in CJCSI 1800.01E Officer Professional Military Education Policy (OPMEP) for intermediate-level military officers:

   (1) National Military Capabilities, Command Structure, and Strategic Guidance;
   (2) Joint Doctrine and Concepts;
   (3) Joint Multinational Forces at the Operational Level of War;

(4) Joint Planning and Execution Processes;
(5) Joint Command and Control; and
(6) Joint Operational Leadership.

Note: Although all Joint Learning Objectives are addressed during the CGSOC Common Core, U.S. Army officers must complete both the Common Core and a credentialing course such as the Advanced Operations Course to receive credit for Joint Professional Military Education Phase I (JPME Phase I).

E. The CGSOC Common Core -- Block Descriptions and Lesson Titles

The Common Core has five primary "blocks" of instruction:

C100 (Foundations)
C200 (Strategic Context of Operational Art)
C300 (Unified Action)
C400 (Apply U.S. Army Doctrine)
C500 (Joint Application of Operational Art)

Those primary blocks are supported by the Guest Speaker Program and three parallel blocks of instruction:

F100 (Managing Army Change)
H100 (Rise of the Western Way of War)
L100 (Developing Organizations and Leaders)

(1) CGSOC CC Block C100 (Foundations) is 28-hour block of instruction that will improve the fundamental skills and knowledge students need to succeed during CGSOC and as leaders in the operational force. C100 is organized into three modules to address the following domains: critical and creative thinking; leader assessment and development, and effective communication. These domains underpin all learning in CGSOC and directly support the Army's priority to develop leaders for a complex world.

C100 lessons are:

- C121 Critical Thinking
- C122 Creative Thinking
- C123 Application of Critical and Creative Thinking
- C131 Leader Development
- C132 Self Awareness
- C133 Individual Development Plan
- C171 Effective Writing
- C172 Writing Workshops
- C173 Effective Speaking, Briefing and Listening
- C174 Briefing Practicum

(2) CGSOC-CC Block C200 (Strategic Context of Operational Art) is a 30-hour block of instruction consisting of six lessons and a practical exercise that focus on the political and strategic environment in which a combatant commander operates. C200 lessons introduce the concept of operational art, systems perspective, and joint doctrinal concepts useful to understanding and analyzing the international security environment, national and defense strategies, and strategic level military problems and challenges. C200 lessons facilitate students' comprehension of the U.S. government national security and Department of Defense systems, policies, and concepts that

guide the use of the military element of national power within the overall context of national security. The C200 Block also includes a practical exercise that applies the models learned and guidance from strategy documents to produce a strategic estimate. The exercise enables students to gain an appreciation of how the formulation of a Strategic Estimate provides the combatant commander and staff with a clear understanding of strategic guidance and the strategic and operational environments in which peacetime security cooperation occurs and in which potential joint operations may be conducted.

C200 lessons are:

- C201 Introduction to OPART and the Combatant Commander's Perspective
- C202 Understanding the Environment
- C203 Power and Strategy
- C204a National Organizations and Process
- C204b DoD and Theater Organizations and Processes
- C205 National, Department of Defense and Theater Strategy and Policy
- C206 Combatant Commander Theater Evaluations
- C207 Strategic Estimate Practical Exercise

(3) CGSOC-CC Block C300 (Unified Action) is a 41-hr block of instruction that builds on the study of the strategic level of war and systems perspective introduced in C200 Strategic Context of Operational Art. This block of instruction answers the question, "What are the conditions or effects provided by the capabilities of the joint services and unified action partners to achieve the JFC's objectives in joint operations?" The block begins with an understanding of the fundamentals of unified action, joint functions, and the range of military operations (ROMO) in order to provide the context for how joint forces and unified action partners are integrated and synchronized to support the JFC's plans and operations. The remaining lessons provide a basic understanding of the capabilities, limitations, and operational considerations of the U.S. military services and unified action partners: Air Force, Navy & Coast Guard, Army, USMC, Special Operations Forces (SOF); multinational and inter-organizational coordination; and the Cyber and Space domains. The Unified Action practical exercise challenges students to analyze joint capabilities in light of operational problems.

C300 lessons are:

- C301 Fundamentals of Joint Operations and Unified Action
- C302 Joint Functions
- C303 Joint Functions Across the Range of Military Operations (ROMO)
- C304 Multinational Operations
- C305 Inter-organizational Cooperation and Considerations
- C306 US Army Roles, Functions, Capabilities, and Limitations
- C307 US Navy and US Coast Guard Roles, Functions, Capabilities, and Limitations
- C308 USMC Roles, Functions, Capabilities, and Limitations
- C309 US Air Force Roles, Functions, Capabilities, and Limitations
- C310 US Special Operations Forces (SOF) Roles, Functions, Capabilities, and Limitations
- C311 US Space Operations: Forces, Fundamentals, Capabilities, and Limitations
- C312 Cyberspace Operations
- C313 US Army Sustainment Support to Unified Action
- C399 Unified Action Practical Exercise

(4) CGSOC-CC Block C400 (Apply US Army Doctrine) is a 64 hour block of instruction with the focus on 2 primary doctrinal subjects: (a) What the Army does: Unified Land Operations; and (b) How the Army does it: Mission Command. C400 builds on C100, C200, C300, L100, and H100. C400 is an integral part of the CGSOC Common Core foundation for Joint Professional Military Education (JPME). This block of instruction will address significant portions of each of the six Joint Learning Areas and Objectives of the Chairman of the Joint Chiefs of Staff Officer Professional Military Education Policy (OPMEP) Learning Areas for CGSOC.

C400 lessons are:

- C401 Unified Land Operations within Unified Action
- C402 The Commander's Role in the Operations Process
- C403 Tactical Sustainment in LSCO
- C404 Decisive Action: Reconnaissance and Security Operations
- C405 Offensive Operations in Decisive Action
- C406 Defensive Operations in Decisive Action
- C407 Decisive Action: Stability (Consolidation)
- C420 The Military Decision Making Process (MDMP)

(5) CGSOC-CC Block C500 (Operational Art and Planning) is a 44 hr block of instruction. The first two lessons build on student's understanding of operational art and design first introduced in C200. The remaining lessons provide introductory joint planning instruction using the Joint Planning Process (JPP) to develop, various courses of action within a scenario. At the conclusion of C500, students are able to develop, analyze and evaluate an operational approach and a doctrinally complete course of action for the operational level of war.

C500 Operational Art and Planning lessons are:

- C501   Introduction to Operational Art and Design
- C502   Elements of Operational Design
- C503   Introduction to Joint Planning Process (JPP)
- C504   Joint Sustainment Planning
- C505   JPP Exercise in DATE-E

(6) CGSOC-CC Block F100 (Managing Army Change) is an 18 hr block of instruction that introduces field grade officers to the concepts, processes, agencies, and issues of change management, which provide commanders the capabilities to perform their missions. The block follows the steps of the Army Force Management Model to:

(1) Determine strategic and operational requirements, including force modernization strategy; (2) Develop required capabilities; (3) Design and develop organizational capabilities; (4) Develop materiel capabilities; (5) Determine, prioritize, resource and document personnel and materiel authorizations, (6) Acquire, train and distribute personnel and equipment; (7) Use operational contract support to provide required capabilities.

The F100 lessons are:

- F101   Foundations of Change
- F102   Develop Capability
- F103   Design/Develop Organizational Solutions
- F104   Determine/Document Authorizations
- F105   Planning Programming Budget Execution (PPBE)

- F106   Practical Exercise
- F107   Army Force Integration and Readiness (SR)
- F108   Operational Contract Support
- F109   Business and Transformation Initiatives

(7) CGSOC-CC Block H100 (Rise of the Western Way of War) is a 24 hr block of instruction that gives a broad perspective of the interplay between war and Western society, the nature of revolutionary military change, and, through that perspective, some insights into the challenges and opportunities the US military faces today. H100 contributes to the college's outcomes to produce officers who can understand war, the spectrum of conflict, and the complexity of the operational environment (history, culture, ethics, geography). The block also develops critical and creative thinkers who can apply solutions to operational problems in a volatile, uncertain, complex, or ambiguous environment. Last, H100 enhances an officer's ability to communicate concepts with clarity and precision in both written and oral forms.

H100 lessons are:
- H101   The Dawn of Modern Was and the Structure of Military Revolution
- H102   Limited War in the Eighteenth Century
- H103   Armies of the People and the Birth of Modern Operational Art
- H104   Perils of Imperial Overextension – Decline of Napoleon
- H105   Explaining the Revolution: Clausewitz
- H106   Explaining the Revolution: Jomini
- H107   The Brain of a Modern Army
- H108   World War I – The Train Wreck of Revolutions
- H109   World War I – Birth of Combined Arms Warfare
- H110   Interwar Mechanization
- H111   Blitzkrieg, 1939-41
- H112   The Chinese Way of War: An Alternative to Large Scale Combat Operations

(8) CGSOC-CC Block L100 (Developing Organizations and Leaders) is a 24 hour block of instruction that focuses on the challenges field grade officers face in developing leaders and improving organizations while simultaneously ensuring the organization accomplishes its daily missions. As part of this concept, students examine theories they can apply to meet their responsibilities as an organizational leader. We use military and civilian case studies to illustrate these theories and serve as mechanisms to discuss issues of organizational leadership. The theories and ideas in L100 complement and expand upon doctrine in ADRP 6-22. Students will be able to apply principles discussed in the case studies to adapt to their future challenges.

L100 lessons are:
- L101 Developing Organizations and Leaders
- L102 Ethical Dimensions of Organizational Leadership
- L103 Organizational Power and Influence in Change
- L104 Leading Organizations in Change
- L105 Organizational Culture and Climate
- L106 Developing Learning Organizations
- L107 Organizational Stress and Resilience
- L108 Developing Ethically Aligned Organizations

- L109 Implementing an Organizational Vision
- L110 Extending Influence Through Negotiation
- L111 Extending Influence Through Negotiation - Simulation

F. The CGSOC Advanced Operations Course (AOC) credentials Basic Branch Field Grade Officers to serve on general staffs and lead battalion and brigade-sized units in the execution of unified land operations guided by mission command philosophy in joint, interagency, intergovernmental, and multinational environments.

Table 3: CGSOC Advanced Operations Course (AOC) Purpose, Course Outcomes, and Terminal Learning Objectives (TLOs)

Purpose: AOC credentials Basic Branch Field Grade Officers to serve on general staffs and lead battalion and brigade-sized units in the execution of unified land operations guided by mission command philosophy in joint, interagency, intergovernmental, and multinational environments.

They are *prepared to lead and conduct* Large Scale Combat Operations in tactical units focused *at the division level, executing as part of Unified Action.* Officers that can see, understand and seize the initiative to exploit positions of relative advantage.

Graduates of the Advanced Operations Course:	Terminal Learning Objectives (TLOs):
End State: While operating as a staff officer, section or warfighting function lead in a division conducting combined arms, Large Scale Combat Operations in a complex, contested environment with in Unified Action against a peer threat. Credentialed Basic Branch Field Grade Officers:	1. Conduct the operations process.
1. Are capable of preparing and leading organizations to prevail in large scale combat operations in complex environments.	2. Explain the commander's role in Unified Land Operations.
2. Can synchronize the elements of combat power during planning to converse effects at the decisive point in sustained large-scale combat operations.	3. Analyze leader development and organizational readiness processes.
3. Apply critical and creative thinking, ethical reasoning, and problem solving processes to analyze complex operational problems and recommend solutions.	4. Incorporate effective communication skills.
4. Communicate information clearly, correctly, and convincingly to reach a shared understanding.	
5. Apply historical context to inform military judgment and decision making.	
Key Tasks:	
1. Analyze the conduct of Operations in Large Scale Ground Combat.	
2. Analyze the commander's role in Unified Land Operations.	
3. Analyze how to develop leaders and operational organizations.	
4. Incorporate effective communication skills	

Graduates of the CGSC Advanced Operations Course (AOC) will be able to:

1. Analyze complex problems and recommend solutions through the application of critical and creative thinking and problem solving models.
2. Build and leading organizations in Unified Land Operations in complex and unstructured environments using Mission Command.
3. Consider the impacts of culture, ethics, and history in military planning and operations.
4. Apply the concepts of joint force deployment and employment.
5. Communicate critical information clearly to reach a shared understanding of issues and solutions.
6. Use historical context to inform military judgment and decision making.
7. Be self-aware and motivated to continue learning and improving throughout their careers.
8. Execute tactical and technical skills of their Warfighting Function in decisive action operations.

The Advanced Operations Course uses the BALTIC BULWARK scenario as the driver for practicums across all five modules of the course. BALTIC BULWARK is written and maintained by CGSC to meet the specific educational needs of our curriculum. The scenario is set in the operational environment of DATE-EUROPE, as established by Training and Doctrine Command (TRADOC). The scenario includes operational and tactical problems that have similarities with real world issues and events in the Baltic region. We have chosen those problem sets to deliberately emphasize specific learning objectives in the curriculum and they should be seen as illustrative rather than descriptive. The scenario is not based on a war plan. BALTIC BULWARK creates a fictional conflict between NATO and Bothnia - a near-peer non-nuclear competitor with regional ambitions. The confrontation is large enough that it forces students to consider large scale ground combat operations conducted as part of a joint force, but not so large as to overwhelm those who may be considering war at this echelon for the first time. The scenario forces the students to think about both operational and tactical challenges such as joint force entry, area access and denial, establishing a theater, RSOI, overcoming asymmetries, seizing the initiative, winning in a complex environment, and making that victory permanent. The scenario focuses the student at the Division level, but provides the context two levels up and around the division to showcase the division's unique role among the Army's various echelons. The student division (4th Infantry Division) will start with only a few brigades under its direct control. As the students advance through the curriculum the 4IDs force structure and the demands placed upon the division will continue to grow and increase in complexity.

Module I: Training and Deployment Operations – The objective of this 53 hour module, consisting of 14 lessons and 3 practicums is to apply Army and Joint doctrine to the conduct of Army training management planning at the Brigade level, and analyze and apply doctrinal principles of deployment operations at the division level, in support of Large Scale Combat Operations. This module is organized to provide foundational knowledge and learning activities integrated with leadership and historical principles necessary to foster disciplined initiative within formations and the historical context for division deployment operations.

Following topic specific lessons will be focused practicums applying the Army Operations Process for planning training and deployment operations.

The lessons in this module are:

- M101 (1 hours): Stage Setter - The American Way of War
- M111 (2 hours): Leadership: The Art of Command
- M112 (2 hours): Leadership: Developing Leadership Capacity
- M121 (2 hours): History: Power Projection for LSCO
- M122 (2 hours): History: CA: 24th ID in Korea, July-September 1950
- M131 (2 hours): Training Management Doctrine
- M132 (2 hours): OBJ T IWTS
- M132 (1 hours): Sustaining Training Readiness: SRM
- M133 (2 hours): Analyzing Training and Readiness: Tools
- M134 (2 hours): Army and FORSCOM Training Guidance: Tools
- M138 (6 hours): Practicum: MA: Training and Readiness
- M139 (6 hours): Practicum: COA Development: Build the Brigade Training Plan
- M141 (2 hours): Division Deployment
- M142 (2 hours): Division Deployment: Considerations/Tools
- M149 (8 hours): Practicum: MA: Division Deployment Planning
- M151 (4 hours): (Sustainment) Preparation of the Theater
- M152 (2 hours): EAD - Roles, Functions, Organization, Capabilities
- M153 (2 hours): Support to LSCO: Requirements and Flow
- M154 (2 hours): Setting the Theater- Critical Infrastructure, Capabilities

Module II: Joint Reception, Staging, Onward Movement and Integration (JRSOI) – The objective of this 44-hour module, consisting of 14 lessons addresses the application of Joint and Army doctrine to the conduct of the Joint Reception, Staging, Onward Movement, and Integration (JRSOI) of an Army division preparing for large scale ground combat operations. This module continues the development of student skills covered in the common core and the first AOC module. The module is organized to provide foundational knowledge and learning activities integrated with leadership principles necessary to foster disciplined initiative within formations and historical context for division operations. Following those lessons a movement planning practicum requires students to use foundational knowledge to create a division movement table and TAA occupation plan. By the end of the module, students will be able to explain key aspects of the JRSOI process, develop a staff estimate for an assigned warfighting function required to support the division's execution of JRSOI and follow on missions, and effectively plan for division movement. At the completion of the module, students will understand the challenges associated with moving and integrating large ground combat forces preparing for peer competitor conflict; how the Joint force and the Army execute JRSOI; and how headquarters and organizations at echelon prepare a division for combat operations. Students will also understand the joint force capabilities and HQs that support a division employed at the tactical echelon, as well as the various tools available to plan movement; students will apply that knowledge in a twelve hour practicum resulting in a division movement table and TAA occupation plan.

The lessons in this module are:

- M200 (2 hours): JRSOI Stage Setter: JTF Gotlund RTW Update
- M201 (2 hours): JRSOI Overview: Nodes and Roles
- M202 (4 hours): Staff Estimate and Mission Analysis PE
- M210 (2 hours): Complexity: 1973 Yom Kippur War
- M221 (2 hours): European Theater of Operations: June – November 1944
- M203 (2 hours): Theater Land Operations
- M204 (2 hour): Joint Reception & Staging

- M205 (4 hours):   Joint Targeting and support to Land Operations
- M206 (4 hours):   Movement tools
- M207 (2 hours):   Integration
- M211 (2 hours):   Slim in Burma: Leading Multi-national organizations
- M222 (2 hours):   Battle Study: 7th AD at St. Vith
- M208 (2 hours):   Division Planning
- M299 (12 hours): Division Movement Practicum

Module III: Transition to the Offense - The objective of this 78 hour module, consisting of 21 lessons are to apply Army and Joint doctrine to the conduct of defensive operations at the division level during Large Scale Combat Operations, and to analyze the processes, procedures, and activities associated with the Army Operations Process during defensive operations. This module is organized to provide foundational knowledge and learning activities integrated with leadership principles necessary to foster disciplined initiative within formations. The material uses historical context and case studies to establish understanding past division defensive operations as the basis for our current operational doctrine. This module uses a series of short practicums to build expertise and depth in specific aspects of the warfighting functions and in integrating processes. It finishes with an extended practicum applying the Army Operations Process for division defensive operations including detailed planning and war gaming supported by a simulation to facilitate student assessment of a COA.

The lessons in this module are:

- M300 (2 hours): Division Defensive Operations Stage Setter
- M331 (2 hours): Information Collection - Intro to FM 3-55
- M332 (4 hours): Intelligence Operations – introduction to the Intelligence Disciplines
- M333 (2 hours): Information Operations–Intro to information-related capabilities (FM3-13)
- M334 (6 hours): Intelligence Collection Practicum
- M341 (2 hours): Targeting and the Joint Targeting Cycle – intro to JP 3-60 and FM 3-0
- M342 (2 hours): Integrating fires in the deep area
- M343 (2 hours): Integrating fires in the close area
- M344 (4 hours): Targeting Practicum
- M351 (2 hours): Passage of Lines and Reliefs in Place
- M352 (2 hours): Counter mobility and Survivability
- M353 (2 hours): Sustainment in the Division
- M311 (2 hours): Decision Making
- M312 (2 hours): Risk and Adaptability
- M313 (2 hours): Commanders Visualization
- M321 (2 hours): History C
- M322 (2 hours): History B
- M323 (2 hours): History C
- M361 (2 hours): Division Defensive Operations Practicum Prep– CPOF
- M362 (4 hours): Division Defensive Operations Practicum Prep– Simulation Training
- M363 (28 hours): Division Defensive Operations Practicum – MDMP steps 1-4

Module IV Division Offensive Operations- The objective of this 116-hour module, consisting of 15 lessons are to apply Army and Joint doctrine to the conduct of offensive operations at the division level during Large Scale Ground Combat Operations, and to analyze the processes, procedures, and activities associated with the Army Operations Process during offensive operations. This module continues development of student skills and analysis covered in previous

AOC modules and the C400 Apply the Basic Principles of US Army Doctrine block. This module is organized to provide foundational knowledge and learning activities integrated with leadership principles necessary to foster disciplined initiative within formations and the historical context for division offensive operations. Following those lessons will be an extended practicum applying the Army Operations Process for division offensive operations including detailed planning, rehearsals, and execution supported by a simulation to facilitate student assessment of the plan and its execution. This module occurs during the Eagle Owl staff exchange with the British Intermediate Command and Staff Course – Land (ICSC-L), so all students will be exposed to the British Tactical Estimate (6-Step) process; select students will apply this process in planning during the practicum.

The lessons in this module are:

- M401 (2 hours): Stage Setter: "Offensive Operations in a Diverse Environment, 1963-73"
- M402 (2 hours): Rapid Decision Making Process
- M403 (4 hours): The Protection Function
- M404 (3 hours): Sustainment of Division Offensive Operations
- M405 (1 hour):   The British Tactical Estimate (6-Step) Process
- M406 (52 hours): Division Offensive Operations – Planning
- M407 (16 hours): Division Offensive Operations – Preparation
- M408 (22 hours): Division Offensive Operations – Execution and Assessment
- M411 (2 hours): Context: The Challenge of Hybrid Warfare
- M412 (2 hours): Battle Analysis: Urban Warfare, 1st MARDIV at Hue, February 1968
- M413 (2 hours): Context: Fighting an Adaptive Enemy
- M414 (2 hours): The 1973 Yom Kippur War
- M421 (2 hours): Ethics in War
- M422 (2 hours): Moral Courage and Followership
- M423 (2 hours): Trust

Module V: Transition from Offense (Place holder) – The objective of this 34-hour module, consisting of 7 lessons are to apply Army and Joint doctrine to the conduct of transitioning from offensive combat operations at the division level during Large Scale Ground Combat Operations, and to analyze the processes, procedures, and activities associated with the Army Operations Process during transitioning from offensive operations. This module continues development of student skills and analysis covered in previous AOC modules and the Common Core C400 Apply US Army Doctrine and C500 Operational Art and Planning blocks. This module is organized to provide foundational knowledge and learning activities integrated with historical and leadership principles necessary to foster disciplined initiative within formations and the historical context for planning, preparing, executing, and assessing division transitions of offensive operations. Following those lessons the students will participate in an extended practicum applying the Army Operations Process for division transition from offensive operations including detailed planning, rehearsals, and execution supported by a simulation to facilitate student assessment of the plan and its execution.

The lessons in this module are:

- M501 (2 hours): Stage Setter / The Evolution of Army Doctrine for Large Scale Combat
                   Operation 1975-1990
- M510 (2 hours): GNI-ADM
- M511 (8 hours): Problem Framing
- M512 (4 hours): Warfighting Function Integration (PE)
- M513 (8 hours): Operational Approach (PE)
- M514 (4 hours): Operational Approach Brief

- M515 (4 hours):   Commander's Estimate / AAR

CGSC-AOC Leadership - The objective of the 20 hour module consisting of 10 lessons of leadership curriculum is to develop adaptive and innovative organizational leaders who successfully lead organizations in Unified Land Operations while contending with the complexity, ambiguity, and uncertainty of the future operating environment conducting large scale ground combat operations. Leadership lessons in the Advance Operations Course prepare you for success by building on the concept of "improving while operating" established in L100 and providing an opportunity to view complex problems from a commander's point of view. During AOC you will examine several new concepts and models related to organizational leadership using case studies ranging from events in World War II to the recent operational environment. All of the case studies illustrate challenges organizational-level leaders face in today's operational environment. Several of the cases involve commanders in large-scale ground combat operations against near-peer threats and all of the situations occur in an environment characterized by uncertainty, complexity, ethical challenges, and physical and psychological stresses.

Leadership Lessons are:
- M111 (2 hours): The Art of Command (Case Study: Ridgeway Takes Command)
- M112 (2 hours): Developing Leadership Capability (Case Study: Video Vignettes)
- M211 (2 hours): Complexity (Case Study: 1973 Yom Kipper War)
- M212 (2 hours): Leading MN Ops (Case Study: Viscount in Burma)
- M311 (2 hours): Commander's Visualization (Case Study: Battle of Hurtgen Forest)
- M312 (2 hours): Decision Making (Case Study: Gen. MacArthur in Korea)
- M313 (2 hours): Risk and Adaptability (Case Study: Kasserine Pass: LTG Fredenhall)
- M411 (2 hours): Ethics in War (Case Study: Fall of the Warrior King)
- M412 (2 hours): Moral Courage and Followership (Case Study: Darker Shades of Blue)
- M413 (2 hours): Trust and Team Building (Case Study: Battle of Hue)

CGSC-AOC Military History - The objective of the 24 hours of military history curriculum, broken into 12 lessons is to support the CGSOC (Command and General Staff Officer Course) AOC goal to give field grade officers the skills to use, analyze, and value history as a tool to aid professional judgment. This course provides a forum to integrate all disciplines associated with the CGSOC curriculum. Students will have the opportunity to assess and analyze the emergence of an American war of war, strategy, tactics, logistics, leadership, operational art, combined arms, and ethical considerations associated with the profession of arms. The lessons in military history demonstrates how insights derived through the study of military history contribute to an overall staff college education. Critical reasoning sharpens military judgment and problem-solving skills.

Military History Lessons are:
- M121 (2 hours): Power Projection for LSCO, 1942-1950
- M122 (2 hours): Battle Analysis: 24th Infantry Division in Korea, July – September 1950
- M221 (2 hours): European Theater of Operations, June – November 1944
- M222 (2 hours): Battle Analysis: 7th Armored Division at St. Vith, December 1944
- M321 (2 hours): Foundation: Expeditionary Deterrence and Limited War
- M322 (2 hours): Battle Analysis 25th ID in Korea, Operations Killer and Ripper, January – April 1951
- M323 (2 hours): Challenge of Hybrid Warfare
- M421 (2 hours): Battle Analysis: Urban Warfare, 1st MAR DIV at Hue, Feb 1968
- M422 (2 hours): Fighting an Adaptive Enemy
- M423 (2 hours): Campaign Analysis The 1973 Yom Kippur War 1973
- M 521(2 hours) Campaign Analysis V Corps and XVIII ABN Corps in Desert Storm, 1991

- M 522 (2 hours): Campaign Analysis: 1st MAR DIV in Fallujah 2003-2004

G. The CGSOC Electives Program.

The electives program allows students to select courses which enable professional growth (warfighting and technical), prepare for future assignments (warfighting and technical), and fulfill personal interests (broadening). Every student enrolled in the CGSOC resident course at Fort Leavenworth must complete a minimum of 192 hours of elective courses. These hours may include one regional/cross-cultural course (24 hours), and 168 hours of additional elective courses to satisfy graduation requirements. Students may also apply for enrollment in a program of concentrated study in a specific subject area. All programs lead to the awarding of a skill identifier such as an Additional Skill Identifiers (ASI) or Professional Development Skill Identifier (PDSI). Students who desire to enroll in a program must gain instructor permission from the appropriate department proponent and meet all appropriate requirements.

(1) Operational Art & Science Program

Every student is by default in the operational art and science focused program. Students may elect to participate in other programs; these students must apply for and be accepted into that program.

(2) Department Specific Programs

Department specific programs of study are designed to provide the CGSOC student an opportunity to develop a greater depth of knowledge in a specific topic or area of study. These Department-specific programs do not provide a skill identifier or external agency certificate, but many provide departmental certificates of completion which can be entered into the student's academic record. Additional information about each program can be provided by program managers through emails or other marketing mediums.

These programs include:

- Defense Support of Civil Authorities Specialist Program (Homeland Security Certificate Program – D7A)
- Tactical Coalition Warfare Certificate Program
- Tactical Coalition Warfare Sustainment Certificate Program
- Security Cooperation Program (Regional Studies Certificate Program), generally in alignment with geographic Combatant Commands

(3) Additional Skill Identifiers (ASI) / Professional Development Skill Identifiers (PDSI) Awarding Programs

a) **PDSI D7A Defense Support of Civil Authorities Specialist Program** offers the opportunity to develop DSCA expertise in within the United States. Army students earn PDSI D7A. All DOD students earn NORTHCOM accredited DSCA Phase 1 and Phase 2 training certificates. Due to overlapping electives, students taking the DSCA Specialist program may also be interested in the Homeland Security certificate program. This program is limited to US students.

b) **Joint Planner (SI 3H) Program** identifies positions requiring personnel qualified in the Joint Operation Planning and Execution System (JOPES) and supporting information technologies. US Army officers can earn the SI 3H by completing resident CGSOC and the Joint Planner Program (specific elective courses – see Requirements below). Officers from other services and civilian

interagency personnel who complete resident CGSOC and the Joint Planner Program will receive memoranda stating that they have achieved Joint Planner status – a U.S. Army SI. Traditionally all officers earning the SI 3H have had that accomplishment noted in their Academic Efficiency Reports or Service Fitness Reports. The Joint Planner Program is open to U.S. students and a SECRET clearance is required.

c) **Space Enablers (SI 3Y) Program** consists of two electives. A537 Space Orientation is a 24-hour (one MOD) elective designed for the student with limited space knowledge. It is a prerequisite for acceptance to the A543 Space Operations elective. A543 builds on the knowledge acquired during A537. A543 Space Operations is a 48-hour elective (two consecutive MODs) that requires instructor permission for attendance. Students receive TS/SCI instruction from guest speakers from a variety of organizations that use and provide space capabilities to include the National Reconnaissance Office, the National Geo-Spatial Intelligence Agency, the National Air and Space Intelligence Center, Space and Missile Defense Command, and other agencies. Students may take A537 as a stand-alone elective or take both electives which leads to the SI 3Y. Students must submit an application for acceptance into the A543 elective. This program is limited to US students. A537 requires a SECRET clearance. A543 requires a TOP SECRET clearance based on a completed SBI (SCI eligibility required).

d) **Strategic Studies (SI 6Z) Program --** All resident officers of the Command and General Staff Officers Course may apply to participate in the Strategic Studies Program. The Army G3/5/7 is the proponent for this ASI, and therefore establishes guidance for the selection of officers to participate in it. Such officers should be —uniquely qualified by aptitude, experience, and education in strategy formulation and articulation. The application for the program serves to identify applicants that meet the Army G3 criteria. Each applicant's DJIMO instructor must provide a recommendation in writing as part of the application. Career Field 59 students who have not earned the ASI prior to ILE attendance are required to enroll in this program. Career Field 59 students who have already earned the ASI are encouraged to enroll in the program but are not required to; those CF 59 officers with the ASI who do not enroll in this program are strongly encouraged to enroll in some other ASI producing program. Completion of the strategic studies program will be annotated on the officer's Academic Efficiency Report or Service Fitness Report. The 6Z program manager will submit the names of U.S. Army officers to the proponent (Army G3/5/7) for awarding of the 6Z ASI. The program manager will submit the names of Navy officers for awarding the 2000P designator, provided they meet additional service specific requirements. Marines will be provided a memorandum of completion. For International officers the program manager will submit a letter through the Director, Security Assistance Training Field Activity – TRADOC and the US Security Assistance Officer or MILGRP Commander in the officer's home country, to the officer's senior command or MOD as appropriate.

e) **The Security Cooperation Program** helps students gain a fundamental understanding of how the US conducts Security Assistance and Security Force Assistance to build partner capacity with host nations and other actors. It allows students to become familiar with current, real-world strategic guidance documents including the Guidance for Employment of the Force, the Geographic Combatant Commander's (GCC's) Theater Campaign Plan, the Ambassador's Integrated Country Strategy, and others. It helps students understand how the GCC's are currently translating guidance into Phase 0 engagements throughout their Areas of Responsibility (AORs). Students select a country that interests them, and as part of a group, conduct research on current US security cooperation goals and activities with that country. Initial research and presentation is at the unclassified level in A520, but a classified brief is required for A521. The program is restricted to US students because of the classified research requirement. Students who successfully complete the program earn a diploma from the Defense Institute of Security

Assistance Management (DISAM) awarding credit for the DISAM Orientation Course, which can be entered onto an Army Officer's ORB or sister service equivalent. US Students must possess a Secret Clearance and have a current SIPR token. Because A520 (Security Cooperation) is a prerequisite for A521 (Advanced Security Cooperation), students must take A520 in Term 1, and take A521 in Term 2. Students must also take one regionally aligned elective in either term. This regional elective must correspond to the AOR in which the student has elected to conduct research.

f) **The Historian (Skill Identifier 5X) Program** gives the US Army Human Resources Command visibility of those officers with the skills and qualifications to serve as organizational historians, military history instructors, and commanders of Military History Detachments. The program is open to all CGSOC students.

g) **Air Operations Officer (SI 5U) Program –** Air Operations Officer--Skill 5U, distinguishes officers qualified as Air Operations Officers. Awarding of the 5U identifier consists of the following: Successful completion of all CGSC Core and AOC curriculum requirements; successful completion of the A866 Joint Firepower Course elective and instructor permission is required.

h) **Red Teaming (SI 7J or 7G) Program –** Red Teaming is defined as a function executed by trained, educated, and practiced team members that provides commanders an independent capability to fully explore alternatives in plans, operations, concepts, organizations, and capabilities in the context of the operational environment and from the perspectives of our partners, adversaries, and others. Graduates will enhance mission accomplishment by looking at problems from the perspective of the adversary, multinational partners, and others through the lens of alternative strategies. Effective Red Teams help ensure units avoid group think, tunnel vision, and mirror imaging, while providing critical insights to enable better decisions during planning and operations.

Requirements for 7J Program - Instructor permission required. USMC Officers require approval of Director, Marine Corps Element. Complete A341 Red Team Members Course (4 elective credits, Term 2 only) SI 7J. Officers can take no other electives during this term.

Requirements for 7G Program - Instructor permission required. USMC Officers require approval of Director, Marine Corps Element. Complete A342 Red Team Leaders Course (8 elective credits, Terms 1 and 2) SI 7G.

Red Team courses are taught by the University of Foreign Military and Cultural Studies.

i) **Genocide Prevention PDSI E9C Program --** The Seminar in Genocide Studies will provide the student taking this course a broad understanding of Genocide. The focus of the course is to prepare the students for situations in which they could be advisors to senior commanders concerning the prevention of genocide or mass atrocities within any region. To prepare the students during this seminar the students will engage with a variety of instructors covering many different topics within the field of Genocide Studies. The first week of the course will focus on developing an understanding of Genocide from a historical perspective, a legal perspective and through a contemporary lens. During the second week of the course the students will travel to Washington, D.C. to work with and learn from the staff of the United States Holocaust Memorial Museum and members of the National Security Community to gain a deeper understanding of the current policy environment concerning the United States response to genocide. Additionally the students will have an opportunity to discuss US and world humanitarian responses and options with leading non-governmental organizations in this field.

j) <u>**The Tactical Coalition Warfare Program**</u> offers officers the opportunity to participate in Exercise EAGLE OWL B with 200 officers from the United Kingdom's Intermediate Command and Staff College (Land) [ICSC(L)]. Exercise EAGLE OWL is the largest combined staff college exercise among NATO partners. Officers will pair with UK counterparts and conduct tactical problem solving using both US and UK methodologies mentored by both US and UK faculty. This program offers students the opportunity to gain subject matter expertise for all War Fighting Functions in the area of tactical multi-national operations. This Program focuses on enhancing the following skills: problem solving and decision making, leading and serving on staffs, functioning in the operations process, and applying mission command in a combined exercise executed in the Horn of Africa. Successful completion of the program will result in an appropriate annotation on the student's Academic Evaluation Report.

k) <u>**The Tactical Coalition Warfare (TCW) Sustainment Focus Program**</u> offers officers the opportunity to participate in Exercise EAGLE OWL B with 200 officers from the United Kingdom's Intermediate Command and Staff College (Land) [ICSC(L)] and to obtain a greater understanding of brigade-level tactical sustainment . Exercise EAGLE OWL is the largest combined staff college exercise among NATO partners. Officers will pair with UK counterparts and conduct tactical problem solving using both US and UK methodologies mentored by both US and UK faculty. This program offers students the opportunity to gain subject matter expertise for all War Fighting Functions in the area of tactical multi-national operations and tactical sustainment. This Program focuses on enhancing the following skills: problem solving and decision making, leading and serving on brigade staff, functioning in the operations process, and applying mission command in a combined exercise executed in the Horn of Africa. Successful completion of the program will result in an appropriate annotation on the student's Academic Evaluation Report.

l) <u>**SAMS Selectees Program**</u> **--** Students selected for SAMS (AMSP) must attend the following courses: (a) A301 Field Grade's Role in the Military Decision Making Process (MDMP); (b) A698 Great Campaigns; and (c) A699 The Evolution of Military Thought. SAMS selectees will coordinate with their respective SGAs to program their completion of these lessons.

m) <u>**The Support Operations (SPO) Course Certificate Program**</u> offers officers the opportunity to be certified as a Support Operations Officer (SPO) on their Officer Record Brief. This program is offered under a Memorandum of Agreement with the Army Logistics University and results in the award of ALU Support Operations Course (SOC) PH II completion certificate and ATRRS credit for SOC PH II. For KU SCM students, A492/SPO counts as 2 of 4 required DLRO electives.

n) <u>**Brigade S-1 Certification Program**</u> offers officers the opportunity to achieve Brigade S-1 certification. Graduating AG Captains and Majors will now receive credit for the course and will be able to add the course to their Officer Record Briefs.

o) <u>**Defense Transportation Officer (DTO) Course Certificate Program**</u> offers officers the opportunity to be certified as a Division Transportation Officer (DTO) on their Officer Record Brief. The program consists of two electives: A488 = DTO classroom activities and A489 = DTO Automation in computer lab. Additionally, this course involves a 3-4 day field trip to USTRANSCOM at Scott AFB.

(4) Electives offered by the Directorate of Graduate Degree Programs (Master in Military Arts and Science) --

a) A211 (Research Methods I) is a lecture-based course that familiarizes students with common graduate-level methods of research, including both quantitative and qualitative approaches in the social sciences and humanities. To complete the elective each student must submit an acceptable research prospectus and pass a final exam.

b) A221 (Research Methods II) provides each MMAS student with practical feedback from instructor and peers on his or her research and MMAS draft chapters. Conversely each student reads classmates' draft chapters and provides a constructive critique.

c) A231 (Thesis Completion) comprises the tasks of thesis completion, thesis defense, and final approval.

d) A201 (Independent Research) This elective is an independent study research elective requiring a final paper of 15 to 25 pages under the direction of a member of the faculty. This elective may also take the form of a small group studying a common subject or problem, in which case specific requirements will be approved by the Director of Graduate Degree Programs. It is not part of the research methods elective sequence for the purpose of MMAS completion.

Other program requirements for the MMAS are addressed in Chapter 3 CGSC Degree Programs.

(5) Independent research project --

All independent research projects are approved at the Department Director level. Students interested in an individual research program should submit to the appropriate department a proposed research topic and a research plan outline. If approved, the department project sponsor will notify the student, in writing, of the approval. A research project will require 60 to 100 hours of in-depth research for each 24 hours of elective credit awarded. Credits for a project cannot be changed after the project begins. For example, a research course for 24 hours of credit cannot be changed to 48 hours credit after the project begins. Research projects using the college population (students, faculty and/or staff), must be coordinated through the CGSC Quality Assurance Office and approved by the Dean of Academics.

(6) Special Operations Forces

a) **The CGSOC SOF Studies Program** consists of two major blocks of instruction: S400 SOF Fundamental Studies, and S401 SOF Advanced Studies. This is a 56-hour block of instruction into which all U.S. Army Special Forces (SF) branch officers, U.S. Army Psychological Operations (PO) branch officers, and U.S. Army Civil Affairs (CA) branch officers will be enrolled. Special Operations Aviation Regiment officers and U.S. Army officers with a follow on assignment to the 75th Ranger Regiment should apply for enrollment in SOF Studies. Program approval must be granted by their CGSOC directorate/proponent. Air Force Special Operations Forces, Navy Special Operations Forces and Marine Special Operations Forces are encouraged to enroll with approval from their service component. Other officers with a follow-on SOF assignment and no previous SOF experience are also encouraged to enroll in the SOF program with the approval of their directorate or service element. The SOF Education Element Lead will approve these requests.

The purpose of the SOF Studies program is to provide CGSOC students the opportunity to analyze Joint SOF organizations, structures, operations, history and core tasks, which will allow them to gain an advanced level understanding of joint SOF operational warfighting in the Joint, Interagency, International and Multi-national (JIIM) environment. This block focuses on planning, synchronizing, integrating and executing operations at the Combined Joint Special Operations Task Force (CJSOTF) level and higher, with students performing as both an unconventional operations and interagency collaborative mission planner.

b) **S400 SOF Fundamental Studies** establishes the baseline SOF knowledge students are required to have for all subsequent learning within the SOF Studies Program. This 22 hour module consists of 8 lessons taught on separate days. It establishes the importance of the SOF curriculum and sets the baseline knowledge of the SOF student for enrollment into S401 SOF

Advanced Studies.

c) **S401 SOF Advanced Studies** builds on the Fundamental SOF Studies and focuses on how critical thinking/critical reasoning contribute to the conduct of Joint Special Operations, the contribution of SOF capabilities to full spectrum operations, and selected studies of SOF in the Contemporary Operational Environment (COE). It includes guest speakers and presentations (classified and unclassified) to focus officers on the profession of SOF operations.

d) **Mandatory SOF Studies Program Events.** In addition to the S400 and S401 courses, all ARSOF students will: (a) Participate in C310 and O106 lessons as the student SOF subject matter expert; (b) take at least one Regional Requirement; and (c) Participate in the mentorship program with representatives of US Special Operations Command components and Theater Special Operations Commands (TSOC), and other designated guests. All events support specific SOF Studies Program learning objectives. Exceptions will be dealt with on a case-by-case basis.

SOF Students who attended the SOF Preparatory Course (P-940) prior to the start of CGSOC are only required to enroll in S401 (SOF Advanced Studies). SOF students (SF, CA and PO) are restricted to volunteering for only one elective that requires the student to depart Fort Leavenworth for more than three days.

H. CGSOC Resident Class and Staff Group Composition.

CGSOC resident classes are divided into divisions, sections, and staff groups. Sections are comprised of four staff groups of sixteen students. A typical staff group's composition is reflected immediately below.

(Intentionally Blank)

Figure 7-3: CGSOC Resident Class Profile

Class Composition

Component	Class of 2017	Class of 2018	Class of 2019
US Army	752	789	769
Nat'l Guard	43	37	38
Army Reserve	99	47	38
US Air Force	77	77	79
US Navy	37	21	27
US Marines	27	28	25
Coast Guard	1	1	1
International	112	119	110
DoD Civilians	15	24	13
Interagency			13
Warrants	9	---	---
TOTAL	1172	1143	1113

Typical Staff Group Composition

16 Students in each Staff Group

- **5 Maneuver, Fires & Effects (MFE)** *(Armor, Infantry, Artillery, Engineer, Aviation)*
- **2 Operational Support (OS)** *(Signal, Intelligence)*
- **2 Force Sustainment (FS)** *(Adjutant General, Logistics)*
- **1 Health Services (HS)** *(Nurse, MD, DDS, DVM)*
- **1 Other Special Branch** *(Chaplain, JAG)*
- **1 – US Air Force Officer ***
- **1 – US Navy, USMC or USCG Officer ***
- **2 or 1 International Military Officers**
- **1 or 0 Interagency Students**

Note: * CJCSI 1800.0E1 OPMEP prescribes that each resident Intermediate Level Education (ILE) staff group contain at least one (1) Air Force and one (1) Sea Service student.

The CGSOC class leadership consists of president, vice president, section leaders, and staff group leaders. Student leaders are selected based on seniority and desire to serve.

I. CGSOC Resident Student Advising.

CGSOC faculty members perform both formal and informal academic advising. Small Group Advisors (SGAs) – or faculty members from that staff group's teaching team – conduct five formal counseling sessions during the ten month course. These sessions are scheduled on the academic calendar and align with key transitional periods in the CGSOC academic year.

(1) The initial session occurs within the first five weeks of the beginning of the academic year. The session is intentionally designed to address students' academic goals for the year, their Individual Development Plan, initial student and faculty impressions from their diagnostic and self-awareness instruments, and personal concerns that have potential to impact academic performance.

(2) The second session occurs mid-way through the Core instruction. This session addresses a review of their assessments, contributions to learning, progress toward graduate degrees (if appropriate), and potential for honors programs such as the CGSC Scholars or School for Advanced Military Studies (SAMS).

(3) The third session occurs at the end of the Core, and reviews students' performance through the CORE, progress toward graduate degrees (if appropriate), and previews program requirements and significant learning activities during the Advanced Operations Course (AOC block).

(4) The fourth occurs toward the end of AOC and just prior to the start of electives. This session addressed results from the AOC block of instruction, as well as progress on graduate studies, and potential adjustments to students' elective selections.

(5) The final session occurs about four weeks from graduation and provides students with their end of year observations and draft comments from their Academic Evaluation Report. Progress and goal achievement are addressed, as well as issues that may affect their transition back to the active or reserve forces.

In addition to formal counseling sessions, informal counseling and advising occurs throughout the academic year. Students speak with their SGA prior to electives registration to ensure desired and selected electives align with students' academic and career needs, and to confirm that graduation requirements are met. Additionally, specialized advising occurs for students desiring to compete for advanced and alternative learning programs (SAMS and Scholars), or those desiring to compete for academic awards. Both formal and informal coaching and counseling occurs for students who fail to meet, or marginally meet academic standards in accordance with CGSC policies and guidance.

J. CGSOC Guest Speaker Program. CGSS provides CGSOC students and faculty with guest speaker bios and read-ahead material if available. The CGSOC schedule frequently includes 30 minutes following a guest speaker presentation for staff groups and their Small Group Advisor to process what they heard, and tie it to the curriculum when appropriate. Most resident CGSOC guest speaker presentations are recorded and archived on Blackboard, where they remain accessible to non-resident students and faculty.

K. CGSOC Student Awards.

Award winners are publicly recognized and presented with an appropriate award at the CGSOC graduation ceremony. For award winners, the student's AER/academic report is annotated with the accomplishment. For more detailed information for all awards, see CGSC Bulletin #903 at https://cgsc2.leavenworth.army.mil/dao/bulletins/

(1) Description of the three CGSOC Distinguished Student Awards:

- **The General of the Army George C. Marshall Award --** On 26 September 1960, the CGSC Commandant, with Mrs. George C. Marshall's consent, arranged for the establishment of an award in honor of General Marshall to be presented to the distinguished US graduate in each resident PME course. The establishment of 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. Recommendations are made by an SGA through their Team Leader, Division Chief and Director. The CGSOC Graduation Board recommends the recipient of each award based on documented academic achievement and other professional attributes. The Deputy Commandant serves as the approving authority.

- **The General of the Army Dwight D. Eisenhower Award --** In April 1969, the Henry Leavenworth Chapter of the Association of the United States Army established "The International Award" to recognize the distinguished International Military Student (IMS) graduate of the ten-month resident course. On 11 August 1969, the CGSC Commandant, with the consent of Mrs. Dwight D. Eisenhower, established that future IMS awards be known as the Dwight D. Eisenhower Award. The award honors military scholarship and is held in the highest esteem by recipients and the nations they represent. Recommendations are made by an SGA through their Team Leader, Division Chief and Director. The CGSOC Graduation Board recommends a an award recipient based on

documented academic achievement and other professional attributes. The Deputy Commandant serves as the approving authority.

- **The General Colin L. Powell Award** is presented to the most deserving Interagency student of the ten-month resident CGSOC at Fort Leavenworth at graduation. The award recognizes excellence in scholarship and overall contributions to interagency education at the College, and serves as a lasting incentive to the students attending resident CGSOC. The CGSC Foundation sponsors this award. The award is an engraved crystal pinnacle with the name of the award "The General Colin L. Powell Interagency Award for Excellence" and includes the name of the college and the recipient.

(2) CGSOC Student Awards for Excellence:

- **The LTC Boyd McCanna "Mac" Harris Leadership Award** recognizes one student for excelling academically and demonstrating superior leadership in class through outstanding performance in positions of responsibility and contribution to their fellow students' learning with the LTC Boyd "Mac" Harris Award. LTC Harris was an inspirational officer with a passion for teaching leadership. He served two tours in Vietnam as a company grade officer. After graduating from CGSC at Fort Leavenworth, Kansas in 1981, LTC Harris was assigned to the Center for Army Leadership and became the primary author of FM 22-100, Military Leadership. Harris used his Vietnam experience as well as his education from the Center for Creative Leadership to develop a coherent leadership framework based on the lessons of leadership found in military history and literature. He called his new framework the Be, Know, Do concept.

- **The General George S. Patton, Jr. Master Tactician Award** is presented annually to one student selected as the Distinguished Master Tactician for his/her graduating class. The competition is open to all resident Ft. Leavenworth CGSOC students; applications are due on/about 10 January each year. Tactics instructors and/or Small Group Advisors (SGA) may nominate students who have demonstrated a high level of tactical knowledge, and have a solid overall record for this award. Qualified nominees undergo rigorous written examination (Phase I) and a performance based evaluation (Phase II), which includes executing a simulation-based exercise while evaluated by a board of CTAC senior officers. POC for this award is the CGSS Department of Army Tactics.

- **The Major General James M. Wright Master Logistician Award** competition is open to all resident Ft. Leavenworth CGSOC students. The student begins the application process by submitting a written request on or about 1 December to their DLRO instructor (can be accomplished via e-mail). The DLRO instructor endorses the student's written request with comments to the students' solid academic record and logistical knowledge. The written request will be forwarded to the DLRO faculty member responsible for executing the Master LOG program.   Qualified nominees will undergo a rigorous (approximately four-hour) written examination. Top performers on the written exam undergo interviews. Finalists based on the interview phase undergo a four-hour oral exam administered by a committee of senior DLRO officers. Following oral examinations, one student is selected and honored as the Distinguished Master Logistician at the June CGSOC graduation. Students may direct questions about this award to their DLRO instructor. The CGSS Department of Logistics and Resource Management Operations (DLRO) is the POC for this award.

- **The Arter-Darby Military History Writing Award --**Established in 1980, the Arter-Darby Military History Writing Award commemorates the contributions to the nation and the Army of former United States Senator Harry Darby of Kansas City, Kansas, and the former Deputy Commandant of CGSC, Lieutenant General Robert Arter. The competition is open to all resident Ft. Leavenworth CGSOC students who complete an MMAS thesis -- or a thesis-length monograph --on a military history topic. Students submit a copy of their MMAS thesis for consideration by an editorial board on or about 1

May. Students may direct questions about this award to their DMH instructor or SGA. The CGSS Department of Military History (DMH) is the POC for this award.

- **The Brigadier General Benjamin H. Grierson Award for Excellence in Strategic Studies (Master Strategist Award)** recognizes excellence in strategic studies by resident Ft. Leavenworth CGSS CGSOC students enrolled in the Strategist Program. The award selection process includes: (a) recommendations from SGA and strategic program instructors; (b) review of overall grades and performance in the Strategist Program courses; (c) a specific writing requirement; and (d) a comprehensive oral examination. The top student receives the designation "Distinguished Master Strategist," and receives a letter of commendation from the Deputy Commandant. The award recipient is honored at CGSOC graduation with a plaque provided by the Buffalo Soldier Educational and Historical committee. Students may direct questions about this award to their DJIMO instructor or SGA. The CGSS Department of Joint, Interagency and Multinational Operations (DJIMO), is the POC for this award.

- **The Father Donald Smythe Military History Award --** In 1985-86, CGSC was privileged to have the distinguished scholar, Father Donald Smythe, S.J., serve as the John F. Morrison Professor of History. His untimely death in 1988 came as a great loss to both the historical profession and the Army. In 1989, former students and friends of Father Smythe established a memorial award in his name. The CGSS Department of Military History (DMH) is responsible for selecting the winner of the Smythe Award, which is presented to the best resident military history student. The competition is open to all resident Ft. Leavenworth CGSOC students. To be eligible, students must take at least one DMH elective and be nominated on or about 15 April by their primary history instructor. The Father Smythe Award winner is selected based on history course performance, instructor recommendations, and the quality of his or her written work. The recipient receives a plaque at graduation and has his or her name inscribed on a permanently displayed plaque in the Lewis and Clark Center. Students may direct questions about this award to their DMH instructor or SGA.

- **The General of the Army Douglas MacArthur Military Leadership Writing Award** is co-sponsored by the General Douglas MacArthur Foundation and the Department of Command and Leadership. It was established in 1991 to recognize excellence in writing on the subject of military leadership. The competition is open to all resident Ft. Leavenworth CGSOC students. Interested students may write an essay on any military leadership topic, with the only stipulation being the paper cannot have been previously submitted as another academic requirement or publication. A select panel judges the essays on the basis of their value to the military profession, originality, scholarship and style. The panel may recommend up to three essays to receive a cash reward. The first place winner receives recognition at the CGSOC graduation ceremony. Submission deadline is mid-March. Students may direct questions about this award to their SGA, DCL instructor, or the competition coordinator. The CGSS Department of Command and Leadership (DCL) administer this award.

- **The Joint Command, Control, Communications, Computers, and Intelligence (JC4I) Information Operations (IO) Writing Award --** This award enhances professional scholarship by researching and writing about JC4I/IO. The competition is open to all resident Ft. Leavenworth CGSOC students. Students choose from among multiple topics announced approximately half-way through the academic year and compete for this award by writing a well-documented essay of approximately 2,000 words to be submitted on/about 1 May for consideration by the Excellence in JC4I/IO Writing Award Committee. The winning essay is selected based upon its logic, clarity, originality of content and thought, pertinence to the designated topic and persuasiveness / use of evidence. The Kansas City Chapter of the Armed Forces Communications Electronics Association

awards a plaque for the best essay at graduation. Students may direct questions about this award to their DJIMO instructor or Staff Group Advisor. The CGSS Department of Joint, Interagency and Multinational Operations (DJIMO) is the POC for this award.

- **The Major General Hans Schlup Excellence in International Relations Award** promotes understanding of international relations and recognizes contributions to international cooperation made by a resident CGSOC International Military Student (IMS). The competition is open to all resident Ft. Leavenworth CGSOC IMS students. The International Military Student Division (IMSD) provides nominating ballots to all current IMS and tallies the results identifying the top five vote recipients, who are then considered by a selection board. Final five nominees' SGAs reply to a questionnaire designed to indicate how each nominee merits the award. The selection board considers the questionnaires, nominees' short autobiographies, and each nominee's overall contributions to international cooperation during their CGSOC year. The award recipient is announced at the IMS Graduate Award Badge Ceremony, and presented the award during CGSOC graduation. Students may direct questions about this award to the Executive Officer, IMSD.

- **The Excellence in Joint Service Warfare Award** is presented to the resident Ft. Leavenworth CGSOC student who contributes most significantly to the study, implementation, and spirit of joint-service warfare. Eligible students must: (a) demonstrate proficiency in Joint Core courses; (b) attain an Additional Skill Identifier (ASI) in joint service warfare; (c) participate in the Joint or Special Operations area of concentration; (d) publish (or submit for publication) a joint service warfare article, or complete a Master of Military Art and Science degree with a focus on joint service warfare topic; or (e) earn a comparable degree from another institution. Students may direct questions about this award to their DJIMO instructor or SGA. Student application suspense date is approximately 15 May. See ENCL 3 of the CGSS Policy Memorandum No. 9 for more information. The CGSS Department of Joint, Interagency and Multinational Operations (DJIMO) is the proponent for this award.

- **The Homeland Security Studies Award** is sponsored by the Command and General Staff College Foundation and recognizes excellence in Homeland Security research. Resident Ft. Leavenworth CGSOC students may compete by submitting an MMAS thesis, SAMS monograph, written work comparable to a thesis, or nontraditional works such a computer simulations through their SGA to the Homeland Security Studies Executive Committee. The award recognizes the best thought or contribution related to homeland security, homeland defense, or defense support of civil authorities. Students may direct questions about this award to the Homeland Security Studies Executive Committee. Student applications with essay are due on or about 2 May. The Department of Joint, Interagency and Multinational Operations is the POC for this award.

- **The Birrer-Brookes Award for the Outstanding MMAS Thesis** is awarded to the author of the most outstanding MMAS thesis in each academic year. To compete, students must be nominated by the Chair of their thesis committee and submit a complete copy of their MMAS thesis to the Director of graduate Degree Programs. A panel chosen from among the College's graduate faculty evaluates the nominated theses. The award is named for the architects of the MMAS Program, Dr. Ivan Birrer and Dr. Philip J. Brookes. The award recipient receives a chair provided by the CGSC Foundation, as well as a certificate presented during resident CGSOC graduation. Students may direct questions about this award to their MMAS chair. Applications are due on or about 19 May. The CGSC Director of the Graduate Degree Program is the POC for this award.

For more information about the CGSOC resident student awards described above, see **CGSS Policy Memorandum 9**.

(3) Student Award for CGSOC-DL Students --

- **The General John J. Pershing Award** is awarded to a distinguished student from each AOC-DL class, nominated approximately four times each year by the Department of Distance Education. The distinguished graduate may come from any component and must meet the Department's rigorous selection criteria. The award is a gold-plated medallion with a raised-relief bronze of the CGSC crest, engraved with the name and class of the Distinguished Graduate. The names of the recipients are engraved on the General John J. Pershing Award plaque perpetually displayed at the Command & General Staff College, Fort Leavenworth, KS.

L. CGSOC at the School of Professional Military Education (SPME), Western Hemisphere Institute for Security Cooperation (WHINSEC)

CGSOC is also taught, entirely in Spanish, at the Western Hemisphere Institute for Security Cooperation (WHINSEC), located at Fort Benning, GA. Approximately 64 students from Western Hemisphere partner nations' militaries, law enforcement, and civilian agencies --- together with U.S. Department of Defense personnel -- attend the course every year. U.S. Army officers constitute approximately half of every CGSOC at SPME class. Because the program is under the academic governance of the U.S. Army Command and General Staff College at Fort Leavenworth, students receive the same educational credentialing upon graduation as their Leavenworth counterparts, including academic transcripts, diploma, and MEL-4 and JPME-1 certification. Students may also participate in CGSC's Master of Military Art and Science (MMAS) degree program while attending CGSOC at the Institute.

M. CGSS's Department of Distance Education (DDE)

(1) Introduction -- The Department of Distance Education (DDE) within the Command and General Staff School (CGSS) delivers both the non-resident CGSOC Common Core Course and non-resident Advanced Operations Course to Reserve Component (RC), National Guard (NG), and Active Component (AC) officers around the world.

- CGSOC-DL consists of the CGSOC Common Core (CC) and Advance Operations Course (AOC). Completion of both courses meets Army MEL-4 and CJCS JPME-1 certification requirements.

- Depending on their basic branch, some Army officers complete the CGSOC Common Core and pursue a credentialing course other than CGSOC AOC.

- Conversely, officers who attended CGSOC Common Core at one of four satellite locations may elect to complete CGSOC via the AOC-DL offered by DDE.

(2) CGSOC Common Core DL – RC, NG, and AC officers have three options for completing the non-resident CGSOC Common Core: (a) via asynchronous CC-DL; (b) from The Army School System (TASS) reserve officer faculty during a mix of two-week ADT and weekend IDT training sessions; or (c) by blending asynchronous DL and TASS faculty options.

Common Core Instructional Blocks
• Foundations
• Strategic Environment
• JIIM Capabilities
• Joint and Army Doctrine
• Joint Functions and Planning
• Army Planning
• History
• Leadership
• Force Management

(a) The asynchronous DL version of the CGSOC Common Core is taken in three phases. Students have eighteen months to complete the course. Learning is self-paced and student driven. Course material is distributed – and course requirements are submitted, graded and returned – using Blackboard. Students receive substantial professional feedback from qualified faculty members. DDE faculty grade students' work, and remain available to advise and mentor. (See Figure 8, next page)

Figure 7-4: CGSOC Common Core (Distance Learning)
(Delivered by the Department of Distance Education, CGSS)

Phase 1 (@ 5 months)
Enrolled — 90 Days — 150 Days

ATRRS Registration (Phase 1)

C100 Foundations + E100 Ethics
P920 DL Phase 2 Pre-Req
27 hours
- 12 lessons
- 3 papers
- 5 Bb tests

C200 Strategic Context of Op Art
30 hours
- 8 lessons
- 2 papers
- 5 Bb tests

ATTRS Ph2 Registration/DDE Advancement

Phase 2 (@ 9 months)
210 Days — 270 Days — 310 Days — 420 Days

H100 History
24 hours
- 12 lessons
- 2 papers
- 10 Bb tests

L100 Leadership
26 hours
- 11 lessons
- 1 paper
- 10 Bb tests

H100 and L100 Complete

C300 Unified Action Within Op Art
26 hours
- 11 lessons
- 0 papers
- 11 Bb tests

F100 Force Management
20 hours
- 8 lessons
- 2 papers
- 8 Bb tests

C300 and F100 Complete

C400 Joint and Army Doctrine
58 hours
- 14 lessons
- 2 papers
- 4 Bb tests

ATTRS Ph3 Registration/DDE Advancement

Phase 3 (@ 4 months)
450 Days

C500 Joint App of Op Art
50 hours
- 14 lessons
- 1 paper
- 8 Bb tests

C600 Army Planning (MDMP)
34 hours
- 4 lessons
- 2 papers
- 4 Bb tests

No More Than 18 Months to Complete

- 295 curriculum hours.
- 94 lessons.
- 15 written assignments submitted for grading via Blackboard
- 65 online Blackboard tests.

(b) The "TASS Option" is provided by Reserve Component officers, all of whom have completed CGSC's Faculty Development Phases I and II before instructing. (See Chapter 3) This TASS option features a blend of in-class and on-line instruction, where class meetings occur within two-week ADT periods and weekend IDT sessions.

(c) CGSOC Common Core students have the ability to transfer between the DL and TASS options during specific windows in the course. This provides added flexibility for students, almost all of whom are working full-time in addition to meeting their intermediate-level Professional Military Education requirement.

(3) CGSOC Advanced Operations Course DL – The only non-resident option for CGSOC AOC is the AOC-DL: a cohort-based, faculty mediated on-line course delivered by DDE faculty. Students are assigned to sixteen-officer "virtual" or on-line staff groups led by a full-time AOC instructor. DDE intentionally seeks diversity of branches and components within staff groups. Coursework is a blend of group work and individual assignments using Blackboard along with Blackboard Collaborate and Defense Connection Services (DCS) web conferencing tools. Students typically collaborate one night a week, and participate in end-of-block group exercises. Figure 9 on the next page reflects CGSOC AOC via DL.

AOC Instructional Blocks
- CFLCC Operations
- Decisive Action: Major Combat Ops
- Decisive Action: Stability Ops
- History: Military Innovation in Peace & War
- History: Roots of Today's OE
- Leadership

Figure 7-5: CGSOC Advanced Operations Course (Distance Learning)
(Delivered by the Department of Distance Education, CGSS)

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN

Common Core Complete

O100 CFLCC/ Corps Planning

LCC Planning Exercise

O200 Decisive Action Division Ops

DIV Planning Exercise

DIV MCO EX

O300 Decisive Action BDE Ops

BDE Planning Exercise

Holiday Break

BDE Stab Ops EX

Graduation

19 Weeks

K200 Contracting

16 Weeks

15 Weeks (+ Holiday)

H200 Military Innovation
H300 Roots of Today's OE

L200 Leadership Applied
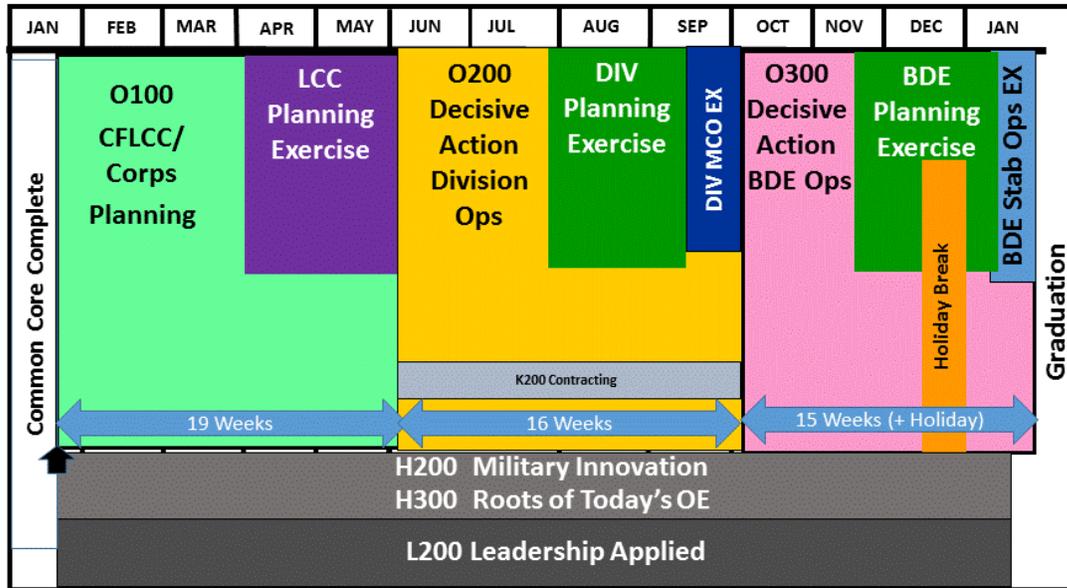
57 lessons in 312 hours
- 41 exams
- 20 group PEs
- 11 written assignments
- 10 discussion threads

(4) Comparability of resident CGSOC and non-resident CGSOC -- CGSC employs the same course outcomes, terminal learning objectives, and enabling learning objectives for resident and non-resident (DL and TASS) versions of the CGSOC Common Core and the Advanced Operations Course. While the modality for delivery of CGSOC curriculum content <u>may</u> require different instructional approaches between DL, TASS, and resident course instruction, DDE's assessment of student learning -- overseen by the Command and General Staff School (CGSS) – assures department, school and college leaders that learning objectives are met. Comparability of resident and non-resident CGSOC curriculum is examined within the Process for Accreditation of Joint Education managed by Joint Staff J7, and the Army Accreditation Program managed by the Quality Assurance Office of Training and Doctrine Command (TRADOC).

Figure 7-6: Resident and Non-Resident CGSOC Timelines

Resident CGSOC Timeline = 10 months

Common Core = 4 mo.	AOC + Electives = 6 months

Non-Resident CGSOC Timeline = 30-36 months

Common Core (DL or TASS) up to 18 months	AOC-DL 12 months (max. 18 months)

(5) Enrollment in CGSOC-DL – Students enroll by first obtaining an ATRRS (Army Training Requirements and Resources System) reservation in a current fiscal year. Common Core enrollment occurs in discrete stages using the designated ATRRS Course ID and school code. Upon receiving an ATRRS reservation, students submit an application on the DDE website along with a signed Ethics Form. DDE verifies student eligibility based on the information provided. ATTRS requires use of an Army-issued Common Access Card via a secure server.

For additional information on the CGSOC-DL enrollment process, visit the Department for Distance Education's (secure) SharePoint site at:

https://partis.leavenworth.army.mil/cgsc/dde/SitePages/Home.aspx

You may also call 913-758-3401, and ask to speak to DDE's Student Services division. The DDE mailing address is:

Command and General Staff College
Department of Distance Education (DDE)
290 Stimson Ave, Truesdell Hall, 2nd Floor
Fort Leavenworth, KS 66027-2314

(Intentionally Blank)

Chapter 8

The School of Advanced Military Studies (SAMS)

A. Introduction. The School of Advanced Military Studies (SAMS) was founded in June 1983 to create a second year of study at Fort Leavenworth for selected CGSOC graduates to increase the competence of these officers, and then "leaven" that competence across the force. That course is today's Advanced Military Studies Program (AMSP), described below.

> **The mission of SAMS** is to educate members of our Armed Forces, Allies, and the Interagency at the graduate level to become agile and adaptive leaders who are critical and creative thinkers who produce viable options to solve operational and strategic problems.

The school executes its mission through three education programs: the Advanced Military Studies Program (AMSP), the Advanced Strategic Leadership Studies Program (ASLSP), and the Advanced Strategic Planning and Policy Program (ASP3).

Table 8-1: SAMS Academic Programs

Course	Advanced Military Studies Program (AMSP)	Advanced Strategic Leadership Studies Program	Advanced Strategic Planning and Policy Program (ASP3)
Purpose	Produce agile and adaptive leaders and critical & creative thinkers who produce and communicate viable options to solve operational problems	Develop future senior leaders for high-level policy, command, and staff responsibilities.	Prepare field grade officers as strategic thinkers through a combination of experience, PME, and doctoral study at a leading civilian university
Description	Graduates serve as planners at Div, Corps, ASCC or Combatant Command HQs for utilization.	Senior Service College (SSC) program; includes extensive field study.	CSA initiative; PhD program focused on producing strategic planners for the Army.
Length	10 Months – Resident	24 Months – Resident ▪ SSC Student for 1st Year; ▪ SAMS faculty member, second year	4 to 6 years
Frequency and Size	▪ 1 start each year (June-May) ▪ Capacity is 144 students in nine 16-person seminar groups	▪ 1 start / year (June – May) ▪ 1 seminar of 16 students	▪ New cohort each year. ▪ 10-13 students for each cohort.
Who Attends	▪ Majors / CGSOC Grads; Selected RC; Sister Services; Int'l Officers; Interagency ▪ ~ 20% are "field selects" who completed KD assignments	▪ Lieutenant Colonel and Colonel; SSC Selects; Experienced Leaders / Cdrs, Sister Services, International Officers, Interagency	▪ U.S. Army officers with 12-21 years of service. ▪ Selected for professional and academic potential.
Students	▪ **AMSP 2019: 141 Total** 97 USA, 6 ARNG, 5 USAR, 10 USAF, 6 USMC, 0 USN, 13 International Officers, and 4 U.S. Agencies and 1 DoD	▪ **ASLSP 2019: 16 Total** 8 USA, 2 USAF, 1 USMC, 1 USN, 3 International Officers, and 1 Interagency	**ASP3 cohorts by year:** 3 in 2012; 11 in 2013; 10 in 2014; 12 in 2015; 11 in 2016; 13 in 2017; and 11 in 2018

B. The Advanced Military Studies Program (AMSP) is the largest and best known education program in SAMS. AMSP is considered the second year in a three year mid-career educational experience, with year one in CGSOC, and year three a utilization tour in a critical billet at division, corps, Army Service Component Command, or Combatant Command level.

Table 8-2: The Advanced Military Studies Program (AMSP) Purpose, Course Outcomes, and Terminal Learning Objectives

Purpose: Develop agile and adaptive leaders and critical and creative thinkers who produce and communicate viable options to solve operational problems. Earn aMaster of Art in Military Operations.	
Graduates of the AMSP:	**Terminal Learning Objectives (TLOs):**
• Are great leaders and teammates who coach, collaborate, and train effectively; • Are critical and creative thinkers grounded in operational theory, doctrine, and history; • Identify problems and propose viable solutions; • Communicate clearly to various audiences orally, graphically, and in writing; • Are physically and mentally tough and lead from above, beside, and below; • Are humble professionals who are more than they seem.	1) Assess the relevance of military theory for planning and conducting operations. 2) Evaluate the historical and contemporary practice of the operational art. 3) Evaluate the strategic context for operational art. 4) Judge the moral implications of operational actions in war. 5) Employ the Army Design Methodology when faced with unfamiliar problems to develop a conceptual plan. 6) Synthesize elements of the AMSP curriculum to anticipate the future operating environment. 7) Formulate viable options to solve complex, ambiguous problems through doctrinal planning processes, using a broad range of theoretical, historical, and doctrinal concepts. 8) Write and defend a monograph of publishable quality.

All the students in AMSP are volunteers who competed for selection. AMSP has the capacity to educate 144 student officers and interagency partners at the graduate level. The academic model in AMSP includes graduate-level seminars, guest lectures, Joint and Army planning exercises, and graduation requirements described later.

Figure 8 on page 8-3 depicts the overall year and curriculum in AMSP. AMSP consists of seven courses:

(1) Theory of Operational Art (TOA) -- 18 lessons
(2) Evolutions of Operational Art (EOA) -- 21 lessons
(3) Strategic Context of Operational Art (SCOA) – 14 lessons
(4) Morality and War Module – 6 lessons
(5) Design and Operational Art (DOA) – 18 lessons

(6) Anticipating the Future (ATF) – 12 lessons

(7) Research Course

(8) Applied Integrated Planning – 5 exercises

Figure 8-1: Advanced Military Studies Program (AMSP) – AY 2018-2019
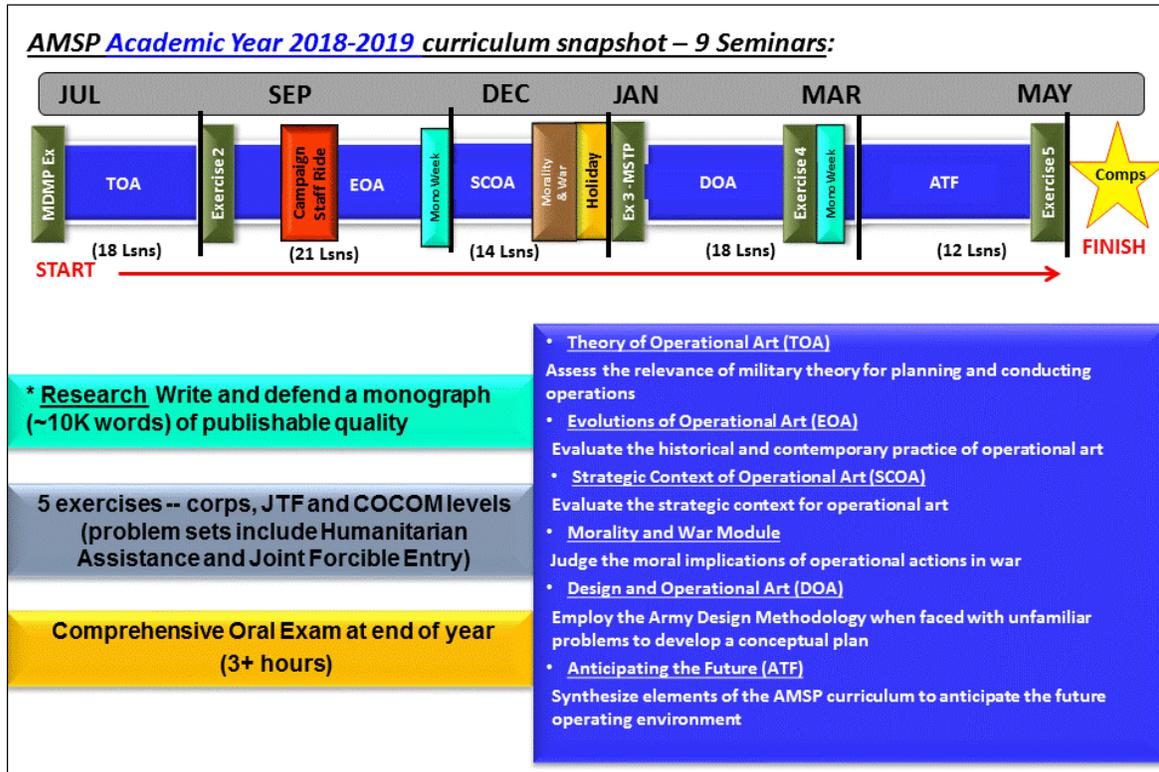
(1) Theory of Operational Art, where students explore the relevance of military theory for planning and conducting operations in a complex contingency. The course begins with several foundational lessons on theory and method, leading to an analysis of theory's role in the development of operational art and its application in joint doctrine and military decision-making. It then examines military theory through the lens of its cultural and intellectual context, enabling a greater appreciation of the influences on and meaning of theory in the context of its own time and place, which in turn enables a better-informed critical evaluation of the applicability of theory in a context that differs from that of its origins. Finally, the course introduces systems theory, an explicit element of joint doctrine, and devotes several lessons to various frameworks, models, and theories that enable application of theory to assess complex contingencies.

(2) The Evolutions of Operational Art, where students evaluate the evolution of campaigning, operational art, and operational science since the mid-eighteenth century. The course focuses both operational art and operational science, helping students develop a clear understanding of the elements of this aspect of conflict, and how it has developed over time, and how that influences the status of both operational art and the operational level of war at the beginning of the twenty-first century. The course evaluates the nature of these campaigns, delving into the mind of commanders and staffs and see how they designed and executed their campaigns

in order to discover what can be learned from their experiences. The course reinforces student understanding of current doctrine using that doctrine as a framework for evaluating the past.

(3) The Strategic Context of Operational Art, where students evaluate the strategic context for operational art. The course's focus on the strategic context for operational art complements the attention paid to the use of force throughout professional military education in general. SCOA provides students with a deeper understanding of the broader political context in which operational art is exercised. Using the construct of complex systems as a metaphor for understanding the social system that results from the strategic interaction of political actors, SCOA examines the theories and ideas that shape world order, global politics and conflict, global economics, and the development of strategy within the US policy system. With the addition of multiple historical case studies, the course guides students towards developing habits of mind and patterns of inquiry that enable a more sophisticated and nuanced evaluation of the role military force plays in US security policy.

(4) Design and Operational Art, where students learn new methods and tools for evaluating complex situations. The course teaches the application of conceptual planning in environments that pose complex military and socio-political problems by providing students reasoning and critical thinking methods that produce effective and adaptable operational concepts and plans. The 18-lesson academic phase uses an integrated approach, linking history, theory, doctrine, and practice within lessons and across the program. Students read, discuss, and apply conceptual planning principles to historical and contemporary situations. The lessons are cumulative, building student understanding of the Army Design Methodology through repetition. Course readings emphasize the practice of operational art and the connection between conceptual and detailed planning. Application includes the use of case studies and practical exercises during class. The second phase, a two-week exercise, allows students to study an operational problem and to apply the full design methodology, developing an operational approach suited to their understanding of the situation.

(5) Anticipating the Future, where students synthesize major ideas from the curriculum to anticipate the future operating environment. As such, this course exposes students to a wide range of thought on future warfare, thus teaching students how to think about the future instead of what to think about the future. In order to think about potential futures through tactical, operational, and strategic lenses, several current anticipatory approaches are used. These approaches lead to anticipatory scenarios and emphasize counterintuitive thinking in order to best deal with the layered complexity that future threats offer. An emphasis on American and non-American approaches to future war is a staple of this course.

(6) Applied Integrated Planning (Exercises), where students achieve program outcomes through practical application of joint and Army decision-making processes. Under the direction of Seminar Leaders acting as Joint Force or Army operational unit commanders, students are asked to critically evaluate and synthesize the sum total of the theory, history, and doctrine taught in the course to develop viable solutions to operational and strategic problems that demonstrate a mastery of operational art. In each of the five AMSP exercises, doctrinal instruction, seminar leader-facilitated discussion on practical application, and the student's ability to draw from a broad range of theoretical constructs and historical examples help to further student skills in adaptive problem solving through critical and creative thinking, effective communication, and adaptive leadership.

(7) AMSP Research Course. Two of the skills essential to the future success are SAMS graduates are their ability to apply critical and creative thinking skills in order to solve complex problems, and then to effectively communicate the results of that thinking to others. The Research

Course directly relates to achieving these goals and provides AMSP students with an elective course in their individual areas of interest. In this structured program, students conceptualize and develop an idea, conduct individual research to refine and explain the idea through the interpretation and evaluation of evidence, and ultimately, publish their results. Students must critically evaluate sources, ideas, current doctrine, and the work of their peers. The resulting monograph becomes an element in the body of scholarship used by other military officers and students of military art. The individual colloquia provide a foundation in the literature, schools of thought, and research methodologies of relevant academic disciplines and subject fields, guide the pace of the writing through set deadlines, and serve as a monograph syndicate to allow the students will share and discuss their projects.

All AMSP graduates earn a Master of Art in Military Operations. To earn their degree, students must pass an assessment in each course which includes seminar participation, satisfactory verbal and graphical presentation, and a graded 3-5 page essay on a question developed by the course author. To satisfactorily complete the Research Course requirement, students must produce a graded prospectus, draft paper, and final research monograph of approximately 10,000 words which their professor, seminar leader, school leadership, and Director of CGSC Graduate Degree programs have approved. All students must also pass a comprehensive oral examination administered by a faculty team. The military students must also meet their service height, weight, and physical fitness standards in order to graduate.

C. The Advanced Strategic Leadership Studies Program (ASLSP) Description.

The second program conducted by SAMS is the Advanced Strategic Leadership Studies Program (ASLSP). Students in the ASLSP have successfully completed two years of battalion level command and were centrally selected by their service for this program. The ASLSP is a Senior Service College course composed of one seminar with 16 students.

(Intentionally Blank)

Table 8-3 (ASLSP Purpose, Outcomes, and TLOs) on next page

Table 8-3: Advanced Strategic Leadership Studies Program (ASLSP) Purpose, Course Outcomes, and Terminal Learning Objectives

Purpose: Educate future senior leaders of the Armed Forces, allies and the interagency for high-level policy, command, and staff responsibilities to achieve a Master of Art in Strategic Studies.

Expectations of ASLSP graduates are that they are:	Terminal Learning Objectives (TLOs):
• Innovative risk takers willing to experiment. • Exceptional commanders, schooled in the art of command, and leaders of strategic and operational design and campaign planning. • Creative and adaptive leaders at complex-adaptive problem solving at the strategic and theater-strategic levels of conflict. • Sophisticated evaluators of the practical strategic and operational implications of cultural differences. • Extraordinary leaders of theater strategy development and campaign planning. • Masters at developing and mentoring junior officers.	1) Analyze the integration of all instruments of national power in complex, dynamic and ambiguous environments to attain objectives at the national and theater-strategic levels. 2) Apply an analytical framework that addresses the factors politics, geography, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns. 3) Evaluate the principles of joint operations, joint military doctrine, joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment), and emerging concepts across the range of military operations. 4) Evaluate key classical, contemporary and emerging concepts, including IO and cyber space operations, doctrine and traditional/irregular approaches to war. 5) Evaluate the skills, character attributes and behaviors needed to lead in a dynamic joint, interagency, intergovernmental and multinational strategic environment. 6) Write and defend a monograph of publishable quality.

Note: Those ASLSP graduates who remain a second year to serve as military faculty for AMSP and ASLSP are expected to:

• Coach and mentor students for professional confidence in senior HQs at Division, Corps, Service Component Headquarters, or Combatant Command; and

• Teach U.S. Army and Joint doctrine.

To achieve these expectations, the curriculum provides a comprehensive, multifaceted focus at the theater-strategic level across the spectrum of Joint and land force operations—during peace, crisis, and war. The Joint learning areas required for JPME II accreditation are an essential component for the design of the senior level curriculum.

Figure 8-2: Advanced Strategic Leadership Studies Program (ASLSP) – AY 18-19
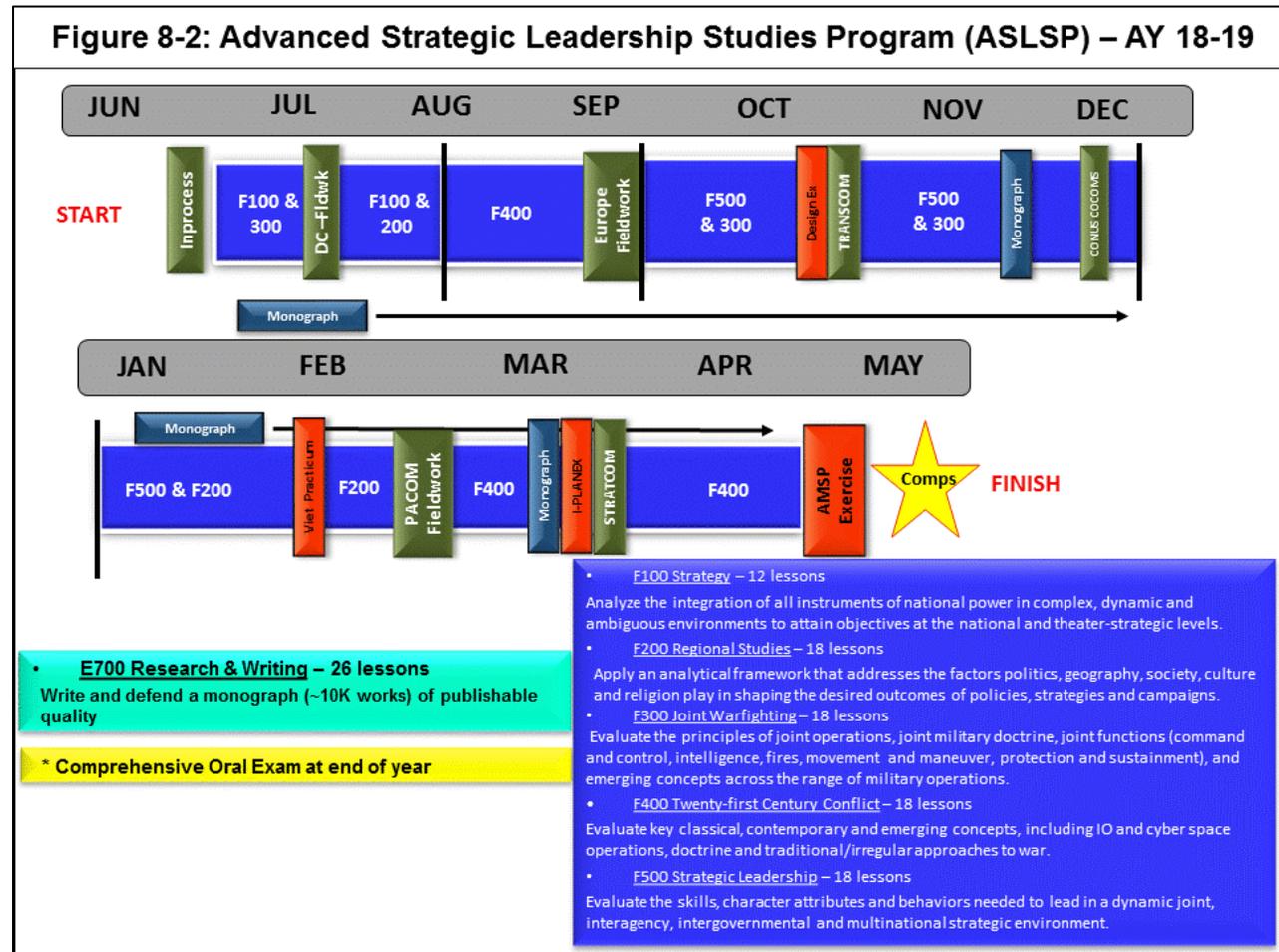
The ASLSP curriculum consists of the following seven courses:
(1) F100 Strategy– 12 lessons
(2) F200 Regional Studies – 18lessons
(3) F300 Joint Warfighting – 18 lessons
(4) F400 Twenty-First Century Conflict – 18 lessons
(5) F500 Strategic Leadership – 18 lessons
(6) F700 Research and Writing – 26 Lessons

(1) **F100 Strategy** focuses on the realm of national security policy and strategic decision making. The course provides some important insights into the complexity of national security policy making and strategy formulation. The important questions covered during this course are: What is policy and how is it formulated? What is strategy? How is strategy formulated in our system of government? What are some of the formal and informal structures in the government

involved in making national security policy and strategy? How are some of these systems codified in the United States government? In the Strategy and Policy course, the students study a series of lessons that introduce a theoretical construct of Strategy and Policy and use examples to examine these theories in practice. The course helps to develop the habits of mind and intellectual background needed for students to assume their responsibilities as senior leaders and staff officers in high-level policy, command and staff responsibilities. The course culminates with a week of fieldwork in the National Capital Region (Washington, DC) where the students will interface with many of the structures and institutions discussed in the class.

(2) **F200 Regional Studies** consists of four sub-courses where Africa, Europe, the Middle East and Asia are examined. Each course looks at the role of geopolitics, geo-strategy, society, culture, and religion in shaping desired outcomes of policies, strategies and campaigns in the region.

(3) **F300 Joint Warfighting** Evaluate the principles of joint operations, joint military doctrine, joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment), and emerging concepts across the range of military operations.

(4) **F400 Twenty-First Century Conflict** focuses on understanding contemporary intrastate violence and avoids the conventional-irregular warfare dichotomy. Although the course begins with a brief examination of what Paul Davis called the looming crisis in defense planning, most of the reading material explains the causes, consequences, and dynamics of intrastate war, which is probably better labeled political violence. This course seeks to achieve part of the ASLSP program outcomes dealing with cultural understanding and complex contingencies and the attributes of future warfare. The course is narrowly focused on intrastate war because the area study related to travel in the Pacific dealt with conventional military issues such as the U.S. shift in priority to the Pacific, deterrence in Korea and air-sea battle.

(5) **F500 Strategic Leadership** is a course that defines strategic leadership in terms of the military's role in national security issues. The course provides historical examples along with moral and ethical dilemmas to provide a transition from tactical level leadership to the strategic—the so-called "Coin of the Realm" of leadership. The course also provides the students a cognitive and analytic framework, the Army Design Methodology, to understand complex situations, develop and explain military problems, and then develop an operational approach to solve 'wicked' or 'strategic' problems.

(6) **F600 Research and Writing** like the AMSP students, ASLSP students are required to conduct an independent research elective over the course of the year that culminates in the production of a written monograph that is indicative of both high-level thought and graduate-level research and writing skills.

All ASLSP graduates earn a Master of Art in Strategic Studies. To earn their degree, students must pass an assessment similar to the previous description for the AMSP including a course assessment essay, the research monograph, and oral comprehensive examination.

D. The Advanced Strategic Planning and Policy Program (ASP3).

(1) The Advanced Strategic Planning and Policy Program (ASP3) is a multi-year program that develops field grade officers, including former battalion commanders, as strategic planners and as future senior leaders.

Table 8-4: ASP3 Purpose and Program Expectations

Purpose: Prepare field-grade officers for service as strategic thinkers through a combination of practical experience, professional military education, and a doctorate from a civilian university in a strategy-related field of study.
Expectations of ASP3 graduates are that they: • Are critical and creative thinkers who can frame problems and apply planning methodologies to propose viable options; have a reputation for intellectual acuity and military prowess; • Are grounded in strategic theory and history; can apply doctoral-level research and writing methodologies; understand the implications of legislative and long-range budgeting processes; • Can collaborate and negotiate effectively with people from a wide range of institutions and cultures to build consensus; • Can communicate clearly and effectively to diverse audiences, including senior leaders in each branch of the U.S. government, foreign governments, international organizations, business, and academia.

Once selected for the program, officers apply to doctoral programs at respected American and International universities and spend up to two years in graduate school satisfying all course and exam requirements leading to acceptance as a doctoral candidate. During these years, officers will also attend professional military education at the School of Advanced Military Studies (SAMS) studying history, strategic theory, and the practice of strategic planning. Officers will then serve a developmental assignment in a strategic planning position. Those officers selected for battalion or brigade command will be afforded the opportunity. After the developmental assignment, the officer will spend one year working full time on the dissertation at SAMS or another suitable location and then be available for utilization as a strategic planner. In some cases, when the officer's career manager assesses that three years without an OER will not hurt the officer's promotion chances, and the officer's academic advisor agrees that the officer can complete all degree requirements in three years, officers may stay a third year at their civilian institutions completing their PhD. Figure 8-3 depicts the education and experience tracks available through ASP3.

Figure 8-3: ASP3 Program Design
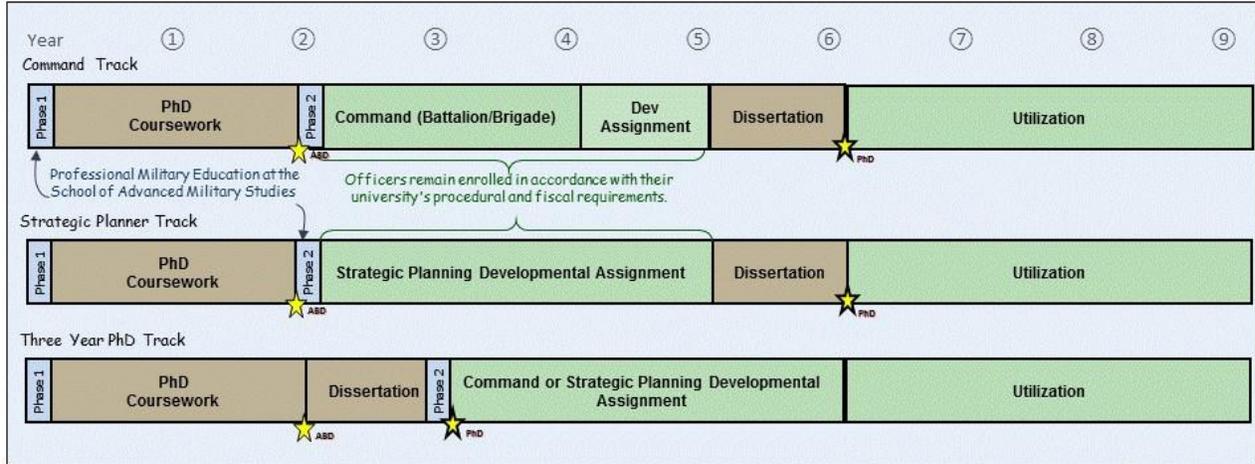
Entering Academic Year 2018-2019, ASP3 students are participating in doctoral programs at the following institutions:

Arizona State University (2)

Brown University

Carnegie Mellon

Columbia

City University of New York

Duke University (5)

George Mason University

Georgetown University (2)

Johns Hopkins (2)

Kansas State University (4)

Kings College London (UK)

London School of Economics

Louisiana State University

Massachusetts Institute of Technology

North Carolina State (1)

Oxford University (U.K.)

Pardee RAND

Princeton University – Woodrow Wilson School

Rice University

School of Advanced Air and Space Studies (2)

Stanford University (2)

Tufts – Fletcher School (5)

University of Alaska

University of Central Florida (5)

University of Chicago

University of Denver -- Josef Korbel School

University of California – Los Angeles

University of Cambridge (UK)

University of Georgia (2)

University of Kansas (5)

University of Nebraska (2)

University of North Carolina (3)

University of Pennsylvania (2)

University of South Carolina

University of Texas at Austin (3)

University of Utah

University of Virginia (2)

University of Wisconsin

Vanderbilt University (2)

   (2) **Two-Phased Course at SAMS**. Figure 8-3 identifies two periods along each ASP3 "track" during which SAMS professors provide a total of six weeks of instruction at Fort Leavenworth.

Phase I (Four Weeks / Seminar Discussion)

Week 1:
- Administrative In-Processing and Welcome
- S201 – Disciplines and Methods: An Introduction (C.P. Snow's "The Two Cultures," Alexander George's "Knowledge for Statecraft," and Van Evera's *Methods*)
- S202 – Disciplines and Methods II

- S203 – From Seminar Discussion to Research Design
- S204 – Civil-Military Relations I

Week 2:
- S205 – Strategy: An Introduction
- S206 – Thucydides and Strategy
- S207 – A Maritime Perspective on Strategy
- S208 – Air Power Perspective on Strategy
- S209 – The "Golden Age" of Strategy and Civil-Military Relations

Week 3:
- S210 – Cold War "Grand" Strategy: Truman and Eisenhower
- S211 – Realism and Nuclear Revolution
- S212 – Archival Research – Eisenhower Library
- S213 – Civil-Military Relations II: Structure and Process
- S214 – Strategy: The Challenges of Limited War

Week 4:
- S215 – Systems Effects
- S216 – Strategy: The Search for Synthesis I
- S217 – Strategy: The Search for Synthesis II
- S218 – Civil-Military Relations and Strategy: Contemporary Issues
- S219 – Strategy: Provocations

Phase II (Two Weeks / Practicum Intensive)

Week 5:
- S301 – Complexity and Strategy
- S302 – Design Thinking
- S303 – Scenario Planning
- Week 6:
- S304 – Practicum I-1
- S305 – Practicum I-2
- S306 – Practicum II-1
- S307 – Practicum II-2
- S308 – Practicum II-3

E. SAMS Program Selection Processes

(1) AMSP Selection. All AMSP applicants are volunteers who must submit an application that indicates their military experience, civilian educational background, and future goals. Applicants also take an entrance exam that assesses the applicant's understanding of military doctrine, basic military history, current geo-political events, and geography. This exam also includes an essay question to assess the applicant's reasoning, argumentation, and writing abilities. Following completion of the exam, students interview with the SAMS Director, Deputy Directors, or select SAMS faculty. The results of the exam, interview, and supervisor assessment and recommendation for the applicant are compiled into a file and presented before a locally-convened selection board made up of senior field grade officers and leaders from AU and CAC. This board

reviews the files and produces an Order of Merit List (OML) for review by AU's Provost and subsequent Department of the Army (DA) approval and sourcing. Selections for sister Services, international military students, and other governmental agencies are coordinated with the respective service, country, or agency. The Army usually releases board results in the December timeframe.

Federal Government Interagency Partner students are nominated by partner agencies, screened by the Interagency Student Division, then approved by the SAMS AMSP leadership. In addition to screening nomination packets provided by partner agencies, all IA SAMS nominees will be interviewed by phone or in person by SAMS leadership. IA students are not required to be graduates of an ILE course. The goal is to have one IA student in each AMSP seminar.

(2) ASLSP Selection. The selection for ASLSP students begins when DA releases the Senior Service College (SSC) selection list. The SAMS leadership reviews the list and consults with senior leaders and other SAMS stakeholders across the Army for potential candidates. Based on these discussions the school produces a draft by-name request memorandum designed to get the best branch and experience among SSC selects interested in ASLSP. The memorandum is submitted to the Deputy Commandant for review and then to the Commanding General CAC for signature is submitted to Human Resources Command (HRC) for DA approval and consideration by the DA/HRC SSC slating board. As with AMSP, selections for sister Services, international military students, and other governmental agencies are coordinated with the respective service, country, or agency.

(3) Advanced Strategic Planning and Policy Program (ASP3) selection timeline, criteria and instructions are published annually by HRC. Candidate packets are reviewed each August by a board convened at Fort Leavenworth. Once selected, officers apply for admission as doctoral candidates at prominent universities like those named, above. Doctoral fields of study include but are not limited to history, political science, international relations, public policy, security studies, economics, information science, systems engineering, public health, and international law.

F. SAMS Pedagogies and Student Evaluations

(1) The SAMS academic model includes graduate-level seminars, guest lectures, Joint and Army planning exercises, written assignments, briefings, a 10,000 word monograph, and a final oral comprehensive exam. Individual courses integrate theory, history, doctrine, and the practice of operational art. Additionally, ASLSP Senior Service students travel extensively, for engagements with other countries and visits to each of the Geographic Combatant Commands, as well as many functional commands such as TRANSCOM, STRATCOM, FORSCOM, and TRADOC.

(2) In-course assignments. Seminar teaching teams assess students on their daily class performance, their performance during exercises, a variety of writing assignments, and their oral presentation abilities. Each AMSP course includes one or more of these assessment tools to measure the student's performance against the course terminal learning objectives and enabling learning objectives. Seminar teaching teams ensure at the beginning of each course the manner by which student course work will be evaluated.

(3) The SAMS monograph. AMSP and ASLSP students are required to conduct individual independent research, which results in a paper, or papers, suitable for publication. Completion of a research monograph of ten to twelve thousand words in length. Monographs focus on a topic relevant to the program in which the student is enrolled (AMSP – operational art; ASLSP - operational or theater strategic issues), address current military questions, and are intended to add to the body of professional literature. The monograph requires original research and analysis, and as such, must adhere to graduate academic standards of research, writing, and documentation.

Students conduct this research, analysis, writing, and documentation under the supervision of a qualified instructor / professor in SAMS who serves as the monograph director, the student's seminar leader, and an optional third reader who is a subject matter expert in the research area, approved by the monograph director. Completed monographs require approval by the Monograph Director, seminar leader, the SAMS Deputy Director for Academics, SAMS Director, and Director of Graduate Degree Programs (DGDP) CGSC.

(4) <u>Comprehensive exams</u>. SAMS Oral Comprehensive Examinations provide the faculty with a final opportunity to evaluate student learning and provide the student with a challenging and stimulating opportunity to present a synthesis of the knowledge and understanding gained over the academic year. Questions evaluate what students know rather than what they don't know. The examination panel will consist of a professor and military faculty who provide students the chance to explore all of the course materials in the development of their answers in order to display how he or she has integrated this knowledge. Examiners use subsequent questions to keep the student properly oriented or to explore additional subject areas. Over the course of the examination, which may last anywhere from two to four hours, the oral comps panel determines the student's strengths and weaknesses in a non-adversarial yet academically rigorous manner.

G. Student Advising within the Advanced Military Studies Program. SAMS organizes AMSP into seminars of 16 students. Seminar leaders are colonels or promotable lieutenant colonels teamed with a SAMS Ph.D. professor. Together, they provide day-to-day coaching, teaching, and mentoring. An additional SAMS faculty member is aligned to each seminar group to provide additional support. This academic advisor can provide advice to students on a range of academic issues, including monograph directors and research areas. He or she assists the seminar leader as requested. AMSP seminar leaders are all former battalion commanders or equivalents, as well as Senior Service College graduates, usually from the ASLSP program.

H. SAMS Student Awards and Honors. The School of Advanced Military Studies is a holistic education that seeks to develop leadership attributes on many levels: through peer leadership, academic excellence, and physical and mental toughness. Each year, SAMS recognizes those students who best demonstrate these attributes through the following awards:

(1) <u>COL Tom Felts Leadership Award</u>: The Colonel Thomas Felts Leadership Award is presented to the AMSP student who best exemplifies all the desired attributes of an Advanced Military Studies Program graduate. The award is named in honor of Colonel Tom Felts, who graduated from AMSP in 1998. He was killed in action in Iraq in 2006 while serving as an advisor to the Iraqi Army, after completing the SAMS senior service college program, now titled ASLSP and described above. The CGSC Foundation sponsors the presentation of an engraved 1902 officer's saber, which the School presents during the graduation ceremony.

(2) <u>Best Monograph</u>. SAMS recognizes students from AMSP and ASLSP for the best monographs from each graduating class. The purpose of this award is to encourage student scholarship and recognize outstanding achievement in research and writing on topics related to operational art and strategy. The process in identifying the best monographs begins when SAMS seminar leaders identify the best candidate from their seminar, and in coordination with the monograph director, nominate the best monograph from their seminar. From this group of monographs, a committee of SAMS faculty—made up of the Deputy Director for Academics, the Research course author, and one other faculty member—selects the best AMSP and ASLSP monographs. The criteria used in identifying the best monograph include writing style, relevancy of topic, depth of research, adherence to submission deadlines, and the work's contribution to new knowledge / understanding of operational art or strategy. In recognition of this scholarly

excellence, the CGSC Foundation sponsors the presentation of an engraved plaque, which the School presents to these distinguished authors during the graduation ceremony.

(3) <u>Simons Center Interagency Writing Award</u>: Sponsored by the Colonel Arthur D. Simons Center for the Study of Interagency Cooperation, the Simon Center Interagency Writing Award is given in recognition of excellence in writing that provides insight and fresh thinking in advancing the knowledge, understanding, and practice of interagency coordination and cooperation. The Simons Center sponsors the presentation of an engraved plaque, which the School presents during the graduation ceremony.

(4) <u>Honor's List</u>: The School of Advanced Military Studies Director recognizes the top 20% of graduates in the ASLSP and AMSP class for overall academic achievement, an honor made all the more meaningful by the rigor of the academic program and compression of the curriculum into a single academic year. Students who accomplish this honor will have the achievement captured on their academic evaluation report.

(5) <u>Iron Leader Award</u>: The Advanced Military Studies Program is a holistic education that seeks to develop leadership attributes on many levels. Leading by example in physical and mental toughness is one of the desired attributes of graduates of the program. The "Iron Leader" Director's Physical Fitness Challenge is a semi-annual event where students compete against a tough "Go/No Go" standard in push-ups, sit-ups, chin-ups, dips, and a three-mile run. Students must meet or exceed the standard in all events in order to successfully meet the challenge and be awarded the title of "Iron Leader." Those students who earned the "Iron Leader" title are recognized during the graduation ceremony.

(6) <u>Iron Planner Award</u>: The Iron Planner Award is presented to the AMSP graduate with highest overall Army Physical Fitness Test score. The CGSC Foundation sponsors the presentation of an engraved plaque, which the School presents during the graduation ceremony.

Chapter 9

United States Army Sergeants Major Academy (USASMA)

A. Introduction. The United States Army Sergeants Major Academy formed on 1 July 1972 and began its program of instruction on 8 January 1973. USASMA became CGSC's fourth school on 21 March 2018. The Sergeants Major Course (SMC) is the capstone of the Army's Non-commissioned Officer Professional Development System (NCOPDS) and seeks to educate master sergeants and sergeants major to effectively assist commanders and field grade officers accomplish their units' missions. In addition to delivering resident and non-resident SMC, USASMA provides a twelve-week SMC International Military Student Pre-Course (IMSPC) and an eight-day Spouse Leader Development Course (SLDC). USASMA provides curriculum oversight of Distributed Learners Course V (DLC V), which is a pre-requisite to attend the SMC.

Figure 9-1: The U.S. Army Sergeants Major Academy (USASMA)

USASMA consists of a small academy-level staff of administrators and curriculum developers and six academic departments under the direct supervision of the Sergeants Major Course Director: the Department of Joint, Interagency, Intergovernmental, Multinational (DJIIM), the Department of Force Management (DFM), the Department of Army Operations (DAO), the Department of Command Leadership (DCL), and the Department of Professional Studies (DPS). The Department of Distance Education (DDE) faculty teaches the Sergeants Major Course-Distance Learning (SMC-DL) to non-resident students. The chairs and vice chairs of these six departments sit as the USASMA Education Council, co-chaired by the SMC Director and the CGSC Assistant Dean at USASMA.

USASMA -- recognized as a CGSC branch campus by the Higher Learning Commission – receives staff and logistics support from the Noncommissioned Officer Leadership Center of Excellence (NCOL CoE) on Fort Bliss, TX. USASMA's Commandant, Deputy Commandant, Assistant Dean at USASMA, and the USASMA Director serve concurrently as leaders of the NCOL CoE. The relationship between USASMA, CGSC, and NCOL CoE is explained further in paragraph I on pages 9-11 and 12.

> **The mission of the US Army Sergeants Major Academy** is to provide professional military education that develops enlisted leaders to meet the challenges of an increasingly complex world.

The US Army Sergeants Major Academy:

- Provides outcomes-based curricula focused on developing systems and strategic thinkers.
- Reinforces and evaluates ADP 6-22 Army Leadership traits and competencies within each curriculum.
- Reinforces master resiliency principles, Army Profession and Ethics, and physical readiness (physical wellness) strategies.
- Produces senior noncommissioned officer graduates who understand and apply the principles of mission command.
- Recruits, develops, and supports high quality faculty and staff committed to teaching excellence.
- Fosters inclusive, respectful, and learner-centric adult learning environments that allow students to construct knowledge by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection.

B. USASMA Academic Programs.

Table 9-1: USASMA Courses

Course	Sergeants Major Course (SMC)	Sergeants Major Course Non-Resident (SMC-DL delivered by SMC DDE)	Spouse Leader Development Course
Mission	The Sergeants Major Course (SMC) educates senior enlisted leaders from our Army, sister services, and allied militaries to be agile and adaptive senior noncommissioned officers through the study of leadership, the conduct of Unified Land Operations, and the application of Joint, Interagency, and Multi-National organizations in an era of persistent conflict.	SMC-DL has the same purpose, outcomes, and terminal learning objectives (TLOs) as the resident course. USASMA maintains SMC-DL curriculum content as similar as possible to Resident SMC. The distributed learning (DL) version of SMC is 675 hours of on-line instruction and 86 hours of resident instruction.	Educate senior enlisted spouses from our Army, sister services, and allied militaries and promote a team-building approach by enhancing and developing leadership skills to support readiness, morale, and a successful command.
Location / Modality	▪ In residence at USASMA, Ft Bliss, TX	▪ On-line (88.5%) ▪ In residence at USASMA (11.5%)	▪ In residence at USASMA
Length	▪ 10 months	▪ 18-24 months	8 days
Frequency	▪ One class per year	▪ Two phases concurrently; start one class each year	▪ 11 classes each AY
Admissions Process	▪ USASMA does not recruit students for resident or SMC-DL. ▪ US noncommissioned officers are centrally selected by their Armed Service. Allied students are selected by their respective country.		▪ Resident SMC spouses are invited to enroll on-line into one of 11 available courses.
Who Attends	▪ 90% are Master Sergeants and 9% are Sergeants Major ▪ 1% (8-10) are senior enlisted from other Services (Navy, Marines, A.F.) ▪ 9-10% are International students ▪ 80% Active / 20% RC and NG	▪ 88% are Master Sergeants and 12% are Sergeants Major ▪ 86% are Reserve Component (RC) and National Guard (NG) ▪ 15% are Active and AGR. ▪ Percentages fluctuate AY-to-AY based on promotion requirements.	▪ Spouses of US, sister service and allied senior noncommissioned officers attending resident SMC.
Annual Attendance	▪ 575 in SMC Class 67 (AY17) ▪ 713 in SMC Class 68 (AY18) ▪ 682 in SMC Class 69 (AY19)	▪ 649 in SMC-DL Class 42 (AY17) ▪ 628 in SMC-DL Class 43 (AY18) ▪ 706 in SMC-DL Class 44 (AY19)	▪ 139 in AY17 ▪ 172 in AY18 ▪ 100 seats avail in AY19
Notes	▪ All noncommissioned officers selected to attend either resident or DL SMC are required to complete **Distributed Leader Course V (DLC V)** before formally enrolling in SMC. ▪ International military students arrive at Fort Bliss three months early to complete the **SMC IMSPC**. ▪ Both prep courses are described in greater detail on the next page.		

C. USASMA Preparatory Courses.

(1) Distributed Leader Course V (DLC V) is a prerequisite for the Sergeants Major Course (SMC), it and consists of 47.25 hours of asynchronous web-based instruction. DLC V is designed to prepare Master Sergeants to lead at the unit and organizational level. Each DLC V lesson includes scenarios that provide contextual information and generate a series of decision points requiring learners to interpret, analyze, plan, and apply. Scenarios enable learners to self-remediate by making different choices or taking alternative actions in order to progress down the most doctrinally sound and task-based pathway.

(2) The International Military Students Preparatory Course (IMSPC) is an SMC pre-requisite for international students, only. IMSPC is an essential first step -- the introductory phase -- for international students attending the SMC. The twelve-week IMSPC delivered in 1:16 seminar groups by SMC faculty provides an SMC overview, clarifies course requirements, and previews general course content. It includes a two-week writing lab and one week Field Studies Program.

D. Resident Sergeants Major Course (SMC)

(1) The SMC provides the US Army with self-aware and adaptive senior noncommissioned officers of character and competence with the skills to shape the joint operational environment, overcome the friction created by uncertainty, and operate in an ambiguous environment.

(2) The SMC provides the learner with opportunities to exercise critical and creative thinking to enhance decision-making skills. Students are provided an environment that helps enhance their character, self-expression, and teamwork abilities. Students analyze problems based on current or historical information to arrive at logical solutions. The students are often required to communicate their reasoning verbally and/or in writing. Intellectual honesty, integrity, professional values, and standards are highly stressed.

(Intentionally Blank)

Table 9-2: Sergeants Major Course Purpose, Course Outcomes, and TLOs

Purpose: Provide the Army with self-aware and adaptive senior non-commissioned officers of character and competence with the skills to shape the joint operational environment, overcome the friction created by uncertainty, and operate in an ambiguous environment.

Graduates of the SMC:	Terminal Learning Objectives (TLOs):
• Are prepared to assume warfighting duties and apply military capabilities and perspectives.	1. Understand the necessary skills to succeed throughout the Sergeants Major Course. (Foundations)
• Understand the leadership and management principles	2. Apply the Joint Functions (DJIIM)
• Understand the profession-of-arms principles necessary to interpret, implement, model and correct professional military attributes.	3. Analyze the Army's concept of unified land operations. (DAO)
• Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of issues and solutions.	4. Analyze force management and force generation processes; to include the analysis of DoD policies, topics, and Joint functions and capabilities in an operational environment. (DFM)
• Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.	5. Analyze how Sergeants Major assist in the development of organizations and leaders to achieve results by integrating leadership competencies and experience into an organizational-level leadership position. (DCL)
• Are critical and creative thinkers who can adapt to operate critically, strategically, and jointly in complex and ambiguous environments.	6. Examine topics to derive knowledge in leadership, workforce development, and management areas of study by taking part in the mandatory and elective course options. These include the analysis of leaders and managers throughout history, integration of leadership competencies, and the profession of arms. (DPS)
• Are self-aware and motivated to continue learning and improving throughout their careers.	

(3) **Course Design**. The resident course consists of an initial Foundations phase, followed by rotations through five core areas/departments: (a) Department of Joint Interagency, Intergovernmental, and Multinational (DJIIM); (b) Department of Force Management (DFM); (c) Department of Army Operations (DAO); (d) Department of Command Leadership (DCL); and (e) Department of Professional Studies (DPS). Course instructional design provides the learners with sequential and progressive lessons within each department. The entire class is divided in fifths, with each fifth being assigned to one of the five departments (DJIIM, DFM, DAO, DCL, and DPS).

(Intentionally Blank – *See Table 9-2 SMC Rotation Sequence on the next page*)

Table 9-3: SMC Rotation Sequence (PODS)

	Joint Interagency, Intergovernmental and Multinational (DJIIM)	Army Operations (DAO)	Force Management (DFM)	Command Leadership (DCL)	Professional Studies (DPS)
Semester 1	POD 1	POD 2	POD 3	POD 4	POD 5&6
Semester 2	POD 2	POD 1	POD 4	POD 3	POD 5&6
Semester 3	POD 5	POD 6	POD 1	POD 2	POD 3&4
Semester 4	POD 6	POD 5	POD 2	POD 1	POD 3&4
Semester 5	POD 3	POD 4	POD 5	POD 6	POD 1&2
Semester 6	POD 4	POD 3	POD 6	POD 5	POD 1&2

The students are divided into PODs (Groups) spend approximately six weeks with each department before rotating to a different department. The exception to the six week rotation is the DPS – this department rotates approximately every 12 weeks. The DPS provides a unique opportunity and academic day that affords each student with extensive opportunities for professional development. (The DPS did not exist prior to Class 69.)

Figure 9-2 SMC "Course Map" and Education Sequence
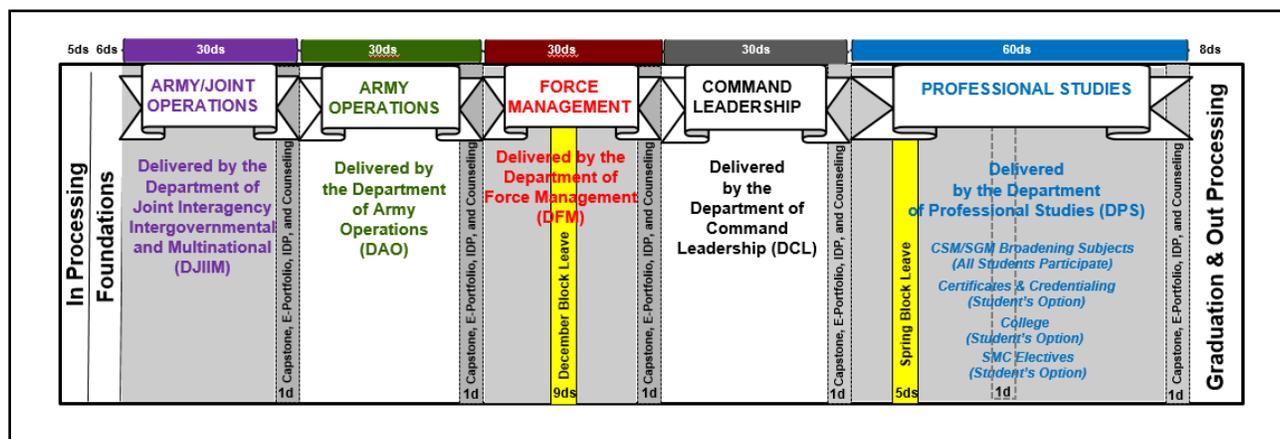
(4) Foundations Scope. The Foundations curriculum affords students an opportunity to gain an understanding of the skills needed to succeed throughout the SMC.

Foundations consists of the following lessons:

- P930.01, SMC Administration Overview (2)
- P930.02, Teambuilding: Group Process (2 hours, additional 2 hours per rotation)
- P930.03, Teambuilding: Group Dynamics (3 hours)
- P930.04, Adult Learning Strategies (4 hours)
- P930.05, Assessments/Self-Awareness (4 hours)
- P930.06, SMC Writing Requirements (1 hour)
- P930.07, English Writing (8 hours)
- P930.08, American Psychological Association (APA) Style (3 hours)
- P930.09, Personal Experience Paper (2 hours)
- P930.11, Military Briefing Techniques (3 hours)

- P930.12, Physical Wellness Program Management (3 hours, additional 12 hours for application)
- P930.15, Contemporary Issues: Army Operating Concept (2 hours)
- P930.16, Senior Enlisted Joint Professional Military Education (1 hour)
- P930.17, SMC Capstone (2 hours, additional 5 hours per rotation)
- P930.18, Coaching and Student Feedback (4 hour, additional 6 hours per rotation)
- J200, Strategic Concepts (2 hours)
- O102 Operational Terms and Military Graphics (5*hours)
  * Delayed shared hours

(5) Department of Joint, Interagency, Intergovernmental and Multinational (DJIIM) Scope.
The Department of Joint Interagency Intergovernmental and Multinational (DJIIM) consists of 26 lessons totaling 150 hours. The DJIIM is an integral part of the SMC foundation for Joint Professional Military Education (JPME). This theme of instruction addresses significant portions and objectives of the Chairman of the Joint Chiefs of Staff, IAW CJCSI 1805.01B, 15 May 2015. The DJIIM emphasizes using critical thinking, analysis, and problem solving to explore the application of Joint doctrine. By applying these principles to a complex problem set, students will develop a perspective of leadership at the operational and strategic level.

The DJIIM consist of the following lessons:

- J100, U. S. Army Capabilities (1 hour).
- J101, U. S. Special Operations Forces (1 hour).
- J102, U. S. Air Force Roles, Functions, Capabilities, and Limitations (1 hour).
- J103, U. S. Space Capability (2 hours).
- J104, U. S. Marine Corps Roles, Functions, Capabilities, and Limitations (1 hour).
- J105, U. S. Navy and U. S. Coast Guard Roles, Functions, Capabilities, and Limitations
- (1 hour).
- J106, Interagency Capabilities and Considerations (3 hours).
- J107, Multinational Capabilities and Considerations (3 hours).
- J300, Operational Art and Design (7 hours).
- J400, Strategic Estimate (8 hours).
- J501, Army Battle Command Systems Overview and Command Post of the Future (CPOF) Tutorial (10 hours).
- J502, Command & Control (C2), and Intelligence (4 hours).
- J503, Fires and Information Operations (3 hours).
- J504, Movement, Maneuver, and Sustainment (3 hours).
- J505, Protection, USEUCOM CONPLAN Brief (4 hours).
- J601, Transitioning from a Division/Corps (G) to a Joint (J) Staff (2 hours).
- J604, Joint Intelligence Preparation of the Operational Environment (JIPOE) (5 hours).
- J605, Intro to Military Planning -The Joint Planning Process (JPP) (6 hours).
- J606, Coalition Joint Force Land Component Command (C/JFLCC) Mission Analysis (MRX) (12 hours).
- J607, Coalition Joint Force Land Component Command (C/JFLCC) Course of Action Development (MRX) (8 hours).
- J608, Coalition Force Land Component Command (C/JFLCC) Course of Action Analysis and Comparison (MRX) (6 hours).
- J609, Planning for Irregular Warfare and Stability Operations (4 hours).
- J611, Coalition Joint Force Land Component Command (C/JFLCC) Mission Readiness

Exercise (MRX) (34 hours).
- O102, Operational Terms and Military Graphics (3 hours).
- O103, Plans, Orders and Annexes (3 hours).
- O108, Decisive Action, Defense Support of Civil Authorities (3 hours).

(6) Department of Force Management (DFM) Scope. The objective of DFM is to introduce the students on the "how to" and "why" in determining force requirements and alternative means of resourcing Soldier training requirements, in order to accomplish Army functions and missions as related to their unit and Army Command (ACOM)-level management positions within Army organizations. DFM provides a systemic overview of How the Army Runs, to include the established force management processes; from the determination of force requirements through to the resourcing of those requirements and the assessment of their utilization in order to accomplish Army functions and missions. Additionally, the DFM student will gain an understanding of the processes and systems to sustain and generate the force. Lastly, the DFM student will receive an overview in contract support operations. At the completion of the DFM semester, a successful student will be able to define what role the Sergeant Major may have in the force management process.
The DFM consists of the following four-lesson block series and individual lessons:

- **Force Management**
- F100, Force Management Analysis (1 hour)
- F101, Strategic Change (8 hours)
- F102, Global Force Management, Sourcing & Synchronization (4 hours)
- F103, Developing Army Organizational Capability (6 hours)
- F104, Planning, Programming, Budgeting, and Execution (PPBE) and Total Army Analysis (TAA) (6 hours)
- F105, Developing Materiel Capabilities (3 hours)
- F106, Manning the Army (4 hours)
- F107, Sustainable Readiness (SR) (3 hours)
- F108, Force Management White Paper (12 hours)
- F109, The Staff Study (14 hours)

- **Force Sustainment**
- F201, U.S. Army Sustainment (8 hours)
- F202, Strategic Logistics (2 hours)
- F203, Joint Sustainment (5 hours)
- F204, Tactical Sustainment (3 hours)
- F205, Establishing and Resourcing a Tactical Operations Center/Command Post (4 hours)

- **Force Generation**
- F300, Contemporary Issues in Force Management (2 hour)
- F301, Range of Military Operations (3 hours)
- F302, The Sustainment Brigade (3 hours)
- F303, Generating Force Support to Forces (3 hours)
- F304, Force Generation (3 hours)
- F305, Global Mobility (4 hours)
- F306, Train and Deploy the Brigade (7 hours)
- F307, Deployment Exercise (10 hours)

- **Contract Support Operations**
- F400, Introduction to Contracting (1 hour)
- F401, Operational Contract Support (2 hours)
- F402, Contracting Support to Operational Planning (2 hours)
- F403, Money as a Weapons System (3 hours)
- F404, Performance Work Statements (2 hours)
- F405, Operational Contracting Support to Division and Brigade (2 hours)

(7) Department of Army Operations (DAO) Scope. The DAO consists of 14 lessons totaling 150 hours. Students study the central concept of Unified Land Operations (ULO). This includes that Army units seize, retain, and exploit the initiative to gain and maintain a position of relative advantage in sustained land operations to create conditions for favorable conflict resolution. The DAO curriculum has four areas of study based on this central concept: the operational environment, decisive action, mission command, and planning for unified land operations. The students enhance their understanding of these areas though the use of history, theory, doctrine, and blended learning.

The DAO consists of the following lessons:

- O100, Department of Army Operations Overview (1 hour).
- O101, Unified Land Operations (4 hours).
- O104, Operational and Mission Variables (2 hours).
- O105, Decisive Action: Offense (2 hours).
- O106, Decisive Action: Defense (2 hours).
- O107, Decisive Action: Stability (3 hours).
- O109, Mission Command (4 hours).
- O110, Mission Command: Understand and Visualize (4 hours).
- O111, Mission Command: Describe, Direct, Lead, and Assess (4 hours).
- O112, The Army Design Methodology (ADM) (20 hours).
- O113, Military Decision Making Process Decisive Action Training Environment (DATE) Overview (4 hours).
- O114, The Army Design Methodology Application (14 hours).
- O115, Military Decision Making Process (38 hours).
- O116, Planning Unified Land Operations - CPX (36 hours

(8) Department of Command Leadership (DCL) Scope. The DCL consists of 22 classes totaling 142 curriculum hours (including examinations) along with 2 hours for Teambuilding and Group Process and 6 hours for Coaching and Student Feedback for a semester total of 150 hours. Instruction in the DCL focuses on the attributes and competencies required of an operational and strategic level leader in today's Armed Forces. When students become a Sergeant Major their span of control will decrease, however their sphere of influence will increase significantly. The DCL designed the curriculum to enhance their critical and creative thinking skills so they can effectively maximize that influence and extend it beyond their chain of command to support the mission and goals of their organization.

The Department of Command Leadership consists of the following lessons:
- L100 Developing Organizational Leaders (1 hour)
- L102 Master Resilience Trainer Course (Taught by CSF2 Faculty) (45 hours)
- L103 Introduction to Critical Thinking and Problem Solving (5 hours)

- L104 Creative Thinking, Logic, and Decision Making (5 hours)
- L105 Assessments (4 hours)
- L201 Organizational Power and Influence (4 hours)
- L202 Leader Development (5 hours)
- L203 Servant Leadership (4 hours)
- L204 Followership (3 hours)
- L205 Leading Organizations in Change (3 hours)
- L206 Building Organizational Teams (5 hours)
- L207 Developing Learning Organizations (3 hours)
- L208 Developing Ethical Organizations (10 hours)
- L209 Leadership and Communications (3 hours)
- L210 Organizational Culture and Climate (3 hours)
- L212 Implementing an Organizational Vision (4 hours)
- L213 Influencing Outside Organizations (6 hours)
- L302 Leadership and Ethics in War (3 hours)
- L303 Leadership and Decision Making (2 hours)
- L304 Leadership and Moral Courage (3 hours)
- L305 Leadership in a Multi-Cultural Environment (4 hours)
- L306 Organizational Leadership Philosophy (6 hours)
- E200 Essay Exams (2 exams 2 hours each), one Focused Area Writing Assessment (2 hours) and one Oral Exam (5 hours) (11 total hours)

(9) Department of Professional Studies (DPS) Scope. The Department of Professional Studies (DPS) consists of 23 lessons totaling 180 hours in Broadening Topics and 120 hours in Elective Topics. An integrated Broadening and electives education produces thoughtful and well-informed Sergeant Major. It cultivates individual freedom through reflection and self-awareness. It leads individuals to critically think and make good decision in the future. It creates an understanding of the larger context of military broadening issues and the role of the Sergeant Major in the Armed Forces. It leads to more creative, innovative and forward thinking as a result of the cross-fertilization of ideas and the constantly fresh perspective that the topics present. The Department of

Professional Studies consists of the following lessons:

- P570, Suicide Prevention (2 Hours)
- P571, Risk Management (4 Hours)
- P576, Equal Opportunity – EO Training for Senior Leaders (4 Hours)
- P578, The Army Safety Program (4 Hours)
- P592, Sexual Harassment/Assault Response (4 Hours)
- P930.10, Research Techniques & General Ralph E. Haines Jr. Research Paper (40 Hours)
- P930.14, Understand the Roles of the SGM and CSM (4 Hours)
- 930.17, SMC Capstone (9 Hours)
- 930.18 Coaching and Student Feedback (6 Hours)
- S301, Human Resource Management Processes and Systems (15 Hours)
- S302, Work Measurement and Efficiency (30 Hours)
- L101, Writing to Persuade (2 Hours)

- L107, Army Profession and Ethic Training (APET) (13 Hours)
- L110, American Civil Military Relationships (4 Hours)
- L200 Developing Organizations and Leaders (4 Hours)
- L211, Organizational Stress (2 Hours)
- L301 Leadership and Mission Command (8 Hours)
- L308 Leadership in Irregular Warfare (4 Hours)
- T206, Training Units and Developing Leaders (3 Hours)
- T207, History of Military Ceremonies and Battalion Change of Command (4 Hours)
- T302, Unit Training Management (4 Hours)
- T304, The Science of Training (Applying Design to Training) (3 Hours)
- T305, Training Strategy for Learning and Applying Doctrine (3 Hours)

E. Sergeants Major Course – Distance Learning (SMC-DL).

(1) The SMC-DL in place since fall 2016 consists of (a) 40 hours of senior enlisted joint professional education, (b) 664 hours of interactive multimedia instruction (IMI) punctuated by collaborative discussions on Blackboard.com, and (c) 86 hours of resident instruction on the USASMA campus. During AY 19, SMC-DL Class 44 begins Year Two (Phases II and III) of this 18-24 month program. See Figure 9-3, immediately below.

Figure 9-3: AY19 Transition to New "University Model" SMC-DL Framework
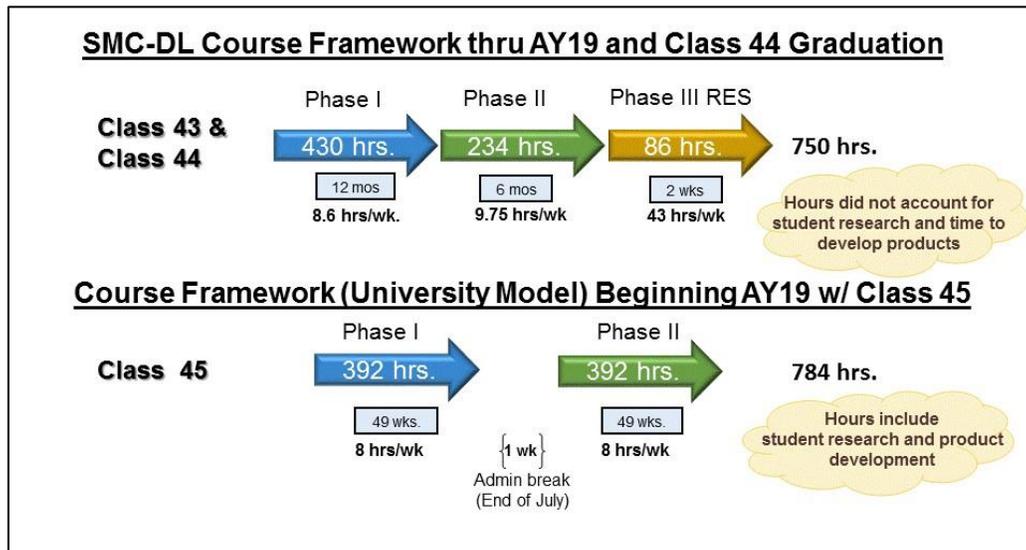
(2) Also during AY19, SMC-DL Class 45 begins Year One of a new version of SMC-DL that replaces content delivery using Interactive Multi-Media Instruction (IMI) with greater instructor interaction, coaching, and feedback throughout. This new "University Model" also increases students' interaction with each using synchronous and asynchronous communication products.

(3) SMC-DL Class 45 achieves the same learning outcomes as resident Sergeants Major Course (SMC). Like resident SMC, SMC-DL develops adaptability, critical reasoning, creative thinking, and decision-making skills. Soldiers receive an education that enhances their character and self-expression while highlighting teamwork skills through collaborative problem solving

exercises. This course supports the development of logical, practical, and unique reasoning abilities necessary for solving complex problems. Students analyze multifaceted issues based on comprehensive research, arrive at logical solutions, and prompt decisions, communicate reasoning and decisions both orally and in writing, and supervise to ensure proper execution. Intellectual honesty, integrity, and professional values and standards are highly stressed.

(4) The Department of Distance Education (DDE) is responsible for SMC-DL execution.

F. Spouse Leadership Development Course (SLDC) is a 40-hour resident leadership support course designed for senior enlisted spouses from our Army, sister services, and allied militaries. It prepares them for leadership support positions in the military community. Major subject areas include programs in human psychology, human relations training, and leadership development. Spouses also learn healthy conflict management resolution techniques, protocol, public speaking, communication, effective listening, and team building skills. Family readiness group training is also part of the curriculum. Spouses receive in-depth information about benefits and entitlements. The Spouse Leadership Development Course applies a combination of lecture, discussion, and small group experiential learning methodologies. (http://ncolcoe.armylive.dodlive.mil/spouse-leadership-development-course/)

G. USASMA Education Council consists of SMC department chairs, vice chairs, and curriculum developers. It is co-chaired by the SMC Director and the CGSC Assistant Dean at USASMA. The Education Council is an essential academic governance forum within which faculty leaders and Academy administrators refine outcomes and learning objectives, align curricula, analyze assessment results, and prepare for Post Instructional Conferences (PICs) and Curriculum Design Reviews (CDRs). The Education Council provides USASMA and CGSC leaders with information, proposals, and strategies to best educate, train, and professionally develop the Army's NCO Corps, with particular emphasis on senior NCO education provided by USASMA.

H. The USASMA Fellowship Program.

The USASMA Fellowship Program invites sergeants major across the force to compete for up to 20 scholarships per year to attend full-time advanced civil schooling and complete a Master of Arts in Adult Education through Penn State University and Syracuse University. Once selected, degree candidates make a permanent change of station (PCS) move to Fort Bliss and do coursework on the USASMA campus. This one-year master's degree program is conducted mostly on-line as a cohort. Graduates remain at the Academy for two or three years following graduation to serve as instructors in the Sergeants Major Course.

I. The USASMA Relationship to CGSC and the NCOL CoE

(1) On 5 March 2018, the Higher Learning Commission approved the CAC CG / CGSC Commandant's request to move USASMA into HLC-accredited CGSC. On 21 March 2018, a Combined Arms Center (CAC) Execution Order (EXORD) officially made USASMA the Command and General Staff College's fourth school.

(2) USASMA is subject to all CGSC academic governance policies and processes outlined in this CGSC Circular 350-1 (CGSC College Catalog) and relevant CGSC bulletins listed at Appendix A (CGSC Academic Governance Policies and Processes).

- The CGSC Deputy Commandant and CGSC Dean of Academics travel annually to Fort Bliss to chair an SMC Post-Instruction Conference (PIC) provided by the USASMA Commandant. PICs are attended by members of the USASMA Education Council. All SMC faculty are invited to attend.

- The CGSC Commandant chairs a SMC / BA in LWD Curriculum Design Review (CDR) provided by the USASMA Commandant during which he approves the program purpose, outcomes and terminal learning objectives for the coming AY.

(3) USASMA's Director of Education is a CGSC Assistant Dean at USASMA, and is rated by the USASMA Commandant and senior rated by the CGSC Dean of Academics.

(4) On 6 June 2018, HLC officially designated USASMA at Fort Bliss, TX, as a "branch campus" of CGSC.

(5) USASMA receives support from both Army University (Army U) staff on Fort Leavenworth and the NCOL CoE staff on Fort Bliss under what the Higher Learning Commission calls a "shared services model." Services rendered by the Army U. and NCOL CoE staff include:

- Personnel management;
- Security;
- Operations (to include Visitors Coordination);
- Logistics / Supply Management; and
- Education Technology / Simulations / IT Support.

(6) As indicated above, the USASMA Commandant, Deputy Commandant and Assistant Dean at USASMA serve concurrently as the Commandant, Deputy Commandant, and Director of Policy and Governance at NCOL CoE.

- This helps ensure that senior NCO education provided by the US Army Sergeants Major Academy is fully integrated within the Army NCO Professional Development System (NCOPDS) managed by NCOL CoE.

- Conversely, USASMA leaders are ideally situated to identify particular academic policies, processes or practices from a regionally-accredited institution suited for adaptation and use in other NCOPDS courses or programs across the Army.

Chapter 10

The School for Command Preparation (SCP)

The School for Command Preparation (SCP) was established in 1984. Over 3,000 students graduate annually from one of the ten SCP courses. In addition to conducting resident courses, SCP synchronizes the Army's Command Team Preparation Programs across 31 locations, and manages the Army's Company Commanders/1SGs Pre Command Course. SCP also hosts the Army Strategic Education Program – Command (ASEP-C) Course in order to provide the Army with competent, committed leaders of character prepared to lead change, prevail in Unified Land Operations and ready to meet the Army's 21st century challenges.

> The mission of the School for Command Preparation is to synchronize the Army's Command Team Preparation Programs and conduct Pre-Command Courses for Brigade Commanders, Battalion Commanders and Command Sergeants Major, their spouses, and Company Commanders/1SGs in order to provide formations with competent, committed leaders of character prepared to lead change, prevail in Unified Land Operations and ready to meet the Army's 21st century challenges.
>
> The School for Command Preparation vision: The Army's foremost school for the preparation of command teams, comprised of Army professionals dedicated to the development of current and future command teams across the total Army resulting in empowered, competent, and committed leaders better prepared to meet the Army's readiness challenges.

In addition to providing a state-of-the-art learning experience to future command teams, the School for Command Preparation:

- Provides commanders and command sergeants major in the field with "reach-back / push forward" resource material and subject matter expertise.
- Routinely provides policy input for AR 350-1, AR 600-20, DA PAM 600-3, and Army doctrine as appropriate.
- Supports command-related research initiatives across all compos of the U.S. Army.

Four distinct training and education programs reside within SCP: (1) the Pre-Command Course, (2) the Command Sergeant Major Development Program, (3) the Command Team Spouse Development Program, and (4) the Tactical Commander's Developmental Program.

As directed by the Chief of Staff of the Army, the Brigade and Battalion Pre-Command Courses/Command Sergeant Major courses are two-weeks for all lieutenant colonels and colonels selected for command at battalion or brigade levels, division Centrally Selected Key Staff and Acquisition Corps Project and Program Managers. These courses focus on better understanding the Operational Environment the students will experience as Command Teams and the critical leadership skills necessary to facilitate Mission Command and succeed. The Command Team Spouse Development Program is one week in duration. The Command Team Spouse Development Program courses are the equivalent of Continuing Education programs at civilian universities and do not currently result in the award of degrees or certificates. The Brigade Command Tactical Commander Develop Program and the Tactical Commander's Development

<u>Program (TCDP)</u> provide repetitive practice in critical Mission Command tasks to prepare

commanders to lead formations during current and future tactical-level operations. These programs consists of individual courses designed and relevant to the level of command our students will lead. The Command Sergeant Major Development Program (CSMDP)-BDE and (CSMDP)-BN are one-week follow-on courses to the Pre Command Course for future brigade and battalion CSMs. CSMDP courses ensure the CSMs are better prepared to assist the Commander in the facilitation of Mission Command, the development of Leaders and unit readiness.

SCP also provides two other leader development courses. The Army Strategic Education Program – Command (ASEP-C) is a one week course at Fort Leavenworth facilitated by SCP faculty for one and two-star generals soon to command. The Company Commander / First Sergeant Pre-Command Course (CCFSPCC) is taught at all Army units and installations for new company-level command teams using courseware developed by SCP in coordination with over twenty topic subject matter experts. The intent of both courses is to educate command team cohorts on relevant topics to assist them in meeting the challenges of today's Operational Environment, and to provide a better understanding of how to leverage the capabilities of the institutional Army in the execution of their roles and responsibilities.

Table 10-1: SCP Academic Programs and Courses

Course Title	Duration	Frequency / Location	Student Population	Remarks
A. Battalion Pre-Command/Command Sergeant Major Course (BN PCC/CSMC)	12 days	10 times/year (Ft Leavenworth, KS)	Future BN Commanders and future BN CSM	
B. Brigade Pre-Command/Command Sergeant Major Course (BDE PCC/CSMC)	12 days	10 times/year (Ft Leavenworth, KS)	Future BDE Commanders and future BDE CSM	
C. Command Team Spouse Development Program - Battalion (CTSDP-BN)	5 days	10 times/ year (Ft Leavenworth, KS)	Spouses of future Battalion Commanders and CSMs	Concurrent with BN PCC
D. Command Team Spouse Development Program - Brigade (CTSDP-BDE)	5 days	10 times/year (Ft Leavenworth, KS)	Spouse of Future Brigade Commanders and CSMs	Concurrent with BDE PCC
E. Tactical Commanders Development Program (TCDP)	10 days	8 times / year (Ft Leavenworth, KS)	AC and AGR MTOE BN Command Selects	Immediately following the BN PCC/CSMC
F. Brigade Command Tactical Commanders Development Program (BCTCDP)	10 days	4 times / year (Ft Leavenworth, KS)	AC and AGR MTOE BDE Command Selects	Immediately following the BDE PCC/CSMC
G. Command Sergeant Major Development Program - Battalion (CSMDP-BN)	5 days	10 times / year (Ft Leavenworth, KS)	Future BN CSMs	Immediately following the BN PCC/CSMC
H. Command Sergeant Major Development Program – Brigade CSMDP-BDE)	5 days	10 times / year (Ft Leavenworth, KS)	Future BDE CSMs	Immediately following BDE PCC/CSMC
I. Company Commander/First Sergeant Pre-Command Course (CCFSPCC)	5-10 days	As needed	Company Commanders and First Sergeants	SCP proponent, local cdrs shape
J. Army Strategic Education Program – Command (ASEP-C) Course	5 days	3 times / year (Ft Leavenworth, KS)	1 and 2 star General Officers prior to command	SCP facilitates; AWC program

A. Battalion Pre-Command/Command Sergeant Major Course: The Army BN PCC/CSMC is a two week long course, 10 days, conducted 10 times a year by the U.S Army Command and

General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS. Attendance is mandatory for all centrally selected active component, USAR, and ARNG Battalion level command selectees, Battalion Command Sergeant Major selectees, Medical Department designated command selectees, Key Billet selectees (Division G-1, G-2, G-6, G-8, PAO), and Acquisition Program/Product Managers.

Table 10-2: Battalion PCC / CSM Course Purpose and Learning Outcomes

Purpose: To prepare Command Teams to facilitate Mission Command and lead change within their command operating environment.
Graduates of the Pre-Command Course/Command Sergeants Major Courses (PCC/CSMC) and Command Team Spouse Development Program (CTSDP) are integrated stakeholders in the Army's future, understand and support the Army's vision for change and leader development.
Battalion PCC/CSMC Graduates: • Are self-aware, understand better their leader identity and the facilitation of Mission Command. • Understand their roles, responsibilities and authorities. • Understand the Operating Environment within which they will command. • Are able to apply the UVDDLA methodology and intent. • Are capable of developing leaders for the future. • Are able to develop an initial vision and lead change.

PCC/CSMC has three areas of emphasis under the art of command: authority, leadership and decision making. The content of the course is predicated on Mission Command (ADRP 6-0), leadership (ADRP 6-22) and the authority of command (AR 600-20) in order to facilitate their responsibilities, lead change, develop leaders and gain an understanding of the Army's operational environment.

The BN PCC/CSMC instruction is facilitated by senior Army leadership, to include the Chief of Staff, U.S. Army (CSA), U.S. Army Forces Command (FORSCOM), U.S. Army Training and Doctrine Command (TRADOC) commanders, representatives from across the Department of the Army, and SCP faculty (former Battalion and Brigade commanders).

B. Brigade Pre-Command/Command Sergeant Major Course (BDE PCC/CSMC): The Army BDE PCC/CSMC is a two week long course, 10 days, conducted 10 times a year by the U.S Army Command and General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS. Attendance is mandatory for all centrally selected active component, USAR, and ARNG Brigade command selectees, Brigade Command Sergeant Major selectees, Medical Department designated Brigade command selectees, Key Billet selectees (Corps G-1, G-2, G-6, G-8, PAO), Acquisition Program/Product Managers, Aviation Brigade and Special Forces Group Command Chief Warrant Officers.

Table 10-3: Brigade PCC / CSM Course Purpose and Learning Outcomes

Purpose: To prepare Command Teams better prepared to facilitate Mission Command and apply mission command principals to leading change in their brigade level organizations.

Graduates of the Pre-Command Course/Command Sergeants Major Courses (PCC/CSMC) and Command Team Spouse Development Program (CTSDP) are integrated stakeholders in the Army's future, understand and support the Army's vision for change and leader development.

Brigade PCC/CSMC Graduates:

- Are critical and creative thinkers; self-aware and understand their leader identity.
- Fully understand and embrace mission command philosophy and principles.
- Understand the Operating Environment within which they will command.
- Are able to quickly and effectively analyze systems and situations, articulate intent, and issue guidance to achieve desired effects.
- Are capable of developing leaders for the future.
- Understand how to lead change.

The course has three areas of emphasis: Army policy, programs, and areas of special emphasis; leadership and self-awareness; and the art of command and mission command. The focus for Army policy, programs, and areas of special interest is on understanding the Army's operational environment and the discipline, health and welfare of the force. The focus for leadership and self-awareness is developing or enhancing the leadership skills and self-awareness required of senior Army leaders and developing an individual action plan to assist in future personal and professional development. The focus for the art of command and mission command is applying the principals of mission command in the planning, implementation, execution and strategic communications used to affect change.

The BDE PCC/CSMC instruction is facilitated by senior Army leadership, to include the Chief of Staff, U.S. Army (CSA), U.S. Army Forces Command (FORSCOM), U.S. Army Training and Doctrine Command (TRADOC) commanders, representatives from across the Department of the Army, and SCP faculty (former Brigade commanders and Brigade Command Sergeants Major). A nationally recognized leader development training firm is contracted to conduct a weekend leadership seminar designed to enhance student understanding and self-awareness of their leadership style and the core values that underlay their leadership style.

C. Command Team Spouse Development Program - Battalion (CTSDP-BN): The CTSDP-BN is a five-day course for the spouses of Active Army, ARNG and USAR Battalion command selectees and Battalion Command Sergeants Major selectees and runs concurrently with BN PCC/CSMC. Spouses must attend with their service member.

**Table 10-4: Command Team Spouse Development Program (Battalion)
Purpose and Learning Outcomes**

Purpose: To prepare Battalion-level Command Team spouses better prepared to exercise informal leadership, without authority, in order to effectively and positively contribute to the family, unit, and community environment and support unit and family readiness.   The graduates of the CTSDPs are better prepared to make positive impacts on families, the unit, and community in their capacity as informal leaders.
Battalion CTSDP Graduates are better prepared to: • Decide their level of involvement with the command.   • Help facilitate a positive environment through informal leadership (building teams, developing trust, creating shared understanding and developing others).   • Advise and assist Family Readiness Groups in the organization.   • Develop a personal/family approach for balance and resiliency.

D. Command Team Spouse Development Program - Brigade (CTSDP-BDE): The CTSDP-BDE is a five-day course for the spouses of Active Army, ARNG, and USAR Brigade command selectees and Battalion Command Sergeants Major selectees and runs concurrently with the BDE PCC/CSMC.

Table 10-5: CTSDP-BDE Purpose and Learning Outcomes

Purpose: To prepare Brigade-level Command Team spouses better prepared to exercise informal leadership, without authority, in order to effectively and positively contribute to the family, unit, and community environment and support unit and family readiness.   The graduates of the CTSDPs are better prepared to make positive impacts on families, the unit, and community in their capacity as informal leaders.
Brigade CTSDP Graduates are better prepared to: • Decide their level of involvement with the command.   • Help facilitate a positive environment through informal leadership (building teams, developing trust, creating shared understanding and developing others).   • Advise and assist Family Readiness Groups in the organization.   • Develop a personal/family approach for balance and resiliency.

E. Tactical Commanders Development Program (TCDP): The TCDP is a two week, ten day, course conducted 8 times a year. Attendance is mandatory for all Active Army and AGR Modified Table of Organization and Equipment (MTOE) battalion command selectees. USAR and ARNG Battalion Command selectees attend on a space/funding available basis.

Table 10-6: Tactical Commanders Development Program (TCDP) Purpose and L.O.s

Purpose: To prepare commanders better prepared to apply Mission Command through the UVDDLA methodology in combined arms LSCO and develop tactical competency across their formations through Leader Development, Training Management, and Unit Readiness.

The graduates of TCDP are critical and creative thinkers; confident, self-aware, continually learning and adapting as leaders.

TCDP Graduates:

- Understand Decisive Action and the principals of offense, defense, and stability operations as well as Defense Support to Civil Authorities.
- Can leverage training management tools and systems (ATN, DTMS, CATS) to plan and conduct training in their organization.
- Have confidence, developed through iterative practice, in developing and delivering their Commander's Intent.
- Can develop a plan for, and conduct, leader development in their organization.

TCDP has three areas of emphasis: the role of the Art of Tactics, training and leader development. The focus for the role of the art of Tactics is driving the operations process through understanding, visualizing, deciding, directing, leading and assessing (UVDDLA) in Decisive Action operations (offense, defense, stability and defense support of civil authorities (DSCA). The focus for both training and leader development is the commander's role in training, training management and developing leaders. **SECURITY CLEARANCE: SECRET**

F. Brigade Command Tactical Commanders Development Program (BCTCDP): The BCTCDP is a two week, ten day, course conducted 4 times a year. Attendance is mandatory for all Active Army and AGR Modified Table of Organization and Equipment (MTOE) brigade command selectees. USAR and ARNG Troop Program Unit (TPU) Brigade Command selectees attend on a space/funding available basis.

Table 10-7: BCTCDP Program Purpose & Learning Outcomes

Purpose: To prepare commanders to synchronize and integrate all WfFs at Brigade level into combined arms LSCO, enhance and sustain readiness, and drive the operations process through the UVDDLA methodology.

Brigade Command TCDP Graduates:

- Apply Mission Command Principles as a WfF and understand the Mission Command systems
- Demonstrate the ability to lead the operations process through the activities of understanding, visualizing, describing, directing, leading and assessing operations.
- Demonstrate the ability to employ and synchronize the BCT's WfFs in Offensive and Defensive Operations under Decisive Action Conditions
- Understand how to prepare and train their brigade under the Sustained Readiness Model (SRM) and Objective T conditions.

BCTCDP has two areas of emphasis: exercise the Mission Command commander tasks of "Understand, Visualize, Describe", and "Develop Teams": and to practice the synchronization of the brigade's WfFs in a Decisive Action environment (offense and defense) through simulation. The course has other relevant areas of emphasis for this level of command: critical thinking skills; understanding the Sustained Readiness Model (SRM) and Objective T; and overviews on how the brigade employs respective Warfighting functions as presented by the Warfighting Centers for Excellence (Aviation COE, Fires COE, Intelligence COE, Maneuver COE, Cyber COE and Signal School, Sustainment COE, Mission Command COE). All of the above information is then applied in at least two brigade/division level simulations (offensive and defensive operations) that allow the commanders to provide intent, planning guidance and array their forces given the tasks and missions assigned to them in a higher HQs OPORD. **SECURITY CLEARANCE: SECRET**

G. Command Sergeant Major Development Program - Battalion (CSMDP-BN): The CSMDP-BN is a five-day course immediately following the BN PCC/CSMC that all Active Army and AGR Battalion Command Sergeants Major are required to attend. USAR and ARNG Battalion Command Sergeants Major selectees attend on a space available basis.

Table 10-8: CSM Development Program (BN) Purpose and Learning Outcomes

Purpose: To prepare Command Sergeant Majors to assist the Commander in the facilitation of Mission Command, the development of Leaders and ensuring unit readiness. The graduates of CSMDP-BN are critical and creative thinkers, confident, competent and adaptive leaders.
CSMDP Graduates: • Are capable of supporting the commander in the exercise of mission command. • Understand and are able to develop critical command relationships and assist the commander in building high performing organizational teams. • Are able to conduct leader development in their organization. • Are capable of maintaining standards and discipline in their organization. • Are capable of advising the commander on the performance, training, appearance, and conduct of enlisted Soldiers in their organization.

CSMDP-BN continues the format of instruction and facilitation that occurs during Phase 1 of the BN PCC/CSMC. Emphasis is on leader development, developing key organizational relationships, building teams, training management, and ensuring unit readiness.

H. Command Sergeant Major Development Program – Brigade (CSMDP-BDE): The CSMDP-BDE is a five-day course immediately following the BDE PCC/CSMC that all Active Army and AGR Brigade Command Sergeants Major are required to attend. USAR and ARNG Brigade Command Sergeants Major selectees attend on a space available basis.

Table 10-9: Brigade CSM Development Program Purpose and Learning Outcomes

Purpose: To prepare Command Sergeants Major to assist the Commander in the facilitation of Mission Command, the development of leaders, and ensuring unit readiness.
CSMDP Graduates: The graduates of CSMDPs are critical and creative thinkers, confident, competent and adaptive leaders. SMDP Graduates- • Are capable of supporting the commander in the exercise of mission command. • Understand and are able to develop critical command relationships and assist the commander in building high performing organizational teams. • Are able to conduct leader development in their organization. • Are capable of maintaining standards and discipline in their organization. • Are capable of advising the commander on the performance, training, appearance, and conduct of enlisted Soldiers in their organization.

CSMDP-BDE provides an in-depth examination of the responsibilities of the BDE CSM as the senior NCO of the brigade charged with carrying out command policies, maintaining standards and discipline, and advising the commander on the performance, training, appearance, and conduct of enlisted Soldiers in the brigade. CSMDP-BDE builds on the instruction and facilitation of the BDE PCC/CSMC. Emphasis is on leader development, understanding of organizational leadership at the brigade level – from down/internal to up/external, developing key relationships – internal and external, building high performing teams, assisting the commander in the execution of mission command and ensuring unit readiness.

I. Company Commander/First Sergeant Pre-Command Course (CCFSPCC): The CCFSPCC is a mandatory resident experience with supporting DL components. The resident experience will be conducted at the installation as a Troop School and address mandated topics prescribed by the HQDA G-3/5/7 (MOD 1 to HQDA EXORD 093-12). Senior commanders have extensive latitude to tailor mandated topics with their installation/command unique requirements as well as incorporate other topics they deem important for company level commander/first sergeant success. Supporting DL lessons are available via Army Learning Management System to provide "knowledge-level" learning to complement the face-to-face experience of the resident course. The School for Command Preparation maintains the mandatory topic list and proponent prepared lessons materials on the Army Training Network for installation course managers to download and use in the resident instruction. The DL, is available as a course with all topic lessons to be completed and as individual stand-alone topic lessons. The stand-alone lessons allow the senior commander to designate specific lessons for company commander and first sergeant designees to complete prior to the resident course or the senior commander may require completion of the course as a prerequisite for the resident course.

Table 10-10: Company Commander / 1st Sergeant Pre-Command Course Purpose and LOs

Purpose: To ensure company-level command teams know their responsibilities for Army command programs, policies, and procedures to provide effective leadership in garrison. The graduates of CCFSPCC are prepared to command and lead in garrison ensuring Soldier accountability, Soldier and Family care, and readiness of the company level formation.
CCFSPCC Graduates: • Can leverage installation resources and programs to assist soldiers and their families. • Understand their responsibilities for maintaining good order and discipline in the unit. • Understand their responsibilities for establishing and maintaining a positive command climate. • Understand company level administrative functions that they are responsible for. • Understand individual and unit medical readiness.

J. Army Strategic Education Program – Command (ASEP-C): The ASEP-C is a one week (five day) course facilitated by SCP faculty at Fort Leavenworth, KS, three (3) times a year. It is a developmental course for select brigadier generals and major generals to enhance their leadership capabilities and competencies prior to assuming select 1 and 2 star level command assignments. The course is designed to complement Army and Joint GO educational courses by focusing on Army doctrinal concepts, systems and capabilities that enhance unit readiness and better prepare commanders to conduct Unified Land Operations. For more information on the Army Strategic Education Program, see http://asep.armywarcollege.edu.

(Intentionally Blank)

Chapter 11

CGSC Credit Hours, Academic Evaluation Reports, and Transcripts

A. CGSC Credit Hours Defined -- CGSC adheres to the Federal definition of a credit hour, which is that: "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practicums, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

B. Academic Evaluation Reports for CGSOC, AMSP, ASLSP, and SMC Students.

(1) <u>Academic Evaluation Reports</u>. The College Registrar issues an Academic Evaluation Report (AER), DA Form 1059-2, for each Regular Army, U.S. Army Reserve, Army National Guard, and civilian student using input provided by the student's SGA.

(2) <u>U.S. Army and Civilian Students</u>. The original copy of the DA Form 1059-2 is forwarded to the student's personnel file custodian and a copy is provided to the student.

(3) <u>Sister Service Students</u>. Appropriate evaluation, fitness, or training reports are prepared by the respective sister service elements, based upon input provided by SGAs and instructors (U.S. Coast Guard reports are prepared by the U.S. Navy Element).

(4) <u>International Officers / International Noncommissioned Officers</u>. The Chief, International Military Student Division (IMSD), in coordination with the Registrar issues an academic report, currently DD Form 2496, International Student Academic Report (ISAR), on each IMS. A copy of the report is provided to the Security Assistance Officer in-country (including a transcript without grades listing only courses taken). A copy of the report is also provided to the student. For Italy, a copy is also provided to the Defense Attaché, Italian Embassy in Washington.

(5) <u>Interagency Students</u>. All IA students will receive a DA Form 1059-2. The completed form will be provided to the Chief, Interagency Student Division (IASD) and a copy will be provided to the IA student. IASD will forward the originals to the appropriate partner agency POC IAW the MOAs. All Department of State students will also receive a Department of State Training Evaluation Report, DS-1106. The SGA will fill in and sign as the Evaluator. The IASD Chief (or his representative) will fill in and sign as the Reviewing Officer and will process and send copies of the completed form to the student and the DOS POC.

C. CGSC Transcripts. The College Registrar issues an official transcript to all CGSOC students, complete with grades. Official transcripts are provided to appropriate service centers for U.S. Master of Military Art and Science, Master of Arts in Military Operations, and Master of Arts in Strategic Studies degree recipients only.

Copies will be provided to civilian institutions only when requested by the student. Transcripts will not be released to a third party without student consent.

To receive or send a transcript, graduates should contact: U.S. Army Command and General Staff College, Office of the Registrar, 100 Stimson Avenue, Fort Leavenworth, KS 66027-2301

(Intentionally Blank)

Chapter 12

CGSC Transfer Credit Policy

A. CGSC Transfer Credit Policy. The Command and General Staff College will only accept transfer credits for students enrolled in the Bachelor of Arts in Leadership and Workforce Development (BA in LWD). Transfer credits for this program will be applied towards the general education requirements, LWD major courses (lower level) and electives. No transfer credits will be applied towards resident SMC requirements. Transferability of credit is determined primarily by the accreditation standing of the transfer institution and the comparability of content of credit earned. Most academic credits submitted from any regionally accredited two- or four-year college, community college or university are accepted by CGSC. Additionally, courses and DANTES/CLEP test scores recorded on the JST may also be eligible for transfer credit.

SMC students wishing to participate in this program may submit unofficial documents for credit evaluation. However students must submit official transcripts and official test score documentation before CGSC will award credit. The Joint Services Transcript is considered an acceptable official transcript for military training credit through ACE, and test scores for DANTES and CLEP.

B. Credit Evaluation. Evaluation of transfer credits towards the requirements of the BA in LWD will be done by the CGSC Registrar's Office. Only classes with a grade of C or higher may be transferred. Credits transferred through outside testing must meet passing scores as established by the testing organization. All transfer credits will be transcripted with their original grade and source on the CGSC transcript. In cases where no letter grade was applied a grade of P will be entered. Transfer credits will not be calculated in the overall student GPA.

C. Appeals Process. Appeals for transferability of credit may be initiated by a student who has met with an advisor for enrollment purposes. Only courses that have already been through a formal validation process may be appealed. Courses with validation in progress are not eligible for appeal since a decision has not been made. The appeal will be referred to the CGSC Dean of Academics office for review and evaluation. The decision of the Dean's office will be communicated to the student in writing and the decision of the Dean's office is final.

In order to initiate an appeal a student must provide the following to the CGSC Registrar's office:

   (1) Letter of circumstance addressed to the CGSC Dean of Academics, describing why the appeal is requested.
   (1) Syllabus for each course being appealed.
   (2) Name of transfer institution.

D. Credit Transfer Sources. In addition to accredited college and university classes, students may be able to transfer credits from any number of testing organizations (see list below). Additionally military/civilian that has been evaluated by ACE may also be eligible for transfer.

   (1) Advanced Placement (AP) Exams - A series of standardized exams developed by the College Board. College credit is awarded based on exam score. The exams usually follow standardized high school courses generally recognized as being equivalent to undergraduate college courses. https://apstudent.collegeboard.org/home

   (2) American Council on Education (ACE) and ACE Guides - Major coordinating body for higher education institutions in the U.S., providing third party, unbiased credit equivalency recommendations among other services. ACE Guides are credit recommendations for formal instructional programs and

examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related-training). http://www.acenet.edu/Pages/default.aspx

(3) College Level Examination Program (CLEP) Exams - Tests of college material offered by the College Board and designed to measure college-level competence achieved outside the college classroom. Course credit is given to students earning a satisfactory score on the CLEP exam indicating successful mastery of course outcomes. https://clep.collegeboard.org/

(4) Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs) - Examinations available for civilian and military personnel that allow a student to demonstrate proficiency of college level knowledge and skills. http://www.dantes.doded.mil/

(5) Prior Military Training Credit - College credit for military training awarded through American Council on Education (ACE) College Credit Recommendation Service or through direct evaluation of the student's military service school transcripts. http://www.acenet.edu/Pages/default.aspx

(6) Excelsior College Examination Program (ECE) – Proficiency examinations for college credit (UEXCEL) in select subject areas and programs (ECE) offered by Excelsior College, NY. Formerly known as Regents College Exam or ACT/PEP Exams. https://www.excelsior.edu/courses-and-exams

(7) National College Credit Recommendation Service (NCCRS) - Coordinating services based on teams of college faculty evaluators and subject matter experts who conduct extensive reviews of education and training programs offered outside of the traditional college classroom and translate them into college credit equivalencies. Education and training by corporations, unions, religious organizations, and proprietary schools have been evaluated. Cooperating postsecondary institutions grant college credit based on credit recommendations and in accordance with their own transfer policies. http://www.nationalccrs.org/

(8) Thomas Edison State College Examination Program (TECEP) - Tests for college credit offered by Thomas Edison State College, NJ. https://www.tesu.edu/

(Intentionally Blank)

Ariel View of the Command and General Staff College Main Campus, Ft. Leavenworth, KS

POINTS OF INTEREST

1 CIRCLE OF FIRSTS
· West of Smith Lake

2 BUFFALO SOLDIER MONUMENT
· Southwest of Smith Lake

3 BERLIN WALL
· South of Smith Lake

CAMPUS FACILITIES

IKE SKELTON
COMBINED ARMS RESEARCH LIBRARY (CARL)
· 250 Gibbon Avenue, ... Bldg 120

FLINT HALL
· 201 Sedgwick Avenue, ... Bldg 315

GENERAL INSTRUCTION FACILITY (GIF)
· 250 Gibbon Avenue, ... Bldg 120

LEWIS AND CLARK CENTER
· 100 Stimson Avenue, ... Bldg 127

MUIR HALL
· 201 Reynolds Avenue, ... Bldg 285

TRUESDELL HALL
· 290 Stimson Avenue, ... Bldg 225

Chapter 13

Educational Support Facilities and Extracurricular Activities

A. Main Campus Instructional Facilities

Lewis & Clark Center

(1) The Lewis and Clark Center is a 410,000 square foot instructional facility opened in August 2007. It features 96 general purpose classrooms, two auditoriums (seating 2,004 and 356), office space for 664 personnel, and support facilities including conference rooms, cafeteria, bookstore, barber shop, classified classrooms, and a Sensitive Compartmental Facility (SCIF).


Each state-of-the-art classroom seats up to 16 students and has two large, flat-screen, high-definition television sets that serve as multi-functional displays. Computers are built into each student desk. Additionally, each room is capable of supporting a Video Tele-Conference (VTC) via cameras controlled by a wireless tablet. In addition to the 96 advanced general classrooms, there are seven special purpose classrooms to support state-of-the-art advances in educational technology. The center's two large auditoriums and additional facilities support the College as well as Ft. Leavenworth and the local community.

The GIF   CARL

(2) Eisenhower Hall is home for the Ike Skelton Combined Arms Research Library (CARL) and the School for Command Preparation (SCP). The building is divided into two major sections. The eastern half of Eisenhower Hall houses the CARL collection, while the western section is comprised of the General Instructional Facility (GIF). The GIF has 16 classrooms, eight seminar rooms, a Group Assembly Room, two conference rooms, and a cafeteria. Nine classrooms are designed to seat 32 students or be further divided to accommodate two groups of 16. DePuy Auditorium, located in the GIF, is the Group Assembly Room. It is a full service auditorium seating 134 persons, and the two conference rooms are designed to hold up to 30 persons each. While primarily used for SCP, SAMS, some CGSOC instruction is conducted in Eisenhower Hall as well.
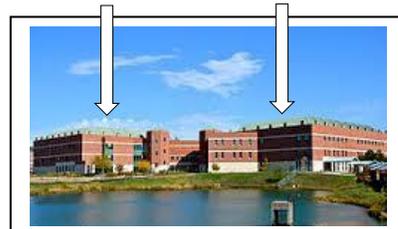
(3) Muir Hall and Flint Hall are home to the School for Advanced Military Studies (SAMS). Renovation completed in 2011 resulted in sixteen new state-of-the-art "general purpose classrooms," 46 office spaces, and a 204-student capacity partition-able exercise space.

(4) Truesdell Hall is home to the Department of Distance Education within the Command and General Staff School. Truesdell features 123 offices, two one-over-sixteen classrooms, and five conference rooms.

B. The Ike Skelton Combined Arms Research Library (CARL) serves CGSC resident and distance learning students, the Fort Leavenworth community, and researchers across Department of Defense.
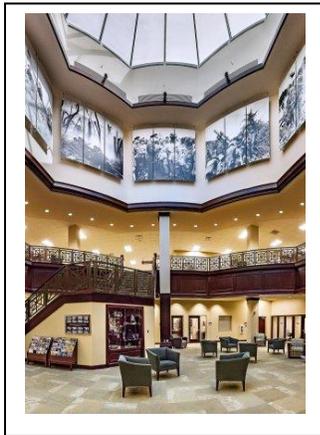
(1) CARL maintains 320,000 physical books and subscribes to more than 600 magazines and newspapers in print. Additionally, CARL provides digital access to over 144,000 e-books and subscribes to approximately 30 journal databases that include over 34,000 journals. CARL also subscribes to the discovery search tool Summon which allows the searching of all of its databases, licensed and public, from one convenient interface.

(2) Archives and Special Collections include: rare and fragile books dating back to the 17th-Century; CGSC instructional materials back to the institution's inception in 1882; historical military doctrine and other valuable collections. The Government Documents collection contains operations orders and after-action reports from WWII to present, as well as current doctrine and other military reports and publications. CARL's digital library contains student monographs and thesis dating back to the start of the MMAS program. The CARL is actively digitizing and posting online its most unique and threatened documents for preservation purposes as well as to advance scholarship.

(3) CARL is open 70.5 hours each week for the convenience of CGSC students and the Fort Leavenworth community. In-library services include a superb staff of service-minded reference librarians accustomed to serving the research needs of MMAS students. Of note: 23 members of the CARL staff have master's degrees. Other in-library resources include Wi-Fi, computers, scanners, printers, and meeting rooms. Reference librarians routinely assist non-resident students with their research needs while making accommodations for distance and limited local resources. Reference staff brief MMAS candidates and SAMS students on available library resources and how to start the research process. History students are also briefed on finding historical resources. On-line resources are accessible twenty-four hours a day to anyone with a library account and web access.

(4) CARL's home page provides a substantial list of specialized internet resources, to include contact information for requesting reference librarian help.

http://usacac.army.mil/organizations/cace/carl

The CARL and its staff are frequently mentioned in theses, monographs, dissertations, and commercially published works for their assistance with research and unique resources.

C. The CGSC Learning Resource Center (LRC) is located in Room 111 of the Ike Skelton Combined Arms Research Library. The LRC provides workshops, one-on-one coaching, and on-line resources to improve CGSC students' writing skills, verbal communication / presentation skills, critical thinking, study skills, and time management.

The LRC is operated by contract workers. They provide individual tutorials and group sessions, both in residence and on-line for the non-resident student population.

The LRC maintains a site on CGSC Blackboard with presentations, short papers, videos, and hyperlinks to other universities' learning resources. Resource categories include Writing Resources, Reading & Note Taking, Briefing Resources, Critical Thinking, Time Management, Study Skills, and Workshop videos. Students and faculty access the LRC Blackboard site using:

https://cgsc.blackboard.com/webapps/blackboard/execute/enrollCourse?context=Course&course_id=_3586_1

D. Simulation Laboratories on CGSC Main Campus used for CGSOC, AMSP, ASLSP, and PCC courses. Army University ATSD maintains a number of digital training facilities on the Fort Leavenworth CGSC Main Campus for use by staff and faculty of CGSC and students attending courses at CGSC. Unless reserved for specific use, they are available whenever Lewis and Clark, the General Instructional Facility (GIF) or CARL is open (normal class hours). Requests should be directed to the ATSD Operations Division for group or individual use. The facilities available are the Command and Control (C2) Lab, Simulations Labs, Education Labs, and Joint Command and Control (JC2) Facility.

(1) **The Simulations Lab and the Testing and Integration Facility (TIF)** are located in Classroom 1534 and GIF 170. The lab provides networked computers available for training students and instructors on the suite of simulations used within the college; for conducting exercises; and a venue for simulation experimentation and research. The TIF provides a venue for instruction on creating and testing exercise federations.

(2) **The Command and Control (C2) Lab** in Room 1530 of the Lewis and Clark Center is used to replicate division and brigade command posts (CP) in their typical configurations, and is equipped with current battle command technologies.

(3) **ATSD maintains seven Education Labs with state-of-the-art Mission Command systems --**four are located on the third floor of the Eisenhower Hall GIF and three are located on the first floor of the Lewis and Clark Center in vicinity of the ATSD administrative areas.

- **Four classrooms in the GIF** are used by ATSD instructors to conduct in-depth classes on battle command systems including the Advanced Field Artillery Tactical Data System (AFATDS) room 360D, Air Missile Defense Workstation (AMDWS) room 359C, Force XXI Battle Command Brigade and Below (FBCB2) room 360C, and the All Source Analysis System (ASAS)/Distributed Common Ground System-Army (DCGS-A) room 359D.

- **Three classrooms in the Lewis and Clark Center** are used similarly. Classroom 1528 is the Command Post of the Future (CPOF) Lab housing a concentration of networked CPOF systems while the Battle Command Sustainment Support System (BCS3) is located in classroom 1533. The final lab is classroom 1535 and is identified as the multipurpose lab. It can be reconfigured based on instructional needs but usually houses additional CPOF systems to augment those in the adjacent classroom 1528.

(4) **The JC2 Facility** is located in a secure area on the third floor of CARL and is open to U.S. officers and faculty only. The facility offers classrooms, work areas, a conference room, file

server, a training lab, and SIPRNET access. Classes taught include Global Command and Control System (GCCS), Command and Control Personal Computer (C2PC), National Geospatial-Intelligence Agency (NGA) tools, JOPES Editing Tool (JET), Joint Flow Analysis System for Transportation (JFAST), Joint Force Requirements Generator II (JFROG II), Transportation Coordinators Automated Information for Movement System (TCAIMS) and more.

   To support use of simulations-driven exercises in CGSC resident courses, ATSD maintains up to nine Mission Command Network (MCNet) computers on a closed CGSC network in each Fort Leavenworth classroom. MCNet enables extensive use of computer-based simulations to create problem-based learning events demanding both plans and the execution of plans in complex, realistic operating conditions. Simulation-driven exercises are the principal means by which CGSC injects dynamism, realism, uncertainty, and surprise into students' CGSC learning experiences.

E. CGSC use of Blackboard – together with wireless access to the commercial internet anywhere on campus -- facilitates point of need access to information and CGSC learning content on both personal computing devices and Army computers. Blackboard supports synchronous and asynchronous student collaboration, and enables reach-back access to learning content by course graduates. Blackboard.com, SharePoint, and milSuite enable CGSC to rapidly distribute new curricular materials to non-resident (TASS) faculty around the world, and helps ensure that the entire CGSC learning community is working with current course content.

F. CGSC Bookstore (Lewis and Clark Center, Fort Leavenworth) -- The Bookstore, managed by the Army and Air Force Exchange Service (AAFES), is located on the first-floor of the Lewis and Clark Center. Operating hours are 0700 to 1500, Monday through Friday. A variety of merchandise and services is available through this support facility. A wide selection of hardbound and paperback publications, school supplies, calculators, stationery, greeting cards, and software can be purchased.

G. Instructional Facilities for the US Army Sergeants Major Academy are located in building 11293 on the Noncommissioned Officer Leadership Center of Excellence at Fort Bliss, TX. It features 72 general purpose classrooms, two auditoriums (seating 738 and 120), office space for 300 personnel, and support facilities including conference rooms, food court, bookstore, and barber shop. Each state-of-the-art classroom seats up to 16 students and has two large, flat-screen, high-definition television sets that serve as multi-functional displays. Computers are built into each student desk.
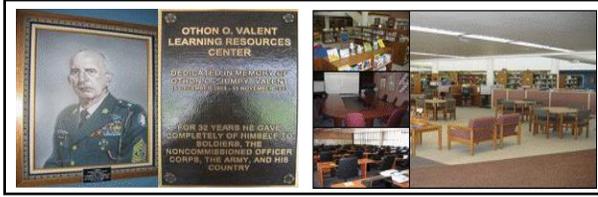
The Othon O. Valent Learning Resources Resources Center (LRC) on the USASMA Branch Campus at Fort Bliss provides over 100,000 on-site resources to include books, periodicals and military publications. Digital resources exceed 7,180 items, and garner over 13,000 hits a month. The Valent Center's collection focuses on the NCO Corps, military leadership, personnel management, and military history. The LRC maintains ten network workstations and nineteen comercial internet workstations for students, staff, faculty and visitors. USASMA education counsellors work from offices on the LRC second floor.

The Noncommissioned Officer Heritage and Education Center collects, preserves, exhibits, and interprets historically significant property Noncommissioned Officer from 1775 to the present. It is a mission accomplished through more than 2,500 artifacts with about 1/3 of them on display at any time. The displays are overseen by a staff of four who update and maintain them in the way that history is written – chronologically. Beginning with the first NCOs of the civil war visitors are treated to a variety of displays – from mockups using mannequins to stand-alone displays with insignia, ammunitions, and other military artifacts – that tell the story of the small unit leader, how NCO symbols and insignia progressed over time and the evolution of the NCO corps as a whole. Along the tour there are also video screens which play continuous slide shows of historical photos of the time.

H. Other Non-Resident CGSOC Instructional Venues --

   (1) Bradley Hall on the Fort Benning, GA, campus of the Western Hemisphere Institute for Security Cooperation (WHINSEC), is home to the School for Professional Military Education (SPME) where resident CGSOC (CC, AOC and electives) is taught in Spanish to approximately 64 students from Western Hemisphere partner nations, together with U.S. Army and federal civilian (interagency partner) personnel. As discussed in Chapter 7, students attending SPME's 47 week CGSOC are eligible to participate in the CGSC Graduate Degree Program.

Bradley Hall features sixteen (16) state-of-the-art classrooms almost identical in design and capability to those in Fort Leavenworth CGSC instructional facilities. CGSOC students at SPME have access to Maneuver Center of Excellence library and student support facilities, as well as on-line access to all CARL resources described in paragraph B immediately above.

   (2) Classrooms used for the delivery of CGSOC Common Core (only) at satellite campuses on four other Army installations meet all resident CGSC facilities specifications.

(3) Total Army School System (TASS) locations – where Reserve Component (RC) faculty deliver the CGSOC Common Core to mainly RC and ARNG officers – meet common standards prescribed and maintained by the CGSC Dean of Academics.

Students earning their CGSOC Common Core diplomas at satellite sites or TASS venues complete the AOC portion of their CGSOC-DL coursework on-line, and are not eligible to participate in the CGSC Graduate Degree Program.

I. Extracurricular Activities for CGSC Students and Their Families. The CGSC recognizes that extracurricular activities are an essential part of a student's life; therefore, we encourage participation in a wide and diversified assortment of recreational, social, and religious activities.

(1) CGSC Circular 350-4, **Administrative Instructions for the Command and General Staff Officer Course**, lists numerous on-post activities available to students and their family members. Facilities and services offered at Fort Leavenworth include the American Red Cross, Army Education Center, Child and Youth Services, outreach programs, English as a Second Language for international children, various religious activities supported by two post chapels, Boy and Girl Scouts of America programs, and various fitness centers and other outdoor recreational facilities.

(2) Extra-curricular activities for students and families at the USASMA on Fort Bliss include multiple state of the art faculties to include youth activities centers, fitness centers, arts and crafts center, auto shop (for self-repairs and restorations) and chapels. Fort Bliss Freedom Crossing is the first-ever open-air shopping center on a U.S. military installation. In addition to unique shops and restaurants, Freedom Crossing features a 10-screen, stadium seating, first run movie theatre, The Grand Theater. Throughout the year, Freedom Crossing is host to a full event calendar including a renowned summer concert series, Let Freedom Sing, monthly play dates, festivals, parties, and more.

(Intentionally Blank)

Chapter 14

The CGSC Scholars Program

A. The CGSC Scholars Program was started in 2009 to offer a small number of selected officers a chance to participate in intensive graduate-level seminars and conduct in-depth primary-source research leading to a MMAS thesis of publishable quality. CGSC Scholars are an Army resource for addressing complex problems. Upon graduation they are prepared for advanced strategic studies, with high potential for future doctoral level studies.

Selection as a CGSC scholar is highly competitive. The number and nature of scholar seminar groups vary year to year. Groups form around topics generated by the faculty, or by Army leaders based on "emerging complex problems." Areas studied by CGSC scholar groups thus far include:

- The Art of War – Originally, counterinsurgency in contemporary military history; Now, understanding strategy and operational art through modern military history.

- Local Dynamics of War – How to develop workable interventions that involve lethal power, governance, economics, ethics, & culture;

- Genocide and Mass Atrocity Prevention – Historical cases to identify nations on path to genocide / mass atrocities;

- Homeland Security – the Southwest border region;

- Operational Intelligence – Taught by the Chair of National Intelligence Studies;

- Irregular Warfare – Taught be a Special Operations lieutenant colonel with a doctorate degree.

- Regional Studies – Taught by a member of the faculty with deep experience in that region.

To date, just over half of all scholars' papers have been selected for publication, with more than 42 published in peer-reviewed journals.

B. CGSC Scholars seminar groups active during AY 2018 included:

(1) The Art of War Scholars (Dr. Dean A. Nowowiejski, CGSC Ike Skelton Distinguished Chair)

(2) West Africa Studies (Dr. Jack Kem, Associate Dean of Academics and Professor)

(Intentionally Blank)

Chapter 15

The CGSC Interagency Exchange Program
and Interagency Student Division Support (IASD) Support

A. The CGSC Interagency Exchange Program provides an opportunity for Federal Government departments and agencies to send their employees to attend CGSC courses. These courses include: the Command and General Staff Officer Course (CGSOC) at Ft. Leavenworth, KS; the Command and General Staff Officer Course offered in Spanish by the School for Professional Military Education (SPME) at the Western Hemisphere Institute for Security Cooperation, Ft. Benning, GA; the CGSOC Common Core offered at Ft Belvoir, VA; the Advanced Military Studies Program (AMSP) and Advanced Strategic Leadership Studies Program (ASLSP) offered by the School of Advanced Military Studies (SAMS) in residence at Fort Leavenworth; and to one of the pre-command courses offered by the School of Command Preparation (SCP).

(1) Participation by interagency students is authorized by formal agreement with each agency and encouraged in all three of these schools. This enables CGSC to share resources and educational experiences with various departments and agencies to focus on operational problems that require joint, interagency and intergovernmental (IA/IG) solutions. In addition, this provides a forum in which Army, other joint services, international and interagency personnel can learn and appreciate each other's processes, cultures, capabilities and constraints. Finally, the experiential learning gained by working IA/IG issues side-by-side creates an "educate as you operate" environment for use in stability and civil support operations. Overall, these exchanges provide an exceptional "broadening experience" for the IA students and for the Army students as well.

(2) IA partners, at their discretion and when resources permit, nominate employees for attendance at CGSC courses of study who meet the CGSC enrollment requirements and who possess at least a bachelor's degree from an accredited college or university. Selected employees must be in grades GS-12/13/14/15 (or equivalents) with sufficient knowledge and expertise to participate in small group, experiential learning discussions in the classroom. The employee should have a minimum current security clearance of SECRET.

(3) The IA partner pays the salary and TDY expenses of their employees during their attendance at CGSC courses. Any IA partner-related travel that may arise during the time the employees are attending CGSC courses will be the responsibility of the IA partner. The education and training of IA students will be provided by CGSC on a non-reimbursable basis as set forth in an MOA/MOU. CGSC covers any curriculum or curriculum related expenses, including any CGSC sponsored TDYs and any required books/courseware.

B. **The Interagency Student Division (IASD)** is responsible for managing the CGSC Interagency Exchange Program. The IASD identifies and coordinates IA student authorizations in CGSOC classes to be included in the annual DA Quota Memorandum.

(1) IASD supports the academic, administrative, and social activities of the interagency students to ensure their full integration into the US Army, the Fort Leavenworth and the CGSC communities. The IASD coordinates with parent agencies and organizations in the recruitment, selection and assignment processes for interagency students, and assists in resolution of any issues that arise during the courses.

(2) To facilitate IA student integration, the IASD conducts a six-day orientation program for all resident CGSOC IA students in mid-July, each year. This includes an Interagency Student Field Study Program on the U.S. Military, consisting of a visit to a Division HQs and brigade combat team (BCT). Other Field Study activities include a tour of the U.S. Disciplinary Barracks.

(3) IASD performs the same functions for Interagency Partner students attending the SCP and SAMS. As CGSC Interagency Program Manager, IASD also manages the complementary CGSC Interagency Fellowship Program. The Interagency Exchange and Fellowship Programs are closely linked and each leverages the other for maximum benefit.

Chapter 16

CGSC International Students and the
International Military Division (IMSD)

A. Introduction. International Military Students (IMS) are an essential part of the CGSC learning community, constituting almost 10% of resident student populations in the Command and General Staff Officer Course (CGSOC), Advanced Military Studies Program (AMSP), Advanced Strategic Leadership Studies Program (ASLSP), and Sergeants Major Course (SMC). International students contribute as much to the learning of their U.S. classmates as they themselves develop professionally and personally.

The following countries are represented in CGSOC, AMSP, ASLSP, & SMC Classes of 2019:

CGSOC Class of 2019:
Afghanistan (2)
Albania
Algeria
Argentina
Armenia
Australia
Azerbaijan
Bangladesh (2)
Belgium
Belize
Benin
Bosnia & Herzegovina
Brazil (2)
Bulgaria
Cambodia
Cameroon (2)
Canada (4)
Chad
Chile
Colombia (2)
Congo (Rep)
Croatia
Czech Republic
Egypt
El Salvador
Estonia
France
Gabon
Georgia (3)
Germany (2)
Guinea
Guyana
India
Indonesia (3)
Ireland
Italy

Japan
Jordan (2)
Kazakhstan
Kenya
Korea (2)
Kosovo
Kuwait
Kyrgyzstan
Lebanon
Liberia
Lithuania (2)
Macedonia
Malawi
Malaysia
Mali (2)
Moldova (2)
Mongolia
Montenegro
Morocco
Mozambique
Nepal
Netherlands
New Zealand
Niger (2)
Nigeria
Norway
Oman
Paraguay
Philippines
Poland
Romania
Rwanda
Saudi Arabia
Senegal
Sierra Leone
Singapore
Slovak Republic

Slovenia
Spain
Taiwan
Tanzania
Thailand
Timor-Leste
Tunisia
Turkey
Uganda (2)
Ukraine (2)
United Arab Emirates
United Kingdom (2)
Vietnam (2)
Zambia

AMSP Class of 2019:
Australia
Canada (4)
Germany (2)
Italy
Korea
Lebanon
Netherlands
United Kingdom (2)

ASLSP Class of 2019:
Canada
Germany
United Kingdom

SMC Class of 2019
Afghanistan
Albania
Antigua
Argentina
Australia

(continued, next column)

Bosnia-Herzegovina
Botswana
Brazil (3)
Bulgaria (2)
Canada
Colombia
Croatia
Czech Republic
Georgia
Germany (2)
Indonesia
Iraq (3)
Italy (2)
Jamaica
Japan (2)
Jordan
Kosovo (3)
Lebanon (2)
Liberia
Lithuania
Malawi
Netherlands (2)
New Zealand (2)
Nigeria
Norway
Philippines
Poland
Rwanda
Saudi Arabia (7)
Singapore (2)
South Africa
Sweden
Switzerland
Ukraine
United Arab Emirates
United Kingdom

In Academic Year 2018-2019:

- CGSOC delivered by CGSS has 110 students from 87 participating partners
- AMSP delivered by SAMS has 13 students from 8 participating partners
- ASLSP delivered by SAMS has 3 students from 3 participating partners
- SMC delivered by USASMA has 59 students from 41 participating partners

To date, CGSC international officer alumni include 27 former or present heads of state, over 300 cabinet ministers and over 300 chiefs of staff of their respective armies and armed services. Since 1894, over 8,100 foreign officers representing 164 countries have attended the Command and General Staff Officers Course.

B. The International Military Student Division is responsible for the supervision, administration, and welfare of all International Military Students (IMS) and authorized dependents in resident courses at Fort Leavenworth. The IMS and their families receive help in all matters, as required.

Specific responsibilities include student administration, the **International Military Student Preparatory Course (IMSPC)**, **IMS Sponsor Program**, **Student Ambassador Program**, **Know Your World Program**, and the **Department of Defense (DoD) Field Studies Program (FSP)**.

IMSD assists the IMS and their families, as appropriate:

(1) It furnishes advice or assistance during:

(a) in-processing, registration, and out-processing;

(b) Procurement of quarters;

(c) Procurement of U.S. Uniformed Services Identification Cards and medical cards;

(d) Orientation to on-post facilities, privileges, services, customs, and regulations;

(e) Hospitalization, medical care, and dental care;

(f) Personal, military, and legal problems, such as pay, orders, uniforms, traffic violations, claims, and visas;

(g) Social activities;

(h) Postal services; and

(i) Departure procedures.

(2) IMSD monitors academic status and provides advice and guidance as required.

(3) Through the Department of Defense Field Studies Program, IMSD arranges a variety of activities and functions including trips to commercial, industrial, civic, and educational institutions to assist the IMS in getting a balanced view and understanding of U.S. society, institutions, and way of life.

For more information about the International Military Student Division and services available to CGSC International military students on Fort Leavenworth, KS, see **CGSC Circular 12-1 Information Booklet for INTERNATIONAL MILITARY STUDENTS Command and General Staff Officer Course (15 March 2015)**

C. The International Military Student Office (IMSO) in the United States Army Sergeants Major Academy (USASMA) is responsible for the supervision, administration, and welfare of all International Military Students (IMS) and authorized dependents in resident courses at Fort Bliss, TX. The IMS and their families receive help in the same areas outlined above in paragraph B.

Specific responsibilities of the IMSO at USASMA include student administration, the International Writing Course, International Military Student Preparatory Course (IMSPC), IMS Sponsor Program, and the Department of Defense (DoD) Field Studies Program (FSP).

Both the International Military Student Division on CGSC's Fort Leavenworth main campus and the International Military Student Office within USASMA on Fort Bliss, report directly to the Security Assistance Training Field Activity (SATFA) at Headquarters, US Army Training and Doctrine Command (TRADOC), Joint Base Langley-Eustis, VA.

(Intentionally Blank)

Chapter 17

CGSC's Outreach Program and Partnerships with Other Institutions

A. Partnerships and Programs with Other Universities. CGSC sustains relationships with several academic institutions in our region to provide students, faculty and staff with additional opportunities to pursue graduate-level education.

(1) Since 2011, the University of Kansas has provided an M.A. in Global Interagency Studies for U.S. Army Special Forces officers and U.S. government civilian officials, most of whom are CGSOC students at Fort Leavenworth.

(2) Since 2007, the School of Business at the University of Kansas has offered an M.S. in Supply Chain Management and Logistics for CGSOC students. This program began with partial funding from Congress, and is now the largest National Logistics Curriculum program in the United States.

(3) CGSC students and faculty also participate in several Kansas State University graduate programs: an M.S. and an Ed.D. in Adult Learning and Leadership; an M.A. or Ph.D. in Security Studies; and a Ph.D. in Military History. K-State also offers a 15 credit hour graduate-level certificate program in Adult Learning.

(4) CGSC students have opportunities to participate in nine Webster University master's programs that include a Master of Business Administration, a Master of Arts in Management, and a Master of Arts in Human Resources Management.

(5) CGSOC students also have opportunities to pursue a Master of Science in Administration with Central Michigan University. CMU MSA areas of concentration include General Administration, Human Resources Administration, and Leadership.

(6) Entering AY 2018-2019, CGSC is in on-going discussions about additional degree programs with the University of Charleston (W.VA), Iowa State University, University of Washington, and the University of Missouri-Kansas City.

Students receive more information about these programs during preparatory courses and program orientations.

B. International Outreach. CGSC actively supports the various Army Service Component Commands in educational outreach. Participation in the Defense Education Enhancement Program comes from both the Command and General Staff School and School of Advanced Military Studies faculty. The Associate Dean of Academics represents the College in the administration of the Africa Military Education Program and faculty/staff from a variety of Army University entities support this joint Department of State/Department of Defense program.

Wherever possible, CGSC seeks other avenues to provide educational support to the Army Service Component Commands.

(Intentionally Blank)

Appendix A

CGSC Academic Governance Policies and Processes

As explained in Chapter 1 on page 1-4, academic governance is the orchestration of effort among those elements within an educational institution whose principal functions involve execution or direct support of instruction, curriculum design, maintenance of academic standards, or academic research so as to ensure fulfillment of the academic mission. Academic governance relates to five basic domains: (1) faculty, (2) students, (3) curriculum and instruction, (4) standards and compliance, and (5) research.

What follows is a list of current CGSC academic governance policy documents. They are available on Army University Sharepoint at https://cacmdc.army.mil/armyu/HQ/SGS/Policy/Forms/Current.aspx.

1. College-Level Policies and Processes	Dated	Comments
CGSC Circular 350-1 CGSC College Catalog 2016 (v2 6 May 16)	5/6/2016	
CGSC Bulletin 690 -- Title 10 Manual (26 June 2017)	6/26/2017	
CGSC Bulletin 690 Supplement 1 Appendix B – Title 10 Civilian Faculty Qualifications (18 June 2018)	7/5/2018	
CGSC Bulletin 901 -- Support of Professional Development, Research, and Continuing Education	1/10/2011	
CGSC Bulletin 902 --Transitioning Into the Fort Leavenworth Community for Students and their Families.pdf	11/27/2013	
CGSC Bulletin 903 -- Academic Performance, Graduation, and Awards Policies and Procedures	1/1/2018	
CGSC Bulletin 904 – QAO Evaluation of CGSOC RC School BNs and BDEs (Aug 2017)	8/14/2017	
CGSC Bulletin 904 Addendum – CGSC RC TASS Evaluation Rubric FY 2019	5/23/2018	
CGSC Bulletin 905 – CGSC Educator of the Year Program (25 January 2013)	1/25/2013	
20170719_DoA Bulletin 906_U.S. Army Command and General Staff College Order of the Iron Pen Program (19 Jul 17).pdf	7/19/2017	
CAC LDE Bulletin 907 – Faculty and Staff Development (FSD) Programs	6/24/2013	
CGSC Bulletin 908 USACGSC Program Evaluation.pdf	9/2/2015	
CGSC Bulletin 910 Non-Res CGSOC Dismissal and Disenrollment Policies and Procedures (8 Nov 18)	11/8/2013	
LDE Bulletin 912 CGSC Academic Misconduct Investigations and Student Dismissal and Release Procedures	7/7/2011	
CGSC Bulletin 920 CGSC Academic Ethics	2/10/2016	
CGSC Bulletin 920 Supplement – 22 Mar 16	3/22/2016	
CGSC Bulletin 925 CGSC Staff and Faculty Council.pdf	6/6/2018	
CGSC Bulletin 930 Curriculum Development AIS – 14 Aug 17	8/14/2017	
CGSC Bulletin 933 Accreditation Program – 15 Jan 16	1/15/2016	
CGSC Bulletin 935 Procedures for Archiving Curriculum Materials of CGSC – 24 Oct 18	10/24/2011	
CGSC Bulletin 946 Academic Chairs – 1 Sep 2013	9/2/2013	
CGSC Circular 350-5_Student Handbook v2.pdf	8/1/2014	
2015 CGSC Ethics Guide.pdf	1/1/2015	

2. Command and General Staff School (CGSS) Academic Policies and Processes	Dated	Comments
CGSS Policy Memorandum 10 Late Sub, Resub, Feedback, Appeal Process	8/31/2017	
CGSS Policy Memorandum 11 Student Medical Appt and PHI	2/16/2016	
CGSS Policy Memorandum 12 CGSS Student Accountability and Absences	12/11/2017	
CGSS Policy Memorandum 13 Unit Recruiting Visits	2/16/2016	
CGSS Policy Memorandum 14 Student Portfolios	4/14/2016	
CGSS Policy Memorandum 15 In-Class Administered Graded Assessments	1/11/2016	
CGSS Policy Memorandum 20 CGSS Student Awards	2/16/2016	
CGSS Policy Memorandum 22 Distance Learning Exceeded Course Standards AER Rating	2/16/2016	
CGSS Policy Memorandum 23 Scholars Professional Education Program	5/2/2016	
CGSS Policy Memorandum 24 Regional Elective Qualification Program	2/16/2016	
CGSS Policy Memorandum 30 Branch and Functional Area Subject Matter Expert (SME) Duties and Responsibilities	4/15/2016	
CGSS Policy Memorandum 31 Adverse Weather Policy-Delay, Early Release and Closing	1/11/2016	
CGSS Policy Memorandum 32 Assessment Instruments Control and Quality Assurance	3/16/2016	
CGSS Policy Memorandum 33 CGSS Credit Hours	2/16/2016	
CGSS Policy Memorandum 34 Curriculum Foreign Disclosure Policy and Procedures	4/19/2016	
CGSS Policy Memorandum 35 Communications Skills Working Group	2/17/2016	
CGSS Policy Memorandum 36 Physical Fitness Program	8/1/2017	
CGSS Policy Memorandum 36 Physical Fitness Program Encl1a CGSOC AY18 H2F Individual Fitness Plan	8/1/2017	
CGSS Policy Memorandum 36 Physical Fitness Program_Encl1b_CGSOC AY18 H2F Individual Goals	8/1/2017	
CGSS Policy Memorandum 36 Physical Fitness Program_Encl2_FLK Possible PT Locations	8/1/2017	
CGSS Policy Memorandum 36 Physical Fitness Program_Encl3_Garrison Command Policy No 13 Running Routes on Ft LVN	8/1/2017	
CGSC Circular 350-4 .pdf	1/20/2012	
CGSC Circular 350-5 Student Handbook v2.pdf	8/1/2014	
MFD_Staff and Faculty Performing Paid Work for Command and General Staff College Students v2.pdf	10/7/2014	
FY18 CAC and Fort Leavenworth Holiday and Training Holiday Observances dtd 15 Feb 17.pdf	2/15/2017	
2015 CGSC Ethics Guide.pdf	1/1/2015	
LDE Civilian Personnel Strength Management	3/30/2011	
LDE_CGSS Policy 2 Use of Web-based Educ and Teaching Technology	4/6/2007	
CGSC Policy Memo 4 Student Lockers.pdf	12/5/2013	
CAC_Leave and Pass Policy STB.pdf	4/14/2015	
CGSS_Policy Memo 8 Sharing Our Story with the Nation_Media Engagement and Comminity Outreach.pdf	12/5/2013	
CGSS_Policy Memo 11 New Teaching Team Leader and Director CGSS Office Call.pdf	12/5/2013	
CGSS_Policy Memo 12 CGSOC Curriculum Foreign Disclosure Policy and Procedures.pdf	12/5/2013	
CGSS_Policy Memo 15 Scholars Professional Education Program.pdf	12/5/2013	
CGSS Policy Memo 17 Transitioning Into the Fort Leavenworth Community for Students and Their Families.pdf	12/5/2013	

3. United States Army Sergeants Major Academy (USASMA) Academic Policies and Processes	Dated	Comments
USASMA Bulletin 690 Instructor Credentialing and Appointment	05/21/2018	
USASMA Bulletin 903 Performance, Graduation, and Awards Policies and Procedures	08/02/2018	
USASMA Bulletin 907 Leader Development and Education (LD&E) Faculty and Staff Development Programs	07/20/2018	
USASMA Bulletin 908 Academic Program Review	08/21/2018	
USASMA Bulletin 912 Misconduct Investigations and Student Dismissal/Release Procedures	07/12/2018	
USASMA Bulletin 920 Academic Ethics and Non-attribution Policy	08/09/2018	
USASMA Bulletin 930 Curriculum Development: The Accountable Instructional System (AIS)	03/13/2018	
USASMA Bulletin 933 Accreditation Maintenance Program	08/02/2018	
SMC Policy Memorandum No. 1 Open Door Policy	08/21/2018	
SMC Policy Memorandum No. 2 Sexual Harassment Assault Response and Prevention (SHARP) Policy	08/21/2018	
SMC Policy Memorandum No. 3 Physical Readiness Training	08/21/2018	
SMC Policy Memorandum No. 4 Safety	08/21/2018	
SMC Policy Memorandum No. 5 Assessment Procedures	08/14/2018	
SMC Policy Memorandum No. 6 Student Medical Appointments and Other Protected Health Information (PHI)	08/21/2018	
SMC Policy Memorandum No. 7 Communication Skills Working Group	08/21/2018	
SMC Policy Memorandum No. 8 Curriculum Foreign Disclosure Policy and Procedures	08/21/2018	
SMC Policy Memorandum No. 9 Scholars Professional Education Program	08/21/2018	
SMC Policy Memorandum No. 10 Late Submissions, Resubmissions, Timely Feedback, and Appeals	08/08/2018	
SMC Policy Memorandum No. 11 Adverse Weather Policy - Delay, Early Release, and Closing	08/21/2018	
SMC Policy Memorandum No. 12 Student Accountability and Absences	08/22/2018	
SMC Policy Memorandum No. 13 Unit Recruiting Visits	08/21/2018	
SMC Policy Memorandum No. 14 Branch and Functional Area Subject Matter Expert (SME) Duties and Responsibilities	08/21/2018	
SMC Policy Memorandum No. 15 Student e-Portfolios	08/21/2018	
SMC Policy Memorandum No. 16 Guest Speaker Program	08/21/2018	
SMC Policy Memorandum No. 17 Elected Study Program	08/21/2018	
SMC Policy Memorandum No. 18 Student Awards and Recognition	08/08/2018	
SMC Policy Memorandum No. 19 In-Class Administered Graded Assessments for International Military Students (IMS)	08/23/2018	
SMC-Student-Guide	07/11/2018	
DPS Elected Study Options and Descriptions for SMC 69_V1.4	08/20/2018	

(Intentionally Blank)

Appendix B

Bachelor of Arts in Leadership and Workforce Development

1. Introduction. The BA in Leadership and Workforce Development (BA in LWD) is a 120 credit hour bachelor's degree program offered by the U.S. Army Command and General Staff College (CGSC)[1] at the U.S. Army Sergeants Major Academy (USASMA) to noncommissioned officers attending the resident Sergeants Major Course (SMC).

> The BA in LWD is **both** a degree completion program for SMC students and a future pathway for more junior noncommissioned officers to gain college credit for work experience and NCO Professional Development System (NCOPDS) prior learning.
>
> Most importantly, the BA in LWD is a degree program that helps the Army develop better NCOs, ready to lead and inspire Soldiers and units.

"Leadership" and "workforce development" are core competencies and essential requirements for U.S. Army noncommissioned officers. The BA in LWD intentionally leverages the Army's leader development program for NCOs, as well as individuals' professional experience. Curriculum and SMC pedagogies and andragogy encourage students to "connect" learning with experience, and to draw on the experiences of peers and professors through the Socratic and dialectic method of instruction. An essential component of resident (SMC) instruction is use of the SMC electronic portfolio to capture reflections and demonstrate learning.

---

[1] CGSC will be the regionally accredited institution with authority from Higher Learning Commission, Department of Education, and Title 10 U.S. Code to award the BA in Leadership and Workforce Development to qualified graduates of the Sergeants Major Course.

2. Relationship between the BA in Leadership and Workforce Development (BA in LWD) and the Sergeants Major Course (SMC) delivered by U.S. Army Sergeants Major Academy.

As reflected in the diagram on the previous page, BA in Leadership and Workforce Development students complete 36 hours of General Education Requirements, 27 hours of Leadership and Workforce Development Major Requirements, and 10 hours of electives outside Sergeants Major Course attendance. The "resident phase" of a BA in LWD is twenty-one LWD courses (47 credit hours) carefully constructed using specific lessons and assessments from the ten-month Sergeants Major Course at Fort Bliss, TX, which, since 1972, has been the Army's premier leader development experience for senior noncommissioned officers.

Sergeants Major Course (SMC) outcomes and lesson objectives are carefully nested with Noncommissioned Officer Professional Development System (NCOPDS) leader competencies and attributes maintained by the Noncommissioned Officer Leadership Center of Excellence at Fort Bliss. Sergeants Major Course outcomes and learning objectives are shaped by years of input from the operational Army, USASMA faculty, SMC students, and SMC alumni serving as senior leaders in military formations around the world.

BA in Leadership and Workforce Development program learning outcomes are fully nested with Sergeants Major Course outcomes. As reflected immediately below, the BA in LWD appropriates five of the seven SMC outcomes, and adds a sixth.

Sergeants Major Course (SMC) Outcomes Approved for AY 2018-2019 *Graduates of the Sergeants Major Course:*	BA in Leadership and Workforce Development (BA in LWD) Program Outcomes *Graduates with a BA in LWD:*	Outcomes' Alignment w/ LWD Focus Areas
(1) Are prepared to assume war fighting duties and apply military capabilities and perspectives.	----	----
(2) Understand the leadership and management principles to supervise, train, and lead an enlisted force.	(1) Understand the leadership and management principles to supervise, train, and lead an enlisted force.	▪ Leadership ▪ Training / Program Management
(3) Understand the profession-of-arms principles necessary to interpret, implement, model and correct professional military attributes.	----	----
(4) Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of issues and solutions.	(2) Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of issues and solutions.	▪ Communications ▪ LWD Gen Ed Requirements
(5) Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.	(3) Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.	▪ Military Decision Science ▪ LWD Gen Ed Requirements
(6) Are critical and creative thinkers who can adapt to operate critically, strategically, and jointly in complex and ambiguous environments.	(4) Are critical and creative thinkers who can adapt to operate critically, strategically, and jointly in complex and ambiguous environments.	▪ Leadership ▪ Military Decision Science ▪ LWD Gen Ed Requirements
(7) Are self-aware and motivated to continue learning and improving throughout their careers.	(5) Are self-aware and motivated to continue learning and improving throughout their careers.	▪ Leadership ▪ LWD Capstone Course
----	(6) Demonstrate the capacity to integrate concepts from leadership, training / program management, military decision science, and communications. (LWD Capstone / e-Portfolio)	▪ Leadership ▪ Training / Program Mgmt. ▪ Military Decision Science ▪ Communications

Both SMC outcomes and BA in LWD outcomes are annually reviewed by the United States Army Sergeants Major Academy's Education Council, co-chaired by the CGSC Assistant Dean at USASMA (Mr. Charles Guyette) and the Director, Sergeants Major Course (Command Sergeant Major Nuuese Passi, Jr.). Members of the Education Council include the chairs and vice chairs from all Sergeants Major Course teaching departments, and curriculum developers working for the SMC's Chief of Education (Mr. Guillermo DeSantiago). Each year, the USASMA Commandant (Command Sergeant Major Jimmy J. Sellers) formally presents BOTH the Sergeants Major Course and the BA in Leadership and Workforce Development program purpose, outcomes, and terminal learning objectives to the CGSC Commandant (Lieutenant General Michael D. Lundy) for approval for the coming academic year. The CGSC and USASMA Accountable Instructional System (AIS) within which this occurs is explained in greater detail in Chapter 6 (CGSC Processes Bearing on Educational Quality), in CGSC Bulletin 930 CGSC Curriculum Development (AIS), and within USASMA's Bulletin 930 Curriculum Development: The Accountable Instructional System (AIS).

3. General Education Requirements.

General education (GE) requirements for the BA in Leadership and Workforce Development are designed to broaden students' perspectives. Degree candidates must complete thirty-six (36) credit hours of general education from other regionally-accredited institutions.[2]

BA in LWD General Education Requirements[3] are as follows:

English Composition	6 hours
Mathematics	3 hours
Statistics / Quantitative Reasoning	3 hours
Public Speaking / Oral Communication	3 hours
Physical Science	3 hours
Ethical Reasoning	3 hours
History	3 hours
Humanities or Modern Language	3 hours
Social Science I (Intro to Sociology or General Psychology)	3 hours
Social Science II (may be an additional History, Psychology, or Sociology course)	3 hours
Physical Education (BCT or transfer)	3 hours
	36 hours

Degree candidates must meet credit hour minimums for each GE topic area listed above. The learning outcomes listed below are provided to assist Soldiers, education center counselors, USASMA education counselors, and the CGSC Registrar's Office evaluate other universities' general education courses against CGSC BA in LWD requirements. Courses listed in university catalogs as core curriculum classes will generally transfer to CGSC for the BA in LWD.

---

[2] CGSC will not offer undergraduate "gen. ed." courses to meet the BA in LWD requirements listed above. A degree candidate must do general education coursework at a regionally-accredited civilian institution of his or her choice.

[3] Army University and CGSC will establish a list of specific courses from partner universities that automatically meet BA in LWD general education requirements. The CGSC Registrar's Office will maintain this list on the BA in LWD public website for easy access by Soldiers and Army Education Center counselors.

3.a. <u>English Composition (6 credit hours)</u>

<u>Learning Outcomes</u>:

▪ Apply basic skills and knowledge for English writing to craft essays and research papers;

▪ Apply various writing formats to understand and communicate ideas to specific audiences; and

▪ Apply critical-thinking skills to all steps of process writing to differentiate among inadequate, adequate, and superior presentation of ideas.

<u>Sample Course Titles Include</u>:

English Composition I

English Composition II

Introduction to Research Writing

Introduction to Technical Writing

Composition and Rhetoric

<u>Also</u>:

CLEP Exam College Composition

3.b. <u>College Mathematics (3 credit hours)</u>

<u>Learning Outcomes</u>:

▪ Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them;

▪ Recognize and use connections within mathematics and between mathematics and other disciplines;

▪ Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.

<u>Sample Course Titles Include</u>:

College Algebra

College Geometry

Introduction to Statistics

Calculus

Business Math

<u>Also</u>:

CLEP Exam College Mathematics

3.c. <u>Qualitative and Quantitative Reasoning (3 credit hours)</u>

<u>Learning Outcomes</u>:

▪ Understand and describe the importance of logical and empirical methods to determine and express relationships between properties or concepts;

▪ Apply basic skills and knowledge using appropriate methods for gathering, analyzing and displaying data to draw conclusions; and

▪ Solve complex, real-world problems through the application of appropriate strategies and the use of logical reasoning skills.

<u>Sample Course Titles Include</u>:

Critical/Creative Thinking

Critical Reasoning

Qualitative Analysis and Reasoning

Quantitative Analysis and Reasoning

3.d. Public Speaking / Oral Communication (3 credit hours)

Learning Outcomes:

- Develop proficiency in oral discourse;

- Evaluate an oral presentation according to established criteria; and

- Research a topic, develop an argument, and organize supporting details

Sample Course Titles Include:

Public Speaking

Argumentation and Debate

Speech Communications

Also:

DSST Test Principles of Public Speaking

3.e. Natural /Physical Science (3 credit hours)

Learning Outcomes:

- Understand major concepts and facts related to the study of living systems and the physical universe;

- Apply scientific facts and ideas to real-world problems; and

- Develop a beginning understanding of social, practical, and ethical significance of scientific knowledge and theory.

Sample Course Titles Include:

General Biology

General Chemistry

General Physics

Physical Science

Physical Geology

General Astronomy

3.f. Ethical Reasoning (3 credit hours)

Learning Outcomes:

- Exhibit awareness and understanding of ethical dilemmas and standards for resolution of ethical questions;

- Apply emerging skills to address ethical dilemmas; and

- Recognize and articulate the importance of social responsibility as an essential component of ethical reasoning.

Sample Course Titles Include:

Effective Personal Ethics

Business Ethics

Ethics and Social Responsibility

Also:

DSST Test "Ethics in America"

3.g. Historical Perspectives (3 credit hours)

Learning Outcomes:

- Understand how past events and actions have influenced current events;

Sample Course Titles Include:

American History

World History

	History of Religion
▪ Understand that knowledge is not fixed and that human beings continue to reinterpret the past based on current perspectives; and	Western Civilization
	European Civilization
	African Civilization
▪ Identify and describe appropriate systematic and scientific strategies to examine history.	<u>Also</u>:
	CLEP Test "History I or II"
	CLEP Test "Western Civ. I or II"

3.h. <u>Humanities or Modern Language (3 credit hours)</u>	
<u>Learning Outcomes</u>:	<u>Sample Course Titles Include</u>:
▪ Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the general education program; and	Any Foreign language I-IV
	Introduction to Art Appreciation
	Any World Culture Class
	Music Appreciation
	Religious Studies
▪ Basic proficiency in the understanding and use of a foreign language.	Urban Studies
	<u>Also</u>:
	CLEP Language Test
	DSST Test "Intro to World Religions"

3.i. <u>Social Science (3 credit hours)</u>	
<u>Learning Outcomes</u>:	<u>Sample Course Titles Include</u>:
▪ Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another.	Psychology
	Sociology
	Philosophy
	Ethnic Studies
▪ Exhibit an understanding of the various social factors that influence.	Gender Studies
	Global Social Issues
▪ Identify and describe appropriate systematic and scientific strategies to examine current social issues and problems.	Ethics
	<u>Also</u>
	CLEP Social Science Tests

The links below are to GE requirements for CGSC Cooperative Degree Program Universities.

> http://kucore.ku.edu/
> https://www.k-state.edu/kstate8/lists/

The links below are for TX, GA, NY state-mandated GE requirements.

> http://www.thecb.state.tx.us/apps/tcc/
> http://www.usg.edu/policymanual/section3/C338
> http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm

4. Additional Pre-SMC Requirements fall into two categories: (a) LWD Core Requirements (27 credit hours); and (b) Electives (10 credit hours).

4.a. LWD Major Requirements (27 credit hours). Degree candidates meet LWD Major requirements under each of the program's four focus areas (Leadership, Decision Sciences, Program Management, and Communication) in some combination of the following: (1) Coursework completed at other accredited universities; (2) the College Level Examination Program (CLEP) where the candidate scored 50 or higher; (3) DSST tests (formally DANTES standardized tests) with passing scores consistent with ACE guidelines; and (4) credit awarded based on ACE recommendations for Army coursework.

LWD Major Requirements are as follows:

4.a.(1)(a) Individual Leadership (6 credit hours)

Learning Outcomes:

- Recognize a variety of leadership theories;
- Demonstrate the ability to use theories in the practice of leadership;
- Understand how to lead with integrity;
- Demonstrate a practice of ethical leadership.

Sample Course Titles Include:

Intro to Leadership

Leadership Case Studies

Moral and Ethical Leadership

Also:

DSST Test (Principles of Supervision)

Competency Based Assessment

ACE Credit

4.a.(1)(b) Organizational Leadership (6 credit hours)

Learning Outcomes:

- Analyze individual and group behavior;
- Understand the implications of organizational behavior on the process of management; and
- Describe and assess the basic design elements of organizational structure.

Sample Course Titles Include:

Organizational Behavior

Organizational Design and Behavior

Organizational Change Management

Also:

DSST Test Organizational Behavior

Competency Based Assessment

ACE Credit

4.a.(2) Decision Science (6 credit hours)

- Understand complex problem-solving;
- Understand the use of quantitative and qualitative methods in decision-making; and

Sample Course Titles Include:

Qualitative/Quantitative Decision Making

Managing Decisions

Policy Analysis

Also:

	Competency Based Assessment
▪ Demonstrate the ability to use established decision-making methodologies.	ACE Credit

4.a.(3) <u>Program Management (6 credit hours)</u>

▪ Conduct Program Design;	<u>Sample Course Titles Include</u>:
▪ Demonstrate knowledge of complex program development; and	Intro to Program Management
	Program Planning and Design
▪ Conduct Project Planning and Integration.	Program/Project Management and Leadership
	<u>Also</u>:
	DSST Test Principles of Supervision
	Competency Based Assessment
	ACE Credit

4.a.(4) <u>Communications Skills (3 credit hours)</u>

<u>Learning Outcomes</u>:	<u>Sample Course Titles Include</u>:
▪ Display competence in oral, written, and visual communication;	Intro to Communications
	Leadership Communications
▪ Identify, evaluate and suggest solutions to problems encountered in group communication; and	Data Visualization
	<u>Also</u>:
▪ Assess and articulate appropriate listening responses for a variety of situations/context.	Competency Based Assessment
	ACE Credit

4.b. LWD Electives (10 credit hours). The CGSC Registrar will accept up to 10 semester hours from other regionally accredited institutions as "free electives" toward meeting the 120 credit hour requirement for a BA in Leadership and Workforce Development.

Upon selection to attend the Sergeants Major Course, a NCO may formally petition the CGSC Registrar to: (a) accept credit hours from completed courses offered by other regionally-accredited institutions; and (b) audit that NCO's academic record for entry into the resident phase of the BA in LWD.

Should this audit identify credit hour gaps in pre-SMC preparation, a counselor will work with that NCO to identify options for additional credit. This will be particularly important in the early years of program implementation.

5. Resident SMC Course Requirements. The 47 credit hour resident portion of the BA in Leadership and Workforce Development is completed during the ten month resident Sergeants Major Course delivered by the US Army Sergeants Major Academy on Fort Bliss, TX.[4]

The resident LWD curriculum is clustered under four Focus Areas: Leadership, Military Decision Science, Training Program Management, and Communication Skills.

Resident SMC Portion of the BA in Leadership and Workforce Development

Focus Area I: Leadership (13 credit hours)

LWD Course I-1	Workplace Ethics (1 credit hour)
LWD Course I-2	Leading and Developing Organizations (3 credit hours)
LWD Course I-3	Building High Performance Teams (2 credit hours)
LWD Course I-4	Empowering Others to Lead Using Disciplined Initiative (1 credit hour)
LDW Course I-5	Coaching and Mentoring (2 credit hours)
LWD Course I-6	Sustaining Organizational Capacity (Personnel and Material) (3 cr hrs)
LWD Course I-7	Human Resource Management Processes and Systems (1 credit hour)

Focus Area II: Military Decision Science (12 credit hours)

LWD Course II-1	Strategic Planning I: Solving Complex Problems (1 credit hour)
LWD Course II-2	Strategic Planning II: Understanding Culture and Context (2 credit hrs)
LWD Course II-3	Strategic Planning III: Processes and Systems (6 credit hours)
LWD Course II-4	Strategic Planning IV: MDS Block Assessment (3 credit hours)

Focus Area III: Training / Program Management (15 credit hours)

LWD Course III-1	Managing Effective Training (1 credit hour)
LWD Course III-2*	Adult Learning and Instruction Techniques (6 credit hours)
LWD Course III-3	Safety and Risk Management (1 credit hour)
LWD Course III-4	Sustaining a Values-Based Culture (1 credit hour)
LWD Course III-5	Building Resilience in Others (3 credit hours)
LWD Course III-6	Physical Wellness Program Management (1 credit hour)
LWD Course III-7	Work Measurement and Efficiency (2 credit hours)

Focus Area IV: Communication Skills (7 credit hours)

LWD Course IV-1	Writing and Presentation Skills Development (1 credit hour)
LWD Course IV-2	Writing and Analytical Skills Assessment (3 credit hours)
LWD Course IV-3*	LWD Course Capstone (3 credit hours)

Resident BA in LWD Courses: (47 credit hours)

Students meet requirements for all but two LWD courses by successfully meeting SMC lesson objectives and course requirements. The two courses annotated with "*" are offered during the SMC electives period. While any SMC student may take LWD Course III-2 as an elective, this LWD Course plus the three credit-hour LWD Capstone (LWD Course IV-3) must be taken by BA in LWD candidates.

---

[4] From the Higher Learning Commission's perspective, USASMA on Fort Bliss is a "branch campus" of the US Army Command and General Staff College at Fort Leavenworth, KS, for purposes of offering the BA in LWD. Follow this hyperlink to see HLC and federal definitions of "branch campus."

Pages B-10 through B-16 provide LWD Course Descriptions and Course Outcomes, as well as the specific SMC lessons that constitute each LWD Course.

Focus Area I: Leadership
(7 LWD Courses / 13 undergraduate credit hours)

LWD Course I-1: "Workplace Ethics"
(1 u.g. credit hour / 13 contact hours)

(a) Course Description: In this course students examine ethics in the workplace and the role of organizational leaders in fostering ethical behavior. Using case studies, small group discussion in the classroom and large group discussion with a military ethics counselor or military chaplain, self-assessment exercises, and reading assignments students explore the basic frameworks of ethical dealings and moral leadership. This course emphasizes moral, ethical, and social responsibilities of organizational leaders and the linkage of responsibilities organizational leadership behavior and decision-making.

(b) Course Outcome(s): Analyze how Senior-level leaders assist in the development of ethical organizations and leaders to achieve results by integrating ethical leadership competencies and experience into an organizational-level leadership position.

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum)
  - SMC-DPS-L107 Army Profession and Ethics Training (13 contact hours)

LWD Course I-2: "Leading and Developing Organizations"
(3 u.g. credit hours / 51 contact hours)

(a) Course Description: This course will use case studies, models and the examination of doctrine to expose students to the study of power and influence, ethics, and the principles and complex dynamics of organizational leadership. Students will gain an understanding of the necessary leadership attributes and competencies required to effectively lead, build and develop individuals, teams and organizations.

(b) Course Outcome(s): Analyze leadership competencies and attributes, and lifelong learning strategies to equip students to identify when change is necessary and to exercise power and influence to achieve change while conducting day-to-day operations.

(c) Course Components: (12 lessons in the AY 2018-2019 SMC curriculum):
  - SMC-DPS-L200 Developing Organizations and Leaders (3 contact hours)
  - SMC-DCL-L202 Leader Development (5 contact hours)
  - SMC-DCL-L201 Organizational Power and Influence (4 contact hours)
  - SMC-DCL-L212 Implementing an Organizational Vision (4 contact hours)
  - SMC-DCL-L205 Leading Organizations in Change (3 contact hours)
  - SMC-DCL-L206 Building Organizational Teams (5 contact hours)
  - SMC-DCL-L207 Developing Learning Organizations (3 contact hours)
  - SMC-DCL-L208 Developing Ethical Organizations (10 contact hours)
  - SMC-DCL-L306 Organizational Leadership Philosophy (6 contact hours)
  - SMC-DCL-L210 Organizational Culture and Climate (3 contact hours)
  - SMC-DPS-L211 Organizational Stress (2 contact hours)
  - SMC-DCL-L304 Leadership and Moral Courage (3 contact hours)

LWD Course I-3: "Building High Performance Teams"
(2 u.g. credit hours / 28 contact hours)

(a) Course Description: In this course, students will examine the dynamics of the operational environment in order to build effective teams. The students will analyze various case studies to understand the diversity of organizations in order to set conditions and blend diverse groups into effective organizational level teams.

(b) Course Outcome(s) Analyze the aspects of teambuilding, group dynamics, command influence, and the various forms of servant leadership in an organization.

(c) Course Components: (5 lessons in the AY 2018-2019 SMC curriculum):
   - SMC-Found-P930.02 Teambuilding: Group Process (12 contact hours)
   - SMC-Found-P930.03 Teambuilding: Group Dynamics (3 contact hours)
   - SMC-DCL-L203 Servant Leadership (4 contact hours)
   - SMC-DCL-L213 Influencing Outside Organizations (6 hours)
   - SMC-DPS-L301 Leadership and Mission Command (3 contact hours)

LWD Course I-4: "Empowering Others to Lead Using Disciplined Initiative"
(1 u.g. credit hour / 16 contact hours)

(a) Course Description: In this course, students will learn how to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders.

(b) Course Outcome(s): Analyze the aspects of disciplined initiative.

(c) Course Components: (4 lessons in the AY 2018-2019 SMC curriculum)
   - SMC-DAO-O101 Unified Land Operations (4 contact hours)
   - SMC-DAO-O109 Mission Command (4 contact hours)
   - SMC-DAO-O110 Mission Command: Understand and Visualize (4 contact hours)
   - SMC-DAO-O111 Mission Command: Describe, Direct, Lead, and Assess (4 contact hours)

LWD Course I-5: "Coaching and Mentoring"
(2 u.g. credit hours / 40 contact hours)

(a) Course Description: In this course, students will analyze the results of various self-assessment tools designed to improve human performance. The student will experience multiple mentoring sessions that will focus on identifying possible root causes of performance issues, which may go beyond a lack of skills and knowledge. Using various self-assessment tools designed to improve human performance, students will participate in multiple mentoring sessions to identify professional and personal goals. From these sessions students will develop a plan of action to achieve these goals and develop skills necessary to serve as an effective mentor to subordinates.

(b) Course Outcome(s): At the completion of this course the student will become a successful and effective leader and build coaching and mentoring skills

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum):
   - SMC-Foundations-P930.18 Coaching and Student Feedback (40 contact hours)

LWD Course I-6: "Sustaining Organizational Capacity (Personnel and Material)"
(3 u.g. credit hours / 43 contact hours)

(a) Course Description: In this course, students will examine the primary systems, concepts, and issues of organizational change. As executive management leaders, they will learn to lead, manage, and affect or implement change.

(b) Course Outcome(s): At the end of this course students will gain the skillset to implement change management and strategy to operate in a complex environment.

(c) Course Components: (8 lessons in the AY 2018-2019 SMC curriculum):
- <u>SMC-DFM-F100</u> Force Management Analysis (1 contact hour)
- <u>SMC-DFM-F101</u> Strategic Change (8 contact hours)
- <u>SMC-DFM-F103</u> Developing Army Organizational Capability (6 contact hours)
- <u>SMC-DFM-F104</u> Planning, Programming, Budgeting, and Execution and Total Army Analysis (6 contact hours)
- <u>SMC-DFM-F105</u> Developing Materiel Capabilities (3 contact hours)
- <u>SMC-DFM-F106</u> Manning the Army (4 contact hours)
- <u>SMC-DFM-F107</u> Sustainable Readiness (3 contact hours)
- <u>SMC-DFM-F108</u> Force Management White Paper (12 contact hours)

<u>LWD Course I-7</u>: "Human Resource Management Processes and Systems"
(1 u.g. credit hour / 15 contact hours)

(a) Course Description: This course focuses on the theory, methodology and application of human resource planning and development techniques, staffing analysis and planning, career management, management succession and development, and performance improvement.

(b) Course Outcome(s): Analyze the US Army's Human Resource (HR) doctrine, support concepts, systems, and organizational structures while grasping a broad understanding of HR operations by exploring the basic tenets of human resource support, the structure, and organizations involved in delivering that support, as-well-as emerging military and civilian HR support.

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum):
- <u>SMC-DPS-S301</u> Human Resource Management Processes and Systems (15 contact hours)

Focus Area II: Military Decision Science (MDS)
(4 LWD Courses / 12 undergraduate credit hours)

<u>LWD Course II-1</u>: "Strategic Planning I: Solving Complex Problems"
(1 u.g. credit hour / 16 contact hours)

(a) Course Description: This course focuses on the use of critical and creative thinking while applying operational and mission variables, in order to identify and solve complex problems, through a logical decision-making process.

(b) Course Outcome(s): Analyze the aspects of critical and creative thinking, problem solving, and conducting assessments in the operational environment.

(c) Course Components: (4 lessons in the AY 2018-2019 SMC curriculum):
- <u>SMC-DCL-L103</u> Introduction to Critical Thinking and Problem Solving (5 contact hours)
- <u>SMC-DCL-L104</u> Creative Thinking, Logic, and Decision Making (5 contact hours)
- <u>SMC-DCL-L105</u> Assessments (4 contact hours)
- <u>SMC-DAO-O104</u> Operational and Mission Variables (2 contact hours)

<u>LWD Course II-2</u>: "Strategic Planning II: Understanding Culture and Context"
(2 u.g. credit hours / 30 contact hours)

(a) Course Description: In this course, students will use case studies, classroom discussions and the examination of doctrine to explore the impact of judgement, ethics and Civil Military Relations on the actions of an organizational leader operating within the context of a strategic environment.

(b) Course Outcome(s): Understand the Constitutional basis for civil-military relations; comparing and contrasting civil-military relations theories for application in real world situations.

(c) Course Components: (7 lessons in the AY 2018-2019 SMC curriculum):
- SMC-DPS-L110 American Civil Military Relations (4 contact hours).
- SMC-DCL-L302 Leadership and Ethics in War (3 contact hours).
- SMC-DCL-L303 Leadership and Decision Making (2 contact hours).
- SMC-DPS-L308 Leadership in Irregular Warfare (2 contact hours).
- SMC-DJIM-J300 Operational Art and Design (7 contact hours).
- SMC-DJIM-J400 Strategic Estimate (8 contact hours).
- SMC-DJIM-J502 Command & Control C2, and Intelligence (4 contact hours).

LWD Course II-3: "Strategic Planning III: Processes and Systems"
(6 u.g. credit hours / 129 contact hours)

(a) Course Description: In this course, using discussion and collaboration, students will examine the Joint and Army Operations processes using the Command Post of the Future (CPOF) in order to explore the Army Design Methodology (ADM), the Military Decision Making Process (MDMP), the Joint Intelligence Preparation of the Operational Environment (JIPOE) process and the transitioning of functions from operational to strategic staff personnel.

(b) Course Outcome(s): Analyze the aspects of military planning processes and systems.

(c) Course Components: (8 lessons in the AY 2018-2019 SMC curriculum)
- SMC-DAO-O112 The Army Design Methodology (20 contact hours)
- SMC-DAO-O113 Military Decision Making Process DATE Overview (4 contact hours)
- SMC-DAO-O114 The Army Design Methodology Application (14 contact hours)
- SMC-DAO-O115 Military Decision Making Process (38 contact hours)
- SMC-DAO-O116 Planning Unified Land Operations - CPX (36 contact hours)
- SMC-DJIM-J501 Army Battle Command Systems Overview & CPOF Tutorial (10 con. hrs)
- SMC-DJIM-J601 Transitioning from a Division/Corps G to a Joint J Staff (2 contact hours)
- SMC-DJIM-J604 Joint Intelligence Preparation of the Operational Environment JIPOE (5 contact hours)

LWD Course II-4: "Strategic Planning IV: MDS Block Assessment"
(3 u.g. credit hours / 48 contact hours)

(a) Course Description: In this course students will face an intensive 48-hour culminating exercise designed for the purpose of creating and applying strategies gleaned during the semester. Students are expected to perform as strategists who have the ability to solve complex problems, think critically, develop strategy, and implement and evaluate the effectiveness of their strategy in support of objectives.

(b) Course Outcome(s): Through research of an operational environment, oral arguments, information briefings, and comprehensive written mission orders students will demonstrate the ability to think critically about the relationship of military force to diplomacy; understand military history, military power, and political theories and their modern application to land, air, sea, space, and cyberspace power.

(c) Course Components: (3 lessons in the AY 2018-2019 SMC curriculum)
- SMC-DJIM-J607 Coalition Force Land Component Course of Action Development (MRX) (8 contact hours)
- SMC-DJIM-J608 Coalition Force Land Component Command Course of Action Analysis and Comparison (MRX) (6 contact hours)

- SMC-DJIM-J611 Combined Force Land Component Command C/JFLCC Mission Readiness Exercise (34 contact hours)

Focus Area III: Training / Program Management
(7 LWD Courses / 15 undergraduate credit hours)

LWD Course III-1: "Managing Effective Training"
(1 u.g. credit hour / 13 contact hours)

(a) Course Description: This course focuses on research-based, scientifically-validated strategies for teaching students. The course assists with the conceptualization, measurement, and improvement of education performance and management. It features a variety of organizational patterns, practices, and approaches to instruction and their impact on students' learning.

(b) Course Outcome(s): Demonstrate an understanding of the training management process and development programs. Demonstrate an understanding of organizational requirements and capabilities necessary to generate and sustain units trained for decisive action that can succeed in the operational environment in conditions of uncertainty over extended periods.

(c) Course Components: (4 lessons in the AY 2018-2019 SMC curriculum)
- SMC-DPS-T206 Training Units and Developing Leaders (3 contact hours)
- SMC-DPS-T302 Unit Training Management (4 contact hours)
- SMC-DPS-T304 The Science of Training (Applying design to training) (3 contact hours)
- SMC-DPS-T305 Training Strategy for Learning and Applying Doctrine (3 contact hours)

LWD Course III-2: "Adult Learning and Instruction Techniques"
(6 u.g. credit hours / 90 contact hours)

(a) Course Description: This course provides students with the necessary instructor competencies described by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) and an overview of the Army Learning Enterprise and the Army Learning Concept 2020-2040. The course is designed to provide new instructors with the skills to engage adult learners by providing fundamentals of instruction, foundations of adult learning, foundations of instruction using the experiential learning model, formative practicums, and classroom management.

(b) Course Outcome(s): At the end of this lesson students will have an appreciation of the adult learning model components used in the classroom.

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum)
- SMC-DPS-S303 Common Faculty Development Instructor Course (CFD-IC) (90 contact hours)

LWD Course III-3: "Safety and Risk Management"
(1 u.g. credit hour / 18 contact hours)

(a) Course Description: This course focuses on the ways in which businesses and society assess, control, and transfer risk. This process, known as the risk management process, is becoming an increasingly important tool in the management of business and personal financial health. An effective and efficient corporate risk management program leads to knowledge and control of costs and an improved bottom line.

(b) Course Outcome(s): Demonstrate an understanding of Risk Management by identifying the basic principles and steps of risk management and applying them to individuals and to the organization.

(c) Course Components: (2 lessons in the AY 2018-2019 SMC curriculum)
- SMC-DPS-P578 The Army Safety Program (14 contact hours)
- SMC-DPS-P571 Risk Management (4 contact hours)

LWD Course III-4: "Sustaining a Values-Based Culture"
(1 u.g. credit hour / 14 contact hours)

(a) Course Description: This course focuses on culture and values. By studying specific periods of history, students will be better able to understand how individual and social core values have been directed and misdirected throughout a sequence of time.

(b) Course Outcome(s): Demonstrate an understanding of programs such as Equal Opportunity, Suicide Prevention and Sexual Harassment and the cultural context and values that must be fostered in an organization.

(c) Course Components: (4 lessons in the AY 2018-2019 SMC curriculum)
   - SMC-DPS-P930.14 Understand the Roles of the SGM and CSM (4 contact hours)
   - SMC-DPS-P576 Equal Opportunity EO Training Senior Leader (4 contact hours)
   - SMC-DPS-P570 Suicide Prevention (2 contact hours)
   - SMC-DPS-P592 Sexual Harassment/Assault Response (4 contact hours)

LWD Course III-5: "Building Resilience in Others"
(3 u.g. credit hours **/** 45 contact hours)

(a) Course Description: This course combines lecture, small group facilitation and hands on practical exercises to analyze the concept of resiliency, the correlation between positive psychology and resiliency, and how leaders develop resiliency in themselves and in others.

(b) Course Outcome(s): At the completion of this course, students will understand the 14 Master Resilience Training skills and how to employ them to develop resiliency in themselves and others.

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum)
   - SMC-DCL-L102 Master Resilience Trainer Course (45 contact hours)

LWD Course III-6: "Physical Wellness Program Management"
(1 u.g. credit hour / 15 contact hours)

(a) Course Description: In this course, students will gain an understanding of the performance effectiveness of their team-members through proper physical wellness. This may include reviewing performance and assessment programs to identify variables that may negatively affect organizational readiness.

(b) Course Outcome(s): At the completion of this course, students will be able to develop, explain, and apply a physical wellness program.

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum)
   - SMC-Foundations-P930.12 Physical Wellness Program Management (15 contact hours)

LWD Course III-7: "Work Measurement and Efficiency"
(2 u.g. credit hours / 30 contact hours)

(a) Course Description: In this course students will learn to identify and understand gaps between the workforce and the human capital needs of the organization and develop strategies to close gaps in areas such as employee engagement, training/retraining, organizational adaptability, contracting out, succession planning, and organizational culture.

(b) Course Outcome(s): Students will acquire the skills necessary to prepare and present an effective action plan to measure workforce efficiency.

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum)
   - SMC-DPS-S302 Measuring Workforce Efficiency (30 contact hours)

Focus Area IV: Communications Skills
(3 LWD Courses / 7 undergraduate credit hours)

LWD Course IV-1: "Writing and Presentation Skills Development"
(1 u.g. credit hour / 17 contact hours)

(a) Course Description: In this course, students will learn to develop their oral and written communication skills, using a standardized and formal writing and speaking style.

(b) Course Outcome(s): At the end of the course students will have the skillset to effectively communicate in oral and writing formats.

(c) Course Components: (5 lessons in the AY 2018-2019 SMC curriculum)
- SMC-Foundations-P930.06 SMC Writing Requirements (1 contact hour)
- SMC-Foundations-P930.07 English Writing (8 contact hours)
- SMC-Foundations-P930.08 American Psychological Association APA Style (3 contact hours.)
- SMC-Foundations-P930.11 Military Briefing Techniques (3 contact hours)
- SMC-DPS-L101 Writing to Persuade (2 contact hours)

LWD Course IV-2: "Writing and Analytical Skills Assessment"
(5 u.g. credit hours / 87 contact hours)

(a) Course Description: In this course, students will use their personal experiences to improve organization performance by offering an opposing view to an existing organizational issue or capability gap. Additionally, students will participate in reflective learning by stepping back from their learning experience and honing their critical thinking skills to enable improvement on future performance by analyzing their experience.

(b) Course Outcome(s): Apply basic writing skills to a professional paper that include persuasive writing, writing process, thesis development and APA 6th edition writing style. Develop leaders to incorporate the knowledge gained from experiences and reflective learning into process improvement or organizational change.

(c) Course Components: (3 lessons in the AY 2018-2019 SMC curriculum)
- SMC-DPS-P930.10 Research Techniques and General Ralph E. Haines Jr. Research Paper (40 contact hours)
- SMC-Foundations-P930.09 Personal Experience Paper (2 contact hours)
- SMC-Foundations-P930.17 SMC Capstone (45 contact hours)

LWD Course IV-3: "LWD Course Capstone"
(3 u.g. credit hours / 45 contact hours)

(a) Course Description: The BA in LWD Course Capstone is designed for students to demonstrate mastery of two outcomes (Leadership and Human Resource Management). Students will research, write, and revise parts of the BA in LWD Course Capstone paper throughout the academic year, using an approach commonly referred to as "scaffolding". Students will meet with an assigned mentor (instructor) at least 5 times over the academic year (five 1-hour study sessions to review and assist students in building their BA in LWD Course Capstone paper) – each meeting is approached as another building block found in scaffolding-like steps.

(b) Course Outcome(s): Students demonstrate mastery of Leadership and Human Resource Management by providing a written essay and an oral presentation.

(c) Course Components: (1 lesson in the AY 2018-2019 SMC curriculum)
- SMC-Foundations-P930.19 LWD Course Capstone (45 contact hours)

6. Other Features of the BA in Leadership and Workforce Development.

    a. Faculty. Sergeants Major Course faculty teaching BA in LWD courses blend master's level academic preparation[5] with extensive relevant professional experience. Over one-half (51) of SMC's 95 current faculty members are active duty sergeants major. The entire faculty averages 27 years of active duty service. Together, they have deployed on 266 combat tours. Forty-six (46) were former CSMs or retired CSMs. Thirty-eight (38) served on a Joint staff or in a multi-national headquarters.

In December 2014, the Army implemented a new USASMA Fellowship Program where select sergeants major compete for up to 20 scholarships to complete an on-line master's degree in Adult Education through Penn State University. In summer 2016, the first 18 graduates of this important program joined USASMA to serve three-year utilization tours on the SMC faculty. As of summer 2018, 28 of the SMC's 95 faculty members were graduates of the fellowship program.

    b. Students. BA in LWD students bring a vast amount of leadership and workforce development experience to the classroom. During AY18, SMC students averaged 41 years of age and 21 years "time in service." The 713 U.S. Army noncommissioned officers in that class deployed on over 897 combat tours. Approximately 86% served as a First Sergeant [6] before attending SMC.

    c. Use of the Experiential Learning Model (ELM) to Design and Deliver Curricula. Both SMC and BA in LWD curricula are developed and delivered using the Experiential Learning Model (ELM), a variation on David Kolb's Experiential Learning Cycle. Lessons designed using the ELM consist of five elements: (1) Concrete Experience; (2) Publish and Process; (3) Generalize New Information; (4) Develop; and (5) Apply. ELM accommodates a wide range of teaching techniques, and is ideally suited for sixteen person classes of highly experienced adult learners applying the Socratic and dialectic methods of discussion.

All CGSC and USASMA instructors complete 80 hours[7] of the Common Faculty Development Program (CFDP) I-C before teaching. Similarly, SMC and USASMA curriculum developers complete Common Faculty Development Program (CFDP) D-C before working on SMC and BA in LWD curricular materials. The CGSC Faculty Development Program – now maintained and delivered by the Faculty Development Division of the Army University's Center for Teaching and Learning Excellence – is how CGSC and USASMA ensure a thorough understanding of the ELM and associated teaching techniques.

    d. Employment of Electronic Portfolios. BA in LWD students maintain an electronic portfolio in Blackboard to:

        (1) **Improve students' learning** by increasing students' self-awareness and causing them to reflect, goal set, re-assess *and act* based on personal goals and self-knowledge of strengths / areas for improvement.

---

[5] In fall 2017, seventy-one (79%) of SMC faculty have a master's degree; one has a doctorate. Increasing the percentage of faculty with advanced degrees in fields relevant to both the SMC and BA in LWD remains a strategic priority for USASMA, CGSC and Army University. Sustaining the USASMA Fellowship Program and using Title 10 authority to hire highly qualified civilian faculty are two ways to address this shortcoming.

[6] A First Sergeant is the senior non-commissioned officer in an Army company-sized unit of 80-250 Soldiers.

[7] LWD Course III-2 (Adult Learning and Instruction Techniques) is 90 contact hours because LWD students' coursework includes a 10 hour teaching practicum.

(2) **Facilitate academic advising** by providing an easily accessible digital reference to review before meetings, and a place to update goals / add reflections following sessions.

(3) **Help students integrate learning** across multiple SMC lessons under specific LWD TLOs and program outcomes.

(4) **Create a digital repository of evidence of student learning**. This is important for three reasons: (a) documents in Part II of the e-portfolio are easily accessible to students and SGAs for review before end-of-block counseling sessions: (b) E-portfolios are evidence of learning for Higher Learning Commission and Army accreditation teams; and (c) Random samples of certain assignments – with students' names redacted – can be assessed by small groups of SMC faculty using rubrics calibrated to outcomes and specific T.L.O.s (i.e. critical and creative thinking). Results of these direct assessments both feed the AIS, and are evidence for leaders / accreditors.

e. <u>Integration with Other Army University and Army Leader Development Programs</u>.

(1) <u>Credentialing</u>. Credential programs offered during a twelve-week "Professional Studies" block of the SMC are part of the Army's Credentialing Program designed to validate a Soldier's professional skills, training, and work experiences, bolstering their military-technical competence thereby improving Army readiness. For the purpose of this program, credentialing is the process of meeting certain professional and technical standards by earning official recognition in the form of certifications, licenses, and other official verification of competency accepted by civilian industry or federal, state, or local authorities.

(2) <u>Army Career Tracker</u>. ACT is a leadership development tool that provides a single point of entry for career management and development for the enlisted, officer and civilian cohorts. ACT provides a personalized, consolidated history of all recorded education, training (institutional and unit training) and assignments in a simple to use interface.

7. Conclusion. While other U.S. universities offer leadership or leadership and workforce development bachelor's degrees, CGSC's BA in LWD is unique in terms of its students, curriculum content, and faculty. The student population are noncommissioned officers with close to twenty years of work experience. By design, the BA in LWD curriculum leverages the Army's leader development program <u>and</u> individuals' professional experience. Curriculum and instructor pedagogies encourage students to "connect" learning with experience, and to draw on the experiences of peers and professors. An essential component of Phase II is use of an electronic portfolio to capture reflections and demonstrate learning.

(Intentionally Blank)

Appendix C

Glossary of Terms

AAFES	Army and Air Force Exchange Service
ABCS	Army Battle Command System
AC	Advanced Course
AC2	Aviation Command and Control
ACD	Accreditation Coordination Division
ACE	American Council on Education
ADC	Assistant Deputy Commandant
AdL	Advanced distributed Learning
ADTS	Army Digital Training Strategy
AEAC	Army Education Advisory Committee
AERS	Army Educational Requirements System
AFATDS	Advanced Field Artillery Tactical Data System
AFELM	Air Force Element
AGOS	Air Ground Operations School
AIS	Accountable Instructional System
AKO	Army Knowledge Online
AMDWS	Air Missile Defense Workstation
AMEDD	Army Medical Department
AMSP	Advanced Military Studies Program
ASLSP	Advanced Strategic Leadership Studies Program
ASP3	Advanced Strategic Planning and Policy Program
AOC	Advanced Operations Course
AOP	Academic Outreach Program
APFT	Army Physical Fitness Test
APR	Academic Performance Review
AR	Army Regulation
ARB	Academic Review Board
ARFOR	Army Forces
ARFORGEN	Army Force Generation
ARNG	Army National Guard
ARSOF	Army Special Operations Forces
ARSTAFF	Army Staff
ASAS	All Source Analysis System
ASCC	Army Service component command

ASI	Additional Skill Identifier
BCNET	Battle Command Network
BCS3	Battle Command Sustainment Support System
BCT	Brigade Combat Team
BCTCDP	Brigade Combat Team Commanders Development Program
BCTP	Battle Command Training Program
C2	Command and Control
C2PC	Command and Control Personal Computer
CA	Civil Affairs
CAC	Combined Arms Center
CAL	Center for Army Leadership
CARL	Combined Arms Research Library
CCC	Captains Career Course
CCIR	Commander's Critical Information Requirements
CCTC	Company Command Team Course
CDR	Curriculum Design Review
CGSC	Command and General Staff College
CGSS	Command and General Staff School
CHEA	Council on Higher Education Accreditation
CHEM	Chemical
CJCS	Chairman of the Joint Chiefs of Staff
CJCSM	Chairman of the Joint Chiefs of Staff Manual
C/JFLCC	Combined/Joint Land Component Commander
CLC3	Combined Logistics Captains Career Course
CLDC	Civilian Leader Development Course
CLDD	Civilian Leader Development Division
COCO-P	Certificate in Overseas Contingency Operations-Planning
CoE	Centers of Excellence
COE	Contemporary Operating Environment
COE	Commission on Occupational Education
COIN	Counter-Insurgency
COR	Contracting Officers Representative
CoS	Chief of Staff
COTS	Commercial Off-the-Shelf
CP	Command Post
CPOF	Command Post of the Future
CSA	Chief of Staff, United States Army
CSI	Combat Studies Institute
CSM	Command Sergeant Major

CSMC	Command Sergeants Major Course
CSMDP	Command Sergeants Major Development Program
CSS	Combat Service Support
CTC	Combat Training Centers
CTS	Command Team Seminar
DA	Department of the Army
DAA	Designated Approving Authority
DBST	Digital Battle Staff Trainer
DC	Deputy Commandant; District of Columbia
DCGS-A	Distributed Common Ground System-Army
DCL	Department of Command and Leadership
DDE	Department of Distance Education
DGDP	Directorate of Graduate Degree Programs
DJIMO	Department of Joint, Interagency and Multinational Operations
DLDC	Digital Leader Development Center
DLI	Defense Language Institute
DLRO	Department of Logistics and Resource Operations
DMH	Department of Military History
DOA	Dean of Academics
DoD	Department of Defense
DOET	Directorate of Educational Technology
DRCP	Directorate of Reserve Component Programs
DTAC	Department of Army Tactics
DTIC	Defense Technical Information Center
DTO	Division Transportation Officer
ELO	Enabling Learning Objectives
EN	Engineer
EOD	Explosive Ordinance Disposal
FBCB2	Future Battle Command Sustainment Support System
FID	Foreign Internal Defense
FORSCOM	United States Army Forces Command
FSC	Forward Support Company
FSD	Faculty and Staff Development
FSO	Full Spectrum Operations
GCCS	Global Command and Control System
GCCS	Global Command and Control System
GDP	Graduate Degree Program
GFC	Graduation Faculty Council
GIF	General Instruction Facility

GNA	Goldwater-Nichols Department of Defense Reorganization Act
GOTS	Government Off-the-Shelf
HLC	Higher Learning Commission
HRC	Human Resources Command
HSS	Homeland Security Studies
HUMINT	Human Intelligence
IA	Information Assurance
IANM	Information Assurance Network Manager
IASD	Interagency Student Division
IAW	In Accordance With
IDEP	Institutional Digital Education Plan
ILC	Intermediate Level College
ILE	Intermediate Level Education
ILEPC	Intermediate Level Education Preparatory Course
IMS	International Military Student
IMSD	International Military Student Division
IMSO	International Military Student Officer
IMSPC	International Military Student Preparatory Course
IO	Information Operations
IS	Information Systems
ISAR	International Student Academic Report
JAC2C	Joint Air and Space Command and Control Course
JAWS	Joint Advanced Warfighting Studies
JCATS	Joint Conflict and Tactics Simulations
JCS	Joint Chiefs of Staff
JDLM	Joint Deployment Logistic Model
JET	JOPES Editing Tool
JFAST	Joint Flow Analysis System for Transportation
JFC	Joint Firepower Course
JFROG-II	Joint Force Requirements Generator II
JIIM	Joint, Interagency, Intergovernmental, and Multinational
JOE	Joint Operational Environment
JOPES	Joint Operation Planning and Execution System
JOPP	Joint Operation Planning Process
JPME	Joint Professional Military Education
JPME-1	Joint Professional Military Education Phase 1
JPME-2	Joint Professional Military Education Phase 2
JRTC	Joint Readiness Training Center
JSAT	Joint Security Assistance Training

JTF	Joint Task Force
KSU	Kansas State University
KU	University of Kansas
LWD	Leadership and Workforce Development
MANSCEN	Maneuver Support Center
MCELM	Marine Corps Element
MDMP	Military Decision Making Process
MEL	Military Education Level
MEP	Master Evaluation Plan
MG	Major General
MI	Military Intelligence
MiTT	Military Transition Teams
MMAS	Master of Military Art and Science
MOI	Memorandum of Instruction
MP	Military Police
MTOE	Modified Table of Organization and Equipment
NAVELM	Navy Element
NTC	National Training Center
NCO	Noncommissioned Officer
OPCF	Operations Career Field
OPMD	Officer Personnel Management Directorate
OPMEP	Officer Professional Military Education Policy
OSD	Officer Self Development
OSD	Office of the Secretary of Defense
PAO	Public Affairs Office
PCC	Pre-Command Course
PDE	Professional Development Education
PME	Professional Military Education
POC	Point of Contact
QAO	Quality Assurance Office
RC	Reserve Component
RDSP	Rapid Decision and Synchronization Process
RMO	Resource Management
RSS	Really Simple Syndication
SAM	Senior Assignments Officer
SAMS	School of Advanced Military Studies
SATFA	Security Assistance Training Field Activity
SCIF	Sensitive Compartmented Information Facility
SCP	School for Command Preparation

SF	Special Forces
SGA	Staff Group Advisor
SGS	Secretary of the General Staff
SIG	Signals
SIGINT	Signals Intelligence
SIPRNET	Secure Internet
SLC	Senior Level Colleges
SLD	Senior Leader Development
SOF	Special Operations Forces
SSC	Senior Service College
STEP	Spouse Training and Education Program
STRATCOM	Strategic Communications
TASS	The Army School System
TCAIMS	Transportation Coordinators Automated Information for Movement System
TCDP	Tactical Commander's Development Program
TIF	Testing and Integration Facility
TLO	Terminal Learning Objectives
TPIO-BC	TRADOC Program Integration Office – Battle Command
TRADOC	United States Army Training and Doctrine Command
TSM-BC	TRADOC System Manager – Battle Command
TSOC	Theater Special Operations Commands
UAS	Unmanned Aerial System
UJTL	Universal Joint Task List
UMKC	University of Missouri--Kansas City
U.S.	United States
USA	United States Army
USACGSC	United States Army Command and General Staff College
USAF	United States Air Force
USAR	United States Army Reserve
USASMA	United States Army Sergeants Major Academy
USMC	United States Marine Corps
USN	United States Navy
USSD	United States Student Division
VCSA	Vice Chief of Staff, U.S. Army
VTC	Video Tele-Conference

Appendix D

CGSOC Course Designation System

The numbering system facilitates management of the curriculum.

Course Numbers

A. Resident :

The first character identifies the type of course.	The second character of electives identifies the department responsible for the course.
C = Common Core O = Advanced Operations Course (AOC) M = AOC beginning AY19 H = History L = Leadership F = Force Management A = Electives K = Contracting B = Mission Command System	1 = Command and General Staff College (CGSC) 2 = Graduate Degree Program (GDP) 3 = Department of Army Tactics (DTAC) 4 = Department of Logistics and Resource Management 5 = Department of Joint, Inter-Agency and Multinational Operations (DJIMO) 6 = Department of Military History (DMH) 7 = Department of Command Leadership (DCL) 8 = Navy, Air Force, and Marine Corps 9 = Special Topics

B. **Satellite Campus** -- The first character identifies the type of course.

    C = Common Core
    H = History
    L = Leadership
    F = Force Management

C. **Non-Resident (DL and TASS)** -- The first character identifies the type of course.

    C = Common Core
    H = History
    L = Leadership
    F = Force Management

D. **Nonresident (DL)** -- The first character identifies the type of course.

    M = Advanced Operations Course (AOC)