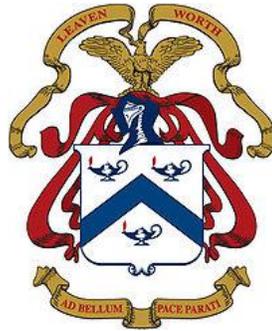


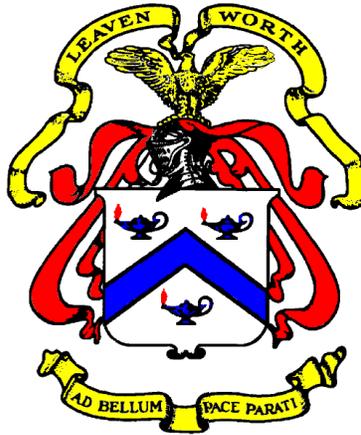
CGSC Circular 350-1
U.S. Army Command and General Staff College
Catalog



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

Academic Year 2015-2016

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

Forward

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 (January 2016). This catalog is published for informational purposes only. Although every effort is made to insure 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 the Master of Military Art and Science (MMAS) degree to eligible Command and General Staff Officer Course (CGSOC), Advanced Military Studies Program (AMSP) and Advanced Strategic Leadership Studies Program (ASLSP) students. The Chairman, Joint Chiefs of Staff accredits CGSC to award Joint Professional Military Education Phase I (JPME Phase I) to graduates of the Command and General Staff Officers Course. In 2016, CGSC seeks initial accreditation to begin granting JPME Phase II credit to graduates of SAMS' Advanced Strategic Leadership Program (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

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U.S. Army Command and General Staff College Organization

--- CGSC Command Group ---

Commandant

Lieutenant General Robert B. Brown

Deputy Commandant

Brigadier General John S. Kem

Assistant Deputy Commandant

Colonel Leona C. Knight

Dean of Academics

Dr. Wendell C. King

Associate Dean: Dr. James B. Martin

Chief of Staff

Mr. Jeffrey P. LaMoe

--- CGSC Schools ---

Command and General Staff School (CGSS)

Director: Colonel Douglas C. Cardinale

Deputy Director: Mr. Marvin L. Nickels

Director for Academic Operations: Lieutenant Colonel Andrew S. McIntyre

School of Advanced Military Studies (SAMS)

Director: Colonel Henry A. (Hank) Arnold, III

Deputy Director, Academics: Dr. Gerald S. Gorman

Deputy Director, Program Manager: Mr. Richard J. Dixon

School for Command Preparation (SCP)

Director: Colonel Scott D. King

Deputy Director: Mr. Mark E. McKnight

--- CGSC Service Elements ---

U.S. Air Force Element (AFELM)

Director: Colonel Lee G. Gentile, USAF

Deputy Director: Mr. Dirk M. Hutchison

U.S. Navy Element (NAVELM)

Director: Captain Trent S. Lennard, USN

Deputy Director: Commander Scott N. Richardson, USN

U.S. Marine Corps Element (MCELM)

Director: Colonel Jay E. Johnson, USMC

Deputy Director: Lieutenant Colonel Mitchell Hoines, USMC

--- CGSC Distinguished Chairs ---

The Commandant's Distinguished Chair of Interagency & Multinational Studies

Dr. Ralph O. Doughty, Major General (Retired)
Deputy: Mr. Timothy O'Hagan

The Commandant's Distinguished Chair of National Intelligence Studies

Dr. John G. Breen, Central Intelligence Agency

The Commandant's Distinguished Chair of Diplomacy

Mr. Matthew P. Roth, Department of State

The Commandant's Distinguished Chair of Defense Intelligence

Mr. Gustav A. Otto, Defense Intelligence Agency

The Ike Skelton Distinguished Chair of the Art of War Studies

Dr. Dean A. Nowowiejski

General of the Armies George C. Marshall Chair of Military History

Dr. James H. Willbanks

--- Office of the Dean of Academics --

**Associate Dean for Academics and Quality Assurance
and head of CGSC's Academic Outreach Program (AOP)**

Dr. James B. Martin

Directorate of Graduate Degree Programs (GDP)

Director: Dr. Robert F. Baumann

Ike Skelton Combined Arms Research Library (CARL)

Director: Mr. Edwin B. Burgess
Deputy Director: Ms. Pamela S. Bennett

Digital Leader Development Center (DLDC)

Director: Mr. Steven L. Davis
Deputy Director: Mr. Jeffrey W. Leser

Quality Assurance Office (QAO)

Director: Dr. Rhoda E. Risner

Accreditation Coordination Division (ACD)

Director: Mr. William E. Bassett

Registrar (REG)

Registrar: Dr. Thomas E. Creviston
Associate Registrar: Ms. Jennifer A. Brooks

Academic Operations

Chief: Major Jesse J. Iglesias, Jr.

--- CGSC College Staff ---

Operations

Director: Mr. James R. Hevel

Directorate of Educational Technology (DOET)

Director: Mr. Lynn W. Rolf

Deputy Director: Ms. Cheryl H. Bester

Technology Director: Lieutenant Colonel Frank D. McKinnis

Human Resources

Director:

Ms. Emily R. Matteson

Deputy Director: Major Nathaniel J. "Nate" Arnold

Logistics

Director: Mr. James L. Henderson

--- CGSC Special Staff ---

Directorate of Reserve Component Programs

Lieutenant Colonel Phillip C. "Chad" Durbin, ARNG

Lieutenant Colonel John T. Schulte, USAR

CGSC Military Law Office

Senior, Military Law Office: Lieutenant Colonel Jennifer C. Clark

Junior, Military Law Office: Major John T. Tutterow

CGSC Chaplain

Chaplain (Major) Brian D. Curry

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

International Military Student Division (IMSD)

Chief: Mr. James F. Fain

Deputy Chief: Mr. Steven O'Dell

Resource Management (RM)

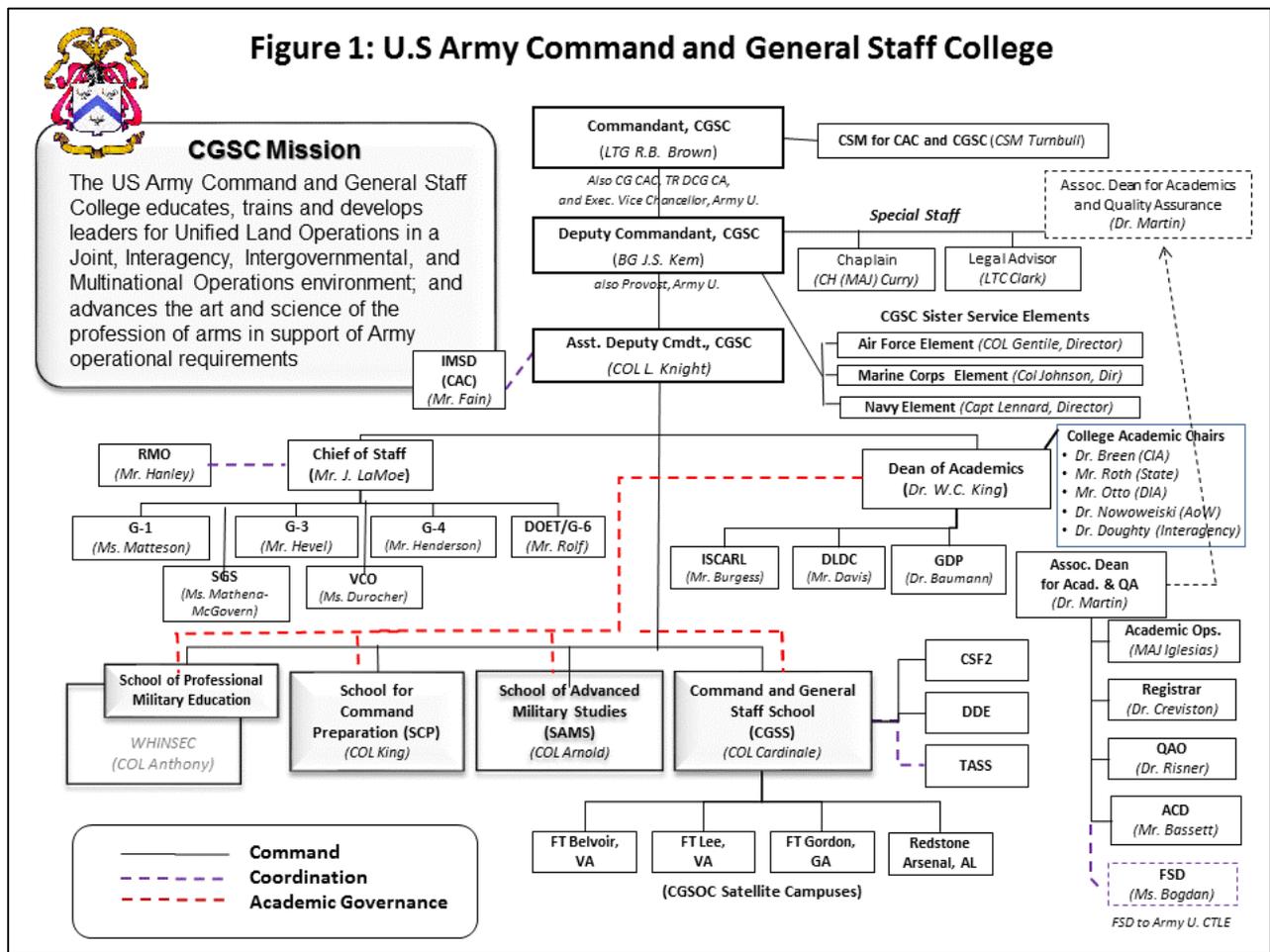
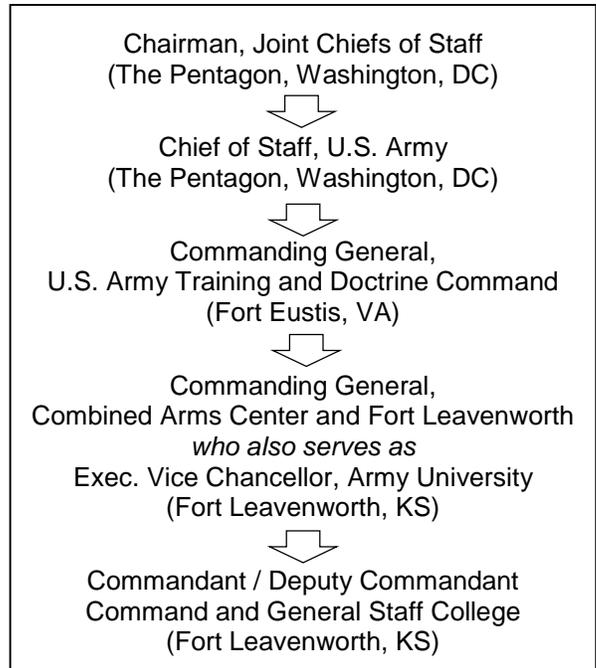
Mr. Michael D. Hanley

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 Robert B. Brown 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 John S. Kem 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.



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. Today, CGSC is comprised of three schools offering the following courses:



- **The Command and General Staff School (CGSS)** delivers the ten-month Command and General Staff Officers Course (CGSOC) in residence at Fort Leavenworth, KS, to just over 1,300 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. Chapter 7 details the CGSS and its delivery of CGSOC.

- **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. SAMS also manages officer enrollment in a civilian Ph.D. program called the Advanced Strategic Planning and Policy Program (ASP3) for a small group of carefully selected senior Army strategic planners and future leaders. Chapter 8 characterizes each program.

- **The School for Command Preparation (SCP)** provides continuing education courses for the Army's future battalion and brigade commanders, command sergeants major, and their spouses. SCP's important mission and ten courses are characterized in Chapter 9.

Other College-level academic programs of note include CGSC's Graduate Degree Program (Chapter 3), CGSC Scholars (Chapter 12), the Interagency Exchange / Interagency Fellows Programs (Chapter 13), and Outreach Programs and partnerships with other institutions of higher learning (Chapter 14). CGSC features one of the finest research libraries in the Department of Defense (Chapter 11). 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 11.

The College is accredited by the Higher Learning Commission to grant the Master of Military Art and Science (MMAS) degree to eligible CGSOC, AMSP and ASLSP students. The College is also accredited by the Chairman, Joint Chiefs of Staff to award Joint Professional Military Education Phase 1 (JPME Phase I) to graduates of the Command and General Staff Officers Course, and by

the Commanding General of Training and Doctrine Command to deliver professional military (PME) in all three schools. CGSC accreditation processes are discussed further in Chapter 6.

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.

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Chapter 2

CGSC Administration, Staff, and Distinguished Faculty Chairs

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

(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 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 Military Education Coordination Council meetings chaired by the Joint Staff J7.

(3) The CGSC Assistant Deputy Commandant is a senior Army colonel who acts on behalf of the Deputy Commandant in his absence or in periods of underlap (temporary vacancy) in the DC position. She or he oversees all routine / daily operations of the College, and extends the Deputy Commandant's span of control in areas or functions the DC designates. The ADC is responsible for direction, coordination, synchronization, and supervision of the CGSC staffs, and provides oversight to CGSC subordinate schools. The ADC serves as a member of the Academic Review Board and serves as a participating member of the CGSC Accreditation Committee.

(4) 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, Deputy Commandant, and Assistant 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 Graduate 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.

(5) The Chief of Staff – is the senior non-academic administrator and expert technical advisor to the Deputy Commandant (DC) and Assistant Deputy Commandant, with responsibility for technical quality, professional consistency, and practical value of CGSC non-academic programs. The Chief of Staff manages by validating requirements, setting priorities, and aligning resources with requirements based on DC guidance. The Chief exercises tasking authority across CGSC organizations. The Chief plans, directs, reviews, coordinates, and supervises the non-academic activities of the organization, and functions independently to implement broad policy guidance by directing, coordinating, molding, and representing CGSC programs and initiatives. He oversees operational and administrative matters on behalf of the Deputy Commandant and Assistant Deputy Commandant during their absence. The Chief reviews new or changed policies and procedures, and ensures that there are adequate management control systems in place or, developed and operative, to efficiently and effectively manage government resources. Descriptions of College staff sections begin on page 2-5.

B. 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 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. 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.

(2) The Director of CGSC Graduate Degree Programs (GDP) oversees the College's Master of Military Art and Science (MMAS) degree program, and ensures the ethical and academic integrity of research conducted at CGSC. GDP 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 and Command Group 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.

(3) 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.

(4) 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 oversees the CGSC Human Research Protections Program (HRPP) and provides staff support for the Institutional Review Board (IRB). 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.

(5) 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).

(6) 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.

(7) The Digital Leader Development Center (DLDC) enables CGSC to create experiential learning environments using simulation-driven exercises on Mission Command Network (MCNet) works-stations in each CGSC classroom. DLDC provides simulation and gaming capability, exercise support, and tactical network replication. DLDC staff members excel in helping faculty leverage simulations technology to achieve course and program learning outcomes.

(8) The Ike Skelton Combined Arms Research Library (ISCARL) 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. ISCARL will be discussed in more detail in Chapter 11 (Educational Support).

C. 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) The Commandant's Distinguished Chair of Interagency and Multinational Studies recognizes a select individual to foster research in and study of interagency and defense transformation related subjects. Develops relationships with key interagency leaders throughout government departments and agencies, and with non-governmental organizations (NGOs); works closely with them to develop educational opportunities within the CGSC Interagency Exchange Program. The chair holder is 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 Armies 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 Aerospace 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.

D. 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. Stoff 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 Study 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)

E. The College Staff.

(1) The CGSC SGS (Secretary to the General Staff) 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 CGSC G-1 (Human Resources) oversees College 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 CGSC G-3 (Operations) plans and synchronizes non-instruction related campus activities; synchronizes staff operations, processes and initiatives; oversees mandatory training, security management, and facility scheduling. The G-3 issues mission orders and taskings, manages the College master calendar, and serves as CGSC's Trusted Area Security Manager (TASM). The G3 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. G-3 supports select CAC-level functions, conferences, ceremonies and special events.

(4) The CGSC G-4 (Logistics) provides logistical support for resident instruction at the CGSS, SAMS, SCP, and the CGSC Staff. The G4 provides support to WHINSEC SPME 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 CGSC Directorate for Education Technology and G-6 (DOET/G-6) manages the development, acquisition, integration, operation, and sustainment of information technology (IT), education technology (ET), information management (IM), and Information Assurance (IA) applications, systems, and services for CGSC. DOET/G6 provides situational awareness of the

institutional networks, information systems, and other communications assets supporting the organization while managing the CGSC Information Assurance (IA) program and developing CGSC information technology (IT) and information management (IM) plans and policies.

The CGSC DOET/G-6 advises the Deputy Commandant and subordinate staff on evolving educational technology and alternative training opportunities through interactive multi-media aided education. DOET/G6 is responsible for the planning, procurement, integration, and support of classroom and office automation technology at the CGSC and remote CGSOC locations, while simultaneously maintaining TRADOC Classroom XXI services on the campus and providing programmer support to the Student Management System (SMS). DOET/G6 supports and provides the CGSC auditoriums, conference rooms and faculty with Customer Support desk IT support, audiovisual and VTC capabilities, Internet Protocol and satellite Television broadcasting services along with tier 1 level support to the college's non-secure internet protocol router network (NIPRNET), secure internet protocol router network (SIPRNET), and commercial wireless networks for the staff and faculty.

(6) The CGSC Visitor Coordination Office (VCO) orchestrates Distinguished Visitor (DV) planning and ceremonies. VCO provides advice and assistance on protocol matters to the Deputy Commandant, the CGSC Chief of Staff, and others throughout the college and outside the college as required.

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. 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 BoV 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, the Director of Graduate Degree Programs, and the Assistant Deputy Commandant. (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 Director of Graduate Degree Programs, or a member of the GDP 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) Graduate Faculty Council (GFC). Officially established on 16 November 2004, the CGSC GFC advises the Command Group and Dean of Academics on matters of academic policy, with particular focus on sustainment of excellence in graduate-level education, continuing support for the CGSC research mission, and maintenance of academic freedom. The Council consists of from six to nine senior members of the College faculty, including the Director of Graduate Degree Programs who serves as the Chair. The members also serve as a key source of institutional memory. Appointments by the Dean of Academics are contingent upon length of service to CGSC and a substantive record of scholarship through research, publication, teaching and professional activity. At least two thirds of the members must hold doctoral degrees. The GFC may convene at the behest of senior leadership or may on its own initiative study matters of concern to the faculty and submit recommendations.

The GFC plays an important role in support for faculty and student research and scholarship. Applications for faculty research sabbaticals or other financial support of scholarship are reviewed by the GFC, which in turn submits recommendations to the Dean of Academics. The Master of Military Art and Science Program fosters student scholarship through the requirement for research-based theses from CGSOC degree candidates and research-based monographs from all SAMS degree candidates.

In terms of academic policy and curriculum development, the GFC advises the Deputy Commandant and Dean of Academics broadly on graduate-level 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.

L. Navy, USMC, and Air Force 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. The AFELM develops curriculum for one lesson in the ILE Common Core and two lessons in the Advanced Operations Course (AOC). The AFELM offers five electives to students in resident CGSOC.



The U.S. Air Force Element provides tailored instruction to SCP and SAMS, and provides Air Force expertise for Combined Arms Center exercises.

(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 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 one lesson in the CGSOC Common Core, 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 for one lesson in the CGSOC Common Core, and offers one elective.



Chapter 3

The CGSC Graduate Degree Programs

A. The Master in Military Art and Science.

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 CGSS elective requirement, this program requires the student to take 6 credit hours of work as part of the MMAS: A211 (1 credit), A221 (1 credit), and A231 (2 credits for actual completion of thesis work.)
- SAMS MMAS Path: All SAMS students earning the MMAS degree must write and orally defend a research monograph.

B. Admission Requirements.

(1) Admission to the MMAS Degree Program is limited to enrolled U.S. and international students in CGSOC holding 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.

(2) 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.

(3) 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.

(4) 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.

(5) 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 **Research Methods** elective.

(6) SAMS admission to the MMAS program is part of the SAMS selection process. All students enrolled in SAMS must complete the MMAS as part of the graduation requirement for AMSP and ASLSP.

C. Program Requirements. To complete the MMAS Degree Program, a candidate enrolled in the CGSOC must:

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

(2) 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.

(3) 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.

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

(5) In addition to successfully completing their specific curriculum, SAMS students must write an approvable research monograph and pass an oral comprehensive exam based on that curriculum.

D. Focus Areas.

(1) 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. 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.

(2) Students graduate from SAMS’ Advanced Military Studies Program (AMSP) with a focus area in Theater Operations.

(3) Students graduate from SAMS’ Advanced Strategic Leadership Studies Program (ASLSP) with a focus area in Theater Strategy.

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. 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. However, when a guest speaker does invoke the College’s non-attribution policy during a presentation, nothing the speaker says during that presentation may be attributed to them by name, position, or title to any outside source, including news media, public forums, or published writings. 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 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 GPA scale table below will be used when necessary to convert letter or numeric grades to four point equivalents for calculating GPAs.

Letter Grade	4 - Point Equivalence	Grading Range
A+	4.30	97.00 - 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. 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).

C. Key Definitions.

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

D. 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 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) Distance Learning (DL) (Non-Resident) Courses. Adjunct faculty and 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. 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 as 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) **International Military Students** are subject to the criteria established in this document with the provision that final action taken rests with Commander, TRADOC, under the provisions of **Security Assistance Training Field Activity (SATFA)**.

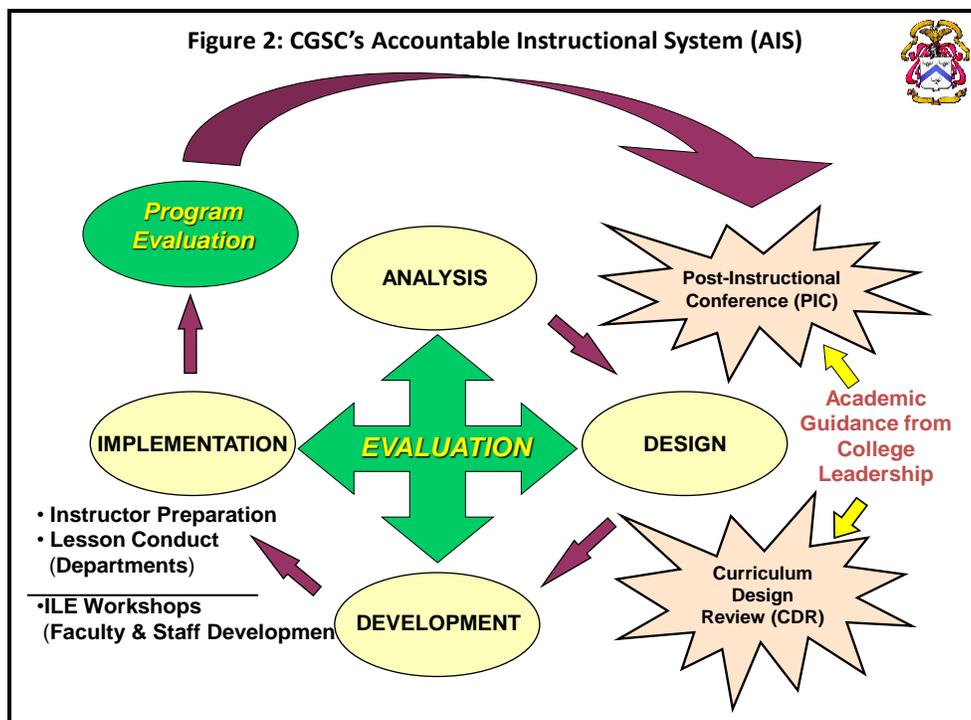
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Chapter 6

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 for 2015, June 2011).

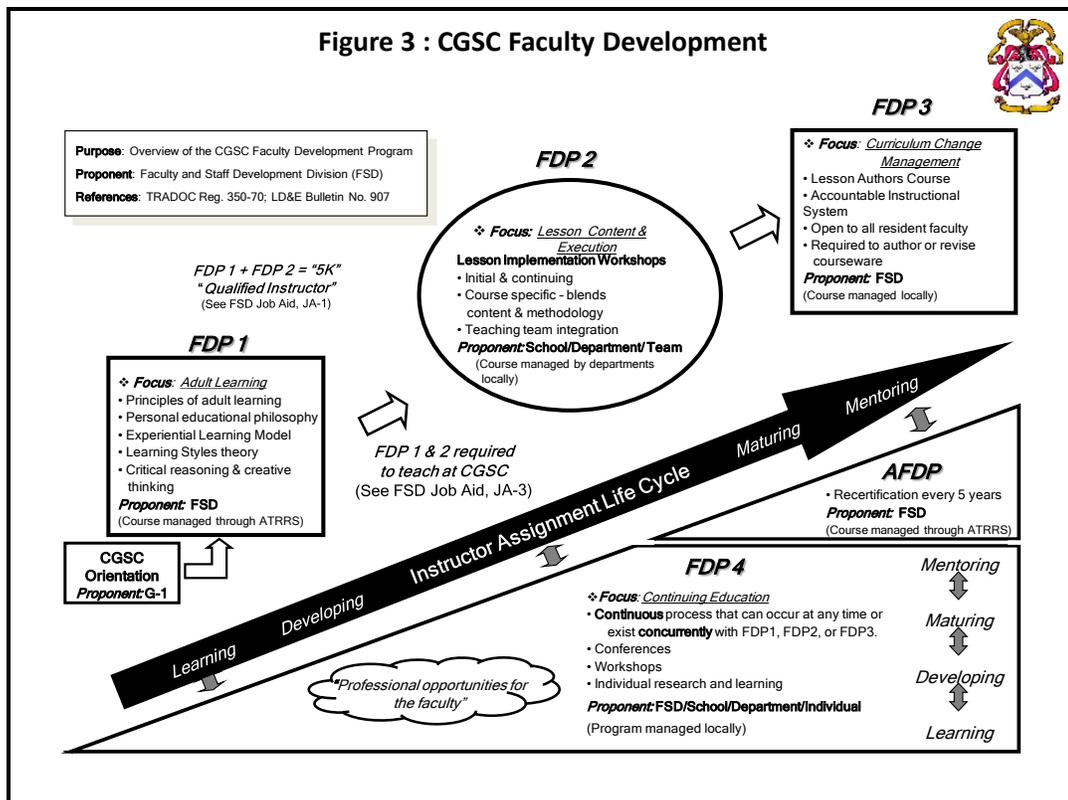
A. CGSC's Accountable Instructional System (AIS). All CGSC schools use the Accountable Instructional System as a structured yet dynamic process for evaluating and adjusting curricula.



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 and analysis of lessons learned. *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 curricula 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 tenants 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.



(2) CGSC Faculty Development Phase 2 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) CGSC Faculty Development Phase 3. 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) Advanced Faculty Development 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) CGSC Faculty Development Phase 4 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.

Figure 4: CGSC Accreditations



<u>Accrediting Body</u>	<u>Freq</u>	<u>Last / Next</u>	<u>CGSC Courses and Schools</u>	<u>Degree or Credential</u>
	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
		SAV in Apr 2015 Next: PAJE in Apr 2016	The Advanced Strategic Leadership Studies Program (ASLSP) in SAMS	Joint Professional Military Education (JPME) Phase II
	Every 3 years. <small>Will be every 6 years after 2017</small>	Last: Mar 2014 Next: 2017	(1) Command and General Staff School (CGSS); (2) School for Advanced Military Science (SAMS);	Military Education Level 4 (MEL 4) for CGSOC graduates
	Every 10 years	Last: 2005 Next: Mar 2016	(3) School of Command Preparation (SCP); and (4) the School for Advanced Leadership and Tactics (SALT)	Master in Military Art and Science (MMAS) for qualified CGSOC, AMSP, and ASLSP graduates

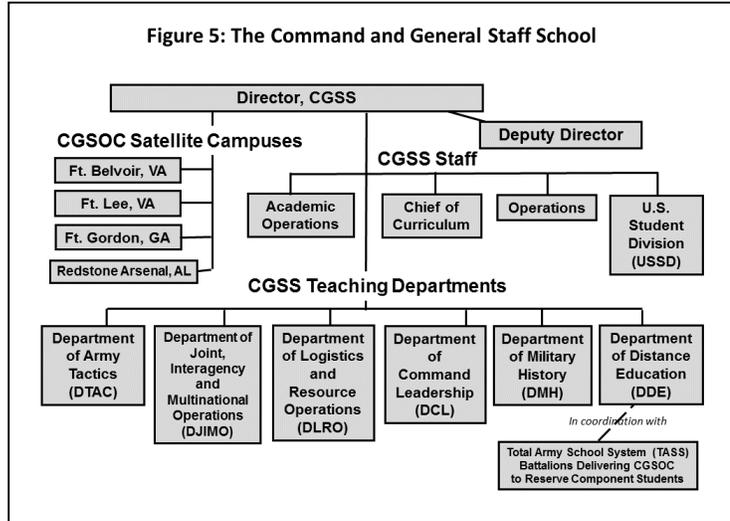
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Chapter 7

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), Department of Command and Leadership (DCL), 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.

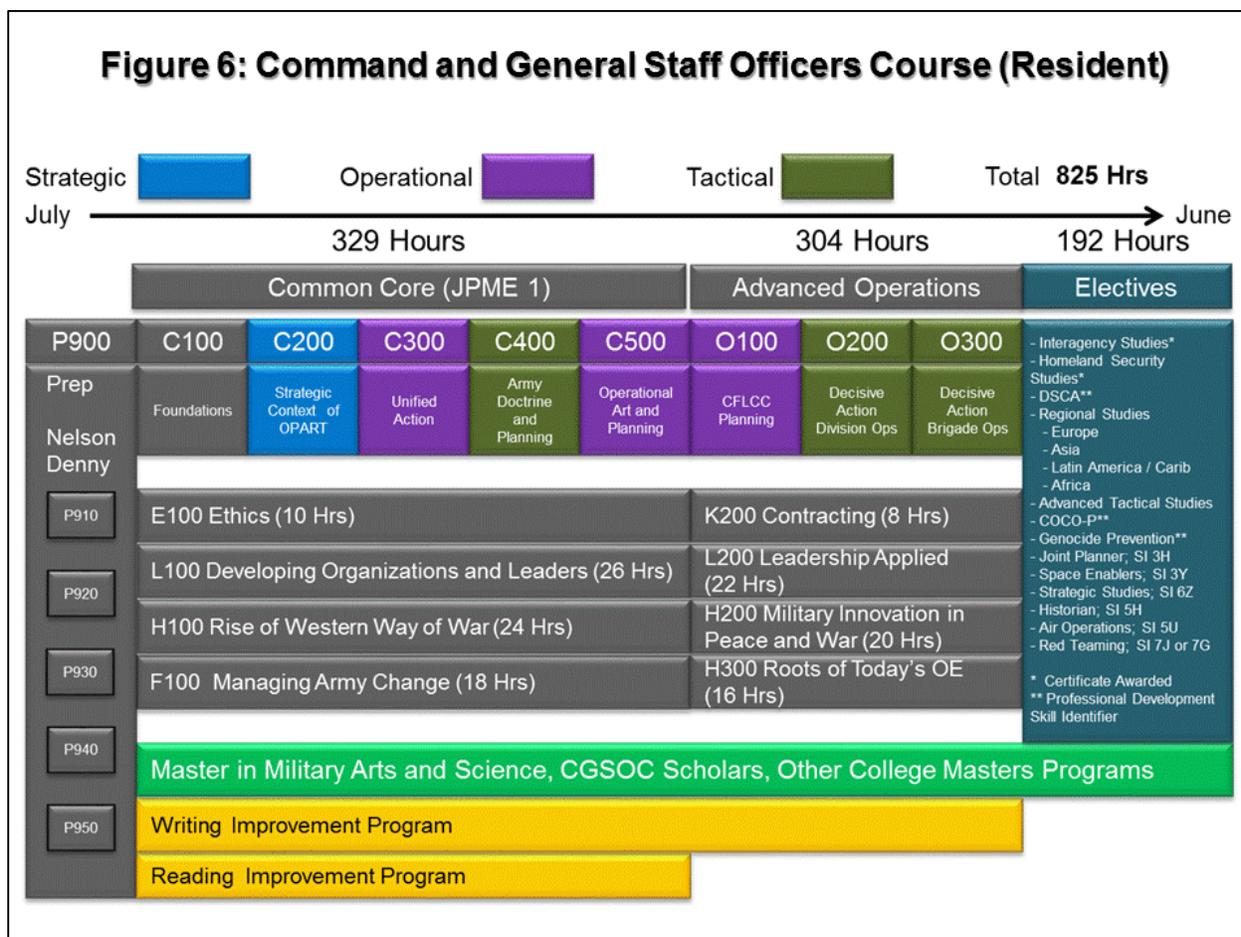
B. The CGSS Academic Program and Courses. Army intermediate level education consists of the CGSOC Common Core Course for all officers regardless of career field or component, and a credentialing course approved by career field proponents. The Command and General Staff Officers Course -- developed and 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 1: Command and General Staff Officers Course (CGSOC)

Mission	CGSOC Common Core: To prepare field grade officers with the knowledge, skills and attributes to adapt and dominate in Unified Land Operations in a range of operational environments. (283 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. (304 CR 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 Attends	AC, Some Inter-Agency (IA), USAR, NG	USAR, NG, Some AC	USAR, NG, Sister Service, Some AC	AC, IA, USAR, NG, IMS	AC, IA, USAR, NG, IMS	AC, USAR, NG
Attendance	960 / year	1,180 / year	4,620 / year	1307 / year	1307 / year	925 / year
Notes	<p><u>Note 1:</u> Resident CGSOC is <i>preceded by Prep Courses</i> serving particular segments of the student population: (1) P910 for International Military Students (IMS) & Sister Service officers; (2) P920 for all MDMP / Logistics; (3) P930 w/ Tactics for Sister Service, IMS, & non-Ops CF; and (4) P950 for Army officers attending other Service / foreign staff schools.</p> <p><u>Note 2:</u> Resident CGSOC students take 11 weeks of Electives (192 CR Hours) <i>following</i> AOC.</p>					

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 2016 is reflected in Figure 6, immediately below. It consists of a preparatory program, Common Core, Advanced Operations Course, and eleven weeks of electives.



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 16-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 provided to non-branch, functional area officers. The 10 lessons explain the Army's doctrine, major combat and combat support operating systems. (RESIDENT ONLY)

(4) P940, Special Operations Forces Preparatory Course (2E-250 P940). P940 provides Special Forces, Psychological Operations, and Civil Affairs Officers with 10 days of specialized SOF instruction at the operational level prior to beginning CGSOC. This course provides students with the opportunity to gain or reaffirm their basic and advanced knowledge of Army and Joint SOF Doctrine at the high tactical and operational levels of war. P940 helps SOF students enhance their staff group's understanding of SOF capabilities and SOF-Conventional Force interdependence. (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 2: CGSOC Common Core Purpose, Course Outcomes, and TLOs

Purpose: To prepare field grade officers with the knowledge, skills and attributes to adapt and dominate in Unified Land Operations in a range of operational environments.	
Graduates of the CGSOC Common Core:	Terminal Learning Objectives (TLOs):
<ul style="list-style-type: none"> • Are prepared to assume war fighting duties immediately upon graduation; • Possess the competencies and supporting skills and knowledge that enable them to perform duties effectively and help teams achieve organizational objectives; • Are attuned to the complexity of the operating environment and consider the impact of culture on military operations. • Take a systems approach to meeting organization and strategic-level leadership challenges. • Are critical and creative thinkers who can adapt and thrive in ambiguous and ever-changing environments; 	<ol style="list-style-type: none"> 1. Explain how field grade officers lead the development of organizations and leaders to achieve results. (Synthesis) 2. Develop critical and creative thinking skills. (Synthesis) 3. Use historical context to inform professional military judgment. (Analysis) 4. Analyze the causes, consequences and contexts of the revolutionary change in modern warfare. (Analysis) 5. Analyze joint operations fundamentals/ doctrine with the capabilities, limitations and considerations of joint forces/unified action partners in joint operations. (Analysis) 6. Create an operational approach and course of action. (Synthesis) 7. Apply US Army doctrine. (Apply)

<ul style="list-style-type: none"> • Are self-aware and motivated to continue learning and improving throughout their careers. • Are skilled at communicating critical information clearly to reach a shared understanding of issues and solutions. 	<ol style="list-style-type: none"> 8. Explain the leader development process. (Synthesis) 9. Apply DOD and Army change management processes. (Apply) 10. Explain how US joint forces, in conjunction with other instruments of national power, further US national interests in a complex international security environment. (Synthesis) 11. Communicate effectively. (Synthesis) 12. Compose your moral reasoning. (Synthesis)
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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 – OPART)
- C400 (Joint Doctrine and Planning)
- 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)
- E 100 (Ethics)

(1) CGSOC CC Block C100 (Foundations) establishes a foundational and conceptual baseline of instruction that sets the conditions for all subsequent learning within the Common Core course and all subsequent courses: Advanced Operations Course (AOC), which includes Elective courses and, for selected students, the Advanced Military Studies Program. Foundations also helps you recognize the relevant learning opportunities available throughout CGSOC while you

prepare for the professional challenges you will face in your operational career. These opportunities include the following: Connections between CGSOC curriculum and future professional requirements; Awareness of self and leader development; and, Choices leading to improved professional competency. C100 Foundations consists of three modules:

- **C120: Critical and Creative Thinking.** This 25 hour module consists of 7 lessons and introduces the fundamentals of critical thinking and creativity and links them to problem solving. You will use a historical case study to apply the concepts of problem solving, critical thinking, and creative thinking to analyze a strategic decision making problem. The case study introduces you to solving complex, non-traditional problems by exercising different perspectives and analyzing solutions. The intent is to achieve an understanding of problem solving as a field or discipline and not just to familiarize you with one problem solving model. This module also introduces the concept of assessment and the use of measures of performance and measures of effectiveness as they relate to problem solving.
- **C130: Leader Assessment and Development.** This 7 hour module consists of 3 lessons and lays the foundation for your continued education and development as organizational leaders. During the first lesson you will analyze the Army's framework for leader development. Additionally, you will examine the leader assessment process and the importance of self-awareness; discuss the leader development process and your role in that process. During the second lesson you will learn about the attributes and core leader competencies that reinforce a life-long learning process. You will discuss the leadership requirements model as presented in ADRP 6-22. Finally you will use and become acquainted with the application of a number of self-assessment instruments; you will examine the role of the coach in the leader development process and participate in a number of coaching sessions throughout the CGSOC Common Core and AOC. With the help of one of your faculty team you will develop an Individual Development Plan (IDP) which becomes a key component for your effective self-development during the CGSOC course and your future career.
- **C170: Effective Communication.** This module consists of 26 hours across 7 lessons designed to improve writing, speaking, and listening skills that are required of Field Grade Officers. The writing lessons and workshops establish the techniques and style you will be expected to use in writing a persuasive or argumentative essay during CGSOC. They explore the importance of communication, and specifically of writing to persuade others to agree or accept the thesis and conclusions presented in an essay. The speaking lessons and workshops provide instruction on verbal communication skills you will use when conducting speaking engagements and/or presenting military briefings, specifically when informing others or making a recommendation for decision. The listening lesson addresses the art of listening effectively.

(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 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. The C200 Block establishes a foundation of knowledge that addresses key learning areas for students to meet Joint Professional Military Education (JPME) level 1 requirements. Students will use this foundation during the course and after graduation when assigned to positions above the tactical level.

C200 Strategic Context of OPART 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 – OPART) is a 42-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 you 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 you to analyze joint capabilities in light of operational problems.

C300 Unified Action lessons are:

- C301 Fundamentals of Unified Action
- C302 Joint Functions
- C303 Range of Military Operations
- C304 Multinational Capabilities and Considerations
- C305 Inter-organizational Coordination and Capabilities
- C306 US Air Force Roles, Functions, Capabilities, and Limitations
- C307 US Navy Roles, Functions, Capabilities, and Limitations
- C308 USMC Roles, Functions, Capabilities, and Limitations
- C309 US Army Global Mission Command & Army Sustainment Capabilities
- C310 US Special Operations Forces (SOF)
- C311 US Space Operations and Forces, Fundamentals, Capabilities, and Limitations
- C312 Cyberspace Operations
- C313 Unified Action Practical Exercise

(4) CGSOC-CC Block C400 (Army Doctrine and Planning) consists of 13 lessons totaling 72 hours with the focus on two primary doctrinal subjects: What the Army does: Unified Land Operationsand How the Army does it: Mission Command. These lessons will build on: C100 -- Foundations; C200 (Strategic Environment) the strategic level of war; C300 (Joint, Interagency, Intergovernmental and Multinational), joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations; L100 (Leadership) Developing organizations and leaders, an organizational level leader's perspective of change, culture, ethics, and the need for influencing organizations; and H100 (History – Rise of the Western Way of War) an analysis of the historical basis of our doctrine.

C400 is an integral part of the CGSOC Common Core foundation for Joint Professional Military Education (JPME). This theme 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.

The Doctrine lessons are:

- C401 Doctrine Foundations
- C402 Army Design Methodology & Understanding
- C403 Tactical Sustainment
- C404 Mission Command: Art of Command/Science of Control
- C405 Decisive Action: OFFENSE
- C406 Decisive Action: DEFENSE
- C407 Decisive Action: STABILITY/DSCA
- C408 Integrating the Warfighting Functions
- C415 Training Management (Satellite only)
- C420 MDMP: Receive the Mission
- C421 MDMP: Mission Analysis
- C422 MDMP: COA Development
- C423 MDMP: COA Analysis
- C424 MDMP: OPORD Production

(5) CGSOC-CC Block C500 (Operational Art and Planning) consists of five lessons totaling 48 hours. The first five lessons build on C300 with a more comprehensive discussion of operational art and design with a systems perspective. You will discuss joint tools, factors, and functions, the range of military operations, and joint/JFACC targeting. Lessons C506-C511 provides introductory instruction, demonstration, and practical exercises where you will apply all previous joint lessons and the Joint Operation Planning Process (JOPP) using the Caucasus (GATT) scenario and develop, assess, compare and select various courses of action. At the conclusion of the C500 lessons you should be able to apply the doctrinal foundations underpinning operational art and design in joint operations; the joint tools found at the Joint Electronic Library (JEL); the factors of time, space and purpose; the joint functions of command and control, intelligence, fires, movement and maneuver, sustainment and protection; and be able to develop, analyze and evaluate a doctrinally complete course of action for the operational level.

The Joint Application lessons are:

- C501 Introduction to Operational Art and Design
- C502 Elements of Operational Design
- C503 Introduction to Joint Operational Planning Process (JOPP)
- C504 Joint Logistics Planning

- C505 Joint Operations Planning Exercise

(6) CGSOC-CC Block F100 (Managing Army Change) 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; (2) Develop required capabilities; (3) Design and develop organizational capabilities; (4) Determine, prioritize and document personnel and materiel authorizations; (5) Acquire, train and distribute personnel; (6) Acquire and distribute materiel.

F100 incorporates the critical thinking and leadership development concepts in the C121 (Introduction to Critical and Creative Thinking) and C122 (Critical and Creative Thinking) lessons in the foundations block; and L103 (Leading Organizations in Change) in the parallel leadership block. F100 is also linked to the C200 (Strategic Context of OPART) and in particular to instruction in lesson C204 (National/DoD/Theater Organizations and Processes Strategies and Policies). Additionally, lessons connect to H100 as students discuss the impacts and challenges of revolutionary military change throughout history and L100 where students examine the best practices of effective organizational leaders.

The F100 lessons are:

- F101 Foundations of Change
- F102 Joint and Army Capability Development
- F103 Force Development
- F104 Developing Materiel Capabilities
- F105 Army Force Integration
- F106 Operational Contract Support
- F107 Force Management Practical Exercise
- F108 Force Management Final Exam

(7) CGSOC-CC Block H100 (Rise of the Western Way of War) provides students with a broad perspective on the interplay between war and Western society and the nature of revolutionary military change. Through that perspective, students gain insights into the challenges and opportunities the U.S. military faces today. The block focuses upon four “Military Revolutions” that have profoundly recast Western warfare since 1600: the rise of the nation-state; the emergence of mass politics; the Industrial Revolution; and the emergence of new combined arms warfare in World War I. H100 also introduces the students to military theory through the writings of Jomini and Clausewitz. Finally, there is a “Past as Prologue” lesson in which students reflect upon the lasting impact of “Military Revolutions” and military theory for today’s world.

H100 lessons are:

- H101 War, Society, and the Structure of Military Revolution
- H102 Rise of the State and the Dawn of Modern War
- H103 Limited War in the Eighteenth Century
- H104 Armies of the People and the Birth of Modern Operational Art
- H105 Perils of Imperial Overextension – Decline of Napoleon
- H106 Explaining the Revolution: Clausewitz
- H107 Explaining the Revolution: Jomini
- H108 The War for the Union: A “People’s Contest” in the Industrial Age

- H109 The Brain of the Modern Army
- H111 World War I – Birth of Combined Arms Warfare
- H112 Past as Prologue: War in the Modern World

(8) CGSOC-CC Block L100 (Developing Organizations and Leaders) focuses on the challenges field grade officers face as they develop and lead organizations within the 21st Century. Using military and civilian case studies, students will examine the paradigms of organizational leadership. They will read and discuss the difficult challenges faced by organizational level leaders such as: *Can I accomplish my mission and still fail as an organizational-level leader? Should I change a successful organization? Must my personal values align with organizational values? How do I influence outside the chain of command to achieve my organization's objectives? Can my organization succeed without a vision? Am I learning the right lessons from my experiences as a leader?* As students reflect on these questions and others, leadership perspectives will expand and students will gain a greater appreciation for the challenges they will face and overcome as they improve organizations and succeed in the operational environment.

L100 lessons are:

- L101 Developing Organizations and Leaders
- L102 Organizational Power and Influence
- L103 Leading Organizations in Change
- L104 Organizational Culture and Climate
- L105 Developing Learning Organizations
- L106 Organizational Stress and Resilience
- L107 Building Organizational Teams
- L108 Developing Ethical Organizations that Prevent Sexual Harassment and Assault
- L109 Implementing an Organizational Vision
- L110 Extending Influence Through Negotiation
- L111 Extending Influence Through Negotiation Role Play

(9) CGSOC-CC Block E100 (Ethics) is a 10-hour course which seeks to enhance students' moral development in order to support their role as stewards of the Army profession and ethical decision makers. Ultimately, this course provides students with the opportunity to reflect on their personal moral philosophy and how it integrates with the professional military ethics, as well as how officers exercise moral leadership.

E100 lessons are:

- E101 Stewarding the Profession
- E102 Just War
- E103 Virtue Ethics
- E104 Duty and Consequential Ethics
- E105 Soldiering in a Post-Modern World

F. The CGSOC Advanced Operations Course (AOC) professionally develops graduates to serve as staff officers and commanders with the ability to build, lead formations, and integrate unified land operations with the efforts of Joint, Interagency, and Multinational partners in current and future operational environments. It prepares Maneuver, Fires & Effects and Force Sustainment career field officers to serve on battle staffs of operational level headquarters, to lead missions assigned to battalion and brigade-size units, and to develop the professional skills and competencies they will require as senior field-grade leaders.

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

<p>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.</p>	
<p>Graduates of the Advanced Operations Course:</p> <ul style="list-style-type: none"> • Are able to analyze complex problems and recommend solutions through the application of critical and creative thinking and problem solving models; • Are capable of building and leading organizations in Unified Land Operations in complex and unstructured environments using Mission Command. • Considers the impact of culture, ethics, and history in military planning and operations. • Applies the concepts of joint force deployment and employment. • Communicates critical information clearly to reach a shared understanding of issues and solutions. • Uses historical context to inform military judgments and decision making. 	<p>Terminal Learning Objectives (TLOs):</p> <ol style="list-style-type: none"> 1. Recommend a Land Component Operational Course of Action. 2. Analyze the considerations for preparing, deploying, sustaining, and redeploying ready forces at the component level. 3. Evaluate the employment of Army tactical forces in Unified Land Operations. 4. Develop a force generation plan. 5. Employ the mission command system in planning, preparing, executing, and assessing unified land operations. 6. Use historical context to inform professional military judgment. 7. Explain the major historical factors that shaped military innovation and institutional adaptation in peace and war. 8. Explain the historical trends that have shaped today's operational environment. 9. Integrate your organizational-level leadership perspective from a commander's point of view to lead organizations in Unified Land Operations. 10. Communicate critical information clearly. 11. Analyze the planning, funding and requirement considerations for Operational Contract Support (OCS).

The AOC curriculum has four primary blocks of instruction consisting of:

- O100 - CFLCC Operational Planning
- O200 – Decisive Action: Division Operations
- O300 - Decisive Action: Brigade Operations
- O315 - Decisive Action: Unit Training Management

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

H200 - Military Innovation in Peace and War
H300 - Roots of Today's Operational Environment
L200 - Leadership Applied
K200 – Operational Contract Support
B100 – Mission Command Information Systems

G. CGSOC AOC Block Descriptions and Lesson Titles

(1) CGSOC-AOC Block O100 (CFLCC Operational Planning) The purpose of this block is to help students understand the role of the Army corps headquarters serving as the CFLCC, integrating unified land operations with Joint, Interagency, Intergovernmental, and Multinational partners. At the end of the block, students will understand how the CFLCC staff plans for future operations.

O100 lessons are:

- O101 Intro to ASCC / Corps / C2 of LCC
- O102 Theater Sustainment Command Operations
- O103 Force Generation
- O104 Global Mobility / TRANSCOM
- O105 Sustainment Prep of Op Environment
- O106 SOF and Conventional Force Interdependence
- O107 Integrating Land Operations into Unified Action
- O108 Operational Planning Applications
- O109 Joint Targeting
- O199 CFLCC Planning Exercise

(2) CGSOC-AOC Block O200 (Decisive Action: Division Operations) builds on the concepts and methodologies introduced in the C400 Army Doctrine and Planning theme during the common core; the application of operational design in the O100 CFLCC Operational Planning theme; along with the concepts and fundamentals of Force Generation addressed in the F106 and O102 lessons. O200 is the only curriculum block totally devoted to both planning and executing major operations at the tactical level. This 86-hour, application-centric theme of lessons will help prepare students to execute missions in extended campaigns and to anticipate change, create opportunities, and manage transitions. O200 will improve awareness of the Operations Process allowing students the opportunity to hone their ability to understand, visualize, and describe the operational environment; frame complex problems; and participate in a coordinating and special staff during planning, preparation, execution, and assessment of tactical operations to achieve a desired end state.

O200 lessons are:

- O211 Division Doctrine Foundations
- O212 Close Air Support Integration and Execution
- C213 Tactical Sustainment
- O220 Plan Major Operations

- O299a Prepare Major Operations
- O299b Execute Major Operations

(3) CGSOC-AOC Block O300 (Decisive Action: Brigade Operations) builds on doctrinal concepts and methodologies that began in C400 Army Doctrine and Planning; and is a continuation of O100 Campaign Planning and O200 Decisive Action: Division Operations. This 84-hour, application-centric block will prepare students, as leaders, to develop training and deployment plans and execute missions in extended campaigns and to anticipate change, create opportunities, and manage transitions. O300 will foster understanding of applying operational art in tactical planning and help to develop cognitive processes. It will increase students' ability to understand, visualize, and describe the operational environment; frame complex problems; and direct staffs during planning, preparation, execution, and assessment of tactical plans to achieve a desired end state.

O300 lessons are:

- O301 Fundamentals of Stability
- O316 Brigade Deployment and Sustainment
- O318 Urban Operations
- O319 Army Design Method
- O320 Plan Brigade Operations
- O399 Army Design Methodology Exercise

(4) CGSOC-AOC Block H200 (Military Innovation in Peace and War) explores military change and innovation in the interwar period (1919–39) and the consequences of that innovation during World War II (1939–45). The block begins where H100 ended, with the stalemate and innovation that characterized military art and science at the end of the Great War. In succeeding lessons, you will trace the development of new technologies and doctrines from the perspectives of major world players. Finally, you will examine the results of these changes in the cauldron of World War II. Few of the innovations worked perfectly; some were abysmal failures. Nevertheless, you have an opportunity to derive insights to help you participate in today's rapidly changing military, and to understand the challenges faced by the US defense establishment in the current operational environment.

H200 lessons are:

- H201 How Do Militaries Change?
- H202 Interwar Mechanization
- H203 Interwar Airpower Theory
- H204 Naval Innovation Between the Wars
- H205 Amphibious Warfare: Theory
- H206 Blitzkrieg, 1939-40
- H207 The Soviet-German Conflict
- H208 Naval Innovation in the Pacific and Atlantic
- H209 Amphibious Warfare: Application
- H210 The Combined Bomber Offensive, 1942-1945

(5) CGSOC-AOC Block H300 (Roots of Today's Operational Environment) builds on the historical insights developed in the CGSOC Common Core (H100) and H200 while developing a base knowledge of military history to enhance professional judgment. This block provides a broad perspective of the historical conflicts that reflect similar challenges and opportunities to those faced by today's US military, especially with the refocus on Asia. One of the key critical reasoning skills students employ in H300 is identifying the limitations of historical analogy. The lessons in H300 trace the course of conflicts and military developments that mirror the social, political, military, and economic challenges of today's operational environment. The course will focus on the themes of conflict termination, people's revolutionary war, and limited warfare in the context of the late twentieth century.

H300 lessons are:

- H301 Nuclear Warfare and Containment
- H302 Chinese Ways of War
- H303 Korea: Rebirth of Limited War
- H304 Vietnam I: Insurgency
- H305 Vietnam II: Vietnamization
- H306 Rebuilding a Broken Army
- H307 The American Way of War: Operation Desert Storm and Beyond
- H308 The Past as Prologue

(6) CGSOC AOC Block L200 (Art of Command) builds on the foundation established in L100. The objective is to build on the framework of "improving while operating" by integrating this perspective using a commander's point of view. Students do this by examining a series of case studies ranging from World War II to today's operational environment, illustrating contemporary challenges facing today's organizational leaders. Many of the cases occur in a spectrum of conflict framed in uncertainty, complexity, ethical challenges, and physical and psychological stresses. There are two unifying themes in L200 that provide common threads to all of the lessons. The first is confronting the challenges faced and how leaders overcome those challenges, as either a commander or as a staff officer supporting a commander. The second is decision-making in complex environments. All of the case studies in L200 contain elements of these two themes. By viewing complex challenges through the eyes of a commander students gain a better understanding of how to apply the "improving while operating" construct to their next operational assignment. Synthesizing the ideas from L100 and L200 will improve the ability to successfully lead, develop, and achieve results as an organizational leader.

L200 lessons are:

- L201 Transition to Command
- L202 Commander's Visualization
- L203 Complexity
- L204 Decision Making
- L205 Developing Leaders
- L206 Leading from the Middle: Effective Followership
- L207 Ethics in War
- L208 Moral Courage
- L209 Risk and Adaptability
- L210 Leading in Coalitions
- L211 Reflections on Organizational Leadership

(7) CGSOC AOC Block K200 (Operational Contract Support) treats the role of operational contracting support (OCS) and money as a weapon in support of contingency operations. Lesson K221 covers the integration of OCS into campaign planning; lessons K222 and K223 focus on contracting and funding at the division and brigade levels and how commanders leverage and synchronize these assets. The final contracting lesson (K224) applies previous lesson material, in the form of a practical exercise, with an emphasis on preparing requirements packages.

K200 lessons are:

- K221 Contracting Support in Operational Planning
- K222 Funding Contingency Contracting
- K223 OCS to Division and Brigades in Decisive Action (Fiscal Triad / Key Players)
- K224 Requirements Documents

H. The GSOC Electives Program.

The electives program allows students to select courses which enable professional growth, prepare for future assignments, and fulfill personal interests. Every student enrolled in the CGSOC resident course at Fort Leavenworth must complete a minimum of 192 hours of elective courses. These hours **must 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 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) ASI / 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. For USAF officers the program manager will submit a letter announcing program completion to Deputy Undersecretary of the Air Force for International Affairs. 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. These electives include:

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) The Tactical Coalition Warfare Program 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) The Tactical Coalition Warfare (TCW) Sustainment Focus Program 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) SAMS Selectees Program -- Students selected for SAMS 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) The Support Operations (SPO) Course Certificate Program 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) **Brigade S-1 Certification Program** 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) **Defense Transportation Officer (DTO) Course Certificate Program** 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 Graduate Degree Program](#).

(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.

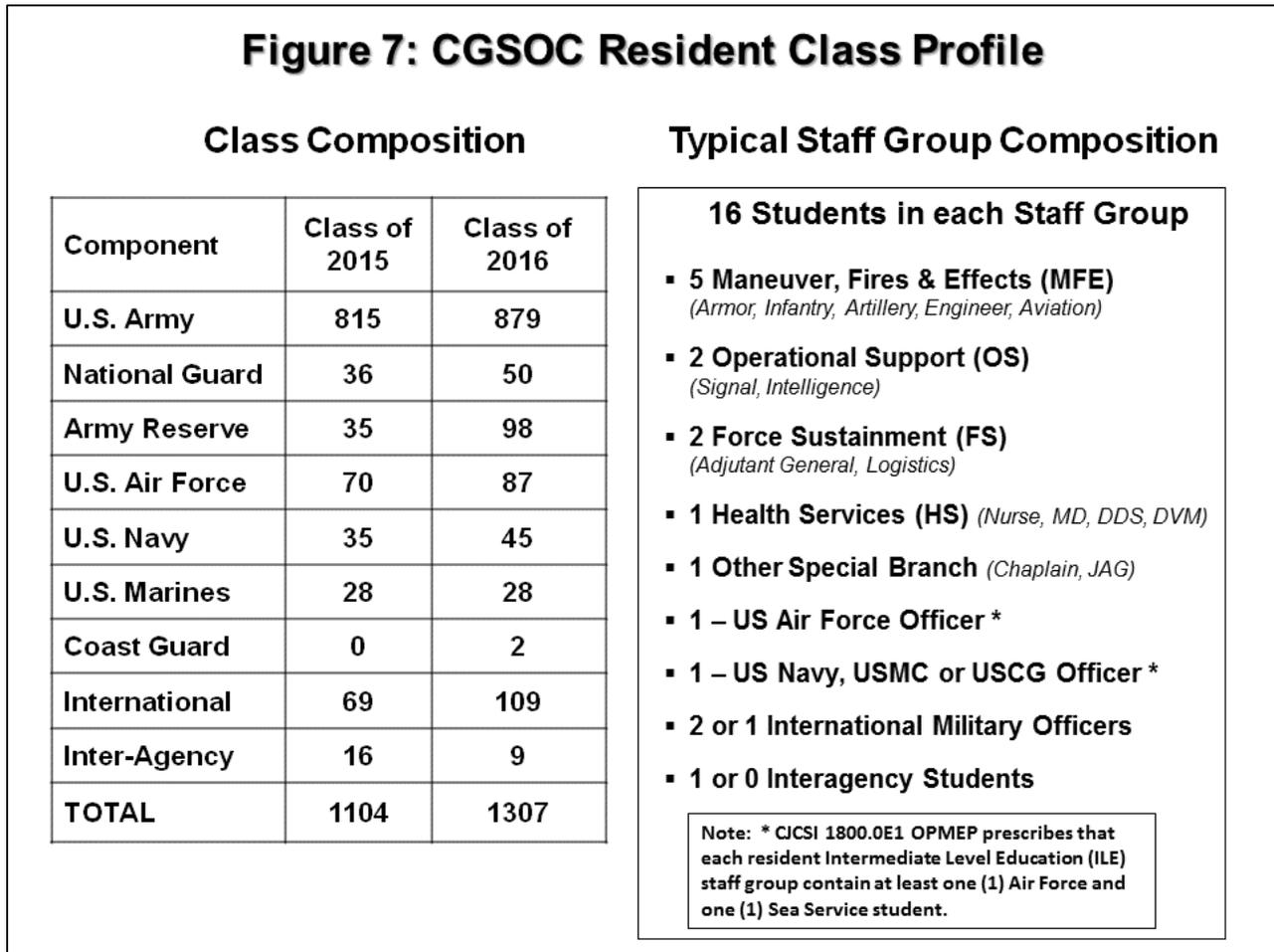
c) **S401 SOF Advanced Studies** builds on the Fundamental SOF Studies and focuses on how critical thinking/critical reasoning contribute to the conduct of Joint Special Operations, the contribution of SOF capabilities to full spectrum operations, and selected studies of SOF in the Contemporary Operational 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.

I. 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.



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.

J. 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.

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 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 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 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 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 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.

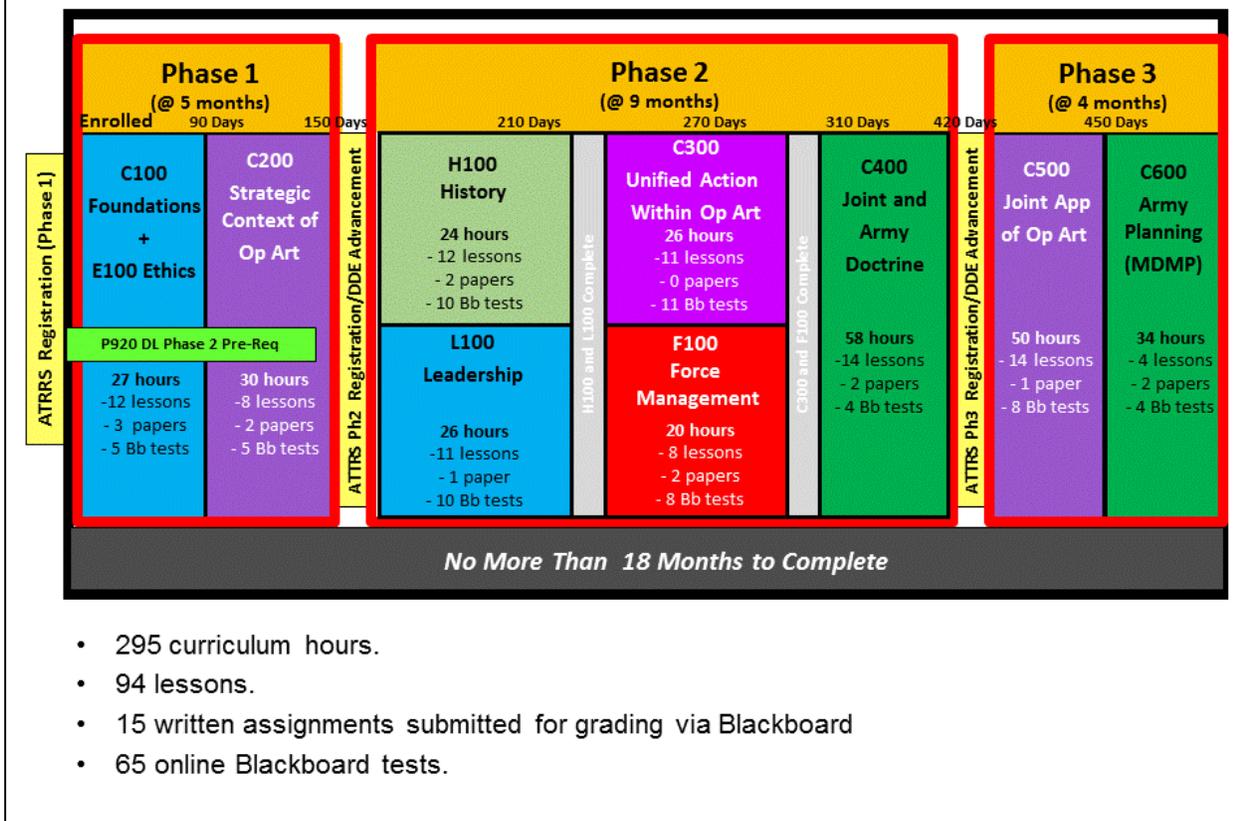
(2) CGSOC Common Core DL – RC, NG, and AC officers have three options for completing the non-resident CGSOC Common Core: (a) via asynchronous CC-DL; (b) from The Army School System (TASS) reserve officer faculty during a mix of two-week ADT and weekend IDT training sessions; or (c) by blending asynchronous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

(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)

Common Core Instructional Blocks

- Foundations
- Strategic Environment
- JIIM Capabilities
- Joint and Army Doctrine
- Joint Functions and Planning
- Army Planning
- History
- Leadership
- Force Management

Figure 8: CGSOC Common Core (Distance Learning)
(Delivered by the Department of Distance Education, CGSS)



(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.

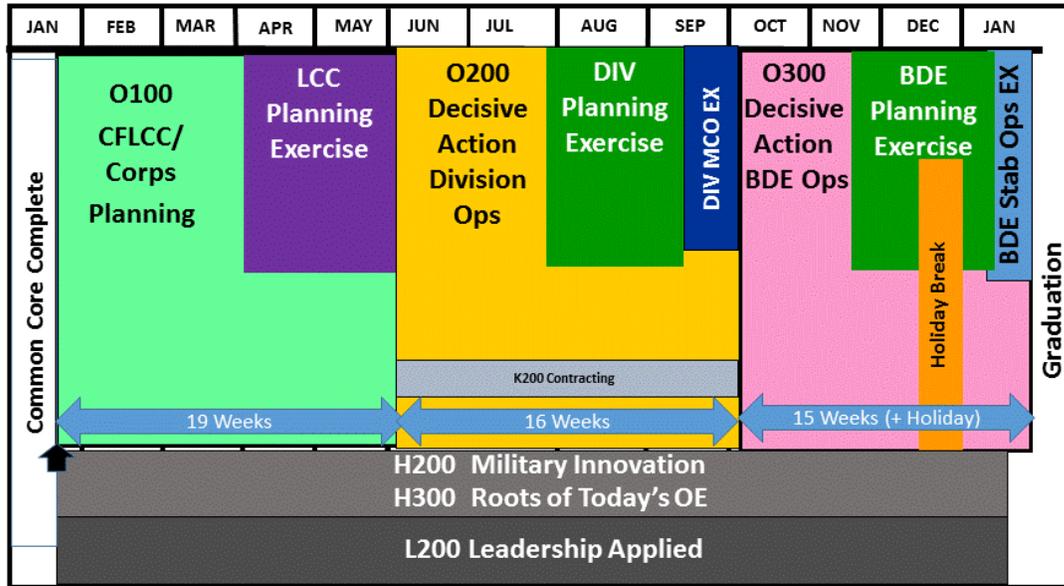
(c) CGSOC Common Core students have the ability to transfer between the DL and TASS options during specific windows in the course. This provides added flexibility for students, almost all of whom are working full-time in addition to meeting their intermediate-level Professional Military Education requirement.

(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 9: CGSOC Advanced Operations Core (Distance Learning)
 (Delivered by the Department of Distance Education, CGSS)



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

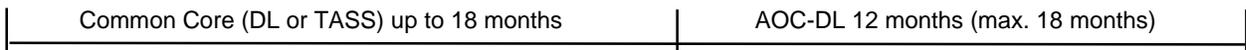
(4) Comparability of resident CGSOC and non-resident CGSOC -- CGSC employs the same course outcomes, terminal learning objectives, and enabling learning objectives for resident and non-resident (DL and TASS) versions of the CGSOC Common Core and the Advanced Operations Course. While the modality for delivery of CGSOC curriculum content may 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 10: Resident and Non-Resident CGSOC Timelines

Resident CGSOC Timeline = 10 months



Non-Resident CGSOC Timeline = 30-36 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. ATRRS 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

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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 Interagency partners 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 4: 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 who are critical & creative thinkers, and produce viable options to solve operational problems	Develop theater-level senior leaders	Prepare field grade officers as strategic planners 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 <ul style="list-style-type: none"> ▪ SSC Student for 1st Year; ▪ AMSP Seminar Leader, 2nd Year 	4 to 6 years
Frequency and Size	<ul style="list-style-type: none"> ▪ 1 start each year (June–May) ▪ Capacity is 144 students in nine 16-person seminar groups 	<ul style="list-style-type: none"> ▪ 1 start / year (June – May) ▪ 1 seminar of 15-17 students 	<ul style="list-style-type: none"> ▪ New cohort each year. ▪ 10-12 students for each cohort.
Who Attends	<ul style="list-style-type: none"> ▪ Majors / CGSOC Grads; Selected RC; Sister Services; Int’l Officers; Interagency ▪ ~ 20% are “field selects” who have completed KD assignments 	<ul style="list-style-type: none"> ▪ Lieutenant Colonel and Colonel; SSC Selects; Experienced Leaders / Cdrs, Sister Services, International Officers, Interagency 	<ul style="list-style-type: none"> ▪ U.S. Army officers with 12-21 years of service. ▪ Selected for professional and academic potential.
Students	<ul style="list-style-type: none"> ▪ AMSP 2015: 125 Total 90 USA, 2 ARNG, 1 USAR, 10 USAF, 6 USMC, 0 USN, 11 International Officers, and 4 U.S. Agencies and 1 DoD 	<ul style="list-style-type: none"> ▪ ASLSP 2015: 16 Total 8 USA, 2 USAF, 1 USMC, 0 USN, 3 International Officers, and 2 Interagency 	ASP3 cohorts by year: 3 in 2012; 11 in 2013; 10 in 2014; and 12 in 2015

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 5: The Advanced Military Studies Program (AMSP) Purpose, Course Outcomes, and Terminal Learning Objectives

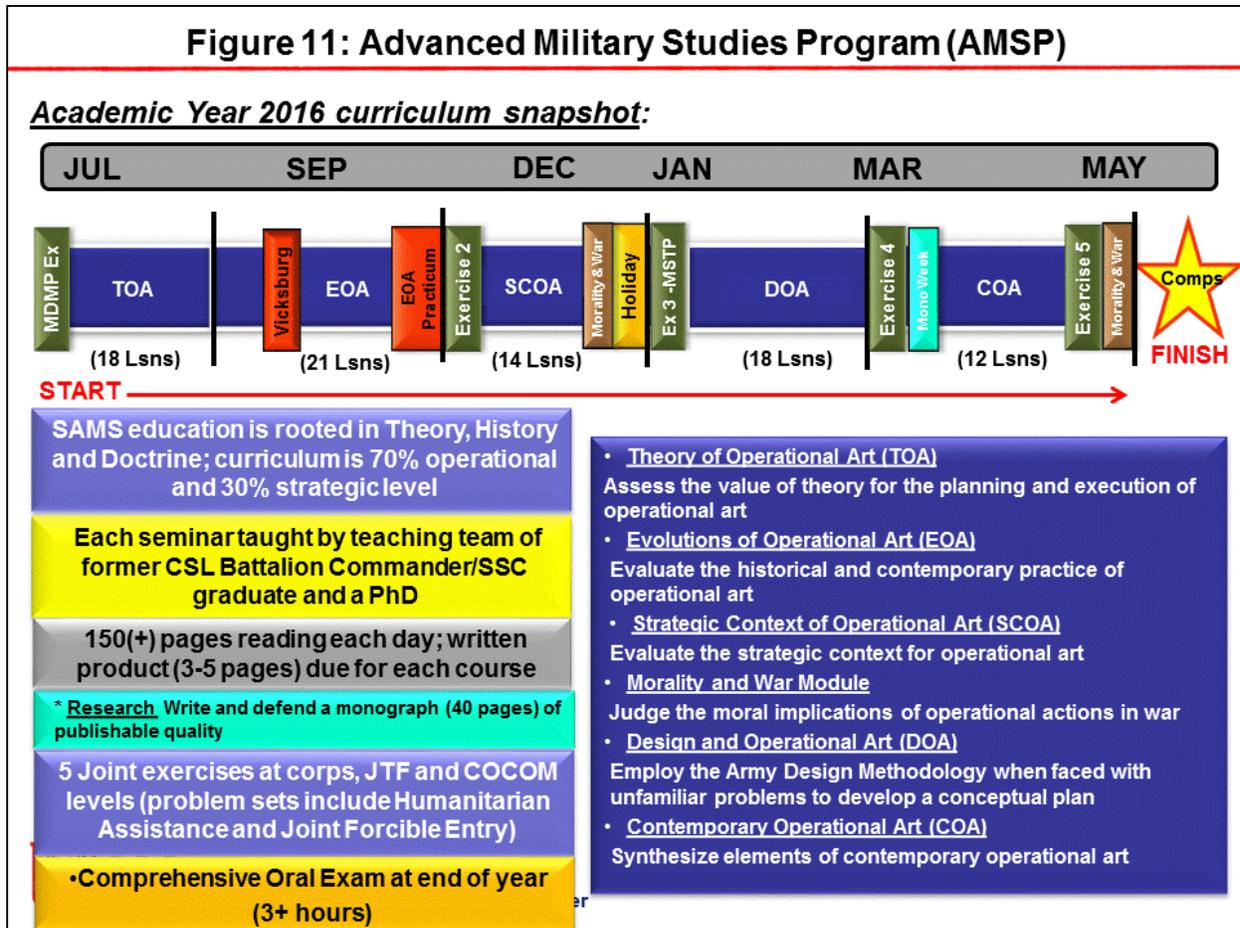
Purpose: Develop agile and adaptive leaders who are critical and creative thinkers, able to produce viable options to solve operational problems and achieve a Master of Military Art and Science focused on Theater Operations.	
<p>Graduates of the AMSP:</p> <ul style="list-style-type: none"> • Are critical and creative thinkers grounded in operational theory, doctrine and history; • Can identify problems and propose viable solutions; • Can clearly communicate to various audiences orally, graphically, and in writing; • Are good leaders and great teammates who collaborate effectively to get the job done; • Have the courage to lead from above, beside and below; • Are physically and mentally tough; and • Are humble professionals who are more than they seem. 	<p>Terminal Learning Objectives (TLOs):</p> <ol style="list-style-type: none"> 1) Assess the value of theory for the planning and execution of operational art. 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 contemporary operational art. 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 to become agile and adaptive leaders who are critical and creative thinkers and can produce viable options to solve operational problems. 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) Design and Operational Art (DOA) – 10 lessons

- (5) Contemporary Operational Art (COA) – 12 lessons
- (6) Applied Integrated Planning
- (7) Research



(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.

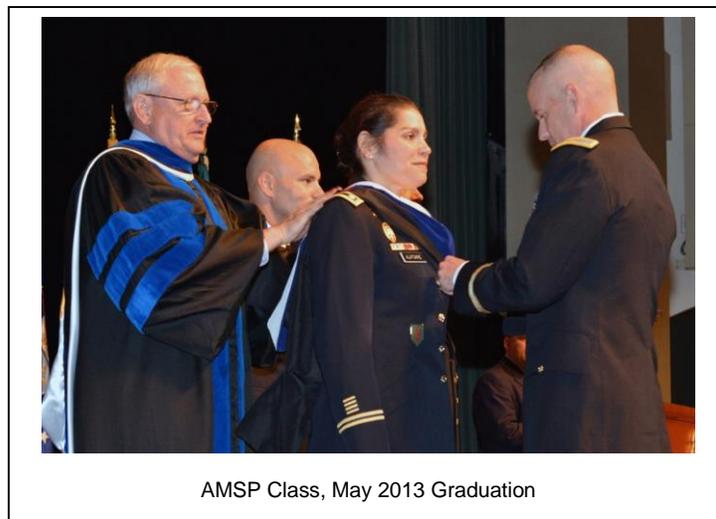
(5) Contemporary Operational Art, where students synthesize elements of current and future operational art. Since no one commands a monopoly of knowledge on what the future holds, this course exposes students to a wide range of thought on future warfare, thus teaching him or her how to think about the future instead of what the future holds instead of attempting to prepare students for a specific future. Student groups use readings and class discussion to generate a future military scenario, identify relevant enemy actions, and produce an information paper that outlines the concept of friendly operations. The course helps students develop skills to identify trends in conflict and change relevant to future operational art, analyze the strategic, operational, and tactical implications of future warfare, analyze American and non-American perspectives on major combat in future warfare, and analyze genetics, robotics, information, nanotechnologies, and the space domain in future warfare.

(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 Military Art and Science Degree with a concentration in Theater Operations. To earn their degree, students must pass an assessment in each course which includes seminar participation, satisfactory practical exercise completion, 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 not less than forty pages 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 for graduation as well.



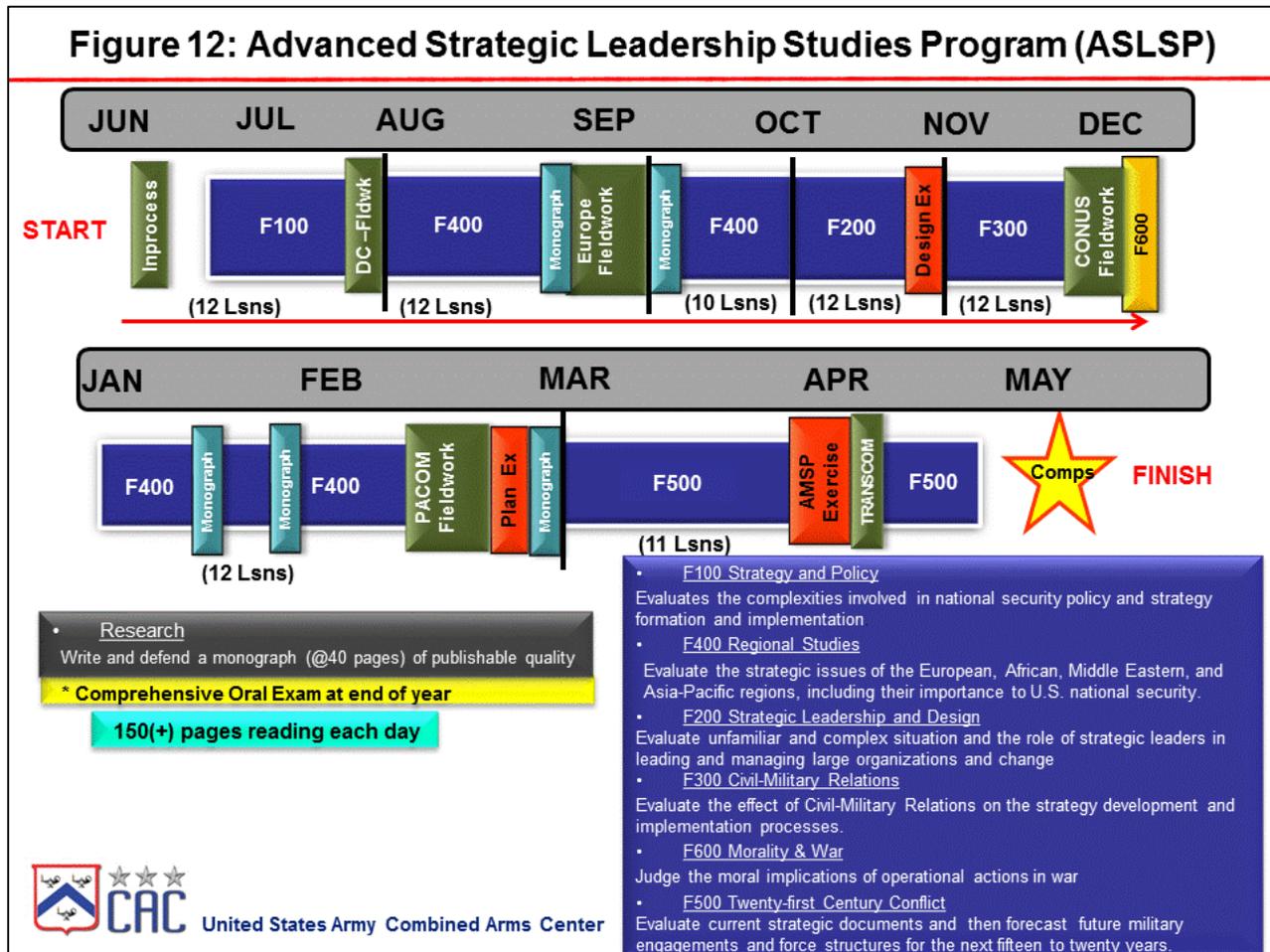
C. The Advanced Strategic Leadership Studies Program (ASLSP) Description.

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 been centrally selected by their service for this program. The ASLSP is a Senior Service College course composed of one seminar with 16 students.

Table 6: Advanced Strategic Leadership Studies Program (ASLSP) Purpose, Course Outcomes, and Terminal Learning Objectives

<p>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 in Military Art and Science focused in Theater Strategy.</p>	
<p>Expectations of ASLSP graduates are that they:</p> <ul style="list-style-type: none"> • Lead at the strategic level across the range of military operations, leveraging Joint, Interagency, and Multinational (JIIM) capabilities. • Achieve cross-cultural understanding of the strategic environment and the dynamic global setting. • Apply conceptual frameworks to develop a range of potential solutions for complex strategic problems. • Communicate best military advice to senior officials. • Develop effective teams and junior officers. 	<p>Terminal Learning Objectives (TLOs):</p> <ol style="list-style-type: none"> 1) Evaluate the complexities involved in national security policy and strategy formation and implementation. 2) Evaluate the strategic issues of the European, African, Middle Eastern, and Asia-Pacific regions, including their importance to U.S. national security. 3) Evaluate unfamiliar and complex situations and the role of strategic leaders in leading and managing large organizations and change. 4) Evaluate the effect of Civil-Military Relations on the strategic development and implementation processes. 5) Judge the moral implications of operational actions in war. 6) Evaluate current strategic documents and then forecast future military engagements and force structures for the next fifteen to twenty years. (7) Write and defend a monograph of publishable quality.
<p>Note: Those ASLSP graduates who remain a second year to serve as seminar leaders for the Advanced Military Studies Program (AMSP) are expected to:</p> <ul style="list-style-type: none"> • Coach and mentor AMSP students for professional confidence as operational planners for Division, Corps, and Service Component Headquarters; and • Teach U.S. Army and Joint doctrine. 	

To achieve these expectations, the curriculum (see Figure 9) 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 JPMEII accreditation are an essential component for the design of the senior level curriculum.



The ASLSP curriculum consists of the following seven courses:

- (1) F100 Strategy and Policy – 12 lessons
- (2) F200 Strategic Leadership and Design – 12 lessons
- (3) F300 Civil-Military Relations – 12 lessons
- (4) F400 Regional Studies – 10-12 lessons per region
- (5) F500 Twenty-first Century Conflict – 11 lessons
- (6) F600 Morality and War
- (7) Research

(1) **F100 Strategy and Policy** 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 that are 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 Strategic Leadership and Design** 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.

(3) **F300 Civil-Military Relations** The purpose of this course is to provide an opportunity for the student officers to comprehend, evaluate, and analyze the theory and practice of civil-military relations in the United States over time. The course includes readings in the theory of civil-military operations, case studies in the application of civil-military dialogue in a number of historical campaigns and operations, and fieldwork at geographic and functional combatant commands. This fieldwork includes US CENTCOM, US SOCOM, US SOUTHCOM, USAFORSCOM, USASOC, and JSOC.

(4) **F400 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.

(5) **F500 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.

(6) **F600 Morality and War** builds upon the foundation laid in Strategic Leadership and Design by examining more closely the moral dilemmas posed by the use of military force both historically and in 21st century warfare. Academic lessons are conducted in seminar, while the culminating exercise is conducted at the Truman Presidential Library. The course draws on theory and history to evaluate the moral dimension of warfare, focusing on the three theoretical constructs of justice of war, justice in war, and justice after war. The course begins with just war

theory's roots in the Christian theological tradition and brings the discussion to its contemporary application in a multi-confessional—and secular—world. An important component of this is the comparative study of non-Western approaches to morality and war. Finally, the block concludes with a culminating exercise focusing on the moral implications of the employment of weapons of mass destruction in the application of military force, using the decision by the Truman Administration to drop nuclear devices over Japan in August in 1945 as a historical case study.

(7) **Research.** 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 Military Art and Science Degree with a concentration in Theater Strategy. 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).

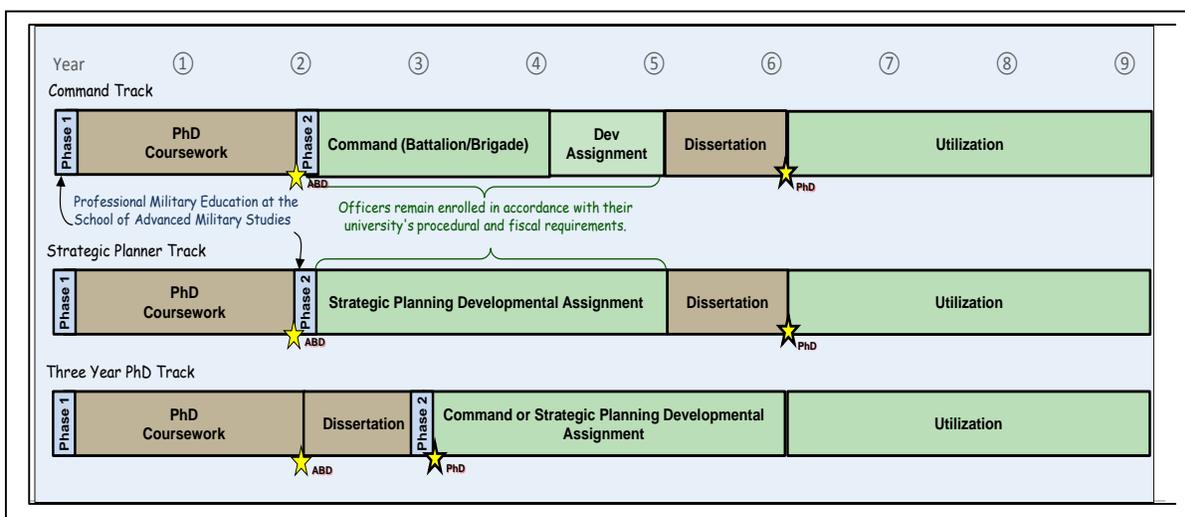
The Advanced Strategic Planning and Policy Program (ASP3) is a multi-year program that develops field grade officers, including former battalion commanders, as strategic planners and as future senior leaders.

Table 7: ASP3 Purpose and Program Expectations

<p>Purpose: Prepare field-grade officers for service as strategic planners through a combination of practical experience, professional military education, and a doctorate from a civilian university in a strategy-related field of study.</p>
<p>Expectations of ASP3 graduates are that they:</p> <ul style="list-style-type: none"> • 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 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 10 provides a depiction of the education and experience tracks available through ASP3.

Figure 13: ASP3 Program Design



As of November 2015, ASP3 students are participating in doctoral programs at the following institutions:

- | | | |
|--|--|----------------------------------|
| Columbia | Massachusetts Institute of Technology | University of Kansas (3) |
| City University of New York | Princeton – Woodrow Wilson School | University of Nebraska (2) |
| Duke | Rice | University of North Carolina (2) |
| Duke–Sanford School of Public Policy (2) | School of Advanced Air and Space Studies | University of Pennsylvania |
| George Mason University | Tufts – Fletcher School (2) | University of South Carolina |
| Johns Hopkins | University of Central Florida (2) | University of Texas at Austin |
| Kansas State University (4) | University of Chicago | University of Utah |
| London School of Economics | | University of Virginia |
| Louisiana State University | | Vanderbilt University |

Figure 10 identifies two seven-week periods along each “track” during which SAMS professors teach five Professional Military Education (PME) courses at Fort Leavenworth.

Phase 1 (seven weeks / 35 lessons):

(1) S100 Doctoral Studies. (TLO 1) Understand how to select and gain admission to a respected doctoral program, complete coursework, pass comprehensive exams, and create a doctoral dissertation.

(2) S200 Strategic Theory and History. (TLO 2) Using relevant strategic theory, evaluate strategies employed in the past.

(3) S300 Civil Military Relations. (TLO 3) Evaluate the effect of civil-military relations and political theory on the development, execution, and reassessment of strategy.

Phase 2 (seven weeks / 35 lessons):

(4) S400 Strategic Organizations, Systems, and Processes. (TLO 4) Evaluate DoD and interagency organizations, systems, and processes by which national ways and means are reconciled, integrated and applied.

(5) S500 Strategic Planning. (TLO 5) Design effective strategies (plans or policy) through the practical application of theory and methods to contemporary strategic problems.

Each of these five courses emphasizes higher order critical and creative thinking. Students read in excess of 200 pages per day. Daily seminars include frequent practical exercises.

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 any recommendations / endorsements 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 CGSC and CAC. This board reviews the files and produces an Order of Merit List (OML) for review by CGSC’s Deputy Commandant 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 for summer cycles in the December timeframe, and for the winter class cycle in the June 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 and a more informal interview process, 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, 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 July by a panel 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 40-page 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) Comprehensive exams. 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) COL Tom Felts Leadership Award: 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 plaque, which the School presents during the graduation ceremony.

(2) Best Monograph. 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 1902 officer's saber, which the School presents to these distinguished authors during the graduation ceremony.

(3) Simons Center Interagency Writing Award: 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 and \$500 cash award, which the School presents during the graduation ceremony.

(4) Directors List: The School of Advanced Military Studies Director recognizes the top 20% of graduates in each 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) Iron Leader Award: 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) Iron Planner Award: 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

The School for Command Preparation (SCP)

The School for Command Preparation (SCP) was established in 1984. Over 2,000 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 Deputy Commanding Generals 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 premier leader development school in the preparation of command teams. Comprised of dedicated and experienced professionals committed to the education, training and coaching of our students toward successfully meeting the CSA's intent for leaders and command teams.

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 Army research initiatives across the Human Dimension of Mission Command.

Four distinct training and education programs reside within SCP: (1) the Pre-Command Course, (2) the Command Sergeants 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 Program (TCDP) 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 organizes, administers and conducts two other leader development courses: The Deputy Commanding General (DCG) Course and the Company Commander/First Sergeant Pre Command Course (CCFSPCC). The DCG course is one week long and is attended by future Deputy Commanding Generals of active duty and ARNG divisions. The intent is to educate this cohort 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.

The Company Commander / First Sergeant Pre-Command Course (CCFSPCC) is taught at all Army units and installations for new company-level command teams. SCP provides all courseware by coordinating with over 20 topic subject matter experts.

Table 8: SCP Academic Programs and Courses

Course Title	Duration	Frequency / Location	Student Population	Remarks
A. Battalion Pre-Command / Command Sergeants 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 Sergeants 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 Sergeants 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 Sergeants 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. Deputy Commanding General Course (DCG Course)	5 days	4 times / year (Ft Leavenworth, KS)	Future or serving Deputy Commanding Generals	

A. Battalion Pre-Command/Command Sergeants Major Course (BN PCC/CSMC): The Army BN PCC/CSMC is a two week long course, 12 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 and USAR 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), Acquisition Program/Product Managers, ANRG Active Guard Reserve (AGR) Battalion command selectees, AGR Battalion Command Sergeants Major selectees. Army National Guard Battalion TPU command selectees and Battalion Command Sergeant Major selectees attend on a space/funding available basis.

Table 9: Battalion PCC / CSM Course Purpose and Learning Outcomes

<p>Purpose: To provide selectees the opportunity to prepare for their future responsibilities and authorities.</p> <p>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.</p>
<p>Battalion PCC/CSMC Graduates:</p> <ul style="list-style-type: none"> • Are self-aware, understand better their leader identity and the facilitation of Mission Command. • Understand their roles, responsibilities and authorities. • Understand better the Operating Environment they will command in. • 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 Sergeants Major Course (BDE PCC/CSMC): The Army BDE PCC/CSMC is a two week long course, 12 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 and USAR component

Brigade level 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, ARNG Active Guard Reserve (AGR) Brigade command selectees, AGR Brigade Command Sergeants Major selectees, Aviation Brigade and Special Forces Group Command Chief Warrant Officers. Army National Guard Brigade TPU command selectees and Brigade Command Sergeant Major selectees attend on a space/funding available basis.

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

<p>Purpose: To provide an executive level developmental experience to assist Brigade command selectees, Brigade Command Sergeant Major selectees, Key Billet selectees and Aviation Brigade and Special Forces Group Command Chief Warrant Officers in their preparation to assume roles and responsibilities of senior leaders in the Army.</p> <p>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.</p>
<p>Brigade PCC/CSMC Graduates:</p> <ul style="list-style-type: none"> • 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 they will command in. • 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 11: Command Team Spouse Development Program (Battalion)
Purpose and Learning Outcomes**

<p>Purpose: To support unit readiness by providing battalion level spouses with the self-awareness, leadership skills, and knowledge needed to make a positive contribution to the family, unit, community environment, and support unit and family readiness and resiliency.</p> <p>The graduates of the CTSDPs are better prepared to make positive impacts on families, the unit, and community in their capacity as informal leaders.</p>
<p>Battalion CTSDP Graduates are better prepared to:</p> <ul style="list-style-type: none">• 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 and USAR Brigade command selectees and Battalion Command Sergeants Major selectees and runs concurrently with the BDE PCC/CSMC.

Table 12: CTSDP-BDE Purpose and Learning Outcomes

<p>Purpose: To provide brigade level spouses with a personal and professional growth opportunity highlighting the self-awareness and leadership skills needed to effectively and positively contribute to the family, unit, community environment and support unit and family readiness and resiliency. Emphasis is on leadership and interpersonal relationship skills essential to informal leaders.</p> <p>The graduates of the CTSDPs are better prepared to make positive impacts on families, the unit, and community in their capacity as informal leaders.</p>
<p>Brigade CTSDP Graduates are better prepared to:</p> <ul style="list-style-type: none">• 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 13: Tactical Commanders Development Program (TCDP) Purpose and L.O.s

<p>Purpose: To prepare tactical commanders in the art of Tactics.</p> <p>The graduates of TCDP are critical and creative thinkers; confident, self-aware, continually learning and adapting as leaders.</p>
<p>TCDP Graduates:</p> <ul style="list-style-type: none"> • 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 14: BCTCDP Program Purpose & Learning Outcomes

<p>Purpose: To prepare future tactical brigade commanders so they are successful in the synchronization and integration of all the brigade’s WfFs in a Decisive Action environment.</p>
<p>Brigade Command TCDP Graduates:</p> <ul style="list-style-type: none"> • 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 Sergeants 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 15: CSM Development Program (BN) Purpose and Learning Outcomes

<p>Purpose: To prepare Battalion Command Sergeants Major (CSM) selects for their assignment as a Battalion CSM.</p> <p>The graduates of CSMDPs are critical and creative thinkers, confident, competent and adaptive leaders.</p>
<p>CSMDP Graduates:</p> <ul style="list-style-type: none"> • 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 Sergeants 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 16: Brigade CSM Development Program Purpose and Learning Outcomes

<p>Purpose: To prepare Brigade Command Sergeants Major (CSM) selects for their assignment as a BDE CSM.</p>
<p>CSMDP Graduates: The graduates of CSMDPs are critical and creative thinkers, confident, competent and adaptive leaders.</p> <p>SMDP Graduates-</p> <ul style="list-style-type: none"> • 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 conducted as an installation Troop School conducted by ACOM/ASCC/DRU with a supporting Distance Learning (DL) component. Attendance is mandatory for all Active Duty, USAR, and ARNG company level commanders and first sergeants. The Senior Commander may choose to teach the CCFSPCC tasks in residence or partially in residence / partially DL. The DL lessons are hosted on ALMS as either individual lessons for each task and each learning objective under the task or all lesson in a course format. Proponent developed lesson plans and media are hosted on ATN for download by the installation troop school managers. A resident portion is mandatory per CSA guidance.

Table 17: Company Commander / First Sergeant Pre-Command Course Purpose and LOs

<p>Purpose: To prepare company-level commanders and first sergeants for their administrative, property accountability, training management, medical, and Army Regulatory responsibilities to enable them to be effective leaders in garrison.</p> <p>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.</p>
<p>CCFSPCC Graduates:</p> <ul style="list-style-type: none">• 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. Deputy Commanding General Course (DCG Course): The DCG Course is a one week, five day, course conducted 4 times a year. The General Officer Management Office (GOMO) designates newly assigned or selected Active Army and Army National Guard division Deputy Commanding Generals (serving or designated) to include non U.S. Army officers assigned as Deputy Commanding General for a U.S. Army division; Army Reserve Operational and Functional Command Deputy Commanding Generals to attend the course.

SECURITY CLEARANCE: TOP SECRET

Table 18: Deputy Commanding General Course Purpose and Learning Outcomes

<p>Purpose: To provide an executive level educational experience for newly designated or assigned Deputy Commanding Generals 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.</p> <p>The graduates of the DCG Course understand how to leverage the capabilities of the institutional Army in the execution of their roles and responsibilities. DCGs are better prepared to assist the Commanding General in the facilitation of Mission Command through training and logistic enterprises, leader development, safety and loss prevention.</p>
<p>DCG Course Graduates:</p> <ul style="list-style-type: none">• Understand training doctrine and enablers and how to leverage the capabilities of the institutional Army in training.• Understand sustainment doctrine and enablers and how to leverage the capabilities of the institutional Army in sustainment operations.• Understand leader development doctrine and enablers and how to leverage the capabilities of the institutional Army in leader development.

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Chapter 10

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, practica, studio work, and other academic work leading toward to the award of credit hours.34CFR 600.2 (11/1/2010)

B. CGSC Transfer Credit Policy -- CGSC does not award credit toward completion of CGSC degree requirements for prior work experience. CGSC does not normally accept transfer credits from other accredited institutions in partial fulfillment of CGSC program requirements.

C. Academic Evaluation Reports for CGSOC, AMSP, and ASLSP Students.

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

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

(3) Sister Service Students. 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) International Officers. The Chief, International Military Student Division (IMSD), in coordination with the Registrar issues an academic report, currently DA 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) Interagency Students. All IA students will receive a DA Form 1059. 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.

D. 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. MMAS

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

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



Chapter 11

Educational Support Facilities, Guest Speakers, Extracurricular Activities

A. Instructional Facilities

(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).

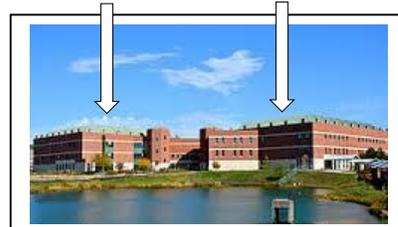
Lewis & Clark Center



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.

(2) **Eisenhower Hall** is home for the Ike Skelton Combined Arms Research Library (ISCARL) 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.

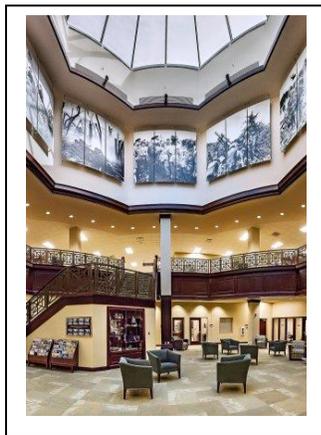
The GIF ISCARL



(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 (ISCARL) serves CGSC resident and distance learning students, the Fort Leavenworth community, and researchers across Department of Defense.



(1) ISCARL maintains 320,000 physical books and subscribes to more than 600 magazines and newspapers in print. Additionally, ISCARL provides digital access to over 144,000 e-books and subscribes to approximately 30 journal databases that include over 34,000 journals. ISCARL 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.

ISCARL's digital library contains student monographs and thesis dating back to the start of the MMAS program. The ISCARL is actively digitizing and posting online its most unique and threatened documents for preservation purposes as well as to advance scholarship.

(3) ISCARL 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 ISCARL 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) ISCARL'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 ISCARL and its staff are frequently mentioned in theses, monographs, dissertations, and commercially published works for their assistance with research and unique resources.



C. 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 ISCARL 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) 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.

D. The CGSC Learning Resource Center (LRC) is physically 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 managed by a full time director with a doctorate degree, and two part-time assistants. They provide individual tutorials and group sessions, both in residence and on-line for the non-resident student population.

Normal hours of operation are 1200-1800 hours Monday through Thursday, Friday 1200-1600, and Saturday 1000-1400 hours. Workshops delivered in the LRC during the month of November 2015 included "Audience," "Summarizing," and "Effective Speaking and Presenting." Workshops scheduled for December 2015 were targeted at CGSOC distance learning students, only. They featured a series of 45-50 minute webinars on Blackboard that included: "Pre-Writing and Outlining," "Research Techniques," "Introduction and Conclusion Workshop," and "Effective Reading Strategies."

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/content/listContent.jsp?course_id= 3586 1&content_id= 227503 1

E. DLDC Facilities -- The Digital Leader Development Center (DLDC) maintains a number of digital training facilities on the Fort Leavenworth 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 DLDC 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) **DLDC 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 DLDC administrative areas.

- **Four classrooms in the GIF** are used by DLDC 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.

F. To support use of simulations-driven exercises in CGSC resident courses, The DLDC and DOET/G-6 maintain 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.

G. 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.

H. CGSC Bookstore -- 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.

I. CGSC Guest Speakers – All three schools manage robust guest speaker programs in support of their respective academic programs. 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.

J. 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. 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.

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Chapter 12

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 – Counterinsurgency in contemporary 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 by 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 fifteen published in peer-reviewed journals.

B. CGSC Scholars seminar groups active during AY 2016 include:

- (1) The Art of War Scholars (Dr. Dean A. Nowowiejski, CGSC Ike Skelton Distinguished Chair)
- (2) Irregular Warfare (LTC Jerry A. Moon, Ph.D., Special Forces)
- (3) West Africa Studies (Dr. Jack Kem, Supervising Professor in the Department of Joint, Interagency, and Multinational Operations)

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Chapter 13

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 14

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 and Continuing Education; an M.A. or Ph.D. in Security Studies; and a Ph.D. in Military History.

Students receive more information about these programs -- and other graduate degree program opportunities for CGSOC students (i.e. Webster University, Central Michigan University) -- 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.

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Chapter 15

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 CGSOC, AMSP, and ASLSP student populations. 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 the CGSOC, AMSP and ASLSP Class of 2016:

<u>CGSOC Class of 2016:</u>	Estonia	Moldova	Togo
Afghanistan	France	Mongolia	Trinidad-Tobago
Albania	Georgia	Morocco	Tunisia
Algeria	Germany (2)	Nepal	Turkey
Armenia	Guyana	Netherlands	Uganda
Austria	Hungary	New Zealand	Ukraine (2)
Australia	India	Niger	United Arab Emirates
Azerbaijan	Indonesia (2)	Nigeria (2)	United Kingdom (3)
Bangladesh (2)	Israel	Norway	Vietnam
Belgium	Italy	Oman	Yemen
Belize	Jamaica	Pakistan	<u>AMSP Class of 2016:</u>
Bosnia & Herzegovina	Japan	Paraguay	Australia
Botswana	Jordan	Peru	Canada (2)
Brazil (2)	Kenya	Philippines (2)	Colombia
Bulgaria	Korea (2)	Poland	Germany
Burkina Faso	Kosovo	Romania	Mexico
Burundi	Kuwait	Rwanda	Netherlands
Cambodia	Latvia	Saudi Arabia (3)	Pakistan
Canada (4)	Lebanon	Senegal	Romania
Colombia (2)	Liberia (2)	Serbia	United Kingdom (2)
Croatia	Lithuania	Singapore	<u>ASLSP Class of 2016:</u>
Czech Republic	Macedonia (2)	Slovenia	Canada
Denmark	Malawi	Spain	Germany
Djibouti (2)	Malaysia	Sweden	United Kingdom
DROC	Maldives	Switzerland	
Egypt	Mali	Taiwan	
El Salvador	Montenegro	Tanzania	

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 7,800 foreign officers representing 163 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, see [CGSC Circular 12-1 Information Booklet for INTERNATIONAL MILITARY STUDENTS Command and General Staff Officer Course \(15 March 2015\)](#)

Appendix A

CGSOC Course Designation System

The numbering system facilitates management of the curriculum.

Course Numbers

A. Resident :

The first character identifies the type of course. C = Common Core O = Advanced Operations Course (AOC) H = History L = Leadership F = Force Management A = Electives K = Contracting B = Mission Command System	The second character of electives identifies the department responsible for the course. 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
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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)

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Appendix B

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 Ordnance 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
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
NCA	North Central Association
NCACS	North Central Association of Colleges and Schools
NTC	National Training Center
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 Systems
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
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