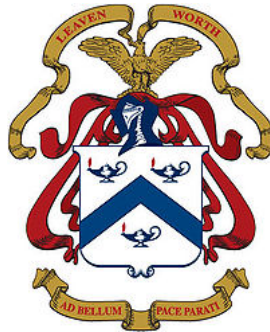


CGSC Circular 350-1

U.S. Army Command and General Staff College

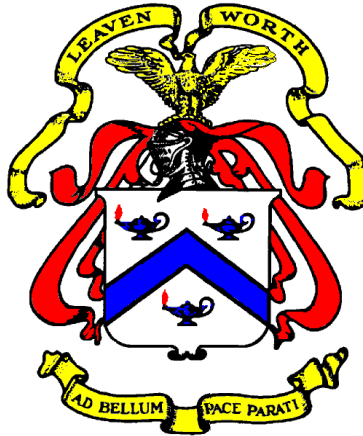
Catalog



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

2024-2025

The Command & General Staff College



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

BLAZONRY

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

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

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

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

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

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

The colors used indicate:

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

Foreword

Established at Fort Leavenworth, Kansas in 1881, the U.S. Army Command and General Staff College (CGSC) educates, trains and develops leaders for Multi-Domain Operations in a Joint, interagency, intergovernmental, and multinational operational environment; and advances 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 (February 2025).

This catalog is published for informational purposes only. Although every effort is made to ensure catalog accuracy, the College reserves the right to change, eliminate, and add to any existing – or introduce new – policies, courses of study, and academic requirements.

CGSC maintains three accreditations. The Higher Learning Commission (HLC) accredits CGSC to grant four master's degrees and one bachelor's degree: the Master of Military Art and Science (MMAS) and Master in Operational Studies (MOS) to eligible Command and General Staff Officer Course (CGSOC) graduates; the Master of Arts in Military Operations (MAMO) to all graduates of the Advanced Military Studies Program (AMSP); the Master of Arts in Strategic Studies (MASS) to all graduates of the Advanced Strategic Leadership Studies Program (ASLSP); and the Bachelor of Arts in Leadership and Workforce Development (BA in LWD) to eligible graduates of the Sergeants Major Course (SMC). The Chairman, Joint Chiefs of Staff accredits CGSC to award Joint Professional Military Education Phase I (JPME Phase I) to graduates of the CGSOC, and Joint Professional Military Education Phase II (JPME Phase II) to graduates of SAMS' ASLSP. The U.S. Army Training and Doctrine Command (TRADOC) accredits CGSC to provide the Army Professional Military Education (PME) described herein. CGSC accreditation processes are discussed further in Chapter 6. Considered together, the accreditations provide the academic and warfighting credentials required of emerging future leaders at senior levels of the Army and Department of Defense.

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 <https://armyuniversity.edu/cgsc/cgsc>

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Brief History of the Command & General Staff College

In 1881 the School of Application for Infantry and Cavalry was established by William Tecumseh Sherman, Commanding General of the Army. That meagerly resourced experiment in military education has evolved into the present-day Command and General Staff College. Each year the four schools that comprise CGSC welcome more than 5000 students from the United State military, interagency partners, and foreign militaries. Courses are taught on the historical Fort Leavenworth post as well as The School for Professional Military Education at the Western Hemisphere Institute for Security Cooperation (WHINSEC) at Fort Moore, at the Sergeants Major Academy at Fort Bliss, via distance education around the world and in TASS Battalions.

The earliest days of the school saw few textbooks and little funding. The first instructors got creative and there has been constant innovation in instruction since then. Early faculty wrote their own textbooks and introduced the European approach to American military education by combining classroom instruction with practical exercises; staff rides and wargaming; a model used around the world today. During World War II the school launched a novel course designed to quickly prepare a division staff to serve together in wartime. That same dynamic focus on meeting emerging needs is at the forefront of curriculum and instruction today at all the schools of the Command and General Staff College.

Today's Command and General Staff College collaborates with other local colleges and universities to offer innovative degree programs to students attending the resident course. The newest civilian collaboration is the innovative Leavenworth National Security and Education Consortium. The consortium is a collaboration of seven colleges and universities conceived to promote national security education and research across several lines of effort.

Completing one of the Command and General Staff College schools means that our students join an elite group of alumni that includes Dwight D. Eisenhower, Omar Bradley, George Marshall, George Patton, Douglas MacArthur, Colin Powell and H. Norman Schwarzkopf to name but a few.

CGSC affords students the opportunity to expand intellectual boundaries, strengthen professional and personal relationships, and prepare for the expectations required in the leadership roles they will assume. The challenging curriculum explores what it means to be a leader. Students explore the nature and character of warfare, plan Multi-Domain Operations and perfect warfighting skills across multiple domains. We inspire leaders of character, illustrate creative and critical thinking, and encourage students to leverage the thought, experience and background of fellow students to capitalize on the experiences presented to students selected into CGSC schools.

U.S. Army Command and General Staff College Organization

CGSC Command Group

Commandant

Lieutenant General Milford H. Beagle, Jr.

Deputy Commandant

Colonel Jason Rosenstrauch

Dean of Academics

Dr. David Cotter

Associate Dean of Academics

Dr. Robert T. Davis II

CGSC Schools

Command and General Staff School (CGSS)

Director: Colonel David A Norris

Deputy Director: Mr. Marvin L. Nickels

School of Advanced Military Studies (SAMS)

Director: Colonel Dwight Domengeaux, Jr.

Deputy Director and Program Manager: Mr. Kirk Dorr

Sergeants Major Academy (SGM-A)

Commandant: Command Sergeant Major Tammy M. Everette

Deputy Commandant: Command Sergeant Major Patrick D. Thomas

School for Command Preparation (SCP)

Director: Colonel Jim Pangelinan

Deputy Director: Mr. Mark E. McKnight

CGSC Service Elements

U.S. Air Force Element (AFELM)

Director: Colonel Mike Edmonston, USAF

Deputy Director: Ms. Gina Edwards

U.S. Navy Element (NAVELM)

Director: Captain Rodney Thomas, USN

Deputy Director: Commander Jeremy Gross, USN

U.S. Marine Corps Element (MCELM)

Director: Colonel Darry Grossnickle USMC

CGSC Distinguished Chairs

The Commandant's Distinguished Chair of Diplomacy

Mr. Mark Bosse, Department of State (DOS)

The Commandant's Distinguished Chair of National Intelligence Studies

Vacant

The Commandant's Distinguished Chair of Defense Intelligence Studies

Mr. Matthew Kiefer, Defense Intelligence Agency (DIA)

The Commandant's Distinguished Chair of Development

Ms. Sarah Berry, U.S. Agency for International Development (USAID)

The Ike Skelton Distinguished Chair of the Art of War Studies

Dr. Matthew Broaddus

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

Dr. Sean Kalic

Assistant Dean of Academics for Degree Programs and Research

Dr. Dale F. Spurlin

Assistant Dean for Faculty and Strategic Initiatives

Mr. Gregory Penfield

Dean of Academics at WHINSEC

Dr. Florentina Santana

Assistant Dean of Academics at SGM-A

Mr. Guillermo De Santiago

Ike Skelton Combined Arms Research Library (CARL)

Director: Ms. Tiffany Zink

Deputy Director: Ms. Misty Carillo

Quality Assurance Office (QAO)

Director: Dr. Forrest A. Woolley

Accreditation Coordination Division (ACD)

Director: Mr. William Backscheider

Deputy: Mr. Bruce Lawson

Registrar (REG)

Registrar: Ms. Sharla Manner

Associate Registrar Mr. Andrew Flinn

Academic Operations

(vacant)

Human Protections

Director: Dr. Michelle A. Miller

Army U. Staff Supporting the Command and General Staff College

Army U. Deputy Provost

Mr. Michael J. Johnson

Army U. Chief of Staff

Mr. Todd Brucker

Operations and Plans (G-3/5/7)

Director: Colonel Daniel Swanson

Human Resources

Director: Ms. Emily R. Matteson

Deputy: Vacant

Logistics

Director: Mr. James L. Henderson

Academic and Technology Support Directorate (ATSD)

Director: Mr. Kevin Romano

Deputy Director: Lieutenant Colonel Mike Henriques

Directorate of Simulation Education (DSE)

Director: Lieutenant Colonel Kyle Yanowski

Deputy Director: Mr. Zachary R. Rolf

CGSC Special Staff

Director of Reserve Component Programs

Lieutenant Colonel Marc A. Roe, USAR

International Military Student Division (IMSD)

Chief: Mr. James F. Fain

Deputy Chief: Mr. Adam Escobedo

CGSC Military Law Office

Senior, Military Law Office: Lieutenant Colonel Daniel Larson

Associate, Military Law Office: Major Emily Womack

CGSC Chaplain

Chaplain Major Andrew Muilenburg

CGSC Support from the Combined Arms Center

Resource Management (RM)
Ms. Della Thornton

Command & Staff College Command Structure

The U.S. Army Command and General Staff College is a subordinate organization of Army University. Army University spans education and training institutions across the Army, and is headquartered at Fort Leavenworth, Kansas.

In the hierarchy to the immediate right, Lieutenant General Milford H. Beagle, Jr. 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, COL Jason Rosenstrauch serves concurrently as: (a) Deputy Commanding General for Education, CAC; (b) Provost, Army University; and (c) Deputy Commandant, U.S. Army CGSC.

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

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

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

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

Deputy Commandant, CGSC
who also serves as DCG, CAC and
Provost, Army University

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The U.S. Army Command and General Staff College

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



The Command and General Staff School (CGSS)

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

The School of Professional Military Education at the Western Hemisphere Institute for Security Cooperation (WHINSEC) on Fort Moore, GA, offers the ten-month resident Command and General Staff Officer Course in Spanish to approximately 64 U.S. and international officers each year. CGSOC students at SPME are eligible to pursue the MMAS or MOS.

The School of Advanced Military Studies (SAMS) includes three programs: the Advanced Military Studies Program (AMSP), the Advanced Strategic Leadership Studies Program (ASLSP) and the Advanced Strategic Planning and Policy Program (ASP3). Graduates of AMSP receive the Master of Arts in Military Operations, while graduates of ASLSP receive a Master of Arts in Strategic Studies. SAMS also manages the Army's Advanced Strategic Planning and Policy Program (ASP3) within which Army officers pursue Ph.D.'s in international relations, public policy, economics, and history from leading universities in the U.S. and United Kingdom.

The School for Command Preparation (SCP) provides continuing education for future Army battalion and brigade commanders, command sergeants major, and spouses in seven one-to-five-week courses offered multiple times during each academic year.

The Sergeants Major Academy (SGM-A) on Fort Bliss, TX, became CGSC's fourth school and a branch campus in March 2018. Each year, SGM-A offers the ten-month Sergeants Major Course-Resident (SMC-R) to 720 senior U.S. and international noncommissioned officers, and the SMC via distance learning to another 1,280 mainly Army Reserve and National Guard NCOs around the world. SGM-A also offers a Bachelor of Arts in Leadership and Workforce Development to eligible graduates.

Other College-level academic programs of note include CGSC Scholars, the Interagency Exchange/Interagency Fellows Programs, and Outreach Programs and partnerships with other institutions of higher learning. CGSC features one of the finest research libraries in the Department of Defense. Lewis and Clark Center boasts 153 video teleconference-capable classrooms with smart-board technology, wireless access, and Mission Command Network (MCNet) workstations. MCNet workstations operate on a secure internal network to enable simulation-driven exercises using the same mission command systems employed in operational units.

The [CGSC Mission](#) is to educate, train and develop leaders for Multi-Domain 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.

[Vision Statement.](#) The U.S. Army Command and General Staff College will always strive to be an intellectual 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 in multi-domain contexts. 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, well-trained 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.

[Strategic Priorities and Governing Principles](#)

Mission-based strategic priorities help CGSC focus actions and allocate resources. They are informed by the continuous and deliberate analysis of guidance (national, Department of Defense (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. CGSC's is a student centric-approach to professional military education that maintains four areas of focus as college-wide priorities:

Strategic Priorities:

- 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.
- Research and publish, with particular emphasis on operational-level land power studies.
- Recruit, develop, and retain world-class faculty; and
- Support the Army at war and advance the Profession of Arms, and support DoD talent management efforts.

Governing Principles

- We are a learning organization committed to currency and relevancy and contribution to the body of military 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 varied, 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.
- We empower our 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.
- We employ Socratic and adult learning methods in our teaching practices. 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 outcomes, 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.

- We train for certainty and educate for uncertainty with a multi-disciplinary curriculum The CGSC serves as the U.S. 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 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.

- We create a student-centric 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 Multi-Domain 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.

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 Multi-Domain Operations. Our graduates:
- Are prepared to assume war fighting duties.
- Possess the competencies/supporting skills/knowledge 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 disciplined approach to meeting organizational and strategic-level leadership challenges.
- Are critical and creative thinkers who can adapt and thrive in ambiguous and ever-changing environments.
- Are self-aware and motivated to continue learning and improving throughout their careers.
- Communicate effectively.

[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 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.

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

CGSC Academic Governance Policies and Processes

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 – in the case of CGSC, the Dean of Academics Dr. David Cotter 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.” 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.

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

Congress has conferred the following authorities and requirements on CGSC:

- 10 U.S. Code § 2151 (Definitions) and § 2154 (Joint Professional Military Education) authorize CGSC to deliver:
 - Joint Professional Military Education Phase I (JPME-I) to graduates of the Command and General Staff Officer Course (CGSOC) delivered by the Command and General Staff School; and
 - Joint Professional Military Education Phase II (JPME-II) to graduates of the Advanced Strategic Leadership (ASLSP) provided by the School for Advanced Military Studies (SAMS).
- 10 U.S. Code § 7414 gives CGSC the authority to grant degrees. (See note below)
- 10 U.S. Code § 7371 authorizes the Army War College and CGSC to hire civilian “professors, instructors and lecturers” under provisions established by the Secretary of Defense in DODI Number 1402.06, dated 23 January 2020.
- Note: In addition to CGSC, other Army institutions with Title 10 degree-granting authority are the U.S. Military Academy at West Point, the U.S. Army War College, and the Defense Language Institute.

CGSC Administration, Staff, and Distinguished Faculty Chairs

The Command and General Staff College senior academic administration consists of the Commandant, Deputy Commandant, Dean of Academics, Associate Dean of Academics, Assistant Dean of Academics for Degree Programs and Research and the Assistant Dean of Academics for Faculty and Strategic Initiatives.

The CGSC Commandant is a three-star Army general who ensures the continued relevance and effectiveness of CGSC learning programs, and provides resources necessary to recruit, develop and retain world-class CGSC faculty. The Commandant is the approval authority for all CGSC academic program purpose statements, outcomes, and terminal learning objectives. The Commandant promotes faculty and student scholarship, appoints College-level academic chairs, and receives/considers advice from the Congressionally mandated CGSC Board of Visitors. 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 the senior 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.

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

The CGSC Dean of Academics exercises academic governance over CGSC schools and academic staff. As the senior academic official for CGSC, he advises the Commandant and Deputy Commandant on academic matters. The Dean of Academics establishes CGSC academic policy and plans, curriculum development and evaluation processes; all research and graduate degree programs; accreditation processes; faculty development; and faculty promotion. Subject to guidance from the Commandant or

Deputy Commandant, the Dean nominates members of the College's Board of Visitors (CGSC's Advisory Committee, a subcommittee of the Army Education Advisory Committee). The Dean of Academics oversees – and appoints members to – the CGSC Senior Faculty Council and Title 10 Faculty Promotion Boards. Additionally, he or she chairs the Graduation Board and Academic Review Board(s). The Dean accompanies the Commandant to all meetings of the Military Education Coordination Council and serves as a member of the MECC Working Group comprising JPME institutional provosts and deans.

The Associate Dean of Academics 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 two Assistant Deans and their direct reports, CGSC's Accreditation Coordination Division, Academic Operations section, and the Ike Skelton Combined Arms Research Library. The Associate Dean ensures fully functioning Accountable Instructional Systems (AIS) and one-year/three-year academic program review processes across all four schools and the SPME at WHINSEC. The Associate Dean is CGSC's representative on Joint Staff J7's Military Education Assessment Advisory Committee (MEAAC).

The CGSC Assistant Dean of Academics for Degree Programs and Research oversees the quality and conduct of CGSC degree programs. He/she is project lead for developing new degree programs and oversees the programs and processes that advance faculty and student research. Direct reports include the directors of the Quality Assurance Office, Culture and Area Studies Office (CASO), and the Human Protections Director.

The CGSC Assistant Dean for Faculty and Strategic Initiatives leads CGSC's faculty recruitment efforts and manages the CGSC faculty development program. He/she orchestrates the annual faculty promotions process and serves as project lead for new academic initiatives. This assistant dean coordinates CGSC's participation in international outreach programs. The Faculty Development Division (FDD) director reports to this assistant dean.

CGSC Assistant Deans in SGM-A and SPME at WHINSEC advise the Dean of Academics and school director on matters of curriculum processes through the Accountable Instruction System, faculty development, accreditation processes and serve to improve communication and collaboration between CGSC Deans and school administrators and faculty. Terms are limited and service is voluntary. Each assistant dean retains full-time school-level administrative and/or teaching responsibilities. The position is an important developmental assignment and affords each leader with insight into how Higher Learning Commission and Joint accreditation standards influence CGSC's academic governance policies and processes.

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.

- **The Office of Degree Programs (ODP)** monitors the College's four master's degree programs and one bachelor's degree program and ensures the ethical and academic integrity of research conducted at CGSC. CGSC master's degree programs include: the Masters in Operational Studies (MOS), and Master of Military Arts and Science (MMAS) for students enrolled in the resident Command and General Staff Officer Course; the Master of Arts in Military Operations (MAMO) for graduates of the Advanced Military Studies Program; and the Master of Arts in Strategic Studies (MASS) for graduates of the Advanced Strategic Leadership Studies Program. ODP staff members deliver research methods classes and seminars and provide individual counseling to MMAS candidates at both Fort Leavenworth and Fort Benning's Western Hemisphere School for Security Cooperation (WHINSEC). The Assistant Dean of Academics for Degree Programs and Research (DP&R) leads the ODP and advises the Command and school directors on matters pertaining to higher education, graduate degrees, research, and the maintenance of civilian accreditation. The Assistant Dean of Academics for DP&R is CGSC's liaison to the Higher Learning Commission.
- **The CGSC Registrar** Provides all student enrollment management and record keeping functions for the Command and General Staff Colleges and performs data collection pertaining to classes and students for accrediting bodies. The Registrar's Office provides transcript services, guidance for administration of academic investigations, and operates CGSC's Student Management System (SMS), overseeing the schedule build and enrollment functions. All permanent and temporary academic records are housed within the Registrar's office. In addition, the registrar's office produces the college catalog and maintains policies related to grading, student records and Academic Review Boards. At the Dean's request, the Registrar convenes an Academic Review Board (ARB) to certify the CGSOC class for graduation, and to review student files for academic misconduct or failure to meet academic standards.
- **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, focus groups, and classroom observations. 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.
- **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 supports CGSC leaders' participation in the Military Education Coordination Council and Military Education Assessment Advisory Committee.

- **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.
- **The Human Protections** section ensures compliance with accepted practices for research using human subjects in research and adherence to the highest standards of care human subjects for all research, both student and faculty, conducted within CGSC.
- **The Ike Skelton Combined Arms Research Library (CARL)** and its staff serve the research and information acquisition needs of CGSC and scholars/researchers around the world. It also serves as the Fort Leavenworth community's public library. CARL will be discussed in more detail in Chapter 11 (Educational Support).

[Distinguished 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:

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

- **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.
- **The General of the Army George C. Marshall Chair of Military History** recognizes an outstanding scholar in the history field to promote the study of and research in, military history. The chair holder is appointed by the Commandant and is generally the Director of the Department of Military History, CGSS.
- **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.
- **The Commandant's Distinguished Chair of Naval Studies** recognizes a member of the CGSC faculty, normally a Naval Officer, who has made significant contributions to the teaching, study, or research of naval concepts, doctrine, and operations. The chair holder is approved by the Commandant.
- **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.
- **The Commandant's Distinguished Chair for Military Leadership** the Colonel Roger Donlon Chair for Military Leadership recognizes outstanding scholarship and demonstrated excellence in military leadership. The chair holder is appointed by the Commandant and is customarily the Director of the Department of Command and Leadership, CGSS.

In addition to the College faculty from 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 liaison officer's (LNO's) with their respective organizations.

[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 and serve a three-year appointment.

- **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)

- **The Major General Fox Conner 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)
- **The Lieutenant General Joseph M. Heiser Jr. Chair of Logistics Studies** is given to an outstanding member of the faculty who made significant contributions to the study tactical, operational, or strategic logistics. (Dedicated to the Department of Sustainment and Force Management)
- **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.
- **The General George S. Patton Jr. Chair of Tactical Studies** is given to an outstanding faculty member who made significant contributions to the study of tactical operations and thought. (Dedicated to the Department for Army Tactics)
- **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)

College Special Staff

- **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.
- **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. The Chaplain 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.

Command and General Staff College Standing Committees and Boards

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

Visitors meetings are transmitted to the AEAC, which submits a formal report to the Secretary of the Army and the CGSC Commandant.

- **The CGSC Academic Review and Awards Board** certifies students for graduation, selects students for academic awards, and confers the MMAS and MOS degrees. Members include the Dean of Academics, school and department directors and sister service element directors. The Assistant Dean of Academics for DP&R is designated as a non-voting member unless in the Board as the Dean of Academics delegate. (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).
- **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 Assistant Dean of Faculty and Strategic Initiatives 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)
- **Associate Professor and Full Professor Faculty Promotion Boards** meet each year to review faculty promotion packets and provide recommendations through the Dean of Academics to the Deputy Commandant for approval. Faculty who serves must be of equal or greater rank of the Board on which they serve. 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.

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

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



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



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



Army University Staff Support for CGSC Schools and Office of the Dean of Academics is provided under what the HLC calls a “shared services model.”

- **The Director for Human Resources (G1)** oversees military and civilian strength management, all personnel actions, faculty and staff recruiting, and serves as CGSC point of contact for civilian labor relations issues.
- **The Director for Operations (G3)** and his/her staff plan and synchronize non-instructional activities and staff operations, processes, and initiatives; oversee mandatory training, security management, and facility scheduling. The Operations Division issues mission orders and taskings, manages the College master calendar, and serves as CGSC’s Trusted Area Security Manager (TASM). The Operations Division conducts planning and coordination for graduations, International Military Flag and Badge Ceremonies, Hall of Fame, International Hall of Fame induction ceremonies, ribbon cutting ceremonies, awards ceremonies, arrival and departure ceremonies, and retirement ceremonies as required. Operations supports select CAC-level functions, conferences, ceremonies, and special events.
- **The Director of Logistics (G4)** provides logistical support for resident instruction at the CGSS, SAMS, SCP, and Office of the Dean of Academics Staff. The Logistics Division provides support to WHINSEC SPME at Fort Benning and SGM-A at Fort Bliss, as needed. G-4 consists of four branches: Supply and Services, Property Accountability, Facilities Management, and Classroom Services. In its facilities management capacity, the G4 evaluates infrastructure and develops executive level information for program, budget, and policy decisions. It reports current status of real property against Army-wide standards, improves facilities management by identifying and analyzing trends, and plans for future expansion. CGSC G-4 provides first responder maintenance support for the six buildings and 65 acres of grounds which make up the CGSC Campus at Fort Leavenworth.
- **The Academic & Technology Support Directorate (ATSD) (G6)** delivers secure, reliable, and innovative information technology solutions for CGSC’s four schools and Office of the Dean. ATSD manages CGSC’s Blackboard.com and SharePoint environments, provides live multi-media support, and operates audio-visual (AV) and video-teleconferencing (VTC) systems. ATSD supports all guest speakers, conferences and symposia. It provides information system cybersecurity support to ensure continuous operation of CGSC’s secure and commercial learning environments.
- **The Visitor Coordination Office (VCO)** orchestrates distinguished visitor (DV) planning and ceremonies. VCO provides advice and assistance on protocol matters to the Deputy Commandant and others throughout the College and outside the College as required.

Policies

FIGURE 1 COMMAND AND GENERAL STAFF COLLEGE ACADEMIC GOVERNANCE POLICIES

Key: 1 = Faculty 2 = Students 3 = Curriculum & Instruction 4 = Standards & Compliance 5 = Research								
Governance Category						Current College-Level Academic Policies	Month Published (and effective date of superseded policy w/ same title)	Responsible
1	2	3	4	5		CGSC Circular 350-1 CGSC College Catalog (AY 2024-2025)	Jan 2021 (supersedes AY18-19)	Chief, ACD
1			4	5		CGSC Bulletin 690 -- Title 10 Manual	June 2018 (supersedes Aug 2008)	Assoc. Dean
	2		4			CGSC Bulletin 902 Transfer Credit Policy and Procedures	January 2023 (supersedes all previous versions)	CGSC Registrar
1	2		4			CGSC Bulletin 903 – Academic Performance, Graduation, and Awards Policies and Procedures	April 2024 (supersedes Dec 2020)	CGSC Registrar
			4			CGSC Bulletin 904 – QAO Eval. of CGSOC RC School BNs & BDEs	Dec 2020 (supersedes Jun 2018)	Dir, QAO
			4			CGSC Bulletin 904 Addendum – CGSC RC TASS Evaluation Rubric		
1						CGSC Bulletin 905 – CGSC Educator of the Year	Dec 2020 (supersedes Jan 2013)	DOA Opns
	2			5		CGSC Bulletin 906 – CGSC Order of the Iron Pen Program	Dec 2020 (supersedes Mar 2019)	Assoc. Dean

1			4		CGSC Bulletin 907 CGSC Faculty Development Program	Dec 2020 (supersedes Aug 2019)	Assistant Dean for Faculty & SI
		3	4		CGSC Bulletin 908 CGSC Academic Program Review	Dec 2020 (supersedes Aug 2018)	Chief, ACD
1	2	3	4	5	CGSC Bulletin 909 Key Performance Indicators	Jan 2021	Chief, ACD
	2		4		CGSC Bulletin 912 CGSC Academic Misconduct Investigations and Student Dismissal and Release Procedures	Jan 2021 (supersedes Jul 2011)	CGSC Registrar
1	2	3	4	5	CGSC Bulletin 918 Copyright Policies	May 2020 (supersedes Aug 2019)	Dir, ISCARL
1	2		4		CGSC Bulletin 920 CGSC Academic Ethics	May 2024 (supersedes Jan 2021)	Registrar
	2		4		CGSS Bulletin 920 Supplement (Memo of Acknowledgement)	May 2024	Dir, CGSS
1					CGSC Bulletin 925 CGSC Staff and Faculty Council (June 2018)	June 2018 (supersedes Jul 2014)	Assoc. Dean
		3			CGSC Bulletin 930 Curriculum Development AIS	Dec 2020 (supersedes Jul 2018)	Chief, ACD
			4	5	CGSC Bulletin 931 Data Collection in CGSC	Dec 2020	Assistant Dean of Acad. for DP&R
			4		CGSC Bulletin 933 Accreditation Program	June 2020 (supersedes Jan 2016)	Chief, ACD

		3			CGSC Bulletin 935 Procedures for Collecting Curriculum Materials of the CGSC for Research Purposes	Jan 2021	Dir, ISCARL
1				5	CGSC Bulletin 945 Golden Pen Award Program	Dec 2020 (supersedes Aug 2018)	Assoc. Dean
1					CGSC Bulletin 946 Academic Chairs	Dec 2020 (supersedes Aug 2018)	Assoc. Dean
	2	3	4	5	ST 20-10 MMAS Research and Thesis (Student Guide)	Dec 2020 (supersedes (Aug 2017))	Assistant Dean of Acad. for DP&R

Credit Hour

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

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

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practicums, studio work, and other academic work leading toward to the award of credit hours. (34 C.F.R. §600.2, 9/2/2020)

CGSOC Course Numbering System

The numbering system facilitates management of the curriculum.

FIGURE 2 CGSOC RESIDENT COURSE NUMBERING SYSTEM

The first character identifies the type of course. C = Common Core	The second character of electives identifies the department responsible for the course. 1 = Command and General Staff College (CGSC) 2 = Graduate Degree Program (DGDP)
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O = Advanced Operations Course (AOC) M = AOC beginning H = History L = Leadership F = Force Management A = Electives K = Contracting B = Mission Command System	3 = Department of Army Tactics (DTAC) 4 = Department of Sustainment & Force Management (DSFM) 5 = DJIMO Department of Joint Interagency & Multinational Operations 6 = Department of Military History (DMH) 7 = Department of Command & Leadership (DCL) 8/9= Special Topics
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Satellite Campus – The first character identifies the type of course.

C = Common Core

H = History

L = Leadership

F = Force Management

Non-Resident (DL and TASS) -- The first character identifies the type of course.

C = Common Core

H = History

L = Leadership

F = Force Management

Nonresident (DL) – The first character identifies the type of course.

M = Advanced Operations Course (AOC)

[CGSC Graduate Degree Grading Policy](#)

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.

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.

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

FIGURE 3 GRADUATE GRADING POLICY

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 - 93.9
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

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.

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 Transcript Reportable Item Grade Points (TGP) for that TRI grade. Second, add up the total number of TGPs for all TRI grades. Third, add up the total number of credit hours (TCH) for all TRIs.

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

[Graduate Grading 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 graduate work in all schools within CGSC: (see CGSC Bulletin 903)

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

A – (90-93.99) = Excellent — In the majority of cases, individual work represents the complete integration of critical thinking, creative thinking, and evaluative skills as the student achieves course learning objectives. There is significant evidence of this integration in both individual and group activities and products. Contributions in seminar reflect an excellent understanding of the material and have an insightful quality; student is fully engaged in discussions; student demonstrates excellent ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and generally free of errors in grammar, mechanics, and usage.

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

B (80-86.99) = Satisfactory — Meets most of the standards for the assignment or course. Work represents some consistency in the application of critical thinking skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material; involvement in discussions is satisfactory. Student demonstrates satisfactory ability to clearly and effectively communicate ideas and information in writing and verbally.

Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are not clear or are vague and may contain numerous minor or a few major errors in grammar, mechanics, and usage.

C + (77-79.99) = Below Average — Shows below average command of the material for the assignment or course; work represents a limited consistency in the application of critical thinking skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate, but slightly below average understanding of material; involvement in discussions is limited. Student demonstrates below average ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires more than a single reading or hearing to be understood and contains numerous sentences or paragraphs that are not clear or are vague and contains numerous major errors in grammar, mechanics, and usage.

C (70-76.99) = 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 thinking skills. Contributions in seminar reflect a marginal understanding of material and show minimal preparation; involvement in discussions is minimal; frequently needs to be encouraged. Student demonstrates marginal ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires multiple readings or hearings to be understood and contains numerous unclear or vague paragraphs and major errors in grammar, mechanics, and usage that distract reader or listener.

U (<70) = Unsatisfactory — Failed to achieve the basic standards in most or all areas for the assignment or course. Work represents a consistent failure to achieve course learning objectives and lack of critical thinking. 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 arrange with the student for completion of the work required as soon as possible. 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.

CGSC Undergraduate Degree Grading Policy

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.

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.

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

FIGURE 4 UNDERGRADUATE GRADING POLICY

Letter Grade	4 - Point Equivalence	Grading Range
A+	4.00	97.00 - 100.00
A	3.75	94.00 - 96.99
A-	3.50	90.00 - 93.99
B+	3.25	87.00 - 89.99
B	3.00	84.00 - 86.99
B-	2.67	80.00 - 83.99
C+	2.33	75.00 - 79.99
C	2.00	70.00 - 74.99
D+	1.50	65.00 - 69.99
D	1.0	60.00 – 64.99
F	0	< 60

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.

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 for all TRIs.

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

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

Undergraduate Grading 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 undergraduate work in all schools within CGSC.

A+ (97-100) = Exceptional — In all cases, individual work meets the highest standards for the assignment or course. Work represents the complete integration of critical thinking, 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 thinking, 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 thinking, 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 thinking skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material, student joins in most discussions. The student demonstrates very good ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading or hearing and contains only a few minor errors in grammar, mechanics, and usage.

B (84-86.99) = Above Average — Meets most of the standards for the assignment or course. Work represents some consistency in the application of critical thinking 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 communicate ideas and information clearly and effectively in writing and verbally. Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are vague, and may contain minor errors in grammar, mechanics, and usage.

B- (80-83.99) = Above Average — Shows above average command of the material for the assignment or course: work represents a consistency in the application of critical thinking skills as the student achieves course learning objectives. Contributions in seminar reflect an above average understanding of material: involvement in discussions is limited. Student demonstrates above average ability to communicate ideas and information clearly and effectively in writing and verbally. Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are not clear or are vague, and may contain minor errors in grammar, mechanics, and usage.

C+ (75-79.99) = Average — Shows an average command of the material for the assignment or course; work represents a limited consistency in the application of critical thinking skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate understanding of material; involvement in discussions is slightly above average. The student demonstrates average ability to communicate ideas and information

clearly and effectively in writing and verbally. Written or verbal communication is generally understandable in a single reading to be understood and contains some sentences or paragraphs that are not clear or are vague and contains errors in grammar, mechanics, and usage.

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

D/D+ (60-69.99) = Marginal — Meets some of the basic standards for the assignment or course. Work represents low comprehension of course content and is inconsistent in its application of critical thinking 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 communicate ideas and information clearly and effectively in writing and verbally. Written or verbal communication requires multiple readings or hearings to be understood and contains numerous unclear or vague paragraphs and major errors in grammar, mechanics, and usage that distract reader or listener.

U = Unsatisfactory — Failed to achieve the basic standards in most or all areas for the assignment or course. Work represents a consistent failure to achieve course learning objectives and lack of critical thinking. 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 undergraduate 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.

[CGSC Transfer Credit Policy](#)

Per CGSC Bulletin 902 dated 20 January 2023, the Command and General Staff College only accepts transfer credits for students enrolled in the Bachelor of Arts in Leadership and Workforce Development (BA in LWD). Transfer credits for this program will be applied towards the general education requirements, LWD major courses (lower level) and electives. No transfer credits will be applied towards Sergeants Major Course (SMC) requirements. Transferability of credit is determined primarily by the accreditation standing of the sending institution and the equivalence of content in the coursework. Additionally, courses and DANTES/CLEP test scores recorded on the Joint Services Transcript (JST) may also be eligible for transfer credit.

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

[Credit Evaluation](#). Evaluation of transfer credits towards the requirements of the BA in LWD will be done by the CGSC Registrar's Office. Only classes with a grade of C or higher may be transferred. Credits transferred through outside testing must meet minimum score guidelines determined by CGSC Registrar. All transfer credits will be posted with a grade of "P" on the CGSC transcript. Transfer credits will not be calculated in the cumulative student GPA.

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

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

- Letter of circumstance addressed to the CGSC Dean of Academics, describing why the appeal is requested.
- Syllabus for each course being appealed, dated from the year/semester that it was taken.

- Name of transfer institution.
- Official transcript that specifies year/semester/quarter the course(s) were taken.

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

- Advanced Placement (AP) Exams – A series of standardized exams developed by the College Board. College credit is awarded based on exam score. The exams usually follow standardized high school courses generally recognized as being equivalent to undergraduate college courses.
<https://apstudents.collegeboard.org/ap-exams-overview>
- American Council on Education (ACE) and ACE Guides (including prior military training credit)– Major coordinating body for higher education institutions in the U.S., providing third party, unbiased credit equivalency recommendations among other services. ACE Guides are credit recommendations for formal instructional programs and examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related training). <https://www.acenet.edu/National-Guide/Pages/default.aspx>
- College Level Examination Program (CLEP) Exams - Tests of college material offered by the College Board and designed to measure college-level competence achieved outside the college classroom. Course credit is given to students earning a satisfactory score on the CLEP exam indicating successful mastery of course outcomes. <https://clep.collegeboard.org/>
- Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs) – Examinations available for civilian and military personnel that allow a student to demonstrate proficiency of college level knowledge and skills. <https://www.dantes.mil/>
- Excelsior College Examination Program (ECE) – Proficiency examinations for college credit (UEXCEL) in select subject areas and programs (ECE) offered by Excelsior College, NY. Formerly known as Regents College Exam or ACT/PEP Exams. <https://www.excelsior.edu/courses-and-exams>
- National College Credit Recommendation Service (NCCRS) - Coordinating services based on teams of college faculty evaluators and subject matter experts who conduct extensive reviews of education and training programs offered outside of the traditional college classroom and translate them into college credit equivalencies. Education and training by corporations, unions, religious organizations, and proprietary schools have been evaluated. Cooperating postsecondary institutions grant college credit based on credit recommendations and in accordance with their own transfer policies. <http://www.nationalccrs.org/>
- Thomas Edison State College Examination Program (TECEP) – Tests for college credit offered by Thomas Edison State College, NJ. <https://www.tesu.edu/>

Records Retention

Academic records, transcripts and graduation information are retained in perpetuity. All other files are maintained in accordance with AR 25-400-2, 18 November 2022.

Transcripts

Transcripts are issued to all CGSOC students. Official transcripts are provided to appropriate service centers for MMAS, MOS, MAMO, MASS and BA/LWD graduates. Transcripts will not be released to a third party without written consent. Students may request official transcripts by contacting :

U.S. Army Command and General Staff College
Office of the Registrar
100 Stimson Ave
Fort Leavenworth, KS 66027-2301

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).

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 pursue factual accuracy and consider 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 as well as protect research subjects.
- 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 ensure that innovative, critical reasoning and creative thinking, open discussion, and effective writing is shared equally by all faculty, students, and academic administrators.
- Responsibility to warrant that information is presented with a concern for objectivity and fairness and 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.

CGSC Non-Attribution Policy

Non-Attribution Policy. Students, faculty, and guest speakers are encouraged to speak freely and openly about the subjects studied and presented at the College and within the schools. In order to ensure freedom in the classroom from censorship, when a speaker invokes the College's non-attribution policy, nothing the speaker says during their presentation may be attributed to them by name, position, or title to any outside source, including news media, public forums (including internet and web-based discussion areas or comments), or published writings, including student work. If the presentations are recorded, the speaker will also indicate how long they want the policy to apply to their comments. If a media panel is present during the guest speaker's presentation, the non-attribution policy does not apply.

Academic Ethics

Academic Ethics are of paramount importance to the College. All academic work based on ideas and contributions of others must be properly attributed. Work presented by students, faculty, and staff as their own will be their own individual work. This concept of "individual work" differs significantly from traditional staff work, which often reuses previously prepared material without attribution. In an academic environment, this same practice provides an unfair advantage and is inconsistent with the professional ethics and integrity expected of military officers, noncommissioned officers, and civilians.

Academic ethics is defined as the application of ethical principles in an academic environment, to include the giving and receiving of only authorized assistance, the conduct of legitimate research, and the proper attribution of credit to the original source.

(see CGSC Bulletin 920 for guidance).

General Guidance

- Professional Standards. All members of the College must maintain the highest professional standards and uphold the Army Values. Members must conduct honest research and attribute credit properly.
- Collaboration is the coin of the realm in Adult Learning in general and in Professional Military Education in particular. The collective knowledge of a classroom enables the most productive learning environment but there is a clear distinction between collaboration and academic misconduct. Students assigned to group work or called to provide tutorial assistance must be cautious not to compromise the spirit of academic ethics in their efforts to assist other students. Brainstorming, sharing of ideas, joint authorship, and critiquing of each other's work is important and critical to a successful project. Any collaboration must be authorized by the instructor or the assignment and each group will produce its own presentation, briefing or paper as required. A group whose solution is based on help from another group must document the assistance received.
- Students and faculty are prohibited from sharing information on an assessment,

exam, or graded assignment, with or within hearing distance of any student who has not yet taken/submitted the assessment, exam, or assignment.

- Students are encouraged to obtain assistance from the Ike Skelton Combined Arms Research Library (ISCARL) and Learning Resource Center (LRC). No prior authorization is required and LRC faculty may proofread and assist students with the facts, concepts, and theories associated with the assignment. However, students must document the assistance within the paper. Students that receive assistance for typing and/or editing services outside of CGSC must receive prior authorization from the instructor and must document the assistance within the paper. In all instances, the student may not accept assistance beyond that authorized by the assignment or the instructor.

Violations

- Plagiarism. Plagiarism is defined as intentionally presenting the words, ideas, research, or works of another as one's own without proper attribution to that source. This includes but is not limited to: copying the words of another individual (including another student) or copying from a source without quotation marks and citations in footnotes or endnotes; using products derived from an existing source without proper attribution; and using material purchased from an individual or agency, from a study group, or from organizational files; using unattributed material generated by artificial intelligence. Significantly, some instances of plagiarism are not the product of intentional actions but of ignorance or carelessness. In those cases, a Director/Commandant may opt to apply informal corrective measures rather than formal administrative measures.
- Education Technology Sites. It is a violation to upload or download course materials to online education technology sites, pay-to-use academic sites, sharing websites, flash card creation, quiz/test producing or similar online sites designed for the exchange of academic materials. Course materials include, but are not limited to, assignments, quizzes, tests, papers, study guides and outlines. This prohibition extends beyond graduation or withdrawal from class. Uploading to, downloading from, or use of any material from such sites is a violation of this policy.
- Unauthorized Collaboration. It is a violation to work with others on individual assignments. Groups expected to work independently will not work together. Unauthorized collaboration includes, but is not limited to, cooperating with or transferring, sending, receiving, posting, uploading, downloading of any course materials. It also includes the passing of notes or discussing examination answers or solutions without prior approval from the instructor or receiving unauthorized assistance in preparing out-of-class assignments. The definition of course material includes, but are not limited to, assignments, quizzes, tests, papers, and outlines.
- Unauthorized Assistance. It is a violation to give or receive any type of assistance on an assigned work product, to include sharing, sending, receiving, posting,

uploading, or downloading relevant course material and assignments from any source not specifically allowed by the assignment, the faculty, or this Bulletin. This includes possession or use of information obtained from any student in any academic year students who has already completed the lesson or course in question. This also includes possessing crib notes when taking examinations; copying answers from another student during tests; and removing test booklets after completion of the test, unless approved by the examination proctor. It also includes the possession of faculty- only materials for practical exercises, examinations, or any other controlled material used in any CGSC resident or nonresident course in any academic year that have not been issued by the faculty conducting the course.

- Copyright Violations. Copyright laws include policies and regulations from the Department of Defense (DoD) and/or Army guidance. A violation of copyright laws may subject an individual to civil and/or criminal penalties. Students are obligated to consult with the staff of the Ike Skelton Combined Arms Research Library (CARL), at (913) 758- 3018 or local learning resource centers regarding the use of copyrighted materials.
- Artificial Intelligence (AI). Artificial Intelligence tools like ChatGPT and other copilots are not prohibited in the schools of the Command and General Staff College. On the contrary, College leadership encourages the exploration of AI uses as well as their potential misuses and limitations. Keep in mind that large language models (LLM) like ChatGPT have been known to supply inaccurate information and fake citations. Moreover, students are required to submit original work for all assessments. That means citing all external sources used in research and writing. If a student uses AI-generated text it, too, must be cited and the citation must include how it was applied in your work. Because the prompts applied to the search tool can be used to assess critical thinking, the including the prompt in the citation is a specific requirement. This includes the use of iterative prompts. An intentional failure to cite your use of AI or using unattributed AI-fabricated information is a violation of this college policy and could result in consequences up to and including dismissal.

Violation of the Ethics policy and Bulletin 920 may result in the initiation of an AR 15-6 investigation.

[Reporting Procedures and Responsibilities for Ethics Violations](#)

Resident Instruction

Students will report suspected violations to the SGA, section leader, or instructor. During the initial inquiry and/or investigation process, all parties involved will protect the rights of all subjects. A DA Form 3881 (Rights Warning Procedure Waiver Certificate) should be used when taking the statement of a suspect, whether a military member or civilian.

The SGA, course instructor, or Seminar/Team leader will investigate the allegation and

determine if a violation may have occurred. If they believe that a violation may have occurred, they will then notify, through their school chain, the director of the department that owns the curriculum. The director will ascertain whether there has been a violation and, if so, inform the College chain of command. All may obtain legal advice from the CGSC Legal Advisor as necessary. In the case of International Military Students, the Director of the International Military Student Division will also be notified. In the case of Sister Service elements, the senior representative of the respective Service will also be notified. In the case of an interagency student, the Deputy Director, Command and General Staff School, will be notified.

If a department director reasonably believes that an ethics violation has occurred, they will forward a recommendation to their school director/Commandant who will forward to the Dean of Academics in accordance with CGSC Bulletin No. 912.

Nonresident Instruction:

Distance Learning. DDE faculty and Team Leaders will investigate the allegation and determine if a violation may have occurred. Team, leaders will report suspected violations to the DDE Chief of Academic Operations for review and forwarding to the Director, DDE for consideration. This applies to CGSOC Common Core – Asynchronous Distance (CC-ADL), the Advanced Operations Course – Distance Learning (AOC DL), and the Sergeants Major Course – Distance Learning.

The Distance Education Program Manager/Chief of Academic Operations will conduct a preliminary inquiry into alleged violations and forward a request for investigation to the Commandant, SGM-A/Director DDE for review.

If the Director, DDE or Commandant, SGM-A, reasonably believes that an ethics violation has occurred they will submit a request for investigation in accordance with CGSC Bulletin 912. The Director or Commandant will submit a recommendation for an investigating officer.

TASS Brigades and Detachments

TASS brigade and detachment faculty and staff will report all suspected violations to battalion commanders. Students who suspect academic ethics violations will report them to instructors or section leaders.

TASS battalion commanders will conduct a preliminary inquiry to determine whether there is sufficient evidence to warrant an AR 15-6 investigation. If the preliminary inquiry supports a reasonable belief of wrongdoing or improper conduct, the battalion commander will follow the procedures outlined in CGSC Bulletin No. 912.

[Substandard Academic Performance, Academic Probation, Remediation, Review and Reporting](#)

For complete information, See Bulletin 903, Bulletin 920, Bulletin 912

Undergraduate graduation standards

The standards for successful completion of the undergraduate program are a minimum cumulative GPA of 2.0 and no less than a “C” in any core course, and 120 credit hours. The undergraduate certificate standard is completion of the curriculum with “C” or better in all courses

Graduate graduation standards

The standard for successful completion in all graduate degree programs is a minimum 3.0 GPA and a “B” or better in all courses. Completion of CGSC Graduate Degree Programs (MMAS, MOS, MAMO, MASS) requires a GPA of 3.0 and a “B” or better in all courses. In addition to the overall GPA standard, each student is expected to demonstrate proficiency in each graded block of the curriculum. The accumulation of 2 or more of “C+” or lower grades will result in an Academic Performance Review (APR). Upon completion of the APR, an Academic Review Board (ARB) may be initiated. In an ARB, the student will be considered for retention, disenrollment, or dismissal from their program.

Substandard Performance

Failure to meet established academic graduation standards or engaging in misconduct may result in disenrollment or dismissal from the program of study, at the discretion of the Commandant or Deputy Commandant (DC). The disenrollment or dismissal can occur at any time. Guidelines on academic ethics and academic misconduct (e.g., cheating, plagiarism, unauthorized collaboration, etc.) are covered in CGSC Bulletin No. 912, Academic Misconduct Investigations and Student Dismissal/Release Procedures, and CGSC Bulletin No. 920, Academic Ethics Policy.

SGM-A students dismissed for misconduct will have no academic credit posted to the transcript for any portion of the SGM-A course. Successful completion of the entire course of study is required to post academic credit on an official transcript.

A CGSC student dismissed for misconduct will receive transcript credit for the completed portions of the courses where no misconduct was attributed. If misconduct is found after graduation, then credit posted to the transcript for that course/courses will be removed, the transcript will be annotated, and the diploma/degree will be rescinded.

The first TRI (transcript reportable item) of “C” or “C+” in a program of study will result in the student being placed on academic probation.

A second TRI grade of “C” or “C+” or any TRI grade of “U” in a program of study represents the possibility of a student not meeting graduation standards. This level of substandard academic performance will result in academic probation, an Academic Performance Review (APR) or a possible Academic Review Board (ARB).

The student must successfully remediate the TRI grade of “U” to continue in the

program of study. A grade can only be remediated to a “C” regardless of the actual grade earned in the remediation. Remediation is not a replacement of the initial “U”; it is a remediation. Failure to successfully remediate a TRI “U” will result in an APR and an ARB. Should a third TRI “C” occur, an ARB will be convened.

Written counseling is required for any student who is underperforming academically and must contain, at minimum the ramifications of substandard performance, all shortcomings related to the TRI and recommendations for improvement.

Counseling must be acknowledged, and records will be maintained per guidance in Bulletin 903. The Commandant, Deputy Commandant or Dean of Academics may place a student on or remove a student from probation at any time. Complete reporting processes are found in Bulletin 903.

[Academic Review Board](#)

The ARB is the executive agent for the College to monitor the academic performance of all students. The DOA, DC and Commandant are ARB convening authorities. An ARB will be convened as required to consider both academic awards and substandard performance or failure to complete graduation requirements. The convening authority will notify the student concerned and provide reasonable opportunity to reply and submit rebuttal material.

The student will be notified in writing before any ARB recommendation is forwarded for action. The student will be provided a copy of the findings and any materials not previously provided to the student.

[Academic Evaluation Reports](#)

Academic Evaluation Reports (AER) are governed by AR-623-3 and requires that school directors review the records of any student who will receive a rating other than “Achieved Course Standards”.

- **Army** The Registrar issues an AER (DA Form 1059-2 or 1059-1) for each Regular Army, U.S. Army Reserve, National Guard and civilian student using input provided by the student’s SGA.
- **Sister service** students’ evaluation, fitness or training reports are prepared by each respective service element based on input provide by SGA and instructors.
- **International** Officers/NCO’s The Chief, IMSD issues and academic report (DD Form 2496) International Student Academic Report for each IMS. A copy of the report is provided to the Security Assistance Officer in-country (including a transcript that only lists courses taken). A copy of the report is also provided to the student. CGSC adheres to all specific country requirements as well.
- **Interagency** All IA students will receive DA Form 1059-2. The completed form is provided to the Chief, Interagency Student Division and a copy is provided to the student. IASD will forward the originals to the partner agency POC in accordance with the Memorandum of Agreement. All Department of State students also receive a DS 1106, Department of State Training Evaluation

Report. A copy is provided to the student and forward to the State Department POC.

Student Appeals CGSS

Students should attempt resolution with the faculty member prior to a formal appeal. Students may formally appeal "FAIL", "C", "C+" or "U", or any of those grades on a remediation grade. Contribution to group learning grades may not be appealed. Grades based on late submission may not be appealed. FINAL TRI grades may not be appealed.

Formal appeal may be initiated by submitting a memorandum stating the justification for the appeal. That memo should be addressed through the Staff Group Advisor and Teaching Team Leader to the Department Director responsible for the grade in dispute. Distance Learning and TASS students submit appeals to the Director of Distance Education. Further information available in Bulletin 903.

Student Appeals SGM-A

Per SGM-A Policy Memorandum No.10, Late submissions, Reassessments and Appeals of Academic Assessments, scores of 70 or higher, late submissions, multiple choice assessments, failures resulting from administrative score deductions (e.g. rubric non-compliance, SGM-A Policy Memo 17 infractions, etc.) Assessing Leadership Attributes and Competencies (ALAC) scores, and final department scores are not subject to appeal.

A student may formally appeal a score below 70 on assessed products only. The student will use the memorandum template provided to submit justification for the score appeal. If the DC (Deputy Commandant) accepts the appeal; the student waives the reassessment option. The student will submit the memorandum within the suspense periods listed below (as appropriate). After these periods, the score is final and not subject to change without DC approval and prior concurrence from the SGM-A Director.

- SMC-R no later than 1700 hours of the following academic day from receiving written notification (counseling) of the failing score.
- SMC-DL No later than seven calendar days from receiving written notification (counseling) of the failing score.

The DC will determine if the appeal is within policy limits, and if not, will provide written notification to the student. If the appeal is within limits, the DC will appoint two faculty members from the same department to reassess the appealed assessment. Those faculty members will score a clean copy of the assessment product within one day using the applicable rubric. It is then provided to the DC who will average two scores from the reassessment. If that average is within 10 points of the original score, the original score is validated, and the appeal is not successful.

If the reassessment score differs by more than 10 points, the scores are averaged and that is the final grade. Student will receive notification of the outcome through faculty. The results of the reassessment rubric are not available to student.

Upon receipt of notification memo, the student will sign an acknowledgement of receipt.

Student Awards and Honors

CGSOC awards requiring an ARB:

- General George C. Marshall Award: Presented to a distinguished U.S. graduate of resident Fort Leavenworth CGSOC. This award recognizes scholarship, pays homage to one of America's most honored Soldiers, and serves as a lasting incentive to the officers attending resident CGSOC.
- General Dwight D. Eisenhower Award: Presented to a distinguished International Military Student (IMS) graduate of resident Fort Leavenworth CGSOC. This award honors military scholarship and is held in the highest esteem by the winners and the nations they represent.
- General Colin L. Powell Award: Presented to an interagency student of resident Fort Leavenworth CGSOC. This award recognizes excellence in scholarship and overall contributions to interagency education at the College.
- General John J. Pershing Award: Presented to a distinguished student of distance learning CGSOC. This award is presented four times per year, upon completion of the Advance Operations Course (AOC-DL). This award recognizes excellence in scholarship and overall contributions in the distance education CGSOC program and considers the officer's performance in both the Common Core and AOC courses.
- The Arter-Doniphan Award: This award, sponsored by the Alexander Doniphan Committee and implemented by the CGSC Graduation Committee, is presented to the member of the class who has earned the highest overall GPA for the year. This award honors Alexander W. Doniphan, an American Soldier and statesman whose life exemplified qualities of an exceptional member of the profession of arms. COL Doniphan's long and distinguished service in the Missouri militia included his heroic leadership in the Mexican-American War where he successfully campaigned his regiment more than 5,000 miles against forces far superior in number.

CGSOC Awards not requiring an ARB:

- Birrer-Brookes Award for Outstanding MMAS Thesis. The Assistant Dean of Academics for Degree Programs and Research is the proponent for this award. The Birrer-Brookes Award is given to the author of an 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. Thesis committee chairs may only make one nomination each academic year. A panel chosen from among the College's graduate faculty evaluates the nominated theses and provides a recommendation to the DOA for approval.
- General George S. Patton, Jr. Master Tactician Award. The CGSS Department of Army Tactics (DTAC) is the proponent for this award. The award recognizes that the intricacies of modern warfare reinforce the Army's need for exceptional tacticians at all levels. CGSC inaugurated the Master Tactician Program with the 1983 class to provide a challenging academic forum for students demonstrating a

special aptitude for tactics. This demanding extracurricular activity requires nominees to prepare a detailed tactical concept of operation predicated upon a corps-level scenario and submit to a rigorous oral defense of their plan before a panel of experts. Open to Fort Leavenworth resident CGSOC students.

- Major General James M. Wright, Master Logistician Award. The CGSS Department of Sustainment and Force Management (DSFM) is the proponent for this award. The award recognizes that the intricacies of modern warfare reinforce the Army's need for exceptionally competent logisticians at all levels. CGSC inaugurated the Master Logistician Program with the 1982/83 class to provide a challenging academic forum for students demonstrating a special aptitude for logistics. This demanding extracurricular activity requires nominees to prepare a detailed logistical plan predicated upon a corps-level scenario and submit to a rigorous oral defense of their plan before a panel of experts. Open to Fort Leavenworth CGSOC resident students.
- Brigadier General Benjamin H. Grierson Award for Excellence in Strategic Studies (Master Strategist Award). The CGSS Department of Joint, Interagency, and Multinational Operations (DJIMO) is the proponent for this award. The award recognizes excellence in strategic studies by students enrolled in the Strategist Program. Award selection includes: recommendations from college staff and faculty; reviews of all grades; performance in the Strategist Program courses; a specific writing requirement; and an oral comprehension examination. The Buffalo Soldier Educational and Historical Committee awards a replica of the Buffalo Soldier Monument at graduation. The award is only open to students enrolled in the 6Z strategy course.
- Arter-Darby Military History Writing Award. The CGSS Department of Military History (DMH) is the proponent for this award. CGSC established this award in 1980 to enhance professional scholarship through research and writing about the evolution of American tactical doctrine. Retired Lt. Gen. Robert Arter, a former deputy commandant, and former U.S. Sen. Harry Darby of Kansas City, endow this award. This award for military scholarship is open to all Fort Leavenworth CGSOC resident students.
- Father Donald Smythe Military History Award. The CGSS DMH is the proponent for this award. CGSC created the award in 1989 to present to an exemplary military history student. This award, by recognizing excellence in the study of history, honors the memory of an esteemed scholar, Father Donald W. Smythe, who served as the John F. Morrison Professor of History from 1985-86 at CGSC. The award is open to all members of the Fort Leavenworth CGSOC resident class.
- LTC Boyd "Mac" Harris Leadership Award. The CGSS Department of Command and Leadership is the proponent for this award. This award recognizes the student who excels academically and demonstrates superior leadership in class. Gary and Moira Sinise sponsor the award with a permanent endowment through the CGSC Foundation to honor LTC "Mac" Harris, the author of the "Be, Know, Do" leadership concept. The award is open to Fort Leavenworth CGSOC resident students.
- General Douglas MacArthur Military Leadership Writing Award. The CGSS Department of Command and Leadership administers and co-sponsors this award with the General Douglas MacArthur Foundation. The award's purpose is to

encourage and recognize scholarship and professional writing on leadership. The award is open to Fort Leavenworth CGSOC resident students.

- Joint Command, Control, Communications, Computer, and Intelligence (JC4I) / Information Operations (IO) Writing Award. The CGSS DJIMO is the proponent for this award, which recognizes a student who excels in research and writing and enhances professional scholarship on JC4I subjects. This award is open to Fort Leavenworth CGSOC resident students and AMSP students.
- The Major General Hans Schlup Award for Excellence in International Relations. The CGSS International Military Student Division (IMSD) is the proponent for this award. The award was established in 1997 to recognize and promote the significance and importance of international relations developed through the network of friends and professional acquaintances at CGSC in the international military student community. The award is named for Major General Hans Schlup, the Swiss Army's International Military Student participant in the CGSOC Class of 1978 who organized a post-graduate annual newsletter for circulation among all CGSS IMS graduates. Major General Schlup's class of '78 IMS and U.S. classmates endowed the award in his name. The award is open to all IMS members of the Fort Leavenworth CGSOC resident class.
- Excellence in Joint Service Warfare Award. The CGSS DJIMO is the proponent for this award. The award recognizes the student who contributes significantly to the study, implementation, and spirit of joint service warfare. Additionally, the student must demonstrate proficiency in core and advanced joint warfare studies courses, attain an additional skill identifier in joint service warfare, participate in joint special operations areas of concentration, complete joint service warfare electives, publish joint service warfare articles and complete a Master of Military Arts and Science degree with a focus on joint service warfare or a comparable degree from another institution. The award is open to all members of the Fort Leavenworth CGSOC resident class.
- Homeland Security Studies Award. The CGSS DJIMO is the proponent for this award. The award, sponsored by the CGSC Foundation, recognizes excellence in homeland security research or contribution to homeland security, homeland defense or defense support of civil authority topics. The award is open to resident Fort Leavenworth CGSOC and AMSP students.
- The Simons Center Interagency Writing Award. The CGSS DJIMO is the proponent for this award, open to all resident Fort Leavenworth CGSOC students each academic year. The award recognizes insight and fresh thinking in advancing the knowledge, understanding and practice of interagency coordination, cooperation, and collaboration at the tactical or operational level. The award is open to all members of the Fort Leavenworth CGSOC resident class.
- GEN William E. DePuy Writing Award. The proponent for this award is Army University Press. GEN DePuy recognized the value of Army leaders expressing critical thinking and creative thought through writing. His vision for this award was to nurture agile, adaptive thinking to conceive, develop and implement innovative ideas. The award is open to Fort Leavenworth CGSOC resident students.
- Iron Major Award. The CGSS United States Student Detachment (USSD) is the proponent for the award. The Iron Major Award was established in 2005 to

recognize exceptional physical fitness. The award is presented to one male and one female student who finish first in a grueling series of events designed to test endurance and strength. The Iron Major Award is an M7 bayonet mounted on a plaque and is presented by the CGSC Commandant. Competition is open to Fort Leavenworth CGSOC resident students.

- The Distinguished Honor Graduate Award. The CGSS satellite and Blended Campus Program Management Office is the proponent for this award. The award honors the graduate within a section of up to 64 students who demonstrates exemplary academic performance in all coursework by achieving the highest overall GPA in either CGSOC Common Core or CGSOC Advanced Operations Course.
- Women, Peace and Security Awards. The Office of the Dean of Academics is the proponent for these awards, sponsored by the CGSC Foundation. The Women, Peace and Security Writing Award recognizes excellence in writing on principles of UNSCR 1325 which was unanimously adopted by the UN Security Council on October 31, 2000, to reaffirm the vital role of women in the prevention and resolution of conflicts and in peacebuilding. Each school in CGSC will submit one paper. The categories for submission are MMAS thesis, SAMS monograph, essay or article. Essays and Articles are limited to 2000-5000 words. Evaluation criteria include organization, style, and exposition of the writing on topics most relevant to the principles of UNSCR 1325. The CGSC DC will appoint a chair and panel members from the CGSC staff and faculty to review submissions. The chair will publish submission timelines and requirements NLT December of each academic year. The panel will review all nominations and recommend one winner from each category to the Dean of Academics. The chair will also recommend one winner for submission for the Joint Women Peace and Security Writing Award to the Dean of Academics

SAMS awards

- Superior Honor List
 - ASLSP One student
 - AMSP One student
- Distinguished Honor List
 - ASLSP Three students
 - AMSP Two students per seminar (16 total)
- Iron Leader: presented to the student with the highest overall score on the school administered Army Combat Fitness Test
- Iron OPT Award: Presented to the AMSP seminar that earns the highest cumulative score across several academic and group performance categories and volunteer engagement events as deemed by the Director throughout the Academic Year.
- COL Arthur D. Simons Interagency Writing Award is a plaque presented by the Simons Center to recognize the best monograph on an interagency topic by an AMSP student.
- SAMS ASLSP Best Monograph: Awarded to the one AMSP and one ASLSP student for the best monograph in their program. AMSP seminar leaders and

the ASLSP Director will recommend one monograph per seminar to a board of SAMS professors for review and recommendation to the Director of SAMS. The monograph must be completed by the due date and approximately 10,000 words in length.

- COL Tom Felts Leadership Award: Awarded to one AMSP student. The Felts Leadership Award recognizes the AMSP student who best demonstrates all the attributes from the AMSP mission and vision for a graduate of the program. Seminar leader's nomination does not necessarily have to be the student with the best monograph, the highest GPA or the best PT score. Nomination can be any AMSP student who best puts all the graduate outcomes together consistently throughout the year.
- Harding Project Award: Recognizes distinguished, published written works in professional military journals by SAMS Faculty and Students as assessed by the, program directors, SAMS Director and Deputy Director. The Harding Project is an effort to organize those interested in renewing professional publications, inform that community, and solicit their ideas. Professional journal articles are assessed from the time period of June to May of each academic year. One Student and one Faculty member are eligible.
- Major Scott Starry Leadership Award: Recognizes the top Joint Service Officer for academic excellence, physical fitness and bearing, and superior leadership. This award is sponsored by the CGSC Foundation through a gift endowment from graduates of the SAMS Class of 2021. Candidates must be in the top 10% of the AMSP class in academics, above average in assessed physical fitness tests, among the top 25% of peer-assessed performers in their seminar and assessed by the AMSP Program Director as exemplary in Joint Force planning and integration throughout all practicums and exercises.

SGM-A Awards

SGM-A writing awards are open to SMC-R students only.

- Military History Writing Award: Competition is available to students while assigned to the Department of Professional Studies (DPS). DPS instructor nominates the best paper per semester and in each classroom to the DPS Chair. DPS Chair then submits the five best papers for final consideration to the Chief of Education. A panel of 3-5 members convenes to select the winner.
- SMA William G. Bainbridge Ethics Writing Award this Department of Command and Leadership award recognizes the best submission detailing Army ethics and best practices. DCL instructor will nominate the best paper to the DCL Chair. The DCL Chair and Vice-Chair the select the best paper each semester and submit five papers to the Chief of Education for final consideration. A panel of 3-5 members convenes to select the winner.
- Association of the United States Army (AUSA) Award for Military Writing: This award seeks the most relevant student writing regarding contemporary Army leadership challenges and issues.

- General Raph E. Haines, Jr. Writing Award: This award recognizes the best individual effort focusing on a particular issue that affects an organization, U.S. Army, sister service branch, or international military organization.
- Contemporary Operational Environment Writing Award: This award recognizes a paper based on Large Scale Combat Operations and Multi-Domain Operations in response to emerging and near peer threats.
- MSG Roy Benavidez Resiliency Writing Award recognizing research and study in leadership with a specific focus on resiliency.
- TRADOC G-2 Mad Scientist Fiction Writing Award: This paper follows TRADOC's G-2 Mad Scientist Writing Contest guidelines on approved topics.
- The Halberd Physical Fitness Excellence Award: This is given to the student who scores the highest average from the two U.S. Army fitness tests administered during the academic year. In the event of a tie, the SGM-A Director will approve a tie breaker physical event.
- The SGM-A Selfless Service Award: This award recognizes the best example of selflessness and volunteer accomplishments. Each department chair must submit a memorandum to the Director detailing the nominee's selfless service accomplishments throughout the academic year. The SGM-A Director establishes a panel that consists of the department vice-chairs, or representatives, to select a winner.
- The Association of the United States Army Award: This peer nominated award is given to a student who demonstrates exceptional leadership abilities. Department chairs will collect nominations and submit to the SGM-A Chief of Education who will chair the selection panel. Students selected must meet the following criteria:
 - Demonstrate outstanding leadership ability throughout the year
 - Have no derogatory counseling
 - Have first time "go" on fitness tests and height/weight screening
 - Earn 70 or above on all course assessments
- CGSC Order of the Iron Pen: This award recognizes published student authors whose writings are the results of efforts while assigned in the SMC. CGSC encourages student authorship. Professional and academic contributions adding to the body of knowledge through authorship is an important pursuit for senior NCO's. The SMC will consider all voluntary submissions. Instructors serve as publication mentors and are responsible for Iron Pen packet submission. Co-authored submissions are permitted for this award.
- Distinguished Student Awards
 - Sergeants Major Academy Distinguished U.S. Student Award for Academic Excellence. This award is presented to the student who achieves the highest class standing as demonstrated by outstanding leadership attributes and competencies and exemplary academic performance.
 - Sergeants Major Academy Distinguished International Military Student Award for Academic Excellence is awarded to a student who achieves the highest class standing as demonstrated by outstanding leadership attributes and competencies, and exemplary academic performance.
 - Commandant's List and Superior Academic Achievement

- Commandant's List recognizes the top 20% of the graduating class, achieve an overall score of 582-600, pass Foundations and each department with a 90% or higher and receive no derogatory counseling.
- Superior Academic Achievement recognizes the top 21-40% of the graduating class, achieve an overall score of 540-600, pass Foundations and each department with an 80% or higher, and receive no derogatory counseling.

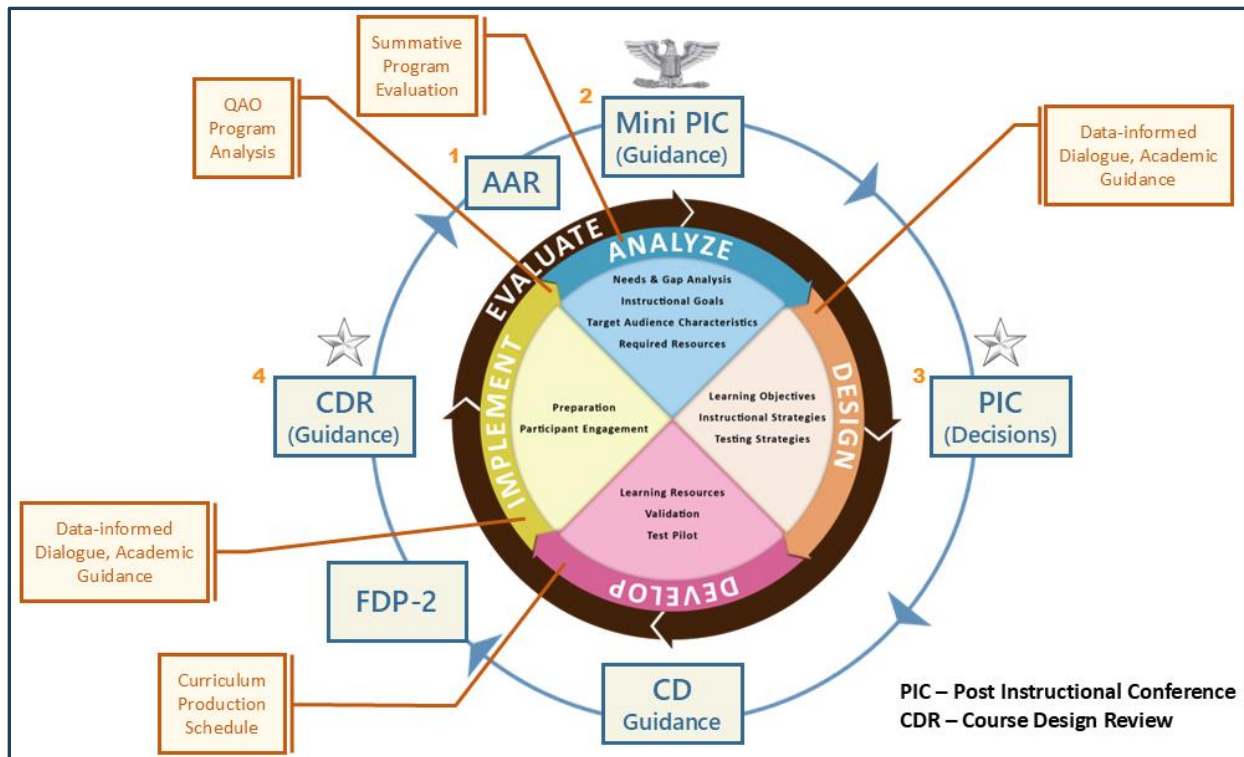
CGSC Processes Bearing on Education Quality

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

CGSC's Accountable Instruction System (AIS)

All CGSC schools use the Accountable Instructional System as a structured yet dynamic process for evaluating and adjusting curricula.

FIGURE 5 ACCOUNTABLE INSTRUCTION SYSTEM



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

PICs and CDRs assure the Deputy Commandant and USACGSC Commandant that:

- We achieved our mission during the last academic year.
- We continue to meet the needs of the Army and Joint Force
- We are prepared for success in the coming academic year.

The Accountable Instructional System enables synchronization and promotes collaboration. Faculty play essential roles in shaping agendas and informing decisions about curriculum at every stage of an AIS cycle. (CGSC Bulletin 930 CGSC Curriculum Development)

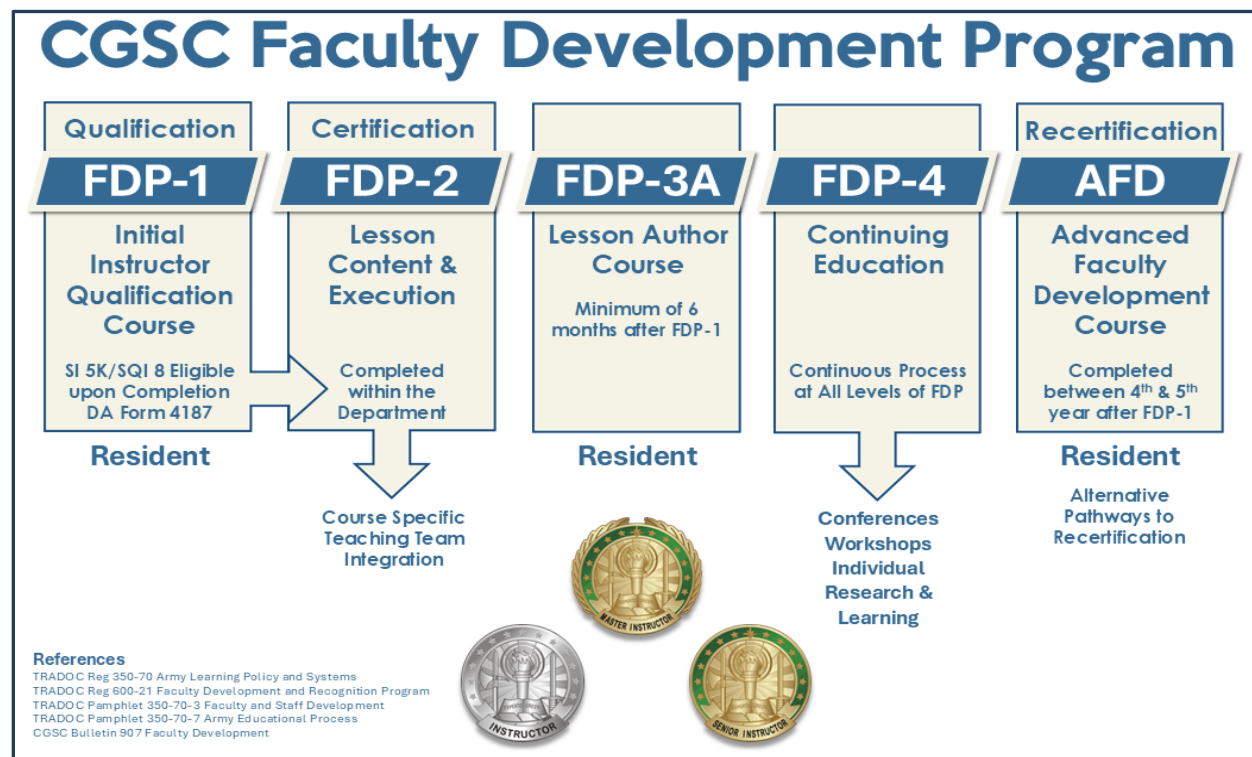
CGSC's Faculty Development Program

FDP is the single most important driver in creating and sustaining the learner-centric environment.

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.

Every CGSC instructor goes through CGSC Faculty Development Program (FDP) 1 and 2; all faculty members serving as lesson, block and course curriculum developers go thru FDP 3. All faculty must attend Advanced Faculty Development every 3-5 years, and voluntarily attend FDP 4 events as they occur during an academic year.

FIGURE 6 FACULTY DEVELOPMENT PROGRAM



FDP 1 CGSC Instructors Course (CGSC-IC) is the approved CGSC equivalent of the Common Faculty Development Instructor Course (CFD-IC) in TP 350-70-3. All faculty teaching a CGSC course must complete Faculty Development Phase 1 -- or CFD-IC delivered by the NCOLCoE Staff and Faculty Development Division at Fort Bliss – before teaching students. Within six months of completing FDP-1 or CFD-IC, the senior rater or a qualified faculty member must observe each new faculty member at least one time 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.

FDP 2 Workshops 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.

FDP 3A CGSC Lesson Author Course is the entry-level course for CGSOC, AMSP, ASLSP and SMC instructors assigned as lesson authors. Completion of FDP 3A is required prior to writing or revising lesson plans and other curricular materials.

Block Authoring Fundamentals Phase I & II (FDP3B)

FDP3B is an advanced course tailored for faculty members serving as block and course authors within the Command and General Staff College (CGSC), including the Command and General Staff Officer Course (CGSOC), Advanced Military Studies Program (AMSP), Advanced Strategic Leadership Studies Program (ASLSP), School of Command Preparation (SCP) and Department of Distance Education (DDE). This blended learning experience is designed to equip participants with the essential skills and knowledge required to effectively develop and manage educational programs that align with the Army Learning Model (ALM) as outlined in TR 350-70.

Scope

The FDP3B course, "Block Authoring Fundamentals," is a blended learning program and is divided into two days of asynchronous remote learning (Phase I) and three days of synchronous in-person instruction (Phase II). The goal of the course is to provide participants with the fundamental know-how needed to create and oversee educational initiatives that adhere to TR 350-70's Army Learning Model (ALM).

Course Prerequisites

Must have completed the three phases indicated in TR 350-70, Table 8-1, p.102 to be a certified instructor in Initial Instructor Course (FDP1) and Lesson Author Course (FDP3A).

Enrollment Requirements

Faculty members who wish to participate in the FDP3B course must be nominated by their department leadership. This ensures that those attending are selected based on their roles as block and module authors, aligning with the needs of the organization

FDP 4 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 their military and/or academic discipline.

Advanced Faculty Development is a recertification for experienced faculty required every five years by AR 350-70. It is provided by the Faculty Development Division where participant instructors exchange perspectives, recertify on the experiential learning model (ELM), and implement advanced teaching techniques.

Faculty Awards

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. (CGSC Bulletin 905)

Accreditation

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 become superb opportunities to engage faculty and school administrators in broad-based strategic planning and institutional agenda-setting.

Regional (Civilian) Accreditation

CGSC is accredited by the Higher Learning Commission to confer the Master of Military Art and Science (MMAS) and Masters in Operational Studies (MOS) to qualified graduates of the ten-month resident Command and General Staff Officer Course (CGSOC), the Master of Arts in Military Operations to all graduates of the Advanced Military Studies Programs (AMSP), and the Master of Arts in Strategic Studies to all graduates of the Advanced Strategic Leadership Studies Program (ASLSP). CGSC offers the Bachelor of Arts in Leadership and Workforce Development to eligible students enrolled in the Sergeants Major Course delivered by the Sergeants Major Academy (SGM-A).




Joint Accreditation

The Chairman, Joint Chiefs of Staff (CJCS) accredits CGSC Joint Professional Military Education Phase I programs every six (6) years. These include resident and non-resident versions of the Command and General Staff Officer Course (CGSOC) taught by CGSS. In addition, Joint Staff accredits the SAMS' Advanced Strategic Leadership Studies Program (ASLSP) to award JPME II.

Army Accreditation

The U.S. Army Training and Doctrine Command (TRADOC) accredits CGSC to provide Professional Military Education (PME) programs in four schools: (a) the Command and General Staff School (CGSS); (b) the School of Advanced Military Studies (SAMS); and (c) the School for Command Preparation (SCP); and the Sergeants Major Academy (SGM-A). CGSC last hosted a successful TRADOC accreditation visit in October 2019.

FIGURE 7 CGSC ACCREDITATIONS

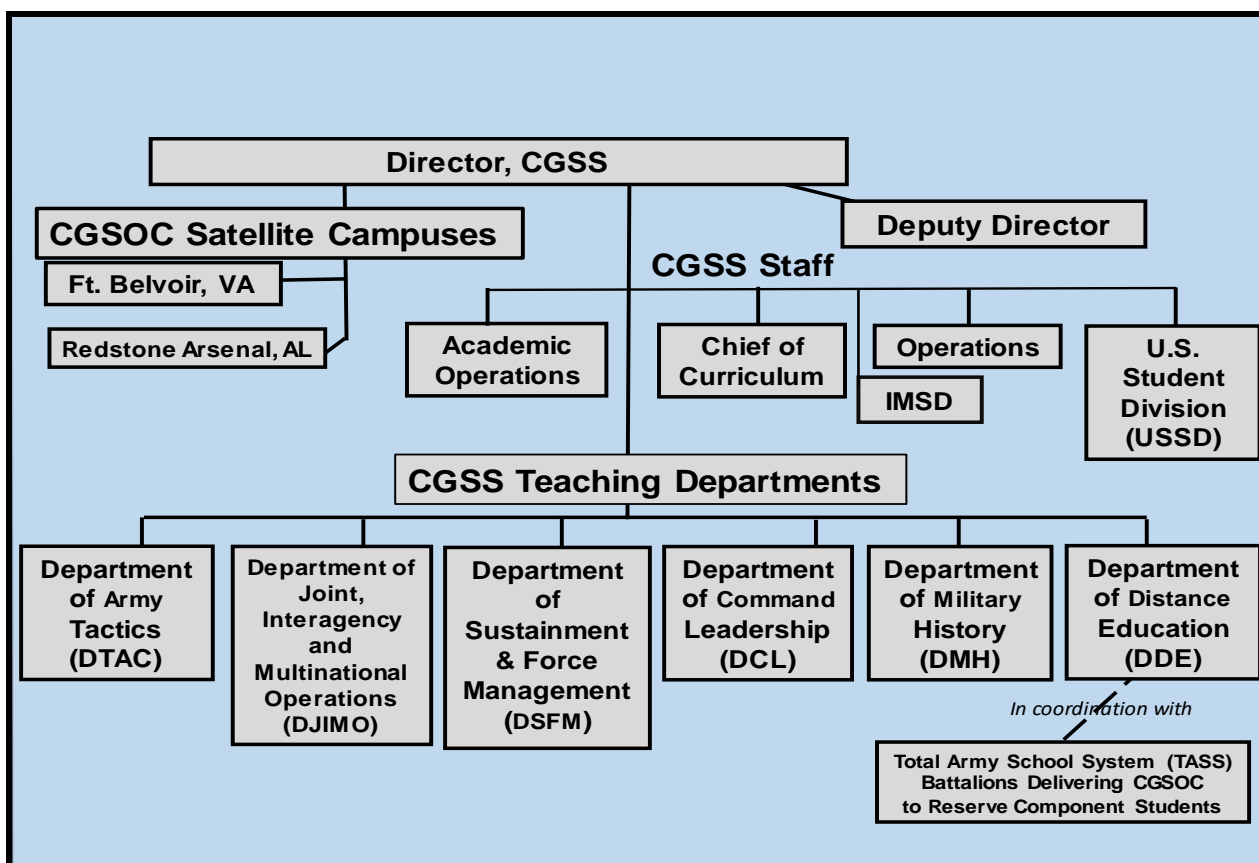
	<u>Accrediting Body</u>	<u>CGSC Courses and Schools</u>	<u>Degree or Credential</u>
	Joint Staff J7	The Command and General Staff Officers' Course (CGSOC) in CGSS	Joint Professional Military Education (JPME I) Phase 1
		The Advanced Strategic Leadership Studies Program (ASLSP) in SAMS	Joint Professional Military Education (JPME) Phase II
	US Army Training and Doctrine Command (TRADOC)	(1) Command and General Staff School (CGSS);	Military Education Level 4 (MEL 4) for CGSOC graduates
	Higher Learning Commission	(2) School of Advanced Military Studies (SAMS); (3) School for Command Preparation (SCP); and (4) Sergeants Major Academy (SGM-A)	(1) Master in Military Art and Science (MMAS) or Masters of Operational Studies (MOS) for qualified CGSOC graduates; (2) MA in Military Ops (MAMO) for AMSP; (3) MA in Strat. Studies (MASS) for ASLSP; and (4) BA in LWD for qualified SMC graduates at SGM-A

* All three accrediting bodies require some form of annual report.

** Beginning 2020, OPMEP will require a biennial report on students' learning outcome achievement for resident and non-resident CGSOC (JPME-I) and ASLSP (JPME-II).

Command and General Staff School

FIGURE 8 COMMAND AND GENERAL SCHOOL



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). The Command and General Staff Officers Course, developed and delivered by CGSS, consists of both resident and non-resident options. The ten-month resident course consists of the Common Core, Advanced Operations Course and an elective program. The non-resident option consists of on the Common Core and a branch specific or functional area-specific credentialing course.

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 Multi-Domain Operations in a range of operational environments. In addition to strategy, operations and tactics, logistics, and force management, other areas of study include history, politics, leadership and the human dimension.

Resident students may also elect one of two Masters degree options while in attendance. The Master of Operational Studies (MOS), a practitioner's degree, and the Master of

Military Arts and Science, a more academically focused degree. All U.S. resident students are automatically enrolled in the MOS program. The MMAS is an “opt in” program. In certain situations, students may petition to select outside degrees. These approvals are on a case-by-case basis. International students may participate in either degree on an “opt in” basis providing they have met all prerequisite requirements at the time coursework begins

[The Master of Operational Studies](#)

Graduation requires successful completion of Common Core, the Advanced Operations Course and 12 credit hours of electives.

[The Master of Military Arts and Science](#)

Graduation requires successful completion of Common Core, the Advanced Operations Course and 12 credit hours of electives that must include A 211, A 221 and A 231 and completion of a committee led master’s level thesis.

[CGSS Organizational Structure](#)

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 Joint, Interagency and Multinational Operations (DJIMO), the Department of Sustainment and Force Management (DSFM), the Department of Command and Leadership (DCL), the Department of Military History (DMH), and the Department of Distance Education (DDE). The School also supervises faculty and CGSOC Common Core delivery at two satellite Campuses (Ft. Belvoir, VA, and Redstone Arsenal, AL).

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 environment that allows 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, and Redstone Arsenal); manage the distance learning programs of

CGSOC in support of a worldwide student body from all services and allied countries.

Figure 9 Command and General Staff Officer course

Mission	CGSOC Common Core: To educate and train field grade leaders to serve as staff officers and commanders with the ability to build teams, lead organizations and integrate multi-domain operations with Joint, interagency, intergovernmental, and multinational partners in complex and uncertain environments. (284 classroom hours)				Advanced Operations Course credentials Basic Branch Field Grade Officers to serve on general staffs and lead battalion and brigade-sized units in the execution of multi-domain operations, guided by mission command philosophy in joint, interagency, intergovernmental, and multinational environments. (402 classroom hours)		
Modality	Satellites CC	TTBM-4 CC	TTBM-4 AOC	The Army School System (TASS) CC	Resident CC,AOC, Electives	DL AOC	DL CC
Location	Ft. Belvoir Redstone	Ft. LVN	Ft. LVN	Multiple	Ft. LVN	Staff groups taught by DDE faculty	Computer based instruction
Length	14 Weeks 4 Days	14 weeks 4 Days	14 Weeks 4 Days	36 Months	10 Months	12 Months	36 Months
Frequency	3 ea site ea yr	1 per yr	1 per yr	3 phases	1 each year	3 per yr	multiple
Synchronous/Asynchronous	Synchronous	Synchronous	Synchronous	Synchronous	Synchronous	Synchronous & Asynchronous	Asynchronous
Comprehensive Exam/Oral Exam/Diagnostic Exam	Comprehensive & Oral Exams	Comprehensive & Oral Exams	N/A	Diagnostic Exam	Comprehensive & Oral Exams	N/A	Diagnostic Exam
Who Attends	AC, Interagency, USAR, ARNG	AC (Basic Branch), Interagency, USAR, ARNG	AC Basic Branch, USAR, ARNG	USAR, NG, Some AC	AC, Sister Services, Interagency, USAR, ARNG, IMS	AC, USAR, ARNG	AC, USAR, ARNG
Quota Source	576 /year	192/year	192/year	3,421/year	1,216/year	1,120/year	5,450/year
Notes Note 1; Resident CGSOC is preceded by Prep Courses that serve segments of the population: (a) P910 for International Military Students (b) P930 with Tactics for Sister Service, IMS, non-Ops branches, select ResComp officers (c) P940 Army Branch preparatory course and (d) P950 for Army officers attending other Service or foreign staff schools. Note 2: Resident CGSOC students take 8 weeks of electives (192 contact hours) following AOC. Note 3: Diagnostic Exams are not factored in GPA calculation.							

CGSOC resident and non-resident options are reflected immediately above. Non-resident options include: (a) taking the Common Core at one of two satellite campuses (Fort Lee, VA, 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 non-resident AOC or TTBM-4 AOC.

CGSOC Preparatory Courses

P910 International Military Student Preparatory Course (2G-F67X P910). This course is mandatory for all International Military Students (IMS). It is a 10-day course providing IMS survival skills needed to function in CGSOC, the local environment, and to begin the DoD Field Studies Program education process. (RESIDENT ONLY)

P930 Intermediate Level Education Preparatory Course. (2G-F68 P930) This 5 day, Army tactics and sustainment course is designed for all international officers, sister service officers, civilians, and career fields other than operations, operations support, and force sustainment. Select Reserve Component officers attend P930 on a space available basis. (RESIDENT ONLY)

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

P950 Intermediate Staff College Preparatory Course (1-250-C14 P950) is a two-week online course designed for U.S. Army officers selected by their component to attend other Department of the Army designated schools, other-than-Army (Sister Service) schools, or foreign Intermediate Level Education (ILE) by way of foreign military command and staff colleges (schools of other nations) instead of the Command and General Staff Officers Course. The P950 Preparatory Course provides opportunities for gaining or reaffirming knowledge of Army doctrine and land warfare at the strategic, operational, and tactical levels of war. Students actively participate in experimental learning exercises at the Joint Task Force land component, divisional, and brigade staff officer levels in an adult learning environment. Note: On 29 Oct 2024, the Director of the Joint Staff J-7 placed restrictions on awarding JPME I credit to U.S. officers who complete a resident international military college. The restriction states, "After 31 December 2025, U.S. officers graduating from an approved resident international military college program may receive JPME I credit on graduation if, prior to matriculation, the officer completed a Service-developed course which complies with Title 10, USC, Sections 2151, 2152, and 2154. All such courses will be approved by the Director for Joint Force Development." CGSC is currently working with the Joint Staff J-7 to audit the P950 Preparatory Course as a "Service-developed course" for Army officers selected to attend a resident international military college in consonance with Joint Staff J-7 guidance and compliance with Title 10, USC, Sections 2151, 2152, and 2154.

The CGSOC Common Core (CC)

The CGSOC Common Core consists of five primary blocks of instruction, the guest speaker program and three parallel blocks of instruction. It is designed to assist junior majors and senior captains as they 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 Multi-Domain Operations in a range of operational environments. Areas of study include strategy, operations and tactics, logistics and force management, history, leadership and the human dimension.

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FIGURE 10 CGSOC COMMON CORE PURPOSE, OUTCOMES AND TLO'S

<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 Multi-Domain Operations with Joint, interagency, intergovernmental, and multinational partners in complex and uncertain environments.</p>	
<p>Graduates of the CGSOC Common Core:</p> <ul style="list-style-type: none"> CGSOC graduates can demonstrate effective communication skills informed by critical analysis and appropriate to the audience and environment (Strategic Thinking and Communications). CGSOC graduates can apply leadership principles, theories, and laws of the profession of arms to strengthen joint warfighting skills (The Profession of Arms). CGSOC graduates can apply knowledge of the nature and character of war (The Continuum of Competition, Conflict, and War). CGSOC graduates can assess factors impacting the security of current and future operational environments (The Security Environment). CGSOC graduates can examine strategy and planning tools to develop a range of options for commanders (Strategy and Joint Planning). CGSOC graduates can analyze the application of military power in globally integrated all-domain operations (Multi Domain Operations in the Context of Globally Integrated Operations). 	<p>Terminal Learning Objectives</p> <ul style="list-style-type: none"> Analyze foundational skills, to include data literacy, required for successful field grade leaders. Analyze the role of organizational-level leaders in improving organizations Analyze the continuum of warfare within historical contexts. Analyze warfare within the strategic environment. Analyze unified action in all-domain operations across the competition continuum. Apply U.S. Army Doctrine Demonstrate Department of Defense Strategic Processes.

Common Core – Block Descriptions

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

Block C200 Strategic Context of Joint Warfighting is a 30-hour block of instruction consisting of six lessons and a practical exercise that focus on the political and strategic environment in which a combatant commander operates. C200 lessons introduce the concept of operational art, systems perspective, and joint doctrinal concepts useful to understanding and analyzing the international security environment, national and defense strategies, and strategic level military problems and challenges. C200 lessons facilitate students' comprehension of the U.S. government national security and Department of Defense systems, policies, and concepts that guide the use of the military element of national power within the overall context of national security. The C200 Block also includes a practical exercise that applies the models learned and guidance from strategy documents to produce a strategic estimate. The exercise enables students to gain an appreciation of how the formulation of a strategic estimate provides the combatant commander and staff with a clear understanding of strategic guidance and the strategic and operational environments in which peacetime security cooperation occurs and in which potential joint operations may be conducted.

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

C400 Apply U.S. Army Doctrine is a 36-hour block of instruction that focuses on two primary doctrinal subjects: (a) What the Army does: Multi-Domain Operations; and (b) How the Army does it: Mission Command and the Operational Process. C400 builds on C100, C200, C300, L100, and H100. C400 is an integral part of the CGSOC Common Core foundation for JPME. This block of instruction extends student knowledge of Army service doctrine as the foundation for understanding operations in the context 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.

C500 Operational Art and Joint Planning is a 44-hour block of instruction. The first two lessons build on student's understanding of operational art and design first introduced in C200. The remaining lessons provide introductory joint planning instruction using the Joint Planning Process (JPP) to develop, various courses of action within a scenario. At the

conclusion of C500, students can develop, analyze and evaluate an operational approach and a doctrinally complete course of action for the operational level of war.

Block F100 Force Management this 26-hour course explores the Force Management Model in terms of primary systems, concepts and joint/Army processes of change management while describing resource management to support integrating and maintaining capabilities at the unit level. CGSC considers force management to be a key topic for military professionals to understand not only the service as an entity, but also as part of a Joint Force. Students will focus on identifying gaps and potential solutions, developing solutions, resourcing solutions and integration of those solutions.

S100 Sustaining the Competitive Advantage This 17-hour course is designed to enable the new field grade officer's development and understanding of the continuity of sustainment support that exists from the strategic to tactical levels of war. S100 consist of seven lessons covering information on the Joint Logistics Enterprise, fiscal stewardship, operational contract support, and sustainment doctrine at the strategic, operational and tactical levels of war. These classes provide the roles, functions, capabilities and planning considerations required for the employment of sustainment organizations used to enable unified action and multidomain operations.

H100 Toward Modern Warfare is a 26-hour block of instruction that gives a broad perspective of the interplay between war and Western society, the nature of revolutionary military change, and, through that perspective, some insights into the challenges and opportunities the U.S. military faces today. H100 contributes to the College's outcomes to produce officers who can understand war, the spectrum of conflict, and the complexity of the operational environment (history, culture, ethics, geography). The block also develops critical and creative thinkers who can apply solutions to operational problems in a volatile, uncertain, complex, or ambiguous environment. Last, H100 enhances an officer's ability to communicate concepts with clarity and precision in both written and oral forms.

Block L100 Developing Organizations and Leaders is a 26-hour block of instruction that focuses on the challenges field grade officers face in developing leaders and improving organizations while simultaneously ensuring the organization accomplishes its daily missions. As part of this concept, students examine theories they can apply to meet their responsibilities as an organizational leader. We use military and civilian case studies to illustrate these theories and serve as mechanisms to discuss issues of organizational leadership. The theories and ideas in L100 complement and expand upon doctrine in Army Doctrine Reference Publication (ADRP) 6-22.

X100 Common Core Comprehensive Examination serves as a summative assessment, evaluating student learning and is administered at the end of the common core. The purpose of the comprehensive exam is to (1) equitably and accurately assess cumulative knowledge of the common core; (2) encourage retention of course material; (3) assess the student's ability to critically think and synthesize the core material; and (4) assess the student's ability to effectively communicate while (5) measuring the achievement of the

outcomes. The examination consists of two components; an online exam and an oral board, conducted over a five-day period. Generally, students complete the oral board at randomly scheduled times over a four-day period with the online exam given on the first day. Resident oral boards and the online exam are administered at the end of the common core. Satellite campuses conduct oral boards three times throughout the school year. Overall, X100 is a graded event resulting in a one credit hour TRI. The oral board is 70% of the final grade and the online exam comprises 30% of the final grade. The oral board is weighted more heavily with a focus on synthesis and integration of common core lessons.

[The CGSOC Advanced Operations Course](#)

Credentials basic branch field grade officers to serve on general staffs and lead battalion and brigade-sized units in the execution of Multi-Domain Operations guided by mission command philosophy in joint, interagency, intergovernmental, and multinational environments.

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FIGURE 11 AOC PURPOSE, OUTCOMES AND TLO'S

<p>Purpose: AOC credentials Basic Branch Field Grade Officers to serve on general staffs and lead battalion and brigade-sized units in the execution of Multi-Domain Operations guided by mission command philosophy in joint, interagency, intergovernmental, and multinational environments.</p>	
<ul style="list-style-type: none"> • AOC graduates can demonstrate effective communication skills informed by critical analysis and appropriate to the audience and environment (Strategic Thinking and Communications). • AOC graduates can apply leadership principles, theories, and laws of the profession of arms to strengthen joint warfighting skills (The Profession of Arms). • AOC graduates can apply knowledge of the nature and character of war (The Continuum of Competition, Conflict, and War). • AOC graduates can assess factors impacting the security of current and future operational environments (The Security Environment). • AOC graduates can examine strategy and planning tools to develop a range of options for commanders (Strategy and Joint Planning). • AOC graduates can analyze the application of military power in globally integrated all-domain operations (Multi Domain Operations in the Context of Globally Integrated Operations). 	<p>Terminal Learning Objectives</p> <ul style="list-style-type: none"> • Examine how staffs conduct the operations process at brigade level. • Demonstrate the roles and responsibilities of a US Army division and its enablers in developing and maintaining operational readiness and deploying in support of LSCO within MDO • Apply Joint and Army doctrinal concepts for the reception, staging, onward movement, and integration of a division preparing for LSCO. • Apply division-level foundational concepts and integrating processes to enable decision-making. • Analyze division-level operations. • Analyze the commander's role in leading brigade and larger units in modern warfare • Assess the historical context of America's quest for decisive victory since 1930 and its influence on today's operational environment. • Incorporate advanced communication skills in the operations process leveraging current technologies and practices to support data-driven decisions.

[AOC Module Descriptions](#)

M000: The Military Decision-Making Process (MDMP) this is 30-hour module focusing on students conducting MDMP steps 1-4 at the BCT level in support of large-scale combat operations. Students will review steps 5-7 of the process with their instructor.

M100 Deployment Operations – The objective of this 53-hour module, consisting of 14 lessons and 3 practicums is to apply Army and Joint doctrine to the conduct of Army training management planning at the brigade level and analyze and apply doctrinal principles of deployment operations at the division level, in support of large-scale combat operations. This module is organized to provide foundational knowledge and learning

activities integrated with leadership and historical principles necessary to foster disciplined initiative within formations and the historical context for division deployment operations.

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

M200: Joint Reception, Staging, Onward Movement and Integration (JRSOI) –

This 36-hr module highlights key aspects of the JRSOI process. Students develop a running estimate for an assigned warfighting function required to support the division's JRSOI and follow on missions, and plan for division movement. Students will apply that knowledge in a fourteen-hour practicum resulting in a division movement table and tactical assembly area occupation plan.

M300: Transition to Offense This 87-hr module has students apply Army and Joint doctrine to the conduct of defensive operations at the division level during large scale combat operations. This module is organized to provide foundational knowledge and learning activities integrated with leadership principles necessary to foster disciplined initiative within formations. Module courseware uses historical context and case studies to establish understanding of past division defensive operations as the basis for our current operational doctrine and uses a series of short practicums to build expertise and depth in specific aspects of the warfighting functions and integrating processes. MOD III finishes with an extended practicum applying the Army Operations Process for division defensive operations including detailed planning and COA analysis (war gaming) supported by the LANDPOWER simulation to facilitate student assessment of a COA. Sections participating in the EAGLE OWL Exercise will have United Kingdom (U.K.) Students participating in the M361 Defense Practicum.

M400 and Offensive Operations This 87-hr module has students apply U.S Army and Joint doctrine to the conduct of offensive operations at the division-level during large scale ground combat operations, and to analyze the processes, procedures, and activities associated with the Army operations process during offensive operations. Students integrate the concepts of these foundational lessons into the subsequent operations processes and practicums. Much of the module is an extended practicum applying the U.S. Army Operations Process for division operations in a simulation-supported exercise where students deliberately plan a division operation, prepare and rehearse the plan, execute the plan against a competitive opposing force of other students, and end with an assessment of student performance and the feasibility of the plan itself. Students will deliberately plan a division operation during the M431 lesson, prepare and rehearse the plan in the M432 lesson, execute the plan against a competitive opposing force of students in the M433 lesson, and end with an assessment of student performance. Students then assume the role of the opposing force and conduct the operations process against a competitive opposing group of students in the M434 lesson. This module occurs during the Eagle Owl staff exchange with the British Intermediate Command and Staff

Course – Land (ICSC-L). Consequently, select CGSOC students will apply the ICSC-L combat estimate planning process during the M431 lesson.

[CGSOC Electives Program.](#)

The electives program allows students to select courses which enable professional growth in large scale combat operations (collective warfighting), hone and finish specific skills and attributes (branch warfighting) and fulfill personal interests (broadening). Every student enrolled in the CGSOC resident course at Fort Leavenworth must complete a minimum of 12 credit hours of elective courses. Students may also apply for enrollment in a program of concentrated study in a specific subject area. All programs lead to the awarding of an ASI or PDSI. Students who desire to enroll in a program must meet all appropriate requirements.

A comprehensive list of CGSS electives is available in the elective section.

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.

[Additional Skill Identifier and Professional Development Skill Identifier Awarding Programs](#)

- **PDSI D7A Defense Support of Civil Authorities Specialist Program (DSCA)** 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. Because of overlapping electives, students taking the DSCA Specialist program may also be interested in the Homeland Security certificate program. This program is limited to U.S. students.
- **Joint Planner (ASI 3H) Program** identifies positions requiring personnel qualified in the Joint Operation Planning and Execution System (JOPES) and supporting information technologies. U.S. 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.
- **Space Enablers (ASI 3Y) Program** consists of two electives. A537 Space Orientation is a 24-hour, one module, 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, two consecutive modules, elective, that requires instructor

permission for attendance. Students receive TS/SCI (top secret/sensitive compartment information) 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 apply for acceptance into the A543 elective. This program is limited to U.S. students. A537 requires a SECRET clearance. A543 requires a TOP SECRET clearance based on a completed special background investigation (SCI eligibility required).

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

conduct research on current U.S. 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 U.S. students because of the classified research requirement. Students who successfully complete the program earn a diploma from the Defense Institute of Security Cooperation Studies awarding credit for the orientation course, which can be entered onto an Army Officer's Officer Record Brief (ORB) or sister service equivalent.

- **Army Historian (ASI 5X) Program** gives the U.S. 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.
- **Air Operations Officer (ASI 5U) Program** 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 and successful completion of the A866 Joint Firepower elective. Instructor permission is required.
- **Red Teaming (ASI 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. Upon successful completion of A341 Red Team Members Course (4 elective credits, Term 2 only) SI 7J is awarded. 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. Upon successful completion of the A342 Red Team Leaders Course (8 elective credits, Terms 1 and 2) SI 7G is awarded.

- **Genocide Prevention PDSI E9C Program** – The seminar in genocide studies will provide the student 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 U.S. and world humanitarian responses and options with leading non-governmental organizations in this field.

- **The Tactical Coalition Warfare Program** offers officers the opportunity to participate in Exercise EAGLE OWL 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 North Atlantic Treaty Organization (NATO) partners. Officers will pair with U.K. counterparts and conduct tactical problem solving using both U.S. and U.K. methodologies while mentored by both U.S. and U.K. 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. The 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 (AER).
- **SAMS Selectees Program** Students selected for SAMS (AMSP) must attend the following courses: (a) A301 Field Grade's Role in the Military Decision-Making Process; (b) A698 Great Campaigns; and (c) A699 The Evolution of Military Thought. SAMS selectees will coordinate with their respective SGAs to ensure completion of these courses.
- **The Support Operations (SPO) Certification Program** offers officers the opportunity to be certified as a Support Operations Officer (SPO) on their ORB. This program is offered under a Memorandum of Agreement with the Army Logistics University (ALU) and results in the award of ALU Support Operations Course (SOC) PH II completion certificate and Army Training Requirements and Resources (ATTRS) credit for SOC PH II. For University of Kansas (KU) Supply Chain Management (SCM) students, A492/SPO counts as two of the four required DSFM electives.
- **Brigade S-1 Certification Program** offers officers the opportunity to achieve Brigade S-1 certification. Graduating Adjutant General (AG) Captains and Majors will now receive credit for the course and will be able to add the course to their Officer Record Briefs.
- **Certificate in Inter-Agency Studies** This certificate program offers students the opportunity to develop an advanced understanding of non-defense perspectives and problems inherent in the interagency system. The program disciplines students

in concepts of national security policy in the executive branch of the United States government. It focuses on constitutional, national security, and interagency principles necessary to contribute to decision making in United States foreign and domestic policy operations that involve the Department of Defense and other United States Government agencies and cabinet departments.

- **Homeland Security Studies Program** offers the opportunity to develop expertise in the area of Homeland Security that can be applied in future assignments within Northern Command (NORTHCOM), U.S. Army North, the Army National Guard, or Army Reserve, or sister service equivalents. Interagency and military students analyze the domestic operational environment and learn the opportunities and limitations of civil-military cooperation in the homeland. Due to overlapping electives, students enrolling in the Homeland Security certificate program may also be interested in the DSCA Specialist skill identifier program. The program is limited to U.S. students.
- **African Regional Studies Certificate Program (ARSCP)** is an interdepartmental initiative to provide resident CGSOC students a concentrated operational and regional study curriculum aligned with the U.S. Africa Command (USAFRICOM) area of responsibility. ARSCP uses the distinct capabilities of Command and General Staff College (CGSC) faculty, students, and other partners to introduce students to the African operational environment. This initiative is primarily a flexible, student-determined program focused on developing an understanding of the African operational environment, U.S. interests in Africa, and the challenges and responsibilities faced by USAFRICOM and its service component commands.
- **Indo-Pacific Regional Studies Certificate Program (IRPSCP)** offers officers the opportunity to gain advanced skills and knowledge concerning the Asia-Pacific Region. It is designed to prepare officers for follow-on assignments within U.S. Indo-Pacific Command including one of the Joint or Army components including United States Forces, Japan; United States Forces, Korea; Special Operations Command, Pacific; the Joint Intelligence Operations Center; United States Army Pacific; U.S. Eighth Army; and United States Army Japan.
- **European Regional Studies Certificate Program** offers officers the opportunity to gain advanced skills and knowledge concerning the European Region. It is designed to prepare officers for follow on assignments within the U.S. European Command (USEUCOM) or the NATO. Successful completion of the program will result in an appropriate annotation on the student's Academic Evaluation Report.
- **Middle East Regional Studies Certificate Program (MERSCP)** The purpose of the MERSCP is to provide resident CGSOC students a directed and concentrated regional study curriculum focused on the Middle East/North Africa region. In support of Learning Area 4f of the Officer Professional Military Education Policy (OPMEP), the MERSCP provides students the skills and knowledge to "comprehend the roles that factors such as geopolitics, geo-strategy, region,

society, and religion play in shaping planning and execution” for this perennially volatile and vital area.

- **Theater Sustainment Planners Program (TSPP) SI P1 Program** This Program offers Sustainment officers the opportunity to be awarded the ASI – P1, Theater Sustainment Planner, entry on their ORB based on student coordination with Human Resources Command (HRC). This program is described further in AR 350-1 and was designed in conjunction with the Army Logistics University (ALU) and Combined Arms Support Command. Students will have the opportunity to select a regional focus for their study. This is a Collective Warfighting elective.
- **Operational Contract Support (SI SC Program)** offers any officer the opportunity to be awarded the ASI – 3C, Operational Contract Support entry on their ORB based on student coordination with HRC. This program is described further in AR 350-1. This is a Branch Warfighting elective.
- **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 field trip to U.S. Transportation Command at Scott AFB.
- **The CGSOC SOF Studies Program** consists of two major and one minor blocks of instruction: Unconventional Warfare (A576), ARSOF Company Commanders Course (A572, A574, & A580), and Language Sustainment (A573). Each elective consists of 24 hours of instruction.

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 in their respective courses. Special Operations Aviation Regiment officers and U.S. Army officers with a follow-on assignment to the 75th Ranger Regiment are encouraged to apply for enrollment in SOF Studies.

- **ARSOF Company Commander Course (A572, A574, & A580):** This 24-hour course taught over 12 two-hour lessons provides a focused program of instruction for SOF officers preparing to return to U.S. Army Special Operations Command operational assignments. The overarching goal is to educate and empower SOF officers to execute the duties of a company commander within the regulations and policies of the United States Army, the U.S. Army Special Operations Command and the 1st Special Forces Command. The course will illuminate the potential challenges confronting a company commander, both in a garrison training environment and during the execution of operational missions.
- **Unconventional Warfare (A576):** This 24-hour course addresses unconventional warfare not just as a core operation conducted by U.S. Special Operations Forces, but also as a strategic policy option available to both the United States and its adversaries.

This course takes the field grade SOF operator, leader, and staff officer beyond the tactical-level ROBIN SAGE exercise and challenges them to study and think about unconventional warfare from an operational/strategic perspective.

- **SOF Independent Studies Language Sustainment (A573):** All ARSOF and select other SOF Officers as part of their regular military Special Operations training, have received language instruction in a specific language from the Special Warfare Center (SWC) or other locations. During your time in CGSC, you will be responsible for maintaining proficiency in your trained language.

All ARSOF students in Civil Affairs, Psychological Operations and Special Forces are required to take A573. These are intermediate through advanced courses available through either DLI distance learning program (Global Language Online Support System- GLOSS) or Special Operations Forces Teletraining System (SOFTS). Additionally, these students are required to complete a Defense Language Proficiency Test/Oral Proficiency Interview prior to graduation. Students may choose to enroll in the CGSC/KU resident language program based on the resident courses available, for additional elective credit.

[CGSOC Resident Student Advising](#)

CGSOC faculty members perform both formal and informal academic advising. Staff Group Advisors are the specific faculty member from that staff group's teaching team who conduct 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.

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.

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).

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 AOC block.

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

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 occur 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 occur for students who fail to meet, or marginally meet academic standards in accordance with CGSC policies and guidance.

[The CGSOC Guest Speaker Program](#)

The Guest Speaker Program is designed to complement the resident program curriculum by matching speakers and topics with CGSOC blocks, courses, and learning objectives. 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 Staff Group Advisor to process what they heard and tie it to the curriculum when appropriate. In accordance with the CGSC non-attribution policy, some resident CGSOC guest speaker presentations are recorded and archived on Blackboard, where they remain accessible to non-resident students and faculty.

[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 Moore, 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, MEL-4, and JPME-1 certification.

SPME CGSOC students opt in or opt out of candidacy for the Masters in Operational Studies (MOS) just as Leavenworth resident students. CGSOC students at SPME may also pursue the Master of Military Art and Science (MMAS) degree. Candidates write their thesis in English or Spanish.

[CGSS Satellite and Blended Learning](#)

The Tailored Talent Based Military Education Level IV (TTBM4) is a non-resident option for students to take Common Core or AOC at Fort Leavenworth. Fort Belvoir and Redstone Arsenal provide Common Core options for students as well.

CGSS's Department of Distance Education (DDE)

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 and Advance Operations Course. 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 two satellite locations may elect to complete CGSOC via the AOC-DL offered by DDE.

Non-Resident CGSOC Common Core – Compo I (Active Army), Compo II (Army National Guard), and Compo III (Army Reserve) officers have three options for completing the non-resident CGSOC Common Core: (a) via asynchronous CC-DL; (b) from The Army School System (TASS) reserve officer faculty during a mix of two-week ADT and weekend IDT training sessions; or (c) by blending asynchronous DL and TASS faculty options.

Common Core Instructional Blocks

- Foundations
- Strategic Context of the Opn' Art
- Unified Action
- Operational Art and Planning
- Apply US Army Doctrine
- History
- Leadership
- How the Army Runs

CGSOC Common Core DL

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.

The TASS Option

TASS is provided by Reserve Component officers, all of whom have completed CGSC's Faculty Development Phases I and II before instructing. (See Chapter 6) 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.

CGSOC Common Core students can 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.

CGSOC Advanced Operations Course DL

CGSOC AOC is a non-resident option for CGSOC, it is a cohort-based, faculty supervised on-line course delivered by DDE faculty both synchronously and asynchronously.

Students are assigned to approximately sixteen-officer “virtual” or online staff groups led by a full-time AOC instructor. DDE intentionally seeks broad representation in branches and components within staff groups. Coursework is a blend of group work and individual assignments using Blackboard along with Blackboard Collaborate and web conferencing tools.

AOC Instructional Blocks

- Train/Deploy
- JRSOI
- Transition to the Offense
- History/Leadership

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 delivery modality may require different instructional approaches between DL, TASS, and resident course instruction, the curriculum is the same. DDE’s assessment of student learning stewarded 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). During CGSS and SGM-A triennial program review meetings with the Deputy Commandant, the CGSS Director and SGM-A Commandant specifically address “Resident / Non-Resident Program

Students enroll in the Distance learning course 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 apply on the DDE website and submit 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://armyusms.tradoc.army.mil/>

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

The School of Advanced Military Studies (SAMS)

The School of Advanced Military Studies (SAMS) was founded in June 1983 re-establishing 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 select Armed Forces, Interagency, and Allied members to become critical and creative **thinkers**, agile and adaptive **leaders** and **masters of doctrine and operational art**, and in order to enable senior leaders to drive the operations process to achieve favorable strategic, operational and tactical outcomes.

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).

FIGURE 12 SAMS ACADEMIC PROGRAMS

Course	Advanced Military Studies Program (AMSP)	Advanced Strategic Leadership Studies Program (ASLSP)	Advanced Strategic Planning and Policy Program (ASP3)
Purpose	Produce critical and creative thinkers, agile and adaptive leaders and masters of doctrine and operational art to enable senior leaders to drive the operations process to achieve favorable strategic, operational and tactical outcomes.	Develop future senior leaders for high-level policy, command, and staff responsibilities.	Prepare field grade officers as strategic thinkers through a combination of experience, PME, and doctoral study at a leading civilian university
Description	Graduates serve as planners at Div, Corps, ASCC or Combatant Command HQs for utilization.	Senior Service College (SSC) program; includes extensive field study.	CSA initiative: Ph.D. program focused on producing strategic planners for the Army.
Length	10 Months – Resident	24 Months – Resident SSC Student for 1st year. SAMS Faculty for 2nd year.	9-year program: 3 years Ph.D. plus additional 6-year active-duty service obligation.

Frequency and Size	1 start each year (June-May) Capacity is 120 students in nine 15-person seminar groups	1 start/year (June – May) 1 seminar of approximately 16 students	New cohort each year. 10-13 students.
Who Attends	Majors/CGSOC Grads; Selected RC; Sister Services; Int'l Officers; Interagency ~ 20% are “field selects” who completed key developmental assignments	Lieutenant Colonel and Colonel; SSC Selects; Experienced Leaders/Cdrs, Sister Services, International Officers, Interagency	U.S. Army officers with 12-21 years of service. Selected for professional and academic potential.
Students	AMSP 2025: 120 Total 80 Army, 5 ARNG, 3 Interagency/DOD, 9 IMS, 8 USAF, 10 USMC, 2 USN, 2 USCG, 1 USSF	ASLSP 2024: approximately 17 Total 8 Army, 1 ARNG,, 1 USAR, 1 Interagency/DOD, 3 IMS, 2 USAF, 1 USMC, 1 USN	ASP3 2024: 10 cohorts, this year's group is 16 total

The Advanced Military Studies Program (AMSP)

AMSP is the largest and best-known education program in SAMS and 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.

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FIGURE 13 THE ADVANCED MILITARY STUDIES PROGRAM (AMSP) PURPOSE, OUTCOMES AND TERMINAL LEARNING OBJECTIVES

<p>Purpose: Produce critical and creative thinkers, agile and adaptive leaders and masters of doctrine and operational art in order to enable senior leaders to drive the operations process to achieve favorable strategic, operational and tactical outcomes.</p> <p>Earn a Master of Art in Military Operations.</p>	
<p>Graduates of the AMSP can:</p> <ul style="list-style-type: none"> • Analyze and assess complex ambiguous operational environments; • Lead and develop both inexperienced and senior staff; • Understand, anticipate and adapt to emerging missions; • Engage senior leaders to enable decision making and their ability to visualize, describe and direct; • Master doctrine and operational art. 	<p>Terminal Learning Objectives (TLOs):</p> <ul style="list-style-type: none"> • Integrate fundamental thinking, communication, and decision-making skills and employ as an Operational Planning Team (OPT) lead, G/J-5 officer, and commander • Assess the theory, doctrine, and practice of Operational Art in the context of great power competition and conflict in the 21st century and its antecedents in the modern era. • Design and present a strategic estimate for a great-power country that directly informs the development of strategic options that address current and predicted geopolitical challenges. • Evaluate the theory of operational art based on historical examples • Generate conceptual plans employing Design and systems thinking when faced with unfamiliar complex and chaotic problems. • Derive potential effects of the emerging Future Operational Environment on military and national security operations and strategies. • Compare viable options and plans to address complex ambiguous problems using a broad range of theoretical, historical, and doctrinal frameworks. • Compose a submission-worthy monograph on a relevant challenge facing the United States military and its partners.

AMSP is a competitive admission program. AMSP has the capacity to educate 120 student officers and interagency partners at the graduate level. The academic model in AMSP includes graduate-level seminars, guest lectures, Joint and Army planning exercises.

Master of Arts in Military Operations

All AMSP graduates earn a Master of Arts in Military Operations. To earn their degree, students must pass an assessment in each course which includes contribution to group learning, satisfactory verbal and graphical presentation, and completion of a graded 3–5-page essay on a question developed by the teaching team. To satisfactorily complete the research course requirement, students must produce a graded prospectus, draft paper, and final research monograph of approximately 10,000 words which their professor, seminar leader, school leadership, and CGSC Office of 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 to graduate.

AMSP Courses

T100 Theoretical Foundations Theoretical Foundations is a 48-hour class that lays the intellectual basis for the AMSP curriculum by providing concepts, theories, and insights into how individuals and groups view themselves and act within their environments. Synthesis of these fundamental lessons intends to generate the self-reflection necessary to lead and communicate across dissimilar audiences, consider frameworks to process and analyze information, and contemplate opportunities and challenges to enable decision-making. The ideas in this block should resonate throughout subsequent courses and through your interactions with others beyond graduation

M200 Operational Art & Multidomain Operations This 48-hour course provides a strong historical, theoretical and doctrinal background on operational art, but also in each of the current domains: land, maritime, air, space and cyber as well as information and the electromagnetic spectrum. The course looks at FM 3-0 as well as previous conceptions of multidomain operations to provide an understanding of how the concept developed over time. The course examines classic war and warfare theorists to provide an analysis of the contributions to our understanding of war. Students then move on to discuss theories and conceptualizations of strategy and address the diplomatic and economic elements of national power. Then the history, theory, doctrine and operational art of each domain is examined. The course further examines the evolution of operational art in each domain, to understand and anticipate how the human, physical, and informational dimensions of each of the domains, and their interrelationships, are critical to the successful application of operational art in contemporary and future warfare.

D300 Design and Systems Thinking the 48-hour Design and Systems Thinking (DST) course teaches the application of conceptual planning in environments that pose unfamiliar, complex military and socio-political problems. The course provides officers with

reasoning and critical thinking methods that produce effective and adaptable operational concepts and plans. Using a variety of theoretical models, concepts, and military doctrine, the course fosters the small-group leadership and communication skills that are essential to approaching complex problems in highly fluid environments.

G400 Great Power Perspectives This 64-hour course facilitates student's ability to formulate inquiry into any country/region over time from the perspective of another country or potential adversary in context. Ultimately, students should develop the ability to understand and frame contextual changes and to devise creative and unique approaches to complex military challenges that close the relevance gap between us and others – between our actions and expected outcomes, and the others' interpretation of our actions. Through focused and structured country study, the course will provide students with a method of questioning that will allow them to understand and frame the assumptions, interpretations, and strategic and military choices and behaviors of others.

F500 Future Operational Environment This 48-hour course focuses on how we anticipate future conflicts, prepare for them, identify a range of alternative missions that might not require use of organized violence (humanitarian assistance or disaster response for example), and how we might prepare for such potential conflicts. The course is dedicated more to concepts than to doctrine; what concepts are emerging today and what is coming in the future?

R600 Reflections in Operational Warfare this 96-hour course has a two-fold purpose: a) provide historical cases for relevant theories and ideas presented in the other AMSP courses, and b) demonstrate the practice of operational art over time. To achieve these two aims, the course is divided into three blocks, with the first dedicated as preparation for a comprehensive campaign study and a week-long Western Theater Staff Ride opportunity on the American Civil War. The second block focuses initially on land combat but uses selected campaigns to trace the modern development of Joint and Multi-domain warfighting from the time of the Civil War through the end of WWII. The third block examines conflicts from the end of WWII up into the 21st Century, being in a nuclear world and therefore of limited objectives and means, and with increased focus on Joint and Multi-domain operations with more modern technology, command structures, and operating concepts and doctrines.

R700 Research, Writing, and Communications. The 96-hour Research, Writing, and Communication course provides SAMS students with a framework for how to research a topic, apply critical and creative thinking skills to support an argument, and effectively communicate their findings and conclusions. The course takes a broader view than individual assignments, with each writing project, oral presentation, and monograph unique to every Advanced Military Studies Program (AMSP) student. Students will practice creating research questions, presenting an argument or thesis statement, providing evidentiary support, and analyzing material throughout the year at various stages, with differing requirements across the curriculum intended to hone students' ability to clearly and concisely convince the audience to accept their analyses.

X800 Applied Integrated Planning The 64-hour exercises course is where students achieve program outcomes through practical application of joint and Army decision-making processes. Under the direction of SAMS leadership and faculty 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 to demonstrate a mastery of operational art. In AMSP exercises four through six, 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.

O900 Final Oral Exam is the 32-hour capstone event to AMSP and students will complete a summative appraisal evaluating mastery of the program outcomes in order to assess cumulative knowledge, ability to critically think and synthesize course material and ability to communicate effectively.

Advanced Strategic Leadership Studies Program (ASLSP)

The Advanced Strategic Leader Studies Program (ASLSP) is a ten-month resident course developed and delivered by the School of Advanced Military Studies. As the senior-level program of CGSC, the purpose of ASLSP is to educate future senior leaders of the Armed Forces, allies, and the interagency for high-level policy, command, and staff responsibilities. The ASLSP curriculum provides a comprehensive, multifaceted focus at the theater-strategic level across the spectrum of joint and land force operations during peace, crisis, and war. The joint learning areas required for JPME II accreditation are an essential component for the design of the senior-level curriculum. ASLSP learning objectives align with the JPME requirements under reference (w). The ASLSP curriculum consists of six courses: Strategy; Regional Studies; Joint Warfighting; 21st Century Conflict; Strategic Leadership; and Research and Writing. All ASLSP graduates earn a Master of Arts in Strategic Studies, which requires students to pass three comprehensive assessments including a capstone exercise, research monograph, and an oral comprehensive examination.

Students in the ASLSP have successfully completed two years of battalion level command and were centrally selected by their service for this program. The ASLSP is a Senior Service College course composed of one seminar with approximately 17 students.

FIGURE 14 ADVANCED STRATEGIC LEADERSHIP STUDIES PROGRAM (ASLSP) PURPOSE, OUTCOMES AND TERMINAL LEARNING OBJECTIVES

Purpose: Educate future senior leaders of the Armed Forces, allies and the interagency community for high-level policy, command, and staff responsibilities to achieve a Master of Art in Strategic Studies.	
<ul style="list-style-type: none"> ASLSP graduates can design effective strategic concepts and communicate 	Terminal Learning Objectives:

<p>persuasively (Strategic Thinking and Communications).</p> <ul style="list-style-type: none"> • ASLSP graduates can appraise the role of strategic leadership in the JIIM environment (The Profession of Arms). • ASLSP graduates can determine the military dimensions of a challenge using the theory, history, and doctrine of joint warfighting across the spectrum of cooperation, competition, and conflict (The Continuum of Competition, Conflict, and War). • ASLSP graduates can assess factors impacting strategic competition and their effects on global operating environments (The Security Environment). • ASLSP graduates can develop strategies and plans that support US, ally, and partner interests across the spectrum of conflict (Strategy and Joint Planning). • ASLSP graduates can Evaluate the application of military power in globally integrated all-domain operations (Multi Domain Operations in the Context of Globally Integrated Operations) 	<ul style="list-style-type: none"> • Evaluate considerations of strategy to attain national and theater-level objectives. • Evaluate historical and contemporary political, economic, and military issues that shape US security interests and actions in selected regions. • Evaluate how organizations, systems, and processes of the Department of Defense and interagency partners link strategic-level actions to the requirements of planning and conducting joint warfighting. • Evaluate the nature of war and the changing character and conduct of warfare for the 21st century. • Evaluate myriad aspects of leadership at the strategic level to prepare students with the competencies and awareness to assume leadership roles. • Write and defend a monograph of publishable quality.
<p>Note: Those ASLSP graduates who remain a second year to serve as military faculty for AMSP and ASLSP are expected to coach and mentor students for professional confidence in senior HQs at Division, Corps, Service Component Headquarters, or Combatant Command and to teach U.S. Army and Joint doctrine.</p>	

Master of Arts in Strategic Studies

ASLSP students earn the Master of Arts in Strategic Studies. To earn their degree, students must pass an assessment that consists of contribution to group learning, satisfactory verbal and graphical presentation, a course assessment essay, the research monograph, and an oral comprehensive examination. Military students must also meet their service height, weight, and physical fitness standards to graduate.

ASLSP curriculum

F100 Strategy Lessons in the 64-hour course examine four broad areas: foundations, national strategy, strategy in application and evaluation of theater strategy. Foundations of strategy considers strategy in the context of politics, policy operations and tactics as well as providing both historical context and international system and alliance politics. National strategy investigates the strategy making process, instruments of power and the agencies that wield them. Strategy in application considers the examines the difficulties of strategy

making at the national level and the challenges of applying it to the theater or military level and the role of civil-military relations in the process. The evaluation of theater strategy has student applying lessons learned.

F200 Regional Studies The 96-hour course covers Europe, Asia and the Pacific and provides a broad overview of historical, geographical, political and strategic issues in several countries and regions, both from the local and the U.S. perspective. The goal is to improve the ability to evaluate motives and actions of governments and assess the impact of U.S. policies from the perspective of other nations.

F300 Joint Warfighting This 96-hour course evaluates how organizations, system and processes of the Department of Defense and interagency partners link strategic level actions to the requirements of planning and conducting joint warfighting. Students will examine a theoretical foundation for Joint warfighting, how services cooperatively combine to fight “jointly”, the instruments of power used to conduct joint warfare, problems and processes, joint capabilities and how they are arranged in a joint strategy or campaign, joint planning methods for operational art, design and assessment and finally how joint warfighting is impacted by and impacts shaping and deterrence in a global operational environment.

F400 Strategic Leadership This 80-hour course investigates leadership at the national level and the military’s role in developing and implementing national security policy. The course provides a range of tools for students to use while leading or enabling other leaders at the strategic level. The course addresses the unique challenges that come with effectively leading large national organizations while managing complex problem sets. The course looks at different leadership roles and offers the students a range of perspectives on what makes effective strategic leaders

F500 Twenty-First Century Conflict is the 80-hour culminating course, building off the previous courses and designed to help the students better understand the changing nature of warfare, the military’s role in adapting to these changes, and how to best prepare for an uncertain future. Students will examine the great power competition and conflict that arise with the emergence of China as an adversary and reemergence of Russia as revisionist power in Europe. Students will recontextualize the challenges of the past in order to meet the tasks of today as China and Russia focus on the weaknesses of the United States rather than on matching the strength of the U.S.

E600 Research Elective In this 96-hour course, students will conduct research and seek publication of the monograph produced. Analysis, data literacy, generative AI and deliberate approaches to buzzwords and jargon are addressed.

X700 Written Strategic Estimate this hour capstone involves analysis and planning at the strategic level. Students participate as coaches and mentors for the AMSP Students

X800 Oral Comprehensive Exam The three-hour oral exam is the final requirement for graduation. Students will give evidence of having mastered the materials and learning outcomes of the course and the ability to synthesize answers to a broad range of

questions at the strategic level. Students will design or revise strategic concepts and communicate knowledge clearly, concisely and completely.

Advanced Strategic Planning and Policy Program (ASP3).

The General Andrew J. Goodpaster Advanced Strategic Planning and Policy Program (ASP3) is a competitive admission, multi-year program that develops field grade officers, including former battalion commanders, as strategic planners and as future senior leaders. Officers selected for the program are called Goodpaster Scholars.

FIGURE 15 ASP3 MISSION AND GOAL

Mission. The Advances Strategic Planning & Policy Program selects and develops field-grade officers as strategic leaders through a combination of practical experience, senior-level military education, and a doctorate from a university in a field of study related to strategy to produce broadly networked leaders with strategic acumen, skills, and credentials.

Goal. *Develop Officers who can:*

- Effectively *lead* American and foreign peers, subordinates, seniors, and teams.
- *Progress* “from the back bench to the table” — from advising senior leaders to becoming one.
- *Communicate* clearly, effectively, and memorably to domestic and foreign audiences.
- *Negotiate* and *collaborate* effectively with people from a wide range of institutions and cultures.
- *Leverage* a global network of experts and leaders across governments, academia, and business.
- *Understand* strategically relevant processes and temporal cycles of governments and institutions.
- *Assess, design, and execute* strategy, applying theory, history, specialized knowledge, and analytical methods.
- *Deliver products* that impress—rather than merely satisfy—senior elected, appointed, or commissioned leaders.
- *Contribute* to national security in each of these ways after transition from active service.

Once selected as Goodpaster Scholars, officers attend an Orientation at SAMS and then apply to doctoral programs. Before starting graduate school the following year,

Goodpaster Scholars will attend a six-week Lyceum at SAMS. Scholars will study strategic theory, strategic art, and how to succeed in a doctoral program. They will then spend up to two years in graduate school satisfying all course and exam requirements leading to acceptance as a doctoral candidate. Goodpaster Scholars will then serve a developmental assignment in a strategic planning position. Those officers selected for battalion or brigade command will assume command. After the developmental assignment, the officer will spend one year working full time on the dissertation and then be available for utilization as a strategic planner. When it works for both the officer's professional timeline and the requirements of a specific graduate program, Goodpaster Scholars may stay a third year at their university to complete the doctorate.

Thus, an officer will be in the program for ten years: one year applying to graduate school, two years of coursework, a third year in a dissertation sabbatical, and six years working off the active-duty service obligation in command and in developmental or utilization assignments. The timing of assignments and the dissertation sabbatical depend upon ensuring that the officer remain as competitive as possible for further promotion and command selection.

Entering Academic Year 2024-2025, ASP3 students are participating in doctoral programs at the following institutions:

Arizona State University	George Mason	University of Kansas
Boston College	Georgetown	University of Pennsylvania
Brown	George Washington	UC San Diego
Cambridge	Northeastern	University of Texas Austin
Carnegie Melon University	Notre Dame	University of Virginia
Cornell University	Oxford	Vanderbilt
Duke	RAND Pardee School	Yale
Fletcher School at Tufts		

SAMS Program Selection Processes

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

CAC. This board reviews the files and produces an Order of Merit List for review by AU's Provost and subsequent Department of the Army (DA) approval and sourcing. Selections for sister services, international military students, and other governmental agencies are coordinated with the respective service, country, or agency.

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.

- ASLSP student selections begin when DA releases the Senior Service College (SSC) selection list. The SAMS leadership reviews the list and consults with senior leaders and other SAMS stakeholders across the Army for potential candidates. Based on these discussions the school produces a draft by-name request memorandum designed to get the best branch and experience among SSC selects interested in ASLSP. The memorandum is submitted to the Deputy Commandant for review and then to the Commanding General CAC for signature is submitted to Human Resources Command (HRC) for DA approval and consideration by the DA/HRC SSC slating board. As with AMSP, selections for sister Services, international military students, and other governmental agencies are coordinated with the respective service, country, or agency.
- ASP3 selection timeline, criteria and instructions are published annually in a MILPER Message. Students submit an application, goals statement, ORB/SRB, last five OERs, undergraduate and graduate transcripts, ACFT score card, writing sample, and letters of recommendation. Applications are due each year around 15 April—or the Monday following if 15 April falls on a weekend. After initial screening, SAMS conducts interviews with qualified applicants and then convenes a selection board consisting of Army University faculty and staff and Goodpaster Scholars who have completed their doctorate. The CAC Commanding General has final approval authority for selectees. Once selected, officers apply to universities for admission as doctoral students. Appropriate academic disciplines are those related to strategy, including history, political science, international relations, public policy, security studies, economics, information science, systems engineering, public health, and international law.

[SAMS Pedagogies and Student Evaluations](#)

The SAMS academic model includes graduate-level seminars, guest lectures, Joint and Army planning exercises, written assignments, briefings, a 10,000-word monograph, and a final oral comprehensive exam. Individual courses integrate theory, history, doctrine, and the practice of operational art. Additionally, ASLSP Senior Service students travel

extensively for engagements with other countries and visits to each of the Geographic Combatant Commands, as well as many functional commands such as TRANSCOM, STRATCOM, FORSCOM, and TRADOC.

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 determine at the beginning of each course how student course work will be evaluated.

AMSP and ASLSP students are required to conduct individual independent research, which results in a completion of a research monograph of ten to twelve thousand words in length, appropriate for publication. 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 CGSC Assistant Dean of Academics for Degree Programs and Research.

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 do not know. The examination panel consists 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 knowledge integration. 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.

Student Advising

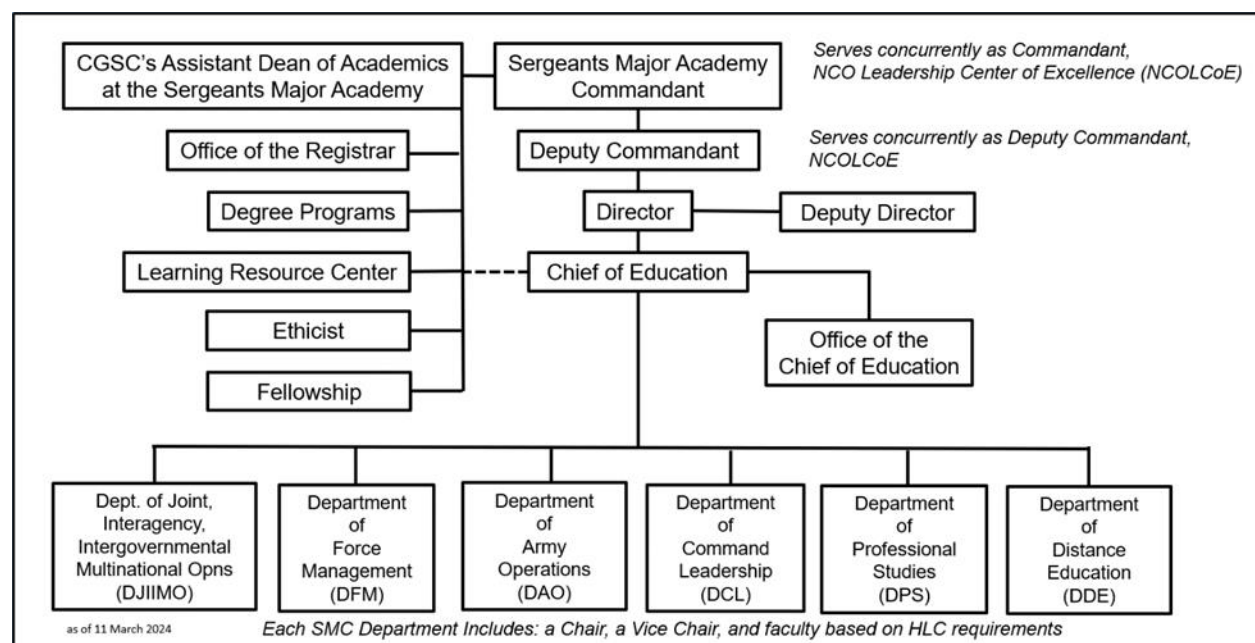
SAMS organizes AMSP into seminars of 16 students. Seminar leaders are colonels or promotable lieutenant colonels teamed with a SAMS Ph.D. professor. Together, they provide day-to-day coaching, teaching, and mentoring. An additional SAMS faculty member is aligned with each seminar group to provide additional 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.

The Sergeants Major Academy (SGM-A)

The Sergeants Major Academy (SGM-A) formed in 1972 and began its program of instruction in January of 1973. The SGM-A became CGSC's fourth school in 2018. The Sergeants Major Course (SMC) is the capstone of the Army's Noncommissioned Officer Professional Development System (NCOPDS) and seeks to educate master sergeants and sergeants major to effectively assist commanders and field grade officers accomplish their units' missions. In addition to delivering resident and distance learning SMC, the SGM-A provides a twelve-week SMC International Military Student Pre-Course (IMSPC), and curriculum oversight of the International Military Student Pre-Course (IMSPC).

FIGURE 16 SERGEANTS MAJOR ACADEMY (SGM-A)



The SGM-A consists of two administrative sections (academic governance and course execution) under the command of the SGM-A Commandant and Deputy Commandant. The CGSC Assistant Dean of Academics at the SGM-A oversees academic governance through supervision of Office of the Registrar, Degree Programs, and the Learning Resource Center, as well as maintaining liaison with the Chief of Education. The Director has oversight of course execution through the Deputy Director who is responsible for student services and the Chief of Education's supervision of the six teaching departments in the delivery of the SMC (resident and distance learning). The SMC-Resident (SMC-R) consists of the Departments of Joint, Interagency, Intergovernmental, Multinational Operations (DJIIMO); Force Management (DFM); Army Operations (DAO); Command Leadership (DCL); and Professional Studies (DPS). The Department of Distance Education (DDE) faculty delivers the Sergeants Major Course-Distance Learning (SMC-DL).

The mission of the Sergeants Major Academy is to provide the Army with agile, adaptive senior enlisted leaders of character, competence, and commitment to be effective leaders. These leaders, grounded in Army and Joint doctrine, exploit opportunities by leveraging and applying Army resources

The SGM-A Fellowship Program

The SGM-A Fellowship Program invites sergeants major across the force to compete for up to 30 scholarships per year to attend full-time advanced civil schooling and complete a Master of Education in Lifelong Learning and Adult Education through Penn State University or a Master of Science in Instructional Design, Development and Evaluation from Syracuse University. Once selected, degree candidates make a permanent change of station (PCS) move to Fort Bliss and do coursework on the SGM-A campus. This one-year master's degree program is conducted mostly on-line as a cohort. Graduates remain at the Academy for two- or three-years following graduation to serve as instructors in the Sergeants Major Course.

Both SMC and BA in LWD curricula are developed and delivered using the Experiential Learning Model (ELM), a variation on David Kolb's Experiential Learning Cycle. Lessons designed using the ELM consist of five elements: (1) Concrete Experience; (2) Publish and Process; (3) Generalize New Information; (4) Develop; and (5) Apply. ELM accommodates a wide range of teaching techniques and is ideally suited for sixteen person classes of highly experienced adult learners applying the Socratic and dialectic methods of discussion

Figure 17 SGM-A courses

Course	Sergeants Major Course-Resident (SMC-R)	Sergeants Major Course – Distance Learning (SMC-DL)
Mission	Develops senior enlisted leaders of the joint force and allied partner nations to be agile, adaptive, and competent leaders of character capable of leading and advising organizations at the operational and strategic level.	SMC-DL has the same mission, purpose, outcomes, and terminal learning objectives as the resident course. SGM-A maintains SMC-DL curriculum content as similar as possible to Resident SMC.
Location/Modality	In residence at SGM-A, Ft Bliss, TX	On-line (88.5%) In residence at SGM-A (11.5%)
Length	10 months	24 months (664DL+86 in-resident=750 hours)
Frequency	One class per year	Two phases concurrently; starts one class each year
Admissions Process	SGM-A does not recruit students for SMC-R or SMC-DL.	

	U.S. noncommissioned officers are centrally selected by their Armed Service. Allied students are selected by their respective country.	
Who Attends	<ul style="list-style-type: none"> • 100% of the U.S. students are Master Sergeants • 1-2% (7-11) are senior enlisted from other services (U.S. Marine Corps, U.S. Air Force, and U.S. Coast Guard) • 11% are International Military Students • 77% Active/7% Reserve Component (RC) and 3% National Guard (NG) 	<ul style="list-style-type: none"> • 94% are (E8s) Master Sergeants/1SGs and 6% are (E9s) Sergeants Major/Command Sergeants Major • 11% are Active Component. • 65% are Reserve Component (RC) • 24% are National Guard (NG). <p>Percentages fluctuate from one academic year to another based on promotion requirements.</p>
Annual Attendance	<p>516 started in SMC-R Class AY21</p> <p>539 started in SMC-R Class AY 22</p> <p>523 started in SMC-R Class AY23</p> <p>503 started in SMC-R Class AY24</p> <p>551 started in in SMC-R Class AY 25</p>	<p>630 started in SMC-DL Class (48) AY21-23</p> <p>597 started in SMC-DL Class (49) AY22-24</p> <p>637 started in SMC-DL Class (50) AY23-25</p> <p>682 started in SMC-DL Class (51) AY24-26</p>
Notes	<p>All noncommissioned officers selected to attend either SMC-R or SMC-DL are required to complete Distributed Leader Course V (DLC V) before formally enrolling in SMC.</p> <p>International military students arrive at Fort Bliss three months early to complete the SMC IMSPC.</p>	

As a Command and General Staff College school, SGM-A is subject to all academic governance policies and processes and all relevant bulletins. The CGSC Deputy Commandant and CGSC Dean of Academics chair the SMC Post-Instructional Conference provided by the SGM-A Commandant. Members of the SGM-A Educational council and faculty may attend as well. The Curriculum Design, purpose, outcomes and terminal learning objectives are reviewed and approved each year by the SGM-A Commandant.

The SGM-A receives staff and logistics support from both Army University (Army U) staff on Fort Leavenworth and the NCOLCoE staff on Fort Bliss under what the Higher Learning Commission calls a “shared services model.” Services rendered by the Army U and NCOLCoE staff include personnel management, security, operations and visitor coordination, logistics/supply management and educational technology, simulations and IT support.

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

Resident Sergeants Major Course (SMC)

The course provides tools to develop critical reasoning, creative thinking, and decision-making skills. The SMC-R provides students an education that teaches them to enhance their character, self-expression, and strengthen teamwork abilities. The course assists in the development of logical, practical, and original reasoning abilities necessary for problem solving.

Students analyze problems based on available information, arrive at logical solutions and decisions with reasonable speed, communicate reasoning and decisions, orally and in writing, and supervise to ensure proper execution. Intellectual honesty, integrity, and professional values and standards are heavily stressed.

FIGURE 18 SERGEANTS MAJOR COURSE, PURPOSE, OUTCOMES AND TERMINAL LEARNING OBJECTIVES

Purpose: The Sergeants Major Academy prepares master sergeants and sergeants major to elevate from a tactical level of thinking to an operational and strategic perspective thus preparing them for leadership positions in organizations executing multidomain operations. What Soldiers learn prepares them for leadership positions in joint, interagency, intergovernmental, multinational organizations (JIIM) as well as battalion, brigade, and division through echelons-above-corps (EAC) staff sergeants major command levels	
Graduates of the SMC: <ul style="list-style-type: none">• Are prepared to assume warfighting duties and apply military capabilities and perspectives• Understand the leadership and management requirements to supervise, train and lead the enlisted force.• Understand the Profession-of-Arms to interpret, implement, model, and correct professional military attributes of character, presence, and intellect	Terminal Learning Objectives: <ul style="list-style-type: none">• Demonstrate the necessary skills to succeed throughout the Sergeants Major Course. (Foundations)• Analyze the Strategic and Operational Environment (DJIIMO)• Analyze the Army's concept of Multi-Domain Operations. (DAO)• Analyze force management and force generation processes; to include the analysis of DoD policies, topics, and Joint functions and capabilities in an operational environment. (DFM)

<ul style="list-style-type: none"> • Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of problems and solutions. • Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges. • Are critical and creative thinkers who can adapt to operate efficiently, strategically, and jointly in complex and ambiguous environments. • Are self-aware and motivated to continue learning and improving throughout their careers. 	<ul style="list-style-type: none"> • Analyze how Sergeants Major assist in the development of organizations and leaders to achieve results by integrating leadership competencies and experience into an organizational-level leadership position. (DCL) • Examine topics to derive knowledge in leadership, workforce development and management areas which includes the analysis of leaders and managers throughout history, integration of leadership competencies, and the profession of arms. (DPS)
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Resident Instructional Areas

Foundations -The Foundations curriculum affords students an opportunity to gain an understanding of the skills needed to succeed throughout the SMC and encompasses everything from how to learn as an adult to teambuilding, writing and formatting, physical wellness and briefing, as well as coaching and feedback.

Department of Joint, Interagency, Intergovernmental and Multinational Operations (DJIIMO) focuses on an overview of Joint Professional Military Education (JPME) and addresses select objectives from the Chairman of the Joint Chiefs of Staff with an emphasis on critical thinking, analysis, and problem solving to explore the application of joint doctrine and to develop an understanding of leadership at the operational and strategic level. The major areas of study are joint force capabilities, strategic concepts, and joint planning methodologies.

Department of Force Management (DFM) The Department of Force Management (DFM) provides an overview of how the Army runs. The major areas of study are Force Management, Force Sustainment, Force Generation, and Holistic Health and Fitness

Department of Army Operations (DAO) provides an overview of the Army's operational concept and explains the combined arms employment of joint and Army capabilities to create and exploit relative advantages that achieve objectives, defeat enemy forces, and consolidate gains on behalf of joint force commanders. The major areas of study are the Army operational concept, large-scale combat operations, mission command, and

planning for multidomain operations (MDO), students utilize, history, theory, doctrine and experiential learning.

Department of Command Leadership (DCL) The Department of Command Leadership (DCL) provides an overview of leadership doctrine, theory, and resilience. Students will enhance their critical and creative thinking skills to maximize influence beyond their chain of command to support the mission and goals of their organization. The students will use a blend of military and civilian case studies to analyze contemporary and historical leadership issues to gain a greater understanding of the challenges they will face as a Sergeant Major. The major areas of study are leadership theory, organizational leadership techniques, and resilience.

Department of Professional Studies (DPS) The Department of Professional Studies (DPS) provides an overview of select topics in history, human resource development, training management, and Army programs. Students will enhance their understanding of these areas through reflection on Noncommissioned Officer (NCO) history, military doctrine, organizational development, and self-awareness. The major areas of study are NCO History, leadership and workforce development, and organizational training requirements.

Resident Sergeants Major Core Curriculum

FIGURE 19 SERGEANTS MAJOR COURSE

Focus Area I Leadership	Course number	Course name	Credit hours
	LWD Course 411	Workplace Ethics	0.8
	LWD Course 412	Leading & Developing Organizations	3.2
	LWD Course 413	Building High Performance Teams	1.8
	LWD Course 414	Empowering Others to Lead Using Disciplined Initiative	0.9
	LWD Course 415	Coaching & Mentoring	2.5
	LWD Course 416	Sustaining Organizational Capacity	2.7
	LWD Course 417	Human Resource Management Processes and Systems	0.9
Focus Area II Military Decision Science			

	LWD Course 421	Strategic Planning I: Solving Complex Problems	1.0
	LWD Course 422	Strategic Planning II: Understanding Culture & Context	1.9
	LWD Course 423	Strategic Planning III: Processes & Systems	5.1
Focus Area III Training Program Management			
	LWD Course 431	Managing Effective Training	0.8
	LWD Course 432	Adult Learning/Instruction Techniques	5.6
	LWD Course 433	Safety & Risk Management	1.1
	LWD Course 434	Sustaining a Values-Based Culture	0.9
	LWD Course 435	Building Resilience in Others	2.8
	LWD Course 436	Physical Wellness Program Management	0.9
	LWD Course 437	Measuring Workforce Efficiency	1.9
Focus Area IV: Communication Skills			
	LWD Course 441	Writing & Presentation Skills	1.1
	LWD Course 442	Writing & Analytical Skills Assessment	5.4
	LWD Course 443	LWD Course Capstone	2.8
Total credits for resident SMC			44.1
Below is additional coursework completed during the SMC-R that will be transcribed toward the LWD Major Courses-Military Decision Science and/or Electives			
Additional Credit Earned during SMC-R Only			

	LWD Course 424*	Strategic Planning IV: MDS Block Assessment	3.0
	LWD Course 425*	Strategic Planning V: Processes and Systems II	3.0

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

The Department of Distance Learning is responsible for the SMC-DL execution.

SMC-DL achieves the same learning outcomes as the SMC-R. Like the SMC-R, SMC-DL develops adaptability, critical reasoning, creative thinking, and decision-making skills. Soldiers receive an education that enhances their character and self-expression while highlighting teamwork skills through collaborative problem-solving exercises. This course supports the development of logical, practical, and unique reasoning abilities necessary for solving complex problems. Students analyze multifaceted issues based on comprehensive research, arrive at logical solutions, and prompt decisions, communicate reasoning and decisions both orally and in writing, and supervise to ensure proper execution. Intellectual honesty, integrity, and professional values and standards are highly stressed.

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

Bachelor of Arts in Leadership and Workforce Development

The BA in Leadership and Workforce Development (BA in LWD) is a 120-credit hour bachelor's degree program offered by the Command and General Staff College at the Sergeants Major Academy (SGM-A) to noncommissioned officers attending the Sergeants Major Course.

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

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

FIGURE 20 SGM BA/SMC

Sergeants Major Course (SMC) Outcomes Approved for AY 2023-2024 Graduates of the Sergeants Major Course:	BA in Leadership and Workforce Development (BA in LWD) Program Outcomes Graduates with a BA in LWD:	Outcomes' Alignment w/ LWD Focus Areas
Are prepared to assume war fighting duties and apply military capabilities and perspectives	Are prepared to assume war fighting duties and apply military capabilities and perspectives ---	----
Understand the Profession of Arms to interpret, implement, model and correct professional military attributes of character, presence and intellect	Understand the leadership and management principles to supervise, train, and lead an enlisted force.	Leadership Training / Program Management
Understand the profession-of-arms principles necessary to interpret, implement, model and correct professional military attributes.	Understand the profession-of-arms principles necessary to interpret, implement, model and correct professional military attributes --	----
Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of problems and solutions.	Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of issues and solutions.	Communications LWD Gen Ed Requirements
Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.	Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.	Military Decision Science LWD Gen Ed Requirements
Are critical and creative thinkers who can adapt to operate efficiently, strategically, and jointly in complex and ambiguous environments.	Are critical and creative thinkers who can adapt to operate critically, strategically, and jointly in complex and ambiguous environments.	Leadership Military Decision Science LWD Gen Ed Requirements
Are self-aware and motivated to continue learning and improving throughout their careers.	Are self-aware and motivated to continue learning and improving throughout their careers.	Leadership LWD Capstone Course
----	<ul style="list-style-type: none"> Demonstrate the capacity to integrate concepts from leadership, training/program management, military decision 	Leadership Training/Program Mgmt.

	science, and communications. (LWD Capstone/e-Portfolio)	Military Decision Science Communications
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Both SMC outcomes and BA in LWD outcomes are annually reviewed by the SGM-A Education Council, assembled per SGM-A Policy Memo 9. Each year, the SMG-A Commandant formally presents both the Sergeants Major Course and the BA in Leadership and Workforce Development program purpose, outcomes, and terminal learning objections to the CGSC Commandant for approval for the coming academic year.

[Requirements for BA in Leadership and Workforce Development.](#)

Upon successful completion of the Sergeants Major Course, students are awarded 44 credit hours toward to the BA LWD. Students must also complete thirty (30) credit hours from other regionally accredited institutions, 30 credit hours of core curriculum and 10 hours of electives to be awarded the BA LWD.

FIGURE 21 BA LWD REQUIREMENTS

General Education Core	36
Electives	10
Leadership & Workforce Development Core	30
Completion of Sergeants Major Course	44
	120 credit hours

[General Education Core](#)

FIGURE 22 GENERAL EDUCATION REQUIREMENTS FOR BA LWD

Writing & Communication		
	English Composition I & II (must include research writing)	6
	Public Speaking/Oral Communication	3
Mathematics		
	College Algebra or higher	3
Statistics/Quantitative Reasoning		3
Science (no lab requirement)		3
	Any physical or biological science class that has scientific reasoning in the curriculum	

Ethical Reasoning		3
History		3
Humanities or Modern Language		3
	Language classes must be above conversational level	
Social Science		6
	One course must be psychology or sociology, the other can be an additional course in either or any other social science course	
Physical Education		3
	BCT or transfer	
		36 total

Additional requirements

All transfer courses must be numbered 100 or above; developmental coursework is not transferable. Only classes with a final grade of “C” or better are transferable. No course may be applied in more than one area for credit and no course may be duplicated and receive credit. Students must score C or above on all LWD courses and achieve a minimum cumulative 2.0 GPA. Consult an academic advisor at the Sergeants Major Academy for guidance on transferability of coursework. Students may use any combination of courses transferred from regionally accredited colleges or universities, JST credits, and CLEP/DSST exams.

FIGURE 23 BA LWD CORE REQUIREMENTS

Leadership	6
Decision Sciences	9
Program Management	6
Communication	3
Organizational Development	6

Upon selection to attend the Sergeants Major Course, an NCO may formally petition the CGSC Registrar to: (a) accept credit hours from completed courses offered by other regionally accredited institutions; and (b) audit that NCO’s academic record for entry into the resident phase of the BA in LWD.

Should this audit identify credit hour gaps in pre-SMC preparation, a counselor will work with that NCO to identify options for additional credit. This will be particularly important in the early years of program implementation.

[Course Descriptions](#)

LWD Course 411 Workplace Ethics 0.8 credit hour

Students examine ethics in the workplace and the role of organizational leaders in fostering ethical behavior. Using case studies, small group discussion in the classroom and large group discussion with a military ethics counselor or military chaplain, self-assessment exercises, and reading assignments, students explore the basic frameworks of ethical dealings and moral leadership. This course emphasizes moral, ethical, and social responsibilities of organizational leaders and the linkage of responsibilities organizational leadership behavior and decision-making.

LWD Course 412 Leading and Developing Organizations 3.2 credit hours

This course will use case studies, models and the examination of doctrine to expose students to the study of power and influence, ethics, and the principles and complex dynamics of organizational leadership. Students will gain an understanding of the necessary leadership attributes and competencies required to effectively lead, build and develop individuals, teams and organizations.

LWD Course 413 Building High Performance Teams 1.8 credit hours

In this course, students will examine the dynamics of the operational environment in order to build effective teams. The students will analyze various case studies to understand the range of organizations in order to set conditions and blend varied groups into effective organizational level teams.

LWD Course 414 Empowering Others to Lead Using Disciplined Initiative 0.9 credit hour

In this course, students will learn how to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders.

LWD Course 415 Coaching and Mentoring 2.5 credit hours

In this course, students will analyze the results of various self-assessment tools designed to improve human performance. The student will experience multiple mentoring sessions that will focus on identifying possible root causes of performance issues, which may go beyond a lack of skills and knowledge. Using various self-assessment tools designed to improve human performance, students will participate in multiple mentoring sessions to identify professional and personal goals. From these sessions students will develop a plan of action to achieve these goals and develop skills necessary to serve as an effective mentor to subordinates.

LWD Course 416 Sustaining Organizational Capacity (Personnel and Capacity) 2.7 credit hours

In this course, students will examine the primary systems, concepts, and issues of organizational change. As executive management leaders, they will learn to lead, manage, and affect or implement change.

LWD Course 417 Human Resource Management Processes and Systems 0.9 credit hours

This course focuses on the theory, methodology and application of human resource planning and development techniques, staffing analysis and planning, career management, management succession and development, and performance improvement.

LWD Course 421 Strategic Planning I: Solving Complex Problems 1.0 credit hour

This course focuses on the use of critical and creative thinking while applying operational and mission variables, to identify and solve complex problems, through a logical decision-making process.

LWD Course 422 Strategic Planning II: Understanding Culture and Context 1.9 credit hours

Students will use case studies, classroom discussions and the examination of doctrine to explore the impact of judgement, ethics and Civil Military Relations on the actions of an organizational leader operating within the context of a strategic environment.

LWD Course 423 Strategic Planning III: Processes and Systems 5.1 credit hours

In this course, using discussion and collaboration, students will examine the Joint and Army Operations processes and explore the Army Design Methodology (ADM), the Military Decision-Making Process (MDMP), the Joint Intelligence Preparation of the Operational Environment (JIPOE) process and the transitioning of functions from operational to strategic staff personnel.

LWD Course 424 Strategic Planning IV: MDS Block Assessment 3.0 credit hours (SMC-R ONLY)

Students will face an intensive 48-hour culminating exercise designed for the purpose of creating and applying strategies gleaned during the semester. Students are expected to perform as strategists who have the ability to solve complex problems, think critically, develop strategy, and implement and evaluate the effectiveness of their strategy in support of objectives

LWD Course 425-Strategic Planning V: Processes and Systems II 3.0 credit hours (SMC R ONLY) Using discussion and collaboration, students examine the Joint and Army Operations processes using the Digital Collaborating and Planning System to explore the Army Design Methodology (ADM), the Military Decision Making Process (MDMP), the Joint Intelligence Preparation of the Operational Environment (JIPOE) process and the transitioning of functions from operational to strategic staff personnel.

LWD Course 431 Managing Effective Training 0.8 credit hour

This course focuses on research-based, scientifically-validated strategies for teaching students. The course assists with the conceptualization, measurement, and improvement

of education performance and management. It features a variety of organizational patterns, practices, and approaches to instruction and their impact on students' learning.

LWD Course 432 Adult Learning and Instruction Techniques 5.6 credit hours

This course provides students with the necessary instructor competencies described by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) and an overview of the Army Learning Enterprise and the Army Learning Concept 2020-2040. The course is designed to provide new instructors with the skills to engage adult learners by providing fundamentals of instruction, foundations of adult learning, foundations of instruction using the experiential learning model, formative practicums, and classroom management.

LWD Course 433 Safety and Risk Management 1.1 credit hour

This course focuses on the ways in which businesses and society assess, control, and transfer risk. This process, known as the risk management process, is becoming an increasingly important tool in the management of business and personal financial health. An effective and efficient corporate risk

LWD Course 434 Sustaining a Values-Based Culture 0.9 credit hour

This course focuses on culture and values. By studying specific periods of history, students will be better able to understand how individual and social core values have been directed and misdirected throughout a sequence of time.

LWD Course 435 Building Resilience in Others 2.8 credit hours

This course combines lecture, small group facilitation and hands on practical exercises to analyze the concept of resiliency, the correlation between positive psychology and resiliency, and how leaders develop

LWD Course 436 Physical Wellness Program Management 0.9 credit hours

Students will gain an understanding of the performance effectiveness of their team-members through proper physical wellness. This may include reviewing performance and assessment programs to identify variables that may negatively affect organizational readiness.

LWD Course 437 Work Measurement and Efficiency 1.9 credit hours

Course Description: In this course students will learn to identify and understand gaps between the workforce and the human capital needs of the organization and develop strategies to close gaps in areas such as employee engagement, training/retraining, organizational adaptability, contracting out, succession planning, and organizational culture.

LWD Course 441 Writing and Presentation Skills Development 1.1 credit hour

Course Description: In this course, students will learn to develop their oral and written communication skills, using a standardized and formal writing and speaking style.

LWD Course 442 Writing and Analytical Skills Assessment 5.4 credit hours

In this course, students will use their personal experiences to improve organization performance by offering an opposing view to an existing organizational issue or capability gap. Additionally, students will participate in reflective learning by stepping back from their learning experience and honing their critical thinking skills to enable improvement on future performance by analyzing their experience.

LWD Course 443 LWD Capstone 2.8 credit hours

Capstone is designed for students to demonstrate mastery of two outcomes (Leadership and Human Resource Management). Students will research, write, and revise parts of the BA in LWD Course Capstone paper throughout the academic year, using an approach commonly referred to as “scaffolding”.

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The School for Command Preparation (SCP)

The School for Command Preparation (SCP) was established in 1984. More than 3,000 students graduate annually from one of the twelve SCP courses. In addition to conducting resident courses, SCP synchronizes the Army's Command Preparation Programs (CPP) across 31 locations and manages the Army's Company Commanders/1SGs Pre-Command Course. SCP also hosts the Army Strategic Education Program – Command (ASEP-C) course to provide the Army with competent, committed leaders of character prepared to lead change, prevail in Large Scale Combat Operations (LSCO) 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 SCA's Core Course for Battalion Command and Command Sergeants Major and 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 Multi Domain Operations and ready to meet the Army's 21st century challenges.

The School for Command Preparation vision: The Army's foremost school for the preparation of command teams, comprised of Army professionals dedicated to the development of current and future command teams across the total Army resulting in empowered, competent, and committed leaders better prepared to meet the Army's readiness challenges.

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

- Provides commanders and command sergeants major in the field with “reach-back/push forward” resource material and subject matter expertise.
- Routinely provides policy input for AR 350-1, AR 600-20, DA PAM 600-3, and Army doctrine as appropriate.
- Supports command-related research initiatives across all components of the U.S. Army.
- Is accredited by the International Accreditors for Continuing Education and Training (IACET) to provide Continuing Education Credits (CEUs) to students attending Battalion and Brigade CSA's Core Course and Battalion and Brigade Command Team Spouse Development Course.

Five distinct training and education programs reside within SCP:

- The CSA's Core Course (CSACC)
- The Command Sergeant Major Development Course
- The Command Team Spouse Development Course
- The Tactical Commander Developmental Course
- The Functional Command Development Course

As directed by the Chief of Staff of the Army, the Brigade and Battalion CSA's Core Course (CSACC) 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 CSA's Core Course -BN and the CSA's Core Course -BDE are accredited by the International Accreditors of Continuing Education and Training (IACET) and award Continuing Education Units (CEU's).

Additionally, SCP conducts the Command Team Spouse Development Program (CTSDP) for both Battalion (CTSDC-BN) and Brigade (CTSDC-BDE) spouses concurrent with week 1 of the CSA's Core Course. The CTSDC-BN and CTSDC. Both are accredited by IACET and award CEU's

The Brigade Command Tactical Commander Develop Course and the Tactical Command Development Course (BN TCDC) provide repetitive practice in critical mission command tasks to prepare commanders to lead formations during current and future tactical-level operations. These programs consist of individual courses designed and relevant to the level of command our students will lead.

The Command Sergeants Major Development Course (BN CSMDC and BDE CSMDC) are one-week follow on courses to the CSA's Core Course pre-command course for future battalion and brigade CSMs. BN CSMDC and BDE CSMDC courses ensure the CSMs are better prepared to assist the commander in the facilitation of mission command, the development of leaders and unit readiness.

SCP also provides two other leader development courses. The Army Strategic Education Program – Command (ASEP-C) is a one-week course at Fort Leavenworth facilitated by SCP faculty for one and two-star generals assuming commands.

The Company Commander/First Sergeant Pre-Command Course (CCFSPCC) is taught at all Army units and installations for new company-level command teams using courseware developed by SCP in coordination with over twenty topic subject matter experts. The intent of both courses is to educate command team cohorts on relevant topics to assist them in meeting the challenges of today's operational environment, and to provide a better understanding of how to leverage the capabilities of the institutional Army in the execution of their roles and responsibilities.

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FIGURE 24 SCP ACADEMIC PROGRAMS AND COURSES

Course Title	Duration	Frequency /Location	Student Population	Remarks/ CEU's
CSA's Core Course-BN (CSACC_BN)	10 days	7 times/year (Ft Leavenworth, KS)	Future BN Commanders and future BN CSM	6 CEUs
CSA's Core Course-BDE (CSACC-BDE)	10 days	7 times/year (Ft Leavenworth, KS)	Future BDE Commanders and future BDE CSM	6 CEUs
Command Team Spouse Development Course - Battalion (BN CTSDC)	5 days	7 times/year (Ft Leavenworth, KS)	Spouses of future Battalion Commanders and CSMs	Concurrent with CSACC-BN 3 CEUs
Command Team Spouse Development Course - Brigade (BDE CTSDC)	5 days	7 times/year (Ft Leavenworth, KS)	Spouse of Future Brigade Commanders and CSMs	Concurrent with BDE PCC 3 CEUs
Tactical Commanders Development Course (BN TCDC)	15 days	7 times/year (Ft Leavenworth, KS)	AC and AGR MTOE BN Command Selects	Immediately following the CSACC-BN 10 CEU
Brigade Command Tactical Commanders Development Course (BDE TCDC)	15 days	4 times/year (Ft Leavenworth, KS)	AC and AGR MTOE BDE Command Selects	Immediately following the CSACC-BDE 10 CEU
Functional Command Development Course (BN FCDC)	5 days	7 times/year	Future Functional BN Commanders	3 CEU

		(Ft Leavenworth KS)		
Brigade Functional Command Development Course (BDE FCDC)	5 days	7 times/year (Ft Leavenworth KS)	Future Functional BDE Commanders	3 CEU
Command Sergeant Major Development Course - Battalion (CSMDC-BN)	5 days	7 times/year (Ft Leavenworth, KS)	Future BN CSMs	Immediately following the CSACC-BN
Command Sergeant Major Development Course – Brigade CSMDC-BDE)	5 days	7 times/year (Ft Leavenworth, KS)	Future BDE CSMs	Immediately following CSACC-BDE
Company Commander/First Sergeant Pre-Command Course (CCFSPCC)	5-10 days	As needed	Company Commanders and First Sergeants	SCP proponent, local cdrs shape
Army Strategic Education Program – Command (ASEP-C) Course	5 days	3 times/year (Ft Leavenworth, KS)	1 and 2 star General Officers prior to command	SCP facilitates; AWC program

Battalion

The Army CSACC-BN is a two-week course, 12 days, conducted seven times a year by the U.S Army Command and General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS. Attendance is mandatory for all centrally selected active component, USAR, and ARNG battalion level command selectees, battalion Command Sergeant Major selectees, medical department designated command selectees, key billet selectees (Division G-1, G-2, G-6, G-8, PAO), and acquisition program/product managers.

FIGURE 25 CSACC-BN COURSE PURPOSE & LEARNING OUTCOMES

<p>Purpose: To prepare command teams to facilitate mission command and lead change within their command operating environment.</p> <p>Graduates of the Pre-Command Course/Command Sergeants Major Courses (PCC/CSMC) and Command Team Spouse Development Course (CTSDC) 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">• Understand and apply their roles and responsibilities within the elements of command (Authority, Responsibility, Decision Making, Leadership) to increase their units' readiness and generate positive command climates.• Understand and apply current Army policy, regulations, doctrine, and programs to increase their units' readiness, generate positive command climates, and strengthen the profession.• Apply increased self-awareness and build an Individual Development Plan (IDP) to improve their leader attributes and competencies and better facilitate mission command.• Apply increased self-awareness towards their Health and Holistic Fitness goals to improve their individual readiness, resiliency, and wellness.• .

CSACC has three areas of emphasis under the art of command:

- Authority
- Leadership
- 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 CSACC-BN instruction is facilitated by senior Army leadership, to include the Chief of Staff, U.S. Army (CSA), the commander of U.S. Army Forces Command (FORSCOM), the commander of U.S. Army Training and Doctrine Command (TRADOC), Army Futures Command and Army Material Command and others from across the Department of the Army, and SCP faculty (former battalion and brigade commanders).

CSA's Core Course-BDE

The Army CSA's Core Course – BDE (CSACC-BDE) is a two-week-long course, 12 days, conducted seven times a year by the U.S Army Command and General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS. Attendance is mandatory for all centrally selected active component, USAR, and ARNG Brigade command selectees, brigade command sergeant major selectees, medical department designated brigade command selectees, key billet selectees (Corps G-1, G-2, G-6, G-8, PAO), acquisition program/product managers, aviation brigade and special forces group commanders, and command chief warrant officers.

FIGURE 26 CSACC-BDE COURSE PURPOSE & LEARNING OUTCOMES

<p>Purpose: To prepare command teams better prepared to facilitate mission command and apply mission command principals to leading change in their brigade level organizations.</p> <p>Graduates of the CSA's Core Course - Brigade and Command Team Spouse Development Course (CTSDC) are integrated stakeholders in the Army's future, understand and support the Army's vision for change and leader development.</p>
<p>CSACC-BDE Graduates:</p> <ul style="list-style-type: none">• Understand and apply their roles and responsibilities within the elements of command (Authority, Responsibility, Decision Making, Leadership) to increase their units' readiness and generate positive command climates.• Understand and apply current Army policy, regulations, doctrine and programs to increase their units' readiness, generate positive command climates, and strengthen the profession.• Apply increase self- awareness and build an Individual Development Plan (IDP) to improve their leader attributes and competencies and better facilitate mission command.• Apply increased self-awareness towards their Health and Holistic Fitness goals to improve their individual readiness, resiliency and wellness.

The course has three areas of emphasis:

- Army policy, programs, and areas of special emphasis;
- Leadership and self-awareness;
- The art of command and mission command.

The CSACC-BDE 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, Army Material Command and Army Futures Command as well as others from across the Department of the Army, and SCP faculty (former brigade commanders and brigade command sergeants major

Command Team Spouse Development Course – Battalion (CTSDC-BN)

The CTSDC-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 CSACC-BN. Spouses must attend with their service member.

FIGURE 27 COMMAND TEAM SPOUSE DEVELOPMENT COURSE BATTALION PURPOSE AND LEARNING OUTCOMES

Purpose: To prepare battalion-level command team spouses who are better prepared to exercise informal leadership, without authority, to effectively and positively contribute to the family, unit, and community environment and support unit and family readiness.

The graduates of the CTSDC are better prepared to make positive impacts on families, the unit, and community in their capacity as informal leaders.

Battalion CTSDC Graduates are better prepared to:

- Decide their level of involvement with the command.
- Help facilitate a positive environment through informal leadership (building teams, developing trust, creating shared understanding and developing others).
- Advise and assist family readiness groups in the organization.
- Develop a personal/family approach for balance and resiliency.

Command Team Spouse Development Course – Brigade (CTSDC-BDE)

The CTSDC-BDE is a five-day course for the spouses of Active Army, ARNG, and USAR Brigade command selectees and Battalion Command Sergeants Major selectees and runs concurrently with the CSACC-BN.

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FIGURE 28 COMMAND TEAM SPOUSE DEVELOPMENT COURSE BRIGADE PURPOSE AND LEARNING OUTCOMES

<p>Purpose: To prepare brigade-level command team spouses who are better prepared to exercise informal leadership, without authority, to effectively and positively contribute to the family, unit, and community environment and support unit and family readiness.</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 CTSDC 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.

[Battalion Tactical Command Development Course \(BN TCDC\)](#)

The TCDC is a fifteen-day course conducted seven 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.

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FIGURE 29 BATTALION TACTICAL COMMAND DEVELOPMENT COURSE PURPOSE AND LEARNING OUTCOMES

Purpose: To prepare commanders better prepared to apply mission command through the UVDDLA methodology in combined arms LSCO and develop tactical competency across their formations through leader development, training management, and unit readiness.

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

BN TCDC Graduates:

- Understand decisive action and the principals of offense/defense and provide commanders intent and planning guidance.
- Can leverage training management tools and systems 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.

BN-TCDC has three areas of emphasis

- The role of the art of tactics,
- Training
- Leader development.

Course requires SECRET security clearance.

Brigade Command Tactical Command Development Course (BDE TCDC): The BDE TCDC is a fifteen-day course conducted four 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.

FIGURE 30 BRIGADE COMMAND TACTICAL COMMAND DEVELOPMENT COURSE PURPOSE & LEARNING OUTCOMES

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

BDE TCDC has two areas of emphasis

- exercise the mission command commander tasks of “understand, visualize, describe”, and “develop teams”:
- 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 and 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 the above information is then applied in at least two brigade/division level (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 HQ OPOD. Course requires SECRET clearance.

[Battalion Functional Command Development Course \(BN FCDC\)](#)

Provides an executive level developmental experience to assist functional battalion commanders in their preparation to assume the role of a senior leader in the army. The course is command type tracked to meet the education requirements for each individual student. This track is tailored for commanders that will take commands outside of their basic branch. Specifically, recruiting, individual entry training (IET), acquisition, Army Medical Department (AMEDD), and contracting commands. Command type tracked courses are: Commanders Legal Orientation, Leading and Developing Civilians, Risk

Management for Commanders, Social Media, Resource Management, and Unit Training Management.

FIGURE 31 BATTALION FUNCTIONAL COMMAND DEVELOPMENT COURSE PURPOSE & LEARNING OUTCOMES

Purpose: Provide a command type tracked course that meets the individual education requirements for functional battalion commanders.
Battalion Command Functional Command Develop Course Graduates: <ul style="list-style-type: none">• Understand risk management principles to safeguard personnel.• Understand the unique knowledge required to manage and develop the Army Civilian Corps.• Understand the requirements of resource management in a functional command.• Understand the challenges of fiscal, environmental, and contracting law in a functional command.

Brigade Functional Command Development Course (BDE FCDC)

Provides an executive level developmental experience to assist functional brigade commanders as they prepare to assume the role of a senior leader in the army. The course is command type tracked to meet the education requirements for each individual student. This track is tailored for commanders that will take commands outside of their basic branch. Specifically, garrison, recruiting, ROTC, individual entry training (IET), acquisition, AMEDD, and contracting commands. Command tracked courses include Joint Fires, The Information Environment, Space, Commanders Legal Orientation, Leading and Developing Civilians, Risk Management for Commanders, Social Media, Resource Management, and Unit Training Management.

FIGURE 32 BRIGADE FUNCTIONAL COMMAND DEVELOPMENT COURSE PURPOSE & OUTCOMES

Purpose: Provide a command type tracked course that meets the individual education requirements for Functional Brigade Commanders.
Brigade Functional Command Develop Course Graduates: <ul style="list-style-type: none">• Apply risk management principles to safeguard personnel in a tactical environment.• Demonstrate the ability to leverage the cyber and space domains in LSCO• Understand the unique knowledge to manage and develop the Army Civilian Corps.• Understand the unique challenges of operational law in LSCO.

Command Sergeant Major Development Course – Battalion (CSMDC-BN)

The CSMDC-BN is a five-day course immediately following the CSACC-BN 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.

FIGURE 33 COMMAND SERGEANT MAJOR DEVELOPMENT COURSE BATTALION PURPOSE & LEARNING OUTCOMES

Purpose: To prepare Command Sergeants Major to assist the Commander in the facilitation of Mission Command, the development of Leaders and ensuring unit readiness.

The graduates of CSMDC-BN are critical and creative thinkers, confident, competent and adaptive leaders.

CSMDC Graduates:

- Can support the commander in the exercise of mission command.
- Understand and can develop critical command relationships and assist the commander in building high performing organizational teams.
- Can conduct leader development in their organization.
- Can maintain standards and discipline in their organization.
- Can advise the commander on the performance, training, appearance, and conduct of enlisted Soldiers in their organization.

CSMDC-BN continues the format of instruction and facilitation that occurs during Phase 2 of the CSACC-BN. Emphasis is on leader development, developing key organizational relationships, building teams, training management, and ensuring unit readiness.

[Command Sergeant Major Development Course – Brigade \(CSMDC-BDE\)](#)

The CSMDC-BDE is a five-day course immediately following the CSACC BDE 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.

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FIGURE 34 COMMAND SERGEANT MAJOR DEVELOPMENT COURSE BRIGADE PURPOSE & LEARNING OUTCOMES

<p>Purpose: To prepare Command Sergeants Major to assist the commander in the facilitation of Mission Command, the development of leaders, and ensuring unit readiness.</p>
<p>CSMDC Graduates: The graduates of CSMDPs are critical and creative thinkers, confident, competent and adaptive leaders.</p> <p>CSMDC Graduates-</p> <ul style="list-style-type: none"> • Can support the commander in the exercise of mission command. • Understand and can develop critical command relationships and assist the commander in building high performing organizational teams. • Can conduct leader development in their organization. • Can maintain standards and discipline in their organization. • Can advise the commander on the performance, training, appearance, and conduct of enlisted Soldiers in their organization.

CSMDC-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. CSMDC-BDE builds on the instruction and facilitation of the CSACC BDE. 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.

[Company Commander/First Sergeant Pre-Command Course \(CCFSPCC\)](#)

The CCFSPCC is a mandatory resident experience with supporting DL components. The resident experience will be conducted at the installation as a troop school and address mandated topics in accordance with AR 350-1. Senior commanders have extensive latitude to tailor mandated topics with their installation/command unique requirements as well as incorporate other topics they deem important for company level commander/first sergeant success.

Supporting DL lessons are available via Army Training Information System (ATIS) to provide “knowledge-level” learning to complement the face-to-face experience of the resident course. The School for Command Preparation maintains the mandatory topic list and proponent prepared lessons materials on the Army Training Network for installation course managers to download and use in the resident instruction. The DL option is available as a course on ATIS-Learning. The senior commander may designate specific

lessons for company commander and first sergeant designees to complete prior to the resident course or the senior commander may require completion of the course as a prerequisite for the resident course. All mandated tasks must be completed either in the resident course or by DL.

FIGURE 35 COMPANY COMMANDER/1ST SERGEANT PRE-COMMAND COURSE PURPOSE & LEARNING OUTCOMES

Purpose: To ensure company-level command teams know their responsibilities for Army command programs, policies, and procedures to provide effective leadership in garrison.

The graduates of CCFSPCC are prepared to command and lead in garrison ensuring Soldier accountability, Soldier and Family care, and readiness of the company level formation.

CCFSPCC Graduates:

- Can leverage installation resources and programs to assist soldiers and their families.
- Understand their responsibilities for maintaining good order and discipline in the unit.
- Understand their responsibilities for establishing and maintaining a positive command climate.
- Understand company level administrative functions that they are responsible for.
- Understand individual and unit medical readiness.

Army Strategic Education Program – Command (ASEP-C)

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

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



Educational Support Facilities, Extracurricular and
Cocurricular Activities
Other Non-Resident CGSOC Instructional Venues

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



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

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

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

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

Main Campus Instructional Facilities

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 Compartmented Information Facility (SCIF).





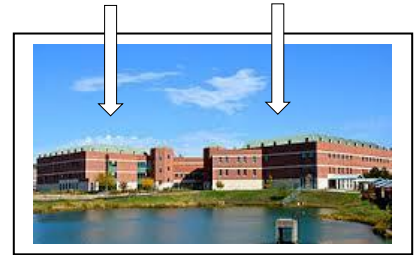
Each state-of-the-art classroom seats up to 16 students and has two large, flat-screen, high-definition television sets that serve as multi-functional displays. Computers are built into each student desk. Additionally, each room can support a video teleconference (VTC) via cameras controlled by a wireless tablet. In addition to the 96 advanced general classrooms, there

are seven special purpose classrooms to support state-of-the-art advances in educational technology. The center's two large auditoriums and additional facilities support the College as well as Ft. Leavenworth and the local community.

The GIF and CARL

Eisenhower Hall is home for the Ike Skelton Combined Arms Research Library (CARL) and the School for Command Preparation (SCP). The building is divided into two major sections. The eastern half of Eisenhower Hall houses the CARL collection, while the western section is comprised of the General Instructional Facility (GIF).

The GIF has 16 classrooms, eight seminar rooms, a Group Assembly Room, two conference rooms, and a cafeteria. Nine classrooms are designed to seat 32 students or be further divided to accommodate two groups of 16. DePuy Auditorium, located in the GIF, is the Group Assembly Room. It is a full-service auditorium seating 134 persons, and the two conference rooms are designed to hold up to 30 persons each. While primarily used for SCP and SAMS, some CGSOC instruction is conducted in Eisenhower Hall as well.



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.

Muir Hall



Flint Hall

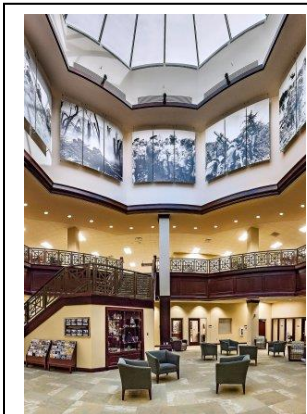


Truesdell Hall

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.



The Ike Skelton Combined Arms Research Library (CARL) serves CGSC resident and distance learning students, the Fort Leavenworth community, and researchers across Department of Defense.



CARL maintains 361,000 physical books and subscribes to more than 139 magazines and newspapers in print. Additionally, CARL provides digital access to over 250,000 e-books and subscribes to approximately 42 journal databases that include over 34,000 journals. CARL also subscribes to the discovery search tool Summon which allows the searching of all its databases, licensed and public, from one convenient interface.

Archives and Special Collections include rare and fragile books dating back to the 17th-Century, CGSC instructional materials back to the institution’s inception in 1882, historical military doctrine and other valuable collections. The Government Documents collection contains operations orders and after-action reports from WWII to present, as well as current doctrine and other military reports and publications. CARL’s digital library contains student monographs and thesis dating back to the start of the MMAS degree program. The CARL

is actively digitizing and posting online its most unique and threatened documents for preservation purposes as well as to advance scholarship.

CARL is open 65 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: 19 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.



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



<https://carlcgsc.libguides.com>

CARL reference staff answer queries using automated and manual resources available both within and outside the library. Emphasis is on personalized intensive reference and research support with comprehensive literature searches, individualized bibliographic products, and regular follow-up to assure customer satisfaction. The reference staff provides one-on-one as well as group instruction on database searching for faculty and students. The CARL and its staff are frequently mentioned in theses, monographs, dissertations, and commercially published works for their assistance with research and unique resources.

In support of students' research, CARL has subscribed to a number of academic databases. This is in addition to the extensive licensed database support provided by the State Library of Kansas and the U.S. Army MWR Libraries. Interlibrary loan services enable patrons to obtain materials from other libraries CARL's Digital Library <http://cgsc.contentdm.oclc.org/cdm/> makes valuable historical documents from a consortium of other Army institutions available to researchers, students and the general public.

CARL's copyright office obtains permission for all copyright protected materials used in CGSC including MMAS theses, SAMS monographs and curriculum. CARL also provides information and guidance to faculty and students on copyright and copyright laws using <https://carlcgsc.libguides.com/copyrights>.

The CGSC Learning Resource Center (LRC) is 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 also offers individual tutorials and group sessions, both in residence and online for the non-resident student population. The LRC maintains a site on CGSC Blackboard with presentations, short papers, videos, and hyperlinks to other universities' learning resources. Resource categories include Writing Resources, Reading & Note Taking, Briefing Resources, Critical Thinking, Time Management, Study Skills, and Workshop videos.

Laboratories Army University maintains several laboratories on the Fort Leavenworth CGSC Main Campus for use by staff and faculty of CGSC and students attending courses at CGSC. Unless reserved for specific use, they are available whenever Lewis and Clark, the General Instructional Facility or CARL is open (normal class hours). Three facilities are operated by the Directorate of Simulation Education (DSE). Two are operated by ATSD. Requests should be directed to the organization responsible for their use as indicated below. The facilities available are the Command and Control (C2) System Application Labs, a Simulation Lab, a Joint Command and Control (JC2) lab, and a SIPR-capable classroom.

- The Simulations Lab (DSE) is in Classroom 1534. The lab provides seventeen networked computers available for training students and instructors on the suite of simulations used within the college for conducting exercises. It also serves as a venue for simulation experimentation and research.

The facility infrastructure is supported by the TRADOC Enterprise Classroom Program (ECP) and was last updated in 2017. The student computer systems are supported by the Army's Common Battle Command Simulation Equipment program and were last life-cycled in 2016. The laboratory has a range of computer and analog simulations, two large display screens (80") as well as Command Post of the Future (CPOF) and the Command Post Computing Environment (CPCE) applications, available for faculty and student use. The room has VTC capability that is used to connect to other schools/centers for distributed exercises and various educational/development programs.

- Two Command & Control (C2) System Application Laboratories (DSE). The larger facility is in the General Instructional Facility (GIF 244/254) and provides 28 stations (26 student and 2 instructor) when operated for CPOF instruction (three-screen display). The room has six large (80") display screens and can currently support both CPOF and CPCE instruction, although other C2 applications can be

added as needed. The smaller facility is in room 1533 of the Lewis & Clark Center and provides 11 stations (10 student and one instructor). The room has three 80-inch display screens and can currently support both CPOF and CPCE instruction, although other C2 applications can be added as needed. The room infrastructure and computers for both facilities are supported by the TRADOC ECP and the Mission Command Arts & Sciences Program and were last refreshed in 2018.



CGSC use of the Blackboard Learning Management System – 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.

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

[Instructional Facilities for the Sergeants Major Academy](#)

(SGM-A) are in building 11293 on the Noncommissioned Officer Leadership Center of Excellence at Fort Bliss, TX. It features 72 general purpose classrooms, two auditoriums (seating 738 and 120), office space for 300 personnel, and support facilities including conference rooms, food court, bookstore, and barber shop. Each state-of-the-art classroom seats up to 16 students and has two large, flat-screen, high-definition television sets that serve as multi-functional displays. Computers are built into each student desk.

The Othon O. Valent Learning Resources Center (LRC) on the SGM-A Branch Campus at Fort Bliss provides over 100,000 on-site resources to include books, periodicals and military publications. Digital resources exceed 7,180 items, and garner over 13,000 hits a month. The Valent Center's collection focuses on the NCO Corps, military leadership, personnel management, and military history. The LRC maintains ten network workstations and nineteen commercial internet workstations for students, staff,

faculty and visitors. SGM-A education counselors work from offices on the LRC second floor.



The Noncommissioned Officer (NCO) Heritage and Education Center collects, preserves, exhibits, and interprets historically significant Noncommissioned Officer property from 1775 to the present. About 1/3 of the more than 2,500 artifacts are displayed at any time. There is a staff of four who update and maintain them in the way that history is written – chronologically. Beginning with the first NCOs of the Civil

War, visitors are treated to a variety of displays – from mockups using mannequins to stand-alone displays with insignia, ammunitions, and other military artifacts – that tell the story of the small unit leader, how NCO symbols and insignia progressed over time and the evolution of the NCO corps as a whole. Along the tour there are also video screens which play continuous slide shows of historical photos.



Cocurricular and Extracurricular Activities for Students & Families

Fort Leavenworth

Cocurricular Activities. The CGSC encourages cocurricular activities which provide opportunities for students to enrich their understanding of national security across an ever-changing operational landscape. Such activities broaden students' knowledge and skills to inform decisions in line with the College's mission which states, "to educate, train and develop leaders... to advance the art and science of the Profession of Arms in support of Army operational requirements." The CGSC defines cocurricular as college-sponsored activities that contribute to students' educational experiences and reinforce the College's mission and learning outcomes and complement the formal curriculum. The CGSC distinguishes cocurricular into three categories:

- Cocurricular Category 1: Activities for students that support the learning outcomes of the formal curriculum, and one or more learning objectives of the activity are mapped to the formal curriculum. Examples of Category 1 activities may include courses offered through an electives program, simulation programs (i.e., Tactical Application Support Officer and Exercise Support Officer), field studies programs, and courses bearing on Joint Professional Military Education accreditation. Category 1 Assessment: Assessed in accordance with CGSC's Accountable Instructional System policy and reviewed in accordance with CGSC's Academic Program Review policy, enabling College leaders to make data-informed judgments about curricula effectiveness and continuing relevance. In addition to direct assessments, CGSC's Quality Assurance Office may conduct indirect assessments of student learning via focus groups or end-of-course surveys.
- Cocurricular Category 2: Activities for students that support the learning outcomes of the formal curriculum, but the learning objectives of the activity are not mapped to the formal curriculum and not assessed through CGSC's Accountable Instructional System policy. Examples of Category 2 activities may include support of internal or higher headquarters-level taskings (i.e., initiatives and pilot programs) and service school academic evaluation reporting requirements (i.e., Department of the Army Forms 1059, 1059-1, and 1059-2, which include assessments of physical fitness and other areas prescribed by Army policy). Category 2 activities typically have an associated assessment plan in place, such as service school academic evaluation reporting requirements which are formally assessed in accordance with the Army's evaluation reporting system. Category 2 Assessment: Assessed through an associated assessment prescribed by Army policy or assessment guidance (i.e., surveys, rubrics, focus groups, interviews) in consonance with tasking requirements.
- Cocurricular Category 3: Activities for students that support the learning outcomes of the formal curriculum, but the learning objectives of the activity are not mapped to the formal curriculum and not assessed through CGSC's Accountable Instructional System policy. Examples of Category 3 activities may include lecture/panel series (i.e., Cultural and Area Studies Office panel discussions), guest

speaker programs, international military student briefs (i.e., Know Your World), professional development activities (i.e., Wake up with History and Lunch and Learns), self-assessment/improvement opportunities (i.e., Athena, Nelson-Denny assessment, individual development plan counseling), and study halls. Category 3 Assessment: No assessment required.

Extra-Curricular Activities

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, various fitness centers and other outdoor recreational facilities.

Fort Bliss

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

The CGSC Scholars Program

The CGSC Scholars Program for competitively selected resident CGSOC students was started in 2009 as “COIN Scholars” to offer a chance to participate in intensive graduate-level seminars and conduct in-depth primary-source research leading to a MMAS thesis of publishable quality. After graduation, CGSC Scholars are a DoD resource for addressing complex problems and are prepared for advanced strategic studies, with high potential for future doctoral level studies. They are also prepared for assignments requiring advanced critical-thinking and professional performance.

CGSC Scholar program goals:

- Enhance critical reasoning, research, and analytic abilities
- Increase comfort with uncertainty and dynamic systems
- Improve oral and written communication skills
- Develop full professional potential in selected scholars

The number and nature of CGSC 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 have included:

- The Art of War – Strategy and operational art in context of modern military history
- Information Advantage – Leveraging the information dimension in modern and future warfare
- West Africa Studies – Strategic regional study
- Local Dynamics of War – How to develop workable interventions that involve lethal power, governance, economics, ethics and culture;
- Genocide and Mass Atrocity Prevention – Historical cases to identify nations on path to genocide/mass atrocities
- Homeland Security – Focused on the Southwest border region
- Operational Intelligence – Focused on the national intelligence community
- Irregular Warfare – Broad approach to study of irregular warfare in SOF context

The CGSC Interagency Exchange Program

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. Moore, GA (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).

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.

IA partners, at their discretion and when resources permit, nominate employees who meet CGSC enrollment requirements for attendance at CGSC. 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.

The IA partner pays the salary and TDY expenses of their employees during 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.

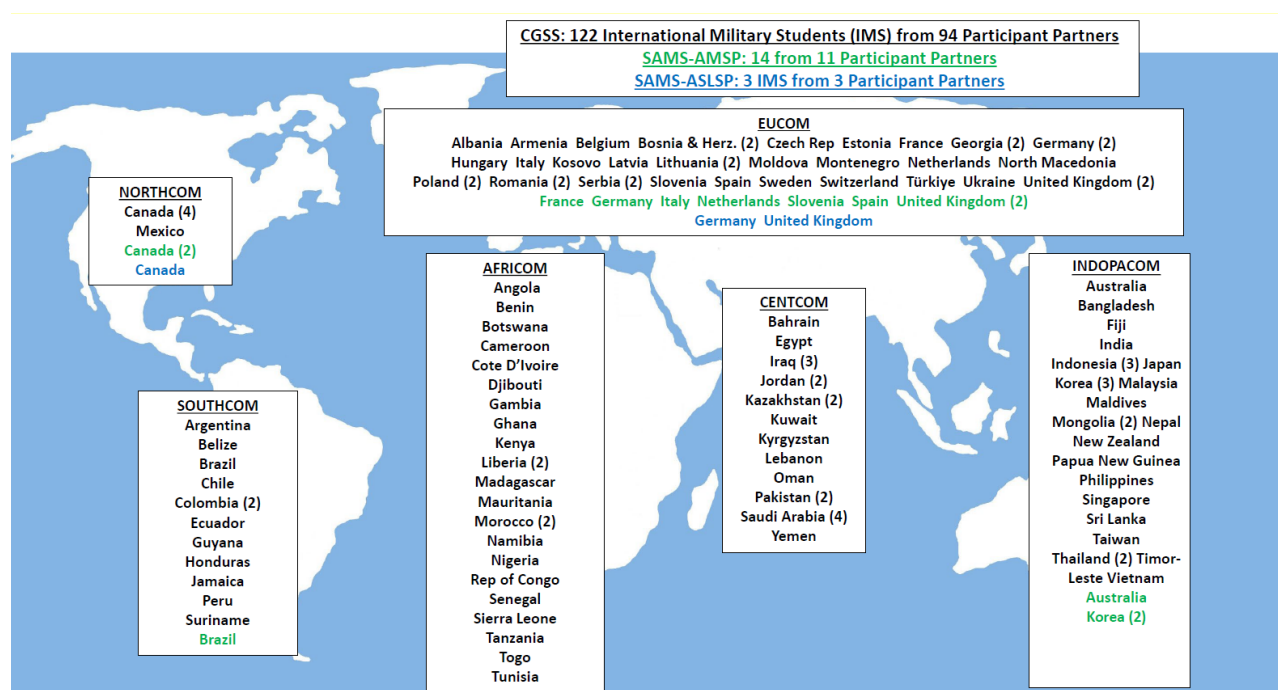
The Interagency Student Division (IASD) is responsible for managing the CGSC schools provide support for the academic, administrative activities of the interagency students to ensure their full integration into the U.S. Army, the Fort Leavenworth and the CGSC communities.

CGSC International Students and the International Military Division (IMSD)

International Military Students

(IMS) are an essential part of the CGSC learning community, constituting almost 10% of resident student populations in the Command and General Staff Officer Course (CGSOC), Advanced Military Studies Program (AMSP), Advanced Strategic Leadership Studies Program (ASLSP), and Sergeants Major Course (SMC). International students contribute as much to the learning of their U.S. classmates as they themselves develop professionally and personally. The following countries are represented in CGSOC, AMSP, ASLSP, & SMC Classes of 2025:

FIGURE 36 INTERNATIONAL MILITARY STUDENTS AT CGSS AY 2025



To date, CGSC international officer alumni include 27 former or present heads of state, over 300 cabinet ministers and over 300 chiefs of staff of their respective armies and armed services. Since 1894, over 8,400 foreign officers representing 166 countries have attended the Command and General Staff Officers Course

The International Military Student Division

IMSD 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 Field Studies Program (FSP).

IMSD assists the IMS and their families, as appropriate:

It furnishes advice or assistance during:

- in-processing, registration, and out-processing;
- Procurement of quarters;
- Procurement of U.S. Uniformed Services Identification Cards and medical cards;
- Orientation to on-post facilities, privileges, services, customs, and regulations;
- Hospitalization, medical care, and dental care;
- Personal, military, and legal problems, such as pay, orders, uniforms, traffic violations, claims, and visas;
- Social activities;
- Postal services; and
- Departure procedures.

IMSD monitors academic status and provides advice and guidance as required.

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

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

[The International Military Student Office](#)

(IMSO) in the Noncommissioned Officer Leadership Center of Excellence is responsible for the supervision, administration, and welfare of all International Military Students (IMS) and authorized dependents in resident courses at Fort Bliss, TX. The IMS and their families receive help in the same areas outlined above in paragraph B. Specific responsibilities of the IMSO at SGM-A include student administration, the International Writing Course, International Military Student Preparatory Course (IMSPC), IMS Sponsor Program, and the Department of Defense (DoD) Field Studies Program (FSP).

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

CGSC's Outreach Program and Partnerships with Other Institutions

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.

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

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. CGSC students also have opportunities to participate in other University of Kansas master's programs that include an MS in Organizational Leadership, both an MBA and an MPA as well as a Master of Arts in Global and International Studies.

CGSC students and faculty also participate in several Kansas State University graduate programs: an M.S. and an Ed.D. in Adult Learning and Leadership; an M.A. or Ph.D. in Security Studies; and a Ph.D. in Military History.

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

In 2022 CGSC, in a unique regional partnership, formed the Leavenworth National Security Education Consortium. The purpose of this group is to strengthen national security education through expertise sharing, collaborative research and publishing, library integration, and certificate program development.

The LNSEC, which utilizes institutionally-supported collaboration between faculty, departments, and programs as a transformational teaching and learning experience,

These transformational teaching and learning experiences in collaboration with partner-member institutions exponentially expand CGSC's reach across a myriad of academic programs, student learning outcomes, and areas of research.

Member institutions currently include Kansas State University (KSU), Park University (Parkville, MO), the University of Kansas (KU), the University of Missouri – Kansas City (UMKC), the University of Saint Mary (USM), Hampton University (HU) and the U.S. Command and General Staff College (CSGS). With diverse and unique history, programs of study, and educational outcomes, the allied member institutions come together to share not only best practices, but to extend reach for lecture series, symposiums, conferences, and other events of national security importance.

Governed by senior executives of each academic institution, the LNSEC enables individual university strategic priorities, while facilitating unified networking opportunities and professional discourse between faculty, staff and national security professionals.

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

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.

Elective Course Descriptions

In addition to the electives offered in support of Additional Skill Identifier or Professional Development Skill Identifiers, the Command and General Staff Officers Course offers a number of other electives aimed at broadening the experience of our students. This includes MOS specific courses as well as general interest electives and several study abroad opportunities. Students are required to complete 12 credit hours of electives for graduation.

Language Programs

One credit language courses are designed for students who have prior knowledge in the language. The purpose is to develop a level of proficiency in the language. You will experience a blended approach of practical exercises and simulations, utilize tasks and scenarios to help you acquire, develop and maintain a certain level of fluency. The courses provide the tools needed to communicate and function in a variety of real-life situations. The course also provides the opportunity to examine geography, history, cultural values, traditions and people that speak the language. Language courses support the goals of Army culture and foreign language strategy by providing U.S. military officers and opportunity to improve foreign language capability and cultural awareness and build a foundation for lifelong language learning and professional development. These courses are offered in a unique partnership with the University of Kansas.

Two credit language courses are designed for students who have no prior knowledge of the language. The purpose is to provide a basic working knowledge of the language. Class involves a blended approach of practical exercises and simulations, utilizes tasks and scenarios to help students acquire, develop and maintain a beginner level of fluency in a variety of basic, real-life situations. An inseparable part of this language acquisition process is the awareness of different cultures. People of other countries not only speak a different language but also think and react in ways that are different or may seem strange to a non-native speaker. Students examine geography, history, cultural values, traditions and people that speak the language. The course supports the goals of the Army culture and foreign language strategy by providing U.S. military officers an opportunity to develop foreign language capability and cultural awareness and build a foundation for lifelong language learning and professional development.

A003 Intermediate/Advanced Chinese I 1 credit hour

A006 Beginning French I 2 credit hours

A007 Beginning French II 1 credit hour

A008 Intermediate/Advanced French I 1 credit hour

A011 Beginning German 2 credit hours

A012 Beginning German II 1 credit hour
A017 Beginning Italian 2 credit hours
A018 Beginning Italian II 1 credit hour
A023 Beginning Japanese 2 credit hours
A024 Beginning Japanese II 1 credit hour
A029 Beginning Korean 2 credit hours
A030 Beginning Korean II 1 credit hour
A034 Beginning Modern Standard Arabic 2 credit hours
A035 Beginning Modern Standard Arabic II 1 credit hour
A045 Beginning Russian 1 credit hour
A046 Beginning Russian II 1 credit hours
A052 Intermediate/Advanced Spanish I
A061 Beginning Spanish 1 credit hour
A062 Beginning Spanish II 1 credit hour
A065 Beginning Ukrainian 1 credit hour
A066 Continued Studies in Basic Ukrainian 1 credit hour
A096 Language Self Study (Headstart 2)

This course is a self-study course designed to introduce students to a foreign language. This course is designed for beginning learners who are unfamiliar with the vocabulary and structure of the language. Students choose from any of the languages offered through the DLIFLC Headstart 2 program. Students may not enroll in a course of instruction (1) in their native language, (2) in a language they speak or took in college, or (3) in which they have ever taken a Defense Language Proficiency Test (DLPT). Students may begin the course at any time and must finish prior to the end of Electives Term 1. Available courses can be found at: <http://hss2.dliflc.edu/>

[Department of Army Tactics](#)

A301 Field Grade Role in the Military Decision-Making Process (MDMP) 1.5 credit hours

The class focus is on “how would you teach/train this material to staff?” Students will better understand how to integrate all warfighting functions and effectively manage the process to better visualize and describe the requirement for the commander. The class examines effective techniques and methods to train, manage and execute the process through discussion, analysis, presentation and development of products.

A302 Warfighting Integration 1.5 credit hours

Students examine warfighting functions such as information collection and targeting, and related activities with their integration requirements in LSCO as they analyze methods for employing functions at the battalion and brigade-level to produce synergistic effects and identify possible challenges to warfighting function integration.

A303 Training Management for Operations Officers 1.5 credit hours

This course is specifically focused on preparing field grade officers to be successful training managers at the battalion and brigade level. Students will develop a better understanding of U.S. Army training management doctrine IAW FM 7.0 dated June 21 in support of Multi-Domain Operations. Students will gain insights into how to effectively plan, resource, execute, and assess all aspects of training at the field grade level. Students study the training management systems of their gaining installation/unit via access to installation 350-1s and enrollment into DTMS. Other areas covered include roles of the S3, field grade tools in training management, METL/prioritizing training, training resources, land, ammo forecasting, budgeting, exercise design, leader training and staff training, ReARMM/evaluations and assessment plans and unit training plans, briefs and meetings. OPEN TO U.S. ARMY STUDENTS ONLY.

A304 Tactical Decision-Making for Commanders 1.5 credit hours

A304 focuses on the application of decision-making concepts to complex problems facing commanders. The goal is to practice the mission command skills (Understand, Visualize, Describe, and Direct) over multiple iterations to improve intuitive decision-making skills. The course examines the Commander's Estimate process, followed by several practical exercises using simulation-driven scenarios to exercise and improve decision-making skills. Students receive feedback from the instructor and peer observers on their mission command decision making skills during the simulation exercises. The exercises use the Decisive Action Brigade Level (DABL) simulation.

A305 Air Ground Operations 1.5 credit hours

This course explores Air Defense, Fires, Rotary Wing Aviation, Joint/Fixed Wing Aviation, Unmanned Aerial Systems (UAS), Cyber Electromagnetic (CEMA) operations, and Air Traffic Service staff cells at the U.S. Army division and brigade levels. The course culminates with a tabletop planning exercise (TTX). The focus is on integrating the enabling war fighting functions to design division areas of operation that provide simultaneity of effects at the decisive point on the battlefield. OPEN ONLY TO U.S. STUDENTS WITH SECRET CLEARANCE.

A306 Advanced Engineer Operations 1.5 credit hours

This class exposes engineer field grade officers to current doctrine, best practices, and emerging TTPs at all levels of command. A306 examines the roles and functions of engineer field grade officers across the Engineer Regiment and highlights the challenges the officers will face during future assignments. A306 closely focuses on developing students' mission command competencies and enabling them to overcome challenges in the areas of time, space, purpose, resources, complex operating environments, situational ambiguity, and human nature. Working within the context of how the commander and staff affect a unit's ability to operate, students will analyze and evaluate the effectiveness of engineer operations in the employment of Multi-Domain Operations.

A307 Advanced Fires 1.5 credit hours

This course provides students the opportunity to explore current and emerging fires and targeting doctrine. This includes working on complex problems at the tactical level. This elective focuses on planning and synchronizing lethal and non-lethal fires/effects in Large Scale Ground Combat Operations (LSCO) through classroom discussion and practical exercises. Students who would also find this class of interest include USMC field artillerymen, future maneuver battalion and BCT S3/XOs, military intelligence, information operations, civil affairs, and aviation officers, as well as ALOs, and others interested in understanding and discussing the synchronization of fires at the division and BCT level. This elective is tailored for U.S. Officers to take advantage of current TTPs and lessons learned on fires challenges but is also suitable for IMS FA Officers. Emphasis is placed on awareness of the doctrinal framework, while seeking to understand the realities of operational experience and lessons. Discussions, readings, and research will expand on the student's ability to apply critical thinking in this important warfighting function.

A309 Army Operations Independent Study 1.5 credit hours

This unstructured elective is designed to allow you to work on a meritorious, graduate-level, academic project that does not conform to the requirements for other elective courses. The project must contribute to your professional development and benefit the Army. You must propose the project in a detailed memorandum coordinated and approved through your staff group advisor to the DTAC chief of curriculum that includes a timeline demonstrating 48 or more hours of effort towards project completion. The project must include one written and one oral graded assessment. The desired end state is professional growth in a subject that will benefit you upon graduation and contribution to the Army's body of knowledge.

A310 Army Operations Independent Study 3 credit hours

This unstructured elective is designed to allow you to work on a meritorious, graduate-level, academic project that does not conform to the requirements for other elective courses. The project must contribute to your professional development and benefit the Army. You must propose the project in a detailed memorandum coordinated and approved through your staff group advisor to the DTAC chief of curriculum that includes a timeline

demonstrating 96 or more hours of effort towards project completion. The project must include one written and one oral graded assessment. The desired end state is professional growth in a subject that will benefit you upon graduation and contribution to the Army's body of knowledge.

A310 Army Operations Independent Study 2 credit hours

This unstructured elective is designed to allow you to work on a meritorious, graduate-level, academic project that does not conform to the requirements for other elective courses. The project must contribute to your professional development and benefit the Army. You must propose the project in a detailed memorandum coordinated and approved through your staff group advisor to the DTAC chief of curriculum that includes a timeline demonstrating 96 or more hours of effort towards project completion. The project must include one written and one oral graded assessment. The desired end state is professional growth in a subject that will benefit you upon graduation and contribution to the Army's body of knowledge.

A312 France Exchange 6.0 credit hours

U.S. officers selected for A312 will travel to the French Staff College-Land, Paris France to participate in a 5–7-day staff planning exercise called Cerestes. U.S. students integrate into French staff groups to conduct a French tactical level planning methodology, MEDOT, for a French led NATO force executing large scale combat operations. Students will also travel to Bayeux, France to conduct a four-day staff ride of the Normandy (D-Day) landing sites. Officers lead group discussions on assigned areas to support the battlefield staff ride. U.S. officers will support Exercise CAVAGNIAL when French officers from the Ecole de Guerre-Terre visit CGSC twice during the academic year. U.S. officers are responsible for conduction professional, cultural and social activities with their French counterparts. OPEN ONLY TO U.S. STUDENTS.

A314 German Armed Forces General Staff College Exchange- Exercise DETERMINED EFFORT 6.0 credit hours

This course, conducted fully in English, provides students the opportunity to apply large-unit operational/ problem-solving skills while assigned to a German-led planning staff. Phase I deploys the U.S. students to the FuAkBw in Hamburg, Germany where they research, prepare and present briefings on selected U.S. Army doctrine, tactics and capabilities as well as prepare a battlefield staff ride. Upon arrival in Germany students are integrated into a NATO sponsored, German-led, multi-national planning staff as they execute the ten-day MN Corps level planning exercise DETERMINED EFFORT Students then execute a two-day Battle of the Bulge staff ride in eastern Belgium. Immediately upon returning from Germany, students plan, prepare, and host German (DEU) students on their reciprocal visit to Fort Leavenworth. Phase II consists of a stand-alone planning exercise (LSCO) alternating between German and U.S. Army planning processes. The goal of A314 is to enhance your understanding of the complexities of planning at the

large-unit level in the Multinational and Joint environment while comparing U.S., German and NATO planning processes.

OPEN ONLY TO U.S. STUDENTS.

A315 United Kingdom Exchange 6.0 credit hours

Students will travel to the U.K. Land Command and Staff Course and participate in an exercise followed by a major combat operation analysis exercise set in Europe. For preparation, students will understand the U.K. Combat Estimate and will assume different responsibilities in the planning and execution of the exchange visit, as well as understand the WW II Operations OVERLORD, GOODWOOD and Falaise Pocket. OPEN ONLY TO U.S. STUDENTS.

A317 Australia Exchange 6.0 credit hours

Students will travel to the Australian Command and Staff College in Canberra, Australia to attend a two week exchange including lectures, syndicate discussion and organized cultural tours and activities. Prior to travel, students will conduct research and briefings on selected topics. Students help to plan and execute the trip.

OPEN ONLY TO U.S. STUDENTS WITH SECRET CLEARANCE.

A320 Refugees and Displaced Persons in the Operational Environment 1.5 credit hours

This course is designed to provide the student with an understanding of the military role in dealing with refugee/displaced persons within an operational environment. A320 exposes field grade officers to current doctrine, best practices, and emerging TTPs of military units dealing with the complexities of refugee populations at all levels of command. The class builds upon the skills developed during the core course module by providing students with specific skills and knowledge to be successful in planning for, coordinating with, and conducting operations among refugee populations. A320 highlights the challenges particular to refugee/displaced persons and closely focuses on developing students' competencies and enabling them to overcome challenges in the areas of time, space, purpose, resources, complex operating environments, situational ambiguity, and human nature. Individual lesson topics include: legal instruments, human trafficking, planning for refugees/IDPs, Issues in security: crime, gangs and gender-based violence, working with NGOs/PVOs/OGAs, and a scenario based mini-exercise.

A322 Knowledge Management for Organizational Leaders 1.5 credit hours

This course better prepares field grade officers of all branches and functional areas to integrate and coordinate Knowledge Management (KM) at the brigade through corps level staffs as a key enabler to better exercising mission command. The course is co-taught by the Department of Army Tactics and the Army Knowledge Management Proponent Office and focuses on mission command, the knowledge management process, strategy & assessments, knowledge mapping, content management, systems integration, staff

integration, battle rhythm and improved decision making. Students will discover how knowledge management is essential to enabling Mission Command; study knowledge management functions and their integration requirements at the operational level; analyze methods for employing knowledge management function at the brigade through corps level to produce synergistic effects; identify possible challenges to knowledge management and information management function integration; and develop an integration concept plan for employing knowledge management and information management functions. .

A323 Army Information Operations Planning 1.5 credit hours.

This elective provides the student the ability to support, plan and assist in execution of synchronized information tasks to achieve information advantage at tactical echelons. The student will gain a working knowledge of information related capabilities and how to synchronize and integrate them into the operations process in support of large-scale combat operations and other tactical operations. Students will learn how to analyze the information dimension, develop an information course of action in support of a maneuver plan, execute information operations in a complex environment, and assess the results. Working as a member of a staff, students will conduct a series of practical exercises using a tactical scenario. Students will develop information objectives and complete an information synchronization matrix. The course will also discuss assessment working groups and information working groups as part of a targeting process.

A326 Planning for Disaster 1.5 credit hours.

This course examines domestic consequence management operations in response to a CBRNE incident. This elective prepares students to take roles as planners and leaders within Divisions, BCTs and other organizations that support domestic disaster or response and builds on the role of DoD forces, utilizing DSCA in support of Homeland Security. A326 includes understanding of the CBRNE Response Enterprise, domestic threat analysis and application of critical thinking and problem-solving skills using case studies.

A328 Defense Support of Civil Authorities 1.5 credit hours.

This elective is part of the Homeland Security Studies Program and explores the types of missions that U.S. Army organizations conduct in defense support of civil authority (DSCA). The course covers the doctrine found in Joint Publication 3-28 , ADP 3-28, Defense Support of Civil Authorities and ATP 3-28.1 by examining: support to disaster response; support to homeland security and law enforcement; and other support. The course includes subject matter expert guest speakers from federal, state, and local agencies. OPEN ONLY TO U.S. STUDENTS.

A329 Applied Training Management: Pistol Marksmanship 1.5 credit hours

Students will learn training management and apply it through an 8-step training model to pistol marksmanship. Course consists of 4 live-fire range classes that mandate live fire and range recovery and weapons maintenance. OPEN TO U.S. ARMY AND SISTER SERVICE OFFICERS ONLY.

A330 Urban Operations 1.5 credit hours

The course prepares students for planning division and brigade level urban operations. Students will learn to plan, conduct and sustain combat operations in dense urban areas. Students will focus on various capabilities, how to employ them in an urban area, planning tools to assist in planning and understanding the multiple variables associated with Urban Operations.

A331 Reconnaissance and Security Operations 1.5 credit hours

This unclassified elective deep dives into the application of reconnaissance and security fundamentals within the construct of decisive action at division and brigade levels. As the elective unfolds, students explore how various entities' cavalry squadrons (ABCT, SBCT and IBCT) execute reconnaissance and security on different terrain and within different scenarios. Additionally, students explore how a division conducts reconnaissance and security missions.

A332 Professional Credentialing Independent Study I 1.5 credit hours

The course focuses on research, independent study and taking a professional credentialing examination such as the Professional Engineer Exam, the Project Management Professional Exam, LEED, CompTIA, Security+, CSSP, FAA certification or other examination approved by the Director, DTAC that results in a professional credential supported by your branch. These credentials enhance professional growth through certification programs external to the CGSC curriculum that significantly benefit the Army and your professional development. Preparation may start before the electives period, vary from term to term, or continue across terms. DTAC faculty function as project managers for the course and students will meet with them periodically for guidance and updates. Credentialing requirements must be complete before graduation day for the academic year in which you are enrolled at CGSC.

A333 Professional Credentialing Independent Study II 1.5 credit hours

The course focus is on research, independent study, preparation and completion of a certificate or maintenance of a previously earned credential. Credentials must be supported by your branch as professional development. Students must coordinate with and gain approval of credentialing elective credit through DTAC branch subject matter experts and the DTAC curriculum operations team. Non-Army students will coordinate with relevant department SME's to get approval using their department elective course offerings. You must complete credentialing requirements before graduation day for the academic year.

A334 Engineer Professional Practicum 1.5 credit hours

This course is a practicum with the U.S. Army Corps of Engineers (USACE), Kansas City District to enhance knowledge of USACE operations and engineering project management. Students will spend 24 contact hours embedded with the Kansas City District learning their operations and business processes for project management. You will comply with all safety standards of USACE. The first half of the program will be conducted in a group setting. The scope of participation is coordinated with the Kansas City District and an assigned CGSC faculty member. Students complete an executive summary report of the experience at the direction of the adviser upon completion of the practicum.

A335 Protection Integration and Synchronization for Warfighters 1.5 credit hours

A335 examines current and emerging protection warfighting function doctrine, best practices and TTP's at the Corps and Division levels to understand threats and hazards throughout the operational environment, prioritize requirements and commit capabilities and resources in accordance with priorities. Students examine how integrating the protection warfighting function into the operations process in a comprehensive and proactive manner improves overall readiness and effectiveness, while safeguarding the well-being of personnel and resources. Students examine protection tasks, planning factors and their integration into the targeting and information collection process, sustainment activities and other activities in the planning process.

A337 Intelligence Support to Decisive Action 1.5 credit hours

A337 provides an opportunity for Military Intelligence field grade officers to understand Echelons-Above-Corps intelligence perspectives, resources and capabilities. The course uses subject-matter-experts from various intelligence disciplines and echelons, to facilitate discussions on current intelligence operations and tactics, techniques, procedures and threats

ONLY OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE.

A338 Advanced Intelligence Seminar 1.5 credit hours

This elective provides an opportunity for Military Intelligence field grade officers to understand Echelons-Above-Corps intelligence perspectives, resources and capabilities. This discussion-based class uses subject matter experts, from various intelligence disciplines and echelons, to help facilitate discussions on current intelligence operations and tactics, techniques, and procedures as well as threats. OPEN TO U.S. STUDENTS WITH TOP SECRET CLEARANCE.

A339 Tactical Intelligence 3.0 credit hours

This elective provides students the opportunity to explore current intelligence doctrine and emerging tactics, techniques, and procedures (TTPs) for leading the intelligence warfighting function at Army tactical echelons. Emphasis is on the challenges of leveraging national to tactical intelligence and fighting for intelligence during large scale combat operations. Students also analyze how intelligence warfighting function supports commanders by accessing the greater intelligence community and leveraging national-level to tactical-level intelligence capabilities. Army tactical tasks and emerging TTP's for effective intelligence support to commanders and effective integration of intelligence into the operations process are also covered.

OPEN TO U.S. MILITARY INTELLIGENCE AND INTERAGENCY STUDENTS WITH TOP SECRET CLEARANCE ONLY.

A340 Exercise Eagle Owl 4.5 credit hours

Exercise Eagle Owl is a security cooperation exercise that brings together 150 officers from the CGSOC and 250 officers from the U.K. Intermediate Combined Staff College (Land) for the largest Combined Staff College Exercise in TRADOC. A340 is designated Exercise Eagle Owl Bravo because it is the second iteration per year of the U.K. ICSC(L) combining with the CGSC. Exercise EAGLE OWL is a two-week exercise where a combined group of U.S. and U.K. officers acting as a plans staff are taught by an instructional team consisting of three U.S. instructors, and a U.K. instructor. Exercise Eagle Owl utilizes the Decisive Action Training Environment – Europe scenario to conduct the planning of Large-Scale Combat Operations focusing multi-national offensive operations conducted at the division level. Exercise Eagle Owl as a graduate level exercise forces the student staff to conduct each country's operations process and planning to address unique tactical problems in an ever-changing Operational Environment.

A341 Red Team Member Course 6.0 credit hours

Red Teaming is a flexible cognitive approach to thinking and planning that is specifically tailored to each organization and each situation. It is conducted by skilled practitioners normally working under charter from organizational leadership. It uses structured tools and techniques to help us ask better questions, challenge explicit and implicit assumptions, expose information we might otherwise have missed, and develop alternatives we might not have realized exist. It cultivates mental agility to allow Red Teamers to rapidly shift between multiple perspectives to develop a fuller appreciation of complex situations and environments. This leads to improved understanding, more options generated by everyone (regardless of rank or position), better decisions, and a level of protection from the unseen biases and tendencies inherent in all of us. The course emphasizes critical thinking skills, fostering cultural empathy, self-awareness and reflection, group think mitigation strategies, and Red Team methodologies. A341 is designed to help students anticipate change, reduce uncertainty, and improve operational decision

making. 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.

A343 Brigade S6 Staff Course.5 credit hours

This elective offers the S6 Staff Course to U.S. Army Signal Offices attending CGSC with all lessons and activities performed on Fort Leavenworth. Primary instructors are from the Signal Leader Development College, Fort Gordon.

MANDATORY CO-REQUISITE OF A340.

OPEN TO U.S. STUDENTS ONLY.

A350 Brigade Tactical Application Course 4.5 credit hours

MANTDATORY CO-REQUISITE A340

Students lead and practice MDMP and WfF integration using an LSCO brigade combat team echelon tactical problem exercise to demonstrate decision making and the Army operations process. Students will execute two iterations against student peer opponents enabled by Division Exercise Training and Review System (DXTRS) simulations and the command post computing environment (CPCE) mission command systems.

BCT 351 Brigade Exercise Integration 6.0 credit hours

This course provides hands-on exercise design and management experience as students become adjunct faculty members in the A350 faculty team. Students should expect an immersive experience in developing or refining a digital simulation to stimulate multiple command post exercise like events. Students manage simulations, facilitate after action reviews and serve as exercise control directors.

[Directorate of Simulation Education](#)

A360 Application of CPCE in Support of the Operations Process 1.5 credit hours

The course is designed to help the field grade officer apply the fundamental concepts of the Command Post Computing Environment in planning, preparing, executing and assessing Army operations. Students employ the Command Post Computing Environment to create situation awareness, share information and to create, disseminate and receive plans and other communications.

OPEN TO U.S. STUDENTS ONLY.

A363 JBC-P in Support of the Operation Process 1.5 credit hours

This course is designed to help the field grade officer apply the fundamental concepts of the JBC-P in planning, preparing, executing and assessing Army operations in LSCO. Staff officers employ JBC-P to create situation awareness, share information and to create, disseminate and receive plans and other communications

OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A369 Mission Command Digital Master Gunner 3.0 credit hours

A369 is a combined course with CGSS and Mission Command Center of Excellence (MCCOE) tailored for those students who wish to take advantage of the established MSN CMD Digital Master Gunner Course that focuses on a unit's digital training readiness and certification program. Upon completion of the course, students are postured to become the designated Subject Matter Expert at the next assignment, trained on aligning network architecture of digital systems with emphasis on the Command and Control (C2) process across warfighting functions. Students will provide specific recommendations for future use and implementation of this specific technology for training and operational purposes. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A371 Tactical Application Support Officer 1.5 credit hours

Tactical Applications Support Officer program is conducted in support of the CGSOC Core and AOC Curricula. Selected students receive extensive instruction on the current Command and Control (C2) Applications supporting their staff group. This may be either Command Post Computing Environment (CPCE) or Joint Planning Services (JPS). Students serve as the first level of support on the use of CPCE/JPS in their respective staff group classrooms. Classroom support requirements will vary from staff group to staff group based on the level of CPCE/JPS use and the experience level of the individual students as well as the instructors within each staff group. CPCE/JPS instruction will focus on how to use the application to support the operations process and associated exercise products as used in the Core and AOC Curricula. Instruction provides students with two skill sets. The first is Command and Control (C2) Application (CPCE) - This instruction uses the B101, Tactical use of Command-and-Control Applications Overview and Command and Control (C2) Application (CPCE) POI. The second is Command and Control (C2) Application enabling technologies - This portion of the course includes using SharePoint to manage information.

A380 Wargaming for Leader Professional Development 1.5 credit hours

A380 combines hands-on in-class experience using simulations (such as Army Educational Wargame Series, computer and commercial) to enable students to teach future Leader Professional Development sessions with the assistance of simulations. Simulations offer concrete learning experiences that support retention, are low-cost and leverageable to a variety of development goals. Four simulations useful for Leader Development are utilized and students will group instruct one simulation as a practical exercise.

A381 Decision Support Wargaming 1.5 credit hours

Students will learn techniques to conduct decision support wargaming techniques for MDMP and RDSP using both tabletop and digital wargame tools. Students apply techniques in a series of hands-on practical exercises ranging from battalion level through corps/joint task force levels. Focus is on LSCO in a multidomain environment across all five domains and all three dimensions.

A382 Fundamentals of Wargaming Design 1.5 credit hours

A382 is designed to teach students how to design a wargame, whether for use in planning, training, education, forecasting or experimentation. The course combines discussion of processes and tools with an overarching practical exercise. Each student must create a prototype manual wargame, by creating or combining models, during the class and test it twice.

A385 MMAS Wargame Design Seminar 1.5 credit hours

This seminar is for students enrolled in the MMAS Wargaming Track. Students will learn the fundamentals of wargame design, explore several wargames relevant to their project, and create their initial draft design.

A386 Simulations for Home Station Training 1.5 credit hours

Open to all CGSC students, this course prepares officers to leverage simulations for home station training. A hands-on course, students will conduct unit tabletop exercises (TTX) using terrain models, physical maps with a MCOO, and in CPCE. Students will experience different wargaming adjudication techniques such as analog prescriptive rules, free Kriegsspiel evaluation, and integration with a constructive digital simulation, Division Exercise Training and Review System (DXTRS). Through a day long visit to FT Riley, KS, students will learn what resources and assistance the installation Mission Training Complex and unit Functional Area 57 Simulations Operations officers can provide. Students will also learn the planning factors to consider for effective participation in large scale constructive exercises such as a Divisional Warfighter. Students in small groups will create and present an exercise designed to demonstrate their understanding of how to integrate simulations into their units' training plan. OPEN TO U.S. STUDENTS ONLY.

A388 Exercise Support 1.5 credit hours

This course prepares students to support the O299 exercise as the exercise planner and technical lead. Students learn to operate, edit, troubleshoot, and make the best use of the simulation for O299 as well as assist the faculty lead in planning the exercise. Students learn to plan the exercise, run the simulation for their section, answer all common technical support questions, and teach other students to be simulation operators.

A389 Simulation Independent Study 1.5 credit hours

Students propose, research, and write on a simulations-related topic of their choice. The student will need to make a formal proposal for approval by the Director, DSE. The specific products will vary with the nature of the proposal, but may include a summary of research and conclusions, templates or guides for future actions, or a briefing to be used in future instruction. Students will produce a written product of value to the Army and/or CGSC on some aspect of simulations.

[Department of Sustainment and Force Management](#)

A401 Research into Sustainment Problems – I 1.5 credit hours

A401 Is an independent study, self-directed course for researching sustainment problems. Logistics research is open to all interested students. Independent study students conducting independent research are monitored and evaluated by a faculty member and produce a mutually agreed on product. Product may range from a research paper and briefing to demonstrating products developed through research (such as software). Specific research topics selected by students must be approved by the Deputy Director, DSFM. Completion of research proceeds IAW the milestones established or agreed to by you and your instructor.

A405 Certified Defense Financial Management (CDFM) 1.5 credit hours

A405 is a self-directed study course that assists students in obtaining the Department of Defense Certified Defense Financial Manager (CDFM). This certification is highly recommended for Army financial management officers and is recognized as a professionally relevant credential for those who have mastered the strategic and policy making aspects of FC in the Department of Defense. By taking this course and the requisite certification tests, FC officers enhance their skills as professionals who plan, rather than implement, FM policy. The course focuses on the “big picture.” The course develops breadth and depth of knowledge in all FC disciplines. OPEN TO U.S. STUDENTS ONLY.

A406 Certified Defense Financial Management Acquisition (CDFM-A) 1.5 credit hours

A406 is a self-directed study course that assists students in obtaining the Certified Defense Financial Manager (CDFM) or CDFM-Acquisition module (CDFM-A). These certifications are recognized as a professionally relevant credential for those who have mastered the strategic and policy making aspects of FC in the Department of Defense. By taking these certification courses and test, FC officers enhance their skills as professional who plan, rather than implement, FC policy. The course focuses on “big picture” and develops breadth and depth of knowledge in all FC disciplines.

A407 Defense Acquisition Workforce Improvement (DAWI) I 1.5 credit hours

A407 is an independent study, self-directed course for students interested in achieving certifications in their field. Instructor permission is required, and these certifications are for U.S. students only. While there are no in-class requirements, all students will conduct weekly meetings with their instructor to access progress. Certifications must be approved through the DSFM Deputy Director and DSFM Branch Representative. Completion of certification proceeds IAW the milestones established or agreed to by you and your instructor. Students completing independent study courses towards certification are monitored and evaluated by a faculty member and must complete the certification course with a "Pass" grade in the agreed upon timeframe. OPEN TO U.S. STUDENTS ONLY.

A408 Defense Acquisition Workforce Improvement (DAWI) II 3.0 credit hours

A408 is an independent study, self-directed course for students interested in achieving certifications in their field. Instructor permission is required, and these certifications are for U.S. students only. While there are no in-class requirements, all students will conduct weekly meetings with their instructor to access progress. Certifications must be approved through the DSFM Deputy Director and DSFM Branch Representative. Completion of certification proceeds IAW the milestones established or agreed to by you and your instructor. Students completing independent study courses towards certification are monitored and evaluated by a faculty member and must complete the certification course with a "Pass" grade in the agreed upon timeframe. OPEN TO U.S. STUDENTS ONLY

A409 Healthcare Management IS-I 1.5 credit hours

A409 is a distributed learning course that leverages existing training on Joint Knowledge Online. This course establishes a baseline block of instruction that prepares U.S. medical officers to serve in medical treatment facilities by providing focused training in the critical competencies recognized by the Defense Health Agency as essential to the medical professional OPEN TO U.S. STUDENTS ONLY.

A410 Healthcare Management IS- II 3.0 credit hours

A410 is a distributed learning course that leverages existing training on Joint Knowledge Online. This course establishes a baseline block of instruction that prepares U.S. medical officers to serve in medical treatment facilities by providing focused training in the critical competencies recognized by the Defense Health Agency as essential to the medical professional. OPEN TO U.S. STUDENTS ONLY

A411 Continuing Medical Education/Certifications IS-I 1.5 credit hours

A411 is offered for U.S. Medical Officers to gain elective credit for Continuing Medical Education (CME) or certifications within the student's field. It is an independent study, self-directed course for students interested attending CME courses or achieving certifications in their field. Instructor permission is required, certifications are for U.S. students only. While there are no in-class requirements, all students will conduct weekly meetings with their instructor to assess progress. Certifications must be approved by the DSFM

AMEDD Branch Representative. Completion of certification proceeds IAW the milestones established or agreed to by you and your instructor. Students completing independent study courses towards certification are monitored and evaluated by a faculty member and must complete the certification course with a "Pass" grade in the agreed upon time frame. OPEN TO U.S. STUDENTS ONLY

A412 Continuing Medical Education/Certifications IS-II 3.0 credit hours

A412 is offered for U.S. Medical Officers to gain elective credit for Continuing Medical Education (CME) or certifications within the student's field. A412 is an independent study, self-directed course for students interested attending CME courses or achieving certifications in their field. Instructor permission is required, certifications are for U.S. students only. While there are no in-class requirements, all students will conduct weekly meetings with their instructor to assess progress. Certifications must be approved by the DSFM AMEDD Branch Representative. Completion of certification proceeds IAW the milestones established or agreed to by you and your instructor. Students completing independent study courses towards certification are monitored and evaluated by a faculty member and must complete the certification course with a "Pass" grade in the agreed upon time frame. Class may not be taken in conjunction with A411. OPEN TO U.S. STUDENTS ONLY

A417 Garrison Operations and Functions 1.5 credit hours

A417 consists of an introduction, overview of current articles on the role of U.S. Army installations in support of readiness, and instruction on the basic functional activities of standard installation operations by Ft. Leavenworth subject matter experts. The outcome of this course is to educate future staff and executive officers on how to execute garrison command support operations throughout the entire spectrum of war and in the contemporary operating environment (COE). The topics reviewed and discussed are necessary for any garrison or installation staff planner to understand and place them in a position to support all aspects of garrison operations. The garrison-related topics covered are (but not limited to): Garrison Commander, Deputy to the Garrison Commander, and CSM duties and responsibilities; resource management; human resource management; family morale, welfare, and recreation; plans, training, mobilization; installation support; emergency services; and other installation support services (i.e., religious, and legal support, etc.). The goal of this course supports all aspects of leading the multiple elements and garrison staff sections found on the standard Army installation. This course supports the USACGSC's mission to develop leaders prepared to execute full-spectrum joint, interagency, and multinational operations; advancing the profession of military art and science; and operational support requirements. OPEN TO U.S. STUDENTS ONLY

A420 EOD Operations 1.5 credit hours

EOD Operations is designed to provide operational planning and EOD-focused Force Management education to Explosive Ordnance Disposal field grade officers. OPEN TO U.S. STUDENTS ONLY.

A430 Sustainment of DSCA Operations 1.5 credit hours

The course is designed to provide students with an understanding of sustainment of Defense Support to Civil Authorities (DSCA) Operations. The instruction focuses on support provided by the U.S. federal military forces, Department of Defense civilians, Department of Defense contract personnel and other forces as required to save lives, alleviate suffering and protect property in an all-of-nation approach to incident management. Students are exposed to the unique considerations necessary when supporting DSCA operations based on legal and policy requirements. The means by which requirements are calculated by various agencies are covered and course includes practical exercises. OPEN TO U.S. STUDENTS ONLY.

A442 Human Resources Operations Course 3.0 credit hours

This course examines the data-driven roles, responsibilities, functions and systems of the Army Human Resources enterprise. A442 helps to understand the broad framework of human resources (HR) operations, its reliance on data literacy, and the important role HR plays in talent management. The aim is to provide AG professions enhanced knowledge, skills and behaviors necessary to succeed at the brigade, division, corps and theater echelons. Discusses are aimed to expand understand of the HR enterprises and capability to effectively take care of people in your organization. OPEN TO U.S. STUDENTS ONLY.

A455 Quantitative Tools for Staff Officers 1.5 credit hours

Use appropriate quantitative methods to support tactical, operational, and strategic planning and course of action analysis. Analysis will demonstrate an understanding of fundamental operations research techniques necessary for students to be prepared for future responsibilities in multi-domain and large-scale combat operations. Enable students to understand the systems and techniques the Army uses to support decisions as well as manage money, manpower, and materiel.

A459 Understanding Industry (Business Acumen) 3.0 credit hours.

The course covers a wide range of business acumen competencies including industry orientation, organization, cost and financial planning, business strategy/development, supplier management, incentives, and negotiating strategies. Business skills will be learned on aligning company strategies, finances, and operations that motivate company decisions to meet their business goals, gain fair and reasonable profits, while providing best taxpayer value to the government on defense products. Target audience is DAWIA Level III certified acquisition personnel across all DAWIA career fields. Students will come from a wide range of functional backgrounds. OPEN TO U.S. STUDENTS ONLY.

A467 Army Health Systems Operations 1.5 credit hours

A467 examines how Army Health System plans are developed, and organizations are employed. The courses use III Corps orders information and IID orders information from the AOC and focuses on planning for Army Healthy System support in a large scale combat operation. OPEN TO U.S. STUDENTS ONLY

A482 Support Operations for Tactical Coalition Warfare 1.5 credit hours

This course is adapted from the Support Operations Course at Army Sustainment University and examines the responsibilities and key relationships of the multifunctional battalion support operations officer in the BSB, DSB/DSSB, and prepares students for assignment to a support operations position. Topics include tactical support operations, maintenance operations, supply and field services, medical, logistics estimation tools, movement and distribution management, ammunition, and POL operations. OPEN TO U.S. STUDENTS ONLY.

A483 Theater Sustainment Planner Program (TSSP): Set the Theater 4.5 credit hours

A483 further develops the operational sustainment concepts learned during core and AOC and develops a field grade officer capable of analyzing the role of an operational sustainment planner in support of theater operations. Focus is on how the integration of operational logistics organizations are determined and employed to set the conditions for successful tactical logistical support in a theater of operations and to demonstrate the relationship of operational sustainment to strategic sustainment in order to set the conditions for establishing a Sustainment Preparation of the Operating Environment (SPoOE).

During the conduct of the course, the student group will act as either a TSC or ESC planning staff and use various automated planning tools to calculate theater logistics requirements, interpret operational logistics unit capabilities based on doctrine and FMSWeb research, construct a theater logistics concept of sustainment, perform an analysis of the sustainment preparation of the operating environment and build a theater logistics task organization, i.e., ESCs, sustainment brigades, CSSBs, and functional battalions.

A488 Transportation for Field Grade Officers 1.5 credit hours

A488 is an advanced applications course that focuses on the responsibilities as a special staff officer. The course reflects collaboration between the Transportation Center and School at Fort Lee/Fort Eustis and the Department of Logistics and Resource Operations at the Command and General Staff College. The course is designed as a seminar to encourage students to discuss various resources, concepts, techniques, and other considerations that may assist students when they have been assigned as a Division Transportation Officer or Senior Transportation Officer. Due to scheduling that involves several guest speakers, lessons may not follow the outline as it is depicted below.

Obtaining a SIPR JOPES/SMS account is required as part of the certification of this position. OPEN TO U.S. STUDENTS WITH A SECRET CLEARANCE ONLY.

A491 Logistics for Executive Officers 1.5 credit hours

This elective is designed to train future battalion executive officers in logistics system administration and staff management processes. Students will also analyze the technical skills required when working with eMilpo, introduce IPPS-A, unit ministry, supply management, financial management (budget), property accountability, maintenance management, repair parts management, and the unit status report (USR). Students will also be introduced to GCSS-Army. Deployment and tactical sustainment planning, synchronization and health service support may also be discussed. The primary focus of the course is to provide field grade officers with the tools necessary to effectively manage and assess battalion logistics systems. Guest speakers include having a former Bn/Bde Commander in the classroom to participate and answer questions.

A492 Support Operations Course 3 credit hours

This course is adapted from the Support Operations Course as taught at Army Logistics University and examines the responsibilities and key relationships of the multifunctional battalion support operations officer in the BSB. DSB/DSSB and prepares students for assignment to a support operations position. Course discussions include Tactical Support Operations, Maintenance Operations, Supply and Field Services Operations, Medical Operations, Logistics Estimation Tools, Movement and Distribution Management Operations, Ammunition, POL Operations. Subject to availability, there is an opportunity for 1 guest speaker during the course. OPEN TO U.S. STUDENTS ONLY.

A493 Leading Sustainment Operations 1.5 credit hours

Students will develop the requisite skills to lead sustainment operations through a deeper appreciation and detailed application of field grade competencies, focusing on how sustainment impacts operational reach and endurance in LSCO. Students explore and expand their understanding of mission command principles as they relate to sustainment operations and interpersonal relationships with critical stakeholders on and of the battlefield. During the course students will orchestrate a staff, synchronize multiple supporting efforts and sections, integrate sustainment into command post operations, determine critical path and battle rhythm management, understand internal and external sustainment as it relates to LSCO and operations process, understand and execute sustainment preparation of the operational environment, develop a concept of support and understand the cognitive hierarchy as it relates to the operational process.

A494 Brigade S-4 Operations 1.5 credit hours

This course examines the responsibilities and key relationships of the Brigade S-4 and prepares students for assignment as a field grade officer on brigade staff. Lessons include the role and responsibility of the BDE S-4 in Property Accountability, Command Supply Discipline, Budget, Contract Management, Dining Facility Management, Organizational

Inspections, "Readiness Reviews" (LRR, MRR), Sustainment Concepts/Sustainment Planning, and the relationship and interaction with Battalion Executive Officers, the Support Operations Officer, Division Staff, and various Installation Agencies. Students may use a variety of on-line sources to include CASCUM Unit One Stop and will receive a disc with a variety of unit products, doctrine, and resources. Subject to availability, there are opportunities for guest speakers and multiple instructors during the course. OPEN TO U.S. STUDENTS ONLY.

A496 Operational Contract Support 3.0 credit hours

The Operational Contract Support course is unclassified (no security clearance required). This course prepares students to function in assignments that involve the management, forecasting and administration of contract support in a contingency environment. Students learn the latest OCS doctrine; how to integrate contract support requirements into the military decision making process; how to build acquisition ready requirements (known as JARB/ARB/JFARB packets) to include performance work statement development and independent government estimates; how to integrate contract requirements into the overall unit spend plan process; how to manage contracts and contract officer representatives; how to set up and build contract management files; how to build quality assurance surveillance plans; and how to avoid common pitfalls customarily associated with outsourcing requirements. The graduate of the OCS course will provide the tactical unit commander with the expertise necessary to properly and pro-actively manage contracts and contract requirements. Other topics taught include the Logistics Civil Augmentation Program (LOGCAP), Field Ordering Officer (FOO), Commanders Emergency Response Program (CERP), and resource management. To accomplish the training, the OCS course utilizes scenario based practical exercises that reinforce lessons and principles previously taught. These lessons culminate in a capstone exercise that requires the students to build a complete requirements packet ready for the Joint Acquisition Review Board (notional). OPEN TO U.S. STUDENTS ONLY.

A497 Joint Logistics 1.5 credit hours

The primary focus of this course is to develop an understanding of logistic functions at the joint force headquarters level. Topics include current examples of joint force headquarters, executive agent requirements, Title 10 requirements, and doctrine that currently exists on joint logistics. Classroom lectures, student led presentations, exercise and instructor facilitated collaborative learning activities that will allow students to learn the logistic functions, organization, and processes inherent to joint force. The information acquired through this class will help prepare students for service in logistical function staff sections of a joint force headquarters.

A499 Force Management and Military Reform 1.5 credit hours

This course consists of seminar instruction, case studies and completion of the Defense Acquisition University Joint Capabilities Integration and Development System class. The course uses articles and writings relating to force management and military reform to

examine current issues and potential problems in our defense and Army management and development systems. The examination of these problems capitalizes on and builds upon knowledge gained during the CGSOC F100 instruction block, enabling the student to better understand the scope of the identified issue and the validity of the proposed solution. The selected readings expose students to the complex world of operational and strategic force management, and the myriad of decisions confronting national leaders when it comes to allocating constrained resources in response to national strategic aims. The course is designed to provide operations career field officers with the ability to critically think about the way in which the Department of Defense and the Army develop and manage their forces. The course includes instructor/student/subject matter expert-led seminar discussions and topic-appropriate case studies.

[Department of Joint, Interagency and Multinational Operations](#)

A501 Research in Joint, Interagency and Multinational Operations 1.5 credit hours

This course provides opportunities for selected students to conduct focused research on strategic, operational, and/or regional issues related to U.S. National Security not covered under current elective offerings. Research topics, requirements, and evaluation plans are tailored individually to accommodate the specific needs and expertise of both the student and the CGSOC faculty. Students must coordinate a specific research topic with a DJIMO instructor/faculty advisor. A one-page prospectus must be submitted, through that DJIMO instructor/faculty advisor, to the course author for approval. The prospectus must address the topic, the product, and its relevance to joint/multinational operations.

A502 Military Deception 1.5 credit hours

This Military Deception (MILDEC) Elective is designed to educate and train military students and civilian equivalents to plan, execute and support deception planning. Students will gain a comprehensive understanding of deception theory and fundamental concepts and learn to demonstrate proficiency in planning, conducting, and assessing MILDEC, Tactical Deception (TAC-D), and Deception in Support of Operations Security (DISO), across the range of military operations, in accordance with applicable doctrine, policy and authorities. OPEN TO U.S. STUDENTS ONLY.

A504 Homeland Security 1.5 credit hours

This elective familiarizes students with the concepts, challenges, and issues of homeland security at the national strategic, theater strategic, and federal level. Students explore strategic direction / policy, the NORAD-NORTHCOM combatant command and its security cooperation activities, interagency capabilities, the improvised Chemical Biological Radiological and Nuclear (CBRN) weapons threat, National Guard capabilities and relationships, and legal constraints and restraints integral to domestic military operations. Students examine the integration of federal and Department of Defense capabilities to secure the homeland. The elective incorporates guest speakers, online

FEMA National Response Framework (NRF) and National Incident Management System (NIMS) courses, and student case study presentations on relevant topic areas. Upon completion, student should be familiar with strategic and federal level considerations for securing the homeland. OPEN TO U.S. STUDENTS ONLY.

A505 Insider Threats 1.5 credit hours

Insider Threats consists of twelve lessons in staff group configuration. This instruction will provide the details regarding ongoing insider threats to Department of Defense assets and forces. Your studies will challenge you to explore the agenda of organizations who target the military from within as well as indicators and methods of attack, legal responsibility and obligations in preventing attacks, Intel capabilities and vulnerabilities, and finally, the way ahead. Each lesson will focus on these topics individually with presentations of case studies to evaluate understanding. You will accomplish your studies through multiple readings for each class lesson, group discussions, and online research products. Upon course completion, students should have a broad understanding of threats, organizations that function to prevent attacks, and efforts to prevent attacks through awareness. OPEN TO U.S. STUDENTS ONLY.

A506 Homeland Security Planner's Course 1.5 credit hours

A506, Homeland Security Planner's Course, is a 24-contact hour seminar that challenges officers to develop a recommendation by analyzing multiple crises and utilizing joint doctrine. Acting as staff officers of a National, Combatant Command or ARNORTH Commander's staff; officers develop required thought to react conduct exercise inputs to produce required JOPES products.

This course develops officers who can intuitively plan and execute joint and interagency campaign plans that achieve unified action to achieve strategic results. by developing operational level plans to successfully meet the challenges and uncertainties of protecting the homeland.

A507 Domestic Terrorism 1.5 credit hours

This course examines the significant characteristics of U.S. domestic terrorism. Students will examine facets of domestic terrorism such as academic and governmental definitions, relevant history of political violence in the U.S., the psychology of terrorism, the radicalization process, and domestic terrorist strategy, organizational approaches, and attack methodologies. The course will also discuss interagency and whole of society efforts to combat domestic terrorism. Student case study group presentations will describe and analyze notable domestic terrorist movements, groups, and events. Upon completion, students should be able to analyze the dynamics of domestic terrorism and have an awareness of the efforts to counter it. Elective requirements include classroom contribution to group learning, in-class debate, and an in-class presentation. OPEN TO U.S. STUDENTS ONLY.

A509 Climate Change and National Security: Implications for the Military 1.5 credit hours

This course provides students with a comprehensive understanding of the impacts of climate change on global security. The course focuses on the role of the Department of Defense in addressing security threats arising from increased migration and heightened conflict risks, especially in fragile states. Secondly the course looks at both DoD and other national defense department' role in reducing greenhouse gas emissions and how DoD can adapt to pressures on its bases, logistics centers, ports and other infrastructure and installations. Students will develop an awareness of climate-security linkages so that in their future postings they may identify actions in mitigation and adaption efforts within the military context. Students also practice communicating effectively about DoD's actions and potential actions responding to climate change.

A511 Dimensions of Strategic Thinking 1.5 credit hours

This course builds upon the Core foundations presented in C120: Critical and Creative Thinking, C200: The Strategic Context of Operational Art, and complements A514 Current Strategic Concepts. Army and Joint PME consider strategic thinking essential for developing strategic leaders and assisting self-development for talent management purposes. Students explore the cognitive and affective components of strategic thinking that will assist a field grade leader's self-development and future learning and the psychological and cognitive dimensions of strategic thinking. This course also examines other aspects and enablers of strategic thinking that are useful for future self-development.

A512 National Security Policy Formulation 1.5 credit hours

Students examine, analyze and experience the interagency national security policy formation process through discussion, case study and practical exercise. The focus is on policy formation at the National Security Council interagency group level. The course examines the policy formulation environment, the context of national security policy-making and the roles of the major actors (President, National Security Council, State Department, Office of the Secretary of Defense, Joint Chiefs of Staff, the intelligence

A514 Current Strategic Concepts 1.5 credit hours

This course is designed to give students the skills needed to understand current strategic concepts, analyze national strategy documents, and evaluate how strategic concepts shape policy choices. It builds upon the strategic foundation gained in the CGSOC core course presented in C200 Strategic Studies. After reviewing the current strategic environment and a range of strategic choices, students closely analyze the current administration's National Security Strategy and consider how the United States should approach grand strategy. Upon course completion, students will have an appreciation for how national policymakers use theory to shape their policy options.

A515 Introduction to Civil-Military Relations 1.5 credit hours

This course introduces students to the subject of civil-military relations, focusing chiefly on the relationships of the military to the state, the branches of government, the people, and how these affect the development of policy and strategy. In the first part of the course, students study theories of civil-military relations (especially Samuel P. Huntington) and the American experience. The second part of the course examines how civil-military relations influence and affect the development of policy and strategy with emphasis on the interactions between senior political and military leaders while considering the opinion of the people within a state. In the third part, students will examine civil-military relations in other representative nations and regions. To broaden the coverage beyond the readings, each student will make a brief presentation on civil-military relations based on a specific book, topic, country or region. International military students may select their own nation. During instructor and student-led seminars, students will exercise critical reasoning in how historical, cultural, and political factors shape the nature of military forces and their relationships with the civil institutions.

A516 The Economic Instrument of Power 1.5 credit hours

This course examines the economic instrument of power and its application in support of national security objectives in a complex international environment. Students will study and evaluate the organization, functioning, and utility of the various domestic and international institutions involved in economic activity that have a bearing on U.S. national security interests. During instructor and student led seminars, students will exercise critical reasoning and creative thinking skills to communicate strategies for using the economic instrument of power in concert with other instruments of power to enhance and achieve U.S. security objectives.

A517 Foreign Policy & National Security: Diplomacy in the Interagency Environment 1.5 credit hours

A517 analyzes and evaluates how the United States government pursues a foreign policy agenda through all entities of the national security apparatus. The primary focus of the course is on the relationship between diplomatic and military actors, recognizing that diplomacy takes many forms in various federal agencies and requires close coordination to effect coherent security policy. Students will analyze how the USG is organized to conduct diplomacy, what tools U.S. officials use, current U.S.G. foreign policy issues, and how the military instrument interacts with it. With this background, students will research a country or issue of their choice, utilizing oral history interviews from the Association for Diplomatic Studies and Training. Seminars and group discussions will be the primary instructional methodologies. Students will be evaluated on their abilities to think critically and creatively and on their abilities to communicate both orally and in writing.

A519 Joint Humanitarian Operations Course 1.5 credit hours

This seminar is based upon U.S. Agency for International Development (USAID), Bureau of Humanitarian Assistance (BHA) Joint Humanitarian Operations Course (JHOC). Objectives of the JHOC are for U.S. military personnel to become familiar with U.S. government (USG) disaster response structures, policies, mandates, and roles and responsibilities; identify areas of mutual coordination and cooperation between USG civilian agencies and U.S. military organizations; become familiar with the international disaster response system, including the role of host countries, and the roles and responsibilities of international and non-governmental organizations. Students will learn how the USG works to achieve unity of effort in disaster and humanitarian relief operations with USAID BHA as the lead federal agency and how the Department of Defense serves in a supporting role during humanitarian assistance and disaster relief operations. 16 hours are the actual USAID JHOC taught by USAID BHA personnel. Students completing the JHOC receive a USAID Certificate of Training and earn .5 point of Joint Education Credit. 8 hours are taught by DJIMO faculty focusing on DoD policies, resources, and joint doctrine for Foreign Disaster Relief and student (group) presentations of humanitarian disaster case studies.

A520 Security Cooperation 1.5 credit hours.

This seminar introduces you to U.S. security cooperation at the unclassified level. It is designed to provide a basic understanding of how major programs such as Foreign Military Sales (FMS) Direct Commercial Sales (DCS), Building Partner Capacity (BPC) Programs, Security Force Assistance (SFA), and other major U.S. Security Cooperation programs work. The seminar investigates key security cooperation organizations and leaders, their responsibilities, legislation, funding, regulations, planning process and policy. At the conclusion of this course, you will be familiar with major U.S. programs, DoD institutions, and the role of Geographic Combatant Commands (GCC) regarding security cooperation. Students will be able to describe security cooperation planning, major programs, funding, effectiveness, and challenges. To be successful, you must 1) participate fully in class discussions; 2) prepare a point paper on a U.S. security cooperation program of their choosing; and 3) research, analyze and provide a formal presentation on a security cooperation topic of their choice (with instructor approval).

A521 Advanced Security Cooperation 1.5 credit hours

This seminar is designed as an in-depth study of U.S. security cooperation at the classified level. Using the knowledge gained in A520 covering U.S. security cooperation programs, key organizations and leaders, their responsibilities, legislation, funding, regulations, planning process and policy, you and a partner will pick a country and research, analyze, and present a briefing on U.S. security cooperation with that country. You will analyze the national, theater, regional and country strategies listed above, determine how the objectives listed in these documents support each other, and then describe how security cooperation activities for your country support accomplishing Combatant Commander (CCDR) and national objectives. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A522 Peace Operations 1.5 credit hours

This course examines the full range of Peace Operations – from peacekeeping through peace enforcement to peace building. Using case studies, the students will examine the planning, training and conduct of modern complex operations. Discussions go beyond doctrine to consider issues in modern multi-dimensional peace operations. Detailed case study analysis is also conducted of past peacekeeping and peace enforcement missions. The course concludes by applying lessons learned to a future mission case study.

A523 Afghanistan and U.S. Strategy 1.5 credit hours

This course provides the history and context to understand U.S. and coalition activities in Afghanistan from a strategic and operational perspective. Officer-students will: gain an appreciation for the strategic context of U.S. operations from 2001 to 2021, understand the role of military advising civilian leaders, reporting, and foreign policy execution, and capture applicable strategic and operational lessons learned. This elective builds on the core elements students learn in C200, C300, and C500 and offers an opportunity to examine how the military executes policy directives from the President and how Joint Force Commands provide military advice to civilian leadership. This course exposes officers to the strategic context of U.S. operations in Afghanistan from 2001-2021 through primary source U.S. & NATO source material; creates an opportunity to capture strategic and operational lessons learned and provides officers with the information to develop their own informed conclusions regarding U.S. military activities and future implications.

A524 Introduction to Foreign Aid 1.5 credit hours

A 524 explores how development and humanitarian assistance can serve as tools of statecraft alongside the traditional elements of national power. This course has three objectives; to demystify foreign assistance; to assist military and civilian leaders in creating positive working relationships with the aid and development community; and to involve students in an exploration of the ends, ways, means and risks associated with foreign assistance. Focus is on how and why international development has emerged as an element of international relations in today's world. The course examines how the U.S.

implements different kinds of international assistance and explores the links between international development and national security.

The second half of the course focuses on the interaction of aid and national security in emerging challenges. Students engage in a role-playing exercise to simulate a real-world interagency policy decision that illustrates the relationships, opportunities and tensions that often arise when defense, diplomacy and development coincide.

A525 Countering Weapons of Mass Destruction 1.5 credit hours

This course is designed to introduce students to the complexities of countering weapons of mass destruction (WMD). The course curriculum lessons are divided into four topic areas: WMD threat, nonproliferation, counter proliferation, and battlefield consequence management. Lessons are seminar discussions based upon course readings and presented material. Course readings are taken from a variety of sources to include joint publications, government policy documents, as well as contemporary articles. Guest speakers may be used to provide insight into current countering WMD issues. A group research presentation exercises the student's ability to analyze a country's or region's WMD capability or a historical incident which required a significant consequence management response. An individual paper highlights the student's ability to make an argument on a contemporary policy topic and defend it. Upon course completion, students will have a greater understanding of the challenges faced by country's trying to combat the threats posed using weapons of mass destruction and how Army units will combat WMD to accomplish missions during LSCO.

A527 Counterinsurgency: Current Doctrine and Practice 1.5 credit hours

This seminar examines current insurgency/counterinsurgency conflicts, including causes, types, and approaches. Students analyze current U.S. and non-U.S. doctrinal approaches comparing their advantages, limitations, and current utility. Each student reports an individual analysis of one book. Each student presents an insurgency / counterinsurgency case study and present their analysis to the class and leads classroom discussion.

A529 Understanding Terrorism 1.5 credit hours

This course is designed for students to develop a critical understanding of terrorism in the Contemporary Operational Environment. Students will: develop a critical definition of terrorism; analyze the goals or end states terrorists seek to achieve; analyze the methods terrorists employ to achieve their goals; explore the moral justifications terrorists use to justify violence; develop a critical understanding of contemporary violent Jihadist ideology; explore state sponsorship of terrorism; examine the emerging threat of cyber-terrorism that both state and non-state actors may employ; review potential government responses to terrorist threats.

A530 Joint Operational Fires and Effects Course (JOFEC) 1.5 credit hours

A530 is an ASI qualifying course (L8). A530 is an Instructor Permission (IP) Course. The purpose of JOFEC is to educate students from all Army branches and sister services (including interagency) on joint capabilities and targeting methodology to create both lethal and non-lethal effects. JOFEC accomplishes this by providing students the baseline knowledge of joint service fires capabilities, platforms, doctrine and the joint targeting process allowing them to function at an operational level and execute the targeting process. Specific topics include planning and liaison requirements, ground weapon targeting, space operations, law of war and rules of engagement, communications, and weaponeering. Successful completion of the course final exam qualifies students for the A534 Joint Force Command 1.5 credit hours. This seminar examines U.S. Joint Force Command from World War II to the present. Students analyze the emergence of joint commands, evaluate the leadership of flag and general officers, assess the characteristics of effective joint staff officers and joint planners, and examine the enduring challenges that confront joint commands. Lessons focus on historical and contemporary issues. Readings include professional essays and excerpts from historical studies on joint commanders from Nimitz through Harris. Upon course completion, students will better understand the nature of U.S. Joint Force Command, including its leadership requirements, working environment, and enduring challenges. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A534 Joint Force Command 1.5 credit hours

A534 examines U.S. Joint Force Command from World War II to the present. Students analyze the emergence of joint commands, evaluate the leadership of flag and general officers, assess the characteristics of effective joint staff officers and joint planners, and examine the enduring challenges confronting joint commands.

A535 Advanced Joint Operations Planning 1.5 credit hours

A535, Contingency Joint Operations Planning challenges officers to develop a recommendation by analyzing multiple crises and utilizing joint doctrine. Acting as members of a combatant commander's staff, officers develop required thought to conduct exercise inputs to produce required JOPES products. This course develops officers who can intuitively plan and execute joint, multinational, and interagency campaign plans that achieve unified action to achieve strategic results by developing operational level plans to successfully meet the challenges and uncertainties of joint, interagency, and multinational operations.

A537 Space Orientation 1.5 credit hours

A537 is an elective course designed to provide students with a basic understanding of U.S. and international space policy, the physical characteristics of space, and an in-depth understanding of space forces and systems and how they support warfighting. The course examines the organization and missions of U.S. space forces and their capabilities and limitations. This course also examines civil, commercial, foreign, and international space

systems. Course readings include the Army Space Reference Text (provided) and viewing of YouTube instruction from the National Space Security Institute regarding the space environment and basic orbital mechanics. Upon course completion, students should understand space capabilities and limitations for effective integration in military operations and planning. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A538 Communicating to Senior Leaders 1.5 credit hours.

This seminar provides officers opportunities to refine and practice various mediums and techniques of communicating to general officers and senior civilians: Senior leaders may be available for select sessions to provide their perspectives on expectations of field grade officers and feedback to officers within the class. This course leverages officers' critical thinking and problem-solving skills utilized on a general staff. Additionally, this course employs the learning methods of individual research, writing and sharing of information papers, presentations, and in-class seminar discussions. Officers will conduct research on a single issue or topic related to the CSA's priorities throughout the course and practice common forms of staff officer communication within that topic during each session. Types of communication include, but are not limited to information papers, decision papers, informal and formal briefs, talking points, and draft correspondence. Finally, this course expands officers' understanding of staff roles, processes, responsibilities, and practices on a general staff.

A539 Multinational Operations 1.5 credit hours

A539 is a study of concepts, principles, and actions that are inherent in the conduct of multinational operations. The focus of the course is on the complexities of the command, control and conduct of multinational operations. The course includes a study of U.S. multinational doctrine, case study analysis, and guest speaker presentations. Each student will deliver a presentation analyzing a specific aspect of multinational operations. The key objective of A539 is to deliver an understanding of the complexities associated with the conduct of multinational operations.

A540 Consolidation of Gains and Transitional Governance 1.5 credit hours

A540 is designed to enable field grade officers to understand consolidation of gains, transitional governance and irregular warfare through application of critical thinking and analysis. The course examines the Army function of military government, analysis of the human domain and governance network development. We highlight the importance of planning and executing stability operations.

A541 Advanced Joint Planning Systems 1.5 credit hours

The course familiarizes officers with a portfolio of joint applications supporting adaptive planning at the Joint Staff, Combatant Commander, Joint Task Force, and Army Component level. During this "hands-on" course, officers receive actual Joint Operations and Execution System (JOPES) accounts on national servers and are assigned an OPLAN to update and analyze information for a pending operation. Throughout the

duration of the course, students are exposed to Joint planning systems and tools such as: JOPES Editing Tool (JET), Rapid Query Tool (RQT), Single Mobility System (SMS), Joint Capabilities Requirements Manager (JCRM), JPEC Collaboration Tool (JCT), and the ORION Decision Support Platform through Advana. Familiarization with the capabilities of the Joint planning systems and tools compliments a broader understanding of how Combatant Commanders plan and execute strategic and operational movement in support of operational warfighting. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A542 Amphibious Operations 1.5 credit hours

After an introduction to basic concepts, students select from one of the five types of amphibious operations: assault, withdrawal, demonstration, raid or support to contingency operations and compare the principles outlined in doctrinal readings to the specifics of the case they have chosen.

A543 Space Operations 3.0 credit hours

This TS/SCI, Collective Warfighting Elective course provides students with knowledge of space that allows them to function as a staff officer in space-related positions. The course specifically examines how space systems and capabilities currently enhance the precision lethality, survivability, and agility of terrestrial-based operations and how planners should consider those capabilities in the joint planning. The course will also examine role of space in future military operations. Subject matter experts from several space organizations are used as guest speakers to ensure students receive the latest information. Students complete an in-class examination on a topic related to the military integration and application of space capabilities for warfighting in a realistic world employment. U.S. Army students completing the course are awarded the Skill Identifier 3Y (Space Enabler); other services will receive a letter for enclosure in their evaluation report. OPEN TO U.S. STUDENTS WITH TOP SECRET CLEARANCE ONLY.

A545 Intelligence Challenges in the 21st Century 1.5 credit hours

This year's course is a survey of the Intelligence Community. It will provide an overview of agencies & their missions; budgeting & oversight processes; basic intelligence tools & tradecraft; and a deep dive into emerging threat topics. The course is intended to be accessible for students with no intelligence background with the goal of improving awareness and skills for managing and consuming intelligence as part of a military staff. For students with an intelligence background, this course will provide an opportunity for subject matter depth via a research project and partially cover material required for Intelligence Fundamentals Professional Certification (IFPC). Students will be assessed on a range of skills, including written and oral presentations, independent research, and classroom engagement. Classroom content will be taught at an UNCLASSIFIED level although individual work may be done at a classified level through pre-approved arrangements with the instructor. Classroom content may also include guest speakers

from intelligence community agencies as additional enrichment and be offered under hybrid in-person / remote conditions.

A548 Modern Espionage 1.5 credits

This course is a deep dive into the history of human intelligence (HUMINT) and counterintelligence. Utilizing case studies, students compare and contrast tradecraft, technology and threat actors. The course aims to prepare students to identify profiles of individuals engaged in HUMINT, identify how HUMINT actors are detected and avoid detection and identify operational impacts resulting from HUMINT compromise

OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A551 Indo-Pacific Strategic Studies 1.5 credit hours

The Indo-Pacific region is defined by the geography of the U.S. Indo-Pacific Command (USINDOPACOM) Area of Responsibility (AOR). This course is designed to improve an officer's awareness and knowledge of the region and its varied geography, cultures, economies, political systems, and national military capabilities. This course also examines U.S. policies and issues in the AOR and seeks to improve the officer's ability to research, analyze, synthesize, and present information—orally and in writing. The course critically examines U.S. interests and objectives; country-to-country and regional relationships; policies and programs; and military activities and actions in the Indo-Pacific. The seminar employs the learning methods of individual officer research, writing and sharing of information papers, and providing individual and group presentations as well as in-class seminar discussions.

A552 Korea and Northeast Asia Regional Security 1.5 credit hours

A552 is a seminar intended to broaden students' understanding of selected cultures in the USINDOPACOM AOR, specifically Northeast Asia and Korea, and how people from those cultures view the world. The seminar's objective is to enhance students' ability to synthesize knowledge and experience, and to apply critical thinking skills to achieve mission success in a dynamic environment. Lesson topics include regional history; nature of society, politics and economy; and linkages between operational level and tactical level operations. During the seminar, students research and present a relevant topic to others in the seminar. By the end of the course, students will have gained a greater appreciation of the impact of culture on military operations and will be better prepared to apply cultural insights to military plans and operations.

A553 China: Military Art, War, Strategy and Conflict 1.5 credit hours

This course explores the nature of Chinese military thought; its wars and revolutions in modern Chinese history (1839 to present); its society and culture; and the development of the People's Liberation Army (PLA) from its earliest days to projections about its future modernization and strategy. This course also examines trends in China's national security strategy and policy. This course puts the student in the role of a military strategy and policy planner on the China Desk on the staff of the United States Indo-Pacific Command, Plans and Policy Directorate (J5).

A554 Middle East Strategic Study 1.5 credit hours

During this course, students discuss and evaluate political, social, economic, cultural, religious, demographic, and geographic factors that describe the contemporary regional environment of the Middle East/North Africa. The course is presented in a graduate-level seminar format that involves assigned and discretionary readings, group topical presentations, and classroom discussions. The course focuses on 1) the major contemporary issues in the region that challenge U.S. foreign policymakers, and 2) the significant underlying factors that must be considered in formulating effective policies that achieve or advance U.S. regional interests. While the course touches on subjects pertinent to U.S. military/USCENTCOM activities in the region, it is not intended to be a study of operational dynamics or current military operations. The course goal is for students to gain a greater appreciation of how contemporary regional dynamics affect and challenge U.S. policy, strategic objectives and interests.

A556 Southeast Asia Strategic Studies 1.5 credit hours

This survey course introduces the ten member countries of the Association of Southeast Asian Nations (ASEAN). Countries in the region will be analyzed individually based on their unique peoples, cultures, histories, and political systems. U.S. and Chinese legacies in Southeast Asia will be discussed along with the increasing level of U.S.-China competition in the region, as well as how Southeast Asian nations are managing that competition, individually and collectively. Seminars and group discussions will be the primary methods of instruction. Students will be evaluated on their ability to think critically and on their ability to communicate both orally and in writing.

A558 USCENTCOM South-From the Levant to the Gulf 1.5 credit hours

A558 is intended to broaden your understanding of the Middle East operational environment and how people from Middle East cultures view the world. As an Army or Joint planner, improved understanding of the operational environment enhances your ability to maneuver and compete successfully in the information domain as well as in others. The seminar's objective is to enhance ability to synthesize knowledge and experience, and to apply critical thinking skills to achieve mission success in a dynamic environment. Lesson topics include regional history; nature of society, politics and economy; counterinsurgency theory and insurgency history; and linkages between operational and tactical level operations. During the seminar, you will research and brief a

relevant topic to others in the seminar. The course invites participation by guest speakers on selected subjects. By the end of the course, you will have gained a greater appreciation of the impact of culture on military operations and will be better prepared to apply cultural insights to military plans and operations in Phase 0 (Shaping) as well as across the rest of the conflict continuum.

A560 European Security 1.5 credit hours

The goal of this course is to connect student officers to contemporary events, organizations, trends and challenges affecting European Security in the current international context and their impact on U.S. Foreign Policy and Multi-Domain Operations. This course covers in depth three international organizations in Europe: the North Atlantic Treaty Organization (NATO), the European Union (EU), and the Organization for Security and Cooperation in Europe (OSCE), as well as discussing their relations with the U.S. European Command. During this course, the emphasis is on quality interaction demonstrating critical and creative thinking. This elective is linked to the [European Regional Security Program](#) (ERSCP).

A562 Africa Strategic Studies 1.5 credit hours

This elective is a student-centered strategic survey seminar focusing on the entire African continent. At the conclusion of this elective, students will have a greater understanding of the natural, cultural, and historical environment of Africa and the unique position Africans find themselves in as we continue into the 21st century. Students will assess U.S. national interests and suggest broad strategic policy options. Additionally, students will analyze a specific African sub-region - as well as topics of interest within that sub-region, via formal briefings and point papers. The overall objective of this seminar is to: gain a greater awareness of the African operational environment (focus of U.S. Africa Command), become familiar with the continent's existing opportunities and challenges, and discern both current and future American national interests.

A565 Eurasia's Evolving Operational Environment 1.5 credit hours

This course is designed to provide a survey of the issues and security concerns that affect the nations of the former Soviet Union, their relations with each other and their relations with the United States (Note: Central Europe will NOT be a focus of this course but will likely be discussed tangentially). The course is broken into twelve (MODs 1 and 3) or eight (MOD 5) lessons that span the Eurasian continent: Introduction with an overview of geography and history of the region; Overview of People, Cultures and Religions of the region; Russian Domestic concerns; Russian "Near Abroad"; Russian Foreign Relations; Russian Military Issues; the Caucasus (includes some discussion of Turkey); U.K.raine; Belarus, Moldova and the Balkans; Russian Far East and the Arctic; Central Asia (includes some discussion of China); and a Wrap-up (tying the pieces together). Students will be required to research a topic relevant to the course or a specific lesson and prepare an information paper and in-class presentation. These requirements will stress the student's ability to analyze multiple aspects of an issue, think critically, and then discuss

their findings with the class. Upon completion of the course, students should be able to successfully discuss the security environment of the region, including the threats (real and perceived), the challenges and opportunities, the organizational affiliations and key relationships, U.S. policy and other countries regional policies.

A566 Cyberspace Operations 1.5 credit hours

This course provides an understanding of cyberspace operations. The course lays a foundation for field grade officers to operate competently in an increasingly cyber-reliant environment. It provides a working definition and understanding of cyberspace while instilling situational awareness of how modern operations work with, rely on, and fight through cyberspace. The course prepares field grade leaders to understand the cyberspace domain and cyberspace operations as an integrated layer of combined arms and holistic aspect of Multi-Domain Operations. This includes the ability to integrate, synchronize, and coordinate the employment of traditional combined arms capabilities in a synergistic fashion with cyberspace and electronic warfare capabilities.

During this course, students gain a deeper understanding of DODIN operations, DCO, OCO, and Electronic Warfare as well as, current cyber threats and targeting procedures at the TS/SCI classification. This is accomplished through a series of classroom lectures and guest speakers. OPEN TO U.S. STUDENTS WITH TOP SECRET CLEARANCE ONLY.

A567 South Asian Strategic Studies 1.5 credit hours

This seminar is designed to improve a student's awareness and knowledge of the South Asian region and its varied geography, cultures, economies, political systems and national military capabilities. For the purposes of this course, the South Asian region extends across two geography combatant commands and includes the countries of Afghanistan, Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka. The course examines U.S. interests and objectives; country-to-country and regional relationships; Asia and Middle East influences, policies and programs; and military activities in South Asia.

A568 Latin America and Caribbean Studies 1.5 credit hours

A568 is a student-centered strategic seminar consisting of 12 lessons that focus on the Latin American and Caribbean region. During the seminar students will be introduced to the cultural, historical, geographic, and political environment of Latin American and Caribbean countries and current U.S. / Partner Nation challenges that are mutually shared in the U.S. Southern Command Area of Responsibility. Students will examine U.S. interests in the region and analyze broad strategic policy options. The overall objective of the seminar is to gain a greater awareness of the operational environment and to become familiar with the region's current challenges/problems, discern current U.S. interests in the region and those projected within the near future. A568 includes an assessment that will place the student in the role of a Geographical Combatant Command (GCC) Country Desk Officer with the task of preparing the Military Deputy Commander (MDC) for his/her upcoming trip to a selected Latin American country. As part of the assessment the

student will prepare a formal country desk officer briefing to the MDC along with a country-specific PMESII analysis for the MDC's trip book.

A570 Special Operations Independent Research (Joint SOF CBIs) 1.5 credit hours

This computer-based instruction course provides opportunities for students to enhance SOF education and background.

A572 SF Company Commander Course 1.5 credit hours

This course provides a focused program of instruction for Special Forces (SF) officers preparing to return to Special Forces operational assignments. The overarching goal is to educate and empower SF officers to execute the duties of a company commander within the regulations and policies of the United States Army, the United States Army Special Operations Command (USASOC), and the 1st Special Forces Command (1st SFC (A)). The course will illuminate the potential challenges confronting a Special Forces company commander, both in a garrison training environment, and during the execution of an AOB mission.

Students completing this course will gain a greater appreciation for the following topics as they pertain to their role as an SF company commander: organizational leadership in ARSOF organizations; relevant U.S. Army and USASOC doctrine, regulations, and policies; legal and ethical considerations and decision making as an ARSOF commander; SOF organizational readiness; and property and personnel management. Throughout the course, students will have the opportunity to engage in candid and insightful discussions with their peers, instructors, and guest lecturers. In addition to the topic areas outlined above, a panel discussion with current and former SF company and battalion commanders will add richness and relevance to the course material. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A573 SO Independent Research: Language Regional Expertise and Cultural (LREC) 1.5 credit hours

All ARSOF and select other SOF Officers as part of their regular military Special Operations training have received language instruction in a specific language from the Special Warfare Center (SWC) or other locations. During your time in CGSC, you will be responsible for maintaining proficiency in your trained language. As part of this training, you will self-enroll in a monitored self-study course (GLOSS / SOFTS) designed for your specific language to continue your language education. To receive elective credit, ARSOF students must turn-in the completion certificates for the on-line instruction and take the DLPT or OPI. As an SOF Officer, foreign language abilities acquired because of military training are highly perishable. Mastery of foreign language skills requires a training life cycle which integrates formal and informal language training. Foreign language capabilities and skills contribute to successful SOF operations. Success on future battlefields and in contingency situations may, as well as peacetime engagements to a large extent, be based on the capabilities and skills of foreign language trained SOF. As such, students will enroll in either the languages offered on-line through the

Defense Language Institute's (DLI) GLOSS, or the Special Operations Forces Teletraining System (SOFTS) Program. KU may provide options based on need, but ARSOF students will enroll ONLY in intermediate or advanced levels of curriculum. OPEN TO U.S. STUDENTS ONLY.

A574 CA Company Commander Course 1.5 credit hours

This course examines the nature and characteristics of Civil Affairs (CA) support to conventional forces (CF) and Special Operations Forces (SOF) at the strategic, operational, and tactical levels. The elective focuses development of the CA Major in preparation for Special Operations assignments at the tactical, operational, and strategic levels of command. This course builds upon the educational experience officers previously received in the P940 (SOF Prep Course), and the Core and Advanced Officer Course (AOC) phases of CGSOC. The course prepares CA officers to be successful special operations field grade officers, who are effective leaders, fully capable of executing global special operations in a complex JIIM environment. Students will review Army civil affairs and joint civil-military operations doctrine and discuss developing, historical and COE applications of those concepts. They will consider the unique capabilities, limitations, and employment of civil affairs units in full spectrum operations, and explore how integrated whole of government approaches successfully engage the civil dimension. Through this course, students will appreciate the ways that CA forces can not only enhance the military mission, but also advance foreign policy objectives and national interests. Through individual readings, small group instruction and outcomes-based applications of learning, students will gain enhanced understanding of the relationships between and among CA core tasks and functional specialty skills during engagement and interaction with military forces, indigenous populations and institutions (IPI), intergovernmental organizations (IGOs), nongovernmental organizations, host nation (HN) and the Interagency (IA.) During the conduct of this course, students will select a topic of special interest, conduct research, summarize their research and interpret the findings in a paper that they will present during the last portion of the course. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A575 Special Operations Campaign Planning 1.5 credit hours

The class will provide a practical overview of how strategic guidance is translated into planning and informs TSOC plans and operations. Through the readings we will discuss strategic planning and end-states, followed by the law that governs the Military (Title 10), the Joint Force's integration of the guidance from our highest civilian leaders and our military leaders (the JSCP) as governed by the Joint Strategic Planning System. From there we will look at SOCOM's Campaign Plan and select GCC Campaign Plans. Students will break into regionally aligned groups (TSOC) and prepare a 20 min senior leader level in-brief that explains the linkages between DoD guidance thru TSOC campaign planning. Students will be given scheduled class time to research and build the briefing. OPEN TO U.S. STUDENTS WITH TOP SECRET CLEARANCE ONLY.

A576 Unconventional Warfare 1.5 credit hours

This course addresses Unconventional Warfare (UW) not just as a core operation conducted by U.S. Special Operations Forces (SOF), but also as a strategic policy option available to both the United States and its adversaries. In the words of Army Techniques Publication (ATP) 3-05.1, Unconventional Warfare (2021), “National decision-makers can choose to employ special operations across the range of military operations at all levels of war and throughout all phases of a campaign or operation. UW is one such special operation particularly useful when discrete, indirect, and relatively small-scale options that leverage indigenous actors are desirable.” Understanding what UW is, as well as its application on the part of the U.S. or its adversaries, is important when seeking to comprehend potential global operational environments. The course will also cover Support to Resistance (STR) as a sub-set of UW and methodologies for SOF to develop resilience in vulnerable allied populations. This course will prepare Field grade officers in the SOF community to play a central role in facilitating comprehension of UW by virtue of their placement in higher headquarters staffs or in advisory capacities to national policy makers.

This course takes the field grade SOF operator, leader, and staff officer beyond the tactical-level ROBIN SAGE exercise and challenges them to study and think about UW and STR from an operational/strategic perspective. The course objective is to prepare ARSOF field grade officers for future assignments at the Special Forces Group, Theater Special Operations Command (TSOC), or Service Special Operations Command headquarters staff level where they might have to plan or conduct UW at the operational/strategic level of war in support of U.S. national security policy objectives. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A580 PO Company Commander Course 1.5 credit hours

This course examines the nature and characteristics of Military Information Support Operations (MISO) support to conventional forces (CF) and Special Operations Forces (SOF) at the strategic, operational and tactical levels. The elective focuses development of the Psychological Operations (PO) Major in preparation for Special Operations assignments at the tactical, operational, and strategic levels of command. This course builds upon the educational experience officers previously received in the P940 (SOF Prep Course), and the Core and Advanced Officer Course (AOC) phases of CGSOC. The course prepares PO officers to be successful special operations field grade officers who are effective leaders fully capable of executing global special operations in a complex JIIM environment. Students will review Army MISO and Joint MISO doctrine and discuss developing, historical and current applications of those concepts. They will consider the unique capabilities, limitations, and employment of PSYOP units in the full range of military operations, and explore how integrated whole of government and by, with, and thru partner force approaches successfully engage the human and information dimensions. Through this course, students will appreciate the ways that PSYOP forces

can not only enhance the military mission, but also advance foreign policy objectives and national interests.

Through individual readings, small group instruction and outcomes-based applications of learning, students will gain enhanced understanding of the relationships between and among PSYOP core tasks and functional specialty skills during engagement and interaction with military forces, indigenous populations and institutions (IPI), intergovernmental organizations (IGOs), host nation (HN) and the Interagency (IA.) During the conduct of this course, students will select a topic of special interest, conduct research, summarize their research and interpret the findings in a paper that they will present during the last portion of the course. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A582 SOF Independent Studies/Research 1.5 credit hours

The goal of this elective is for students to produce a white paper or article suitable for publication and/or informing discourse on topics relevant to the Special Operations community. Students are expected to contribute new perspective on topics such as SOF readiness, culture, transformation and modernization, integration with Army and JIIM partners, and activities across the competition continuum. Students may consult the 2023 Joint Special Operations University Special Operations Research Topic list for inspiration or may select a topic in consultation with the course director. Students will write new and original content but are permitted to expand more deeply on SOF-relevant topics about which they have previously written for ILE or their graduate degree program. This is a guided research effort; all students will discuss and select a prospective topic with the course director and develop a plan prior to beginning research.

A590 Irregular Warfare 1.5 credit hours

This course expands the practitioner's appreciation for the role of irregular warfare as the military instrument in support of policy, strategic and operational objectives. The course seeks to inculcate a mindset necessary for campaigning in strategic competition. Students examine irregular warfare as an historical phenomenon of statecraft and conflict and analyze IW as a Joint Force core competency for gaining enduring advantage against adversaries across all strategic contexts. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

[Department of Military History](#)

A601 Greek and Roman Warfare 1.5 credit hours

This course will examine the major periods of Greek (Mycenaean, Dark Ages, Archaic, Classical, and Hellenistic) and Roman (Republic, Crisis of the First Century, Principate, High Empire, and Late Empire) military history to determine how each society produced the military institutions of the period, how those institutions manned, armed, armored, supplied, and maintained themselves in battle, what effects those institutions produced,

and how those in turn changed their various societies. It will include battle analysis of important/major combats, for which the students will be responsible to present to the

A624 War and Society in U.S. Military History 1.5 credit hours

An effective military only functions under the principles of equality and inclusion. Manpower policy has only changed when forced by the necessities of war or from outside social, cultural and/or political influence. The course examines the history of service of minority groups and women in the U.S. Military, major amendments to the policy and historic problems with presenting a less than unified force.

A625 Army Field and Unit Historian: A “How to” for S3s and XO’s 1.5 credit hours

A625 is a graduate-level seminar course designed to prepare field grade officers at the battalion and brigade level to effectively supervise subordinates designated to act as unit historians, and to employ and support military history detachments while deployed. The course will also prepare students to serve as unit historians themselves. Instruction includes familiarization with the Army History Program, incorporation of history considerations in the planning process, production of unit historical reports, collection and management of documents and artifacts, planning and execution of staff rides, and oral history techniques.

A627 World War II in the East Barbarossa to Berlin 1.5 credit hours

This course surveys WWII on the so-called Eastern (Russian) front. We examine the reasons for Soviet victory and German defeat in this greatest of mechanized conflicts. The focus is on land operations, but naval, air and irregular/guerilla operations as well as logistics and personnel all come into consideration. All levels of warfare from strategic to tactical are integrated into course readings and discussions.

A632 Irish Revolutions and Insurgencies: 1900 – Present 1.5 credit hours

As the first modern insurgency of the twentieth century, Ireland served as a model for many such wars of that century; the militant Zionist movements in Palestine from 1933 to 1947 come readily to mind. Likewise, the British experiences in Ireland and elsewhere at the same time have served as an example of counterinsurgency and led, in part, to the later development of British special operations forces, which, in turn, influenced those of the United States. Thus, Ireland and Britain there is an inexorable link to these experiences and to what followed.

This course examines two specific and related conflicts in Ireland during the twentieth century: the so-called Irish revolution (ca.1911–23) and the later “Troubles” (1969–98). By examining these conflicts from both sides, the course explores the developments in doctrine during and after the struggles, while attempting to determine their origins. What were the roles of religion and ethnicity? How did the theories and concepts develop and, later, spread to other groups? How does one combat these? These are just some of the issues in this course. This course offers the unique opportunity to examine the early development of these revolutionary wars in the words of those who participated in them,

using both primary and secondary sources. The topics range from the sources and issues of the conflicts to their connection to international terrorism, to the very foundations of British counterinsurgency doctrine. Finally, what can one learn about the theory behind these wars and what external factors influenced their prosecution? In the end, one may be able to draw conclusions about insurgency and counterinsurgency in general. This course has two, interwoven topics: insurgency in Ireland and the development of British counterinsurgency. The Irish revolution was, in many ways, a classic insurgency, while the “Troubles” were more “urban guerrilla” warfare or terrorism than insurgency. Finally, the earlier war has a known ending, while the latter conflict is still a “work in progress.”

A640 The History of Military Logistics 1.5 credit

The course examines the nature, theory, and evolution of logistics and the interdependence of logistical and combat operations. The course is designed to use history to analyze and evaluate the critical role logistics plays in the shaping of campaigns and battles. The course examines the strategic, operational, and tactical levels of war for a wide variety of operations from early industrialization to the present, with the major focus on the 19th century and later. Major required readings include Julian Thompson, *The Lifeblood of War*; Martin van Creveld, *Supplying War*; and James Huston, *The Sinews of War: Army Logistics, 1775-1953* as well as selected historical and professional journal articles and extracts provided by the instructor.

A648 The History of Homeland Security 1.5 credit hours

This course examines the historical legacy of homeland security from the 1780s to the 1980s. It will focus on the American military’s experience with border security, countering domestic disorders and terrorism, and assisting local authorities in disaster response. The course will also explore the evolution of constitutional and statutory thought in the domestic use of military forces.

A651 The Chinese Way of War 1.5 credit hours

This course examines the military writings of ancient, imperial, and modern authors; battle and campaign studies from the Spring and Autumn and Warring States period; to the fall of the Qing Dynasty (1911) and Nationalist Period (1949); and, the conduct of the key conflicts fought by the People’s Liberation Army, post 1949. Students will read assigned background materials, discuss and analyze selected Chinese battles and campaign throughout its history and synthesize key elements common to how China has approached war in the past with an eye to how this could carry over into potential conflicts in the 21st Century.

A652 The Roots of Conflict in the Middle East 1.5 credit hours

This course provides students the opportunity to understand the modern Middle East (WWI to GWOT) in proper historical context through a survey of key events, personalities, and issues that have shaped and are shaping one of the most dynamic and strategically important regions of the planet. It helps students to see complexity and examine events within a cultural framework. Moreover, it challenges students to think critically about the role of violence in settling disputes and the role of the United States as an arbiter of peace. This course is current as the events discussed are relevant to conflict today – not simply conflicts including the U.S., but also conflicts involving key partner nations. During this course, you should consider whether the conflict experiences of the Middle East provide lessons learned or perspectives that have any validity or use as we continue to tackle the combined challenges of transformation, the contemporary operational environment, and current and potential future scenarios which may involve the U.S. Army.

A654 The American Civil War 1.5 credit hours

This reading-intensive course will provide a comprehensive overview of the American military experience in the Civil War era. Students will consider and analyze the most significant military and political aspects of this period in American history. These include the evolution of the U.S. Army as an institution organizationally and doctrinally, the political and cultural forces that tore the Union apart, the use of force to resolve the sectional conflict, and implications for the future. In the process it will expand upon and reinforce ideas and concepts introduced and addressed in H100: History, Theory, Doctrine, Practice, and in AOC, including, but not limited to, the Warfighting Functions of Mission Command, Movement and Maneuver, Fires, and Sustainment.

A658 Sioux Wars Staff Ride 1.5 credit hours

This course provides students with an understanding of the dynamics of irregular warfare through the study of two campaigns of the Sioux Wars (1866 and 1876), culminating in a staff ride to the original campaign areas. Special emphasis is placed on the role of the U.S. Army in preparation for and the conduct of operations against irregular forces. The course is divided into three distinct phases: preliminary study, field study, and integration. During the preliminary study phase, each student will study a selected leader or unit from the campaign, analyze decisions and operations from that perspective, and brief their findings to other class members followed by small group discussions. During the field-study phase, a five-day staff ride to the campaign area provides a unique opportunity to supplement classroom studies with in-person analysis of the actual terrain over which the campaigns were conducted. The field study requires walking up to three miles of rolling terrain in austere environments. Classroom and field sessions permit the students to reflect upon the principles of war and military leadership, the complexity of conducting asymmetric warfare against an irregular opponent, the influence of culture on warfighting, the effects of environment and technology on campaigning, and how the Army adapted (or failed to adapt) to its operating environment. Throughout the course, but most especially

during the final integration phase, insights relevant to a modern professional officer will be the focus.

A660 The American Civil War for International Officers 1.5 credit hours

Examines the American Civil War and Reconstruction, with particular focus on the battle of Gettysburg. It consists of a brief overview of United States history to 1860, and a closer examination of the Civil War itself, including the war's causes, conduct, and Reconstruction. The course is centered around a systematic preliminary study of Gettysburg, a staff ride of the battlefield, and an opportunity to integrate the lessons derived from each. The American Civil War for IMS links historical events, systematic preliminary study, and actual terrain to produce an in-depth battle analysis, as well as a general overview of an important internal conflict.

A664 WWII, Occupation and Cold War 1.5 credit hours

This course is a case study in soft power, the elements of national power, and conflict termination and stability operations. The course begins with an introduction to crimes against humanity from World War I and World War II, along with growing international intentions with the Soviet Union from the Red Scare through the initiation of the Cold War. The course then picks up with the Allied planning process for the postwar occupation of Germany and the rehabilitation of Europe to commence with the end of hostilities. The course then goes on to determine how right, or wrong, those projections were. What the Allies did not foresee was the lack of food security for Europe, and the rising threat of communism in Europe and the start of the Cold War. This course ends with the initiation of the Marshall Plan in 1948, the ultimate use of soft power and leveraging the elements of national power.

A666 The History of Genocide 1.5 credit hours

The course will analyze the history and sociology of genocide including the theoretical underpinnings of the study and research into the phenomenon of persecution and mass killing that is genocide. Students will apply theoretical knowledge to genocide case studies from the twentieth and twenty-first centuries. Case studies include the Herero, Armenian, Rwandan, Bosnian and Cambodian genocides as well as the Holodomor of the mid-1930's and the genocide of the European Jews during the Second World War, the Holocaust or Shoah. We attempt to understand not only historical implications but also circumstances of the victims, motivations of the perpetrators and roles of bystanders and witnesses. Most importantly, students analyze the "why" in a broader societal context.

A670 Warfare in the Age of the Crusades 1.5 credit hours

Waged in Europe, the Middle East, and North Africa, the Crusades are history's most famous holy wars. Starting in the 19th century, different Arabic political organizations and Islamic terrorists have drawn analogies between the Crusades and modern western involvement in the Middle East. Such groups have increased their use of this rhetorical device substantially in the last three decades to attract adherents, soldiers, and broader

political support for their causes. In addition, famous generals who led jihads against the Crusader States, such as Saladin, are depicted as champions of Islam who are worthy of emulation. Historical memories of the Crusades remain powerful rhetorical and political devices that serve to frame any western involvement in the region as the extension of a millennium of aggression against Islam. It is therefore incumbent for us to become versed in the same period of conflict and study how it continues to animate military and political affairs. This course focuses specifically on the history of those crusades aimed at the recovery of the Levant and the city of Jerusalem. Students will learn the military history of the crusades to the East and the Muslim reactions against them. Topics will include the intellectual concepts undergirding practiced notions of Christian Just War and jihad, as well as the distinctive varieties of military strategies, tactics, and operations on both the western (Christian) and eastern (Muslim) sides.

A672 Ideological Context of the Global War on Terrorism 1.5 credit hours

This course answers questions about the roots of Islamist ideology as evidenced by groups like ISIS, al-Qaeda, Hezbollah, and the Taliban. In short, the course helps students understand answers to two questions: what is the source of the thinking and how did that thinking change over time?

What happened in the Global War on Terrorism? How did the Islamic State or ISIS exist and dominate large portions of Iraq and Syria and retain that terrain for years? These two questions serve as the source for this entire course. As a group, we will discuss the Middle East, the Salafi-jihadi-takfiri ideology, and U.S. national security policy that influenced both the region and the ideology. We will use narrative war theory as the primary vehicle for appreciating these two questions. The class will analyze a critical region and ideology that is neither reduced in importance nor defeated.

A673 Operational History of the Global War on Terrorism 1.5 credit hours

This course affords an opportunity to understand the global War on Terrorism from a United States operational perspective. What happened in the global War on Terrorism? How did the United States military conduct operations during the war? These two questions serve as the source for this entire course. As a group, we will discuss the Middle East, the reasons for United States presence and conduct of the war as well as the actual operations during the war. The course primarily focuses on operations in Afghanistan and Iraq.

A678 Women at War 1.5 credit hours

This course provides a survey of theoretical debates over the use, experience, and effects of women in war. While exploring the history of women at war in a global context, it focuses primarily upon women at war in the Western world, with a particular emphasis on American women from the Revolution to the present. Upon the completion of A678 Women at War, students will analyze the role of, and understand the historical context of, women engaged in, or by, war. Through a survey of women's historical experience of war, students will further understand that women have always played a role in war, thus

influencing – even if indirectly – the development of military policy, revolutions in military affairs, and the conduct and termination of war. Literature for the course includes theoretical work as well as historical documents and current analyses.

A681 History Through Wargaming: Case Studies in Decision Making 1.5 credit hours

This course provides students the opportunity to examine historical decision making in a physical simulation environment, as well as to gain a better understanding of the evolution of tactics and the operational art. Students will make tactical- and operational-level decisions to discuss the ramifications of their choices. Ultimately, the course fosters a better understanding of decision-making.

To achieve the objectives stated above, students study the evolution of tactics and the operational art from the late medieval period through the modern era. Students will be presented with a different medium each week that is dedicated to a particular scenario and time period. They will run the simulation, either in teams or individually, and then they will assess the simulation and lessons learned via in-class and take-home AARs.

A685 German Military History (1700 to 1945) 1.5 credit hours

A685 is a survey course examining the methods of warfare, military culture, and political-military relationships within Prussia and Germany since 1618. Along with analysis of success and failure on the battlefield, the course emphasizes the unique role of militarism in shaping the destiny of the German nation. The course also gives particular attention to the question of how a nation supposedly gifted with a 'genius for war' could have such a disastrous military experience in modern times; how did the military contribute to Germany's two national catastrophes in the Twentieth Century?

A687 The Cold War: Roots of Today's Security Environment in Europe 1.5 credit hours

This course has three major objectives. The first objective is to provide officers with a basic understanding of the diplomatic, informational, military, and economic actions that shaped the period 1945-1991 as the United States and the Soviet Union engaged in an ideological global struggle to gain and influence allies. The second objective is to provide officers with a detailed understanding of actions taken by the United States and the Soviet Union throughout the Cold War as they attempted to achieve a strategic advantage, while interacting with one another, as well as non-aligned nations. The final objective is to provide officers with a contextual understanding of the contemporary security environment in Europe, which still reverberates from the Cold War.

A691 World War II: Europe 1.5 credit hours

A691 surveys the NW European theater of WW II from an American perspective. Specifically, the course will analyze the actions of Corps and Field Armies fighting on the operational battlefield from June 1944 to May 1945. This campaign, the largest concentration of American combat power since the Civil War, still serves as a doctrinal

and cultural touchstone within the American Army. The course emphasizes ground operations, but naval, air, amphibious, and joint operations are also considered. Lessons include discussions on the Combined Bomber Offensive, Operation Market Garden, the Battle of Aachen, and the Battle of the Bulge.

A692 World War II: The Pacific 1.5 credit hours

This is a seminar designed to examine joint and combined operations in the Pacific theater during World War II. The class will provide an overview of events leading up to the outbreak of hostilities, the conduct of the war and associated campaigns, and its conclusion by September 1945. This overview will focus on strategic and operational issues as well as technical and doctrinal developments in land, sea, and air operations and make connections to the contemporary operating environment.

A695 The American Experience in Vietnam 1.5 credit hours

The Vietnam War remains the most significant and consequential military conflict since 1945. This course examines the origins, events, and consequences of the America's lost war in Vietnam, including its political, military, diplomatic, and social dimensions. Discussion and analysis of the ends, ways, means, risks, and outcome of American military intervention and Washington's failed attempt at nation building in Southeast Asia constitute the major focus of this class.

The class also explores the war in Vietnam from the "other side" – i.e. the Vietnamese communists' perspective. The course addresses the political objectives, military strategies, and diplomatic initiatives pursued by Hanoi and the National Liberation Front. In doing so, it analyzes and assess the unique character of protracted revolutionary warfare -- a hybrid way of war that has twice defeated the United States within the past sixty years.

Students will also assess the retrospective "meaning" and "lessons" of the American experience in Vietnam as contained within contentious debate among scholars, journalists, and participants. For some, the Vietnam War was an immoral catastrophic failure: an unwinnable conflict that never should have been fought by the United States. For others, American intervention was a noble cause: a necessary war that could have been won had different political and strategic avenues been taken. The course will address these various interpretations along with other significant issues related to this seminal and controversial conflict.

A698 Great Campaigns 1.5 credit hours

This course provides the student an opportunity to study operational art at the operational level of war by analyzing some of the most famous campaigns of the 19th and 20th centuries. The purpose of the course is to hone the student's ability to analyze a campaign at the strategic, operational, and tactical levels. To achieve this, five campaigns will be examined in detail. The campaigns are: Russia, 1812; Maryland, 1862; Ardennes, 1944; Dien Bien Phu, 1954; Suez, 1973. The purpose of A698 is to provide the professional

military officer with the knowledge, skills, and techniques learned through the analysis of historical data that will provide the officer with insights that he/she may apply in future command and staff duties.

A699 The Evolution of Military Thought 1.5 credit hours

This course entails a survey of influential thinkers about war from classical commentators such as Sun Tzu and Thucydides to modern writers such as Mao and Trinquier.

[Department of Command and Leadership](#)

A710 Holistic Fitness: The Leader's Mind, Body and Spirit 1.5 credit hours

This course provides leaders with a learning experience that educates, inspires, and equips them to enact sustained, positive changes in their units, families, and in their personal lives. The course provides participants with a thorough understanding of the five domains, what it means to be fit in those domains and methods to achieve fitness in each. A710 covers useful skills for increasing self-awareness, thinking accurately and communicating effectively. We also explore the impact of physical fitness on cognitive functioning as well as alternation forms of physical fitness like nutrition and sleep habits.

A714 Hacking the Tactical Brain 1.5 credit hours

A714 helps leaders bridge the gap between what they know about warfighting and how that apply that knowledge in battle. In short, adaptive leadership in battle. Class focus is on application of knowledge under difficult conditions including time constraints, stress, emotion, uncertainty and risk. Students learn the psychological processes that underlie human decision making and then use cognitive training methods to apply them to tactical decision-making scenarios.

A716 Leadership: A Force for Change 1.5 credit hours

As part of A716 you will study and evaluate leadership involved in leading change and develop a broadened perspective of change issues facing the military. Initially you will identify and study the factors that influence these change issues. You will then focus on leadership techniques used in changing organizations. Finally, you will complete an analysis of leading a specific issue of change in an organization. The goal of A716 is to expand your understanding of change concepts, apply this knowledge as an organizational-level leader, and improve your organization.

A721 Women & Leadership 1.5 credit hours

This course is for the women and men who will lead the next generation of women in the military. How has the military changed since women officially joined the ranks? What do those changes mean for leaders now? A few women have successfully navigated their way to general officer rank and key, senior level leadership positions. With additional knowledge and proven strategies, we can create an environment to help the next generation achieve even greater success. We will learn about the challenges facing women who want to lead an organization that is predominantly made up of men and

strategies to help them succeed. Our military culture is the first challenge. Most adults picture a man, not a woman, when they picture a military leader. In this course we explore how women can be successful leaders in a culture that struggles to recognize them as leaders.

At the conclusion of this course, you will be able to understand the different challenges women and other minorities face as they lead in the military. You will be aware of your own role in maximizing the potential contributions of the women in your organization. And you will have resources to address some of the most common barriers women face in gaining credibility as a leader. You are an organizational level leader in the military at a time when women will be in almost every unit. This class will help you lead them confidently.

A722 Emotional Intelligence for Leaders 1.5 credit hours

This course is designed to help leaders understand and use emotional intelligence to become better leaders. The course will assist you in developing the skills to understand the emotions in yourself and others and how to constructively and effectively apply them. The course will look at how to lead with emotional intelligence in the areas of: self-development; self-management; relationship building; influence; decision-making; leadership skills; organizational development and change; and resiliency.

Upon course completion you will be able to develop an emotional intelligence personal action plan for self-development and understand the influence of emotional intelligence on leading organizations. In addition, you will be able to evaluate and assess problems and decisions from an emotional intelligence perspective.

A724 Case Studies on Organizational Leadership in Combat 1.5 credit hours

In this elective, you will analyze the leadership attributes and competencies of organizational-level commanders and the outcomes of their decision-making in combat or preparing for combat. The intent of this approach is to contextualize your future roles as an organizational leader in major operations. The course introduces and builds on the leadership instruction during the core course and complements the leadership instruction in the Advanced Operational Course to develop you for future command or other organizational leadership positions.

You will analyze organizational leadership styles, attributes, and competencies. You will apply the leadership themes and topics examined throughout L100 and L400 as presented using historical case studies. The case studies (films) were selected to expose you to different operational environments and types of operations in the 19th and 20th centuries.

A726 Preparation for Battalion and Brigade Command 1.5 credit hours

0726 focuses on the challenges that battalion and brigade commanders face as they develop their organizations and subordinate leaders in the contemporary operational environment. The intent is to make you think about the types of challenges you will wrestle

with in order to expand your leadership perspective, inform your intuition, and further develop your command philosophy and associated tools. Lessons are facilitated by instructors who have successfully commanded at the battalion and/or brigade levels. Classes consist of readings, classroom discussions, student presentations, self-directed learning activities, and discussions with former, current or future commanders.

A731 Mass Atrocity, Genocide and the Military Role in Identification, Prevention, and Intervention 1.5 credit hours

This course focus is on familiarizing international military officers with the concept of genocide prevention. Students will gain the tools necessary to advise and assist their governments in recognizing and preventing genocide. The course examines and analyzes the military's capacity to assist in policy making and understand the ability of enlightened military action to prevent genocide. Military leaders will apply the learning objectives of the course to real world situations to assist in developing guidance on genocide prevention and response to genocide or mass atrocity event and incorporate the concepts of genocide prevention into military doctrine, training and education. Students learn the warning side of genocide and who those warning signs should be an automatic trigger for military policy review.

A734 Genocide and Mass Atrocities Studies Seminar 4.5 credit hours

This course will allow students to develop an analysis framework for understanding the who, what, and how of genocide and mass atrocities. The students will apply research and develop an understanding of different aspects of genocide and mass atrocities focusing on prevention of future incidents by understanding the past. During the course the students will conduct individual and team research on a variety of topics. The students will focus on three categories of people within a genocidal or mass atrocity situation: perpetrators, bystanders, and interveners. Additionally, the students will learn about the Responsibility to Protect (R2P) doctrine, functions within the UN related to R2P, and the legal framework set up from the UN Convention on Genocide through the Rome Statutes and applications for policy makers and the Department of Defense, the economics of genocide and the history of different events.

A741 Ethical Leadership 1.5 credit hours

This seminar-oriented course will explore ethical leadership, with particular attention to what is necessary for Army leaders to exemplify and employ leadership excellence at the organizational level. A741 provides a more in-depth look at the elements of ethical leadership introduced in L100 and L400. Specifically, it will give students the opportunity to further explore theoretical and practical approaches to ethics, investigate the nature and scope of ethical leadership at the organizational level, analyze the importance of the leader's ethical identity and competency, and further codify the ethical dimension of their leadership/command philosophy. Sub-topics that may be explored and discussed over the course of the term include historical theories in ethics; ethics-based leadership theories/approaches; the nature and influence of leader character; the relationship

between emotional intelligence and effective ethical leadership; moral courage; and factors inherent to an ethical organizational context. As a result of this elective, students will have a more holistic understanding of effective organizational-level ethical leadership and their own ethical identity as leaders, be better equipped to promote an ethically aligned organization, and be able to more effectively navigate ethical challenges in the future.

A797 Future Hunters 1.5 credit hours

This course provides emerging Army leaders vital tools and skills to understand, plan for and make decisions regarding long term future operating environments. The course takes as its point of departure the fact that the future is uncertain, complex and unpredictable in key ways. It will introduce you to Strategic Foresight (Futures Studies), a discipline in which systematic thinking and rigorous frameworks are applied to complex, uncertain environments to generate logical projections of potential future conditions, which in turn, serve as decision support tools.

A798 Focused Research Project 1.5 credit hours

This course allows students to take on special projects for senior military leaders or outside organizations. An initial interest level briefing is held on the scope of the project, expectations, and deliverables.

A799 Independent Study in Leadership 1.5 credit hours

The course consists of independent research and study in the area of leadership, which results in a 12-page paper suitable for publication. Officers interested in independent study present a 1–2-page written proposal to their leadership instructor for consideration NLT one week prior to the start of the elective. Students will not be enrolled into A799 until their proposal is approved. The paper will address the topic, thesis statement, scope of the paper and in which elective term the student wants to enroll. The officer and their leadership instructor will meet face-to-face to discuss the proposed paper. Because this course involves independent study, research, and writing a paper, students who are interested must be capable of doing independent work.

[Sister Services](#)

[U.S. Navy](#)

A850 Navy Research Project I 1.5 credit hours

This 24-hour course provides students an opportunity to broaden their knowledge of U.S. Navy and U.S. Coast Guard roles, functions, capabilities, limitations, and operational considerations in support of a Joint Task Force across the competition continuum. The course also provides students the opportunity to deliver the C307 course of instruction utilizing the adult learning model. OPEN TO U.S. STUDENTS ONLY.

A862 Joint Air Mobility Operations 1.5 credit hours

This course analyzes the role of joint air mobility in past and current conflicts, as well as future implications on the use of air mobility in a theater of operations. The course will present the origins of air mobility, to include the evolution of airlift and air mobility operations, and the role of inter-service airlift during World War II and Vietnam. Lessons will discuss joint and service-specific doctrine, joint command and control, airfield operations, the capabilities and limitations of inter- and intra-theater airlift operations, aerial refueling, and aeromedical evacuation, as well as the role of air mobility forces in meeting the needs of the modular force.

Upon completion of this course, students should understand the evolution of joint air mobility operations and be able to articulate their current operational and tactical employment. Additionally, students will receive planning tools throughout the course, enabling them to better employ joint air mobility capabilities in future assignments. The in-class presentation will be a student-selected, instructor-approved analysis briefing on an air mobility topic examined in detail and presented to the rest of the students in a 10-minute presentation.

A863 The Application of Unmanned Aircraft Systems in the Joint Operating Environment 1.5 credit hours

This is a course designed to analyze the role and history of Unmanned Aircraft Systems (UAS) in past and current conflicts, as well as future implications of UAS in a theater of operations. The course will present the origins of unmanned flight (to include the evolution of drone aircraft), the role of unmanned aircraft in support of United States contingency operations, and the future role of unmanned aircraft in support of Homeland Defense and/or non-DOD applications. The elective course will focus on the following lessons: joint and service-specific doctrine, joint command and control, airfield operations, the capabilities and limitations of unmanned aircraft, FAA integration and UAS training, legal and moral implications, precision strike capabilities, partner & adversary capabilities, intelligence/reconnaissance/surveillance functions, electromagnetic warfare capabilities, and counter-UAS technologies, as well as the emerging/future role of unmanned aircraft systems to meet the needs of the Department of Defense. Lessons will reference UAS employment in U.S. and foreign military operations. Upon completion of this course, students should understand the evolution of unmanned aircraft and be able to articulate their current operational and tactical employment. Additionally, students will receive planning tools throughout the course, enabling them to better employ Unmanned Aircraft System capabilities in future assignments. There will be an in-class (student-selected, instructor-approved) analysis briefing on a non-U.S. unmanned aircraft system (20-minutes). OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY.

A864 Evolution of Airpower Theory 1.5 credit hours

A864 examines the development of air and space power theory from its inception to the present and beyond. It achieves this through study of airpower theorists, examination of airmen's culture, and discussion of relevant and contemporary issues of air and space power application across the entire continuum of competition. These topics are intended to stimulate critical thinking and debate among today's airmen enabling them to formulate tomorrow's doctrine. For soldiers, sailors, and marines, it will provide valuable insight into the mind of air and space power thinkers and incorporate important joint considerations in the discussion and formulation of future air and space power doctrine. It will also promote inter-service awareness and assist in more effective joint war fighting.

A865 Air Force Research Project 1.5 credit hours

This course provides the forum for independent research on a wide-ranging number of topics benefiting the student and the Air Force. The research project will stress the student's ability to analyze problems or issues and present findings in written formats. Students can be expected to offer a research project or accept assignments by the Air Force Element. OPEN TO U.S. STUDENTS ONLY.

A866 Joint Firepower Course 1.5 credit hours

This course is based on the resident Joint Firepower Course (JFC) curriculum taught by the 6th CTS/AGOS at Nellis AFB, NV. It has been modified to minimize overlap between CGSC common core and AOC curriculum and includes additional requirements to meet the advanced program learning objectives of CGSC. The curriculum includes an enhanced study of the elements of TACS/AAGS (Theater Air Control System/Army Air-Ground System), SCAR (Strike Coordination and Reconnaissance), SEAD (Suppression of Enemy Air Defenses), airspace planning, and joint fire support integration. The course provides historical and doctrinal perspectives for integrating fires in a joint environment and a better understanding of operational-level tactics, techniques, and procedures for planning, coordinating and executing joint fires. Upon graduation, U.S. Army personnel may be eligible for the "5U" Army Additional Skill Identifier (Air Operations Officer). OPEN TO U.S. STUDENTS ONLY

A868 Nuclear Enterprise 1.5 credit hours

This course covers the history, policy, doctrine, capabilities, limitations and future concerns of the nuclear force and prepares joint officers to formulate courses of action for the Department of Defense's deadliest force, the nuclear triad. Topics include The Manhattan Project, mutually assured destruction, flexible response, New Look, START treaty, bombers, subs, missiles, command and control, intel, deterrence and modernization programs. We begin with an introduction to the nuclear enterprise and examination of the nuclear triad. At this point, students should have the knowledge to think critically about nuclear operations, The course then transitions to discussion on the physics of nuclear weapons, nuclear weapons effects, and the nuclear stockpile facilitated by experts from the National Laboratories. Next, the three legs are operationalized via a

lesson on nuclear command and control, and nuclear command, control and communications. The last formal classes will focus on nuclear deterrence theory and practice as a stand-alone topic and as a component of integrated deterrence. OPEN TO U.S. STUDENTS WITH SECRET CLEARANCE ONLY

United States Marine Corps

A879 USMC Research Class 1.5 credit hours

A879 is a self-paced research opportunity for Marine Corps students who wish to conduct research that will benefit the Marine Corps. Additionally, selected students will research, edit and update C308 course material for the next academic year to include updates in doctrine, USMC TTP's and any other significant information pertaining to the TLO's and ELO's of C308. OPEN TO UNITED STATES MARINE CORPS STUDENTS ONLY.

Special Topics

A940 Independent Study in Religious Support 1.5 credit hours

This course consists of independent research and study in the area of religious support.

948 World Religions and Moral Leadership 1.5 credit hours

Students will study major world religions, utilizing comparative theories from "God is Not One". Students will grapple with ethical similarities and differences of the various traditions in order to understand and engage the topic of religion. This exploration will help students discuss religion practices as they prepare for potential assignments where religion will present a critical and pressing concern.

A981 Writing for Publication Independent Study (CGSS) 1.5 credit hours

Writing for Publication is a unique elective specifically designed to provide a select number of students the opportunity to research and write an article for publication in a peer reviewed professional journal. Students are invited to participate in this elective based on their diagnostic writing essay submission and exam scores or may enroll to further develop for further publication work initiated as part of foundational academic work. Students will work under the guidance of an experienced faculty member who will coach the student during the course of the elective.

U.S. Student Division

A101 Applied Leadership Lab 1.5 credit hours

Students will function as class leaders, and/or execute projects or taskings as required by the Chief, U.S. Student Division. A101 credit is awarded to class leaders: President, Vice President, Class IMO, Class Adjutant, Class Athletic Director, Class Legal Advisor and section and staff group adjutants, Yearbook Committee and Class Gift Committee.

A105 Applied Leadership Lab 3 credit hours

Students will function as class leaders, and/or execute projects or taskings as required by the Chief, U.S. Student Division. A101 credit is awarded to class leaders: President, Vice President, Class IMO, Class Adjutant, Class Athletic Director, Class Legal Advisor and section and staff group adjutants, Yearbook Committee and Class Gift Committee.

[International Military Student Division](#)

A102 IMS Applied Leadership Lab 1.5 credit hours

The IMS will function in positions of leadership, executing projects and taskings in support of cohort objectives and as required by the Director, IMSD. A102 credit is awarded to the Chief of Staff, Group Leads, and named committee members (Secretary, Treasurer, Class Gift, Yearbook, Fundraising, Sports, and other as approved by Director, IMSD.)

A104 IMS Know Your World Presentation 1.5 credit hours

During this course the IMS will plan, prepare, and execute a 45-minute audio-visual presentation about their home country/region (Know Your World - or "KYW"). These presentations typically highlight historical, cultural, geographic, and other significant items of interest about the presenter's home country/region. The IMS will work in support of other IMS presenters during the academic year

[Directorate of Graduate Degree Programs](#)

A205 Data Literacy in the Operations Process 1.5 credit hours

The course provides an appreciation for the contemporary operational landscape which is marked by rapid technological advances and necessitates a robust integration of data literacy in military training programs. Students will identify the four characteristics of data literacy, the four levels of analytics and demonstrate proficiency in the integration of data literacy into the UVDDL framework of the operational process.

A211 Research Methods I 1.5 credit hours

This is the first of three required courses to complete a Master of Military Art and Science (MMAS) degree. The objective of this 24-hour course is to prepare students in the design and documentation of their MMAS research plan. Over the 12 lessons of the course, students will explore the concepts and principles that guide effective research, research methodologies, and research ethics. The flow of the lessons will mirror the chapters of the standard research thesis. After an overview of the MMAS program, study options, and research philosophy, lessons will cover topic selection, problem definition, research question development, and other material of the Introduction chapter. Subject matter experts will describe research resources available to students to develop an effective Literature Review chapter. Research methodologists will expose students to different approaches to designing research studies and provide aids to determine the best fit to student research goals for the Methodology chapter. At the completion of the course,

students will have developed their draft MMAS Prospectus (research plan) and be prepared to enroll in A221 Thesis Seminar

A212 Historical Research Methods I 1.5 credit hours

This course will launch and sustain MMAS-Military History thesis research and writing. The objective is to introduce systematic methods of thinking about how to frame an historical question, write a thesis prospectus, and create a research plan. The course will also explain in detail the format for the history thesis, reference notes, and bibliography. Concurrent with the course, candidates will meet with their thesis advisors and begin to present their research and thesis to their chair. These classes prepare the candidates for more rigorous research and writing in later terms.

A221 Thesis Seminar Research Methods II 1.5 credit hours

This is the second of three courses required to complete a Master of Military Art and Science (MMAS) degree. The objective of this 24-hour course is to prepare students to complete and defend their thesis. Over the 12 lessons of the course, students will refine their research plan, begin research, draft their thesis, and prepare a mock thesis defense. Students will be assigned to a faculty member who will work with a small group to continue thesis refinement and conduct mock thesis defenses during the remaining sessions of the course. All students will be able to conduct at least one mock defense and provide feedback to others during this period.

A222 Historical Thesis Seminar 1.5 credit hours

This course will continue MMAS-Military History thesis research and writing begun in A212. The objective is to build on research conducted during the A212 process and produce a finished, polished chapter of the thesis and to provide feedback in seminar sessions for student peers on their own chapters. This chapter will be drafted by the student, edited and refined in consultation with peers and instructor(s), and re-written until ready to be included in the eventual final thesis. This will provide a template for the remaining thesis chapters. Students are expected to maintain currency with writing and sharing requirements and to provide substantive feedback to peers in small-group meetings and sessions. Students are also expected to present their work to small groups and give and receive feedback from instructor(s) and peers. A222 is team-taught by DMH faculty, so the details of each meeting and assignment may vary, within the overall course description and learning objectives.

A231 MMAS Thesis 3.0 credit hours

During this course, students will complete research and writing the master's thesis in consultation with thesis research committee, defend the thesis before the research committee, and prepare the thesis for publication in accordance with published standards.

Glossary of Terms and Acronyms

AAFES	Army and Air Force Exchange Service
ABCS	Army Battle Command System
AC2	Aviation Command and Control
ACCESS	Army Credentialing and Continuing Education Services
ACD	Accreditation Coordination Division
ACE	American Council of Education
ACT	Army Career Tracker
ADL	Advanced Distributed Learning
ADRP	Army Doctrine Reference Publication
ADTS	Army Digital Training Strategy
AEAC	Army Education Advisory Committee
AER	Academic Evaluation Report
AERS	Army Educational Requirements System
AFATDS	Advanced Field Artillery Tactical Data System
AFELM	Air Force Element within CGSC
AGOS	Air Ground Operations School
AI	Artificial Intelligence
AIS	Accountable Instructional System
AKO	Army Knowledge Online
ALCC	Army Learning Coordination Council
ALU	Army Logistics University
AMDWS	Air Missile Defense Workstation
AMEDD	Army Medical Department
AMSP	Advanced Military Studies 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
ASEP-C	Army Strategic Education Program - Command
ASI	Additional Skill Identifier
ASLSP	Advanced Strategic Leadership Studies Program
ASP3	Advanced Strategic Planning and Policy Program
AV	Audio Visual, or an abbreviation for “Aviation”
AY	Academic Year
BA	Bachelor of Arts
BCNET	Battle Command Network
BCS3	Battle Command Sustainment Support System
BCT	Brigade Combat Team
BCTCDC	Brigade Command Tactical Commanders Development Course
BCTCDP	Brigade Combat Team Commanders Development Program
BCTP	Battle Command Training Program
BoV	Board of Visitors
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 (also known as the Ike Skelton Combined Arms Research Library)
CASO	Culture and Area Studies Office

CCC	Captains Career Course
CCFSPCC	Company Commander/First Sergeant Pre-Command Course
CCIR	Commander's Critical Information Requirements
CCTC	Company Command Team Course
CDR	Curriculum Design Review
CGSC	Command and General Staff College
CGSOC	Command and General Staff Officer Course
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	Coalition/Joint Force Land Component Commands
C/JFLCC	Combined/Joint Land Component Commander
CLC3	Combined Logistics Captains Career Course
CLDC	Civilian Leader Development Course
CLDD	Civilian Leader Development Division
COA	Course of Action
COCO-P	Certificate in Overseas Contingency Operations-Planning
CoE	Center 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
CPCE	Command Post Computing Environment
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
CSMDC-BDE	Command Sergeants Major Development Course-Brigade
CSMDC-BN	Command Sergeants Major Development Course-Battalion
CSMDP	Command Sergeants Major Development Program
CSS	Combat Service Support
CTC	Combat Training Centers
CTS	Command Team Seminar
CTSDC-BDE	Command Team Spouse Development Course-Brigade
CTSDC-BN	Command Team Spouse Development Course-Battalion
DA	Department of the Army
DAA	Designated Approving Authority
DATE	Decisive Action Training Environment
DBST	Digital Battle Staff Trainer
DC	Deputy Commandant
DC	District of Columbia
DCGS-A	Distributed Common Ground System-Army
DCL	Department of Command and Leadership within CGSS
DDE	Department of Distance Education within CGSS
Disenroll	An action to remove a student from a given AY program/class that allows for the possibility of reenrollment at some point.
Dismissal	An ARB recommendation that removes the student from the school with no recourse
DJIIMO Operations	Department of Joint, Interagency, Intergovernmental & Multinational Operations
DJIMO	Department of Joint, Interagency and Multinational Operations
DLDC	Digital Leader Development Center
DLI	Defense Language Institute
DSFM	Department of Sustainment and Force Management
DMH	Department of Military History

DOA	Dean of Academics
DoD	Department of Defense
DOET	Directorate of Educational Technology
DOS	Department of State
DP&R	(Assistant Dean of Academics for) Degree Programs and Research
DRCP	Directorate of Reserve Component Programs
DSCA	Defense Support of Civil Authorities
DTAC	Department of Army Tactics
DTIC	Defense Technical Information Center
DTO	Division Transportation Officer
DTRA	Defense Threat Reduction Agency
ECP	Enterprise Classroom Program
ELO	Enabling Learning Objectives
EN	Engineer
EOD	Explosive Ordinance Disposal
FBCB2	Future Battle Command Sustainment Support System
FCDC	Functional Command Development Course
FDD	Faculty Development Division, Office of the Dean, CGSC
FID	Foreign Internal Defense
FORSCOM	United States Army Forces Command
FSC	Forward Support Company
FSD	Faculty and Staff Development
FSO	Full Spectrum Operations
GCC	Geographic Combatant Commander
GCCS	Global Command and Control System
GFC	Graduation Faculty Council
GIF	General Instruction Facility
GNA	Goldwater-Nichols Department of Defense Reorganization Act
GPA	Grade Point Average
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
ICSC-L	Intermediate Command and Staff Course-Land
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
IPRSCP	Indo-Pacific Regional Studies Certificate Program
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
JLDC	Joint Leader Development Center
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
JRSOI	Joint Reception, Staging, Onward Movement and Integration
JRTC	Joint Readiness Training Center
JSAT	Joint Security Assistance Training
JTF	Joint Task Force
KPI	Key Performance Indicators
KSU	Kansas State University
KU	University of Kansas
LNO	Liaison Officer
LRC	Learning Resource Center
LSCO	Large-Scale Combat Operations
LWD	Leadership and Workforce Development
MANSCEN	Maneuver Support Center
MAMO	Master of Arts in Military Operations
MCELM	Marine Corps Element
MCNet	Mission Command Network
MDMP	Military Decision-Making Process
MEAAC	Military Education Assessment Advisory Committee
MECC	Military Education Coordination Council
MEL	Military Education Level
MEP	Master Evaluation Plan
MERSCP	Middle East Regional Studies Certificate Program
MG	Major General

MI	Military Intelligence
MiTT	Military Transition Teams
MMAS	Master of Military Art and Science
MOI	Memorandum of Instruction
MOS	Masters of Operational Studies
MP	Military Police
MRX	Mission Readiness Exercise
MTOE	Modified Table of Organization and Equipment
NATO	North Atlantic Treaty Organization
NAVELM	Navy Element
NCOLCoE	Noncommissioned Officer Leadership Center of Excellence
NCOPDS	Noncommissioned Officer Professional Development System
NGA	National Geospatial Agency
NORTHCOM	Northern Command
NTC	National Training Center
NCO	Noncommissioned Officer
ODP	Office of Degree Programs
OPART	Operational Art
OPCF	Operations Career Field
OPMD	Officer Personnel Management Directorate
OPMEP	Officer Professional Military Education Policy
ORB	Officer Record Brief
OSD	Officer Self Development
OSD	Office of the Secretary of Defense
PAO	Public Affairs Office
PCC	Pre-Command Course
PDE	Professional Development Education
PDSI	Professional Development Skill Identifier
PME	Professional Military Education
PPBE	Planning, Programming, Budgeting and Execution

POC	Point of Contact
QAO	Quality Assurance Office
RC	Reserve Component
RDSP	Rapid Decision and Synchronization Process
RMO	Resource Management
ROMO	Range of Military Operations
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
SCM	Supply Chain Management
SCP	School for Command Preparation
SF	Special Forces
SFC	Sergeant First Class
SGA	Staff Group Advisor
SGM-A	Sergeants Major Academy
SGS	Secretary of the General Staff
SIG	Signals
SIGINT	Signals Intelligence
SIPR	Secure Internet Protocol Router
SLC	Senior Level Colleges
SLD	Senior Leader Development
SMC	Sergeants Major Course
SMC-DL	Sergeants Major Course – Distributed Learning
SMC-R	Sergeants Major Course – Resident
SMDC	Space and Missile Command
SOF	Special Operations Forces
SPO	Support Operations Officer
SSC	Senior Service College

STEP	Spouse Training and Education Program
STRATCOM	Strategic Communications
TASM	Trusted Area Security Manager
TASS	The Army School System
TCAIMS	Transportation Coordinators Automated Information for Movement System
TCDC	Tactical Commanders Development Course
TCDP	Tactical Commander's Development Program
TCH	Total Credit Hours
TGP	Transcript Reportable Items Grade Points
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
TRI	Transcript Reportable Item
TSM-BC	TRADOC System Manager – Battle Command
TSOC	Theater Special Operations Commands
UAS	Unmanned Aerial System
UJTL	Universal Joint Task List
U.K.	United Kingdom
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
USAFRICO	U.S. Africa Command
USAR	United States Army Reserve
USEUCOM	United States European Command
USMC	United States Marine Corps
USN	United States Navy
USSD	United States Student Division

UVDDLA	Understanding, Visualizing, Deciding, Directing, Leading and Assessing
VCO	Visitor Coordination Office
VCSA	Vice Chief of Staff, U.S. Army
VTC	Video Tele-Conference
WfF	War Fighting Functions