



The Army University Strategy

1 April 2020

Foreword

Since its inception in 2015, Army University has synchronized and aligned Army education and training into a cohesive structure that blends the best practices of our military professional education and training centers and schools with civilian higher learning institutions. Using the proven model of a state university system, Army University provides the policy and governance oversight that enables the Army's academic enterprise to train and educate agile and adaptive professionals who will win our Nation's wars.

The scope of this mission is considerable. Army University synchronizes the efforts of the thirty-seven separate Army learning institutions across twenty-three states to train and educate approximately five hundred thousand students every year. Over the past five years, Army University has made great strides towards optimizing military education into a career-long learning continuum, while simultaneously increasing opportunities for Soldiers to earn academic credit and professional credentials that will have a lasting impact. Most importantly, Army University has spearheaded efforts to ensure our Soldiers and Civilians receive credit where credit is due for their training and education endeavors with future employers and civilian academia alike.

As the Army evolves into a multi-domain force, Army University must continue to evolve as well. This requires a well-developed organizational strategy and a detailed understanding of the factors that influence it. This booklet provides an overview of our structure and strategic vision, explaining the lines of effort and supporting tasks that describe our ongoing and future endeavors. We hope this document helps to communicate what Army University does to support the Army, and benefit our Soldiers and Army Civilians.

I am immensely proud of our Army profession, and honored to serve as the Combined Arms Center Deputy Commanding General for Education and Army University Provost. I am also proud to be a member of the team of committed professionals that comprise Army University. Our mission is vital to the Army, its Soldiers, and our Nation. We will continually seek ways to maximize our effectiveness so that our Army is ready and capable whenever our Nation calls.

Education Matters!

MG STEPHEN J. MARANIAN
Army University Provost

Winning Matters!



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The Decisive LOE: Develop Uniformed and Civilian Leadership who will win in Large-Scale Combat Operations (LSCO)/ Multi-Domain Operations (MDO) 52

- 1.1. Educate and develop agile and adaptive leaders.
- 1.2. Deliver a quality product to the Army—Soldiers and Civilians returning to the operational and generating forces that exceed expectations.
- 1.3. Deliver the same high-quality instruction across the enterprise—resident, satellite, and distributed.
- 1.4. Produce quality multi-media products to reinforce doctrine.
- 1.5. Routinely contribute high-quality scholarly work to the Army in the form of professional research and publications.
- 1.6. Evolve curricula that remains current with published doctrine and looks forward to future operating environments.

The Shaping LOE: Provide a World-Class Learning Experience 57

- 2.1. Recruit, develop, and retain a world-class faculty who are passionate about and enjoy their work, but feel the weight of responsibility.
- 2.2. Create innovative learning and work environments.
- 2.3. Implement Master of Operational Studies for resident CGSOC.
- 2.4. Take care of our Soldiers/Civilians and their Families by providing quality leadership across the enterprise.

The Sustaining LOE: Expand Public-Private Partnerships 60

- 3.1. Transform governance of the Army's education system.
- 3.2. Expand and administer the Army Voluntary Education and Credentialing programs.
- 3.3. Expand cooperative degree programs in support of TRADOC centers and schools.
- 3.4. Develop a pathway of credits, the Army Degree Program, which leads towards a BA in Leadership and Workforce Development at USASMA.
- 3.5. Develop partnerships with civilian universities as part of the Army Degree Program to benefit Soldiers not attending USASMA and Soldier for Life.
- 3.6. Develop an Army Transcript that is easy for civilian universities to work with, which becomes the standard for the Joint Force.

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Part I

The Army University Organization





For many years, Army leadership recognized a need to better integrate and synchronize education and training across the Army. Prior to 2015, the Army's structure included an extensive collection of disparate schools and training centers, many of which were individually regarded as world class, but collectively were not fully synchronized to best enable a lifelong learning continuum or facilitate integration with civilian academic institutions. Outside of the Army, the United States university system is the envy of the world and produces professionals who spur global innovation. Similarly, our nation's credentialing and licensing standards have worldwide recognition for producing a superb technical work force. The Army University system blends these proven models with best practices developed within our military education and training programs into a cohesive structure modeled along the lines of many successful state university systems.

On 8 June 2015, HQDA EXORD 214-15 established the Army University to *"provide academic policy, governance, and innovation to enable the Army's academic enterprise to train and educate agile and adaptive Soldiers, leaders and Army Civilian Corps to achieve cognitive overmatch to win in the complex operational environment."* This demonstrated the

Army's commitment to education, to better prepare our future leaders to solve complex challenges. Externally, the creation of the Army University signaled the adoption of a proven model of educational excellence by the military profession. Furthermore, the use of this model facilitates communication and cooperation between the Army and civilian educators and institutions.

As an overarching concept, the Army University system involves all of the Army's educational and training efforts, including TRADOC and the Combined Arms Center (CAC) Centers of Excellence, along with the Army War College and the United States Military Academy as independently governed academic institutions.

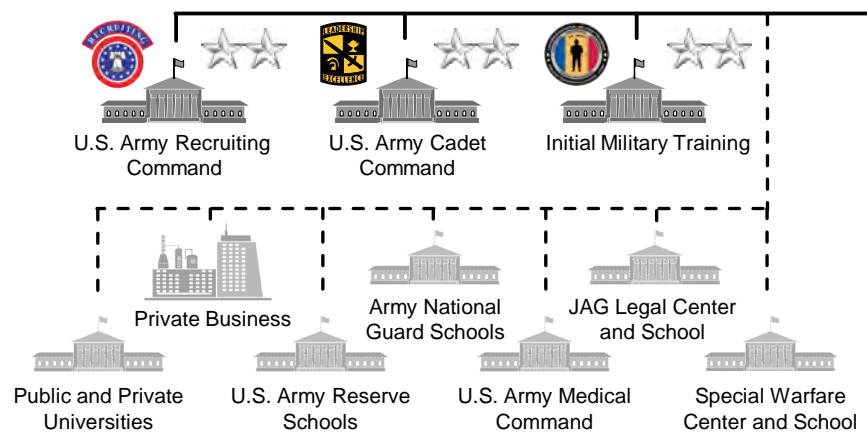
The central portion of Army University falls directly under the leadership of the CAC Deputy Commanding General-Education (DCG-E), who serves concurrently as the Army University Provost, and also as the Deputy Commandant of the Command and General Staff College (CGSC) at Fort Leavenworth, KS. The DCG-E serves as the manager of the Army Learning Coordination Council, synchronizing education activities across the Army. As the provost, this officer is responsible for the long-term continuity, excellence, and vitality of the Army University's academic programs.



Army University Board of Advisors
(Led by the Secretary of the Army and the Chief of Staff)



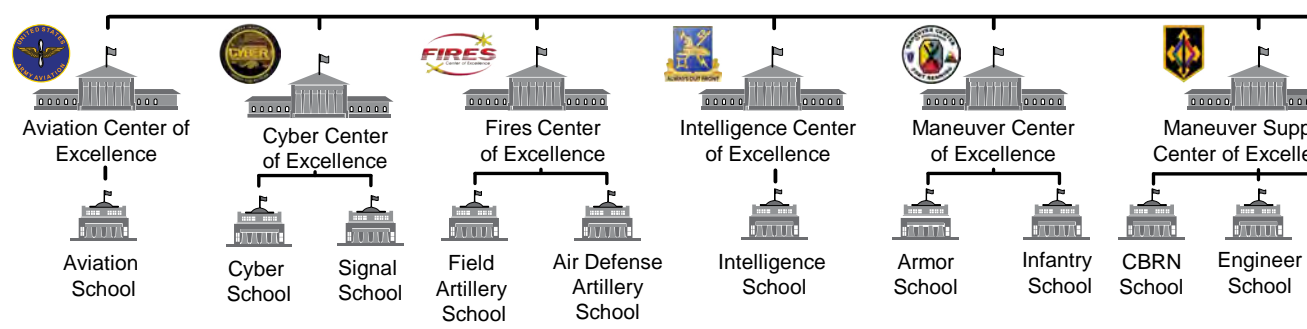
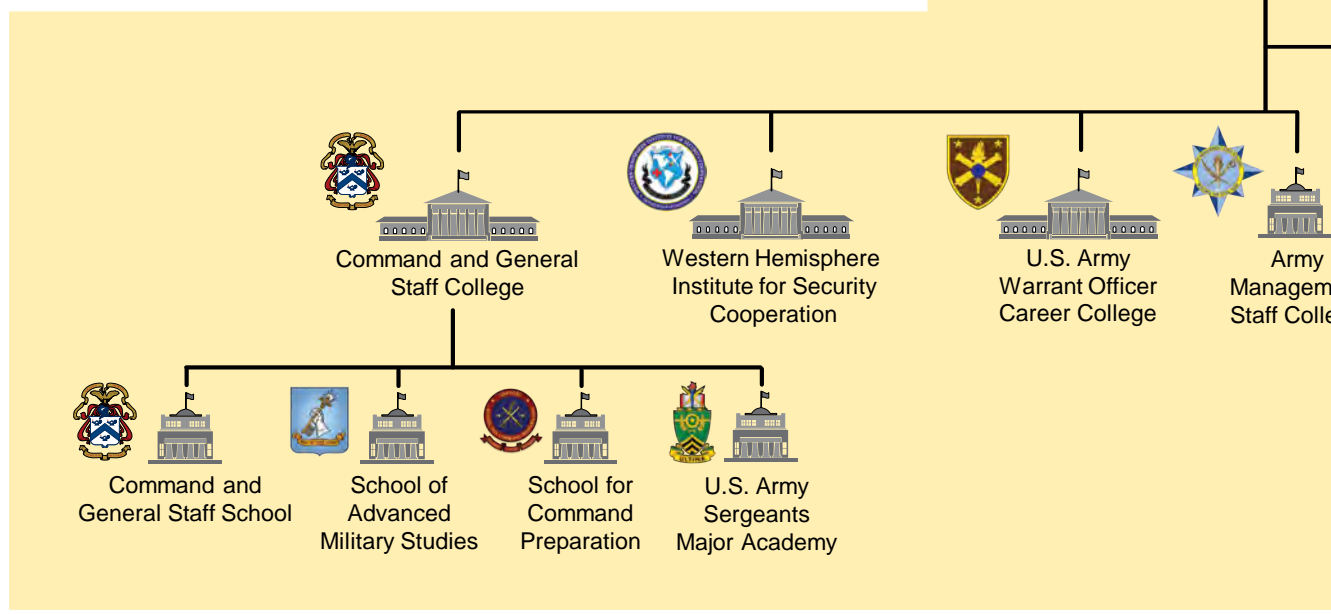
Army University Commanding General, U.S. Army Training and Doctrine Command



Army University Executive Vice Chancellor, U.S. Army Training and Doctrine Command
Commanding General, U.S. Army Command and Staff College



Army University Deputy Commanding General, U.S. Army Training and Doctrine Command
Deputy Commandant, U.S. Army Command and Staff College





of Directors
 e Chief of Staff of the Army)



ancellor
 g And Doctrine Command (TRADOC)

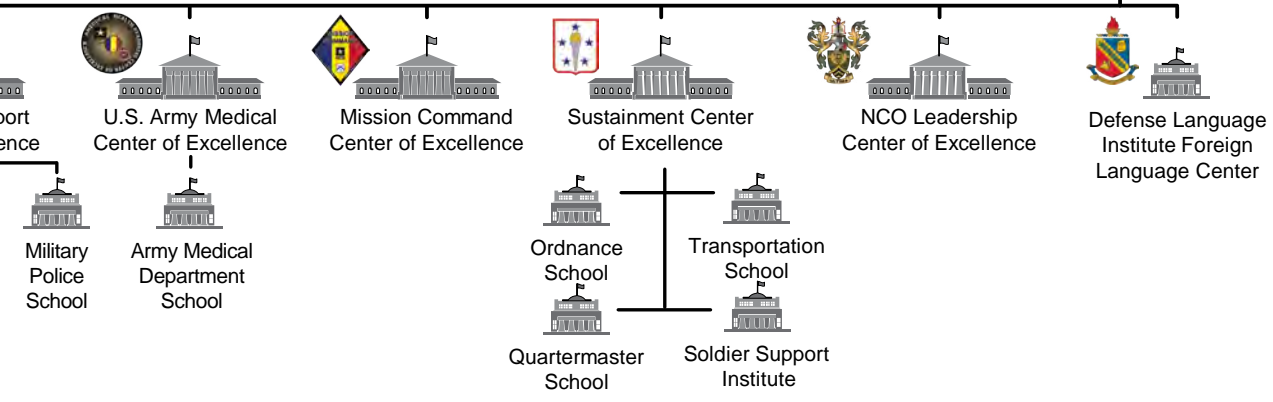
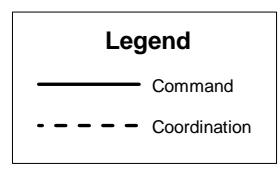
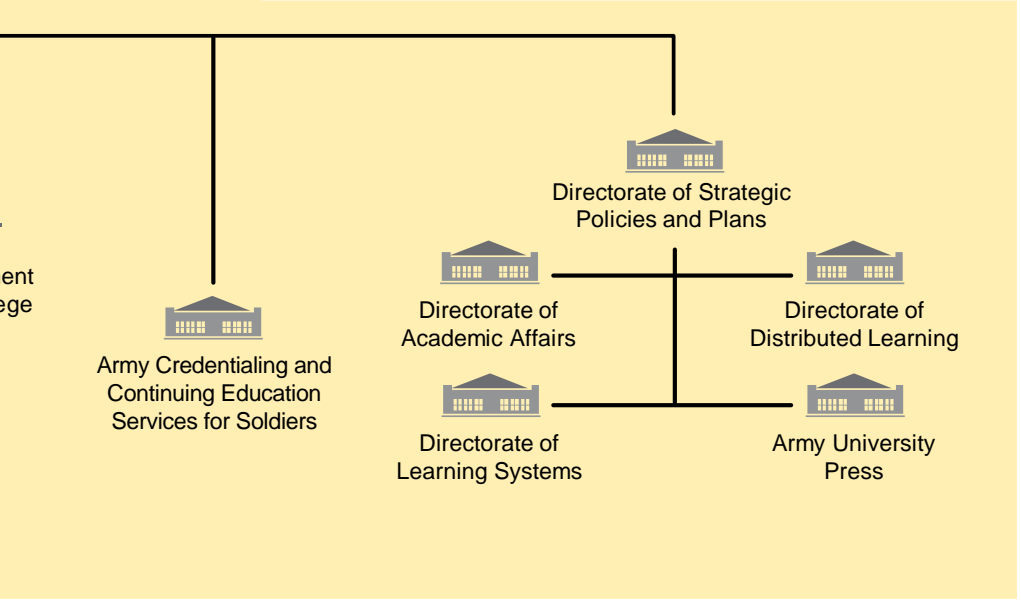
United States
 Military Academy

Army University Vice Chancellor- Strategic Education
 Commandant, U.S. Army War College

or - Training and Education
 Combined Arms Center
 and General Staff College



rovost
 - Education, CAC
 t, CGSC



U.S. Army Medical
 Center of Excellence

Military
 Police
 School

Army Medical
 Department
 School

Mission Command
 Center of Excellence

Sustainment Center
 of Excellence

Ordnance
 School

Transportation
 School

Quartermaster
 School

Soldier Support
 Institute

NCO Leadership
 Center of Excellence

Defense Language
 Institute Foreign
 Language Center



Chapter One

The Army University Enterprise



The Office of the Provost Directorates



The establishment of the Army University system was a significant step in the continued professionalization of the Army. Army University accomplishes many of the learning core functions for the Army through the Office of the Provost directorates. These directorates provide the structure to support increasing the rigor and relevance of the Army's educational programs through broader accreditation, promoting greater collaboration with the nation's premier universities and colleges, and improving integration among Army schools.

As the security environment continues to evolve, the Army University will deliver crucial educational requirements in advance of need, lead through innovation, and develop a culture that values life-long learning. The Army University directorates—

- Represent a greater investment in our Soldiers and Department of the Army Civilians through improved education that will increase competence, character, and commitment.
- Support growth and leader development across a career of service in the Army preparing competent and committed leaders of character who demonstrate the required leader attributes.
- Develop agile, adaptive, and innovative professionals through increased academic rigor.
- Support the Total Army with increased educational opportunity for Army National Guard and Army Reserve.
- Enhance the ability of Army professionals to integrate their military and civilian education receiving valid academic credit for their educational investment.
- Improve Soldiers' ability to transition into quality employment opportunities after their service promoting the "Soldier for Life" model.

The creation of Army University transformed the one of the largest academic systems in the United States into a premier university system to better harness the tremendous energy, experience, and intellectual capacity present throughout our Army, to produce the professionals that the Nation will need for the complex and uncertain world of tomorrow. The Army University Office of the Provost provides a wide variety of functions to support this academic enterprise, and is organized into the following directorates:

The Directorate of Strategic Policies and Plans

The Directorate of Strategic Policies and Plans (DSPP) is organized under the Office of the Provost, and provides enterprise-wide integration, synchronization, and coordination for four subordinate directorates which develop policy, procedures, and systems to support the Army

Learning Enterprise. The four subordinate directorates are the Directorate of Academic Affairs, the Directorate of Learning Systems, the Directorate of Distributed Learning, and the Army University Press.

DSPP Key Functions

- Lead and direct four subordinate directorates in the development of policy, procedures, and systems for the Army Learning Enterprise.
- Integrate and synchronize the Office of the Provost's initiatives and processes for TRADOC education, training, and best practices across Centers of Excellence and Schools for all components.
- Synchronize Command Information STRATCOM efforts for the Office of the Provost with ArmyU PAO.
- Coordinate and synchronize ArmyU tasks for subordinate directorates.
- Lead integrator connecting ArmyU to outside organizations.
- OPR for Army Learning Coordination Council (ALCC).

DSPP is the organization responsible to integrate and synchronize the efforts of the Office of the Provost to implement best practices, enterprise management, and advance learning for United States Army Soldiers.

Strategic Policies and Plans synchronizes the efforts of four subordinate directorates in the management and execution of Army wide learning policy, procedures, and systems. These training and education programs support Soldier learning, faculty development, academic partnership, and learning science and learning system innovation.

DSPP supervises the execution of the Army Learning Coordination Council (ALCC). The ALCC is the governing and decision-making body that synchronizes learning activities

across the Army. The ALCC, chaired by the CAC CG and TRADOC DCG, includes all training and education organizations throughout the Army to ensure integrated, progressive, and sequential programs of learning from Initial Military Training to strategic education. ALCC activities are consistent with the Army Learning Model (ALM), Army Leader Development Strategy (ALDS), and the goals of Army learning. ALCC outputs feed the TRADOC Commander's Forum and relevant HQDA management forums.

SPP Key Accomplishments

- Leads the Army Learning Coordination Council, the advisory forum for decisions across the learning enterprise and within learning proponents' current mission and function authorities.
- Leads ArmyU and TRADOC efforts for the Secretary of the Army Decision to transfer Voluntary Education (HRC ACES) efforts to TRADOC.
- Assumed responsibility for the ArmyU Command Information Plan.
- Synchronizes learning systems, processes, activities, and initiatives.
- Promulgates learning best practices across the Army.
- Serves as ArmyU coordinating headquarters to respond to external inquiries on PME integration across TRADOC.
- Further developing external partnerships with domestic and internal academia to inform the Learning Concept for 2035.

The Directorate of Academic Affairs

The Directorate of Academic Affairs (DAA) provides enterprise-wide learning governance and services in support of faculty and staff development, instructional design, and institutional research and assessment to advance the Army's learning processes and develop innovative and adaptive Soldiers and civilians to fight and win in multi-domain combat operations. Additionally, DAA works to expand public-private partnerships and professional research.

DAA is the U.S. Army Training and Doctrine Command's (TRADOC) lead organization to implement best practices in adult learning across the entire Army Learning Enterprise.

DAA Key Functions

- Proponent for faculty and staff development policy, qualification courses, continuing development, and recognition programs.

- Perform TRADOC faculty and staff development quality assurance visits.
- ArmyU lead for supporting foreign Army military education programs.
- Proponent for the Army Learning Areas and General Learning Outcomes (ALA and GLO).
- Proponent for Captains Career Course common core.
- Staff management of the critical requirements review process for PME common core.
- Learning Enterprise subject matter expert for instructional design.
- Proponent for the Command Human Research Protection Plan.
- Proponent for the ArmyU Research Program.
- Lead for identifying and implementation of best practices in adult learning across the Learning Enterprise.
- Editor of the *Journal of Military Learning*.

DAA has three subordinate divisions

1. The Faculty and Staff Development Division (FSDD) serves as the proponent for the Army Faculty and Staff Development Program, including faculty qualification courses, to ensure instructors, facilitators, training developers, managers, and support personnel have the basic skills to perform their jobs. FSDD also serves as proponent for the Faculty Development Recognition Program consisting of instructor, senior instructor, and master instructor certification.
2. The Instructional Design Division (IDD) provides instructional design expertise for the analysis, design, development, implementation, and evaluation (ADDIE) of officer, warrant officer, NCO, and Army civilian PME to ensure academic rigor and relevance. IDD manages PME common core requirements, develops Captains' PME curricula, and shares instructional design practices across the Army.
3. The Institutional Research and Assessment Division (IRAD) conducts research, manages research programs, and oversees compliance with human research protections

policy throughout TRADOC. IRAD provides expert technical assistance to support decision making and innovation across the learning enterprise. They also serve as the proponent for the Army Learning Concept, which describes a systematic approach to future learning and a common intellectual framework to support the training and education of future Army forces.

DAA Key Accomplishments

- Revised and implemented the Faculty Development and Recognition Program (TR 600-21) authorizing Instructor Badges for all cohorts included in the Army Awards Manual (AR 600-8-22 [APR 18]).
- Consolidated seven instructor and curriculum developer qualification courses into the Common Faculty Development Instructor and Developer courses.
- Conducted multiple courses supporting foreign Army military education programs.
- Updated the ALA and GLO frameworks.
- Established the Critical Requirements Review Process.
- Redesigned Captains Career Course (CCC) and Warrant Officer Advanced Course (WOAC) common core to reflect new doctrine and warfighting focus.
- Designed and implemented leaders and curriculum workshops to enhance CCC and WOAC execution.
- Established Learning Enterprise Assistance Program (LEAP) to provide schools and centers with developmental workshops.
- Developed Command Human Research Protection Plan (HRPP).
- Supported Talent Management Task Force development and implementation of captains assessments (GRE and C3AB).
- Conducted Army-wide survey of Army learning in PME.
- Established *Journal for Military Learning*.
- Senior Editor for the Large-Scale Combat Operations book series.

The Directorate for Learning Systems

The Directorate for Learning Systems (DLS) develops, integrates, and synchronizes Army learning systems through governance, analysis, research, assessment, and policy to support training and education; identifies optimal learning management systems, supports documentation of Soldier competencies to meet Army requirements, and establishes collaborative partnerships within the Army and among civilian learning institutions to enhance readiness and establish a learning environment conducive to the development of agile, adaptive, and innovative Soldiers for the Total Army.

DLS' main office is located in Stotsenberg Hall, at Fort Leavenworth, KS, with the Enterprise Classroom Program located at Fort Eustis, VA.

DLS Key Functions

- Policy, governance, and analysis to support learning (training and education).
 - Proponent and TRADOC lead for TRADOC Regulation (TR) 350-70 Army Learning Policy and Systems series.
 - Responsible for training and education development workload management.
 - Functional proponent for the Training Development Capability (TDC).
 - Review of operational and institutional learning products.
- Identify and promote public and private partnerships on behalf of Army University to expand the Credit for Military Learning (CML) process.
- Direct contribution to establishment of environments conducive to learning.
- Identification of and support to optimal learning management systems, classroom technology, and learning infrastructure.
 - Webmaster for Armyuniversity.edu.
 - Develop the ArmyU Course Catalog.
 - Develop the Credit for Military Learning Database (CMLDb).
 - Maintain the Enterprise Classroom Program (ECP).
- Improve and modernize Army learning transcripts.
- Implement and sustain the Army University Library System.
- Develop an ArmyU Enterprise Registrar System.
- Army lead for education-related legislative proposals.

DLS is organized into seven subordinate divisions

1. The Policy and Governance Division develops, integrates, sustains, and manages the Army's training and education development processes, policies, governance documents, and workload management for the training and education development of the Management Decision Package (MDEP), Training Development (TADV) Program Objective Memorandum (POM), and current year learning product report submissions.
2. The Learning Requirements Development Division identifies emerging training and education capability requirements within 32 TRADOC schools and Centers of Excellence and defines learning system requirements to support the Army Learning Enterprise.
3. The Enterprise Classroom Program ensures adequate classroom technology, support, sustainment, governance, and oversight to accomplish the Army's training and education mission.
4. The Total Force Integration Division ensures component and cohort training and education integration throughout the Army Learning Enterprise. Fosters public-private partnerships with state, regional, and national agencies, which enables credit for military learning processes and systems integration nationally.
5. The Library Enterprise Division leads the development of an integrated library enterprise system Library Enterprise Services Platform that will support collaboration and research among military and academia across the Army Learning Enterprise.
6. The Operational Liaison Division serves as point of entry for operating force feedback to the Army Learning Enterprise in order to drive agile program of instruction (POI) development in the PME provided by the various Centers of Excellence under the Combined Arms Center.

- The Special Programs Division assumes responsibility for, develops solutions to, and manages requirements beyond the purview of other DLS divisions, such as managing the ArmyUniversity.edu website.

DLS Key Accomplishments

- Finalized Phase I of ArmyU Library Enterprise System (the Library Services Platform Contract).
- Implemented iterative lesson plan and POI review process to better support readiness, achievement of learning outcomes, and course accreditation.
- Expanding academic and occupational credential articulations and Credit for Military Learning processes and systems (CML/CMLDb).
- Established and manages ArmyUniversity.edu website and online course catalog.
- Revised, staffed, and published TR 350-70, *Army Learning Policy and Systems*, TP 350-70-1, *Training Development in Support of the Operational Domain*, and TP 350-70-14, *Training and*

Education Development in Support of the Institutional Domain, to incorporate fully the Army Learning Model across the enterprise.

- Developed course growth “1-N process” to support senior leader decision making.
- Established Enterprise Classroom Program process and business rules for 1-N prioritization of CoE classrooms.
- Managed the maintenance and modernization of approximately 4,000 classrooms across TRADOC.
- Conducts on-going collaboration in the development of Army Training Information System (ATIS).
- TRADOC Cloud Pioneer.
- Led ArmyU’s two legislative proposals which are under consideration for inclusion in this year’s NDAA.
- Established the Learning Requirements Coordination Council.
- Established the ALCC Learning Systems Committee. The committee serves as a collaborative forum for training and education stakeholders.

The Directorate of Distributed Learning (DDL)

The Directorate of Distributed Learning (DDL), located at Fort Eustis, Virginia, improves Army readiness by providing rigorous, relevant, and tailored distributed training and education to Soldiers, leaders, and Department of the Army Civilians at the point of need, using a responsive delivery platform accessible from anywhere in the world.

DDL supports the Army’s intent to deliver learner centric training and education when and where required, increasing and sustaining readiness throughout the force, including both the active and reserve components.

DDL Key Functions

- Directs, supervises, and synchronizes the Army Distributed Learning Program (TADLP).
- Provide governance, and manage plans and policies for TADLP.
- Manage the Army’s centralized contract for DL products.

- Conduct research to develop and update the Army’s DL content technical standards and specifications and integrate new learning DL technologies.
 - Partner with Joint Knowledge Online and other services to synchronize DL initiatives and provide Soldiers’ access to Joint DL.
 - Manage mobile learning initiatives to include mobile apps and interactive digital publications for the Army
- DDL serves as the Army’s lead for all matters concerning distributed learning (DL). TADLP integrates access to training and education for the Total Army across all three learning domains. This supports many critical functions, including resident education programs, current operations; mission training for mobilization or deployment, DA-directed/mandated training, MOS reclassification, OES, NCOES, and CES training and education, Additional Skill Identifier (ASI) and Skill Qualification Identifier (SQI) training; functional training; and self-development courses.

The DDL is organized into five divisions

1. The Strategic Plans and Policies division plans, coordinates, and develops policies, regulations, and procedures to provide oversight, guidance, and management for Army DL. Implement and manage TADLP governance, lead program management reviews, and represent Army DL at TRADOC and Army governance forums. They ensure internal controls, oversight, governance, and provide the necessary funding for the Army Distributive Learning Program to maintain its world-class capabilities.
2. The Content Acquisition and Management division manages the Army's preferred contract for DL product development and provides support to proponents with technical and instructional design guidance on content development. They facilitate DL development, contract management, oversight, and integration of emerging capabilities to enable the Army's academic enterprise to train and educate agile and adaptive Soldiers, leaders, and civilians. The Army Virtual Learning Enterprise contract is used for courseware, content, and products including interactive multimedia instruction, computer and web-based courseware, interactive video and digital publications, simulations, asynchronous and synchronous blended instruction, and the capability for augmented and virtual reality.
3. The Research, Standards, and Specifications division conducts research on emerging DL sciences and technologies to expand the Army's capabilities to integrate emerging capabilities including 3D gaming and mixed reality, and manages Army DL technology standards and specifications and works with the DL Diagnostic Advisement and Research Technical (DART) team to research, diagnose, and resolve complex DL issues.
4. The Mobile Learning division manages the Army-wide process for the development, vetting, management, registration and hosting of mobile learning products including mobile apps, digital publications, podcasts, and audiobooks. They manage an internal team that

develops innovative mobile learning solutions. They also conduct mobile app vetting and release mobile apps to the commercial marketplace, the TRADOC Application Gateway, and the DISA App storefront.

5. The Joint Distributed Learning division partners with Joint Knowledge Online (JKO) to improve joint and Army DL training and education while preventing redundancies. The division serves as the TADLP representative to the DoD Advanced DL Initiative (ADL) and Defense Advanced Distributed Learning Advisory Committee (DADLAC).

DDL Key Accomplishments

- Fielded 111 DL courses in FY19 (1,431 hours of instruction) supporting both TRADOC and non-TRADOC proponents including Distributed Learning Courses I-V.
- Fielded over 400 mobile apps, to include the Double Eagle, new ACFT, My Squad, National Museum United States Army, and We Care updates.
- Established FLASH deprecation mitigation plan.
- Awarded Army's five-year preferred contract (Army Virtual Learning Environment) for DL development.
- Launched the strategic modernization plan for the Army's DL program.
- Established a new governance process for DL requirements and resourcing.
- Established process and reciprocity agreement to publish mobile apps on DISA app storefront.
- Developing mobile distribution platforms for ongoing publication development of doctrine and audio books.
- Conducted program level review of TADLP in conjunction with TRADOC's Internal Review Audit Compliance Team.
- Established partnerships with local universities and colleges and participated in established Distributed and Mobile Learning Consortium and governance forums.
- Revised and launched new Army DL Program web-presence.

Army University Press

The Army University Press (AUP) is the Army's premier multimedia publishing enterprise for innovative thought and discussion on topics important to the Army and national defense. Through its suite of publication platforms and educational services, the Army University Press makes timely and relevant information available and easily discoverable to leaders anytime from anywhere in the world. AUP advances the ideas and insights military professionals need to grow and succeed.

AUP key functions

- Publish premier journals on current security and operational topics for the U.S. Army on a bi-monthly, quarterly, and semi-annual basis in English, Spanish, and Portuguese.
- Conduct extensive research and publish books on military history, doctrine, command, branch and unit history, and recent operations.
- Develop and conduct traditional and virtual staff rides in support of the Army and sister services.
- Research and produce historical documentary films on large-scale conflicts which incorporate current doctrinal lessons, simulations, actual footage, and photographs for professional development and inclusion in PME.
- Train Army field historians and certify military history instructors.

AUP is organized into the following sections

Military Review is published bi-monthly and features the latest thoughts, statements, and opinions on military affairs from uniformed officers, academics, and other thinkers in the national security community. Spanish and Portuguese versions of *Military Review* are published quarterly as a key part of the Army's security assistance effort with Latin America. In addition, the *Military Review* section publishes the **Journal of Military Learning**. The *Journal of Military Learning* is the Army's only peer-reviewed semi-annual publication that supports efforts to improve education and training for the U.S. Army and the overall Profession of Arms.

The **NCO Journal** is the official online publication for noncommissioned officer professional development. The journal provides a forum for the open exchange of ideas and

information pertinent to the NCO Corps while also fostering a closer bond among its members.

AUP Research and Books publishes works that address a variety of topics to include military history, leadership, strategy, and current affairs, all of which inform contemporary Army concerns.

The **Staff Ride Team** develops and conducts traditional battlefield and virtual staff rides that focus on the timeless and universal aspects of warfighting.

The **AUP Documentary Films** team conducts in-depth research to produce documentaries, which inform and educate Soldiers on historical large-scale combat events and relate it to current U.S. Army doctrine.

The **Military History Instructional Support Team (MHIST)** prepares instructors to teach military history courses in PME and certifies officers for the 5X Field Historian ASI. The MHIST also participates in inspections of all TRADOC centers' and schools' military history instruction curriculum to ensure compliance with guidance issued in TRADOC Regulation 870-1, (United States Army Training and Doctrine Command Military History and Heritage Program). The team assists in developing improved curriculum based on inspection results.

Social Media and Multimedia Team develops and implements distribution plans for all AUP social media content, and recently assumed responsibility for managing all of Army University's social media platforms as well.

AUP Key Accomplishments

- Produced seven documentary films that have received more than 1 million views on YouTube.
- Published and distributed more than 25,000 copies of *Military Review* in 2019.
- In only 12 months, the AUP YouTube channel increased from 500 to 11,400 followers due mostly to the inclusion of the new documentary films.
- *NCO Journal* maintains a steady followership on Facebook; around 109,000 followers.
- Published the original seven volume Large-Scale Combat Operations box set in only 8 months.

- The Staff Ride Team conducts more than 65 traditional and virtual staff rides per year for more than 2,200 participants.
- The Military History Instruction Support Team trained more than 100 instructors in FY19.

Army Credentialing and Continuing Education Services for Soldiers

The Army Credentialing and Continuing Education Services for Soldiers (ACCESS) promotes lifelong learning, strengthens mission readiness, and builds resiliency through relevant education programs and services in support of the Total Army. ACCESS exists to provide Soldiers the opportunity to utilize funded higher education and

credentialing programs that enhance the Soldier's value to both the Army and to future employers.

The ACCESS vision is that all eligible Soldiers utilize the Army Tuition Assistance (TA) program to earn a degree or the Army Credentialing Assistance (CA) program to earn a credential.

Roles and Responsibilities

- Manage the Army Credentialing Assistance program.
- Manage the Army Tuition Assistance program.
- Manage the Army Personnel Testing (APT).
- Provide policy and guidance for education centers.
- Defend Program Objective Memorandum (POM) requirements to support all programs, education centers, and offices.

Army Credentialing and Continuing Education Services for Soldiers manages the following Army programs

The Army Credentialing Assistance program provides financial assistance to Soldiers for all necessary books, supplies, and associated materials required for approved training courses or exams leading to industry-recognized academic or vocational credentials listed on the Army Credentialing Opportunities On-Line (COOL) website.

The Army Tuition Assistance program provides financial assistance for higher education courses (either resident or distance learning modes) for completion of an academic degree. The courses must be offered by Academic Institutions that are registered in GoArmyEd, are accredited by agencies recognized by the U.S. Department of Education and are signatories to the current Department of Defense Memorandum of Understanding (DOD MOU). Soldiers are currently

authorized to receive a maximum of \$4,000 each fiscal year in any combination of CA and TA.

Army Personnel Testing provides standardized testing, including language proficiency testing to determine if Soldiers are eligible to receive specialized training. APT supports the Army's personnel selection, classification processes, and additional pay incentives.

The Basic Skills Education Program (BSEP) provides basic skills training to improve Soldiers' academic skills, job performance; enhances trainability for Military Occupational Specialties (MOS), and increases retention by giving Soldiers options to change their MOS. BSEP provides Soldiers with the academic skills necessary to raise their General Technical (GT) score to achieve the Army goal of 110 or higher on the Armed Forces Classification Test (AFCT).

The ACCESS Directorate is organized into the following divisions

1. The Education Division manages TA, Institutionally Delivered Credentials (IDC), Self-Directed Credentialing (SDC), and the United Services Military Apprenticeship Program (USMAP).
2. The Education Support Division manages the Continuing Education Degree Program (CEDP), TA and CA policies, the Counseling Program, Military Evaluations conducted by the American Council on Education (ACE), Basic Skills Education Program (BSEP), Army Credentialing Opportunities On-Line (COOL), Joint Service Transcript (JST), the Army Personnel Testing (APT) Program, and the Army Career Program 31 (CP 31) - Education Services.
3. The Systems Division manages the current GoArmyEd system that includes VIA, a Soldier's Decision Support Tool and is the 24/7 portal for Soldiers to request post-secondary educational programs. This Division also manages the development of the modernized system, ArmyIgnitED, which will include a Credentialing Assistance functionality.
4. The Finance Division is responsible for CA and TA program invoicing, and POM submission for ACCESS programs.

5. The Operations Section manages the ACCESS Directorate's taskings, administrative and logistical functions, and the Military Education Codes Program.

ACCESS Key Accomplishments

- Provided \$196.5 million worth of Tuition Assistance to Soldiers in FY19 (Active component \$150.6M, ARNG \$33M, USAR \$4.7M). As of 1 January 2020, TA requests for FY20 are up 5.2% from FY19.
- Conducted a limited user test in FY19 to validate the Credentialing Assistance program, supporting \$1.9 million worth of credentials, followed by a phased rollout across all Army installations and components. As of 1 January 2020, the CA program is available Army-wide, with over \$2.2M worth of FY20 CA already provided.
- Facilitated the administration of over 93,000 web-based exams via the APT program, a 25% increase from FY18.
- Facilitated the participation of 9,237 enlisted Soldiers in BSEP in FY19, with an average GT score increase of 15.58 points following BSEP course completion.

The Army University Staff

Army University is organized to accomplish the core missions and educational functions mandated by the Army, and seeks to maximize learning experiences for students while maintaining the most efficient organization possible. ArmyU provides common policies, systems, and processes for subordinate organizations, who in turn have the autonomy to plan and execute programs for their unique educational requirements and missions. The ArmyU organizations located on Fort Leavenworth share common resources for economy of scale and efficiency. Organizations located elsewhere are resourced to operate in their respective locations, supported through common policies, functions, and overarching support systems. The Army University Staff is a consolidation of the common operational, administrative, logistical, educational information

technology (IT), and simulations support necessary to provide direct support for ArmyU organizations located on Fort Leavenworth, and general support to those at other locations.

The chief of staff (COS) oversees the daily operations of ArmyU elements and is responsible for direction, coordination, synchronization, and supervision of the ArmyU Staff, and also provides expert administrative and technical advice to the provost and subordinate organizations.

1. The chief of staff
 - manages business operations by validating requirements, setting priorities, and aligning resources based on the Provost's guidance and priorities.
 - plans, directs, reviews, coordinates, and supervises activities of the organization and implements

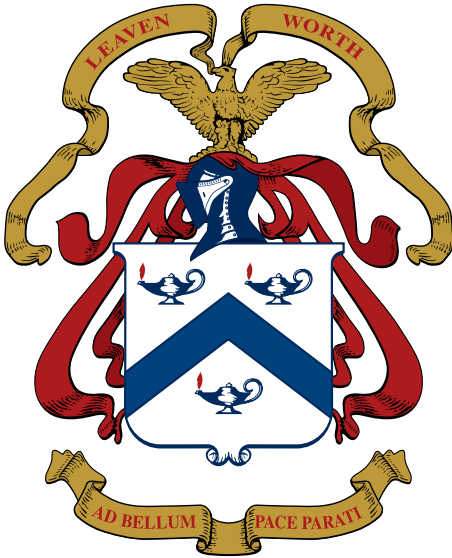
- broad policy guidance by directing, coordinating, molding, and representing various enterprise level programs and initiatives.
- oversees operational and administrative matters via several layers of subordinate supervisors; keeping organizational directors, faculty, and staff advised of program requirements and recommends appropriate action to enable the organization's objectives.
 - develops, establishes, and maintains management control systems that efficiently and effectively manage government resources.
 - exercises tasking authority through the operations chief over all subordinate elements of Office of the Provost, CGSC, and CAC DCG-E, in addition to coordinates with the CAC G3 for taskings across the TRADOC educational enterprise.
2. The Academic and Technical Support Directorate (ATSD) provides information technology support, coordination and collaboration to the schools and directorates assigned under Office of the Provost. Additionally, ATSD manages information technology projects for the organization.
 3. The Directorate of Simulation Education (DSE) works through the COS as the primary staff advisor to the provost for simulations education, such as Command and Control (C2) applications that allow students active participation in wargaming and experiential learning. DSE's experiential learning applications include C2 applications, manual and computer-based games, Army and Joint simulations, and role-playing games. DSE is the Army University POC with the Army Modeling Simulation Office (AMSO), the National Simulation Center (NSC), and the TRADOC Capability Manager – Mission Command and Command Posts (TCM-MC/CP).
 4. The Personnel and Human Resources Division supports Army University organizations with program guidance, awards processing, personnel readiness tracking, Table of Distribution and Allowances (TDA) management, in addition to performing a variety of tasks supporting the Army University civilian and military faculty/staff assigned to Fort Leavenworth, ranging from total force strength management to personnel services and support equivalent to a personnel office.
 5. The Operations and Security Division exercises tasking authority over all direct reporting elements, and manages both current operations and plans. The security section manages physical security, force protection, OPSEC, and parking for the Army U campus facilities on Fort Leavenworth.
 6. The Logistics Support section maintains the ArmyU organizations on Fort Leavenworth, and provides logistics policy and oversight for all ArmyU organizations.
 7. The Resource Management Office (RMO) coordinates directly with the CAC G8 and principal staff on their budget (Army Civilian pay, travel, and contract management), manpower, resource planning, programming policies and procedures to optimize the allocation of resources to accomplish the command's missions. The RMO assists the CAC G8 in the command's development of TRADOC's resource and prioritization strategy for the Program Objective Memorandum (POM) and the budget year execution.
 8. The Knowledge Management (KM) section establishes KM policies, oversees the KM Working Group, ensures efficiency of processes and procedures, supports staff collaboration, and shares KM best practices to improve mission performance.
 9. The Public Affairs Officer (PAO) plans, conducts, and assesses internal information, media engagements, and outreach activities directed towards audiences with interest in Army education, ArmyU activities, and works closely with subordinate unit PAOs, CAC, TRADOC, and the Department of the Army to ensure appropriate coverage of key events.
 10. The Visit and Ceremonies Office (VCO) manages the Distinguished Visitor (DV) program, ceremonies, and provides advice and assistance on protocol matters.
 11. The Secretary of the General Staff (SGS) is responsible for administrative actions and functions within the Office of the Provost.
 12. The Special Staff consists of a legal advisor and a chaplain who work directly for the Office of the Provost and support the entirety of the organization located at Fort Leavenworth.



Chapter Two

The Army University Schools





The U.S. Army Command and General Staff College

Established at Fort Leavenworth, Kansas in 1881, the U.S. Army Command and General Staff College (CGSC) exists to educate, train, and develop leaders for unified land operations in a joint, interagency, intergovernmental, and multinational operational environment; and to advance the art and science of the profession of arms in support of Army operational requirements.

Since 2015, CGSC has been a subordinate institution of Army University. CGSC's continuing challenge is current and relevant leader development through professional military education. The college ensures currency and relevancy by immersing itself in the professional body of knowledge, contributing to that knowledge with collaboration and publication, and simultaneously adapting its programs to meet the needs of students, commanders, and the operational force.

The U.S. Army Command and General Staff College will always strive to be an educational center of excellence and a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the synchronization of joint, interagency, intergovernmental, and multinational organizations to achieve national objectives. CGSC 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.

Graduates of CGSC possess a war-fighting focus that enables them to lead competently and confidently on Army,

joint, interagency, intergovernmental, and multinational teams and throughout unified land operations.

CGSC graduates

- Are prepared to assume war fighting duties.
- Possess the competencies, supporting skills, and 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.

CGSC Roles and Responsibilities

- Sustain the quality and relevance of academic programs.
- Recruit, develop, and retain world-class faculty.
- Provide regionally accredited graduate and undergraduate degree programs to enrich the professional military education of students.
- Research and publish with emphasis on operational-level land power studies.
- Support the Army at war and advance the profession of arms.



Today, the U.S. Army Command and General Staff College is comprised of four schools, offering the following courses and degree programs

The Command and General Staff School (CGSS) delivers CGSC resident and non-resident Joint Professional Military Education Phase I programs. The ten-month resident Command and General Staff Officer Course (CGSOC) at Fort Leavenworth, KS, educates just over 1,200 U.S. military officers, international military officers, and interagency partners each academic year. Additionally, the school teaches the CGSOC Common Core to 960 students on four satellite campuses (Fort Belvoir, VA, Fort Lee, VA, Fort Gordon, GA, and Redstone Arsenal, AL), and the CGSOC Common Core (CGSOC-CC) as well as the Advanced Operations Course (CGSOC-AOC) via distance learning (DL) to approximately 5,300 active and reserve component officers around the world. Resident CGSOC students are eligible to pursue a master's degree in military art and science (MMAS). The School of Professional Military Education (SPME) at the Western Hemisphere Institute for Security Cooperation (WHINSEC) at Fort Benning, GA, offers the ten-month resident Command and General Staff Officer Course in Spanish to approximately 64 U.S. and international officers each year. Since 2012, CGSOC students at SPME are eligible to pursue the MMAS. WHINSEC is approved by the Joint Staff as a venue for JPME-I.

The School for Advanced Military Studies (SAMS) educates select Armed Forces, interagency and allied members to become critical and creative thinkers, masters of doctrine, and agile and adaptive leaders in order to enable senior leaders to drive operations to achieve favorable strategic, operational, and tactical outcomes. The school operates three distinct programs. The flagship Advanced Military Studies Program is comprised of 144 post-CGSC majors who are awarded a Master of Arts (MA) degree in Military Operations upon completion. The Advanced Strategic Leadership Studies Program is a

Senior Service College experience for 16 joint and international promotable lieutenant colonels and colonels. Graduates receive an MA in strategic studies; a select few are retained as instructors for the AMSP program for the subsequent year before taking brigade command. The newest addition, the Advanced Strategic Planning and Policy Program, is a PhD studies opportunity in which select officers pursue degrees in economics, international relations, public policy, or history at highly respected civilian institutions. There are currently 95 officers enrolled.

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

The U.S. Army Sergeants Major Academy (USASMA) at Fort Bliss, TX, became CGSC's fourth school and a branch campus in March 2018. Each year, USASMA offers the ten-month resident Sergeants Major Course (SMC) to 720 senior U.S. and international noncommissioned officers, and the SMC via distributed learning to another 1,320 mainly-Army Reserve and National Guard NCOs around the world. In January 2019, CGSC received Higher Learning Commission authority and Department of the Army approval to offer a Bachelor of Arts degree in Leadership and Workforce Development to eligible graduates of the resident Sergeants Major Course at USASMA. In June 2019, 110 sergeants major graduated with the new degree.

These four schools are supported by CGSC's senior leadership and administrative staff.

The Office of the Dean of Academics assists CGSC's Commandant, Deputy Commandant, and deans with academic governance in five areas: faculty, students, curriculum and teaching, standards and compliance (accreditation), and research.

(1) The Office of Degree Programs (ODP) oversees the College's degree programs (MMAS, MAMO, MASS, BA in LWD) ensures the integrity of research, and serves as the institutional liaison with the Higher Learning Commission (HLC).

(2) The CGSC Registrar office maintains academic records, transcripts, and diplomas. The registrar also manages Army Regulation 15-6 investigations and the CGSC Academic Review Board process.

(3) The CGSC Quality Assurance Office (QAO) supports CGSC schools with surveys, classroom observations, focus groups, curriculum development evaluation, research and analysis. The QAO also conducts site visits to evaluate the Total Army School System (TASS) delivery of CGSOC.

(4) The CGSC Accreditation Coordination Division (ACD) manages processes to retain HLC, joint, and Army accreditations, and helps deans and directors use accreditation standards to inform continuous improvement of learning programs, academic systems, and policies.

(5) The CGSC Human Protections Director (HPD) manages the Human Research Protection Program (HRPP) and supports the Collaborative Academic Institutional Review Board (CAIRB) for CGSC, AWC, and West Point.

(6) The CGSC Faculty Development Division (FDD) assists the Associate Dean of Academics to orchestrate CGSC faculty certification and development programs.

(7) The Deans' Academic Operations section assists with budget management, contract oversight, memoranda of understanding (MOU) monitoring, as well as projects, plans, and taskings.

(8) The Ike Skelton Combined Arms Research Library (CARL) and its staff serve the research and information acquisition needs of CGSC and scholars and researchers around the world. The CARL also serves the Fort Leavenworth community as a public library.

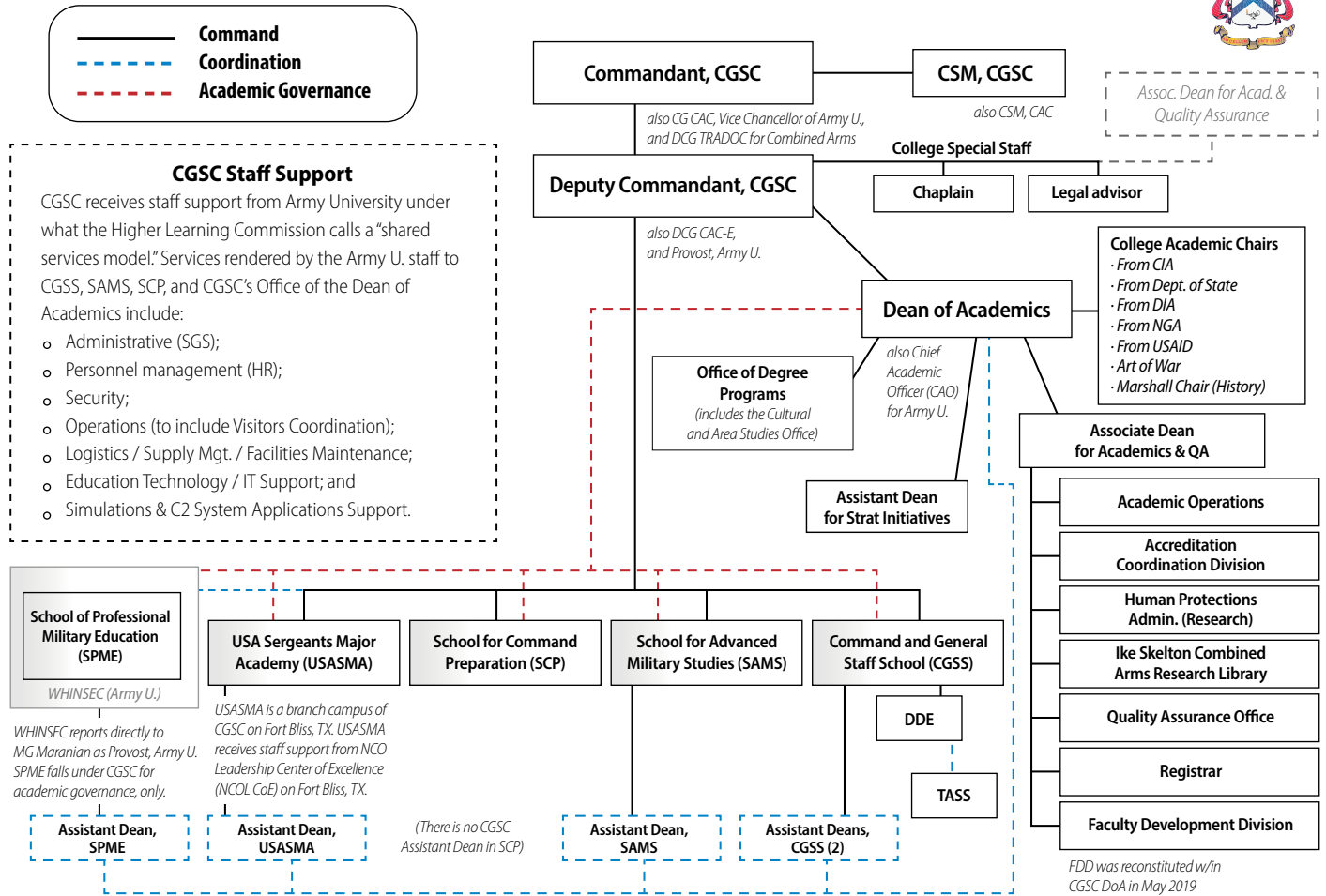
CGSC Academic Governance Committees overseen by the Dean of Academics include, the CGSC Board of Visitors (BoV), Academic Review and Awards Boards, Staff and Faculty Council, Senior Faculty Council, Associate Professor and Full Professor Faculty Promotion Boards, and CGSC Accreditation Committees.

CGSC Distinguished 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 National Intelligence Studies (the designated representative of the Director of Central Intelligence, the Commandant's Distinguished Chair of Diplomacy (recommended by the Department of State), the Commandant's Distinguished Chair of Defense Intelligence Studies (recommended by DIA), and the Commandant's Distinguished Chair of Development Studies (recommended by the U.S. Agency for International Development). CGSC also hosts LNOs / instructors from the Defense Threat Reduction Agency (DTRA), Space and Missile Command (SMDC), and the National Geospatial Intelligence Agency (NGA).

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. This individual directs the Art of War Scholars Program, a seminar of rigorously selected CGSOC students who complete an intensive, history-focused program and thesis in the MMAS program. CGSC also hosts LNOs and instructors from the Defense Threat Reduction Agency (DTRA), Space and Missile Command (SMDC), and the National Geospatial Intelligence Agency (NGA).

CGSC Accreditations. The College, accredited by the Higher Learning Commission, grants three master's degrees, two graduate level certificates, and one bachelor's degree. CGSC is also accredited by the Chairman, Joint Chiefs of Staff to award JPME-I credit to graduates of the Command and General Staff Officer Course, and JPME-II to graduates of SAMS' Advanced Strategic Leadership

U.S. Army Command and General Staff College



Studies Program (ASLSP). Finally, CGSC is accredited by the Commanding General of Training and Doctrine Command to deliver professional military education (PME) in all four schools.

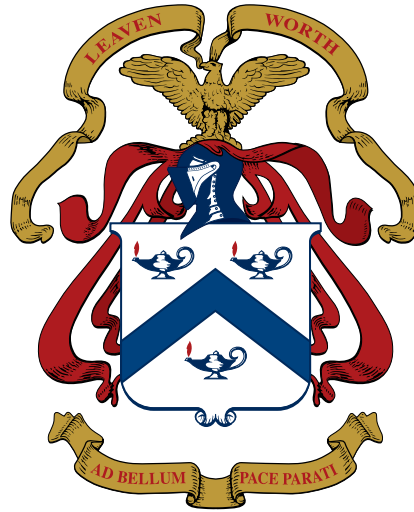
CGSC Authorities and Requirements in Title 10 U.S. Code. Congress has conferred the following authorities and requirements on CGSC

(1) 10 U.S. Code § 2151 (Definitions) and § 2154 (Joint Professional Military Education) authorize CGSC to deliver JPME-I to graduates of the Command and General Staff Officer Course (CGSOC) delivered by the Command and General Staff School; and JPME-II to graduates of the Advanced Strategic Leadership (ASLSP) provided by the School for Advanced Military Studies (SAMS).

(2) 10 U.S. Code § 4314 gives CGSC the authority to grant degrees. In addition to CGSC, other Army institutions with Title 10 degree-granting authority are the U.S. Military Academy at West Point, the Army War College, and the Defense Language Institute.

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

The Command and General Staff School



The U.S. Army Command and General Staff School (CGSS) develops highly-competent and professional field grade general staff officers with the warfighting, historical, leadership, and decision-making expertise to enable Army combined arms formations to successfully execute multi-domain unified land operations in contested environments against peer threats. Upon graduation, officers can execute the operations process (plan, prepare, execute, and assess) to enable the joint combined arms team at echelon to prevail against peer threats in contested operational environments.

Roles and Responsibilities

- 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.
 - Foster inclusive, respectful, and learner-centric adult learning environments that allow students to construct knowledge by connecting curriculum content with their own experiences through practical application and critical reflection.
 - Recruit, develop, and support high-quality faculty and staff committed to teaching excellence.
 - Support faculty in their efforts to maintain currency and make relevant contributions to the professional body of knowledge.
- Be a learning organization that cares about advancing the art and science of the profession of arms.
 - Develop and maintain curricula for the Command and General Staff Officer Course (CGSOC) preparatory courses, Common Core (CC) Course, and the Advanced Operations Course (AOC).
 - Supervise course delivery at Fort Leavenworth and satellite campus sites (Fort Belvoir, Fort Gordon, Fort Lee, and Redstone Arsenal).
 - Manage the distance learning programs of CGSOC in support of a worldwide student body comprised of Army officers of all components.

Army intermediate-level education consists of the CGSOC Common Core Course for all officers, regardless of career field or component, and a credentialing course determined by career field proponents. The CGSOC consists of the Common Core (CC) Course, and the Advanced Operations Course (AOC). AOC is the credentialing course for basic branch officers.

The CGSS includes six academic departments with the current capacity to educate 1,216 students each year. The six academic departments are the Department of Army Tactics (DTAC), the Department of Logistics and Resource Operations (DLRO), the Department of Joint, Interagency, and Multinational Operations (DJIMO), Department of Command and Leadership (DCL), and the Department of Military History (DMH). Each of these departments are responsible for their own curriculum development and instruction during the CC, AOC, and electives.

The Department of Distance Education (DDE) delivers both the non-resident CGSOC Common Core Course via asynchronous distributed learning and the non-resident Advanced Operations Course via blended distributed learning to more than 5,300 Reserve Component (RC), National Guard (NG), and Active Component (AC) officers around the world. DDE also supervises the delivery of instruction through USAR TASS units at various locations in CONUS, Germany, and Hawaii.

The Satellite Campus section manages four satellite locations that replicate the CGSOC Common Core curriculum delivered at Fort Leavenworth, KS. The satellite locations are Fort Belvoir, VA; Fort Lee, VA; Fort Gordon, GA; and Redstone Arsenal, AL. The satellite campus program manager ensures these campuses have the faculty, courseware, and resources required to execute the CGSOC program at each location. In addition, the satellite locations monitor student enrollment and course scheduling at each location, thereby ensuring a successful courseware transition between the resident course and satellite sites. The satellite campus program manager is physically located at Fort Leavenworth, KS and travels to each satellite location, as required, to facilitate operations. These satellite campuses teach CGSOC Common Core to 960 students each year.

The International Military Student Division (IMSD) is responsible for creating the conditions and climate for sustained professional growth and success for international military students (IMS) and their authorized dependents. IMSD executes the Joint Security Cooperation Education and Training Program (JCETP) through the following functions and programs.

(1) Academics: Assist IMS in developing expertise and skills sets necessary for effective management of their national forces independently and in conjunction with U.S. military forces.

(2) Administration: Provide information and advice to U.S. and foreign security cooperation officials; manage all matters pertaining to liaison, personal affairs, welfare, discipline, and official activities of IMS and their authorized dependents; prepare IMS for follow-on training; and recognize appropriate postgraduate level achievement through the International Hall of Fame.

(3) Field studies program: Broadly expose IMS to directed and specific facets of the United States, its people, political system, military, institutions, and way of life. It also manages the sponsorship of IMS through Fort Leavenworth and civilian sponsor organizations.



The School of Advanced Military Studies



The School of Advanced Military Studies (SAMS) educates select Armed Forces, Interagency and Allied members to become critical and creative thinkers, masters of doctrine, as well as agile and adaptive leaders enabling senior leaders to drive the operations process and achieve favorable strategic, operational, and tactical outcomes.

SAMS challenges students with integrated, multi-disciplinary graduate education and meaningful practical experiences to develop their ability to teach, coach, and mentor planning staffs, analyze and assess complex operational environments, anticipate operational requirements and engage senior decision makers. SAMS' graduates are able to produce and communicate clear mission orders and decision support tools for higher, adjacent, and subordinate units.

Roles and Responsibilities

- Develop cognitive foundations regarding how we learn, think, decide, and communicate.
- Demonstrate the interdependence of relevant history, strategic and social context, culture, economics, geography, technology, leadership, and theorists in

formulating a nation's worldview and resulting methods of warfare.

- Explore a rapidly evolving environment and assess future applications of operational art.
- Explore the historical foundations of operational art and its application to contemporary problems.
- Exercise problem solving thought and planning processes through challenging and well-resourced division- and corps-level exercises.
- Develop mindset for lifelong education through challenging self-directed reading, research and writing programs.
- Execute faculty development through academic engagements and exposure to relevant military experiences.





The School of Advanced Military Studies operates three academic programs

The Advanced Military Studies Program (AMSP) is a graduate-level education program intended to develop effective planners who help senior leaders understand the operational environment and visualize and describe viable solutions to operational problems. Graduates of the AMSP are critical and creative thinkers grounded in operational theory, doctrine, and history; can identify problems and propose viable solutions; can clearly communicate orally, graphically, and in writing; are strong leaders who collaborate effectively; have the courage to lead from above, beside, and below; are physically and mentally tough; and are humble professionals who are more than they seem. The AMSP is for majors and junior lieutenant colonels who have completed their Intermediate Level Education requirement, with the majority attending AMSP immediately following CGSS. SAMS has one AMSP education program of up to 144 students, which begins in June and graduates in May. Following graduation, officers generally serve a 24-month utilization tour in critical battle staff positions at a division, corps, or Army Service Component Command.

The Advanced Strategic Planning and Policy Program (ASP3) is a multi-year program that annually prepares 10-12 field-grade officers for service as strategic planners through a combination of practical experience, professional military education, and a doctorate from a civilian university. Once selected for the program, officers apply to doctoral programs at respected American universities in a liberal arts field of study related to strategy. They spend up to two years in graduate school satisfying all course and exam requirements leading to acceptance as a doctoral candidate. During these years, officers also attend professional military education at Fort Leavenworth, Kansas studying history, strategic theory, and the practice of strategic planning. Officers will then serve a developmental assignment

in a strategic planning position. Those officers selected for battalion or brigade command will be afforded the opportunity to command. After the developmental assignment, the officer will spend one year working full time on their dissertation (at either SAMS or another suitable location) and then be available for utilization as a strategic planner.

The Advanced Strategic Leadership Studies Program (ASLSP), originally known as the Advanced Operational Art Studies Fellowship (AOASF), is a 24-month senior level (i.e. war college equivalent) course held at Fort Leavenworth, KS. ASLSP typically includes 18 joint, interagency, and international officers (usually from the United Kingdom, Canada, and Germany) as students. The U.S. Army and USMC officers, as well as German and Canadian officers, normally remain a second year to serve as seminar leaders for the majors in the AMSP program. ASLSP is designed to develop theater-level senior leaders and general staff officers for positions of significant responsibility, including strategic thinkers and planners at combatant commands, Joint Task Force (JTF), and other four-star headquarters. During their first year, students experience a curriculum shaped by the JPME-II- required learning areas that provide a comprehensive, multifaceted focus across the spectrum of joint and land force operations during peace, crisis, and war. ASLSP students spend approximately seven weeks conducting fieldwork at defense organizations and military headquarters in addition to visiting all of the combatant command headquarters. They must also complete a 40-page research paper. ASLSP graduates are awarded MEL-1 credit, Skill Identifier 6S (Advanced Military Studies Program Graduate), and receive a Master of Arts in Strategic Studies. U.S. military students also receive JPME-II credit.

School for Command Preparation



The School for Command Preparation (SCP) aligned under the Command and General Staff College, conducts resident education courses for senior leaders; courses include the Army Strategic Education Program–Command (ASEP-C) course, battalion and brigade level Pre-Command Course (PCC) and Command Sergeants Major Course (CSMC), as well as Command Team Spouse (CTS) courses. They also synchronize the Army’s Command Team Preparation Programs in order to provide formations with competent, committed leaders of character prepared to lead change, win in Unified Land Operations, and ready to meet the Army’s 21st century challenges. SCP’s projected student load for FY20 is 3,500.

SCP is 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.

Roles and Responsibilities

- Acts as lead agent for the Army’s Command Preparation Program.
- Conducts Pre-Command Courses for Brigade and Battalion Commanders, Command Sergeants Major, and their spouses to provide formations with competent, committed leaders of character.
- Conducts the Army Strategic Education Program – Command (ASEP-C) course for select 1- and 2-star general officers.
- Manages digital resources for the Company Commander and First Sergeant Pre-Command Course (CCFSPC).



The School for Command Preparation manages ten academic programs

Brigade Pre-Command and Command Sergeant Major Course provides command teams prepared to facilitate Mission Command and apply those principals to leading change at brigade-level organizations. Core topics include leadership and command; leader identity – self-awareness; mission command and trust; decision making; character and ethical reasoning; value creation – enhancing readiness; creating the organization environment – culture and climate; relationships – inform and influence; leading change and vision; developing leaders

and managing talent; accountability; Family Readiness Group; Sexual Harassment/Assault Response & Prevention (SHARP).

Battalion Pre-Command and Command Sergeant Major Course provides command teams prepared to facilitate Mission Command and lead change within the command operating environment. Core topics include leader identity; mission command; the Army Profession; ethical reasoning; leader development; building trust; developing a positive command climate; promote

and safeguard (SHARP); developing a vision and leading change; building cohesive command teams; Family Readiness Group.

Brigade Command Team Spouse Development Program (BDE CTSDP) provides brigade-level command team spouses better prepared to exercise informal leadership, without authority, to effectively and positively contribute to the family, unit, and community environment through supporting unit and family readiness. Core topics include understanding the brigade command team environment; negotiating personal and family transitions; identifying effective coping strategies for functioning in new roles and environments; attributes of effective leaders; leadership communication; understanding power and influence in groups; DISC Personality Profile; Family Readiness Groups; skills for leadership – advising-coaching-mentoring, conflict resolution, dealing with difficult people, and crucial conversations.

Battalion Command Team Spouse Development Program (BN CTSDP) provides battalion-level command team spouses better prepared to exercise informal leadership, without authority, in order to effectively and positively contribute to the family, unit, and community environment and support unit and family readiness. Core topics include seminar orientation; group development; group dynamics; situational leadership; personalities and communication; choices and challenges; Family Readiness Groups; army protocol; casualty assistance; working with volunteers; Myers Briggs Personality Type Indicator (MBTI); Thomas-Kilman Conflict Mode Instrument Assessment; Leader Behavior Analysis II (LBAII); personal resiliency; dealing with conflict; command team charter.

Brigade Command Tactical Commander Development Program (BCTCDP) focuses on the commander's ability to synchronize and integrate all warfighting functions at brigade level into combined arms LSCO, enhance and sustain readiness, and drive the operations process through the Understand-Visualize-Describe-Direct-Lead-Assess (UVDDLA) methodology. Core topics include doctrine update; offense and defense doctrinal foundations; synchronization of fires (FA and AVN); commander's role in driving the operations process; combat training center (CTC) lessons learned; mission command systems immersion; simulations-decisive action offensive and defensive practical exercise; training for readiness.

Tactical Commander's Development Program (Battalion) (TCDP-BN) produces 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. Core

topics include doctrine for unified land operations; drive the operation process through UVDDLA in LSCO; fundamentals of decisive action; CTC trends; decisive action; training management-operations process; developing training guidance; leader development; operational approach.

Brigade Command Sergeant Major Development Program (BDE CSMDP) produces command sergeants major better prepared to assist the commander in the facilitation of mission command, the development of leaders, and ensuring unit readiness. Core topics include leader development; team building; manning and personnel readiness; training readiness; CSM role in mission command; CSM role in operations; CSM challenges.

Battalion Command Sergeant Major Development Program (BN CSMDP) produces command sergeants major better prepared to assist the commander in the facilitation of mission command, the development of leaders, and ensuring unit readiness. Core topics include key organizational relationships: CSM's role in combat operations; CSM's role in mission command; senior stewards of the profession; leader development strategy; keeper of the colors; and CSM competencies.

Company Commander and First Sergeant Pre-Command Course (CCFS PCC) educates company-level command teams in Army command programs, policies, and procedures to enable effective leadership in garrison. Installations conduct the CCFSPCC as a troop school, with supporting DL components. Installation senior commanders have extensive latitude to tailor HQDA-prescribed topics for installation or command-unique requirements. Supporting DL lessons on the Army Learning Management System (ALMS) provides knowledge-level learning to complement the resident course. SCP maintains the mandatory topic list and proponent-prepared lessons on the Army Training Network (ATN) for installation course managers to utilize for resident instruction.

Army Strategic Education Program – Command (ASEP-C) is a developmental course for general officers to enhance their leadership capabilities and warfighting competencies prior to assuming select 1- and 2-star-level commands. The course complements Army and Joint GO educational courses by focusing on Army doctrine, systems, and capabilities that enhance unit readiness and better prepare commanders to conduct Unified Land Operations at echelons above brigade. Core topics include FM 3-0, *Operations*, building and sustaining readiness, mission command, large scale combat operations, targeting, Army cyberspace operations, aviation maintenance and risk management, JRSOI, sustaining LSCO, training and leader development for LSCO, and senior level leadership.

United States Army Sergeants Major Academy



The United States Army Sergeants Major Academy (USASMA), formed on 1 July 1972, began its program of instruction on 8 January 1973. Located at Fort Bliss, Texas, USASMA provides professional military education that develops enlisted leaders to meet the challenges of an increasingly complex world. USASMA became CGSC's fourth school in March 2018, and was officially designated as a branch campus of CGSC by the Higher Learning Commission (HLC). Each year, USASMA offers the ten-month resident Sergeants Major Course (SMC) to 720 senior U.S. and international noncommissioned officers, and the SMC via distributed learning to another 1,320 NCOs worldwide, mainly in the Army Reserve and National Guard.

The U.S. Army Sergeants Major Academy

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

Academic Programs

The **Sergeants Major Course (SMC)** is the capstone of the Army's Non-commissioned Officer Professional Development System (NCOPDS), and seeks to educate master sergeants and sergeants major to effectively assist commanders, and field grade officers accomplish their units' missions. The SMC provides the U.S. Army with self-aware and adaptive senior noncommissioned officers of character and competence with the skills to shape the joint operational environment, overcome the friction created by uncertainty, and operate in an ambiguous environment. Graduates of the SMC:

- Are prepared to assume warfighting duties, applying military capabilities and perspectives.
- Understand leadership and management principles.
- 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 issues and solutions.
- Are attuned to the complexity of the operating environment, 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 critically, strategically, and jointly in complex and ambiguous environments.

In January 2019, CGSC received approval from the Higher Learning Commission (HLC) and Department of the Army to offer a Bachelor of Arts (BA) degree in Leadership and Workforce Development (LWD) to eligible graduates of the resident Sergeants Major Course at USASMA. In June 2019, 110 sergeants major graduated with the new degree.

In addition to delivering resident and non-resident SMC, USASMA provides a 12-week SMC **International Military Student Preparatory Course (IMSPC)** and an eight-day **Spouse Leader Development Course (SLDC)**. USASMA provides curriculum oversight of Distributed Learners Course V (DLC V) which is a prerequisite to attend the SMC.

The International Military Students Preparatory Course (IMSPC) is an SMC prerequisite for international students. The 12-week IMSPC is an essential first step for international students attending the SMC and includes a two-week writing lab and a one-week field studies program.

The Spouse Leadership Development Course (SLDC) is a 40-hour resident leadership support course for senior enlisted spouses from Army, sister services, and allied militaries. Subject areas include psychology, human relations, and leadership. Spouses also learn healthy conflict resolution techniques, protocol, public speaking, communication, and team-building skills. Family Readiness Group training is part of the curriculum, along with in-depth information regarding benefits and entitlements. The Spouse Leadership Development Course applies a combination of lecture, discussion, and small group experiential learning methodologies.

The Distributed Leader Course V (DLC V) is a prerequisite for the Sergeants Major Course (SMC), it consists of 47.25 hours of asynchronous web-based instruction. The DLC V course is designed to prepare master sergeants to lead at the unit and organizational level.

The USASMA Fellowship Program invites sergeants major across the force to compete for up to

20 scholarships per year to attend full-time advanced civil schooling and complete a Master of Arts in Adult Education through Penn State University and Syracuse University. Once selected, degree candidates make a permanent change of station (PCS) move to Fort Bliss, TX and do coursework on the USASMA campus. This one-year master's degree program is mostly conducted online as a cohort. Graduates then remain at USASMA for two to three years to serve as SMC instructors.

Organization

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

The USASMA commandant, deputy commandant, and assistant dean serve concurrently as the leaders of the Noncommissioned Officer Leadership Center of Excellence (NCOLCoE). USASMA is supported by both the Army University staff on Fort Leavenworth and the NCOLCoE staff on Fort Bliss. As one of TRADOC's 10 Centers of Excellence, NCOLCoE is responsible for the entire scope of NCOPDS, developing, maintaining, teaching, and distributing all five levels of enlisted PME – Introductory, Primary, Intermediate, Senior, and Executive. The USASMA is the capstone of the NCOPDS and is responsible for all efforts concerning the Sergeants' Major Course, under the academic governance of CGSC.



The Western Hemisphere Institute for Security Cooperation

The Western Hemisphere Institute for Security Cooperation (WHINSEC), located at Fort Benning, Georgia, provides professional military education and training to eligible U.S. and Partner Nation Joint, Interagency, Intergovernmental, and Multinational (JIIM) personnel, and trains, educates, and develops ethical leaders to strengthen democratic partnerships in the Western Hemisphere. The WHINSEC curriculum includes instruction to support USARNORTH and USASOUTH COCOM objectives for Partner Nation Engagement, Leader Development, Countering Transnational Threats, Peacekeeping Support Operations, Humanitarian Assistance and Disaster Response, and Human Rights training. WHINSEC is the professional military education center of excellence for the Americas, graduating 1,200–1,900 military, police, and civilian students from across the hemisphere annually.

The WHINSEC vision is to strengthen the mutual defense of the hemisphere one ethical leader at a time.

Roles and Responsibilities

- Provide professional education and training to eligible military, law enforcement, and civilian personnel of nations of the Western Hemisphere within the context of the democratic principles set forth in the Charter of the Organization of American States, such charter being a treaty to which the United States is a party.
- Foster mutual knowledge, transparency, confidence, and cooperation among the participating nations and promote democratic values, respect for human rights, and knowledge and understanding of U.S. customs and traditions.
- Champion human rights and democracy, while developing a new generation of leaders to confront the uncertain and complex security challenges of the Western Hemisphere.
- Provide education and training programs in Spanish to promote innovative critical thinking, respect for human rights, and encompass education at all levels, ranging from tactical training to advanced theory on the application of military doctrine in accredited graduate-level Master's degree programs.

WHINSEC's multi-national and multi-agency focus is enhanced by a unique command team led by a U.S. Army commandant, two foreign national deputy commandants (one military and one police), and two command sergeants major (one U.S. and one foreign). The WHINSEC Academic Structure consists of two schools, one academy, and one center: the School of Leadership and Tactics (SLT), the School of Professional Military Education (SPME), the Roy P. Benavidez Noncommissioned Officer Academy (NCOA), and the Center for Human Rights and Democracy (CHRD).



The School of Professional Military Education courses

Command and General Staff Officer Course (CGSOC) (47 weeks, Spanish), educates and trains intermediate-level military, interagency, and partner-nation officers to operate in a complex Army or Joint Intergovernmental, Interagency and Multinational (JIIM) environment as field-grade commanders and staff officers, from all U.S. service branches.

Maneuver Captains Career Course-WHINSEC (MCCC-W) (24 weeks, Spanish), trains and develops students to become creative and self-confident combined arms staff officers and commanders. Students learn to develop company-level plans for all types of organizations in various unified land operations environments.

Joint Operations Course (JTO) (8 weeks, Spanish), educates field grade officers and interagency civilians in joint operations, decision making, and planning processes. Additionally, the course develops field grade officers to function as joint and multinational operations officers in coalition operations.

Interagency Crisis Action Planning Course (ICAP) (5 weeks, 2 days, Spanish), prepares security force personnel to function as advisors or planners in crisis management during military operations or initial response activities in collaboration with the interagency and multinational community.

United Nations Staff & Peace Keeping Operations (UNSPKO) (4 weeks, 3 days, Spanish and English), trains students to perform management roles as members of a JIIM peacekeeping operations staff at the operational and strategic levels.

Joint Logistics and Security Assistance (JLSAC) (4 weeks, 1 day, Spanish), prepares security force service members to function in assignments that involve defense logistics planning, purchasing U.S. materials and training, JIIM logistics supporting a full range of operations.

The Western Hemisphere Institute for Security Cooperation Participating Countries

Argentina

Belize

Brazil

Canada

Chile

Colombia

Costa Rica

Dominican Republic

Ecuador

El Salvador

Grenada

Guatemala

Jamaica

Mexico

Panama

Paraguay

Peru

Saint Vincent & the Grenadines

Trinidad and Tobago

United States of America

Uruguay



The School of Leadership and Tactics courses

Countering Transnational Threats (CTT) (9 weeks, 2 days, Spanish). Students collaborate with multinational and multiservice peers while receiving comprehensive and specialized training in counter-transnational threat interdiction activities at a small-unit level in a joint, law enforcement, multicultural, and multinational environment.

Transnational Threat Network Intelligence Analysis (T2NIA) (8 weeks, Spanish). Security force personnel collaborate with multinational and multiservice peers at the operational analyst-level, preparing students to evaluate, analyze, and strategize. Students accomplish this by applying various analytical techniques in an illicit trafficking operational environment.

Engineer & Crisis Response (ECR) (6 weeks, 1 day, Spanish). Trains security forces personnel in the techniques for military engineers on post-disaster operations, humanitarian demining, conventional demolition employment, mobility, and counter-mobility as part of crisis response activities.

Medical Assistance Course (MEDAC) (9 weeks, Spanish). Students collaborate with multinational and multiservice peers while training in the most up-to-date professional and competent medical skills required of personnel serving in positions requiring emergency medical care.

Cadet Leadership Development (CLD) (4 weeks, 2 days, Spanish). Partner nation and U.S. cadets demonstrate leadership potential, team building, and cross-cultural interaction creating enduring partnerships through hands-on tactical and leadership training.

Cadet Professional Development (CPD) (2 weeks, Spanish). Provides an overview of U.S. Army officer training in leadership development, self-awareness, and confidence. Students receive instruction on theories of leadership, adaptive leadership team building, troop-leading procedures and introduction to map reading. They also conduct a leadership case study and a physical fitness test.





The MSG Roy P. Benavidez Noncommissioned Officer Academy courses

Small Unit Leader Course (SULC) (5 weeks, 2 days, Spanish). Students acquire leadership skills, knowledge, and experience needed to be first-line supervisors of small groups. Students enhance their critical thinking problem solving skills within a JIIM environment.

Noncommissioned Officer Professional Development (NCOPD) (7 weeks, 3 days, Spanish and English), educates leaders to be critical thinkers, armed with the technical, tactical, administrative, and logistical skills necessary to serve

successfully as first-line supervisors of groups up to 100 security force personnel.

Senior Enlisted Advisor Course (SEA) (10 weeks, Spanish), prepares senior enlisted security force personnel to perform at higher levels of leadership in teams of 100 or more service members or in advisory roles. The course develops the tools to visualize, describe, and execute greater responsibility throughout various JIIM environments. Students discuss ethical and human rights issues that affect the participation of security force personnel in JIIM operations.



The Center for Human Rights and Democracy course

The Center for Human Rights and Democracy (CHRD) conducts the **International Operational Law Course (IOL)** (4 weeks, Spanish). Students discuss aspects of international human rights law, rule of law, due

process, and international humanitarian law to enhance their ability to analyze, apply, and resolve common legal issues leaders encounter at the tactical level during multi-agency security force operations.





The U.S. Army Warrant Officer Career College

The mission of the U.S. Army Warrant Officer Career College (USAWOCC) located at Fort Rucker, Alabama, is to train, educate, and prepare warrant officer candidates for appointment to WO1. Additionally, USAWOCC educates and trains Army warrant officers at key points in their careers and provides them the knowledge and influential leadership skills necessary to apply their technical expertise in support of leaders at the operational through strategic levels; to serve effectively on battalion, brigade, army, joint, interagency, intergovernmental, and multinational (JIIM) staffs during full-spectrum operations (FSO), USAWOCC serves as the TRADOC executive agent for warrant officer leader development and education. USAWOCC annually trains and appoints over 2,100 warrant officer candidates to WO1, over 1,000 senior CW3 and CW4s in Warrant Officer Intermediate Level Education, and over 400 senior CW4 and CW5s in Warrant Officer Senior Service Education from all COMPOs.

Roles and Responsibilities

- Educate and train—Warrant Officer Cohort Curriculum Development—to enhance Soldier lethality that spans the fundamental skill of improve human performance and decision making by increasing training and assessment.
- Transform learning—Establish and maintain modern facilities to enhance student learning, safety, and living conditions.
- Drive capabilities—Develop an innovative staff and faculty to enhance organizational readiness.





The U.S. Army Warrant Officer Career College facilitates three academic curricula

The Warrant Officer Candidate School (WOCS) is an initial military training (IMT) course that transitions senior NCOs (for technical branch Warrant Officers), NCOs, Soldiers, sister service members, and civilians (for Aviation Warrant Officers), from their current specialty into a U.S. Army warrant officer. During this five-week course, candidates are challenged both physically and mentally as they are trained in basic officer leadership working as members of a team.

The Warrant Officer Intermediate Level Education (WOILE) course is a five-week Army common core PME course focused on the intermediate-level staff officer and leadership skills necessary to serve in CW4 positions as an advisor and systems integrator at battalion and higher levels. Instruction includes staff training built upon the military decision-making process, organizational theory, systems integration, management, operational and tactical awareness, and team-building skills.

The Warrant Officer Senior Service Education (WOSSE) course is a 4-week Army common core capstone PME course with the purpose of providing master-level professional warrant officers with the perspective and skills required to serve as technical experts, leaders, managers, systems integrators, and advisors throughout the Army and Joint Force's highest organizational levels as part of Unified Land Operations. Instruction includes force integration, joint military operations, leadership, logistics, and management skills.





Army Management Staff College

The Army Management Staff College (AMSC) educates and develops the Army Civilian Corps for leadership and management responsibilities throughout the Army and serves as the executive agent and proponent for the Army Civilian Education System.

The Army's Civilian Education System (CES) is a progressive and sequential leader development program that provides Army Civilian Corps (ACC) members educational opportunities throughout their careers. The method of delivery is course dependent, either entirely through distributed learning (DL), or some DL followed by resident instruction (blended learning). CES provides four primary levels of leadership education, plus an overview for senior leaders. These CES courses are the Foundation Course (FC); the Basic Course (BC); the Intermediate Course (IC); the Advanced Course (AC), and the Continuing Education for Senior Leaders Course (CESL). Additional DL courses include the Action Officer Development Course, Manager Development Course, Supervisor Development Course, Supervisor Development Refresher Course, and the Supervisor Development Course for Executives. AMSC educates approximately 40,000 students annually via resident and distributed learning courses. Resident training includes 240 students in the Basic Course; 1,633 students in the Intermediate Course; 1,135 in the Advanced Course and 260 in the Continuing Education for Senior Leader's Course.

Roles and responsibilities

- Educate and prepare the Army Civilian Corps for leadership and management responsibilities.
- Serve as executive agent (EA) for the Army Civilian Education System (CES).
- Be the Army Civilian subject matter expert (SME) for the leader development enterprise.
- Provide leader development and management solutions to the Army Civilian Corps.



Army Management Staff College Academic Programs

The Foundation Course (FC) provides employees with an awareness of the U.S. Army's organizational structure, leader development program, the Army Values and professional ethics and increases self-awareness. The Foundation course is required for all Army Civilians employed after 30 September 2006 as well as all Army interns before the completion of their intern program. The FC is available to other members of the Army Civilian Corps for self-development and is exclusively available through DL.

The Basic Course (BC) provides students an opportunity to develop an enhanced understanding of how to effectively lead and care for teams. This course is required for Army Civilians, grades GS 1-9 or equivalent, in permanent leadership appointments. Prerequisite is the FC (if required). This course is a blended course consisting of DL and 2 weeks of resident instruction.

The Intermediate Course (IC) prepares Army Civilians for increasing responsibilities to exercise supervision. Students augment their leadership abilities and develop skills to manage resources, display flexibility and resilience, and focus on the mission. This course is required for Army Civilians, grades GS 10-12 or equivalent, in permanent leadership appointments to supervisory or managerial positions. Prerequisite is the FC (if required). This is a blended course consisting of DL and 3 weeks of resident instruction.

The Advanced Course (AC) is designed for Army Civilian Leaders who exercise predominately indirect supervision. The course is for Army Civilians, grades GS 13-15 or equivalent, in permanent appointments, DoD leaders, active duty military supervisors of Army Civilians, and local nationals. Prerequisite is the FC (if required). This is a blended course, consisting of DL plus 4 weeks of resident instruction. This course is also the Army's prerequisite for Senior Service College and is supported by the Senior Executive Service (SES) mentorship program.

The Continuing Education for Senior Leaders Course provides a participatory environment where higher-ranking leaders discuss current issues and challenges facing civilian and military leaders. The course is for Army Civilians, grades GS 14 and 15 or equivalent, LTCs and above, CWOs 4 and 5, CSM, and SGM who supervise civilian leaders and managers. Prerequisites are FC (if required) and the students must be Advanced Course graduates or have course credit. CESL is a four-and-a-half-day workshop with GO and SES guest facilitators.







Part II

The Army University Lines of Effort

Lines of Effort

Support

**Develop Uniformed and
Civilian Leaders who will
Win in LSCO/MDO**

DECISIVE

- Educate and develop agile and adaptive leaders
- Deliver a quality product to the Army - Soldiers generating forces that exceed expectations.
- Deliver the same high quality instruction across
- Produce quality multi-media products (film, etc.)
- Routinely contribute high quality scholarly research & publications.
- Evolve curricula that remains current with peer operating environments.

**Provide a World Class
Learning Experience**

SHAPING

- Recruit, develop, and retain a world class faculty that work, but feel the weight of responsibility.
- Create an innovative learning/work environment
- Implement a Master of Operational Studies for
- Take care of our Soldiers/Civilians and their Families enterprise.

**Expand Public/Private
Partnerships**

SUSTAINING

- Transform governance of the Army's education system
- Expand and administer the Army Voluntary Education
- Expand cooperative degree programs in support of
- Develop a pathway of credits which leads to a degree at USASMA.
- Develop partnerships with civilian universities and those not attending USASMA and Soldier for Life.
- Develop an Army Transcript that is easy for civilian standard for the Joint Force.

"People are the Army's greatest strength and most important 'weapon system'—taking care of Total Army Soldiers, their families, and Army Civilians is my number one priority."

—GEN James C. McConville, 40th CSA, 09 AUG 2019



Key Tasks

Leaders.
Soldiers/Civilians returning to the operational and gen-
erations. (e.g., video, print, audio) to reinforce doctrine.
Work to the Army in the form of professional
published doctrine and looks forward to future

Faculty who are passionate about and enjoy their
assignment.
For resident CGSOC.
Families by providing quality leadership across the

system.
Education and Credentialing programs.
Support of TRADOC Centers and Schools.
Towards a BA in Leadership and Workforce Development
as part of the Army Degree Program to benefit Soldiers
and universities to work with, which becomes the stan-

End State

Army University educates and develops our Army's Soldiers and Civilians, returning them to the force as agile and adaptive leaders, grounded in doctrine, and able to lead our Army's formations to shape security environments, prevent conflict, prevail in large scale combat operations, and consolidate gains against peer threats in complex and contested environments.



“Training and education are fundamentally critical to the success of our people—both in taking care of them and building readiness.”

—SMA Michael A. Grinston, 16th SMA, 03 OCT 2019



Chapter Three

The Strategic Framework



Established in 2015, the Army University synchronizes education and training across the Army. Army University provides the visibility and connectivity required to horizontally and vertically align officer, warrant officer, noncommissioned officer, and Army civilian education within a unified academic construct across the total force. In doing so, Army University increases institutional agility and promotes rapid promulgation of best practices and doctrinal changes to facilitate the education and development of leaders prepared to accomplish the Army mission. Army University exists to educate and develop the Army's uniformed and civilian leaders. This focus is the foundation of the Army University's mission and vision statements.

Army University Mission

The Army University provides academic policy and governance to enable the Army's academic enterprise to train and educate agile and adaptive Soldiers, leaders, and the Army Civilian Corps to achieve cognitive overmatch to win in the complex operational environment.

The Army University mission directly supports the Army mission. The Army mission is *to deploy, fight, and win our Nation's wars by providing ready, prompt, and sustained land dominance by Army forces across the full spectrum of conflict as part of the Joint Force*. Army University educates and develops the leaders who can accomplish this.

Army University Vision

As a learning organization, Army University is a team of highly-skilled professionals who effectively govern the Army's learning enterprise and develop and educate the best uniformed and civilian leaders for the fielded force while expanding the learning environment to bridge to the future force.

People are the Army's only enduring weapons system. No matter what challenges or conditions they face, it is people who must train and prepare, and if necessary, deploy, fight, and win in multi-domain operations in support of the Joint Force. Army University develops the talent – Soldiers and Army Civilians -- who provide the Army with an enduring advantage to remain the world's most ready, lethal, and capable land combat force.

The Army has always relied upon capable and highly trained Soldiers. The complexities of emerging technologies and the global security environment, and the sophistication of our MDO concept, make that reliance all the greater. As more fully articulated in the 2019 Army People Strategy, the Army will update its leader development and education processes to increase critical, creative, and systems thinking so that the next generations of Army leaders are prepared for the complexities of MDO.

–The Army Modernization Strategy, 2019

To transform this vision into reality, Army University utilizes three lines of effort (LOEs)

- ***Develop Uniformed and Civilian Leaders who will Win in Large-Scale Combat Operations (LSCO)/ Multi-Domain Operations (MDO) (Decisive LOE)***
- ***Provide a World Class Learning Experience (Shaping LOE)***
- ***Expand Public and Private Partnerships (Sustaining LOE)***

These LOEs provide a conceptual linkage between ArmyU's organizational activities and the desired end state. Doctrinally, lines of effort help to describe operations, develop tasks, and allocate resources. Army University's three LOEs are designated as decisive, shaping, and sustaining. Leaders throughout the organization synchronize and sequence interrelated activities between multiple lines. Understanding those relationships helps create complementary and reinforcing effects that maximize progress towards mission accomplishment and achievement of the desired end state.

End State

Army University educates and develops our Army's Soldiers and Civilians, returning them to the force as agile and adaptive leaders, grounded in doctrine, and able to lead our Army's formations to shape, prevent and prevail in large-scale combat operations, and to consolidate gains against peer threats in complex and contested environments.

Army University provides leader development and education programs that support a rigorous adult learning continuum that prepares the Army to win in great power competition and conflict in contested domains.

"Winning matters, and People are my number one priority. People are our Soldiers – Regular Army, National Guard, and Reserve - their Families, Civilians, and Soldiers for Life – Retirees and Veterans. We win through our people, and people will drive success in our Readiness, Modernization and Reform priorities. We must take care of our people ..."

–General James McConville, 40th Chief of Staff, Army





Chapter Four

Lines of Effort (LOEs) and Supporting Tasks



LOE 1: The Decisive LOE **Develop Uniformed and Civilian** **Leadership who will win in Large-Scale** **Combat Operations (LSCO)/Multi-Domain** **Operations (MDO)**

This is the decisive LOE for Army University. LOE 1 directly accomplishes the core element of the mission. Army University exists to develop uniformed and civilian leaders who can win in the most complex and challenging combat environments. People are the Army's #1 priority, and Army University develops and educates the leaders who will return to the operational force to accomplish whatever the Nation requires.

The Army must remain ready as the world's premier combat force. That readiness is strengthened by people who comprise the Total Army Force. After all, equipment does not learn, understand, innovate, build cohesive teams, or exercise judgment – people do. Human capabilities like resiliency, critical thinking, comfortable with ambiguity, ability to accept prudent risk and adjust rapidly all define our profession.

–The Army People Strategy, Oct 2019

The curriculum and focus across all levels of PME has shifted from counterinsurgency and irregular warfare (IW) to large-scale combat operations (LSCO), in accordance with Army and DOD priorities. As Secretary of Defense Mark Esper described, in his *Message to the Force – Warfighting Readiness* on 10 October 2019:

Our National Defense Strategy charts the path to our continued dominance. Deterring adversary aggression -our first task- requires us to thoroughly prepare for war. As President Trump stated, “we know that weakness is the surest path to conflict, and unmatched power is the surest means of our defense.” In this new era of strategic competition among great powers, the Joint Force must be ready to fight large-scale combat operations in a joint, multi-national, multi-domain environment, under the most demanding conditions.

Within Army University, the courses have been revised and refocused to match the current FM 3-0, *Operations* manual and LSCO doctrine. Looking further ahead, the Army is preparing to shift towards a future operational concept known as multi-domain operations (MDO). Although the Army is still in the early stages of implementing MDO concepts into doctrine and capabilities, the leaders Army University is currently educating will be the ones who apply and execute MDO in the future. Army University must ensure that they are agile, adaptive, and innovative.

TASK 1.1.

Educate and develop agile and adaptive leaders

This task lies at the core of Army University's mission. Army University accomplishes this by harmonizing training and education in a sequential and progressive manner along a career-long learning continuum. This continuum extends across the entire learning enterprise, and includes classrooms, operational units, and self-directed learning. Army University has the charter to synchronize learning across this enterprise, drawing upon recognized educational best practices, to ensure that everyone in the Army gets the right education and training at the right place and time. A key component at all levels is the development of leadership traits; to instill the knowledge, skills, and behaviors that build effective leaders who can sustain the Army Profession, lead well, and develop others.

Army University's agenda encompasses all four Army cohorts (commissioned, noncommissioned, warrant officer, and civilian) as well as all three learning domains: institutional, organizational, and self-developmental. The foundations necessary to develop effective leaders are common throughout all aspects of the Army University mission. The “four Cs” of critical thinking, creativity, collaboration, and communication are inherent in all Army PME. Six cross cutting areas that Army University emphasizes are critical thinking, creative thinking, oral communications, written communications, ethical reasoning, and strategic thinking. These are the skills and abilities required to create leaders of character, commitment, and competence, who possess expert knowledge in the conduct of warfare and can innovate and adapt to prevail in future conflicts.

To ensure that Army University is optimizing leader development and education, there are several things that Army University must do. First is to confirm that the right educational outcomes and Terminal Learning Objectives (TLOs) are reflected in the curricula. This is vital, as Army University is responsible for the synchronization of Common Core curricula across the Army. The process for curriculum development, used to design and develop Army learning products across the enterprise, is Instructional System Design (ISD), commonly referred to as the ADDIE model. This five-phased process is: analysis, design, development, implementation, and evaluation. Each phase addresses a specific step in curriculum design. Analysis determines the performance requirement. In design, analysis data is translated into an outline for learning, creating a blueprint for learning product development, and the sequence of how to train. The goal of the development phase is to produce learning products, validate assessment instruments and instructional materials, and develop the evaluation tools. Implementation includes execution of lesson plans according to its design, as well as the assessment of student learning and data collection for evaluation. Evaluation is the quality control mechanism that is critical to ensuring learners achieved intended outcomes. Army University continually seeks ways to better measure course outcomes via direct assessment and incorporate operational feedback into program evaluations.

Army University supports Army Senior Leader priorities to better assess and manage talent, through efforts such as the Captains' Cognitive Assessment Battery (C3AB), and administration of the Graduate Record Examination (GRE) during the Captains Career Course. These robust assessments have the potential to enable improved selection processes for duty assignments and schooling, as well as allowing educational efforts to be more sharply focused on specific needs.

As the Army moves forward with new talent management initiatives, Army University's policies and procedures may need to be tailored to allow appropriate flexibility. To an increasing extent, students may be nontraditional learners with varying developmental requirements. Mainstream students will still need the progressive and sequential model, but Army University should build the flexibility to

accommodate the exceptions. As an example, under new talent management procedures, a senior individual might be hired out of industry as a GS-15 Army Civilian. Army University must develop that individual, and ensure it provides the right education at the right time to maximize effectiveness of each individual.

TASK 1.2.

Deliver a quality product to the Army – Soldiers and civilians returning to the operational and generating forces that exceed expectations

To meet and exceed the expectations of the Army, Army University must deliver Soldiers and civilians who are trained for success now and educated to adapt and overcome challenges in the future. As Army University returns freshly trained and educated personnel to the force, the benefit from the time invested must be clearly evident. The Soldiers and leaders we deliver should be fit and ready, with performance optimized for combat, and leadership skills that enhance the gaining organization.

To accomplish this, Army University must ensure curricula is well-designed, relevant, and rigorous. This includes quality distributed learning curricula. The adoption of nationally recognized credentialing standards, both academic and vocational, where applicable, helps ensure that Army learning keeps pace with the most current standards. Army University continues to address gaps between Army training and education POIs and relevant civilian credentials. Army University's accreditation process ensures that quality standards are maintained.

To help ensure that curricula focuses on the correct knowledge areas and aligns with current doctrine, Army University manages Army Learning Areas (ALAs) and General Learning Outcomes (GLOs) to ascertain the right focus across the learning enterprise. ALAs serve as a framework for categorizing knowledge by theme across the continuum of PME. GLOs identify essential knowledge, skills, and attitudes resulting from training, education, and experience at each level along the career continuum of learning. The GLOs provide focus to learning activities for developing individuals with the competencies and behaviors described in the Army Learning Model.

A second factor is maintaining the highest possible standards for faculty. Experience has shown that faculty – instructors and facilitators – are even more important than curricula. A great facilitator can achieve good results even with bad curriculum, while a poor facilitator will be challenged to achieve favorable outcomes even with the best curriculum.

The third key factor is optimizing the balance between training and education. Army University trains for now, and educates for the future. Many concepts and skills (such as the military decision-making process, written communications, and oral communications) require repetition to develop mastery. Mastery of military planning requires both education and training; understanding and visualizing current and future conditions requires an “educational” focus on critical and creative thinking, while describing those conditions requires a “training” focus on written and oral communications. Army University must constantly seek the right balance of training and education at all levels of PME.

To do this, Army University must constantly seek feedback from the operational and generating forces regarding program effectiveness. Army University believes it has made great strides towards making the Command and General Staff Officer Course (CGSOC) curriculum more relevant to future challenges. USASMA and NCOLCoE have done the same for NCO education. USAWOCC is revitalizing warrant officer education in a similar manner with changes to WOSSE. The Army Management Staff College is presently updating the Supervisor Development Course and piloting new courses to advance the education of Army Civilians beyond industrial age models with focus towards supporting MDO in the near future.

The implementation of new Army Talent Management initiatives may trigger a paradigm shift in PME, helping tailor education to the specific needs of the individual student and the gaining organization. Army University may be better able to assess educational demands from the Army’s Talent Marketplace and use this demand signal to better determine educational needs. For example, Army University may find trends in knowledge requirements and use that to adjust course POIs, or identify needs for specific DL courses to fill knowledge gaps, better enabling success in certain jobs. Although the Talent Marketplace

is in its infancy and does not yet support this level of fidelity, it likely will in the near future. Army University must remain abreast of these developments as it seeks ways to improve the value of the products it generates.

TASK 1.3.

Deliver the same high-quality instruction across the enterprise – resident, satellite, and distributed

The scope of the Army academic enterprise extends across resident instruction, at main and satellite campuses, through DL, and blended courses that combine aspects of both. To meet the needs of the Total Force, Army University must accomplish all of these to the highest possible standard.

Within CGSC, the Accountable Instruction System (AIS) process helps with evaluating resident versus nonresident outcomes. This feedback indicates that Army University is achieving good results with the Sergeants Major Course, and Advanced Operations Course (AOC). USASMA and NCOLCoE in particular have restructured NCO education into a modern sequential and progressive structure, incorporating five phases of the new Distributed Leaders Course (DLC) aligned at key points along the career continuum. Maintaining equivalent outcomes across the CGSOC Common Core Course (CCC) carries additional challenges, since that course is taught in many locations by a wide range of instructors within the Total Army School System (TASS). Beyond CGSC, the use of ALAs and GLOs helps to ensure similarity of outcomes across COMPOs in the One Army School System (OASS).

As with many of the tasks, success greatly depends on having effective faculty to provide instruction. Army University must ensure the faculty development efforts are tailored to the learning modality assigned. Although there is much overlap, the skills required to maximize learning in a resident classroom are not the same as those needed to deliver effective instruction via DL.

The Army has traditionally been challenged to achieve equal outcomes via DL. All too often, DL was a poorly resourced afterthought to resident instruction. This mentality may have been acceptable in the “box of books” days of analog correspondence courses. However, it is strongly contradicted by the modern DL and blended programs currently

offered by many leading civilian institutions. In comparison to Army DL, these civilian programs are typically well resourced. The Army must do the same for its DL programs. Army University will continue to champion efforts to ensure DL is funded to appropriate levels. Additionally, Army University will continue to increase the level of interactivity in DL products to maximize Soldiers' learning.

Constraints notwithstanding, Army University can maximize the effectiveness of DL courses via effective and integrated course design. Through experience, Army University has learned that the most effective DL is almost never the result of designing a resident course, and then attempting to adapt it to DL after the fact. Instead, it is far more effective to design the DL component first, or in parallel with the resident course. This ensures that the essential course elements are feasible for DL, with options for further enhancement in the resident version.

TASK 1.4.

Produce quality multi-media products (film, print, audio) to reinforce doctrine

Army University Press (AUP) produces high quality film, print, and audio products, with a current focus directed towards supporting the education of large scale combat operations (LSCO) doctrine in PME at all levels. Through documentaries, Army University uses multimedia technology to explain and analyze historical campaigns and battles, from which lessons on doctrine, tactics, and leadership can be extracted to provide teaching points for PME and leadership professional development (LPD) sessions. In addition, AUP's research and production of new films continues to support changes in an ever-evolving operating environment along with doctrine which guides how the Army will fight and win in that environment.

Through the printing and online publishing of *Military Review* and *NCO Journal*, Army University supports warfighters with timely and relevant discussion of current security and operational topics. These publications offer the latest information about current operating environments and facilitate the open exchange of ideas about how the Army should address the challenges of today and tomorrow. AUP also publishes books on doctrine, command, military history and other topics relevant to contemporary operations,

to focus the education of the force on lessons learned and how to apply those lessons.

The addition of audio products available for download on multiple platforms has provided Army University a new way to inform and educate Soldiers and leaders. AUP and *NCO Journal* offer podcasts as a venue to exchange thoughts and ideas and allow Soldiers a different medium through which to receive information. Use of this technology provides an avenue for senior leaders to communicate topics of command interest and recent changes in doctrine and policy.

Army University's Directorate of Distributed Learning (DDL) produces quality applications and multimedia publications to communicate essential Army and Joint information to Soldiers using mobile platforms. One current product is the interactive Asymmetric Warfare textbook, containing interactive information with augmented reality elements and a virtual walkthrough of austere asymmetric environments. Another is the Gunnery Timer and Calculator app, assisting the armor community with real-time training tools; as well as the "We Care" app suite assisting the Department of the Army in reducing suicides, sexual harassment, and assaults globally within the service.

TASK 1.5.

Routinely contribute high quality scholarly work to the Army in the form of professional research & publications

Throughout Army University, faculty, students, and staff collectively produce a steady flow of scholarly work that collectively expands the body of relevant professional knowledge. Faculty scholarship is a high priority throughout Army University. For our academic instructors, such as those within CGSC, it is an emphasis item and key performance indicator, especially for those who have attained the academic rank of Professor or Associate Professor. Army University ensures relevancy by immersing in the 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. Army University must continue to support faculty scholarship as a top priority, allowing faculty members to maintain currency in their discipline and contribute to the body of professional

knowledge that advances the profession of arms. The process of research and publication is a critical step towards mastery, which makes better instructors and better PME.

Student scholarship also contributes significantly to the advancement of professional knowledge, as evidenced by the CGSC MMAS theses and SAMS monographs, which relate directly to military arts and sciences. The expressed purpose of the MMAS program – enshrined in the 1974 language in Title 10 U.S. Code – is twofold: (1) to produce qualified researchers through the actual conduct and writing of research; and (2) the creation of research products (theses) of value to the military profession and the greater national security community. In a typical year, 10-15 percent of resident CGSOC students successfully pursue the MMAS, which has resulted in an average of 137 theses per year within CGSS alone since 2015. All SAMS' AMSP and ASLSP students also write comparable monographs, and WHINSEC CGSOC students are eligible to participate in the MMAS program as well. The resulting products are digitally stored by the Combined Arms Research Library (CARL) and available to the defense community. In calendar year 2019 alone, these digital documents were accessed 36,642 times conveying indication of their value. CARL, and the Army University Library System (AULS) to which it belongs, is a critical enabler to research efforts. Army University developed AULS by consolidating 13 TRADOC libraries into an enterprise-level library consortium utilizing a common Library Services Platform (LSP). AULS allows the Army-wide sharing of knowledge and resources across the learning enterprise to better support increased academic rigor and research efforts.

Army University offers multifaceted and diverse publishing opportunities for faculty, students, and other defense professionals in the form of books, professional journals, and online publications. Officers, warrant officers, and NCOs all can write for publication, to share ideas and generate discussion within the profession. Army University established the *Journal of Military Learning (JML)*, the Army's only peer-reviewed professional journal, as another means to advance professional knowledge.

Other forms of research are ongoing within Army University as well. For instance as previously discussed, AUP contributes research, books, and periodicals to support the profession. One particularly noteworthy example is the "LSCO Book Set," created as a voluntary submission effort by various authors.

Furthermore, the Directorate of Academic Affairs Institutional Research and Assessment Division (IRAD) is involved in several projects of importance to the Army, including the Transfer of Tacit Knowledge, the Survey of the Learning Enterprise of all PME graduates from FY 2017/18, and other studies pertaining to personnel assessment and education.

Army University will continue to seek ways to further increase the value of research efforts to the Army. First, Army University will pursue better communication with combatant and functional commands to determine current warfighting challenges and other topics of interest to the operational force, ensuring our students and faculty are informed and aware of these as they develop their research topics. The U.S. Army War College has for many years utilized a "Key Strategic Issues List" (KSIL) to focus students' research on current Army requirements, this model could add value at the operational and tactical levels as well. Army University will also seek greater cooperation with the Combined Arms Doctrine Directorate (CADD), to identify opportunities to integrate faculty and student research with doctrine development. Army University must also stay abreast of technological changes, to ensure our research is accessible by Soldiers more likely to use mobile devices rather than traditional printed publications. Finally, Army University will continue to advocate for legislative and policy changes that enable faculty to accept research grants, receive copyright protection provisions under appropriate circumstances, to further support and encourage research efforts.

TASK 1.6.

Evolve curricula that remains current with published doctrine and looks forward to future operating environments

Over the last few years, Army University has undertaken an extensive effort to assess and revise curricula to focus primarily on LSCO and the application of current doctrine against peer and near peer threats. Within CGSOC, to focus on the major components of FM 3-0 at both division and corps levels, the Advanced Operations Course (AOC) received a complete rewrite. Other schools and courses have adjusted as well in conjunction with Army senior leader priorities. We have also aligned our revised curriculum vertically and horizontally across the force, ensuring common

language and competencies are taught at each echelon in a sequential and progressive fashion. The PME and course POIs taught and managed by Army University help promulgate doctrine across the force. The Army's most recent warfighting doctrine serves as the foundation for our curriculum.

We also expect to see significant doctrinal shifts in the near future as the Army moves forward with multi domain operating (MDO) concepts. As we approach what may be a period of rapid doctrinal change, there may be times where we must address emerging concepts ahead of published doctrine so our students are properly prepared. We recognize there are risks associated with investing in emerging concepts too soon, since those concepts may not actually become doctrine; however, we also cannot afford to lag behind in the face of change. These emerging concepts must be addressed, but carefully and at appropriate points in the curriculum, with clear differentiation between vetted and emergent.

We also recognize that forthcoming MDO concepts and doctrine may often be ahead of both student and faculty experience. This reinforces the need for faculty learning and professional self-development to ensure our expertise is current and relevant. In this changing environment, we must also seek opportunities for increased collaboration with the Combined Arms Doctrine Directorate (CADD), the Center for Army Lessons Learned (CALL), and the MDO concept development team within Army Futures Command, to inform our curriculum updates. In conjunction with using the ALCC to maintain synchronization across the Army Learning Enterprise, this will ensure that we maintain the best possible curriculum to generate agile and adaptive leaders prepared to win in the full range of complex environments, from competition to armed conflict in LSCO and MDO.

LOE 2: The Shaping LOE **Provide a World-Class Learning Experience**

The formation of Army University enabled the Army to centrally manage critical learning requirements, manage training and education policy, and develop increased academic partnerships to increase learning experience for Soldiers and Civilians. Army University is dedicated to ensuring the faculty and students educated by the Army receive the highest quality experience while also ensuring

they receive credit for that military learning outside the military. As the shaping LOE, this sets the conditions necessary to accomplish the decisive LOE and meet the needs of the force. The Army University learning experience provides the foundation for future Army victories.

The general consensus across higher education is that high quality faculty are essential to the learning process, and research indicates that more capable learning professionals engender substantially better outcomes among their students. Army University faculty encompasses several broad categories, including military officers, both commissioned and noncommissioned, warrant officers, and Army Civilians hired under provisions of either Title 5 or Title 10, United States Code. We seek to have the best possible quality across all categories, although the methods by which we obtain our faculty vary depending on the group.

Although we view the faculty member, the individual educator and facilitator, as the cornerstone of all of our efforts, we must carefully monitor emerging developments in learning sciences and the future learning environment. Army University must be prepared to leverage new technologies and explore new methods of facilitating learning if we truly intend to remain world class.

TASK 2.1. **Recruit, develop, and retain a world-class faculty who are passionate about and enjoy their work, but feel the weight of responsibility**

To achieve a world-class faculty within Army University requires several complementary efforts. Our faculty includes military and Army Civilians. The importance of our faculty cannot be overstated. They are the leaders who directly interact with students and serve not only as educators, but as stewards of the Army Profession.

Army University continues ongoing efforts with Human Resources Command (HRC) to obtain the best quality military faculty. The 2015 DA EXORD creating Army University included the task to explore ways of improvement for selection and assignment of military faculty, however, competing priorities for personnel across the Army has made this difficult. Nevertheless, implementation of new talent management practices across the Army offers new opportunities moving forward. Through effective use of the Assignment Interactive Module 2 (AIM2)

marketplace, Army University strives to attract and recruit the best available military candidates. This will have an increasing impact as AIM2 expands beyond the officer corps to include enlisted instructors. Army University must also work with HRC to ensure the entire eligible population has visibility on branch immaterial (01A/02A) assignments, and continue to address TDA limitations that may exclude the best instructors from an assignment (e.g. position coded O-4 instead of O-5).

For our civilian faculty, we must work to better mitigate hiring challenges. Working with CPAC, we can increase the use of 30-day announcements to allow for generation of a more qualified applicant pool, although this creates other challenges to stay within the total 120-day duration limit for a hiring action.

The Directorate for Learning Systems (DLS) is leading Army University efforts to advocate for proposed revisions to the National Defense Authorization Act (NDAA). One current proposal seeks to expand research grant authority to include accredited military education institutions such as the Command and General Staff College. This authority would help our schools compete for and retain highly qualified faculty, while facilitating increased professional research and publication output at those institutions. A second proposal seeks to expand Title 10 Administratively Determined (AD) hiring authority for academic faculty to a broader range of instructor positions. Title 10 AD hiring authority is specifically designed to enable the recruitment and hiring of personnel with professional academic credentials, thus avoiding the constraints of the General Schedule (GS) personnel system that precludes specifying degree and skill levels in favor of general-purpose duty descriptions.

Recent changes to the NDAA have created the provision for copyright protections for faculty publishing. Although this awaits the necessary implementing guidance from DOD, it will likely soon remove a potential deterrent to highly qualified civilian faculty candidates.

In addition to recruiting the best possible candidates, we must emphasize and support faculty development throughout the enterprise. Army University's Faculty and Staff Development Division (the Army's proponent for faculty and staff development) is currently in the process of redesigning the overall structure of our faculty development process into a blended modular approach that can be tailored to the needs of the individual or institutional role, instead

of a one-size-fits-all certification. All content is intended to be available as distributed learning, available for individual self-development or used to support group learning. This will better support the Army Learning Enterprise by meeting the unique requirements of different organizations. Partnerships with civilian academic institutions also help to improve the quality of our faculty. For example, the inception of the NCO Fellowship Program with Penn State and Syracuse Universities creates world class credentialed instructors who are better equipped to enable advanced learning. Enhancing facilitator quality has benefits that extend well beyond the classroom. Leaders who know how to teach effectively can create better outcomes across a wide range of informal learning, coaching, and mentorship opportunities, which improves subordinates retention and unit performance.

TASK 2.2.

Create an innovative learning and work environment

Army University works through multiple efforts to create and maintain an innovative learning and work environment. To maximize the capability of the physical learning environment, Army University DLS manages the Enterprise Classroom Program, to provide technology services, support, and upgrades to over 4,000 classrooms throughout TRADOC. In the virtual learning environment, Army University manages the Army Distributed Learning Program and provides mobile and interactive digital media.

In conjunction with CAC and TRADOC, Army University is working to update the Army Learning Concept. This effort is expected to generate revisions to the current system of progressive, continuous, and deliberate professional military and civilian education; the development of new training tools, methods and processes to enhance individual talents; and increase rigor associated with training and education. Army University is the TRADOC lead for developing the Army Learning Ecosystem Concept (ALEC) 2035, nested with multi-domain operations (MDO), and completed by August of 2021. Major drivers include technology advancements in tech-bio and neuro stimulation, new opportunities with big data and artificial intelligence (AI), the micro-credential movement, and talent management. Workgroups within the Office of the Provost directorates will examine

the supporting learning technologies and enablers, ranging from cloud storage to social networks. Other elements of DOD, including the U.S. Air Force and U.S. Marine Corps, are also exploring the learning ecosystem concept. The goal is to develop true continuous lifelong learning, as compared to the more episodic learning of present day.

Regardless of the technology employed, it is our faculty who maximize the quality of the learning environment. We recognize the importance of academic freedom to our faculty work environment, and strive to support them with quality leadership that enables them to perform to their utmost potential.

TASK 2.3. Implement a Master of Operational Studies for resident CGSOC

CGSC is presently seeking authority to award a Masters of Operational Studies (MOS) to graduates of resident CGSOC beginning in academic year (AY) 2020-21. The MOS is envisioned as a professional master's degree that complements CGSC's existing Master in Military Arts and Science (MMAS).

Accredited since 1974, the MMAS is a research degree with a two-fold purpose: to produce qualified researchers through actual research and scholarly writing; and to produce research products (theses) of value to the profession of arms and scholars working in the field of national security. The MOS will serve a complementary but different purpose: it is a professional degree for all CGSOC students, where graduate-level CGSOC requirements improve – and demonstrate – students' learning in areas important to the Army and joint force.

In AY 19-20, resident CGSOC added three new 10-12 page papers meant to increase students' opportunities to analyze complex programs, think critically, and write clearly. These papers help advance the CGSOC curriculum to the appropriate level of academic rigor needed to support the MOS.

If the MOS program is approved for implementation, graduating students would earn the MOS degree upon meeting all resident CGSOC requirements (Common Core, Advanced Operations Course, and Electives). Students must maintain a 3.0 GPA or better to remain in any CGSC master's degree program. Students could "opt out" in favor of pursuing the MMAS or a civilian master's degree from an outside institution during their CGSOC year.

In August 2019, the Higher Learning Committee (HLC) confirmed that CGSC's current accreditation status enables it to create this new degree. In October 2019, CGSC submitted documents through CG TRADOC and the Assistant Secretary of the Army (Manpower and Reserve Affairs) to the Deputy Assistant Secretary of Defense, Force Education and Training requesting authority to grant the MOS degree. If approved, the request will then go to the Department of Education's National Advisory Committee on Institutional Quality and Integrity (NACIQI).

If approved, most of the actions needed to implement the MOS program are already complete. Remaining actions include publishing a revised CGSC Course Catalog and course materials to reflect the MOS program, and preparing for subsequent accreditations and reviews by the HLC. We anticipate awarding the first MOS degrees to the CGSOC Class of 2021. Additionally, it is possible that the NACIQI will confer authority to retroactively award the MOS degree to qualified graduates of the CGSOC Class of 2020.

TASK 2.4. Take care of our Soldiers, civilians, and their Families by providing quality leadership across the enterprise

Army University leadership strives to maintain a safe and professional work environment with a positive command climate that enables every Soldier and civilian to maximize their full potential. Several mechanisms are in place to help leaders monitor and improve the organization. Leaders pay careful attention to command climate surveys and address issues promptly. Within the organization, there are multiple forums (e.g. Staff & Faculty Council) to help enable quality feedback to leadership. Furthermore, Army University seeks to maintain an environment that engenders trust, and encourages good communication across the enterprise. Army University seeks to drive quality into every aspect of the learning experience and ensure a continuous learning environment that sustains high standards and the pursuit of excellence. Leaders must lead by example; Soldiers and Army civilians deserve great leadership.

Army University must recruit, hire, and develop a competent workforce with the proper knowledge, skills, and attributes to produce the best possible results for the Army.

Leader development is critical across all of Army University, to develop leaders with the character, competence, and commitment to sustain the Army Profession.

Leaders at all levels must effectively inform others. This includes maximizing opportunities to ensure our citizens, Soldiers, and Civilians understand why service matters. Telling our Army story inspires public trust in the Army Profession, motivates fellow Soldiers and Army Civilians to continue service, and encourages the Families who serve alongside them.

Leaders at all levels must increase standardization and predictability, enabling people and organizations to optimize performance of their specified core missions, while at the same time providing quality leadership and resources to effectively accomplish new and emerging missions. ArmyU organizations must be adaptive and flexible to meet the needs of the Army.

All employees must be good stewards of the Nation's resources, and have adequate training, procedures, and control measures to ensure accountability. Management controls and internal processes must be sufficient to ensure full compliance with all applicable laws, regulations, and policy.

Army University must leverage innovative ideas of Soldiers, civilians, and family members to achieve higher quality outcomes, reduce costs, improve Soldier quality of life, and drive innovation and improvement within our organization.

Army University must enable the Army Learning Enterprise to reach the highest educational readiness levels possible and set the conditions for future educational environments. Leaders must optimize and balance functions, processes, structures, authorities, and resources to provide the maximum overall value to the Army.

Army University employees are appreciated and are valued members of the organization. Maintaining a quality work environment and acceptable quality of life across all of Army University's various locations is essential to the mission. This builds trust, enhances the organization's reputation, improves talent acquisition and retention, and enables mission accomplishment.

LOE 3: The Sustaining LOE **Expand Public-Private Partnerships**

One of the main reasons for structuring Army University along the lines of a civilian university system was to improve public/private partnerships and promote greater collaboration with the Nation's premier universities and colleges. These partnerships create mutually beneficial relationships, expand access to expertise and resources, and improve opportunities for Soldiers, both during their service and after their transition back to civilian life. Army University engages with state boards of regents or similar governing bodies to generate effective partnerships with university systems across the nation. These partnerships create better opportunities for Soldiers in many ways, ranging from acceptance of academic credit to entry into accredited degree programs. We will continue to expand and improve these public-private partnerships across the Army University system.

Army University is also responsible for the systems and policies that enable these partnerships, and support the tracking, documentation, and articulation of Soldiers' learning. These systems facilitate the interpretation and alignment of military education and training with civilian academic and credentialing standards to maximize credit for military learning (CML). This all works together to benefit the Soldier, through better recording and documentation of military learning, increased opportunities for appropriate academic credit or credentials, and viable pathways to accredited degrees.

Army University developed and implemented the Army University Course Catalog and ArmyUniversity.edu website to enhance communication between the Army and civilian education institutions. The course catalog provides a means to articulate the content of military courses in a manner that is understandable by these institutions. This enables civilian universities to better determine and award appropriate academic credit for Soldiers' military learning. The ArmyUniversity.edu is a public facing website hosting information and resources forward of the .mil firewall. It is integral to establishing and enhancing communication with civilian registrars, educators, and institutions to better support our partnership efforts. Beyond the course catalog, future interfaces on ArmyUniversity.edu will include the Army University Library System portal, Credit for Military Learning Database (CMLDb), and other capabilities still under development.

In summer of 2021, Army University will host the Army Learning Symposium to further develop external partnerships with domestic and international academia, enhance efforts to improve academic credit for military learning, and inform the Learning Concept for 2035.

TASK 3.1.

Transform governance of the Army's education system

The formation of Army University created the opportunity for improved academic governance across all three domains of the Army Learning Enterprise (Institutional, Operational, and Self-Directed). As the CAC core lead for education, Army University is tasked to increase academic rigor, create greater opportunities for accreditation, and enhance the quality of the force. An optimized learning enterprise enables Army units and organizations tasked with the conduct of training and/or education for Soldiers and Army Civilians to provide the best learning environment, develop the most effective training and education products, and efficiently use limited resources.

A realignment of Voluntary Education (VOLED) roles and functions between Human Resources Command Army Continuing Education Directorate (HRC-ACED) and Army University was implemented on 1 January 2020. This resulted in a new organization within the Office of the Provost, called the Army Credentialing and Continuing Education Services for Soldiers (ACCESS) directorate, consolidating the governance of institutionally-delivered and self-directed credentialing within Army University.

Two forums play a significant role in the governance of the Army's education system, the Army Voluntary Education Board (AVEB) and the Army Learning Coordination Council (ALCC). The Army Voluntary Education Board (AVEB), established 30 Oct 2019, is an intra-Army council that synchronizes the Army Voluntary Education and Credentialing programs. The AVEB is chaired by the Principal Deputy Assistant Secretary of the Army (Manpower and Reserve Affairs) and is co-chaired by the Sergeant Major of the Army. The AVEB has two standing sub-committees, one that deals with voluntary education, and the other with credentialing. The AVEB provides a forum for open communication among all Army VOLED and Credentialing Programs stakeholders,

and serves as the Army's principal conduit for information flowing to and from the Office of the Secretary of Defense (OSD) Inter-service Voluntary Education Board (IVEB) and the OSD Credentialing Policy office. ACCESS and the Army University Provost participate in the AVEB.

The Army Learning Coordination Council (ALCC) was formed to synchronize learning in TRADOC to ensure an integrated and sequential program of life-long learning from Initial Military Training (IMT) to Senior Level Education fulfilling the intent of the Army Learning Model (ALM) and the Army Leader Development Strategy (ALDS). The ALCC mission as an intra-Army council is to synchronize training and education activities across the Army Learning Enterprise (Training and Education) [LE (T&E)]. ALCC outputs feed the Army Profession and Leader Development Forum (ALPDF), the Training General Officer Steering Committee (TGOSC), the TRADOC Commander's Forum (TCF), and appropriate HQDA management forums. The ALCC a) synchronizes learning systems, processes, activities, and initiatives, and promulgates learning best practices across the Army Learning Community of Practice; b) Recommends learning priorities based on requirements of the operating and generating forces; c) Is a 3-Star level advisory forum for decisions across the LE (T&E) and within learning proponents' current authorities; and d) Recommends approval of initiatives for advancement to TRADOC, HQDA, and/or JCS level management and governance forums for policy, resourcing, and strategic guidance. The Army University Directorate of Strategic Plans and Policies manages the ALCC. Center, school, and institution leaders are responsible for specific functions and programs supporting their unique student populations. Representatives participate in ALCC Committees, the ALCC Council of Colonels (CoC), and the ALCC General Officers Steering Committee (GOSC) meetings. ALCC topics inform training and education decisions that operationalize best practices and initiatives. ALCC GOSC and ALCC CoC Co-chairs recommend issues with significant synchronization, policy, program, or resource implications for submission to TRADOC, HQDA, or external governance or management forums.

The ALCC is comprised of four hierarchical governance and decision-making bodies: GOSC, CoC, Committees and Sub-committees. Members include leaders from across the

Army Learning Enterprise. The ALCC GOSC is a permanent General Officer/SES and Senior headquarters staff-level forum that meets twice annually. ALCC meeting outcomes provide for the review and vetting of learning enterprise initiatives for CG, TRADOC decision, provide direct guidance to Centers of Excellence, and provide authority/referral to attend other external meetings as needed.

TASK 3.2.

Expand and administer the Army Voluntary Education and Credentialing Programs

Army University ACCESS manages programs that provide financial assistance to Soldiers seeking to obtain accredited academic degrees and professional credentials, and incorporate relevant professional credentialing into formal military training. The resulting degrees and credentials maximize Soldiers' potential while serving, and simultaneously prepares them for success in civilian life following transition.

The Tuition Assistance (TA) program provides financial assistance for higher education courses (either resident or distance learning modes) for completion of an academic degree. The courses must be offered by Academic Institutions that are registered in GoArmyEd, are accredited by agencies recognized by the U.S. Department of Education and are signatories to the current Department of Defense Memorandum of Understanding (DOD MOU). Soldiers are currently authorized to receive a maximum of \$4,000 each fiscal year in any combination of CA and TA.

The Army Credentialing Program encompasses three primary types of credentials: Institutionally-delivered, Self-directed, and the United Services Military Apprenticeship Program (USMAP).

The Institutionally-delivered credential (IDC) program focuses on credentialing directly related to initial military, functional, and developmental training and education. Supporting this pathway, U.S. Army Training and Doctrine Command (TRADOC), U.S. Army Special Operations Command (USASOC), and other Army training institutions review existing educational programs within the institutional learning domain to identify and correlate industry-recognized credentials with Military Occupational Specialty (MOS) learning outcomes. Proponents are responsible for approving, implementing, and evaluating

credential programs related to Soldiers' institutional training. Mandatory credentials are funded through the Training Requirements Analysis System (TRAS) process.

Self-directed credentialing enables Soldiers to seek individual self-improvement, informed by details provided within the Army Credentialing Opportunities On-Line (Army COOL) website and through counseling provided to Active, National Guard, and Reserve Soldiers' by supervisors and by counselors in Education Centers and Offices. Self-directed Credentials do not need to be directly related to the Soldier's MOS, Additional Skill Identifier (ASI), or assigned duties. Self-directed credentials are resourced through credentialing assistance (CA).

Army Directive (AD) 2018-08, dated 6 June 2018, established the Army's Credentialing Assistance (CA) program for voluntary, off-duty training and education programs, the Self-directed Credentialing Program. This guidance, incorporated within AR 621-5 as of 28 November 2019, aligns Soldier eligibility for CA with the tuition assistance (TA) policy enabling a Soldier to use both TA and CA; however, the combined use by any Soldier will not exceed the fiscal year TA limit.

The USMAP provides Soldiers with opportunities for Department of Labor (DoL) - registered apprenticeships leading to Journeyman certificates. Apprenticeships are available in traditional trades such as electrical, plumbing, and carpentry. Soldiers earn credit through a combination of technical instruction and on-the-job training. Trades selected for apprenticeships must be related to a Soldiers' MOS. The Apprenticeship program is voluntary, achievable by some first term Soldiers, and is free to the Soldier.

Army University also provides systems to facilitate the credentialing program. COOL was recently modernized and incorporated into DOD COOL, resulting in improved efficiency and cost savings. Once ArmyIgnitED is modernized in 2021, it will interface with DOD COOL. The first iteration of the IDC database is complete. ArmyIgnitED will incorporate CA along with TA processes into this modernized system in the short term. In the mid-term, the IDC program and USMAP process will be integrated into ArmyIgnitED.

The alignment of the U.S. Army Medical Center of Excellence (MEDCoE) under TRADOC in 2019 represents a significant increase in the scope of Army University's credentialing interests. Soldiers serving in medical career fields must

meet the same professional credentials and certifications as their civilian counterparts to provide health care in U.S. facilities outside of overseas combat environments. MEDCoE and MEDCOM host approximately 900 articulation agreements across the U.S. to provide the required civilian health care professional credentials and certifications. These credentials are currently tracked by MEDCoE using legacy systems. The future systems for the tracking and transcription of learning currently being developed by Army University must be expandable for medical credentials. Also, any changes in civilian medical credentialing standards relevant to a military MOS must be reflected in course POIs, and thus may require course growth to meet federally mandated standards.

TASK 3.3.

Expand cooperative degree programs in support of TRADOC centers and schools

One of the important ways Army University benefits Soldiers is by providing clearly defined pathways to obtain accredited degrees. The Continuing Education Degree Program (CEDP) provides Soldiers with opportunities to complete an associate's or bachelor's degree related to their military career field or leadership through a portable blended learning degree program. These programs are based on established articulation agreements between the proponent school and participating colleges and universities. The CEDP program allows proponents to select the educational institutions and degree programs that best meet the needs of both the proponents and Soldiers. For these programs, degree maps align directly with proponent competencies and articulate course credit toward core degree requirements. This relationship also helps ensure that Soldiers receive proper credit for their military training and experience, and the civilian courses effectively augment the military education and training provided by the proponent, while also meeting the requirements for an academic degree.

Current CEDP articulation agreements include 142 degree programs with 40 distinct colleges and universities. A single CEDP may cover multiple military occupational specialties. These include two certificates, 48 associates, 64 bachelors, and 28 masters' degrees. Eight of these articulation agreements are Army University enterprise-wide programs that provide continuing education to enhance leadership skills.

These programs give Soldiers credit where credit is due, provide a foundation for continued advancement with higher education within the Army, and support Soldiers transitioning out of the Army. Every proponent now has at least two CEDP programs available to Soldiers. Army University will continue to work to further increase the availability of CEDP partnerships across the educational enterprise to provide even more degree options for Soldiers.

Most articulation agreements are directly arranged by the various centers and schools with educational institutions that can meet the needs of their students. The ongoing challenge in these efforts is to maximize award of military credit without diminishing the quality of the academic degree – especially from academic institutions who do not have equal levels of oversight. Examples of these partnerships can be found across Army University. For example, the NCOLCoE is currently engaging with University of Texas-El Paso, Excelsior, Park, Webster, and Syracuse Universities, and is seeking opportunities for further expansion. USAWOCC has established articulation agreements with the University of Southern New Hampshire, the University of Charleston West Virginia, and is currently assessing an agreement with Florida Institute of Technology. WHINSEC has established articulation agreements with Troy University, the Florida Institute of Technology, and Regent University for master's degree level programs, with nine students participating these year 2019. The Army University Office of the Provost engages with various state boards of regents or similar governing bodies to generate effective partnerships with the state university systems across the nation. Meanwhile, Army University DLS is developing systems to modernize the tracking, documentation, and articulation of Soldiers' learning. The Credit for Military Learning Database (CMLDb) will combine the details of all the various articulation agreements from across all 50 states into a single source solution that is usable by DOD decision support tools (e.g. VIA, MilGears, etc.)

TASK 3.4.

Develop a pathway of credits, the Army Degree Program, which leads towards a BA in Leadership and Workforce Development at USASMA

The March 2018 Integration of U.S. Army Sergeants Major Academy (USASMA) into CGSC enabled the development

of a degree completion program for USASMA to award the BA in Leadership and Workforce Development (LWD) to qualified graduates of the resident Sergeants Major Course (SMC). Army University received the necessary approvals from the Department of the Army and the Higher Learning Commission in January 2019, and in June of that year CGSC conferred the BA in LWD to 110 graduates of the resident SMC at Fort Bliss, TX. The BA LWD program involves 47 credit hours of residential curriculum presented during the 10-month SMC, combined with 27 hours of LWD major course requirements, 15 hours of electives, and 36 hours of general education obtained via regionally accredited institutions. The LWD core focus areas (Leadership, Decision Science, Program Management, and Communications skills) align with the Army's NCO Professional Development System leader competencies and attributes.

Army University and USASMA will build on this success by improving the pathways that support the Army Degree Program, and examining options for nonresident SMC graduates to meet the necessary requirements to earn the BA LWD. The creation of a BA LWD path for the nonresident SMC would expand the opportunity to the reserve component and better support the Total Army.

Other efforts within the Office of the Provost also support the BA LWD. The creation of a unified registrar system covering all schools will be more effective and efficient than CGSC attempting to gather and validate academic credit from various sources. Improving the documentation of learning, both from military and civilian sources, will also prove beneficial to the majority of Soldiers who leave the Army prior to reaching the SMC, better enabling them to transfer accumulated credit to civilian institutions. Finally, we will seek opportunities to make junior Soldiers and NCOs more aware of the program, through channels such as the NCO Journal, social media, and engagement with the Army Marketing Brigade.

TASK 3.5.

Develop partnerships with civilian universities as part of the Army Degree Program to benefit Soldiers not attending USASMA and Soldier for Life

Although the BA LWD program represents a significant step forward in the NCO professional development system, the vast majority of enlisted Soldiers do not attend the SMC.

Some serve until retirement at lower ranks, but most return to civilian life after shorter periods of honorable service. Our Army depends on these volunteers, and Army University seeks to expand opportunities for those Soldiers as well.

Army University has already established a process seeking academic partners to support the Soldiers who undertake the Army Degree Program but do not reach the Sergeants Major Course and are thus unable to finish the BA LWD while serving. Academic partners will enter into articulation agreements to accept the coursework approved in the pre-resident phase of the BA in LWD towards an agreed-upon degree program at their institution, rather than merely for elective credit. This solicitation for academic partners began in December 2019. As of 1 February 2020, 28 schools have responded.

Other ongoing efforts within Army University are essential to making the Army Degree Program work effectively. Higher education in the U.S. is a state-centric enterprise that requires persistent engagement at state and regional levels. Army University partners with state higher education agencies, regional education associations and accreditors, and national entities to develop academic and vocational articulation pathways that create better trained and educated Soldiers and Veterans. This persistent engagement is necessary to create the conditions where credits from the Army Degree Program interface and transfer effectively between military and civilian domains. A critical aspect in the process of improving credit for military learning (CML) is the military advisory committee. Most states have a military committee of some sort, but they traditionally focus on veterans' issues. Army University partners with the states to expand the scope of these committees. Through these committees, we begin the discussion to create vocational or academic pathways that enable service members and veterans to fill state-identified critical occupations. Army National Guard Education Services Officers (ESOs) are actively seeking Army University assistance to support the CML concept and establishment of Military Advisory Committees. Army University is recruiting Army National Guard Adjutant Generals (TAGs) to champion this initiative and provide state agency collaboration support. To date, AR, IA, NE, KS, MS, TX, and KY TAGs or ESOs have responded and are actively working to develop CML processes or MACs within their states with other state agencies. Army

University's continuing outreach and collaboration with these state entities sets the conditions for the state institutions to interface effectively with the Army Degree Program. Finally, Army University's efforts towards improving the documentation, transcription, and articulation of military learning are critical to enabling civilian institutions to grant appropriate academic credit to present and former Soldiers.

TASK 3.6.

Develop an Army Transcript that is easy for civilian universities to work with, which becomes the standard for the Joint Force.

Since 2011, the Joint Services Transcript (JST) program has provided service members and Veterans with a recognized military transcript. The JST is not a conventional academic transcript, but it officially documents college-recommended credit generated from military training. Under contract with the Defense Activity for Non-Traditional Education Support (DANTES), the Military Evaluation Program reviews eligible military training and recommends college credit that is annotated on the JST. The JST is electronically deliverable to Educational Institutions (EI) or businesses per Soldiers or counselors' requests. Most EIs accept the JST, and may award the credit recommended by the Military Evaluation Program. The Department of the Navy is OSD's executive agent for the JST, and each service currently uses their own slightly modified format. Army University ACCESS maintains the Army Transcript Operations Center which addresses issues that are unique and specific to the Army. Additionally ACCESS coordinates with the American Council on Education to ensure monthly updates of MOS and military course descriptions with college credit recommendations.

Although beneficial, the JST is far from optimal. In its current form, the JST often falls short of fully capturing military learning, and is not in a format that readily facilitates comprehension by civilian academia. Army University will continue to advocate for revisions to improve the JST's effectiveness at articulating military learning. These revisions include making the JST read more like a traditional academic transcript, eliminating superfluous information, and

adding links to information resources that tie directly to the Army University Course Catalog, American Council on Education (ACE) Military Guide, and the Credit for Military Learning Database (CMLDb).

The Interservice Voluntary Education Board (IVEB) provides a mechanism for Army University ACCESS to bring these recommended revisions to the Joint community. In the longer term, OSD is in the initial stage of development of the military transcript of the future, known as the Universal Learner Profile. Army University DLS is participating in this effort, and is working directly with civilian academia, industry, and other government agencies to determine the content and format required to adequately capture and communicate Army Learning to ensure this future system fully enables Soldiers and Veterans to receive the academic credit they deserve. Through the development of a robust, informative, and intuitive transcript, Army University hopes to develop an Army transcript that sets the standard for the Joint Force.

Army University will work to ensure this future system fully enables Soldiers and Veterans to receive the academic credit they deserve for completed military learning. DLS is also working multiple efforts to improve the scope and accuracy of military experience captured on the JST. The future Enterprise Registrar System will enable the capture of data from across TRADOC in a standardized format to create a more complete record of Soldier learning (vocational, educational, and experiential) that can then be used to populate the JST or any other learning management system. Army University has worked closely with the TRADOC Capability Manager-Army Training Information System (TCM-ATIS) to build this data collection into future systems, although recent cuts to ATIS funding have made the implementation timeline uncertain. To mitigate this delay, Army University is pursuing interim alternatives that will provide an acceptable enterprise solution. Center and School registrars' offices, currently limited by outdated systems and modest staffing, need a modernized digital system that can automatically unify and communicate student records across the learning enterprise, if Soldiers' military learning is to be fully captured for credit on the JST or any alternative document.





Conclusion

This booklet explains the structure and organization of Army University, as well as the operational framework that translates our mission and vision into action. This is intended to serve as a guide for our workforce, and to provide a broad understanding to better inform future decisions. Through these lines of effort, Army University develops the Soldiers and Civilians who will win in future conflicts.

Army University's activities serve to synchronize learning across the Army, across all cohorts and components, to help ensure that every Soldier and Army Civilian receives the right education and training at the right time and place to maximize their full potential. Simultaneously, Army University makes Army Learning better and more effective through a full spectrum of activities, ranging from faculty development, to the incorporation of academic and industry best practices, standards, and professional credentialing into military learning, to the application of modern learning technology, such as interactive distributed learning and mobile apps. Finally, Army University's programs provide significant benefits to Soldiers, ranging from voluntary education (tuition and credentialing assistance), to improved articulation and transcription of military learning, to providing clearly defined pathways to accredited degrees.

As Army University moves forward, we will continue to evolve to maximize our value to the Army. As the Army enters an era of improved talent management initiatives, there will be opportunities to further enhance Army leader development, throughout and beyond Professional Military Education (PME), across all cohorts. The Army will expand roles for diagnostic, developmental, and predictive talent assessments to support more effective talent management, enable improved self-development, and facilitate leader development in the operational force. Such developments hold exciting prospects for dramatic improvements in PME, such as individualized learning tracks that are precisely tailored to specific needs. Army University will be at the forefront of these improvements, as we seek to better develop the Soldiers and Civilian leaders who will provide our Army with the winning edge in LCSO/MDO.

We hope this document has helped to enhance your understanding of Army University, how we contribute to our Army, and what we provide to our Soldiers and Army Civilians. If you have further questions, or would like to know more about our programs or partnership opportunities, please do not hesitate to contact us.



WHAT ARMY UNIVERSITY DOES FOR THE ARMY

- Synchronizes the efforts of 37 Army schools, organized under ten Centers of Excellence, which train about 500,000 Soldiers and service members annually.
- Provides academic governance for the Army's Learning Enterprise, which encompasses Commissioned Officer, Warrant Officer, Noncommissioned Officer (NCO), and Civilian Cohorts, across all components.
- Provides professional military education for commissioned officer, warrant officer, and enlisted leaders.
- Educates and develops Department of the Army Civilians for responsibilities throughout the Army.
- Manages Army general education (common core) requirements across all cohorts, ranks, and echelons.
- Manages academic & vocational credentialing programs.
- Manages the Army Distributed Learning Program, including mobile apps and interactive digital publications.
- Drives innovation and change through the Army Learning Coordination Council (ALCC); similar to a state university board of regents.
- Acts as lead agent for the Army's Command Preparation Program.
- Manages Faculty & Staff Development and Curriculum Design programs.
- Educates and trains military, law enforcement, and interagency personnel from across the Western Hemisphere.
- Provides training and education assistance to international partners.
- Cultivates partnerships with civilian learning institutions and industry to optimize articulated credit for military learning across all states and territories.
- Through the Army University Press, publishes books, documentary films, and journals, and enables live and virtual staff rides.
- Manages TRADOC's Enterprise Classroom Program to provide instructional and learning technology in support of over 4,000 classrooms.
- Hosts the Training and Education Development Tools (TED-T) website, providing best practices for training and education development.
- Leads the integration of Army school registrars and 13 TRADOC libraries into modernized enterprise systems.

HOW ARMY UNIVERSITY BENEFITS SOLDIERS

- Maximizes opportunities for Soldiers to receive appropriate college credit for competencies gained from training, education, and experience during military service.
- Provides up to \$4,000 per Soldier per year in voluntary educational assistance benefits, which may be used in any

combination of Tuition Assistance and Credentialing Assistance (96,250 Soldiers from across the Total Army utilized Tuition Assistance benefits in fiscal year 2019).

- Manages vocational credentialing and apprenticeship programs that enhance the Soldier's value to both the Army and to future civilian employers (28,575 credentials were earned in fiscal year 2019 alone).
- Provides Soldiers a clear pathway for 142 programs across 40 regionally accredited colleges and universities to Associate's and Bachelor's Degrees related to their career field and leadership.
- Provides senior NCOs the opportunity to earn a Bachelor's Degree in Leadership and Workforce Development (LWD); 144 degrees awarded to the graduating class of 2019.
- Provides worldwide distributed learning access to enable Soldiers' learning anytime, anywhere.

THE ARMY UNIVERSITY SCHOOLS

- **The Command and General Staff School (CGSS)** educates, trains, and develops field grade leaders for Unified Land Operations in a Joint, Interagency, Intergovernmental, and Multinational contested operating environment against a peer adversary.
- **The School of Advanced Military Studies (SAMS)** creates critical and creative thinkers and agile and adaptive leaders to better enable division and corps commanders to drive the operations process.
- **The School for Command Preparation (SCP)** is the Army's school for the development of battalion and brigade commanders and command sergeants major.
- **The U.S. Army Sergeants Major Academy (USASMA)** provides professional military education that develops senior enlisted leaders to meet the challenges of service in the most senior NCO roles at battalion, brigade, and division level.
- **The Army Management Staff College (AMSC)** educates and develops the Army Civilian Corps for leadership and management responsibilities throughout the Army, and serves as Executive Agent for the Army Civilian Education System (CES).
- **The U.S. Army Warrant Officer Career College (USAWOCC)** is the proponent for warrant education at echelon from warrant officer candidates to senior warrant officers who serve as leaders and technical experts for the U.S. Army.
- **The Western Hemisphere Institute for Security Cooperation (WHINSEC)** promotes democracy and human rights while educating and training military, law enforcement, and interagency personnel from across the Western Hemisphere in a multinational environment, predominately in the Spanish language.



Find “ArmyU” on social media

Contact The Army University

Website: www.ArmyUniversity.edu

Credentialing opportunities: <https://www.cool.osd.mil/army/>

“Army University is not a brick and mortar structure; it is a virtual, distributed, constructive, and collaborative learning environment encompassing existing Army education institutions. The Army University connects professional military education institutions across the Army into a single educational structure.”

-HQDA EXORD 214-15, Establish The Army University, 08 June 2015



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