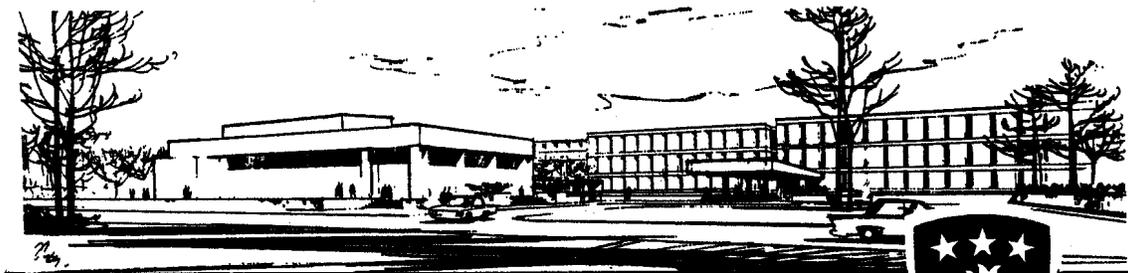


**DISTANCE  
EDUCATION  
PROGRAM (DEP)**

**Class of 2024**

# **STUDENT CATALOG**

**APRIL 2022**



**U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5050**





## Table of Contents

<b>Introduction.....</b>	<b>4</b>
<b>Part I: Overview of the USAWC .....</b>	<b>5</b>
History .....	5
Looking Forward.....	8
Organization .....	8
<b>Part II: Mission and Vision.....</b>	<b>10</b>
Mission .....	10
Commandant's Vision.....	10
Program Learning Outcomes (PLOs) .....	10
Curriculum Focus .....	11
Educational Philosophy .....	12
Joint Professional Military Education (JPME) .....	13
Accreditation and Certification.....	13
International Fellows (IF) Program .....	14
<b>Part III: Academic Requirements, Policies, and Procedures .....</b>	<b>15</b>
Graduation Requirements .....	15
Academic Standards .....	15
Student Evaluation .....	15
Remediation of Student Work.....	16
Academic Probation.....	17
Appeals of Course Evaluations .....	17
Extensions and Deferrals.....	17
Extensions .....	17
Deferrals .....	17
Disenrollment.....	18
Voluntary Disenrollment.....	18
Involuntary Disenrollment .....	18
Administrative Disenrollment .....	18
Re-Enrollment.....	19
Academic Review Board (ARB).....	19
Academic Records .....	19
The Communicative Arts .....	19
Student Awards Program .....	20
Student Recognition for Academic Excellence .....	20
Academic Integrity .....	20
Originality Requirement .....	21
Non-attribution .....	21
Academic Freedom .....	21

Faculty-Student Relationships .....	21
Student Grievances .....	21
Student Absence .....	22
Other Policies and Procedures .....	22
<b>Part IV: The Distance Education Program.....</b>	<b>23</b>
Overview of the Distance Education Program (DEP) .....	23
DE2300 Orientation to Strategic Leader Education / 0 credit hours .....	23
Core Courses / 33 credit hours.....	23
DE2301 Introduction to Strategic Leadership / 3 credit hours .....	23
DE2302 National Security Policy and Strategy / 4 credit hours.....	23
DE2303 War and Military Strategy / 4 credit hours .....	24
DE2304 Global and Regional Issues and Interests / 3 credit hours .....	24
DE2306 Strategic Leadership in a Global EnvironmentFirst Resident Course (FRC) / 3 credit hours.....	24
DE2307 Contemporary Security Issues / 3 credit hours .....	24
DE2308 DOD Organization and Processes / 3 credit hours.....	25
DE2309 Theater Strategy and Campaigning I / 3 credit hours .....	25
DE2310 Theater Strategy and Campaigning II / 4 credit hours.....	25
DE2312 Strategic Leadership in Current and Future Warfare Second Resident Course (SRC) / 3 credit hours.....	26
<b>Part V: Opportunities for Enrichment .....</b>	<b>27</b>
Enhanced Programs .....	27
Strategic Research Requirement (SRR) / 2 credit hours .....	27
DE2344 Program Research Project (PRP) / 2 credit hours .....	28
DE2346 Directed Study in Peace Operations, Stability Operations, or Irregular Warfare / 2 credit hours.....	28
Joint Land, Aerospace, and Sea Strategic (JLASS) / 3 elective credits.....	29
DE23XX Elective Courses / 2 credit hours.....	29
<b>Part VI: Complementary Programs .....</b>	<b>30</b>
Noontime Lectures (NTL) .....	30
Military History Program .....	30
Strategic Leadership Feedback Program (SLFP) .....	30
Gettysburg Staff Ride .....	31
Commandant's National Security Program (CNSP) .....	31
Lectures.....	31
Special Events, Symposia, and Conferences.....	31
<b>Appendices .....</b>	<b>32</b>
Appendix A: Acronyms .....	33

# Introduction

Welcome to the Distance Education Program (DEP) Class of 2024 at the U.S. Army War College (USAWC)! We are excited to be part of your lifelong educational journey, and we look forward to working with you over the next two years. We hope this experience cements a relationship with the USAWC that informs and assists the remainder of your professional life.

This catalog serves as the primary academic planning document for students enrolled in the USAWC Class of 2024 DEP. It will help you understand what to expect this year and how you can individualize your own War College experience. Ultimately, it will enable you, in cooperation with your assigned Faculty to prepare you for success.

If you follow Professional Military Education (PME) developments, you are aware of two important documents released in 2020: [“JCS Vision and Guidance for PME and Talent Management, Developing Today’s Joint Officers for Tomorrow’s Ways of War”](#) and [“Chairman of the Joint Chiefs of Staff Instruction 1800.01F, Officer Professional Military Education Policy \(OPMEP\).”](#) Notably, the implementation guidance for the JCS Vision and Guidance specifically directs senior service colleges to “provide options in senior-level PME for specialization in strategic skill-sets appropriate for expected follow-on assignments or future responsibilities.”<sup>1</sup> To that end, we have been developing specializations to better prepare Class of 2024 graduates for their futures. You may elect to pursue a specialization, or you may choose to follow the rigorous and rewarding traditional program.

Regardless of which path you choose, this program will present enormous opportunities you can capitalize on with the same hard work that got you to this point in your career. Our enthusiastic and supportive faculty is standing by to help you stretch yourself cognitively, hone your strategic mindset and communication skills, and build an important network of colleagues. We will all work as a team to prepare you for future assignments in complex organizations at the strategic level.

The point of contact for this catalog is COL Rich Bell, Associate Dean for Special Programs and Electives at [richard.bell@armywarcollege.edu](mailto:richard.bell@armywarcollege.edu).

Edward A. Kaplan, Ph.D.  
Dean, School of Strategic Landpower

---

<sup>1</sup> “Implementation Plan For The JCS Vision and Guidance for PME & TM” (11 July 2020), 10.

# Part I: Overview of the USAWC

## History<sup>2</sup>

General Order 155 established the USAWC on 27 November 1901. The Secretary of War, Elihu Root, laid the cornerstone for Roosevelt Hall, the War College building, at Washington Barracks (now Fort McNair) on 21 February 1903. In his dedication speech, Root challenged the USAWC “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command.” These three “great problems” (national defense, military science, and responsible command ) have guided the USAWC throughout its history. The USAWC has gone through four incarnations as an educational institution. Each reflected the realities of the strategic environment at the time, as well as the Army’s philosophy on the scope and value of professional education.



Elihu Root, Secretary of War from 1899-1904 and founder of the USAWC

The “First Army War College” lasted until America’s entry into World War I and reflected the search for identity expected of an institution in its formative stage. Founded to improve the professional preparation of senior officers (whose command and staff performance during the Spanish-American War had been notably poor), the USAWC became an element of the War Department General Staff and performed war-planning duties.

Those duties immersed students in practical military problems of the period with an obvious short-term training benefit. The program focused on the issues of national defense and military science. It was essentially “learning by doing.” The curriculum emphasized high-level tactics, campaign planning, and war planning. Despite the experiences of the Spanish-American War, there was little attention paid to preparing for and executing a national mobilization. The immediate aim was to qualify students for service as General Staff officers in the War Department and major commands.



Roosevelt Hall, original home of the USAWC in Washington, DC (present-day Ft. McNair)

<sup>2</sup> Adapted from LTG Richard A. Chilcoat, “The “Fourth” Army War College: Preparing Strategic Leaders for the Next Century,” *Parameters*, Winter 1995-96, pp. 3-17, and Ruth Collins, William T. Johnsen, et al, “Educating Strategic Leaders in an Age of Uncertainty: The Future of Military War Colleges,” *Smith Richardson Study*, January 2005.

During these early years, there was no formal academic instruction or theoretical study. Acquisition of knowledge took hold only gradually. Because of the belief that the mundane work of the General Staff weakened cognitive skills, the faculty sought to balance learning and doing by emphasizing map and command post exercises, staff rides, and analyses of Civil War battles and maneuvers.

The “Second Army War College” emerged in the years following World War I as the Nation evaluated the lessons from its first Industrial Age conflict. The poor performance of the War Department General Staff in planning and carrying out a national mobilization for World War I had been a clearly visible weakness. Consequently, when the USAWC opened in 1919 after a 2-year hiatus during World War I, the program of study emphasized preparing the Nation for war.

During this period the USAWC expanded and consolidated its role as an educational institution in which the presentation of formal instruction became paramount. Content began to include the political, economic, and social issues that create the context for decisions at the highest levels of government. Instruction in “responsible command,” the third of Root’s defining imperatives, was officially incorporated into the curriculum. The curriculum also paid increased attention to the study and analysis of history, an initiative supported by the transfer of the Historical Section of the War Plans Division to the College in 1921. Additionally, although the College had been severed from the General Staff in 1916, vestiges of its original war planning function continued. The College continued its goal of preparing officers for General Staff duties in the War Department, as well as for command and staff work at senior levels.

The USAWC shut its doors again in 1940. World War II marked the total mobilization of warring powers and the emergence of the ultimate expressions of industrial warfare—massed armor, high-performance aircraft, carrier task forces, and the atomic bomb. Despite the distractions of war and its turbulent aftermath, the Nation’s military leaders realigned intermediate and senior education in the armed forces. The Army and Navy Staff College, founded in 1943, became the National War College in 1946. The Army Industrial College (established in 1924) became the Industrial College of the Armed Forces, also in 1946, while the Armed Forces Staff College was activated in 1947. The USAWC itself reopened in 1950 after a 10-year hiatus, having been displaced to Fort Leavenworth from its prewar home at Fort McNair. It moved to Carlisle Barracks, its present location, a year later.

The “Third Army War College” was the product of World War II but was shaped by the realities of the 45-year Cold War. During this period, nearly all the institutional structures of today’s USAWC coalesced. For example, the three resident teaching departments—National Security and Strategy (DNSS); Military Strategy, Planning, and Operations (DMSPO); and Command, Leadership, and Management (DCLM) (corresponding to Root’s national defense, military science, and responsible command, respectively)—assumed their present form. The Department of Corresponding Studies, precursor to today’s Department of Distance Education (DDE), also came into being.

The curriculum mirrored the evolution of U.S. strategy, ranging from Eisenhower's massive retaliation in the early 1950s to the prevailing form flexible response when the Berlin Wall fell in 1989. Even as it fought wars in Korea and Vietnam, the Army always saw its overriding priority as Western Europe. The type of warfare that the North Atlantic Treaty Organization (NATO) and the Warsaw Pact prepared to wage was the epitome of Industrial Age conflict, featuring the phased, sequential clash of huge armored and mechanized formations supported by air, artillery, and missiles relatively close to the line of contact. The ever-present threat of escalation to nuclear war conditioned all theater strategic designs.

The educational aim of the USAWC during this time was to prepare graduates for high-level command and staff positions in which they would plan and execute the type of warfare envisaged above. The curriculum covered the necessary practical subjects, but it also broadened and elevated the politico-military perspective of its graduates through theoretical study in academic disciplines. It included national military strategy, grand strategy, international security affairs, and executive leadership.



Root Hall, current home of the USAWC

Time was made available in academic programs for students to develop their research, writing, thinking, analytic, and speaking skills. Finally, the college developed methods for students to assess themselves in the "human domain" and thus foster personal and professional growth.

The student seminar was the focus of instruction during the period of the Cold War. Each seminar consisted of about 16 military and civilian students from the U.S. armed services, U.S. government agencies, and foreign armed forces that mirrored the joint, interagency, intergovernmental, and multi-national teams of their profession. The instructional methodology within the seminar was purposeful discussion led by experienced faculty and shaped by reading assignments, oral presentations, writing assignments, and the collective skills and experience of the students themselves. Guest lecturers and outside experts reinforced seminar instruction. A substantial research-based writing assignment requiring analysis of a pertinent strategic problem also complemented seminar instruction.

The "Fourth Army War College" began with the end of the Cold War. The fall of the Berlin Wall, collapse of the Soviet Union, dawning of the Information Age, terror attacks of 11 September 2001, and the subsequent wars in Afghanistan and Iraq presented a new set of challenges to strategic leaders. The USAWC adapted by adding important new topics to the curriculum, such as homeland security and defense, peacekeeping and stability operations, nation-building, and military support to civilian authorities.

While the curriculum continues to prepare students to fight conventionally, it places added emphasis on conflicts that are unconventional, transcend national borders, and are influenced by the ubiquity of information and the rapidity of communication.

During this past incarnation, the USAWC experienced an improvement in the quality of the academic program through accreditation of joint professional military education (JPME) and a Master of Strategic Studies degree. These and other advances reflect the ongoing effort of the USAWC to provide the best possible educational experience for its students. In this regard, USAWC is both an educational and a learning institution. It prepares its graduates for strategic leadership while continuously assessing its programs to remain relevant to the needs of the Army and Nation.

## **Looking Forward**

With the reemergence of strategic competition among great powers as the overriding national security challenge, the USAWC is on the cusp of its fifth incarnation. This new era will require deliberate study of pacing threats, increased emphasis on building networks and teams to achieve the cross-domain synergy necessary in future wars, and additional focus on the art and science of employing military power (in conjunction with other instruments of national power) in cooperation with multinational partners, in competition with global and regional powers, and in armed conflict. This new emphasis will undergird our graduates' intellectual overmatch over adversaries who have been studying the U.S. way of war while we have been fighting counterinsurgency and counterterrorism campaigns. While continuing to be guided by the three great challenges of national defense, military science and responsible command, this fifth incarnation of the war college increases emphasis on understanding and exploiting technological advantages. As the Army and Joint Force shed their industrial age formations and personnel practices, the War College education will be increasingly linked to the Military Services' talent management policies, practices, and procedures. The War College education strikes a balance between the generalist education necessary for strategic service with sufficient specialization opportunities to allow selected students to develop or deepen particular expertise.

## **Organization**

The School of Strategic Landpower (SSL) develops and executes the primary senior level educational programs of the USAWC. It has four departments: the Department of Command, Leadership, and Management (DCLM); the Department of Military Strategy, Planning, and Operations (DMSPO); the Department of National Security and Strategy (DNSS); and the Department of Distance Education (DDE). The SSL executes two Senior Service College programs, the Resident Education Program (REP) and the Distance Education Program (DEP). The two-year DEP is analogous to the REP and results in the same master's degree upon completion. The SSL also executes the Basic Strategic Art Program (BSAP), the credentialing course for Army Strategists (FA59).

Key SSL partners include the Strategic Studies Institute (SSI), the Army's premier institute for independent geostrategic and national security research, analysis, and publication; the Army Heritage and Education Center (USAHEC) that makes contemporary and historical materials available to inform research, educate an

international audience, and honor Soldiers, past and present; and the Center for Strategic Leadership (CSL) that develops senior leaders and supports the strategic needs of the Army. CSL is also responsible for the USAWC Fellows Program consisting of active and reserve component officers selected to spend the academic year at institutions of higher learning around the country and overseas in lieu of the REP. Fellows are assigned to the USAWC with duty at the hosting institutions.

## Part II: Mission and Vision

**Mission:** The U.S Army War College enhances national and global security by developing ideas and educating U.S. and international leaders to serve and lead at the strategic-enterprise level.

**Commandant's Vision:** A premier institution for developing invaluable strategic leaders and influential ideas.

This simple vision emphasizes our provision of irreplaceable value to the Army, Joint Force, and Nation. No timetable is implied by the vision statement as it identifies a distant, yet achievable, future state that can adapt to the demands of the competitive environment we operate in. The vision is consistent with our historic mission, but allows experimentation and use of the evolving modalities of a modern educational environment which is innovative, adaptive, and future-oriented. The students, faculty, staff, graduates, and advocates of this institution deserve a future where excellence and distinction continue unabated.

### Program Learning Outcomes (PLOs)

The USAWC SSL derives PLOs from the 2018 National Defense Strategy, JCS Vision and Guidance for PME and Talent Management, OPMEP, USAWC Strategic Plan, USAWC Institutional Learning Outcomes, mission analysis, assessment of student and faculty critiques, recent graduate and general-officer surveys, and our assessment of the evolving strategic environment. The international security environment that our graduates will operate in is characterized by political, economic, demographic, societal, and technological change. In particular, the pace of technological change and diffusion are increasingly rapid. Thus, future uses of military power will be necessary to advance political objectives not yet conceived and will likely be contested across all domains and the information environment.

While armed conflict remains the pinnacle requirement and responsibility of military professionals, peer competitors and regional challengers will likely seek to achieve their security objectives with uses of military power that do not rise to the level of armed conflict causing the transitions from competition to armed conflict to become increasingly ill-defined. Military power is never used in isolation but always in a unique context requiring senior military leaders to understand both theoretical and practical issues involved in integrating and aligning military power with the efforts of interagency and multinational partners. Senior military leaders must also understand the various implications of using military power for assurance, coercion, or as forcible action.

As enterprise leaders for the Joint Force and the Army, USAWC graduates must be able to apply their knowledge and understanding when leading diverse teams in collaboratively developing approaches to address complex problems and making decisions necessary to adapt to the changing strategic environment. USAWC graduates must be able to provide holistic and integrated approaches for shaping the global

environment short of armed conflict and for prevailing in war. They must understand the art and science of warfighting in order to articulate the capabilities and limitations of military force and the causal mechanisms linking military actions to strategic objectives that underlie military advice to policy makers. Similarly they must implement strategies for aligning military actions with the actions of multinational and interagency partners.

Accordingly, the current USAWC PLOs for the AY24 education program are as follows:

1. Discern the military dimension of a challenge impacting national interest; assess and communicate options for employing landpower in joint warfighting and integrating with other instruments of national power.
2. Apply analytical frameworks and theories to analyze and evaluate strategies to address current and anticipated national security challenges across the competition continuum in a global environment.
3. Analyze the military requirements of current and future security environments and how senior leaders use Department of Defense processes and organizations to develop necessary military capabilities.
4. Apply strategic leadership to address problems of organizational performance, adaptation, integration, and learning.
5. Lead teams with expert knowledge, develop professional networks, and collaborate with others to provide innovative solutions to complex, unstructured problems.
6. Apply strategic thinking and communication to analyze and evaluate the scope and implications of current and future national security and strategic military challenges.

Nested within the overarching PLOs are desired Course Learning Outcomes (CLOs) for each course in the curriculum. CLOs drive course design and serve as the basis for evaluating student progress within each course. Subordinate to CLOs are lesson outcomes that reflect the desired result for each individual session in a course. It is important to note that the sum of all educational opportunities for students, not just the core classes, helps meet the PLOs.

## **Curriculum Focus**

The academic focus is at the strategic level. We must prepare you to serve as strategic leaders and advisors who build and lead teams with joint, interagency, and multinational partners. The curriculum reflects the reality that the United States remains active in important security endeavors around the world at the same time that we contemplate and prepare for future national security challenges with a particular emphasis on the threat the People's Republic of China (PRC) poses to the post-Cold War international order that has been a cornerstone of U.S. national security for seventy-five years. As President Biden has noted in the Interim National Security Strategic Guidance (March

2021), we must be prepared to contribute to advancing national interests while upholding universal values by working alongside allies and partners. Consistent with the challenges of the present and future, our curriculum maintains its focus on the "great problems" of responsible command, national defense, and military science identified by Elihu Root. Just as the "great problems" have endured in relevance, so too does the study of history remain powerfully applicable to the body of expert knowledge our graduates must master. The curriculum will build a sense of historical mindedness among students that draws on relevant historical evidence, context, and reflection as part of rigorous critical analysis. Recognizing the need for experiential learning methodologies that are the foundation for improved judgment and creative application of military power, the curriculum will leverage activities involving multiple sets and repetitions.

### **Educational Philosophy**

Education at the USAWC centers on an inquiry-driven model of graduate study. It leverages theory, history, concepts, and systems in examining issues relating to national security policy, military strategy and operations, and leadership. Central to the educational experience is the core curriculum, which develops an intellectual foundation upon which electives, exercises, and seminars build. Core courses provide a base of knowledge that allows students to exercise professional judgment on strategic choices relating to national security. They exercise students in how to think rather than what to think.

Students must understand the elements of national power and the links between policy, strategy, and operations. Toward this end, the USAWC:

1. Challenges students to study relevant theory, history, and the global strategic environment while introducing them to the critical thinking tools needed by strategic leaders.
2. Helps students understand the key tenets of national security strategy and how the elements of national power — diplomatic, informational, military, and economic — can promote and protect U.S. national interests.
3. Reinforces that military strategy is derived from, and supports, national level strategic guidance. Students must grasp the processes by which the military strategy establishes strategic direction and provides guidance for military strategy and joint operations planning.
4. Improves students' judgment about using military power, in conjunction with other instruments of national power, to achieve enduring national security objectives in cooperation with interagency and multinational partners. These objectives may be in strategic competition with global or regional competitors or during armed conflict, whether traditional or irregular. Additionally our curriculum emphasizes the unique contribution that Army forces make to joint military operations.

The USAWC experience nurtures your intellectual, physical, and personal growth. Solid family, peer, and community relationships are essential to professional and personal growth. Your educational experience is viewed holistically. Our charge is to prepare you for senior leadership in your service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contributions you will make during the remainder of your careers.

## **Joint Professional Military Education (JPME)**

The focus of senior-level Professional Military Education (PME) is to prepare students for positions of strategic leadership. Within the PME continuum, JPME develops “strategically minded joint warfighters, who think critically and can creatively apply military power to inform national strategy, conduct globally integrated operations, and fight under conditions of disruptive change.”<sup>3</sup> A multi-Service and civilian student body, taught by a multi-Service and civilian faculty, develops the competencies to deal with national security challenges in a joint, interagency, intergovernmental, and multinational environment.

The USAWC is accredited by the Chair, Joint Chiefs of Staff, as a program for joint education. JPME Phase I – Senior Level, as outlined in the current version of the Officer Professional Military Education Policy (OPMEP CJCSI 1800.01F), focuses on preparing future military and civilian leaders for high-level policy, command and staff responsibilities by educating students in the diplomatic, informational, military, and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning. JPME Phase II – Senior Level, as outlined in the current version of the Officer Professional Military Education Policy (OPMEP CJCSI 1800.01F), consists of 6 JPME Learning Areas focused on preparing future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating students in the diplomatic, informational, military and economic dimensions of the strategic security environment and the effect of those dimensions on policy and strategy formulation, implementation, and campaigning.

The USAWC incorporates all aspects of JPME I and JPME II into the curricula of both the Resident and Distance Education Programs. In August 2018 the Joint Staff J7 granted the Distance Education Program conditional accreditation for the Joint Studies Program. Currently, over half of DEP students will receive JPME II credit after completing the 2-year program. Selection for JSP occurs by each Service or Component.

## **Accreditation and Certification**

USAWC academic programs are accredited for graduate level education by the Middle States Commission on Higher Education. The Resident Education Program and the

---

<sup>3</sup> “JCS Vision and Guidance for Professional Military Education & Talent Management” (1 May 2020), Foreword.

Joint Studies Program of DDE are accredited by the Chairman of the Joint Chiefs of Staff to award Joint Professional Military Education II (JPME II). The Distance Education Program (minus Joint Studies Program) is accredited to award Joint Professional Military Education I (JPME I). The Distance Education Program will grant JPME II to a segment of the Class of 2024 (Joint Studies Program) based on student selection by their components and services.

### **International Fellows (IF) Program**

The IF program adds a dimension to the DEP that broadens the intellectual horizons of students and faculty alike. The association of senior officers destined for high-level leadership positions in their respective armed forces can improve mutual understanding of national security problems, operations, and preparedness. To the greatest extent possible, IFs will participate with their U.S. counterparts in lectures and seminar activities.

Enrollment in the MSS degree program requires the possession of a baccalaureate degree or equivalent from a regionally accredited institution. All students must request that their undergraduate transcript be mailed directly from their undergraduate institution to the USAWC Registrar's Office. IFs seeking enrollment in the MSS degree program who do not possess a baccalaureate degree from an accredited U.S. institution must submit their transcripts and supporting documentation to the Registrar for assessment by an outside review body to determine the equivalency of their degrees.

IFs must demonstrate high proficiency in the English language to participate in the MSS degree program. The standard measure of proficiency is the Test of English as a Foreign Language (TOEFL), and USAWC requires a minimum score of 83.

Policies for IF matriculation into and participation in the Master of Strategic Studies Degree program are in [USAWC Memo 350-1, U.S. Army War College Student Admission Policy and Procedure, Resident and Distance Education Programs](#) and [USAWC Memo 350-2, U.S. Army War College International Fellows Admission to the Master of Strategic Studies \(MSS\) Degree, Resident and Distance Education Programs](#) (*Contact your faculty instructor to obtain a copy*).

## Part III: Academic Requirements, Policies, and Procedures

### Graduation Requirements

Graduation requirements must be satisfied by the last day of classes for a student to be eligible to receive a USAWC diploma and the MSS degree. All U.S. students will pursue both a USAWC diploma and the MSS degree. IFs may opt out of the MSS degree and pursue the USAWC diploma only. With the exceptions noted below, academic requirements are the same for the USAWC diploma and the MSS degree.

Specific graduation requirements are as follows:

1. Successfully complete all Distance Education Program courses. (See Part IV)
2. Successfully complete one opportunity for enrichment (See Part V)
3. Attend and successfully complete both 2-week resident courses. (See Part IV)
4. A current APFT must be on file for Army students  
+

### Academic Standards

A student's primary duty is to meet all academic requirements and to contribute meaningfully in all classes. Students must complete all individual and group academic assignments and are expected to accomplish required readings, study, or research in advance of classes as specified in course directives or by their instructors.

Instruction is presented at the graduate level. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis, synthesis, and evaluation rather than description. Papers are expected to be concise, complete, logically organized, grammatically and stylistically competent, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written products must represent individual work.

### Student Evaluation

Overall academic standards and criteria to evaluate student mastery of course learning outcomes are in [USAWC Memo 623-1, Student Assessment](#). USAWC students are assessed against course-specific standards, not each other. As indicated in [Policy Memorandum #44, USAWC Grade Policy](#) (*Contact your faculty instructor to obtain a copy*), the War College uses the standard A-F letter grade evaluation system. IFs enrolled in the diploma program (as opposed to the MSS degree program) will receive Pass/Fall grades in lieu of letter grades for each course.

Students will receive one overall grade for every core or elective course. The course directive will identify the proportion of the overall grade derived from specific elements of student performance to include, at a minimum, one written requirement.

Rubrics articulating the assessment criteria for student graded work will be included in course directives and explained to students before they begin such work. Assessment criteria will clarify standards for evaluating written products (papers, memoranda, essays, etc.), oral presentations (individual and/or group), and student contributions to collective seminar interactions not captured in other formal written or oral evaluations (e.g., open seminar dialogue, free form components of exercises, and engagements with guest speakers). Faculty evaluation of student written presentations, oral presentations, and other student contributions will include assessment of the quality of an individual student's strategic thinking.

At the conclusion of each course, faculty instructors will record student evaluations in the automated Course Evaluation Report (CER) in [COMPASS](#), the online knowledge management and student information system interface. CERs will indicate the student's course letter grade (or Pass/Fail status) as well as assessments of the student's strategic thinking, written communication, and oral communication as distinguished, superior, or performed to standard. The narrative portions of the CER will provide sufficient detail to give a clear picture of the student's academic progress towards mastering the course learning outcomes.

As a general rule, students must meet or exceed the standards for every requirement to graduate. A minimum grade of C in each course. The USAWC graduate degree programs require a 3.0 grade point average (GPA) on a 4.333 scale, excluding audited or pass-fail courses, to receive a degree. Students cannot receive graduate course credit with any course grade of C- or lower. Students must be off academic probation to graduate. All letter grades count in the computation of the student's cumulative grade point average. Full requirements for admission and graduation are maintained in Carlisle Barracks Memorandum 350-1.

At the end of the academic year, students receive an academic evaluation report (AER) or equivalent service or agency-specific report. Academic records, including undergraduate transcripts and academic evaluation reports, are maintained in the Registrar's Office.

### **Remediation of Student Work**

In accordance with [USAWC Memorandum 623-1, Student Assessment](#), remediation is an opportunity to revise and resubmit an assignment that does not meet standards (i.e., earns a grade of B- or lower). Students are limited to two attempts at remediation and, if successful, can receive no higher than a "B" on that remediated assignment. Remediation will be noted on the student's course evaluation report.

## **Academic Probation**

A student may be placed on academic probation for failure to meet academic standards or failing to maintain academic progress. The purpose of academic probation is to ensure the student understands that his or her present overall level of performance does not meet USAWC standards. Notice of probationary status will be in writing and will inform the student of the reason for this action. The letter will inform the student of expected future performance. Details of the academic probation policy may be found at USAWC Memorandum No. 623-1.

## **Appeals of Course Evaluations**

In the absence of compelling reasons such as error or bad faith, the evaluation determined by the instructor of record is considered final. A student who believes an appropriate assessment has not been made should follow the procedures set forth in USAWC Memorandum No. 623-1.

## **Extensions and Deferrals**

The curriculum of the Distance Education Program is designed for completion in a two-year time frame. All courses are to be completed in succession. It is important that students continue to progress through each course according to the established schedule. A student who fails to progress according to the schedule can be sent to an Academic Review Board and considered for disenrollment for failure to maintain academic progress.

### **Extensions**

If a student has difficulty in meeting the course requirement completion date, the student must apply for an extension. Extensions may be granted for valid reasons, but are seldom granted for a period exceeding 14 days. Students should avoid requesting extensions unless there is a bona fide reason. An extension erodes the time available to complete succeeding courses. A request for a seven-day extension may be submitted in writing, by e-mail, or telephonically to a student's seminar faculty instructor or Education and Training Technician prior to the due date of the requirement. A student may receive an additional seven-day extension by submitting a request in writing, by e-mail, or telephonically, to the Director, of the respective student year groups prior to the due date of the requirement. This request must be acknowledged and approved prior to the due date of the requirement. The decision to grant an extension and the length of the extension will be determined on an individual basis. A student who fails to progress according to the schedule can be disenrolled for failure to maintain academic progress.

### **Deferrals**

If, due to personal or professional reasons, a student is unable to meet the due dates in the schedule for submitting requirements and cannot maintain progress in the course, a request for deferment can be considered. Deferments are granted for exceptional reasons and normally for one time reenrollment into the next class. Requests for deferment are to be sent through the student's component or command service agency. Requests for deferment may not be submitted after the initiation of disenrollment action. Pending the decision on deferment action, students must continue working on their course requirements or the student will be faced with a considerable backlog of work should the deferment be denied.

## **Disenrollment**

USAWC Students may be disenrolled in the following categories:

### **Voluntary Disenrollment**

Most students may request to voluntarily withdraw from the program for any reason by written request through the Department of Distance Education. It is the student's responsibility to inform their component of the intent to disenroll from the USAWC. Students wanting to withdraw should request disenrollment through their appropriate Year Group Directors. A student who voluntarily disenrolls may be reenrolled or be reinstated, subject to their component's policy and the provisions of AR 350-1. NOTE: A student pending an Academic Review Board for an alleged integrity violation may not voluntarily disenroll per USAWC Memo 350-7.

### **Involuntary Disenrollment**

Students may be involuntarily disenrolled due to failure to meet academic standards; failure to maintain academic integrity; failure to maintain academic progress; and personal misconduct. Those facing involuntary disenrollment, with the exception of personal misconduct, are entitled to an Academic Review Board (ARB). Students considered for action by an ARB for reason of failure to maintain academic integrity or personal misconduct may not request voluntary disenrollment. Involuntary disenrolled students may not apply for reenrollment or reinstatement. Students may also be subjected to adverse administrative actions by their parent units and contingent on the severity of the underlying misconduct may be subject to Uniform Code of Military Justice (UCMJ) action.

### **Administrative Disenrollment**

In cases where a distance education student refuses to acknowledge enrollment and/or fails to submit any assignments or complete any courses or programs in accordance with the published suspense guidance, the student may be

administratively disenrolled without convening an ARB. The First Year Studies Director will notify the Chair, Department of Distance Education, of the recommendation to administratively disenroll the student. The Department Chair, in coordination with and through the Registrar, will recommend administrative disenrollment to the Dean of Academics. The Dean of Academics will render a decision and provide notification to the student and the appropriate component. The notice will specify the facts and circumstances supporting the decision to administratively disenroll the student. An information copy of the recommendation, decision, and notification will be provided to the Chief of Staff, Post Judge Advocate (PJA), and, as appropriate, SSR, RC Adviser, Senior Civilian Representative, IF Office, or non-host agency.

### **Re-Enrollment**

Requests for re-enrollment are to be sent through the student's component. Refer all eligibility questions to your component's POC. The student's component will work with the Department of Distance Education to authorize reenrollment of a student in a future DEP class.

### **Academic Review Board (ARB)**

If the Department of Distance Education's Chair determines a student should be considered for disenrollment for failure to maintain academic standards, failure to maintain academic progress, or failure to maintain academic integrity, the Chair will inform the Dean and request an ARB. Details of the process may be found in USAWC Memorandum No. 350-7.

### **Academic Records**

At the end of the academic year, students receive an AER or equivalent service or agency-specific report.

Records such as undergraduate transcripts and AERs are maintained in the Registrar's Office. Students can access their assessments, evaluations, and unofficial transcript through Compass. Access to Compass following graduation will be available for a limited amount of time. To view academic records, a student should request an appointment with the Registrar.

### **The Communicative Arts**

The communicative arts are a key thread across the curriculum to provide students with the opportunity to practice the advanced listening, reading, thinking, speaking, reading, and writing skills needed by senior leaders at the strategic level. Students will find many useful references, including USAWC standards for oral presentations and written work, in the Communicative Arts Directive located at:

O365 SharePoint: <https://usarmywarcollege.sharepoint.com/sites/ACLLabOnline>

Writing requirements are an integral part of the curriculum and will be the primary evaluative instrument of student learning. Every core and elective course will have at least one writing requirement for formal assessment by faculty. Unless specifically directed or granted an exception to policy, writing requirements must be unclassified, based on publicly releasable information, and documented in accordance with The Chicago Manual of Style footnote citation style (Notes and Bibliography System).

Templates for course papers and other writing requirements are available in the Communicative Arts Directive and on the ACL Lab Online SharePoint site: <https://usarmywarcollege.sharepoint.com/sites/ACLLabOnline>.

Oral communication is also a key component of the curriculum. All students must complete a short video presentation as part of their oral communication requirement. Students should consult their program and course directives for specific guidance on written, oral, and visual course requirements.

### **Student Awards Program**

At the end of the year, the USAWC will recognize students for excellence in research, writing, and public speaking. See the Communicative Arts Directive for greater detail on the awards program.

### **Student Recognition for Academic Excellence**

The USAWC will recognize the top 10% of students within the class as Distinguished Graduates (DG). USAWC will recognize the top 11% to 30% of students as Superior Graduates (SG). The determination of graduation recognition will be based on the individual student's calculated weighted average attained in core courses in the two-year program, to include DE2306 (First Resident Course). Additionally, students must submit all academic requirements on time and without remediation.

The USAWC will recognize Distinguished Graduates and Superior Graduates at graduation and with annotations on evaluation reports and academic transcripts.

### **Academic Integrity**

The USAWC upholds the highest standards of academic integrity. This includes a strict academic code requiring students to credit properly the source of information cited in any written work, oral presentation, or briefing created to meet diploma/degree requirements. Simply put, plagiarism – the representation of someone else's intellectual work as one's own – is strictly prohibited. Plagiarism, along with cheating, fabrication/falsification, and misrepresentation, are inconsistent with the professional standards required of military personnel and government employees. Furthermore, in

the case of U.S. military officers, such conduct violates the “Exemplary Conduct Standards” delineated in Title 10, U.S. Code, Sections 3583 (U.S. Army), 5947 (U.S. Naval Service), and 8583 (U.S. Air Force). See [USAWC Memo 623-1, Appendix C](#) for details on standards and processes related to sustaining academic integrity.

### **Originality Requirement**

Work submitted to satisfy USAWC requirements must be designed and produced while enrolled at USAWC and may not be submitted to satisfy multiple requirements or to satisfy requirements at other institutions or agencies.

### **Non-attribution**

The USAWC’s non-attribution policy guarantees that remarks and opinions expressed in privileged forums will not be publicized, quoted, or discussed outside the USAWC without the express written permission of the speaker. The library maintains a file identifying speaker restrictions. Consult the list prior to citing a potentially privileged source. See [USAWC Pamphlet 10-5, SSL Administrative Policies and Procedures Guide, Paragraph 2-16](#) (*Contact your faculty instructor to obtain a copy*) for more details on non-attribution.

### **Academic Freedom**

The USAWC strenuously protects academic freedom for its faculty and students. Reciprocally, faculty and students must strenuously pursue factual accuracy and safeguard classified information, controlled unclassified information, and operationally sensitive information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USAWC. See [USAWC Memorandum 351-9, Academic Freedom](#). (*Contact your faculty instructor to obtain a copy*).

### **Faculty-Student Relationships**

The USAWC prohibits dating, romantic relationships, and/or sexual relationships between a faculty member and student(s) that the faculty member supervises, teaches, advises, mentors, or otherwise assesses. For additional details, see [Policy Memorandum #36, USAWC Faculty-Student Romantic and/or Sexual Relations](#) (*Contact your faculty instructor to obtain a copy*).

### **Student Grievances**

The USAWC has established procedures for resolving student complaints regarding the academic program. For additional details, see [Policy Memorandum #35, USAWC Student Complaint Policy](#) (*Contact your faculty instructor to obtain a copy*).

## **Student Absence**

To successfully complete a course, cumulative student absences (not able to participate) from course events will not exceed 20%. In exceptional cases, the Dean may approve a suitable plan, developed with the concurrence of the faculty instructor(s), and Department Chair, to mitigate student absences of more than 20% while still achieving course learning outcomes. Students initiate an absence through their FI to the year group director. Absences of online forums will result in an alternate assignment due during the course when the absence occurred. Absences during the First or Second Resident courses require permission from the Department Chair, and may incur an additional requirement to ensure achievement of course learning outcomes. [USAWC Pamphlet 10-5, SSL Administrative Policies and Procedures Guide, Chapter 1-5, Leaves and Absences](#) (*Contact your faculty instructor to obtain a copy*).

## **Other Policies and Procedures**

For a comprehensive view of administrative and operational policies and procedures, students should consult [USAWC Pamphlet 10-5, SSL Administrative Policies and Procedures Guide](#) (*Contact your faculty instructor to obtain a copy*).

## **Part IV: The Distance Education Program**

### **Overview of the Distance Education Program (DEP)**

The USAWC Distance Education Program (DEP) consists of a series of eight core courses, plus specialization courses and two resident courses, taken over a two-year period. Each course is composed of several blocks and lessons. The lesson, typically equivalent to one week, is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course learning outcomes. Course performance is evaluated through writing, forum participation, and collaborative requirements. Individual student requirements are subjective in nature, based on required study and designed to ensure that course learning objectives are attained.

### **DE2300 Orientation to Strategic Leader Education / 0 credit hours**

DE2300 is a voluntary course, but highly encouraged for all DEP students. The course runs April – May and helps ensure students are fully ready to begin their DEP studies. This course is designed to prepare the student for education at the strategic level. It introduces the student to methods of learning, adult learning concepts, critical thinking skills, and graduate level writing skills. Additionally, it helps students understand the expectations for online forum participation, enter biographical data, and complete a 500-word diagnostic essay. In addition to the online portion, DE2300 offers a voluntary, resident orientation weekend to students.

### **Core Courses / 33 credit hours**

#### **DE2301 Introduction to Strategic Leadership / 3 credit hours**

The Strategic Leadership course provides the foundation of the Army War College curriculum. In this course, students survey the fundamentals of leadership at the strategic level. The course examines strategic leader competencies and attributes, critical thinking, strategic decision-making, and the management of change in an organization. The course also includes consideration of the military profession, ethical decision-making, and civil-military relations. Students apply the unique aspects of leadership at the strategic level to an environment characterized by volatility, uncertainty, complexity, ambiguity.

#### **DE2302 National Security Policy and Strategy / 4 credit hours**

National Security Policy and Strategy is focused on American national security and foreign policy formulation. This course provides a theoretical framework for analyzing the complexity and challenges associated with the contemporary international security environment. Students examine the U.S. interagency process and organization for developing and implementing U.S. foreign and security policies, making the connections between the various external and domestic influences at play. Finally, students are

introduced to a methodology for formulating and assessing national security strategies that employ all instruments of national power in order to secure national interests and objectives

### **DE2303 War and Military Strategy / 4 credit hours**

This course examines the history and theory of war and military strategy, providing students with a strategic level understanding of the military element of power. The fundamental nature and evolving characteristics of varying levels of conflict provide students with insights about how war and conflict shape strategic thought and military practice. Studying classic and contemporary masters of strategic thought and examining historical case studies provides a foundation for examining war and formulating current and future military strategy.

### **DE2304 Global and Regional Issues and Interests / 3 credit hours**

This course expands upon previous coursework and provides an examination of the complex and interconnected global environment. This survey course takes a bifurcated approach: All students take Block I, where they expand upon previous strategy models to examine the development and application of strategy at the regional level. They then examine national interests and strategies of China and Russia, the United States' primary great power competitors on the global stage. In Block II, students have the opportunity to embark on a deep-dive examination of the one of seven regions - the Americas, Sub-Saharan Africa, the Arctic, Europe, the Indo-Pacific, Middle East, or Russia/Eurasia. After examining the key issues and strategic factors in this region, students work as teams during the Forum to develop a U.S. strategy for the region.

### **DE2306 Strategic Leadership in a Global Environment First Resident Course (FRC) / 3 credit hours**

The FRC examines strategic leadership, international relations, national security policy and strategy, war and military strategy, and regional interests. Students attend guest lectures and participate in seminar discussions, embassy and agency visits, a staff ride, and a strategy formulation exercise to better understand the instruments of national power. Students may participate in optional offerings during this 2-week period, including the leadership assessment and feedback program and noontime lectures from a variety of nationally recognized experts. The FRC transitions DEP students into their second year of studies, during which they will maintain their FRC seminar membership through graduation..

### **DE2307 Contemporary Security Issues / 3 credit hours**

DE2307 is a survey course that challenges students to examine contemporary and future concepts that will influence U.S. National Security and war fighting over the next twenty years. The course provides materials that will provoke student critical thinking on aspects of warfare in the 21st Century, to include globalization, irregular warfare, space,

cyber warfare and leveraging information in the operational environment (network-centric operations) that incorporate land, sea, air, and space technologies. Students will investigate such emerging issues associated with Defense, Joint, and Army Transformation. This course acts as a catalyst and resource for students to draw upon as they broaden their knowledge of future joint force capabilities in their role as strategic leaders.

### **DE2308 DOD Organization and Processes / 3 credit hours**

DE2308 provides the student, as a future leader in the strategic environment, with information and tools to increase his or her strategic leader technical competency and understanding of DOD structure and function and how DOD integrates into the overall national security structure. Its content furnishes the student with knowledge of the systems and processes that help senior national and military leaders translate theory into military strategy, plans, actions, and resources. The course examines the interactions of systems and processes including the Joint Strategic Planning System (JSPS) and DOD Decision Support Systems including the Joint Capabilities Integration & Development System (JCIDS); the DOD Planning, Programming, Budgeting and Execution (PPBE) process; and the Defense Acquisition System (DAS). The course also explores doctrine for unified direction and organization, joint command and control, joint and multinational operations, and interagency, intergovernmental and nongovernmental organization coordination. The material in DE2308 is a logical follow-on to that of the First Year courses and sets the stage for the remainder of the Second Year core courses

### **DE2309 Theater Strategy and Campaigning I / 3 credit hours**

DE2309 focuses on the operational strategic aspects of planning at the theater level. Students will look at the development of theater strategy, and how it links to the overarching guidance received from the civilian leadership. They will also examine how the combatant commanders implement decisions made by that civilian leadership. Finally, the course sets the stage for theater operations by examining the capabilities of the Services, interagency capabilities and joint logistics. This course consists of three blocks designed to explain how combatant commanders translate national strategic guidance into theater strategies. The first block will address Services and interagency capabilities. Block two covers theater strategy and goes into detail regarding one important aspect of that strategy: theater security cooperation. The final block will examine Security, Stability, Transition and Reconstruction Operations and Counterinsurgency Operations.

### **DE2310 Theater Strategy and Campaigning II / 4 credit hours**

Theater Strategy and Campaigning II utilizes the concepts covered in DE2309 (Theater Strategy and Campaigning I) to address how combatant commanders translate national and theater strategies into the precursor products required to plan a campaign in an operational environment. The course introduces the emerging concept of design and

addresses the fundamentals of operational art and joint doctrine for campaign planning. Students will examine the employment of military forces to attain theater-level strategic and operational objectives through the design, organization and integration of theater campaigns. Students will gain an understanding of the fundamentals of campaign planning and learn how to prepare the key planning products a joint force commander would use to create a campaign plan. This course uses joint and Service doctrinal material, historical case studies and two online labs to reinforce key concepts and learning objectives. DE2310 continues the process of building upon war fighting concepts introduced in the previous courses.

### **DE2312 Strategic Leadership in Current and Future Warfare Second Resident Course (SRC) / 3 credit hours**

Strategic Leadership in Current and Future Warfare examines strategic leadership and its application of military forces in current and future warfare. In the process students assess and discuss the current issues facing the Department of Defense and those organizations that influence the implementation of national security strategy (e.g., interagency, media, non-governmental organization, international organization). This course is designed to be the capstone course for the Distance Education Program and builds upon and compliments the previous two years of study. Just as in the First Resident Course, students attend lectures by current military and civilian leadership, participate in seminar discussions, staff rides, case studies and exercises and exploit the full resources of the United States Army War College. The SRC is followed by graduation.

## **Part V: Opportunities for Enrichment**

In lieu of the traditional program of study, students may apply for acceptance into alternate programs of study that provide the same generalist education but also explore specific subjects or disciplines in greater depth. Selection for these programs is competitive. Selection criteria will include the program director's assessment of each student applicant as well as FI recommendations about each student's ability to simultaneously manage a core and elective workload. Alternate programs of study include Enhanced Programs.

### **Enhanced Programs**

Enhanced Programs begin at the end of October upon during a DEP students second year. Students accepted into Enhanced Programs will continue with their core curriculum as scheduled while also participating in their respective Enhanced Program. DEP students will earn varying amounts of elective credits for Enhanced Program participation and are not required to complete an elective. Enhanced Programs include the following:

#### **Strategic Research Requirement (SRR) / 2 credit hours**

All resident students must satisfy the SRR for graduation by successfully completing a research project on a topic of strategic importance as well as a 2-page point paper and 2-minute video summarizing the research findings. The SRR is a valuable learning experience in the education and development of strategic leaders. Conducting research builds cognitive and communication skills expected of strategic leaders, such as the ability to identify, structure, and scope a complex problem/question; analyze, synthesize, and evaluate relevant information; and draw conclusions and make recommendations for a decision-maker based on that information.

The SRR can be effectively achieved in many forms. Although individual research papers have been the most common SRR form historically, we encourage students to be imaginative, innovative, and broad-minded in developing projects that take advantage of widely-accessible presentation approaches such as published papers, videos, audio presentations (e.g., podcasts), wargames, and other techniques. Though the primary academic focus is on the quality of student research and analysis, many presentation approaches exist that can be profitably used to convey the results of particular research endeavors. Students with similar research interests are encouraged to develop group SRRs.

To complete the SRR, students will identify and explore a specific research question or strategic problem under the guidance of a Project Advisor (PA). Through detailed research and rigorous analysis, students will synthesize and distill pertinent information from a variety of sources to create a well-supported, coherent, and compelling final product. PAs will evaluate completed SRRs based on the research project (70%), the 2-page information paper (15%), and the 2-minute video (15%).

Students are encouraged to discuss potential topics and potential PAs with their assigned FAs during their initial ILP session. It is important to get an early start on the SRR in order to meet key milestones as the year progresses.

To satisfy the SRR, students may also compete to participate as a member of an Integrated Research Project (IRP) team. An IRP is a faculty-led intensive research effort involving competitively selected students on a pressing or emergent need of the Army or Joint Force for a sponsoring organization. Students may receive additional elective credit for work that exceeds the expected level of effort for the SRR.

IFs working towards a USAWC Diploma may pursue a research project based on their interests, skill set, and professional development goals. The type of project is flexible so long as it demonstrates some information collection and analysis. Examples include a regional strategic appraisal, review of selected strategic documents, strategic case study, annotated bibliography, oral presentation to an audience (in person or recorded), etc. The type of project must be approved by the PA and the PA's Department Chair. Regardless of form, all research projects must also include a 2-page information paper and a 2-minute video.

#### **DE2344 Program Research Project (PRP) / 2 credit hours**

The PRP is an opportunity to demonstrate research and writing skills developed at the USAWC while communicating important ideas to the larger intellectual community of strategic leaders. Students engaged in the PRP pursue original research projects that explore a specific research question or a defined strategic problem. This research effort leads to the production of a 5000-word (minimum) paper potentially suitable for USAWC research and writing award competition and outside publication. Students should pursue projects that facilitate their professional and intellectual development. For some, that means pursuing work in a completely new area of interest. For others, that means building upon areas of expertise to extend knowledge and generate new insights into strategic problems and national security issues. Refer to the USAWC Effective Communications Directive for guidance and suspense information. A PRP substitutes for an elective.

#### **DE2346 Directed Study in Peace Operations, Stability Operations, or Irregular Warfare / 2 credit hours.**

This is a mentored study of the seminal writings in these fields that influenced current U.S. government doctrine. Students survey important ideas and works through history to determine their influence on current thinking in one of these fields, including publications by the U.S. military, non-Defense agencies, academic institutions, and international organizations. Students research and analyze foundational works in peace operations, stability operations, or irregular warfare

to determine their influence on U.S. operations and doctrine, and publish the results in a paper of approximately 5,000 words. The REP conducts Integrated Research Projects with students. DEP students may participate under special circumstances. A Directed Study substitutes for an elective

### **Joint Land, Aerospace, and Sea Strategic (JLASS) / 3 elective credits**

JLASS is a wargame program providing experiential learning in the design and execution of military operations across the competition continuum at the strategic level of war. Using a scenario portraying globally operating adversaries, competition, and multiple regional and homeland crises set ten years in the future (2032), JLASS provides students the opportunity to role-play key positions within the combatant commands, the Joint Staff, and the Office of the Secretary of Defense. JLASS reinforces the knowledge and skills introduced in the core USAWC curriculum. This program offers the opportunity to participate periodically during the DE2308-DE2310 timeframe and to collaborate with several other Senior Service Colleges and the Swedish Defense University/Chilean War College in a six-day, faculty-adjudicated wargame. DEP students have an opportunity to complete all requirements remotely. JLASS includes individual media interviews and team briefings to senior War College officials

### **DE23XX Elective Courses / 2 credit hours**

Electives provide students with instruction in a specialized subject which builds on the knowledge gained during the two-year program and is either of personal or professional interest to the student. The list of offerings varies from year to year but the number of elective courses is roughly 25. Courses in the Elective Program are designed to provide the opportunity for greater depth of study with an expert in a specific area of study. Examples of courses that could be offered: Economics and National Security; Negotiations; The U.S. Experience with Counterinsurgency; Organizational Culture and Change; Decision Analysis; and Campaign Analysis. Instructions for registration and the list of available electives will be provided to students in the Fall of their second year.

## **Part VI: Complementary Programs**

The USAWC provides a multitude of other valuable programs to enhance the War College experience for students. These programs are voluntary.

### **Noontime Lectures (NTL)**

Periodically throughout the year, noontime lectures on a variety of national and international topics seek to deepen student understanding of curriculum content or to provide new perspectives on material addressed in the curriculum. These lectures are department sponsored and unless classified, are generally open to anyone in the Carlisle Barracks community. DEP students may virtually attend any NTL through both years of study. NTLs are also offered for in person attendance during FRC and SRC.

### **Military History Program**

Military history is integrated throughout the USAWC curriculum. The core curriculum explores the historical dimensions of national security, strategy, operations, and leadership through readings, case studies, and seminar discussion. To assist in the development of a sense of historical mindedness in our graduates, each seminar has a designated historian. These historians may be drawn from the existing faculty teaching team, or may be supplemented by historians from other organizations from within USAWC.

A variety of activities throughout the academic year supplement this curricular exposure to history, to include:

Perspectives in Military History – This monthly lecture series provides a historical dimension to the exercise of generalship, strategic leadership, and the war fighting institutions of land power.

Brooks E. Kleber Memorial Lecture – A quarterly lecture series that features authors and their recent or upcoming contributions to a variety of military history subjects and topics.

Strategic Art Film Program – An annual film series, usually held weekly, that is tied to the USAWC curriculum as it relates to strategic leadership and decision making; moderated by instructors and SMEs.

### **Strategic Leadership Feedback Program (SLFP)**

The USAWC encourages students to take advantage of this comprehensive assessment of their executive leadership style and behaviors. The program is designed to enhance self-awareness and increase effectiveness of emerging strategic leaders. Students discuss their 100-page leadership assessment portfolio with a highly trained staff member, and use results to inform Individual Learning Plan goals. For more

information about this program, contact Professor John Tisson at [john.tisson@armywarcollege.edu](mailto:john.tisson@armywarcollege.edu).

### **Gettysburg Staff Ride**

The staff ride to Gettysburg gives the DEP student the opportunity to study Lee's second and last major campaign into the North. This staff ride allows the students to apply many of the course's learning outcomes to the study of this pivotal campaign, including strategic leadership competencies, civil-military relations, campaign planning, strategy formulation, and ideas from the classical theorists.

### **Commandant's National Security Program (CNSP)**

CNSP is an event that occurs during SRC, enabling the students to integrate and synthesize content from the entire core curriculum through strategic thinking and dialogue. The USAWC invites civilian guests from various leadership positions and walks of life across the U.S. to join the Army War College students and faculty in examining and discussing current national security issues in seminar sessions, Bliss Hall sessions, and social events. This allows the USAWC to reach out to a diverse cross-section of civilians, providing them an opportunity to become better acquainted with the Army and prospective future leaders of U.S and Allied Armed Forces.

### **Lectures**

Throughout the year, students will be exposed to a variety of mandatory and optional lectures that enhance the War College experience. For example, academic program lectures may be integrated into core courses in support of course learning outcomes. Additionally, the Commandant's Lecture Series (CLS) presents prominent speakers of the highest quality, representing diverse backgrounds, expertise, and varied perspectives. Other lectures include a wide variety of very senior or influential people who speak to students as their schedules permit. Lectures during FRC and SRC are mandatory for DEP students to meet all requirements. Lectures throughout the academic year are optional for DEP students.

### **Special Events, Symposia, and Conferences**

During the academic year, various departments, centers, institutes, and programs conduct special events, symposia, and conferences of interest to students. Most of these events will be voluntary for students. Examples include: sister Service birthday celebrations, extracurricular wargames, and regional symposia. Many of these events require in person attendance; however, all events with a virtual component will be available for DEP student voluntary participation.

# Appendices

## Appendix A: Acronyms

ADMP	Advanced Defense Management Program
AER	Academic Evaluation Report
AOC	Area of Concentration
ARP	Advanced Research Program
ASAP	Advanced Strategic Arts Program
AY	Academic Year
CAD	Communicative Arts Directive
CER	Course Evaluation Report
CLO	Course Learning Outcome
CLS	Commandant's Lecture Series
CSL	Center for Strategic Leadership
CSP	Carlisle Scholar's Program
DCLM	Department of Command, Leadership, and Management
DDE	Department of Distance Education
DEP	Distance Education Program
DG	Distinguished Graduate
DoD	Department of Defense
DM	Defense Management
DMSPO	Department of Military Strategy, Planning, and Operations
DNSS	Department of National Security and Strategy
EM	Enterprise Management
ESCP	Eisenhower Series College Program
FA	Faculty Advisor
FI	Faculty Instructor
IF	International Fellow
ILP	Individual Learning Plan
IRP	Integrated Research Project
ISS	Introduction to Strategic Studies
JCS	Joint Chiefs of Staff
JLASS	Joint Land, Aerospace, and Sea Simulation
JPME	Joint Professional Military Education
JWASP	Joint Warfighting Advanced Studies Program
KSIL	Key Strategic Issues List
MSC	Military Strategy and Campaigning
MSCHE	Middle States Commission on Higher Education
MSS	Master of Strategic Studies
NSPP	National Security Policy Program
NSS	National Security Seminar
NSSR	National Security Staff Ride
NTL	Noontime Lecture
OPMEP	Officer Professional Military Education Policy
PA	Project Advisor
PME	Professional Military Education
PLO	Program Learning Outcome

REP	Resident Education Program
RSP	Regional Studies Program
RWRC	Reading, Writing, Reflection, and Collaboration
SCIP	Schools, Centers, Institutes, and Programs
SG	Superior Graduate
SJWS	Strategic Joint Warfighting Specialization
SL	Strategic Leadership
SLFP	Strategic Leadership Feedback Program
SLP-D	Senior Leader Profile - Development
SLSP	Senior Leader Sustainment Program
SRR	Strategic Research Requirement
SSI	Strategic Studies Institute
SSL	School of Strategic Landpower
WPNS	War, Policy, and National Security
UCC	Unified Command Course
USAHEC	U.S. Army Heritage and Education Center
USAWC	U.S. Army War College