

THE UNITED STATES ARMY WAR COLLEGE



# STUDENT HANDBOOK

Class of 2019

STRENGTH *and* WISDOM

## Chairman's Message



Welcome to the U.S. Army War College and the Department of Distance Education (DDE). I am delighted that you have been selected to be a student in this year's class. We have a highly-trained faculty and staff that stand ready and eager to help you succeed.

The Distance Education Program contains a series of eight core plus elective on-line courses and two resident courses, for a total of 36 credit hours. As a new student, you should know that this two-year program of study is rigorous and academically challenging; at the same time, I am sure that you will appreciate the intellectual rewards as you complete each course.

Although you will have the opportunity to participate in our orientation course and related events, you are strongly encouraged to take advantage of the information and guidance contained in this instructional Student Handbook. This Student Handbook is designed to assist you in becoming a confident productive member of the class and will provide many of the answers that are common to new students. It is intended to be used by you in two distinctive ways: First, it should serve as an initial point of instruction for you on information that will be new to you, and secondly, it should serve as a reference for you on several aspects of our program. I believe that you will benefit tremendously by reading this book; after that, you may elect to review sections, as appropriate to your needs. Use this book in concert with the online tutorials; as you proceed through the program, you may find that some topics or information, should be added. If that should happen, please feel free to make those suggestions known for future updates to the Student Handbook.

Clayton K.S. Chun, Ph.D.  
Chairman, Department of  
Distance Education

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# ***U.S. Army War College***

## **HISTORICAL PERSPECTIVE**

As one of the oldest active duty military posts in the United States, Carlisle Barracks is among the most historic of American military installations. Its origins are traced to the British Army in the middle part of the 18th century. Shortly before the beginning of the French and Indian War in 1754, Carlisle was a small settlement situated on the confluence of Indian trails along the Letort Creek. Once the war began, Carlisle was recognized as a natural gateway to the west and as early as 1756, became an important point for British forces to defend the frontier and to muster forces for westward expeditions. The military post was founded in 1757, with the arrival of British forces commanded by Colonel John Stanwix. Carlisle Barracks was maintained as an active British post throughout the French and Indian War and served as a base for General John Forbes' expedition, the force which proceeded west to reduce the French bastion, Fort Duquesne.

Once the French and Indian War concluded in 1763, Carlisle Barracks continued to function as an active duty British post. It would prove useful, for in that same year, the charismatic Ottawa Chief Pontiac staged or inspired attacks across the Ohio territory and across the Commonwealth. Carlisle Barracks was again a base from which British power could be projected. It was used to full advantage by British forces led by Henri Bouquet who gave the English their most notable victory on the battlefield at a place called Bushy Run.

Following Pontiac's War, Carlisle Barracks was briefly abandoned since there were no perceivable threats on the horizon. It again became an important facility when the Revolutionary War started. It was also during the American Revolution that Carlisle began its educational mission for U.S. military forces. In 1776, the Continental Congress authorized the establishment of an ordinance center at what was known as Washingtonburg. A part of this ordinance complex was an artillery school under the direction of Captain Isaac Coren. Between the artillery school and the manufacturing facilities for artillery, Carlisle Barracks became a significant facility for the Continental Army, particularly for Washington's Chief of Artillery, Henry Knox.

The post and the community again gained significance in 1794, when Western Pennsylvania farmers refused to pay their taxes on commercial whiskey and began what became known as the Whiskey Rebellion. Lacking a standing army of any consequence, militia from Pennsylvania, New Jersey, Maryland, and Virginia were called out to rendezvous with federal elements. At Carlisle, President George Washington met these troops and reviewed the army, as Commander in Chief in the field. The largely militia army then proceeded westward to quell a rebellion which rapidly evaporated with the federal show of force.

Carlisle Barracks achieved permanence as a military post once the 19th century began. For roughly the first 50 years of its existence the British and later U.S. facilities were situated on land rented from William Penn's heirs. But in 1801, the U.S. government purchased the 27 acres it had been renting for \$664.20 and Carlisle Barracks officially became a permanent military post. It served in a supportive function, training and recruiting during the War of 1812 and after the war was largely inactive.

Carlisle Barracks again received a significant educational mission in 1838 with the establishment of the School of Cavalry Practice, under the Command of Captain E.V. Sumner. The following year another associated school was established here, the school for horse-drawn light artillery. Thus, in the two decades before the outbreak of the American Civil War a significant number of Cavalrymen were trained at Carlisle and a new generation of weapons, which were being fielded, was tested here. Among the graduates of the Cavalry school was J.E.B. Stuart who would later return to his alma mater and burn its buildings.



**A glimpse of 19<sup>th</sup> century garrison life at Carlisle Barracks.**



With the outbreak of the Civil War, Carlisle became a site for training and provisioning troops, similar to the function it had performed in the War of 1812. But its function as a base for supplies and training troops abruptly changed in June 1863, with the rapid approach of General Robert E. Lee's Army of Northern Virginia. In a brief period of time, Carlisle Barracks had to twice suffer the indignity of being occupied by enemy troops. General Robert E. Rodes' Division, of General Richard Ewell's Corps, entered Carlisle on the morning of June 27, and General Ewell briefly established residence in the Post Commander's headquarters. Ewell and his Corps elements departed Carlisle on June 30, due to Lee's orders to concentrate on Gettysburg, and the post and community were left largely intact. Following this rather painless occupation, Union militia forces under the command of BG William F. Smith reoccupied the post, setting the stage for the first and last battle of Carlisle Barracks. On the afternoon of July 1, Major General J.E.B. Stuart approached the town and found militia prepared to defend the post. He demanded they surrender and with their refusal, he bombarded the town and burned the post. Carlisle Barracks, however, made a rapid recovery because once Stuart's cavalry left, the task of rebuilding the post was initiated almost immediately. Once reconstructed, Carlisle Barracks returned to its pre-Stuart mission of receiving and training recruits and serving as a depot, a task it continued into the post-Civil War period.

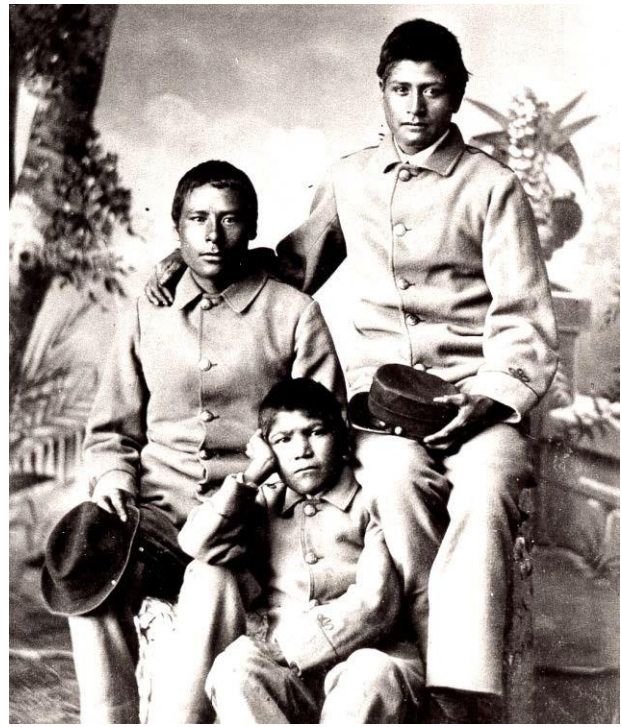
Perhaps the most unique phase of Carlisle Barracks history was initiated in December 1879, when the War Department passed control of the post to the Department of Interior's Bureau of Indian Affairs. Acting in accordance with a concept proposed by Captain Richard Pratt, a new school, the Carlisle Indian School, was established at Carlisle Barracks. Pratt's concept for the school was a boarding school that would take Indians away from their home environment and let them live and be educated in



**Richard H. Pratt, founder of the Carlisle Indian School and early proponent of education for the American Indian.**

American culture. Students were to be educated in practical subjects (vocational in today's terminology) as well as academic subjects. In addition, the school was co-educational, enrolling both male and female students. At least in the eyes of its backers, the Carlisle experiment was so successful that additional Indian schools, based on the Carlisle model, were established in other parts of the country. By the beginning of the 20th Century the annual enrollment in the Carlisle Indian School had reached 1,000 students from 70 different Indian nations. And while Carlisle Barracks achieved its most enduring name recognition from the Indian School, changes in the philosophy for educating the Indian tribes meant that Carlisle as an Indian School would not long survive the retirement of its founder, Richard Pratt.





**Indian students were taken from their tribal cultures and placed in a military school environment.**

In 1918, after 39 years of existence, the Carlisle Indian School closed its doors and Carlisle Barracks again reverted to the control of the War Department. For a two-year period this brief wartime function, was the home of General Hospital No. 31 and after this brief wartime function, it transitioned to yet another educational mission, the Medical Field Service School. Beginning in 1920, the Barracks trained Army



**Evacuating a casualty - schooling given at Carlisle Barracks when it was the Medical Field Service School during the inter-war years.**

personnel in the care and handling of casualties as well as the prevention of disease. In the 26 years of its existence, over 30,000 officers and enlisted men passed through this school, contributing substantially to medical care in the United States Army.

In the years immediately following World War II Carlisle Barracks, rather than transitioning to a postwar period of cutbacks and inactivity, accelerated its educational mission to the Army. Between 1946 and 1951, no less than six Army schools were located at Carlisle Barracks, at least for brief periods of time. The Army Information School was the first, followed by the School for Government of the Occupied Areas and then briefly the Adjutant General's School. Next came the Chaplain School and the school for Military Police. Finally, in 1949, the Army Security Agency School was established here, a school that continued its classified instruction at Carlisle until 1951.



**Original Home of the Army War College at Fort McNair.**

The history of the post's educational mission, in support of the Army, was completed in 1951, when the Army War College was moved to Carlisle Barracks. The school was originally established at 22 Jackson Place in Washington, D.C. in 1901, but moved to Fort McNair in 1907. It operated there until 1940, when classes were suspended during the mobilization of the nation and its Army for World War II. Classes did not resume until 1950 when, for the period of a year, the Army War College was located at Ft. Leavenworth.



The Army War College expanded its educational program in 1967, when a non-resident instructional program was instituted. The non-resident program, which in 1975, became the Corresponding Studies Course, was and is unique in the Senior Service College system. From the onset it was determined that this program would not be "just another correspondence school," but rather a first rate Senior Service College offering. This vision, established by Colonel Urey Alexander, has served the Army, the Army War College, and its students from 1967, to the present.

Recognizing the changing educational landscape, in 1997, by order of the Commandant, MG Robert H. Scales, Jr., the Department of Corresponding

**Jim Thorpe, one of the more famous students of Carlisle Barracks' numerous schools.**



Studies became the Department of Distance Education. Changing the department's name was thought necessary to keep the Army War College program comparable to university programs across the nation and highlight the change in the department's educational methodology. In the last five years, the Distance Education Program has also changed in more ways than just the name. It is now an online program that uses personal computers as the basis for delivering instruction and accepting written work.

Since the establishment of the Army War College at Carlisle Barracks, the research and educational mission of the War College has consistently grown. The Strategic Studies Institute was formed at Carlisle Barracks in 1954 and the Military History Institute was located here in 1967. The mission of preserving the Army's heritage was expanded in 1999, when the Secretary of the Army authorized the establishment of the Army Heritage and Education Center. Though some type of war-gaming function has existed at the War College since its establishment here, that capability was greatly expanded in 1994, with the establishment of the Center of Strategic Leadership, a state of the art war gaming and conference center. The Army War College is also home to the + Peacekeeping and Stability Operations Institute.



**Root Hall, main academic building**

## **MISSION**

The United States Army War College educates and develops leaders for service at the strategic level while advancing knowledge in the global application of Landpower.

## **VISION**

Producing strategic leaders and ideas invaluable to the Army, Joint Force, and Nation.

## **Commandant's Intent**

While the vision statement is an expression of the future state, the Commandant's Intent succinctly describes what success looks like.

- Respected provider of strategic leader education and development for national security professionals.
- Center of strategic thought for the Army. Our scholarship, intellectual inquiry, and discourse are highly regarded, influential, and focused on national security

issues at the strategic level.

- Source of valued intellectual and practitioner support. Our staff, faculty and students provide the Joint Force expert intellectual and practitioner support in the global application of Landpower.
- Home to a thriving and supportive military community.

## **INSTITUTIONAL LEARNING OUTCOME**

Our graduates are intellectually prepared to preserve peace, deter aggression and, when necessary, achieve victory in war. In pursuit of these goals, they study and confer on the great problems of national defense, military science, and responsible command.

Achieving this objective requires proficiency in four domains of knowledge:

- Theory of war and peace
- U.S. national security policy, processes, and management
- Military strategy and unified theater operations
- Command and leadership

And the ability and commitment to:

- Think critically, creatively, and strategically.
- Frame national security challenges in their historical, social, political, and economic contexts.
- Promote a military culture that reflects the values and ethic of the Profession of Arms.
- Listen, read, speak, and write effectively.
- Advance the intellectual, moral, and physical development of oneself and one's subordinates.

## **EDUCATIONAL PHILOSOPHY**

The USAWC educational practice is based on an inquiry-driven model of graduate study. The curriculum centers on the examination of theory, concepts, and systems as applied to national security, strategy, decision making, and conflict analysis. The core curriculum offers a foundation of knowledge upon which later electives, exercises, and seminars build and emphasize the application of critical thinking skills to course content.

The intent is to focus on how and why one thinks, rather than on what one thinks. Complex, difficult issues that are not given to school solutions are discussed. USAWC does not seek to achieve consensus, but encourages debate and exploration of opposing positions during seminar discussions.

The central academic focus is on strategic leadership and national security. Graduates are expected to understand the linkages between strategy and the other elements of power at the national level and the planning and conduct of warfare at the theater level. To this end, the USAWC:

- Challenges students to study the dynamics of the global strategic environment and introduces them to the critical thinking tools needed by strategic leaders. How to think will remain far more important than what to think as students understand the systems and processes used to manage change in the international strategic environment;
- Helps students understand the key tenets of national security strategy and how the elements of national power available to the President and Secretary of Defense – diplomatic, informational, military, and economic – may be used to promote and protect U.S. national interests. Students must also understand how to effectively wield the instruments of national security policy;
- Reinforces that defense strategy is derived from, and supports, national level strategic guidance. Students must grasp the processes by which the defense strategy establishes strategic direction and provides guidance for joint operations planning; and
- Continues to focus on theater-level, unified action, joint and single service, functional component commands, and multinational warfighting across the full spectrum of military operations. The critical link between the strategic and operational levels of war must be understood by all graduates.

The USAWC experience, therefore, is designed to nurture the student's growth intellectually, physically, and personally. Solid family, peer, and community relationships are essential to professional and personal growth. A student's educational experience is viewed holistically. The charge is to prepare students for senior leadership in their service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contribution USAWC graduates will make during the remainder of their careers.

## **INSTITUTIONAL THEMES**

A number of themes link the courses, lessons, and topics that constitute the USAWC curriculum. They provide continuity of thought and meaning throughout the year.

### **Enduring Themes**

Elihu Root's emphasis on the "great problems of national defense, military science, and

responsible command” provides the underpinnings for enduring themes within the USAWC curriculum. The enduring themes stimulate intellectual growth by providing continuity and perspective as we analyze contemporary situations.

- Strategic Leadership and the exercise of discretionary judgment
- Relationship of Policy and Strategy
- Instruments of national power and potential contributions to national security
- Professional ethics
- Civil-military relations
- Instruments of war and national security
- History as a vehicle for understanding strategic alternatives and choices

## **Enduring Landpower Themes**

- Strategic Leadership
- Theories of War and Strategy
- National Security Policy and Strategy
- Defense Management
- Theater Strategy and Campaigning
- Regional Studies

## **PROFESSIONAL MILITARY EDUCATION (PME)**

The U.S. Army places a high premium on the training and education of the officer corps. Officers are expected to engage in life-long learning and professional development relying on a blend of institutional training and education, operational assignments, and self-development. Attendance at the USAWC—whether by REP or DEP—represents the culmination of the formal education for most officers. This experience will provide the formal educational foundation for the remainder of the officer’s career. The USAWC addresses three educational imperatives: Joint Professional Military Education (JPME); Army Professional Military Education; and graduate level education leading to a MSS degree.

### **Joint Professional Military Education (JPME) at the USAWC**

The focus of senior level Professional Military Education (PME) is to prepare students for positions of strategic leadership. Senior education focuses on strategy, theater campaign planning, the art and science of developing, integrating and applying the instruments of national power (diplomatic, informational, military, and economic) during



peace and war. Studies emphasize analysis, foster critical examination, encourage creativity and provide a progressively broader educational experience.

Within the PME continuum, JPME instills joint core competencies by exposure to a Service-mix of faculty, students, and concepts. This mix is designed to provide a broad scope of the future joint force including interagency and multinational cultures and capabilities. Service Senior Level Colleges (SLC) addresses theater- and national-level strategies and processes. The curriculum focus is on how the unified commanders, Joint Staff, and DOD use the instruments of national power to develop and carry out national military strategy, develop joint operational expertise and perspectives, and hone joint warfighting skills. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating them 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. SLC subject matter is inherently joint.

JPME at this level focuses on the immersion of students in a joint, interagency, intergovernmental, and multinational environment and completes educational requirements for Joint Qualified Officer (JQO) nomination.

The USAWC is accredited by the Chairman, Joint Chiefs of Staff, as a program for joint education, Phase I Senior Level for the DEP and Phase II Senior Level for the REP. However, the DEP is conducting a proof-of-concept for Phase II accreditation. A select group of students may be selected to this program after the completion of their first year of studies. JPME Phase I – Senior Level, as outlined in the current version of the Officer Professional Military Education Policy (OPMEP CJCSI 1800.01E), focused 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 1800.01E), consists of 6 JPME Learning Areas and 26 Supporting Learning Objectives 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 these Learning Areas and Objectives into the curricula of both the Resident and Distance Education Programs. Both the Resident and Distance Education Programs have already incorporated the new requirements outlined in this document into their curricula.

The quality of teaching and instruction, academic rigor, and educational effectiveness of courses and programs is maintained through faculty initiative and similar material, and

evaluation and assessment procedures. The sharing of teaching and coordination among faculty accomplishes the comparability among courses and electives.

Successful completion of the USAWC curriculum results in the awarding of a USAWC diploma and MSS degree. Also as a result of successful fulfillment of the complete program of instruction, Army officers have satisfied all requirements expected for a DOD Senior Service College graduate.

## **ACCREDITATION STATUS**

### **Military Accreditation**

The Army War College currently holds two types of accreditation that are extremely important to Army Officers. The categories and current status follows:

**Senior Level College Accreditation.** Since 1970, the Corresponding Studies Course, now the Distance Education Program, of the Army War College has been a Senior Level College accredited program. It is the only Senior Service College Distance Education course from any service that has been so recognized by the U.S. Army.

**PAJE Accreditation.** Joint education was formally introduced into the USAWC curriculum in 1988-1989 academic year and today is inherent in virtually every aspect of the USAWC curricula. The Chairman, Joint Chiefs of Staff, has accredited both the USAWC resident and distance education programs for Senior Level Joint Education, Phase I, making the USAWC the only Senior Service College to achieve this Joint recognition for its Distance Education Program. This level of accreditation was reaffirmed for both programs in September 2015. Specific information regarding Joint education instruction at the USAWC can be found in the Program for Joint Education Syllabus.

### **Civilian Accreditation**

#### **Master of Strategic Studies Degree**

The USAWC successfully completed all of the requisite requirements, for its resident and distance education program to award the Masters of Strategic Studies Degree. The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education.



# ***Governance and Administration***

The United States Army War College is the highest educational institution in the Army's officer education system. It is a subordinate organization under the Chief of Staff of the Army. Its "president" is the Commandant who is appointed by the Chief of Staff of the Army to whom the Commandant is responsible for fulfilling the educational mission of the institution.

To accomplish his mission(s) the Commandant has structured his administration comparable to civilian universities, with some variations due to the institution's military nature and the age and professional experience of the students.

The major **administrative organizations** are as follows:

The **Commandant** serves in a capacity similar to a college or university president. The Commandant is appointed to this position by the Chief of Staff of the Army and, on average the tenure of a Commandant is approximately three years. USAWC Commandants are Army officers at the rank of major general.

The **Command Sergeant Major** is the chief enlisted advisor to the Commandant.

The **Diplomatic Advisor to the Commandant** is a Career Ambassador from the United States Foreign Service who provides coordination and consultation with the State Department, advises on the curriculum with respect to U.S. Foreign Policy and regional studies, and supports the academic program as an instructor and research advisor.

The **Deputy Commandant** is a senior colonel who is second in command to the Commandant and who is responsible for providing guidance and direction to the USAWC staff, faculty and student body to implement the Commandant's decisions. He is responsible for the management of Garrison operations and the budgeting process. He oversees the College's Plans and Operations, Resource Management, and the institutes co-located at the Army War College.

The **Chief of Staff** is an Army colonel who serves as the executive for the Commandant for personnel administration, public affairs, protocol, information operations and management, security operations and administrative staff actions for the USAWC. The Chief of Staff serves as the focal point for administrative processes related to War College students and for personnel actions. (DDE performs some of these functions for the DEP students.)

The **Provost** is the Chief Academic Officer for the U.S. Army War College and oversees the Dean of Academics.

The **Dean of Academics** supervises the four teaching departments. The Dean is responsible for the curriculum and all academic policies, planning, and procedures. The Dean and immediate staff oversee the execution of the instructional process. Actual execution is accomplished through the department chairpersons.

The **Academic Board** is the primary institutional academic oversight and advisory body. Chaired by the Dean of Academics, this body advises the Commandant on all matters relating to academics and academic support. The board members are the Dean, Chief of Staff, Associate Dean, Department Chairmen, Center and Institute Directors, the Deputy Dean of Academics, Chairman, Department of Academic Affairs, and staff advisors. The Academic Board is the chief policy making body of the institution.

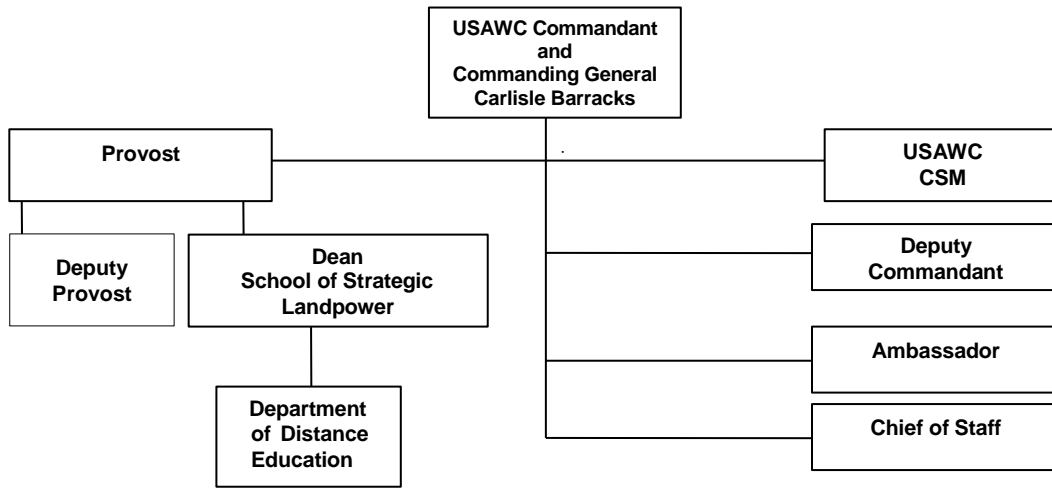
**Department Chairs** direct the four teaching departments of the U.S. Army War College. The teaching departments are the Department of National Security and Strategy (DNSS), Department of Command, Leadership and Management (DCLM), Department of Military Strategy, Planning and Operations (DMSPO), and the Department of Distance Education (DDE). The latter department has the primary responsibility for delivering distance education. The other departments and DDE course directors work closely to ensure their courses are achieving similar objectives. In addition, DDE faculty assists the other departments in resident program instruction, and the other department FIs assist DDE during the two resident courses.

**Year Group Directors** (DDE only) are responsible to the Chairman, Department of Distance Education, for the development, coordination, and supervision of first and second year programs, which provide distance education instruction to Army War College students.

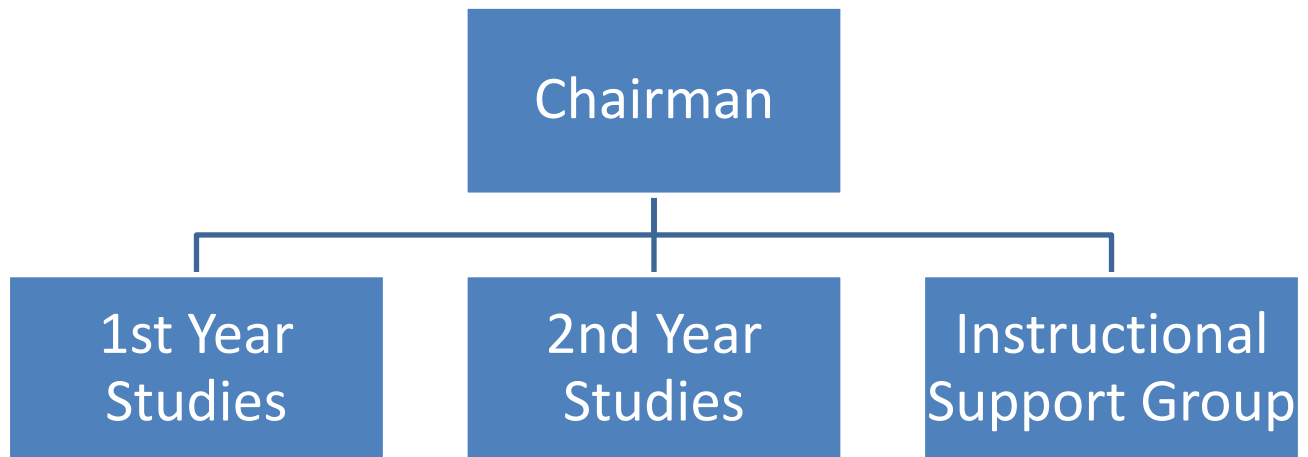
## **USAWC SENIOR LEADERSHIP**

The USAWC is a Department of the Army educational institution. The Commandant, USAWC is a major general who concurrently serves as Commandant, USAWC and Commanding General, Carlisle Barracks. The Commandant directs the performance of the USAWC mission and functions in accordance with AR 10-44, Organization and Functions, USAWC. The Commandant has several key advisors and advisory bodies. The senior leadership of the USAWC can be found in Knowledge Management Network through the Carlisle intranet.

# U.S. Army War College Organizational Chart



## Department of Distance Education Organizational Chart





# ***Admission and Graduation***

## **ELIGIBILITY AND ADMISSIONS**

### **Military**

Military students are selected to attend the USAWC by their respective services. Selected students are considered to hold considerable potential for promotion and future service in positions of increasing responsibility. Officers are eligible for attendance after being promoted to O-5, through their 25th year of service. Applicants must have completed the Command and General Staff College, or equivalent, and should possess a baccalaureate degree. The USAWC does not accept individual applications into its Senior Service College programs except through special exceptions. Students are centrally selected by their component, thus USAWC receives its list of students by component, rather than receiving and processing individual applications. AR 350-1 governs Senior Service College selections for Active Component, Army National Guard (ARNG), and U.S. Army Reserve (USAR).

Senior Service College is voluntary for all Troop Program Unit (TPU), Individual Ready Reserve (IRR), Individual Mobilization Augmentee (IMA) officers, and Active Guard Reserve (AGR) officers. Eligible and interested AGR officers and non-AGR officers must submit a packet per the annually published “application instructions.” Application instructions reside on the Reserve Human Resources Command web page under the HRC-St. Louis section at [www.hrc.army.mil](http://www.hrc.army.mil).

Within the ARNG, the annual selection process starts with each state inviting all eligible colonels and lieutenant colonels to apply and submit required documents. The application and documents, along with the individual’s personnel file, are reviewed by a state board of Senior Service College graduates senior to the applicants in the rank of Colonel or higher. The board develops an OML that the Adjutant General approves. The OML designates either a resident seat or Distance Education seat for each applicant based on the state’s quota allocation.



Each Adjutant General provides the list to the National Guard Bureau where a national board is convened. This board is made up of colonels and presided over by a Brigadier General. The board reviews all eligible Title 10 participants and designates resident and Distance Education seats based on the OML. The board will allocate the remaining resident seats to the Adjutants General selected Title 32 applicants. The Director, Army National Guard will approve the allocation of all resident and Distance Education seats.

The list of officers selected for Resident and the Distance Education seats are released to the states. The State Joint Force Headquarters of each state notifies the selected officers for both programs in the beginning of the year. The officer will accept or decline enrollment for the following academic year. Final lists are released to the Senior Service Colleges in March for both programs.

Within the USAR, the Chief, Army Reserve (CAR) convenes a board annually in July or August that selects qualified officers from among all categories (AGR, TPU, IMA, and IRR). The board lists selected officers as either a primary or an alternate in an Order of Merit List (OML) for either the resident program or distance education program. The CAR is the approving authority for the board's recommendation and the results are usually announced in October or November.

## **International Fellows**

The Chief of Staff of the Army invites International Fellows (IF) from select countries to attend the USAWC REP and DEP each year. These programs offer an opportunity for IFs to participate in seminars, study, conduct research, and write on subjects of significance to the security interests of their own and allied nations. The IFs establish mutual understanding and good working relationships with senior U.S. officers and senior officers of other foreign countries and enrich the educational environment of the USAWC. Since the IFs are immersed in U.S. culture, they have an opportunity to improve their firsthand knowledge of the U.S. and its institutions through study and travel throughout the nation.

## **DOD Civilians**

To attend the USAWC, DA civilian applicants must be at the grade of GS/GM-14 or higher (GS/GM-13 can be made by exception.) Non-DA DOD civilians can enroll if they are GS/GM-13 or higher. Applicants must be full-time civilian employees of the DOD and possess a bachelor's degree. DOD civilians can attend the DEP by requesting admission through their command to the USAWC. Sponsoring commands must ensure that they fund their employee's appropriate tuition and travel requirements. Commands can contact DDE for particular instructions and tuition fees.

## **Non-DOD Civilians**

Civilian employees of other federal agencies wanting to enroll must do so through their component's chain of command. Please see above for information about enrollment.

## **Selection/Admission of USAWC Faculty for USAWC Distance**

## **Education Program - Commandant's Diploma Program**

Eligible USAWC personnel may apply for selection/admission to the USAWC Distance Education Program. See CBks Memorandum No. 351-3 for specific directions and eligibility. Students selected for the Commandant's Diploma Program are not automatically given credit for Senior Service College and must apply for a waiver to their service component. For Army officers, HQDA grants the waiver.

## **SERVICE OBLIGATION**

Active Component Army officers incur a 2-year active duty service obligation (AR 135-91 and AR 350-100).

USAR and ARNG commissioned officers incur a 2-year service obligation (AR 350-1) not to exceed their Mandatory Retirement Date (MRD). Reserve Component officers (not on extended active duty) attending service schools incur a Ready Reserve obligation of at least 2 years following course completion (AR 135-91).

DACs must agree to serve in the government for 24 months after completing the DEP.

Students from sister services or other government organizations are committed to the service obligations dictated by their respective components.

## **MASTER'S OF STRATEGIC STUDIES DEGREE (MSS)**

Successful completion of all of the requisite requirements established by the USAWC for granting a degree will result in the awarding of the MSS degree.

Enrollment in the USAWC 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 institution must submit their transcripts and supporting documentation to the USAWC for assessment by an outside review body to determine the equivalency of their degrees.

All students at the USAWC are expected to read, write, and speak English fluently. Therefore, to participate in the MSS degree program, IFs must demonstrate a proficiency in the English language. Native speakers of English, defined as those individuals who have received all of their primary and secondary education as defined in the following countries: Antigua, Australia, Bahamas, Barbados, Belize, Brunei, English-speaking Canada, Dominica, Grenada, Guyana, India, Ireland, Jamaica, Malta, Mauritius, New Zealand, Singapore, St. Kitts, St. Lucia, St. Vincent, Trinidad, and the United Kingdom. Non-native speakers of English must demonstrate proficiency by taking the Test of English as a Foreign Language (TOEFL) which must be taken prior to enrollment at USAWC. Information on the TOEFL may be obtained by contacting [www.toefl.org](http://www.toefl.org). For information regarding scores for enrollment, please contact the office of the Deputy

Commandant for International Affairs, Mr. Emilio Montañez at 717-245-3371 or E-mail: Emilio.Montanezrivera.civ@mail.mil.

## **ACCEPTANCE OF TRANSFER CREDITS**

Due to the specialized nature of the curriculum, transfer of credits from other institutions are not accepted.

## **GRADUATION REQUIREMENTS**

All requirements for graduation must be completed by the last day of classes for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students and IFs pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. IFs may choose not to apply for the MSS degree and only pursue the USAWC diploma. Full requirements for admission and graduation are maintained in Carlisle Barracks Memorandum 350-1.

- A current APFT must be on file for Army students.
- Successfully complete all Distance Education Program courses;
- Attend and successfully complete both 2-week resident courses; and
- Possess a Secret security clearance (U.S. DOD personnel).

## **STUDENT RECOGNITION PROGRAM**

The purpose of the Student Recognition Program is to identify and recognize the top academic performers for the Distance Education Program (DEP). The Student Recognition Program is an institutional enhancement to recognize the most successful academic performers and convey this recognition both internally and externally. The USAWC will recognize the DEP top performers as “Distinguished Graduates.”

The USAWC will recognize students for exceptional academic performance across the full two-year program. The Provost will approve selection of the Distinguished Graduates based on formal course evaluation ratings of all the evaluated courses in the two-year program, to include DE2306 and DE2312 (First and Second Resident Courses). The Registrar will weigh the ratings by multiplying each numeric course score by the academic credit hours for that course



# ***Academic Standards***

A student's primary duty is to meet all academic requirements to the best of her or his ability and to participate actively in scheduled courses. Students must complete all individual and group academic assignments and are expected to accomplish required readings, study, or research as specified in course directives, syllabi, or as assigned by a faculty member. See Appendix A for Frequently Asked Questions.

Instruction is presented at the graduate level. Students will be questioned on issues and challenged to defend their positions. They are expected to conform to basic rules of courtesy and etiquette at all times; however, special attention to this requirement is expected during guest lectures and seminar discussions. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis and synthesis, rather than description or opinion. Papers are expected to be concise, complete, logically organized, 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 work must represent individual analyses and conclusions.

## **PLAGIARISM**

Copying or paraphrasing from any source requires acknowledging that source. Plagiarism, verbatim copying, or extensive paraphrasing without crediting the source violates the standards of conduct expected of military officers, Department of Defense civilians, and other federal agency civilians. This applies to oral and written presentations, papers, and briefing materials originated by other students. The department uses software to assist in detection and evaluation of possible plagiarism. Cases of suspected plagiarism will be brought before a USAWC Academic Review Board. Substantiated charges of plagiarism will result in the award of a Fails to Meet Standards assessment, disenrollment from the USAWC, and potentially other forms of administrative action.

## **NON-ATTRIBUTION**

Full freedom of expression is encouraged in all academic endeavors. Outside speakers and lecturers, faculty, and students are encouraged to speak openly. To support the free exchange of ideas, the USAWC adheres strictly to a longstanding policy of non-attribution of remarks. If referring to a previous speaker or discussion, students and faculty should

phrase their remarks in general terms to assure protection of the original speaker's identity. This policy applies to Education on Line (EOL) lectures, videos, forums, and any other presentations made available to DEP students.

## **ACADEMIC FREEDOM**

The USAWC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Academic integrity requires that faculty and students pursue factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USAWC. Specific details, particularly clearance of written products for publication, can be found in Carlisle Barracks Memorandum 351-9, Academic Freedom.

## **DRESS REQUIREMENTS**

USAWC students are expected to present a professional appearance during all academic events. Daily uniform/dress standards are specified in the academic schedule.

Depending on the rank of the speaker, military students may be required to wear their uniforms; this will be directed by the academic schedule. Other dress requirements include "Carlisle casual," which consists of dress slacks and long-sleeve shirt for men and comparable attire for women; "Carlisle standard," which is defined as either a suit or sport coat and tie for men and equivalent attire for women. When the uniform is not required, however, military students are encouraged to wear civilian attire in order to encourage collegial discussion.

## **PHYSICAL FITNESS**

A commitment to excellence includes a rigorous approach to the development of physical stamina and strength, maintenance of optimal body fat composition, and leadership by example through the setting of sound health and fitness practices. Physical fitness training and testing is an individual responsibility for all members of the class and will be conducted in accordance with governing regulations of each respective service or agency.

Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. All Army students must meet weight standards as described in AR 600-9 at the time of their acceptance into the program. Army DEP students are required to supply an APFT scorecard to the Registrar's Office that is current at the time of graduation. Service components may not process orders for attendance at the First and Second Resident Courses for students without a current APFT, thus preventing the student from completing the course. Students from other Services must comply with the guidelines of their respective organizations.

## **SEMINAR LEARNING MODEL**

The seminar is the basic organizational and instructional unit at the USAWC. All classes are organized into student discussion groups or seminars and are guided under the direction of a faculty team.

The USAWC strives to provide maximum diversity (component, functional area, branch, experience, gender) possible within seminars. A seminar comprises an aggregate of over 300 years of diverse experience and knowledge. Each student is an integral member of the seminar learning team. Faculty members liberally draw upon this experience in seminar discussions.

Seminar discussions complement, reinforce, and stimulate student learning as they pursue the broad problems of national and international affairs and the military as an art and science. Students face the challenge of submitting their ideas for critical seminar group appraisal and discussion. In turn, students benefit from the knowledge and experience of their peers.

Individual reading, research, and study, as well as attendance at lectures and question periods, also facilitate learning at the USAWC. Continual critical assessment of the educational process and of all subject matter contained in the curriculum adds to the student's intellectual and professional growth.

## **REPORTING STUDENT PROGRESS**

Faculty instructors submit written assessments on all course requirements and final evaluations. These evaluations include comments on individual papers and contributions to exercises and discussions. A formal written course evaluation is available to the student at the conclusion of each course in Compass, the student information system (SIS). Additionally, faculty gives individual feedback concerning academic progress during the resident courses at Carlisle Barracks that concentrates on the individual's performance. Faculty advisement for students with writing and academic concerns is also available. At any time, a student can contact a course director, faculty instructor, or staff member for advice.

## **EVALUATION**

The USAWC student is assessed against delineated standards. Faculty formally assess and record student learning against course-specific learning objectives. USAWC evaluation philosophy focuses on individual attainment of learning objectives, not on comparison among students. The USAWC uses the following evaluation system:

- Outstanding (5)(-)
- Exceeds standards (4)(+/-)
- Meets standards (3)(+/-)
- Incomplete (2)
- Fails to meet standards (1)



Students must meet or exceed the standards for every assessed requirement to graduate. Details of the evaluation and assessment system, philosophy, and methodology may be found in USAWC Memorandum No. 623-1.

## **ACADEMIC PROBATION**

In general, the probation of distance education students will mirror that of the resident program taking into consideration differences in delivery means and timeframes. 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 that 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.

## **APPEAL 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 DEFERMENTS**

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.

**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. The request for extensions may be submitted in writing, by e-mail, or telephonically, to the Director, Faculty Instructor, and Education and Training Technician 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. It is important that each student continues to progress through the course at the established schedule. A student who fails to progress according to the schedule can be disenrolled for failure to maintain academic progress. If a student is disenrolled, this action and the reason for it are included in the student's AER.

**Deferments.** 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 should be considered. Deferments are granted for exceptional reasons and normally for one time to the next class. When a deferment is

requested through a student's command group, a copy must be furnished to the U.S. Army War College, Department of Distance Education. 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. Requests for deferment are to be sent through the student's component or command service agency. See Appendix B contains a list of agency and component contacts.

## **DISENROLLMENT**

Disenrollment is a serious administrative encounter that may result in adverse administrative actions such as annotation in academic records on the cause of disenrollment, a referred Academic Evaluation Report for military students, or appropriate documentation for other students. 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. USAWC Students are 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. Component policy on disenrollment may vary. Please contact your appropriate personnel activity for more information. Students wanting to withdraw should request disenrollment through their appropriate Year Group Directors. Voluntary Disenrollment is processed as an administrative action by the Registrar in coordination with the Department Chairman and is effective upon acceptance by the Dean of Academics. It is the student's responsibility to inform their component of the intent to disenroll from the USAWC. A student who voluntarily disenrolls may be reenrolled or be reinstated, subject to their component's policy and the provisions of AR 350-1. 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.

**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, in writing of the recommendation to administratively disenroll the student. The Department Chair, in coordination with and through the Registrar, will recommend to the Dean of Academics in writing the disenrollment of the student. 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 (see Appendix C). An information copy of the recommendation, decision, and notification will be provided to the Chief of Staff, Post Judge Advocate (PJA), SSR, RC Adviser, Senior Civilian Representative, IF Office, or non-host agency, as appropriate.

## **RE-ENROLLMENT**

Requests for re-enrollment are to be sent through the student's component. Refer all eligibility questions to your component's POC.

## **ACADEMIC REVIEW BOARD (ARB)**

If the Department of Distance Education's Chairman determines a student should be considered for disenrollment for failure to maintain academic standards, failure to make academic progress, or failure to maintain academic integrity, the Chairman will inform the Dean and request an ARB. Details of the evaluation and assessment system, philosophy, and methodology may be found in USAWC Memorandum No. 623-1.

## **ACADEMIC RECORDS**

At the end of the academic year, students receive an Academic Evaluation Report (AER) or equivalent service or agency-specific report.

Records such as undergraduate transcripts and AERs are maintained in the Registrar's Office. To view the paper academic folder, a student should request an appointment with the Registrar. Students can access their assessments, evaluations, and unofficial transcript through Compass.

## **RETIREMENT POINTS**

Retirement points are not awarded to Reserve Component USAWC students in accordance with AR 140-185.



# ***Departments, Centers and Institutes***

## **THE COLLEGE**

The College constitutes the primary educational faculty and is responsible for the educational functions of USAWC. The College has four departments.

### **Department of Distance Education (DDE)**

DDE provides instruction through nonresident and resident models that, like the REP, prepares its graduates for strategic leadership positions in respective agencies. The distance education curriculum parallels the resident curriculum. The distance education faculty is organized into two teams—one under a First Year Studies Director, the other under the Second Year Studies Director. Approximately 450 students representing Active and Reserve Component military officers, IFs, and civilians enroll in the program each April. These students participate in a 2-year DEP, which includes two 2-week summer resident phases at the USAWC.

### **Department of Command, Leadership, and Management (DCLM)**

DCLM provides seminar teaching in two of the seven core courses of the REP and offers electives in the areas of responsible command, leadership, and management. The two core courses are Strategic Leadership, and Defense Management. The department is also responsible for the National Security Staff Ride to the National Capitol Region. DCLM also publishes the reference text “How the Army Runs: A Senior Leader Reference Handbook” and the “Strategic Leadership Primer.”

### **Department of Military Strategy, Planning, and Operations (DMSPO)**

DMSPO provides education within the REP core curriculum, electives, and special programs. Its educational focus is on implementing national military strategy – i.e., the theater strategic aspects of campaign design and planning. It addresses the role that the National Security Strategy, the National Defense Strategy, and the National Military Strategy play in guiding theater security cooperation plans, determining theater strategies, and designing and developing campaign plans. The Department is also responsible for a variety of theater strategic programs, i.e., the Advanced Strategic Art Program (ASAP) and the Joint Warfighting Advanced Studies Program (JWASP).

## **Department of National Security and Strategy (DNSS)**

The Department of National Security and Strategy facilitates seminar learning in three of the seven REP core courses and offers electives relating to the theories of war and strategy, national security policy and strategy, and regional studies. The core courses are Theory of War and Strategy, National Security Policy and Strategy, and the various Regional Studies courses. The department is also responsible for the National Security Seminar Week and the National Security Staff Ride to New York City. Additionally, DNSS administers two special elective academic programs, the Eisenhower Series College Program and the National Security Policy Program (NSPP). The DNSS also publishes the two-volume U.S. Army War College Guide to National Security Issues.

## **STRATEGIC STUDIES INSTITUTE (SSI) and USAWC Press**

The Strategic Studies Institute (SSI) conducts and publishes independent strategic analysis that develops recommendations for addressing key national security issues. The SSI is unique in that it is the only DOD research institute that focuses on strategic Landpower. The SSI is essential to the U.S. Army War College education mission, providing current and rigorous strategic analysis to feed the USAWC curricula, as well as the curricula of other DOD PME schools. The SSI researchers participate in the delivery of the USAWC curricula through guest lectures, teaching electives, teaching DDE courses, and advising student research projects. Additionally, they advise USAWC Fellows and Chief of Staff, Army Senior Fellows.

The SSI directly supports the Army's strategic communication mission through execution of the Army's Academic Engagement Program and wide distribution of SSI publications. The SSI research professors identify, research, and analyze relevant national security issues, and disseminate research results via timely, well-written publications. Research focuses on strategic matters, with a particular emphasis on the role of Landpower in joint, interagency, intergovernmental, and multinational contexts.

The SSI's research and publication goals are to develop, promulgate, and analyze key national security issues and recommend strategic options to Army, DOD, and national leaders. Additionally, SSI serves as a valuable source of ideas, criticism, innovative approaches, and independent analyses, as well as a venue to expose external audiences to the U.S. Army's contributions to the Nation.

The USAWC Press, a component of SSI, is a leading publisher of independent strategic analysis that develops recommendations to inform Army, DOD, and national leadership of strategic options in reference to key national security issues. The Press provides editorial, distribution, SSI Newsletter, and SSI electronic marketing support, and is the point of contact for publication requests. The flagship publication of the USAWC Press is *Parameters*, a peer-reviewed quarterly journal.

## **CENTER FOR STRATEGIC LEADERSHIP (CSL)**

The Center for Strategic Leadership develops senior leaders and supports the strategic needs of the Army by: 1) educating senior military and civilian leaders on Landpower at the operational and strategic levels; 2) developing expert knowledge and solutions for the Operating and Generating Force; and 3) conducting research activities, strategic exercises, and strategic communication. The CSL is organized into four departments: the Department of Senior Leader Education and Training (SLET), the Department of Landpower Concepts, Doctrine, and Wargaming (LCDW), the Department of Technology Integration (DTI), and the Department of Senior Leader Development and Resiliency (SLDR).

## **U.S. ARMY PEACEKEEPING & STABILITY OPERATIONS INSTITUTE (PKSOI)**

The U.S. Army Peacekeeping and Stability Operations Institute is the Army's center of excellence for stability and peace operations at the strategic and operational levels. Additionally, it is the Secretary of the Army's designated joint proponent for peacekeeping and stability operations (PSO). In leading the collaborative development and integration of joint capabilities for PSO, the Institute facilitates policy, concept, and doctrine development. It conducts senior leader education and supports joint, interagency, and multinational partners in PSO education and training. Finally, PKSOI collects, evaluates, and disseminates lessons learned across the PSO community of interest.

The PKSOI is structured as a joint, interagency, intergovernmental, and multinational organization capable of supporting a wide range of U.S. and multinational initiatives at the strategic and operational level in the area of PSO. This capacity includes support to combatant commanders, joint force commanders, and U.S. government agencies. Additionally, PKSOI works closely with a variety of non-governmental and academic institutions that are focused on the conduct of operations in the areas of stabilization, peacekeeping, and peacebuilding.

## **U.S. ARMY HERITAGE AND EDUCATION CENTER (USAHEC)**

The U.S. Army Heritage and Education Center (USAHEC) makes available contemporary and historical materials related to strategic leadership, employment of Landpower, and U.S. Army Heritage to inform research, educate an international audience, and honor Soldiers, past and present. It is recognized as the premier choice for researching strategic leadership, Landpower, and U.S. Army Heritage and actively supports the USAWC mission and JIIM team with value-added products and analysis.

### **a. Key Functions:**

- (1) Operate repositories to house, process, and maintain library, archival, and museum collections pertaining to military and U.S. Army history, the application of Landpower at the strategic level, and leadership at the strategic level.



- (2) Acquire materials in accordance with the USAHEC collection development policy.
- (3) Preserve and conserve collected materials to ensure their continued availability.
- (4) Describe, process, arrange, and catalog collected materials to make them accessible both on-site and on-line.
- (5) Provide subject matter expertise and historical information and resources concerning military and U.S. Army history and USAHEC holdings to official and public requestors, organizations, and institutions.
- (6) Write timely, historically-informed papers and studies in response to official requests from the Joint Staff; Headquarters, Department of the Army; major and combatant commands; senior leaders; and others, as required.
- (7) Facilitate, assist, and support USACMH, Army History Program activities, DOD, and other agencies with USAHEC repository (library, archival, and museum) expertise, techniques, and processes.
- (8) Coordinate with USACMH and Army History Program activities.
- (9) Develop, fabricate, and maintain exhibits (including the Army Heritage Trail) that interpret the history of the Army.
- (10) Manage and conduct two DA-directed oral history programs, the Senior Officer Oral History Program (SOOHP) and the Division Command Lessons Learned (DCLL) Program.
- (11) Develop and conduct history-based education, interpretation, and visitor programs.
- (12) Prepare and conduct Army leader development training.
- (13) Operate a Visitor and Education Center open to the public.
- (14) Prepare and conduct battlefield staff rides for the Army, DOD, and other government agencies.
- (15) Support Army, TRADOC, and USAWC education, research, and publication programs, to include providing seminar historians, elective instructors, and academic research advisors.
- (16) Operate the USAWC library. Supporting USAWC accreditation requirements, to include Middle States and Process Accreditation for Joint Education (PAJE). Complete Phase II (merger of the two libraries) by branding, cross-training, and preparing for Phase III.
- (17) Operate a classified document repository with a SCIF and manage access to classified materials held at USAMHI.
- (18) Operate and maintain the USAHEC campus: buildings, facilities, and grounds.
- (19) Operate and provide governance for NAF instrumentality funds: Omar N. Bradley Foundation, the Ridgway Endowment, and the USAMHI Fund.
- (20) Support USAWC Communicative Arts Office administration of the Writing Awards Program by reviewing student papers eligible for the Colonel and Mrs. Bristol Military History Writing Award, funded from the MHI Fund.
- (21) Conduct liaison with the Army Heritage Center Foundation.
- (22) Operate a Visitor and Education Center in coordination with the Carlisle Barracks, Directorate of Family and Moral, Welfare, and Recreation.
- (23) Establish professional dialogues, affiliations, and partnerships with appropriate professional organizations, institutions, and programs.

b. End State: our Army Professionals, living the Army Values, ensure the following:

- (1) USAHEC is internationally recognized as the Nation's best resource for the study

of Strategic Leadership, Landpower, and Heritage of the U.S. Army.

(2) A highly educated and professional workforce recognized as the best in their career fields.

(3) Everyone on the USAHEC Team is answering the challenge to make history part of every decision making process throughout the U.S. Army.

c. **Motto.** Telling the Army story... one Soldier at a Time®

d. **Military History Institute:** USAMHI acquires, preserves, and processes historical materials pertaining to military and U.S. Army history in order to make them accessible to the Army and the public.

e. **Army Heritage Museum (AHM):** AHM in support of the USAHEC, acquires, preserves, conserves, exhibits and interprets the artifacts of the U.S. Army. Through exhibits and interpretation, the AHM educates the American Soldier and the general public about U.S. Army history.

f. **U.S. Army War College Library:** The USAWC Library is an academic library that supports the U.S. Army War College curriculum as well as advanced research in the areas of military history, military science, and the social sciences. As such it supports the mission of USAHEC while at the same time going far beyond that mission.

g. **Visitor & Education Services (VES):** Provide USAHEC visitor services, communicate our holdings, and educate the force and the public through lectures, events, staff rides, tours, and other programs.

h. **Operations:** Enable the USAHEC and its subordinate divisions to accomplish their mission through the procurement, management and distribution of resources and the planning, coordination and synchronization of USAHEC activities and programs.



# ***USAWC Distance Education Program***

The USAWC Distance Education Program (DEP) consists of a series of eight core plus elective on-line courses and two resident courses, taken over a two-year period, giving a total of 36 credit hours for the program. Each course is composed of several blocks, units and lessons. The lesson is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course objectives. 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. See Appendices C, D, and E for more details on course administration.

## **CORE COURSES**

### **DE2300 Orientation to Strategic Leader Education**

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 DE2300, a voluntary, resident orientation weekend is available to students. These ensure that students are fully ready to begin their DEP studies.

0 credit hours

### **DE2301 Introduction to Strategic Leadership**

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.

3 credit hours

### **DE2302 National Security Policy and Strategy**

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.

4 credit hours

### **DE2303 War and Military Strategy**

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.

4 credit hours

### **DE2304 Global and Regional Issues and Interests**

This course examines important transnational challenges to national interests, such as failed and failing states, illicit networks, economic crisis, pandemic diseases, migration, resource scarcity, and climate change in the context of globalization. These issues challenge the prosperity, political capacity and security of many regions and countries of the world. The course also examines the world's several regions and contributes to the regional strategic appraisal process, with each student focusing on one of the following in their regional elective: Africa, the Americas, Asia, Europe, the Greater Middle East, and Russia/Eurasia.

3 credit hours

### **DE2306 Strategic Leadership in a Global Environment First Resident Course (FRC)**

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.

3 credit hours

## **DE2307/DE2317 Contemporary Security Issues**

DE2307/2317 is a survey course that challenges students to examine contemporary and future global security trends likely to influence U.S. national interests and war fighting over the next twenty years. The course provides materials to stimulate student thought on aspects of 21st century warfare, to include Gray Zone Conflicts, irregular warfare, space operations, cyber warfare, and proliferation of Weapons of Mass Destruction. The course examines homeland security, homeland defense, and Defense Support of Civilian Authorities. Students investigate emerging initiatives associated with Defense, Joint and Army strategies to rebalance the force. The course provides students the opportunity to investigate the policies and strategies to transition to Army 2030. The evaluated requirements for DE2307/DE2317 consist of two forums and an essay.  
3 credit hours

## **DE2308/DE2318 DOD Organization and Processes**

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.  
3 credit hours

## **DE2309/DE2319 Theater Strategy and Campaigning I**

DE2309/DE2319 considers how the combatant commander and joint force commander translate national strategy and resources into strategies and approaches for a specific region or area. Block One focuses on the five domains: land, air, maritime, cyber and space. Block Two examines joint operations and the joint functions. Joint operations and joint functions enable all operations at the combatant commander or joint force level. Block Three introduces operational art and operational design. The lessons discuss the three aspects of operational design and the elements of operational design.  
3 Credit Hours

## **DE2310/DE2320 Theater Strategy and Campaigning II**

DE2310/DE2320 builds on the knowledge gained in DE2309 Theater Strategy and Campaigning I by further developing understanding of the operational design methodology, introducing the Joint Operation Planning Process (JOPP), providing an opportunity to analyze a recent historical case of campaign planning, and providing a practical experience developing a theater-level contingency plan. It examines military campaign and operational planning from an academic, analytical, practical, and doctrinal perspective. It provides an opportunity to not only understand and apply current joint doctrine but to analyze and evaluate the intellectual underpinnings of that doctrine. The course focuses at the theater level, concentrating chiefly on campaign and operational planning within geographic combatant commands, but the concepts and methods are applicable to functional combatant commands and relevant at higher and lower levels as well. The course also focuses on the translation of national policy and guidance into theater-level actions through the application of operational art and current U.S. joint doctrinal processes. The intent of the course is not to train students to be a military planners per se, but rather to:

- Further develop your critical thinking ability, and your ability to solve complex theater-strategic and operational problems.
- Provide an opportunity to practice the application of operational art to translate national policy and guidance into operational objectives.
- Enable you to participate meaningfully as a senior leader in both operational planning efforts and the broader intellectual debate about the future of joint planning.
- Participate as a staff officer in all phases of the Adaptive Planning and Execution System (APEX).

4 credit hours

### **DE23XX Elective Courses**

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. 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.

2 credit hours

### **DE2344 Program Research Project (PRP)**

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 5,000 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 Communicative Arts Directive for guidance and suspense information. A PRP substitutes for an elective.  
2 credit hours.

### **DE2346 Directed Study in Peace Operations, Stability Operations, or Irregular Warfare**

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.  
2 credit hours.

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

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.  
3 credit hours

### **EDUCATIONAL TRIPS/STAFF RIDES**

Staff rides have long been a part of officer professional education in the U.S. Army and are integrated into the DEP as a part of the required instruction program. During the resident courses, all DEP students have the opportunity to participate in scheduled instructional activities outside the classroom. During the FRC, DEP students participate in a 1-day trip to Washington, DC. The trip is designed to give students the opportunity to interface with DOS and other organizations to provide a better understanding of the

interagency. In addition, students in small group sessions have the opportunity to better understand the joint arena. Staff rides to Antietam and Gettysburg allow officers to study leadership and strategy of the North and South in two significant Civil War campaigns.

**Antietam Staff Ride.** This staff ride is scheduled during the FRC. It permits students to consider this campaign, which occurred on September 4 - 19, 1862, as a part of Robert E. Lee's first invasion into the North. Thus, students will review and assess senior leadership on the battlefield at the Battles of South Mountain, the siege of Harper's Ferry, and the culminating battle of the campaign on the banks of Antietam Creek.

**Gettysburg Staff Ride.** Scheduled during the SRC, 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.

## **DEFENSE STRATEGY COURSE (DSC)**

DSC is a 6-month online non-resident distance education course that is offered twice each year to Majors and Lieutenant Colonels. Fifty active duty, 25 U.S. Army Reserve, and 25 Army National Guard officers may participate in each course. The course focuses on improving student understanding of the National Security Strategy of the United States within a volatile, uncertain, complex, and ambiguous environment. Moreover, the course addresses the national security policymaking process and the relationship of the national elements of power to defense strategy. Interested officers may apply with their Proponent Assignment Officers for enrollment.

## **DEFENSE STRATEGY FOUNDATION COURSE (DSFC)**

The DSFC is a 12-week online program of study for GS14 and 15 level civilians from the Defense Senior Leader Development Program (DSLDP). This course is a prerequisite for DSLDP students attending Senior Service College. DSFC focuses on the National Security Strategy policymaking process and the relationship of the national instruments of power to defense strategy. Successful completion of the course includes participation in online forums and a written essay. No formal Military Education Level is awarded for completion of the DSFC nor does it provide college course credits. All students who complete the course will receive a certificate signed by the Commandant of the U.S. Army War College.

## **DEFENSE PLANNERS COURSE (DPC)**

The DPC is a 10-week online nonresident course offered twice each year by the USAWC, consisting of two phases. The first phase is the course itself, followed by a second phase, in which students conduct a familiarization of JOPES processes within the Global Command and Control System – Joint (GCCS-J) at their home station. Upon completion of the nonresident course, students receive a certificate of completion



signed by the USAWC Provost and Commandant. Students are further authorized the Additional Skill Identifier “3H, Joint Planner” upon completion of both phases.



# ***DDE Resident Courses: FRC and SRC***

## **Basic Administrative Information**

The Distance Education Program (DEP) includes two resident courses: one after the completion of the first year of non-resident study and the second, upon completion of the second year. Each resident course lasts two weeks. Resident courses permit the synthesis of individual solutions in seminar group sessions and provide students with the opportunity to attend lectures and gain access to classified material relevant to the course of instruction.

Attendance at both scheduled resident courses of instruction is required for successful completion of the curriculum. Students should plan to attend the resident course for the class in which they are enrolled. Exceptions to attendance in resident courses can be granted, but only for the most extraordinary compelling reasons. In exceptional circumstances, permission to be deferred from resident course attendance to attend a resident course scheduled for the subsequent class may be granted for compelling reasons. Requests for deferment from resident course attendance should be submitted in writing to the Chairman, Department of Distance Education, U.S. Army War College, 122 Forbes Avenue, Carlisle, PA 17013-5243.

## **Non-Attribution Policy — Reference to Guest Lecturers' Remarks and Education Online Content**

Full freedom of expression is encouraged during all academic endeavors. Outside speakers and lecturers, faculty and students are encouraged to speak openly. It is the policy of the College that students and faculty will not later attribute speaker's statements to them in public media or forums or knowingly transmit them to persons who will. When it is necessary to refer to remarks by a previous speaker, make that reference in general terms so as to protect the previous speaker's identity.

This non-attribution policy applies to online lectures, videos, forums, and any other presentations made available to DEP students. Online participants contribute to the DEP based on the adherence of our students to this policy.

It is permissible to include USAWC lectures in bibliographies of research papers, but to do this specific written permission must be obtained from the speaker.

## **FRC/SRC Eligibility**

Successful completion of the first year DEP courses constitutes a prerequisite for attendance at the First Resident Course. Successful completion of the remaining DEP courses must be accomplished in order to attend the Second Resident Course and graduation.

**Security Clearance.** Students in the Distance Education Program must initiate the process to attain a Secret security clearance. Students should ensure that their supporting security offices forward a memorandum verifying their security clearance or other equivalent clearance certificate, to U.S. Army War College, Security Branch, 122 Forbes Avenue, Carlisle, PA 17013-5219, immediately following selection for the program. Students' supporting security offices are responsible for initiating necessary investigations to obtain final Secret clearances for students requiring them, and for providing the required certification of that clearance to the USAWC. International students enrolled in the DEP are exempt from this requirement *U.S. Students are required to have a final Secret clearance to graduate from the U.S. Army War College.*

**Physical Fitness.** Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. Students must meet Army weight standards as described in AR 600-9 at the time of their acceptance into the program and upon arrival for both Resident Courses. All U.S. Army students will provide a current copy of their DA Form 705, Army Physical Fitness Test Score Card. Where necessary, students will provide a copy of their DA Form 5500-R, Body Fat Worksheet, or DA Form 3349, Physical Profile. Students may be weighed while attending resident instruction.

## **Military Pay and Allowances**

Questions regarding military pay and allowances should be referred to the appropriate paying office. TPU/AGR and National Guard soldiers need to contact units.

## **Travel (Lodging)**

DDE's education and technicians work in conjunction with local hotels to block rooms for reservation. Notification is sent by the First and Second Year staff instructing students which hotel to call for reservations. It is the students' responsibility to make and confirm their reservation with the hotel.

Upon arrival for First Resident Course or Second Resident Course, a copy of TDY orders must be presented to appropriate DDE staff member.

## **Full Time Training (FTT) and Active Duty for Training (ADT) Tours**

Full Time Training and Active Duty for Training Tours for the purpose of attending a resident course are authorized for officers of the Reserve Components under the provisions of Chapter 4, paragraph 4-2, NGR 350-1 and AR 140-1.

## **Dress Requirements FRC/SRC**

Any authorized version of the Army service uniform may be worn (e.g., black pullover sweater, short sleeved shirt, long-sleeved shirt with tie, coat). Comparable uniforms are to be worn by members of the sister services. Proper military dress for academic activities will be established in the weekly pocket schedule. When the full Army uniform is not specified, Army personnel may wear the Class B uniform with or without tie. Military personnel may also wear civilian attire in lieu of the uniform, when the wearing of the uniform is not specified. For men, a suit coat with dress slacks, dress shirt and tie and a social name tag (issued at the First Resident Course) will be worn in the hallways on the first floor of Root Hall, except adjacent to the offices in the "C" wing. For women, appropriate civilian attire is a suit or jacket with coordinating skirt or slacks or a dress. Wearing a coat is not required to be on the second and third floors. Civilian students wear business attire, i.e., coat and tie for men and equivalent dress for women.

Civilian casual attire may be worn during non-duty hours. Casual is defined as slacks, sport shirt, and/or sweater for men and dress, skirt or slacks with top for women, when in a non-duty or leave status and during duty hours when in non-classroom related research. Duty hours are considered to be 0800-1700, Monday-Saturday. During non-duty hours, more casual attire to include shorts and blue jeans may be worn.

Regulation name tags will be worn with the military uniform. A student social name tag is provided for wear with civilian clothes at curricular functions and on field trips.

Students should wear their social name tags at social events when the uniform is not worn. Security cards are provided for each student during the resident courses. They are to be openly displayed while attending instructional activities in Root Hall, Bliss Hall or Collins Hall.

## **Duty Hours**

The usual academic week during FRC/SRC is Monday through Friday. This time will be allocated to scheduled curricular activities, individual and seminar group research, discussion, and study. Duty hours at the College during resident courses are normally from 0800 to 1630 hours. Evening and weekend sessions may be scheduled during this period, as required, meeting course objectives.

## **Leaves and Absences**

Attendance at all scheduled curricular activities (e.g., lectures, question periods, panels, seminars and seminar group discussions, work sessions, and presentations) is mandatory. This includes evening and weekend academic activities as specified by the Chairman, DDE. Requests for absence during duty hours will be made to the Chairman, DDE, after securing the concurrence of the seminar Faculty Instructor and the Seminar Group Chairman. Seminar Group Chairmen are responsible for reporting to the Chairman, DDE, those students who are absent from curricular activities without a previously approved excuse.

Requests for emergency leave of absence should be submitted to the Chairman, DDE, for approval. When required, the Chairman, DDE, will approve requests for leave due to emergencies. After duty hours, leave due to emergencies will be approved telephonically by the Chairman, DDE. The Chairman, DDE, will pass information on absences to the USAWC Chief of Staff to keep the Deputy Commandant and Commandant informed.

## **Telephone Service**

Seminar study rooms are equipped with telephones, which are restricted to official calls. Study room telephones are not to be moved to seminar rooms. The following types of telephone service are available at USAWC:

- a. Commercial phones are the primary means of making long distance phone calls. There are an extremely limited number of DSN lines available at the U.S. Army War College. Department staff can assist in converting from DSN to commercial numbers.
- b. To place official long distance calls within CONUS, dial 95 + the area code + the seven digit telephone number you desire. For OCONUS calls, dial 96 + 011 + the country code + city code + the number.
- c. Unofficial direct distance dialing from telephones in USAWC is not authorized.
- d. Secure Voice (a STU-III) telephone is the only telephone authorized for classified communications at the USAWC. One is available for student use in the Security Office, Room SB-08.

A fax machine (outgoing faxes) for student use is located in Room A-11, Root Hall (basement). To receive an incoming fax use phone numbers DSN 242-4570 or 242-3584; or Commercial (717) 245-4570 or 245-3584. An incoming fax should include your name and DDE Class of 20XX and will be placed in your distribution box. Only transmission of Official (non-personal) material is allowed.

## **Postal Service**

The USAWC Mail Room located in Root Hall provides individual mail delivery and dispatch services for members of the Distance Education Program. Included in these services are the delivery of personal, official, registered, insured, and certified mail. The Carlisle Barracks Branch Post Office is located in Building 46 and sells stamps and money orders and dispatches personal, registered, insured, and certified mail. Window hours are 1000 to 1400, Monday - Friday.

Mail to Distance Education Program students during the resident courses should be addressed as follows:

LTC JOHN DOE  
DDE Class of 20XX  
U.S. Army War College  
122 Forbes Avenue  
Carlisle, PA 17013-5243

Personal/official mail addressed as shown above will be picked up at the DDE Admin Office and notification will be posted in the student mail boxes.

## **Auditorium: Procedures for Lectures in Bliss Hall**

In preparation for Bliss Hall lectures, chimes/bells sound throughout Root and Bliss Halls ten minutes before the starting time of Bliss Hall activities. You must arrive in time to be seated two minutes prior to the starting time ensuring all cellular devices with alarms are off or muted. Chimes/bells at two-ring intervals indicate that attendees are ready for the entrance of the Commandant's party. When the auditorium lights flick off and on, this signals the entrance of a general officer or a distinguished guest. Students will rise on the entrance alert. In addition, at the end of the session, students and faculty will rise and remain standing until dismissed by a faculty member. An individual student should rise when asking a question of a guest speaker. Students will remain seated when guests return to the auditorium for question and answer periods. **You are reminded to review the non-attribution policy.**

***Food and Drinks are not permitted in Bliss Hall lobby or auditorium.***

## **Bliss Hall Lectures**

For each resident course, the College invites highly qualified persons to address students in the Bliss Hall Auditorium. As a general rule, lectures are followed by a question and answer period. The question and answer period affords students a valuable opportunity to probe more deeply into the views examined by the speaker.

## **Personnel and Physical Security**

During the resident course, DDE students will, upon verification of clearance, be issued a security identification card at in-processing. The Security Card will be displayed when attending classified lectures in Bliss Hall. It will be worn at all times when visiting Collins Hall. Because it authorizes access to classified presentations and the USAWC Classified Library, it must be protected from unauthorized use. This card will be collected during out-processing. If the card is forgotten, a temporary card can be obtained from the Root Hall Security Guard. Actual or suspected loss of a security card must be reported immediately to the USAWC Security Manager.

Bliss Hall and Root Hall have selected restricted areas and require display of your security identification card for access. Cameras, recording equipment, cell phones, and radios are not permitted in these areas, or elsewhere within the USAWC where classified discussions are underway or classified materials are displayed.

Family members are authorized access to Root Hall, Monday through Friday from 0700 to 1630. In order to enter Root Hall a family member must show a photo I.D. and sign in. The guard will then issue a temporary security card which will grant access to the library and cafeteria. Students can ONLY enter Root Hall after 1630 or on weekends with a valid security card.

Bliss Hall, Wil Washcoe Auditorium, and seminar and study rooms are cleared for classified discussions through SECRET, with the following stipulations:

- a. Clearances must be verified in advance by the Security Manager for all visitors or guests participating in lectures or discussions involving classified information.
- b. During classified discussions in seminar rooms or study rooms, doors must be closed; telephones and televisions turned off, and only cleared personnel present.
- c. Classified information must not be discussed on telephones or in the coffee shop or other common access areas, such as hallways or the mail room lobby.

## **Document Security**

Resident Course instruction will not usually require the issue of classified course materials.

Since the possibility of using classified materials exists, a security officer will be designated for each seminar group. The seminar group security officer will ensure that

good security practices are stressed to group members, and in the event classified materials are used, will receive from Classified Records Branch all classified material to be used by the group. The group security officer will issue classified materials to group members, and will collect all classified materials prior to the conclusion of the course and return them to Classified Records Branch.

Classified material may be obtained by cleared personnel from the USAWC Classified Library or the Classified Records Branch (Room SB08, Root Hall). All classified materials must be secured in a security container when not in use. Open storage of classified information is not authorized in student, staff, faculty offices or work areas. If classified notes are generated during presentations or discussions they must bear appropriate classification, downgrading and declassification markings, and be protected as described in AR 380-5.

When individual security containers are put in use, Standard Form 702, the Security Container Check Sheet located on each container, must be annotated each duty day. Containers will be locked when the assigned safe custodian is not present.

All classified materials must be returned to the issuing point prior to the close of the resident course. Any questions on security matters should be referred to the Chief, Security Division, Room SB-08, Root Hall, (Ext. 54440).

## **Visitors to USAWC**

- a. **Unofficial Visitors.** Unofficial visitors, including family members, are welcome to the USAWC common use facilities (e.g., Barber Shop, Cafeteria, Library, Computer Laboratory, Photo Studio, Defense Printing Plant Service Window) when the following conditions are met:
  - (1) Employees are responsible for ensuring their family members and guests are appropriately attired. Adult family members and guests are expected to adhere to the minimum dress code requirements for casual attire. Children are exempted from this standard; however, sponsors are to ensure children entering Root Hall meet reasonable standards of good taste. The Root Hall Sentry will enforce the dress code requirements. Therefore, sponsors should ensure that family members and guests are aware of the dress code in order to prevent embarrassment.
  - (2) Children under ten must be escorted by an adult at all times. Inappropriate behavior by dependent children will be brought to the attention of the sponsor.
  - (3) Visits are not authorized to areas where classified information is displayed or discussed.
- b. Subject to available space, unofficial visitors may participate in specifically identified sanctioned academic events that take place in Bliss Hall, Wil Washcoe Auditorium, the Mary Walker Room, the Otto Chaney Room, or the Command Conference Room. Access rules for unofficial visitors' participation will generally be announced concurrently with the scheduling of the event. In cases where access rules are not announced, staff members or students desiring to bring unofficial visitors into an academic convocation of



this nature will seek permission through their department leadership (or faculty advisor) to the sponsoring department or institute leader. In some cases when the speaker has not provided permission for unofficial visitor participation, these requests may also need to be referred to the Dean and Deputy Commandant for resolution. (Permission for unofficial visitors to attend academic convocations in Collins Hall is also subject to Collins Hall security procedures.)

- (1) Unofficial visitors who wish to audit individual classes or courses must contact the Registrar for appropriate instructions.
- (2) Unofficial visitors are strongly discouraged from participating in curricular events in the seminar rooms since these visits can inhibit the sustainment of a candid learning environment and hinder the free-flowing exchange of ideas. In cases where a faculty member, staff member or student believes there is a compelling reason to give an unofficial visitor access to a seminar discussion, that faculty member, staff member, or student must obtain the full concurrence of the Faculty Instructor responsible for the block of instruction and the Chairman of the Department responsible for the course. In cases where the Faculty Instructor is inviting the unofficial visitor into his or her own class, the Department Chairman's permission is still required.
- (3) Except as provided in sections a. and b. above, DDE will provide notification of all unofficial visitors in Root Hall through the Dean to the Deputy Commandant. The Deputy Commandant may decline to accept unofficial visitors in College facilities due to conflict with other official business in the facility, for security management reasons, or for other reasons as appropriate.
- (4) Visits to the Computer Laboratory may be restricted to War College students, Fellows, and official visitors during periods of high-access demand for students preparing papers and other course materials.

c. **Official Visitors.** Official Visitors are those individuals visiting the USAWC to conduct official government business. When presentations or discussions may include classified information, the sponsor must have the visitor forward his security clearance to the Security Manager or, if access to Sensitive Compartmented Information (SCI) presentations or the SCI facility is anticipated, to the Special Security Detachment (SSD). This must be accomplished for all visitors, regardless of rank, except for those general officers and high-ranking civilians who are at the USAWC to address the entire class in Bliss Hall. However, security clearances should be sent to USAWC Security Office for all other members of the party of those speakers.

d. **Staff Responsibilities and Procedures for Sponsoring Visitors.**

- (1) Faculty Instructors are principally responsible for sustaining the desired candid learning environment in their seminar rooms. As such, Faculty Instructors have the right to refuse unofficial visitors to their seminar sessions. The Department Chairman may also refuse unofficial visitor

requests that they view as disruptive to seminars or to the conduct of the course.

- (2) The Deputy Commandant and the Dean are the approving authorities for all official visitors to curricular activities.
- (3) Departmental notification of unofficial visitors in seminar discussion will be submitted in writing. The specific date and times of the visit will be identified along with the course session number. The notification will indicate the specific concurrence of the FI, and Department leadership.
- (4) In general, sponsors are encouraged to arrange visits at a time when minimal disruption of activities will occur. After duty hours, sponsors are to include the names of their guests on the sign-in/out register in the main lobby.
- (5) Sponsors must remain with the visitors while they are in the facilities.

## **INSTRUCTION AT RESIDENT COURSES**

The seminar group is fundamental to the USAWC resident methodology. It is the principal mechanism for review and discussion of curricular material and for the presentation of student study efforts. It also serves as a forum for group analysis, research, study, and problem solving as well as preparation of group oral and written reports. Dissent in a logical, tactful, and convincing manner is encouraged. The seminar may be conducted with a variety of instructional purposes, all having in common predetermined learning objectives. Examples of these purposes are:

- Review and discussion of material studied or presented in the preceding instruction. Such discussions may be based upon an agenda expressed in broad terms. The primary purpose of such discussion should be to synthesize and develop conceptual understanding.
- Consideration of new material or exploration in depth of particular subject matter. In addition, the Faculty Instructor may provide a highlighted document including a general plan for conduct of the discussion, discussion points for each agenda item, and other appropriate items, such as a list of alternative policies, the pros and cons of debatable issues, or suggested models of problem solving.
- Consideration of a discussion topic. The discussion topic may be published as a separate document or as a directive appendix if a substantial amount of background information is appropriate to the topic. The document may include both faculty written material and selections from authoritative sources, presenting opposing views of controversial subjects.
- Consideration of a case study. Case studies are published as separate documents and focus on a narrative account of a factual or hypothetical set of events from which the learning objective may be derived. Case studies may concern decisions that have been reached, actions that were taken, or problems that are in the process of developing, and are presented in sufficient detail to permit others to understand the facts and forces at play.

Lectures are also scheduled to enrich the seminar experience. For each resident

course, the College invites highly qualified persons to address students in the auditorium. As a general rule, lectures are scheduled for 45 minutes, followed by a question and answer period, and seminar group discussion. The lecture method is regarded by the College as primarily a vehicle for direct communication of authoritative opinions and insights. It is used to afford students the advantages of timely insights into issues of national security and strategy. Information on past lecturers may be obtained from the Library Reference Section. Taped recordings of a number of past lectures are maintained in the Library and in the Military History Institute. Excerpts from these may be used on closed circuit television in seminar rooms, when appropriate.

The question and answer period following the lecture affords all students a valuable opportunity to probe more deeply into the views expressed by the speaker and on occasion to present contrary views—their own or those of others. Questions and comments should be clear and brief. Only one question at a time should be put to the speaker. However, related questions are encouraged to further clarify the issue. If views presented by a student were derived from a previous speaker, they may not be attributed to the speaker by name, position, or title. This is in compliance with the College's long-standing non-attribution policy. No exceptions are permitted.

### **Additional Seminar Activities**

Politico-military simulations, international relations exercises, war fighting exercises or other decision-making simulations may be scheduled. Both computer-assisted and manually conducted simulations are used at the College.

**Noontime Lecture Series.** These presentations are held during both resident courses. Their purpose is to provide a forum for an exchange of ideas with selected faculty members or guest lecturers and students concerning their views and experiences on a variety of command, management, and strategy issues. These discussions are held in an informal atmosphere. Student attendance in these sessions is voluntary.

**Student Requirements.** Individual preparation for each day's scheduled activity includes reading the introduction, learning objectives, student requirements, and central points for each unit of instruction. Bibliographic items may be reviewed. Such preparation enhances the understanding of, and appreciation for, informed participation in the question and answer periods following lectures and during seminar group discussions. Some units of instruction in the USAWC curriculum may contain group requirements. These involve broad issues applicable for group study and discussion. Students working alone or as members of a subgroup may be designated to conduct research and report on assigned portions of an issue and to defend their viewpoints.

## **THE SEMINAR GROUP SYSTEM**

### **Organization of Seminar Groups**

The student seminar group is the center of academic activity at the USAWC. Just prior to in-processing, information on seminar group assignments is provided which designates seminar group chairmen, assistant chairmen, and other positions.

The **Faculty Instructor** (FI) is the person responsible for facilitating the seminar group's

learning process. He serves to:

- Link the curriculum and the student body.
- Explain the USAWC objectives and place course studies in context with the remainder of the curriculum.
- Provide academic direction to the group and coordinate its academic efforts and performance. Assist members of the seminar group in understanding the objectives and requirements for group performance.

The FI's primary role is to facilitate discussion and serve as an adviser as well as a teacher. FIs evaluate group and individual performance, provide prompt and effective feedback and counseling to both individuals and groups. He or she guides the group's discussions and provides specific instruction, information, and guidance. He or she questions alleged facts assumptions and guides the seminar group to ensure that sound analytic methods and a proper research basis are maintained.

In matters affecting the academic organization of the group and its accomplishment of group tasks, the Faculty Instructor usually exercises his or her influence through the Seminar Group Chairman with whom he or she must be in closest communication. He or she advises the Seminar Group Chairman on how to organize the group to best accomplish its discussion tasks and group requirements, and defines the standards the group must meet.

The **Seminar Group Chairman** is a student who is primarily responsible for the performance of the nonacademic administrative and social activities of the group. In addition, the Seminar Group Chairman (under the supervision of the Faculty Instructor) organizes and directs the seminar in its accomplishment of group academic requirements. The Seminar Group Chairman has a triple function: he or she has administrative duties that are his or hers alone; he or she is the leader in the seminar group effort to achieve substantive results for which the seminar group as a whole is responsible; and, he or she contributes to seminar group study as an individual. Specific functions that he usually retains are:

- Responsibility for administrative and social matters concerning the seminar group.
- Preparing a planning calendar and a schedule for seminar group work.
- Supervising preparation for seminar group presentations including necessary writing of reports, training aids, and rehearsals.
- Keeping the Faculty Instructor informed of seminar group progress and need for assistance.
- Maintaining attendance.
- Attending morning meetings with the class leadership.

The **Seminar Group Chairmen** designated for the First Resident Course and the Second Resident Course will meet with their respective Faculty Instructors on the Sunday afternoon before the start of these resident courses. The purpose of this meeting is to ensure that the objective, scope, and requirements of the course, the time factors involved, and the seminar group relationship with the Faculty Instructor are understood. If indicated, the Faculty Instructor may suggest an appropriate organization

of the seminar group, a methodology for attack of academic requirements, a reasonable scheduling of tasks, deadlines for reports and visual aids, and a scope and format for reports. If appropriate in the course of the study, he or she may suggest that certain aspects of the problem be further considered, researched, and discussed to ensure that findings are logically reasoned and soundly supported.

The administrative organization of the seminar group is left to the discretion of the chairman. He or she may appoint subgroups and various assistants for effective performance of the many administrative and substantive functions. To make best use of seminar group talents and interests, he or she should consult student biographies. Some assistants and subgroups and their functions might be as follows:

- **Assistant Chairman.** This officer is designated in the course directive. He or she is in fact the seminar group vice-chairman who assists the chairman in the accomplishment of his or her duties and may be assigned additional responsibility for administrative details such as:
  - Drawing materials from the Library.
  - Supervising seminar room arrangement for meetings (the course directive assigns regular seminar rooms to each seminar group).
  - Assisting the chairman in the conduct of seminar group meetings, particularly in following the agenda time schedule.
  - Acting as chairman during the absence of the chairman.
- **Seminar Group Secretary (Permanent Recorder).** (As Required) Some duties might be to:
  - Record all matters needed for future reference arising from seminar group meetings.
  - Maintain master copies of all working papers.
  - Arrange for reproduction of seminar group material.
  - Assure that working papers to be discussed by the seminar group as a whole are distributed in sufficient time to permit their prior study by seminar group members.
- **Seminar Group Security Officer.** (As Required) Each Seminar Group Chairman will appoint one group member as group security officer. This individual will perform or monitor the following:
  - Receive classified curricular material from Classified Records Branch for distribution to seminar group members and ensure such material is returned at the course conclusion.
  - Establish procedures to ensure that security inspections are conducted of seminar and study rooms at the end of each duty day. Inspections should:
    - Ensure areas are free of classified material except that stored in security containers.
    - Ensure that all doors are closed, telephones and televisions are

disconnected, and only appropriately cleared personnel are present prior to classified discussions in study or seminar rooms.

- Advise the Seminar Group Chairman and members on security related matters.
  - Coordinate, as necessary, with the USAWC Chief, Security Division.
  - Report security violations and hazards to the Chairman of the Department of Distance Education and the USAWC Chief, Security Division.
  - Ensure security policies contained herein are applied in the conduct of group activities.
  - Collect and return all security badges at the end of the resident courses.
- **Social chairman.** This individual makes arrangements as to time, place, charges, and invitations in connection with seminar group social functions. The Commandant's policy encourages social activity as long as it is not extravagant and does not interfere with the College program. Usually, student seminar groups have one "get acquainted" type activity during each resident course. Wearing of social name tags at such gatherings is encouraged.
  - **Gift Committee representative.** U.S. Army War College Classes normally present a gift to the College. The selection of the gift is accomplished through a gift committee consisting of a member from each seminar.
  - **Yearbook Committee representative.** Each DDE graduating class is included in the Army War College Yearbook. Each seminar will appoint a yearbook representative to work with a representative from the resident side to facilitate the inclusion of seminar activities.
  - **Other subgroups.** Additional subgroups may be appointed by the seminar subgroups, by the group chairman, or by the Faculty Instructor as needed to fulfill academic requirements.

## Seminar Group Responsibilities

As previously indicated, either of the two-week resident courses may include one or more requirements to be completed by the seminar group. All pertinent information regarding each phase and the associated requirements are described in a directive issued just before the beginning of the respective resident course.

The success of the seminar group system depends on active, enthusiastic, and thoughtful participation by each student. Each member should think of himself or herself as an important part of a team upon which a specific responsibility has been placed. Each member is responsible to the seminar group for contributing his or her best efforts to the team task.





Students are divided into seminar groups of about 18 for the Resident Courses. The College uses the seminar group system as the major vehicle for instruction during the resident courses. In seminars students are challenged to clearly express their ideas developed during the distance education phase and defend them during group discussions with their peers. Seminar group membership, formed for the First Resident Course, typically remains the same for the Second Resident Course.

## **STUDENT PROFILE**

The USAWC is a multi-disciplinary program designed for U.S. Army, U.S. Air Force, and Marine Corps officers in the grade of lieutenant colonel or colonel, and U.S. Navy and U.S. Coast Guard officers in the grade commander or captain. International Fellows (IFs) of similar grade (and occasionally holders of flag rank) will attend, as well as civilian personnel with equivalent seniority from a number of federal agencies, such as the Department of the Army, Department of State, Department of Homeland Security, along with Congressional staff members.

The average military student is 44 years old and has completed roughly 21 years of service. All military officers possess a college degree, over two-thirds hold a graduate degree, and around one-fourth have commanded at the battalion equivalent or higher.

## **CLASS ORGANIZATION**

Class officers perform duties for the entire academic program. The DEP class president is nominated by the faculty and is appointed by the DDE Department Chair.

The class President performs the following student related functions:

- Represents the class with the College leadership and appropriate external

agencies. Calls and conducts class meetings. Appoints committees for class activities (i.e., sports, social, gift, community activities, etc.);

- Supervises the operation of the class fund;
- Keeps the College leadership informed of all class activities.
- Prepares recommendations for guidance to the next class president.

The class Secretary, Treasurer, Legal advisor, Vice President for Yearbook Committee, Vice President for Social Committee, and Vice President for Gift Committee are nominated by the Faculty Instructors, selected by the First Year Director and approved by the DDE Chairman. These class officers perform functions appropriate to those offices and as assigned by and in support of the class President.

## **SEMINAR DUTIES**

The faculty teaching team selects a student to serve as seminar group chairperson. This individual serves as the key information link between the seminar group and the class president. The chair is responsible for administrative matters concerning the seminar group. Specific responsibilities include, but are not limited to, the following:

- Accountability of seminar group members at mandatory functions and other academic or administrative activities where seminar group representation is required;
- Maintaining appropriate decorum by seminar members during lectures and in seminar. Maintaining appropriate seminar group rosters, as required;
- Appointing committee members from the seminar group for class activities;
- Representing the seminar group at meetings chaired by the class president; and
- Serving as the seminar group point of contact for USAWC administrative matters as appropriate.

While the seminar group chairperson's responsibilities generally are nonacademic in nature, chairs may assist the faculty team by coordinating seminar group accomplishment of tasks for which the group as a whole is responsible. The faculty instructor and the seminar group chair will agree upon specific details and responsibilities.

The assistant chairperson assists the seminar group chairperson in the accomplishment of assigned duties. The faculty teaching team also selects the assistant.

The chairperson, in concert with the faculty team and the seminar, determines internal organization of the seminar group at large. Various subgroups and assistants may be appointed to support academic, administrative, and social functions.



## WHAT TO EXPECT

Students face a variety of challenges during the academic program. This program marks a significant career transition for most students. The fundamental challenge is to use the program to prepare and equip students to deal with national and international problems that have a number of characteristics in common. These problems by nature are complex and ambiguous; they lack precedent, seldom appear in the form of problems students have previously encountered, demand immediate attention, and generally lack a clearly-defined endpoint. Often there is scant reward for success; failure can affect the security or prosperity of the country.

To help students make the transition, the curriculum is designed to be provocative, demanding, and rigorous. Students work hard throughout the course at the conceptual level, researching, analyzing, and evaluating issues in depth to bring informed, critical judgment to every task they encounter. The USAWC experience helps students evolve from a world of tactical orientation and close supervision to one characterized by volatility, uncertainty, complexity, and ambiguity in which they must rely on cooperation and consensus to achieve success. Joint and multinational organizations, issues, and operations are paramount in this “new” world.

The curriculum is designed to help students cultivate the art of critical questioning. There are at least two sides to every issue and there are no “approved or school solutions.” Unexamined acceptance of assumptions and the status quo is neither expected nor desired. High quality conceptual thinking can only result from close, detailed, reflective study of a wide range of military disciplines, and it can only be done by imaginative people who have trained themselves to think logically about tough problems. Logical thinking about complex and ambiguous issues should be a goal during the academic year.

During seminar sessions, students will face the challenge of submitting their ideas to the critical analysis of their Faculty Instructors and their peers. Both faculty and students possess an exceptional range of expertise. Similarly, students will find ample opportunity to exercise the fine art of dialogue by engaging daily in logical, tactful, and persuasive reasoning about ambiguous topics.

Academic programs are scheduled so that each activity contributes to a student’s development as a vigorous, informed, thoughtful, and effective individual. The curriculum will keep students busy and involved, but also will allow time for the reflection, individual study, and research essential for genuine intellectual growth.

Successful performance in this new realm will require students to break some old habits, improve existing critical skills, and develop new competencies. To succeed in the strategic environment will require future senior leaders to think differently than they have in the past. To that end, the USAWC curriculum is rooted in the theory and application of strategy. Grounded in Elihu Root’s great problems of responsible command -- national defense and military art and science -- the curriculum emphasizes the process by which the United States formulates National Military Strategy and the

factors essential to develop and refine military strategy in an increasingly volatile, uncertain, complex, ambiguous, and interdependent post-Cold War world.

## **Carlisle Community**

Adjacent to the post, the city of Carlisle, with an estimated population of 20,000, offers additional shopping and restaurant facilities for USAWC students. Harrisburg, with an estimated population of 500,000, is 20 minutes away and offers a full range of facilities and services. The major metropolitan areas of Washington, DC, Baltimore, and Philadelphia are approximately 2 hours away, and New York City is approximately three hours from Carlisle.

## **Senior Leader Sustainment**

The Senior Leader Sustainment (SLS) team provides a holistic assessment of health and fitness for USAWC students. Human dimension components of physical, cognitive, social and spiritual well-being are incorporated into this leader readiness assessment. The SLS multi-disciplinary medical staff assists senior leaders in optimizing lifestyle behaviors, achieving individualized fitness goals, and mitigating future risk for disease development. The comprehensive assessment includes: a laboratory blood draw, holistic health and fitness survey completion, behavior resilience biofeedback testing, body composition analysis, musculoskeletal injury screening, aerobic fitness  $VO_2$  sub-maximal testing, power, strength and agility testing, and focused physical examination by a credentialed provider. You will receive a final out-briefing on the results of this assessment with three targeted-focus areas serving as your azimuth check towards sustained health. The location for all assessments and tailored intervention services is building 315, the Army Wellness Center of Carlisle Barracks. USAWC students may contact an SLS representative with any inquiries by email at [usarmy.carlisle.medcom-dahc.list.sls@mail.mil](mailto:usarmy.carlisle.medcom-dahc.list.sls@mail.mil) or by telephone at (717) 245-4004. We look forward to your achievement in an optimized state of health and well-being.

## **SUPPORT FACILITIES**

### **On Post Shopping and Restaurant Facilities**

Carlisle Barracks has a commercial complex consisting of a laundry/dry cleaner, Class VI (retail beverage) store, Commissary, and Post Exchange that provide military students the ability to conduct some of their shopping within walking distance of their homes. This complex also includes a Subway, barber shop, and optical center. The Letort View Community Center, while not in the shopping area, offers event oriented dining opportunities for the USAWC community; seasonally the Letort View Community Center offers evening social activities at the “Tiki Bar” pavilion or “Joint Pub.”

### **Medical Support**

The Dunham U.S. Army Health Clinic provides medical care for resident military

students (and Distance Education students when attending summer sessions), the uniformed faculty, and retired military personnel. Dunham is capable of providing primary medical care and is equipped for routine outpatient medical conditions. Family Practice is the primary clinical service available, including limited pediatric and gynecological care. The clinic does not have an emergency room or inpatient capability, but emergency medical services are available in the local community. Students requiring hospitalization or medical care from specialists are referred to military treatment facilities at Fort Meade (Maryland), the Bethesda Naval Hospital (Maryland), or Walter Reed Army Hospital (Washington DC), or to local or regional medical facilities. Dunham also provides comprehensive dental care to all active duty personnel and has optometry services as a part of its health care offerings.

## **Religious Services**

Since the inception of the American military forces, the military's leadership has felt a responsibility to attend to the religious needs of its personnel. Beginning with the Revolutionary War, chaplains and chapels have been a part of the American military scene. The USAWC continues this tradition. Carlisle Barracks has a Memorial Chapel that serves the religious needs of the students, staff, and faculty. The Chapel has in residence Protestant and Catholic Chaplains. The Chapel offers religious education programs, activities for youth, and a number of activities for young and mature adults. In addition, the Chapel can offer information on the locations of Jewish services. Though no special services are offered for followers of the Islamic faith, a small prayer room is provided in Upton Hall for Muslim students.

## **Child Care**

The Moore Child Development Center (Building 455) provides a variety of care programs for children from 6 weeks through 5 years of age. The center is open 6:30 a.m. to 5:30 p.m., Monday through Friday. Hourly care is by reservation on a space available basis. Fees are determined according to total family income. Children must be registered with Child Development Services before care is provided at the center.

## **Morale, Welfare, and Recreation Activities**

Carlisle Barracks offers a full range of Morale, Welfare, and Recreation activities. These include Information, Ticketing, and Registration; Outdoor Recreation; Letort View Community Center; Army Community Service; Golf Course; Youth Services; Sports Programs; Strike Zone Bowling Center; Barracks Crossing Studios (offers framing and engraving, auto care, and special arts and crafts on a seasonal basis).

## **SUCCESSFUL ONLINE LEARNING**

At most brick and mortar universities and colleges, the teaching and learning is done face to face in a classroom. Learners interact with the instructor during the class and when assistance is needed. Students also interact with one another.

It's a little different in the USAWC Distance Education Program. You'll still interact with the faculty instructor, but it will predominantly be through technology, whether email, Collaborate or Blackboard. You'll also interact with

The online learning environment is very different from the face-to-face, brick and mortar learning environment most of us grew up with for the majority of our education. Many of us are used to a university professor standing in the front of a class of students lecturing, and the students busily taking notes.

Learning with technology is typically characterized by the physical separation of learners and instructor along with the use of media for communication and content delivery. Those characteristics have important impacts on the learner.

- Learners have more autonomy and responsibility for carrying out the learning process.
- Learners must be able to use technology to access resources and communicate with others.
- Learners may find it more difficult to maintain motivation when there is less direct contact with an instructor or other students, when that contact is delayed by time, or when it occurs primarily through text-based interactions, such as email or discussion boards.
- Learners who are new to online learning may feel initially anxious, unsure or overwhelmed because they do not know what to expect and the situation is not the same as a face-to-face classroom.
- Learners may not be accustomed to working in groups, creating communities or actively participating in discussions if most of their learning has involved lectures and exams.

## **Online interactions**

In the online classroom, the faculty instructor plays a different role. He or she is a facilitator of student to content, student to student and student to instructor learning.

1. **Learner to Content.** Interaction between the learner and the content or subject matter often takes the form of an internal conversation or mental dialogue as the learner attempts to understand and apply ideas. Designing for learner-to-content interaction, then, should aim to do more than merely present content. It should try to stimulate active mental involvement with the materials by using such devices as embedded questions, familiar examples, self-check exercises, application exercises, and other design aids or objectives that engage the learner in thinking about the content.

2. **Learner to instructor.** Interaction between the learner and an instructor can occur in written or verbal form. For example, an instructor who reads a student paper and provides substantive written feedback enters into a dialogue with the learner. Interaction can occur via the telephone, email, discussion forum, video conferencing, Blackboard Collaborate or other technology. The interaction may involve formalized instructional processes for supporting and assessing student learning, or it may be informal conversations that help to support learning and build interpersonal relationships.

3. **Learner to learner.** Learner-to-learner interactions typically occur within the structure of discussions, group projects, collaborative creative of group projects, peer review and other assignments. The instructor may provide assistance and assignment structure, but the group has more autonomy in completing the tasks.

Interaction, then, is a central component of online programs. Research has found that interaction has positive impacts on student engagement, participation, confidence and retention.

## **Relationship between instructor and learner**

In an online learning environment, the relationship between the faculty instructor and the student is different. Here are some general principles about the relationship between the faculty instructor and learner.

- The instructor and learner are both active participants in the teaching and learning process. That process involves not only content but also interaction and a climate conducive to learning.
- The role of the instructor involves providing content resources and challenging, guiding and supporting the learner.
- The role of the learner involves active effort in being responsible for one's mental

and motivational engagement in understanding and constructing knowledge.

- The ultimate aim of teaching is to facilitate students' knowledge development, personal development and capacity for learning.
- Both the instructor and the learner have responsibilities for creating an effective teaching and learning experience.

These ideas about the learner-centered environment are uniquely affected by the characteristics of online education: physical separation and the transactional distance that it can cause, as well as the role of technology in the learning process.

### **Cognitive and metacognitive skills learning skills**

Knowing how to learn involves various skills, or competencies, that come into play whenever a person is engaged in a learning situation. Such skills are gained through practice whenever a person experiences different kinds of learning in different settings over time. Knowing how to learn includes five types of skills.

1. Cognitive skills in thinking and processing information
2. Metacognitive skills in planning and managing the learning process
3. Technology skills in using a computer and the Internet
4. Motivational skills in desiring to learn
5. Communication skills in reading and writing

These five types of learning skills apply to both online and classroom students. However, online learners differ in needing more proficient technology skills and metacognitive skills. Studies indicate that distance learners use four times more metacognitive skills than classroom students to manage the learning process. The use of discussion boards also requires good reading and writing skills to participate in online discussion activities.

Here are examples of skills that are especially important in online education.

## **Competencies Needed by Distance Learners**

### **Examples of Cognitive Skills**

- |                                 |                    |
|---------------------------------|--------------------|
| -Selecting relevant information | -Comprehension     |
| -Application                    | -Relating concepts |
| -Analysis                       | -Synthesis         |
| -Evaluation                     | -Problem solving   |
| -Creative thinking              | -Critical thinking |
| -Interpretation                 | -Integration       |
| -Prediction                     | -Hypothesis        |
| -Imagination                    |                    |

## **Competencies needed by distance learners**

### **Examples of Metacognitive Skills**

- |  |                           |
|--|---------------------------|
| -Planning  | -Appraising relevance     |
| -Identifying requirements  | -Setting goals            |
| -Estimating time and effort  | -Organizing resources     |
| -Finding a place to study  | -Monitoring comprehension |
| -Managing time and pacing  | -Maintaining motivation   |
| -Staying on track  | -Seeking help when needed |
| -Evaluating learning and the effectiveness of the learning process |                           |

## **Competencies needed by distance learners**

### **Examples of Technology Skills**

- |   |  |
|---|--|
| -Email  | -Word processing   |
| -Keyboarding                                      | -Searching the Internet                                  |
| -Downloading plug-ins/software                    | -Accessing online resources                              |
| -Using a discussion forum                         | -Collaborating online                                    |
| -Using social media such as chats, blogs or wikis | -Evaluating media for appropriate, effective application |
| -Troubleshooting, searching for solutions         | -Experimenting with solutions to technology glitches     |
| -Navigating a course management system            |  |

## **Conclusion**

Online learning can be a very rewarding experience. Not only does it allow you to continue your professional education without sacrificing your career, it lets you interact with colleagues all over the country and even overseas.



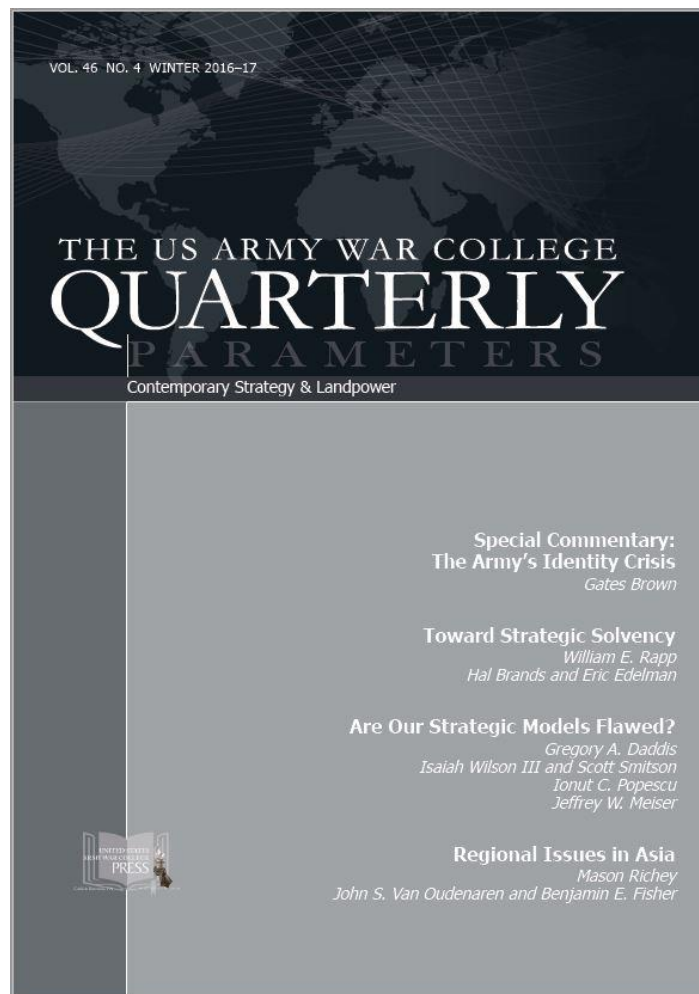


# ***Parameters***

## ***The U.S. Army's Senior Professional Journal***

***Parameters***, the U.S. Army War College Quarterly, complements the Army War College's curriculum, continues the professional education of its graduates, and reinforces the War College's role in this country and around the world as a leading center for contemporary military thought. The journal focuses on international security affairs, national defense policy, joint and combined matters, military strategy and the intersection of strategy and the operational art, and all aspects of senior military leadership and command. Because the journal is an integral part of their continuing education, Army War College graduates of all components receive gratis subscriptions to ***Parameters*** until they retire.

The journal is also distributed to Army general officers and select senior officers from the sister services; to key officials in the Defense Department, the State Department, and the National Security Council; to interested members of Congress and their staffs; to defense-minded members of academe, think tanks, business, and the news media; and to military units, including ROTC detachments and U.S. service schools. More than 600 libraries and more than 80 U.S. and foreign military journals receive subscriptions, as do many U.S. and allied embassies. Copies also go to the military educational establishments of many allied and other nations. The Marshall Center subscribes for its international faculty and student body and also uses its copies in its English language training program.



**Parameters'** printed circulation is approximately 13,000 copies per issue. Significant secondary distribution occurs through military and civilian educational institutions in the United States and overseas which reproduce articles used by thousands of students every year. On the average more than 120,000 copies of **Parameters** articles are printed annually for use by military and civilian educational institutions, military organizations, and private citizens. The journal is also available to the public by subscription through the Superintendent of Documents.

**Parameters** is accessible on the Internet at:  
<http://ssi.armywarcollege.edu/pubs/parameters/>. There you'll find selected articles, review essays, a complete index of **Parameters** articles, subscription information, and guidance on submitting manuscripts for possible publication. More than 85,000 unique users access **Parameters** online each quarter.

For those of you who desire to write scholarly articles of interest to senior military professionals, **Parameters** provides an excellent audience. An author guide is available at the **Parameters** web site. Manuscripts are welcome, and may be submitted by e-mail, but the editors recommend reading the author guide first. In addition, the editors will be happy to discuss with students their publishing plans and projects.

Operations and Gaming Division, the Science and Technology Division, the Peacekeeping and Stability Operations Institute, the Strategic Experiential Education Group, and the Management and Logistics Division.

## **U.S. ARMY WAR COLLEGE FOUNDATION & ALUMNI AFFAIRS**

The Army War College Foundation is proud to provide the "margin of excellence" to the academic experience at the USAWC. A not-for-profit, tax-exempt 501(c)(3) organization, the Foundation enhances and enriches academic programs and research activities by providing financial support where government funds are not available. The organization also fosters, maintains, and strengthens a sense of fraternity among the alumni and promotes continued interest in and support of the USAWC.

The Foundation is a single organization with this dual mission of supporting the College *and* its graduates, having achieved an historic merger with the Alumni Association on August 1, 2008. For 50 years, this now merged organization has directly supported student and faculty events such as: National Security Seminar Week, honoraria for distinguished guest lecturers, writing awards for students and faculty, publications for the College's Library, the International Fellows Program, financial support for wargames, conferences, and exercises, and the USAWC's Strategic Leader Development Program.

The Foundation publishes two magazines a year, operates a first-class gift shop, maintains a database of all alumni members and present and former staff and faculty, enables numerous academic and other programs of the college, offers publications, provides scholarship opportunities to children of lifetime members, and

provides support to class reunions and seminars. Alumni membership is open to graduates of any USAWC course, and present or former staff and faculty.

The Foundation is proud of its contributions to our national defense through stewardship of academic excellence and traditions at the Army War College. The Foundation web site is [www.usawc.org](http://www.usawc.org). For additional Foundation information, call 717- 243-1756, email: [info@usawc.org](mailto:info@usawc.org) or write the Army War College Foundation, Inc., 122 Forbes Avenue, Carlisle, Pennsylvania 17013-5248. The Foundation's Office of Alumni Affairs is in Room B122, Root Hall, (717-243-0884 or email: [alumni@usawc.org](mailto:alumni@usawc.org)).





# ***DDE Faculty***

The USAWC DDE faculty can be found online at  
<http://ssl.armywarcollege.edu/dde/faculty.cfm>

## APPENDIX A:

### Frequently Asked Questions

We have made every effort to provide you with a set of comprehensive help materials in the DE2300 Orientation to Strategic Leader Education and in the chapters of this Student Handbook. Additionally, the Syllabus of each course we offer contains amplifying information on a suggested time line for the completion of the various course deliverables to provide you with a reference for completion without feeling rushed or pressured. In general, you will find the answers to virtually every course-related issue there. But students have questions that fall outside of normal operations; here are a few that may fit your particular situation:

1. **Question:** I had to replace my computer and now I cannot access some parts of my courses. What's wrong?

**Answer:** It could be a certificate or ActiveClient issue. A certificate is a digital document providing the identity of a Web site or individuals. DOD Web sites and Army Portals use a certificate to identify themselves to their users and to enable secure connections. ActiveClient enables your CAC reader to communicate with windows. Instructions for downloading DOD certificates and installing ActiveClient can be found in Course DE2300, Block 1. If you still have issues, you can contact the help desk at 800-716-2769, 0700-1630 Eastern, after hours, on weekends, and holidays. Note: depending on available resources and volume of calls, your call may not be addressed until the next business day.

2. **Question:** I need to request an extension in the due-date of my course deliverable. How do I go about doing that?

**Answer:** All extension requests for **First Year** Students should go through your Faculty Instructor. If students are unable to reach their FI, contact the First Year Education and Training Technician. For Last Names A-K contact Mike Semrau at 717-245-3578 [mike.r.semrau.civ@mail.mil](mailto:mike.r.semrau.civ@mail.mil); for Last Names L-Z, contact Amos Myers at 717-245-3592 [amos.s.myers.civ@mail.mil](mailto:amos.s.myers.civ@mail.mil).

All extension requests for **Second Year** Students should go through your Faculty Instructor. If the Faculty Instructor is unable to be reached then, you will contact the Second Year Education and Training Technician, Melanie Adams at 717-245-3594, [melanie.j.adams6.civ@mail.mil](mailto:melanie.j.adams6.civ@mail.mil).

3. **Question:** I have a question about the course material and what my deliverable needs to include. Who should I contact?

**Answer:** All questions that you have concerning your course work or your assignments should be referred to your Faculty Instructor or the Course Director.

4. **Question:** Am I allowed to work ahead in completing my course work?

**Answer:** You are very much in-charge of completing your assignments using whatever schedule you choose, so long as you adhere to the Course Author and Faculty Instructor identified suspense dates. For your convenience, we have provided a recommended timeline for completion of the various course elements.

5. **Question:** When I travel, do I need access to a “.mil” domain in order to work on my courses?

**Answer:** Absolutely not! You may access your coursework through regular Internet domains.

6. **Question:** I forgot my password. What do I do now?

**Answer:** Both the Learning Management System, Blackboard, and the Student Information System, Compass, have password retrieval/reset mechanisms located on the login pages. Simply click the password retrieval/reset link and follow the provided instructions.

## APPENDIX B:

### REQUESTING A DEFERMENT OR DISENROLLMENT

The US Army War College no longer issues deferments. To request a deferment, individuals should contact the appropriate Point of Contact listed below:

#### **USA**

DEPARTMENT OF THE ARMY  
COMMANDER, U.S. ARMY HUMAN  
RESOURCES COMMAND  
ATTN: AHRC-OPL-L  
1600 Spearhead Division Ave, Dept 280  
Fort Knox, KY 40122-5208  
502-613-6421  
FAX  
[ross.s.corbett.civ@mail.mil](mailto:ross.s.corbett.civ@mail.mil)  
Ross S. Corbett  
DSN 983-6421  
Alt. POC: Glen Critchett, SSC Program  
Manager  
(502) 613-6422  
[glen.a.critchett.civ@mail.mil](mailto:glen.a.critchett.civ@mail.mil)

#### **USAR**

COMMANDER, U.S. ARMY HUMAN  
RESOURCES COMMAND  
ATTN: AHRC-OPL-L  
1600 Spearhead Division Ave,  
Fort Knox, KY 40122-5208  
502-613-9035 **(Group Email)**  
[usarmy.knox.hrc.mbx.opmd-pde-ssc@mail.mil](mailto:usarmy.knox.hrc.mbx.opmd-pde-ssc@mail.mil)  
Margie Kraus  
LTC Mark Siekman  
[mark.w.siekman.mil@mail.mil](mailto:mark.w.siekman.mil@mail.mil)

#### **USAF**

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***DAC/CIV***

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NAVY PERSONNEL COMMAND  
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**From 18 March 2016**  
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***USNR***

NAVY RESERVE FORCES COMMAND  
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***USAID***

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## **APPENDIX C: PAJE and INSTITUTIONAL LEARNING OUTCOMES**

**PAJE LEARNING AREAS AND OBJECTIVES.** Since the passage of the Goldwater- Nichols Defense Reorganization Act of 1986, the CJCS has administered a program to insure that the appropriate levels of joint education are included in the curriculums of the service schools. Learning areas and outcomes have been established to insure compliance with Goldwater-Nichols.

Service SLCs focus on the development and application of military power in support of national objectives in a joint, interagency, intergovernmental, and multinational environment. Although each Service SLC mission is unique, a fundamental outcome of each is to prepare future leaders for high-level policy and command and staff responsibilities by educating them 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. SLC subject matter is inherently joint; JPME at this level focuses on the students in a joint, interagency, intergovernmental, and multinational environment.

The DEP has been accredited as an approved Phase I program by the Chairman of the Joint Chiefs of Staff (CJCS). The DEP is conducting a proof-of-concept for Phase II accreditation. A select group of students may be selected to this program after the completion of their first year of studies. As courses are developed, DDE Faculty Instructors insure that these Joint Education Learning Areas and supporting outcomes are covered in the instructional materials. The current learning areas and outcomes have been extracted from the 29 May 2015 OPMEP (CJCSI 1800.01E) and are listed for the convenience of both our faculty and students.

### **SERVICE-SENIOR LEVEL COLLEGES JOINT LEARNING AREAS AND OBJECTIVES (JPME PHASE I)**

#### **1. Learning Area 1 – National Security Strategy**

- a. Apply key strategic concepts, critical thinking and analytical frameworks to the formulation and execution of strategy in war and peace.
- b. Evaluate historical and/or contemporary applications of national security strategies, to include the current U.S. national security strategy and military strategy.
- c. Apply appropriate strategic security policies, strategies, and guidance used in developing plans across the range of military operations to support national objectives.
- d. Analyze the integration of all instruments of national power in achieving strategic objectives.

#### **2. Learning Area 2 – National Planning Systems and Processes**

- a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in conjunction with other instruments of national power, to attain national security objectives.

- b. Evaluate the DOD and intergovernmental systems and processes by which national ends, ways, and means are reconciled, integrated, and applied.
- c. Analyze the principal joint strategy development and operational planning processes.
- d. Evaluate the principles of joint operations, joint military doctrine, and emerging concepts across the conflict continuum from peace to war and into post-conflict settings.

### 3. Learning Area 3 – National Military Strategy and Organization

- a. Evaluate the national defense and military strategies and their supporting strategies.
- b. Evaluate how the capabilities and limitations of the U.S. force structure affect the development of joint military strategy.
- c. Comprehend the fundamentals of traditional and irregular warfare.

### 4. Learning Area 4 – Joint Warfare, Theater Strategy, and Campaigning in a Joint, Interagency, Intergovernmental, and Multinational Environment

- a. Evaluate the principles of joint operations and emerging concepts in peace, crisis, war, and post-conflict.
- b. Evaluate how campaigns and operations support a comprehensive approach to achieving national objectives and relate to the national strategic, national military strategic, theater strategic, and operational levels in war.
- c. Analyze how national military and joint theater strategies support national strategic goals across the range of military operations.
- d. Analyze the role and perspective of the Combatant Commander and staff in developing various theater policies, strategies, and plans.
- e. Apply an analytical framework that factors such as geopolitics, geo-strategy, region, society, culture/diversity, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.
- f. Analyze the use of operational art and operational design in developing campaign plans.
- g. Evaluate contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.

### 5. Learning Area 5 – Integration of Joint, Interagency, Intergovernmental and Multinational Capabilities

- a. Analyze the roles, relationships, functions, and risks within the national security and homeland security systems.
- b. Evaluate the capabilities and limitations of all Services and special operations forces (SOF) in achieving strategic objectives in an integrated environment.
- c. Analyze the role of OCS in supporting Service capabilities and joint functions to meet strategic objectives considering the effects contracting and contracted support have on the operational environment.
- d. Define the attributes of the future joint force and how this force will organize, plan, prepare, and conduct operations across all domains.
- e. Develop a thoroughly joint perspective on the increased power available to commanders in an integrated environment.

6. Learning Area 6 – Joint Strategic Leadership

- a. Evaluate the skills needed, including an understanding of mission command, to lead in a joint, interagency, intergovernmental, and multinational strategic environment.
- b. Evaluate the skills, including communication, synchronization, needed to lead organizational change and transformation and to build and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.
- c. Evaluate critical and reflective thinking and decisionmaking by strategic leaders.
- d. Evaluate the ethical and legal consequences of national security decisions, past and present, based on the shared values of the Profession of Arms.
- e. Evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex and uncertain environments, anticipate change, and respond to surprise and uncertainty.

**SERVICE SENIOR-LEVEL COLLEGES JOINT LEARNING AREAS AND OBJECTIVES  
(JPME PHASE II)**

1. Learning Area 1 – National Strategies

- a. Apply key strategic concepts, critical thinking, and analytical frameworks to formulate and execute strategy.
- b. Analyze the integration of all instruments of national power in complex, dynamic and ambiguous environments to attain objectives at the national and theater-strategic levels.
- c. Evaluate historical and/or contemporary security environments and applications of strategies across the range of military operations.
- d. Apply strategic security policies, strategies, and guidance used in developing plans across the range of military operations and domains to support national objectives.
- e. Evaluate how the capabilities and limitations of the U.S. Force structure affect the development and implementation of security, defense and military strategies.

2. Learning Area 2 – Joint Warfare, Theater Strategy, and Campaigning for Traditional and Irregular Warfare in a Joint, Interagency, Intergovernmental and Multinational Environment

- a. Evaluate the principles of joint operations, joint military doctrine, joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment), and emerging concepts across the range of military operations.
- b. Evaluate how theater strategies, campaigns and major operations achieve national strategic goals across the range of military operations.
- c. Apply an analytical framework that addresses the factors politics, geography, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns.
- d. Analyze the role of OCS in supporting Service capabilities and joint functions to meet strategic objectives considering the effects contracting and contracted support have on the operational environment.
- e. Evaluate how strategic level plans anticipate and respond to surprise, uncertainty, and emerging conditions.

- f. Evaluate key classical, contemporary and emerging concepts, including IO and cyber space operations, doctrine and traditional/irregular approaches to war.
3. Learning Area 3 – National and Joint Planning Systems and Processes for the Integration of JIIM Capabilities
- a. Analyze how DOD, interagency and intergovernmental structures, processes, and perspectives reconcile, integrate and apply national ends, ways and means.
  - b. Analyze the operational planning and resource allocation processes.
  - c. Evaluate the integration of joint, interagency, intergovernmental, and multinational capabilities, including all Service and Special Operations Forces, in campaigns across the range of military operations in achieving strategic objectives.
  - d. Value a joint perspective and appreciate the increased power available to commanders through joint, interagency, intergovernmental and multinational efforts.
  - e. Analyze the likely attributes of the future joint force and the challenges faced to plan, organize, prepare, conduct and assess operations.
4. Learning Area 4 – Command, Control and Coordination
- a. Evaluate the strategic-level options available in the joint, interagency, intergovernmental and multinational environment.
  - b. Analyze the factors of Mission Command as it relates to mission objectives, forces and capabilities that support the selection of a command and control option.
  - c. Analyze the opportunities and challenges affecting command and control created in the joint, interagency, intergovernmental and multinational environment across the range of military operations, to include leveraging networks and technology.
5. Learning Area 5 –Strategic Leadership and the Profession of Arms
- a. Evaluate the skills, character attributes and behaviors needed to lead in a dynamic joint, interagency, intergovernmental, and multinational strategic environment.
  - b. Evaluate critical strategic thinking, decision-making and communication by strategic leaders.
  - c. Evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex and uncertain environments; anticipate change; and respond to surprise and uncertainty.
  - d. Evaluate how strategic leaders communicate a vision; challenge assumptions; and anticipate, plan, implement and lead strategic change in complex joint or combined organizations.
  - e. Evaluate historic and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives.
  - f. Evaluate how strategic leaders foster responsibility, accountability, selflessness and trust in complex joint or combined organizations.
  - g. Evaluate how strategic leaders establish and sustain an ethical climate among joint and combined forces, and develop/preserve public trust with their domestic citizenry.

## **APPENDIX D: Coursework Evaluation Standards**

**1. Coursework Evaluation.** Each course has coursework/subcomponents that require formal assessment of student performance by faculty. Unless specifically exempted by the Dean of Academics, students' performance is assessed in at least two areas in each course: contribution (to resident seminar, project work or forums) and written presentation. In resident courses student contributions to the seminar, to include oral presentations, will be evaluated. A passing course evaluation requires as a minimum a "meets standards assessment" for either the written presentation or student contributions.

a. Faculty will formally record in their evaluation of student performance on required coursework using numbers as follows:

(1) Fails to Meet Standards (1).

(2) Incomplete, has not completed course requirements (2).

(3) Meets Standards (3)(+/-).

(4) Exceeds Standards (4) (+/-).

(5) Outstanding (5) (-).

b. An evaluation of (2), Needs Improvement on a part of a course, allows the student to resubmit the specified portion within a timeframe designated by the course director. If the resubmission meets standards, the entry on the student's record will be changed, indicating the work meets standards. Faculty will enter comments in the course evaluation reflecting that the student met standards after resubmission. Coursework not meeting standards upon resubmission by the agreed-upon deadline will be recorded as failing to meet standards.

c. A passing course evaluation requires, as a minimum, a meets standards evaluation for a written presentation, and/or contribution (if required) course sub-components.

d. Evaluations of student coursework in each of these areas will adhere to the following criteria:

Contribution. When in the resident courses, students must be actively involved in the seminar learning process—sharing ideas, analyses, knowledge, and they have a responsibility for establishing and contributing to seminar goals. When called upon to provide an oral presentation, an oral presentation must be clearly and effectively delivered, reflect appropriate research and analysis, and offer original ideas and insights. Evaluation of oral presentations focuses on the quality of ideas and analysis, not the use of sophisticated briefing aids and charts. Faculty will assess student formal oral presentations for content, organization, and delivery. Faculty Instructors will assess student participation based on their professional observation. Additionally, faculty instructors will assess the value of

contributions by students to threaded discussions and assigned work on projects. The value of contribution to the discussions will not be gauged solely on volume; rather on knowledge, analysis and volume.

Written Presentation. In view of the direct relationship between writing and the demonstration of critical thinking, strong writing skills are essential for USAWC graduates. The student is expected to emphasize analysis and exposition, rather than description or opinion. Knowledge and views should be presented and supported. Students are encouraged to exchange views and solicit advice and opinions from others, but written work must represent individual analysis and conclusions. Papers are expected to be concise, clear, logically organized, and contain a well-supported thesis. Topic, format, and length will be as specified in the pertinent directive or as directed by the FI. All papers must be submitted in English. Written work should reflect academically acceptable rules of grammar and syntax appropriate for senior military and civilian officials. Faculty will assess student written projects for organization, content, and style.

e. Evaluation of student performance on written and contribution requirements focuses on the organization, content, and style (or delivery) of the presentation. While all three elements are important, the assessment of the student's ability to present relevant content is paramount. A student paper or presentation in which content receives a grade of Needs Improvement (2) or Fails to Meet Standards (1) cannot receive an overall evaluation of Meets Standards (3). Nor can a paper or presentation achieve Meets Standards if either organization or style receives an assessment of Fails to Meet Standards (1).

**2. Feedback.** Faculty will provide academic feedback on individual, academic-related activities and course requirements. Feedback will be based on an assessment of each student's performance compared to standards for learning objectives in the course or lesson. Faculty Instructors will provide feedback on an individual basis in a timely manner. Comments should focus on the individual's professional growth.

a. Feedback is expected to be frequent, timely, specific, and confidential. To be timely, formal feedback occurs upon completion of specified events; e.g., seminar contributions, a course submission, project or exercise work, or the presentation of a course requirement. Informal feedback should be provided spontaneously, as warranted, especially regarding seminar discussion. Meaningful feedback indicates how a student performs academically and professionally with regard to USAWC academic standards and suggests how that student's academic performance might be improved.

**3. Plagiarism.** Copying or paraphrasing from any source requires acknowledging that source. Plagiarism, verbatim copying, or extensive paraphrasing without crediting the source violates the standards of conduct expected of military officers, Department of Defense civilians, and other federal agency civilians. This applies to oral and written presentations, papers, and briefing materials originated by other students. Cases of suspected plagiarism will be brought before a USAWC Academic Review Board. Substantiated charges of plagiarism will result in the award of a Fails to Meet Standards assessment and disenrollment from the USAWC, and potentially other forms of administrative action.

## **Appendix E: Student Recognition Program**

**PURPOSE:** Identify and recognize the top academic performers for the DEP. The Student Recognition Program is an institutional enhancement to recognize the most successful academic performers and convey this recognition both internally and externally. Provided below is the guidance for identifying of the top DEP academic performers who the USAWC will recognize as "Distinguished Graduates."

**OVERVIEW:** The USAWC will recognize students for exceptional academic performance across the full two-year program. The Dean, SSL will approve selection of the Distinguished Graduates based on formal course evaluation ratings of all the evaluated courses in the two- year program, to include all core courses and DE2306 (First Resident Course). Elective courses and DE2312 (Second Resident Course) are not factored into the calculation for distinguished graduate. The Registrar will weigh the ratings by multiplying each numeric course score by the academic credit hours for that course.

Students will be considered for potential recognition as Distinguished Graduate as long as the following criteria are met:

1. The Registrar will present a ranked weighted list of students to the Year Group Directors identifying members of the class whose academic performance exceeds standards and qualifies them as potential Distinguished Graduates. No more than 20% of a graduating class may be designated as distinguished graduates.
2. Overall course evaluation ratings in all evaluated courses must meet or exceed standards as validated by the respective Year Group Director.
3. Students who receive more than one resubmission due to not meeting academic standards on any individual academic requirement during the conduct of any evaluated course will not be considered for potential Distinguished Graduate, regardless of their overall weighted evaluation results. Any student with any academic probation or academic review board during their program are not eligible for distinguished graduate.
4. Final validation: The Year Group Directors in consultation with the seminar faculty will validate each nominee's final status as a potential Distinguished Graduate before graduation. Conversely, the seminar faculty can recommend exclusion of a student from potential Distinguished Graduate status for exceptional negative reasons, such as examples of competence, character, or commitment that are inconsistent with Army values. The Year Group Directors will then make their recommendations to the Chairman of the Department of Distance Education.
5. Approval: The Chairman will present the final list of potential Distinguished Graduates to the Dean for final approval.



RECOGNITION: The US Army War College will take the following steps to recognize each Distinguished Graduate:

1. The faculty instructor will annotate distinguished graduate student evaluation reports with appropriate block checks and comments. Evaluation reports will include the following language: "(Name) distinguished himself/herself through exceptional performance in the USAWC academic program and is therefore designated a Distinguished Graduate of the USAWC Class of 20\*\*. His/her performance and intellectual skills demonstrate great potential for success as a senior leader."
2. The Registrar will annotate the USAWC diploma with the words "Distinguished Graduate."
3. The Registrar will identify distinguished graduates in the graduation program.

**INFORMATION PAPER**  
**USAWC Academic Evaluation**  
**Reports**

**1. BACKGROUND.** The Army's system of academic evaluation requires updating. Academic evaluation forms are over 50 years old, do not reflect current leadership doctrine, and use the same performance metrics for all grades. As a result, assignments officials and selection boards rarely consider academic evaluations. Goal: Provide an academic report that is useful for the assignments process and considered by promotion and selection boards.

**2. POINTS.**

- Beginning in AY18, the U.S. Army War College will transition to a new system of academic evaluations. This includes an electronic Oral Comprehensive Exam Report (resident program), revised Course Evaluation Report (CER) [all USAWC programs in excess of four weeks], and a new program level Academic Evaluation Report (AER).

- The new system will use a common set of focused assessment areas, provide useful and insightful information about a graduate, and allow for stratification of a graduating class. The use of algorithms will support auto-population of an end of program evaluation that is defensible and provides direct evidence of student learning, while simultaneously reducing faculty workload. Faculty advisors have final edit permissions to ensure each report accurately reflects student performance and capabilities.

- **Essential elements of the oral comprehensive exam report:** [resident program only]

1. Overall grade, automatically calculated by grades from three focus areas
2. Three areas of focused assessment: knowledge, strategic thinking skills, and oral communications. Each focus area includes a grade, plus the option for auto-populating the narrative box with appropriate rubric language based on the grade selected.
3. A table that documents the level of attainment for each program learning outcome displayed during the exam. This is for course and program evaluation purposes only.

- **Essential elements of the revised Course Evaluation Report:**

1. Overall grade, automatically calculated by grades from three focus areas.
2. Three areas of focused assessment: strategic thinking skills, written communications, and oral communications. Each focus area includes an evidence-based narrative plus grade.
3. Areas of demonstrated excellence. Faculty select zero to three desired senior leader knowledge, skills, and abilities displayed by the student during the course.
4. Areas of refinement. Faculty select zero to three desired senior leader knowledge, skills, and abilities that the student might consider for additional development.
5. A table that documents the level of attainment for each course learning outcome. This is for course and program evaluation purposes only.

**- Essential elements of the new Academic Evaluation Report:**

1. Three areas of focused assessment: strategic thinking skills, written communications, and oral communications. Each focus area includes an evidence-based narrative plus stratification. Grades from evaluated student requirements auto-populate the level of stratification (distinguished performance [5], superior performance [4], performed to standards [3], did not meet standards [1 or 2]).

2. Key knowledge, skills, and abilities (KSA) desired in senior leaders. An algorithm from collective CERs auto-populates this section with the most common 3-5 KSAs displayed by the student.

3. A section on overall achievement allows for stratification of the cohort by overall GPA: distinguished graduate (top 20%), superior graduate (21-40%), graduate, and non-graduate.

4. A comment box provides opportunity for faculty discuss notable achievement and competencies for future positions.

- The USAWC Assessments Working Group continues work to refine the new evaluation system. Goal is to have all elements in place and ready for pilot demonstration by 15 June 2017.

Dr. David Dworak/CSWC-PIA/717-245-3365  
david.d.dworak.civ@mail.mil

HQDA#

## CGSC/AWC/SSC DA FORM 1059-2

ACADEMIC EVALUATION REPORT				SEE PRIVACY ACT STATEMENT IN AR 623-3	
For use of this form, see AR 623-3; the proponent agency is DCS, G-1.					
PART I - ADMINISTRATIVE DATA					
a. NAME (Last, First, Middle Initial)		b. DOD ID No.	c. RANK	d. DATE OF RANK	e. PMOSC/BRANCH
f. COURSE TITLE			g. NAME AND LOCATION OF SCHOOL		
h. DURATION OF COURSE		i. COMPONENT	j. NO. OF ENCLOSURES	k. RATED STUDENT EMAIL ADDRESS (.gov or .mil)	
FROM YEAR MONTH DAY		THRU YEAR MONTH DAY			
l. REASON FOR SUBMISSION					
<input type="checkbox"/> COURSE COMPLETION <input type="checkbox"/> INTERIM REPORT <input type="checkbox"/> PROJECTED GRADUATION DATE <input type="checkbox"/> RELEASED EARLY (NO FAULT OF STUDENT) <input type="checkbox"/> HRC DIRECTED					
m. THIS IS A REFERRED REPORT. DO YOU WISH TO MAKE COMMENTS?		n1. RATED STUDENT SIGNATURE		n2. DATE (YYYYMMDD)	o. MSAF DATE (YYYYMMDD)
<input type="checkbox"/> REFERRED <input type="checkbox"/> YES, COMMENTS ARE ATTACHED <input type="checkbox"/> NO					
PART II - ACADEMIC PERFORMANCE (ACADEMIC RATER)					
a. APFT PASS/FAIL/PROFILE: ___ DATE: ___		b. HEIGHT: ___ WEIGHT: ___ WITHIN STANDARD? ___		c. Student fully supports Army SHARP, EO & EEO: <input type="checkbox"/> YES <input type="checkbox"/> NO (Comments are required)	
d. OVERALL GPA: ___ of ___		e. ASI/SQI/SI/PDSI AWARDED:		f. JOINT EDUCATION CREDIT: <input type="checkbox"/> JPME I <input type="checkbox"/> JPME II	
g. Strategic Thinking: Assess the rated Student ability to: think critically, creatively, and systemically; employ an ethical reasoning framework; evaluate contrasting viewpoints; apply historical lessons; and draw valid conclusions.					
<input type="checkbox"/> Distinguished Performance <input type="checkbox"/> Superior Performance <input type="checkbox"/> Performed to Standards <input type="checkbox"/> Did Not Meet Standards					
Rater checks box and inserts comments based on the quality of the Officer's coursework, performance during exercises, and classroom contributions. * Comments optional for "Performed to Standards"					
h. Written Communication: Assess the rated Student ability to: write clearly, concisely, and correctly; convey ideas convincingly; and use sources skillfully.					
<input type="checkbox"/> Distinguished Performance <input type="checkbox"/> Superior Performance <input type="checkbox"/> Performed to Standards <input type="checkbox"/> Did Not Meet Standards					
Rater checks box and inserts comments based on the quality of the Officer's written work and research, and provides the title of the student's principal research project. * Comments optional for "Performed to Standards"					
i. Oral Communication: Assess the rated Student ability to: speak clearly, correctly, and confidently; convey ideas convincingly; and negotiate effectively.					
<input type="checkbox"/> Distinguished Performance <input type="checkbox"/> Superior Performance <input type="checkbox"/> Performed to Standards <input type="checkbox"/> Did Not Meet Standards					
Rater checks box and inserts comments based on the quality of the Officer's oral presentations and performance on oral comprehensive exams (if applicable). * Comments optional for "Performed to Standards"					
j. Demonstrated Knowledge, Skills, and Abilities Relevant to Future Assignments; Notable Academic Performance:					
Focus on academic achievement. Possible entries: <ul style="list-style-type: none"><li>• Word picture of academic achievement and demonstrated leader KSA's relevant to future positions</li><li>• Notable awards and recognitions not mentioned earlier</li><li>• Participation in special programs and scholar's programs</li><li>• Notable service in class leadership positions</li><li>• Ensure statements include some form of graduation</li></ul>					
PART III - OVERALL ACADEMIC ACHIEVEMENT AND POTENTIAL					
a. Overall Academic Achievement:		b. COMMENTS:			
<input type="checkbox"/> Distinguished Graduate (limited to 20%) <input type="checkbox"/> Superior Graduate (21% to 40%) <input type="checkbox"/> Graduate <input type="checkbox"/> Non-Graduate		Completed by Rater in consultation with faculty team and Reviewer Focus on potential utilization. Possible entries: <ul style="list-style-type: none"><li>• Prioritized competencies for future jobs</li><li>• Notable achievement of program learning outcomes that are useful in future positions</li></ul>			

HQDA#

ACADEMIC EVALUATION REPORT				SEE PRIVACY ACT STATEMENT IN AR 623-3	
For use of this form, see AR 623-3; the proponent agency is DCS, G-1.					
PART IV - AUTHENTICATION					
a1. NAME OF ACADEMIC RATER (Last, First, Middle Initial) AR 623-3, para 2-5d		a2. DOD ID No.		a3. ACADEMIC RATER'S SIGNATURE	
a5. RANK PMOSC/BRANCH ORGANIZATION		DUTY ASSIGNMENT		a6. ACADEMIC RATER'S EMAIL ADDRESS (.gov or .mil)	
b1. NAME OF REVIEWING OFFICIAL (Last, First, Middle Initial) AR 623-3 para, 2-14 a		b2. DOD ID No.		b3. REVIEWING OFFICIAL'S SIGNATURE	
b5. RANK PMOSC/BRANCH ORGANIZATION		DUTY ASSIGNMENT		b6. REVIEWING OFFICIAL'S EMAIL ADDRESS (.gov or .mil)	
<p style="text-align: center;"><b>UNOFFICIAL PERFORMANCE SUMMARY INSTRUCTIONS (USED FOR VISUAL ILLUSTRATION ONLY)</b></p> <p><b>Academic Rater (Part II blocks d-g)</b></p> <p>a. Indicate the general purpose of electives and research projects and how they relate to the college's objectives.</p> <p>b. Indicate the type of research projects (individual or group), area of study (e.g. Military Studies Program or DOD interest item), and the kind of research (e.g. content, statistical, ore historical analysis).</p> <p>c. Identify the impact the research may have on Army or DOD policies and operations.</p> <p>d. Comments must give a word picture of each student's academic performance to include intellectual qualities, communication skills, and ability to function in the seminar group. The narrative should also discuss the broader aspects of the student's performance, including leadership capabilities and moral and professional qualities.</p> <p>e. Describe the particular abilities that would make certain future assignments appropriate. Comments that accurately support indicated potential for future assignments should be included.</p> <p>f. If appropriate, comment if the student has shown potential to be a CGSC, SAMS, or Senior Service College instructor.</p> <p>g. If released early through no fault of their own (for example, medical or compassionate reasons), approved retirement, or resignation from Army service they will receive an AER and Parts II and III will be left blank, as appropriate. It will not be referred and the circumstances will be fully explained in Part III b.</p> <p>h. Explain box check(s) and narrative comments that would cause a report to be referred to the student. Comments will be entered in corresponding block.</p> <p>i. For students who are awarded the Master of Strategic Studies degree, enter: "Student is awarded the Master of Strategic Studies degree" in Part II g.</p> <p>j. Soldiers attending, in either a PCS or a TDY status, DA Form 1059 producing military schools and institutional training courses that are 60 days or more in length will be administered the APFT and height and weight screening as a mandatory course requirement. APFT and HT/WT data will be entered in Part I block p and q.</p> <p>k. For students who are awarded the Master of Military Art and Science (MMAS) Degree, enter "Student is awarded the Master of Military Arts and Science" in Part II g.</p> <p><b>Reviewing Official (Part III block a)</b></p> <p>a. The rating official will identify each student's level of performance by placing an "X" beside the most appropriate entry as described below:</p> <p>(1) "Distinguished Graduate" For those Soldiers whose overall course achievement is significantly above the standards of the course. The category is restricted to those students who are considered deserving by the commandant, but will not exceed 20 percent of the class enrollment.</p> <p>(2) "Superior Graduate" For those Soldiers who achieved above the overall acceptable course standards as identified in the course grading plan.</p> <p>(3) "Graduate" For those Soldiers who achieved the overall acceptable course standards as identified in the course grading plan.</p> <p>(4) "Non-Graduate" Self-explanatory.</p> <p>b. Comments are required for entries corresponding with subparagraphs a (1), (2), and (4) above, to detail and justify the level of performance indicated.</p> <p>c. If "Non-Graduate" is checked, see AR 623 -3 for referred DA Form 1059s.</p>					

## USAWC Course Evaluation Report

Name of Student: (Prepopulated)

Course Title: (Prepopulated)

**1. Overall Grade:** Choose grade**2. Oral Communications:** Choose grade

Comments:

Comments on the student's ability to speak clearly, correctly, confidently, and convey ideas convincingly

**3. Written Communications:** Choose grade

Comments:

Comments on the student's ability to write clearly, concisely, and correctly; convey ideas convincingly; and use sources skillfully

**4. Strategic Thinking:** Choose grade

Comments:

Comments on the student's ability to think critically, creatively, and systemically; employ an ethical reasoning framework; evaluate contrasting viewpoints, apply historical lessons, and draw valid conclusions

**5. Areas of Demonstrated Excellence: Senior Leader Skills, Knowledge, and Abilities (KSAs)**

[Pick zero to three]

(note: KSAs below are illustrative, this section is still under revision)

<input type="checkbox"/>	Synthesizes multiple perspectives and theories into a coherent whole	<input type="checkbox"/>	Challenges assumptions or perspectives that others take for granted	<input type="checkbox"/>	Clearly articulates a strategic perspective
<input type="checkbox"/>	Recognizes interdependencies and interactions between systems & processes; takes a systems view	<input type="checkbox"/>	Demonstrates executive leadership skills	<input type="checkbox"/>	Responds unemotionally to criticism or argument; demonstrates self-control
<input type="checkbox"/>	Sees the big picture; provides context and perspective that nests arguments within a broader world view	<input type="checkbox"/>	Influences others without relying on rank and/or position	<input type="checkbox"/>	Displays empathy; understands, values, and takes into account others' equities and agendas
<input type="checkbox"/>	Articulates the long-term implications of decisions, policies, or options	<input type="checkbox"/>	Displays confidence and demonstrates humility	<input type="checkbox"/>	Deftly applies theory and doctrine to develop feasible and creative solutions to complex strategic problems
<input type="checkbox"/>	Understands and respects the nuances of civil/military relationships	<input type="checkbox"/>	Understands how to influence the Pentagon's resourcing processes	<input type="checkbox"/>	Exhibits an enterprise level of thinking
<input type="checkbox"/>	Demonstrates diversity of thought	<input type="checkbox"/>	Grasps underlying problems and formulates creative approaches	<input type="checkbox"/>	Communicates clearly, persuasively, and succinctly

**6. Areas for Refinement and/or Additional Development: Senior Leader Skills, Knowledge, and Abilities (KSAs)**

[Pick zero to three]

(note: KSAs below are illustrative, this section is still under revision)

<input type="checkbox"/>	Synthesizes multiple perspectives and theories into a coherent whole	<input type="checkbox"/>	Challenges assumptions or perspectives that others take for granted	<input type="checkbox"/>	Clearly articulates a strategic perspective
<input type="checkbox"/>	Recognizes interdependencies and interactions between systems & processes; takes a systems view	<input type="checkbox"/>	Demonstrates executive leadership skills	<input type="checkbox"/>	Responds unemotionally to criticism or argument; demonstrates self-control
<input type="checkbox"/>	Sees the big picture; provides context and perspective that nests arguments within a broader world view	<input type="checkbox"/>	Influences others without relying on rank and/or position	<input type="checkbox"/>	Displays empathy; understands, values, and takes into account others' equities and agendas
<input type="checkbox"/>	Articulates the long-term implications of decisions, policies, or options	<input type="checkbox"/>	Displays confidence and demonstrates humility	<input type="checkbox"/>	Deftly applies theory and doctrine to develop feasible and creative solutions to complex strategic problems
<input type="checkbox"/>	Understands and respects the nuances of civil/military relationships	<input type="checkbox"/>	Understands how to influence the Pentagon's resourcing processes	<input type="checkbox"/>	Exhibits an enterprise level of thinking
<input type="checkbox"/>	Demonstrates diversity of thought	<input type="checkbox"/>	Grasps underlying problems and formulates creative approaches	<input type="checkbox"/>	Communicates clearly, persuasively, and succinctly

Comments:

Comments on areas for development
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**7. Attainment of Course Learning Outcomes**

Course learning Outcomes	Failed to attain	Attained	Exceeded	Not Observed
CLO1: Prepopulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLO 2: Prepopulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLO 3: Prepopulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLO 4: Prepopulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



“Not to promote war but to preserve peace  
by intelligent and adequate preparation  
to repel aggression . . . “

“To study and confer on the great problems  
of national defense, of military science,  
and of responsible command.”

**Elihu Root**