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THE UNITED STATES ARMY WAR COLLEGE

# ACADEMIC PROGRAMS GUIDE

Academic Year 2023



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# Commandant's Message



Our vision for the U.S. Army War College is to be the nation's institution of choice for developing strategic leaders and the global thought leader on strategic landpower. Aspiring strategic leaders who pursue Army War College education will tackle the tough issues facing our military and national security organizations and we will help guide their ability to provide value with their intellectual energy. In 1901, Secretary of War Elihu Root set forth to build an institution whose purpose was "not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." He directed its students to consider three great strategic issues: "national defense, military science, and responsible command."

Root's initial direction remains relevant and appropriate more than a hundred years later. The curriculum and many of the intellectual opportunities stay faithful to the three main fields he originally laid out. In a world of increasing complexity and a host of disintegrative forces, leaders who can think and communicate effectively and get things

done at the strategic level are crucial to our Nation's competitive advantage. The U.S. Army War College contributes to the advancement of knowledge of in our profession and develops graduates able to make a difference and succeed at the strategic level. Our faculty, curriculum, and course offerings are attuned to the realities that await our graduates, and enable each student to chart an individualized developmental path through this important year.

Leaders in the military profession, especially through our combat experiences of the past 20 years, fully understand the sacred responsibility of military leadership. As President Eisenhower remarked about the focus at the war college level, "Now you are thinking about war, about victory in war, or better, keeping us out of war." The strategic horizon will remain uncertain, but we can anticipate heightened intensity of national security challenges and, if competition shifts to conflict, we can prepare for an unprecedented set of military, political, technological, and economic complexities. That is why the educational opportunities here at the U.S. Army War College are so important. This experience will offer each student opportunities to improve critical thinking, complex problem-solving, and effective and courageous communication, while further developing warfighting and enterprise-level competencies. The benefits for the U.S. Army War College year are great, as they must be for the challenges ahead. I wish our students great success, both at the U.S. Army War College and in their subsequent service to their Nation.

David C. Hill  
Major General, U.S. Army  
Commandant

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# Part 1: Introduction to the U.S. Army War College

## Historical Perspective<sup>1</sup>

General Order 155 established the USAWC on 27 November 1901. The Secretary of War, Elihu Root, laid the cornerstone for Roosevelt Hall, the War College building, at Washington Barracks (now Fort McNair) on 21 February 1903. In his dedication speech, Root challenged the USAWC “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command.” These three “great problems” have guided the USAWC throughout its history.

The USAWC has gone through four incarnations as an educational institution.<sup>1</sup> Each reflected the realities of the strategic environment at the time, as well as the Army’s philosophy on the scope and value of professional education.

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

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

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



Elihu Root, Secretary of War from 1899-1904 and founder of the U.S. Army War College.

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<sup>1</sup> Adapted from LTG Richard A. Chilcoat, “The “Fourth” Army War College: Preparing Strategic Leaders for the Next Century,” *Parameters*, Winter 1995-96, pp. 3-17, and Ruth Collins, William T. Johnsen, et al, “Educating Strategic Leaders in an Age of Uncertainty: The Future of Military War Colleges,” Smith Richardson Study, January 2005.

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



Roosevelt Hall, the original home of the U.S. Army War College in Washington DC (present-day Fort McNair)

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

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

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

Corresponding Studies, precursor to today's Department of Distance Education (DDE), also came into being.

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

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



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

Root Hall, current home of the U.S. Army War College at Carlisle Barracks,

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

The "Fourth Army War College" began with the end of the Cold War. The fall of the Berlin Wall, collapse of the Soviet Union, dawning of the Information Age, terror attacks of 11 September 2001, and the subsequent wars in Afghanistan and Iraq presented a new set of challenges to strategic leaders. The USAWC adapted by adding important new topics

to the curriculum, such as homeland security and defense, peacekeeping and stability operations, nation-building, and military support to civilian authorities.

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

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

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

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

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

### **Institutional Learning Outcome**

Derived from the institution's contemporary mission and historical purpose, the Institutional Learning Outcome focuses the War College's academic programs on the knowledge and abilities required of military leaders at the strategic level:

Our graduates are intellectually prepared to preserve peace, deter aggression, compete below the threshold of armed conflict, and achieve victory in war; with a special focus on Landpower. Our graduates are effective senior leaders who:

1. Think strategically and skillfully develop strategies to achieve national security objectives.
2. Provide strategic context and perspective to inform and advise national level leaders; providing sound, nuanced and thoughtful military advice.

3. Apply intellectual rigor and adaptive problem solving to multi-domain, joint warfighting and enterprise level challenges.
4. Lead teams with expert knowledge and collaborate with others to provide innovative solutions to complex, unstructured problems.
5. Exercise moral judgment, and promote the values and ethics of the profession of arms.
6. Convey complex information and communicate effectively and persuasively to any audience.

### **Program Learning Objectives, Military Education Level 1 (MEL 1) Resident and Distance Education Programs**

The School of Strategic Landpower (SSL) establishes PLOs from the USAWC Strategic Plan, mission analysis, assessment of student and faculty critiques, the OPMEP, and from recent graduate and general-officer surveys. The sum of all educational opportunities for students, not just the core courses, helps meet the learning outcomes as well as to weave together enduring themes, particularly as they relate to landpower. To accomplish its mission, SSL presents a curriculum designed to produce graduates who are able to:

1. Evaluate theories of war and strategy in the context of national security decision making.
2. Analyze, adapt and develop Department of Defense processes, organizations, and capabilities to achieve national security objectives.
3. Apply strategic and operational art to develop strategies and plans that employ the military instrument of power in pursuit of national policy aims.
4. Evaluate the nature, concepts, and components of strategic leadership and synthesize their responsible application.
5. Think critically and creatively in addressing national security issues at the strategic level.
6. Communicate clearly, persuasively, and candidly.

### **Program Learning Outcomes**

Like SSL's resident and distance education programs, all program learning outcomes for other USAWC educational programs can be linked through the Army Learning Model General Learning Outcomes to specific Army Learning Areas.



## **Educational Philosophy**

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

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

1. Challenges students to study relevant theory, history, and the global strategic environment while introducing them to the critical thinking tools needed by strategic leaders.
2. Helps students understand the key tenets of national security strategy and how the elements of national power—diplomatic, informational, military, and economic—can promote and protect U.S. national interests.
3. Reinforces that 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.
4. Emphasizes the link between the strategic and operational levels of war by exercising students on theater-level campaigning, unified action, joint and single service operations, functional component activities, and multinational warfare across the spectrum of military operations.

The USAWC experience nurtures the students' intellectual, physical, and personal growth. 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.

## **Professional Military Education (PME)**

The U.S. Army puts heavy emphasis on professional military education. The USAWC is the culmination of that education, as it prepares colonels and lieutenant colonels for service at the strategic level. Whether a student completes the educational program in

residence or at distance (the MEL 1 educational programs in SSL), the experience is foundational to his or her success after graduation and required for promotion to general officer.

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

The focus of senior-level PME is to prepare students for positions of strategic leadership. Within the PME continuum, JPME develops joint warfighting competencies and familiarizes students with the cultures of the military Services. A multi-Service (and civilian) student body, taught by a multi-Service (and civilian) faculty, develop the competencies to deal with national security challenges in a joint, interagency, intergovernmental, and multinational environment.

The USAWC is accredited by the Chairman of the Joint Chiefs of Staff as a provider of joint education at the senior level. Upon graduation, USAWC students receive Phase I (JPME I) credit for the Distance Education Program (DEP) and Phase II (JPME II) credit for the Resident Education Program (REP). The Distance Education Joint Studies Program is also accredited for JPME II. For an explanation of the difference between Phase I and Phase II credit, consult the most current Officer Professional Military Education Program (CJCSI 1800.01F), published by the Joint Staff, J7.

### **Accreditation**

The USAWC is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, Pennsylvania 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 Accreditation. Additionally, the USAWC is accredited by the Chairman, Joint Chiefs of Staff, as a program for joint education.

## Part II: Admissions Policies

### Military

Each military Service uses its own procedures for selecting officers for attendance at senior-level colleges. The selection process is centralized and competitive, as officers chosen for schooling are typically in the top 10 percent of their peer groups.

Army colonels and lieutenant colonels are eligible for selection through their 25th year of service. Completion of intermediate-level education (e.g., Command and General Staff College) and possession of a baccalaureate degree are prerequisites for selection. U.S. Army Regulation (AR) 350-1 governs Senior Service College selections for active Army, U.S. Army Reserve (USAR), and U.S. Army National Guard (ARNG) officers.

Senior Service College is voluntary for all Troop Program Unit (TPU), Individual Ready Reserve (IRR), Individual Mobilization Augmentee (IMA), and Active Guard Reserve (AGR) officers. Eligible and interested officers in these categories must submit an application packet in accordance with the instructions on the USAR Human Resources Command (HRC) website.

Within the USAR, a board meets annually to select qualified officers in the TPU, IMA, and AGR programs. The board designates selected officers as either a primary or an alternate on an Order of Merit List (OML) for both the Resident Education Program and Distance Education Program. The selection list normally is announced in December or January for the following academic year (AY).

Within the ARNG, the annual selection process starts with each state inviting eligible colonels and lieutenant colonels to submit application documents. A state board of colonels evaluates the applications and develops an OML for approval review by the Adjutant General. The Adjutants Generals forward their approved/endorsed lists to the ARNG Directorate Bureau, where a national board of colonels evaluates the files and develops two OMLs—one each for the Resident Education Program and the Distance Education Program. Both OMLs identify primary and alternate selectees. The Director, Army Chief, National Guard Bureau (DARCNGB), validates the eligibility and suitability for every ARNG officer selected to attend the resident and distance education programs. The ARNG conducts a national board for Title 10 AGR and specialty branch officer applicants. The DARCNGB is the approval authority for all Senior Service College candidates.

The DARCNGB returns releases the approved OMLs (but not the alternate lists) to the states in the fall of the year prior to attendance. The State Joint Force Headquarters of each state immediately notifies the selected officers early in the calendar year, and officers accept or decline enrollment for the following academic year by the end of December. Final lists are released to the Senior Service Colleges in February.



## **Civilians**

### **Department of the Army Civilians**

Department of the Army Civilians (DAC) wishing to attend the USAWC must apply according to the standards in AR 350-1.

The Army G3/5/7 determines the annual allocation of seats for DACs in the Resident Education Program and Distance Education Program. Civilians are selected through a centralized selection board. They must be at the grade of GS/GM-14 or higher, have at least 3 years in a full-time Department of the Army position, and have leadership experience. The Civilian Leader Development Office (resident in the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs) handles applications. Details on the application process and eligibility requirements can be found in Chapter 2 of the Army Civilian Training, Education, and Development System (ACTEDS) Training Catalog at: <https://www.milsuite.mil/book/thread/197940>.

Department of the Army Civilians may also compete for Senior Service College attendance within the Defense Senior Leader Development Program (DSLDP).

### **Department of Defense (DOD) Civilians**

Applicants must submit their applications through their Defense Senior Leader Development Program representative. Each DOD component has its own process for selecting candidates, and the DOD runs a centralized selection board.

Department of Defense applicants must be full-time employees at the grade of GS/GM-14 or higher to enroll in the Resident Education Program. For more information on the selection process see: <https://DoDhrinfo.cpms.osd.mil/Directorates/HRSPAS/Leadership-Learning-and-Development/Pages/DSLDP.aspx>

Department of Defense civilians in the grade of GS-13 and above may enroll in the Distance Education Program when allocations are available. Applicants should contact the Department of Distance Education for enrollment information.

### **Non-DOD Civilians**

Civilian employees of other federal agencies seeking enrollment in the resident or distance programs should work through their respective chain of command. For more information, contact the Associate Dean for Academic Programs, School of Strategic Landpower, (717) 245-4872.

## **Commandant Invitations to Civilians**

The Commandant may invite up to ten students from selected federal agencies to enroll in the Resident Education Program. Nominees from these agencies are competitively selected from within their parent organizations.

In addition, the Commandant may invite up to twenty students from non-DoD agencies to enroll in the Distance Education Program to provide an interagency and whole of government perspective to the program.

## **International Fellows**

The Chief of Staff of the Army invites International Fellows from select countries to attend the Resident Education Program and Distance Education Program each year. These programs offer an opportunity for International Fellows to participate with U.S. students in seminar and to study, research, and write on subjects of significance to the security interests of their own and allied nations. The International Fellows establish mutual understanding and rapport with senior U.S. officers and foreign officers and enrich the educational environment of the USAWC. Since the International Fellows are immersed in U.S. culture, they have an opportunity to acquire firsthand knowledge of the United States and its institutions through study and travel.

## **Commandant's Diploma Program**

The Commandant may directly enroll a small number of USAWC faculty into the Distance Education Program. See USAWC Memorandum 351-3 for further details.

## **Fellowship Programs**

### **USAWC Fellows Program**

The Department of the Army annually selects a number of officers from the active and reserve components as USAWC Fellows. In lieu of the Resident Education Program, the Fellows spend the academic year at institutions of higher learning around the country and overseas. For a list of current Fellowships, contact the Chairman of the USAWC Fellows Program in the Center for Strategic Leadership (CSL).

U.S. Army War College Fellows are assigned to the USAWC with duty at the hosting institutions. Fellowships offer unique broadening experiences and, for some officers, expertise in regional and technical subjects that cannot be acquired easily at a senior service college. The Fellows are considered ambassadors of the USAWC and the Army at the host institutions and stay in close contact with the USAWC through frequent communication with the Program office. Additionally, the Fellows are assigned a USAWC Faculty Mentor and a Senior Army Mentor (usually an Army general officer or civilian equivalent germane to the Fellows anticipated area of research) to help them make the most of the Fellowship year.

Upon completion of the academic year, Fellows receive a USAWC certificate indicating that they have met all requirements expected of a DOD Senior Service College graduate (i.e., receive MEL 1 credit). They do not receive credit for JPME II, nor are they eligible for the USAWC Master of Strategic Studies degree. They may receive other certifications from their hosting organization. A Minimum Secret clearance is required. Certain specific Fellowship placement locations require TS/SCI and polygraphs.

### **Chief of Staff of the Army and Sergeant Major of the Army Senior Fellowship Program**

Each year the Army selects a handful of officers and sergeant majors for the Army Senior Fellows Program. The officers already have completed senior service college (or a USAWC Fellowship) and thus receive another opportunity for intellectual broadening. The sergeant majors are proven leaders who are intended to make an impact on the Army's behalf at key U.S. Departments - Education, Labor, and Veterans Affairs.

The USAWC is the Chief of Staff's and Sergeant Major of the Army's executive agent for the Senior Fellowship program. Army Senior Fellows develop professional networks, engage civilian counterparts, and develop a sophisticated understanding of policy- and decision-making at the strategic level within the federal government. In addition, they serve as ombudsmen between the Army and influential civilian leaders and institutions. They leverage their professional experience and education (military and civilian) to develop intellectual products for the Army and host institutions.

### **Service Obligation**

Army officers in the active component incur a 2-year active duty service obligation (AR 135-91 and AR 350-100). Those in reserve components incur a 2-year service obligation (AR 350-1) not to exceed their mandatory retirement date. All Army officers participating in the USAWC Fellows Program incur a 2-year service obligation (AR 621-7).

Department of the Army Civilians must agree to serve in the government for an additional 30 months after completing the Resident Education Program and 24 months after completing the Distance Education Program.

Students from sister services or other government organizations are subject to the service obligations of their respective components.

## **Part III: Academic Policies and Procedures**

### **Master of Strategic Studies Degree (MSS), Resident and Distance Education Programs**

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

International Fellows must demonstrate high proficiency in the English language to participate in the MSS degree program. The standard measure of proficiency is the Test of English as a Foreign Language (TOEFL), and USAWC requires a minimum score of 83. The USAWC Memorandum 350-2, International Fellows Admission to the Master of Strategic Studies (MSS) Degree Resident and Distance Programs, outlines the USAWC's admission policy, requirements, including specific TOEFL test requirements, and procedures for entry into the USAWC's Master of Strategic Studies Degree program.

### **Acceptance of Transfer Credits**

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

### **Graduation Requirements—Resident Education Program**

Graduation requirements must be satisfied 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 International Fellows pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. International Fellows may opt out of the MSS degree and pursue the USAWC diploma only.

Graduation requirements are as follows:

1. A minimum grade of C in each course, all coursework totaling 34 credit hours. The USAWC graduate degree programs require a 3.0 grade point average (GPA) on a 4.333 scale, excluding audited or pass-fail courses, to receive a degree. Students cannot receive graduate course credit with any course grade of C- or lower. Students must be off academic probation to graduate. All letter grades count in the computation of the student's cumulative grade point average.

2. A minimum assessment of B in the Comprehensive Oral Examination.
3. A minimum assessment of B- on the strategy research project (SRP).
4. Participation in the three national security staff rides and the National Security Seminar.
5. An Individual Learning Plan (ILP) established in concert with the student's faculty adviser.
6. All U.S. students are required to conduct at least one public speaking engagement in front of a civilian audience before graduation. Consult the Communicative Arts Directive for additional information.
7. For Army personnel (all components), a current Army Physical Fitness Test (APFT) must be on file.
8. International Fellows *not pursuing the MSS degree* must satisfy the SRP requirement with a research paper, or another form of alternative project. See the Communicative Arts Directive section on Strategy Research Project (SRP) for additional information and ideas for meeting the SRP requirement. International Fellows not pursuing the Master of Strategic Studies degree will be graded Pass/Fail in each course.

### **Graduation Requirements—Distance Education Program**

Graduation requirements must be satisfied 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 International Fellows pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree.

Graduation requirements are as follows:

1. A minimum grade of C each course, all coursework totaling of 36 credit hours. The USAWC graduate degree programs require a 3.0 grade point average (GPA) on a 4.333 scale, excluding audited or pass-fail courses, to receive a degree. Students cannot receive graduate course credit with any course grade of C- or lower. Students must be off academic probation to graduate. All letter grades count in the computation of the student's cumulative grade point average.
2. A minimum assessment of B on the Program Research Project (PRP), if student chooses to complete a PRP.
3. Successfully complete both 2-week resident courses.

## Common Rubrics: USAWC Course Evaluation Reports and Academic Evaluation Reports

Criteria	Distinguished Performance	Superior Performance	Satisfactory Performance	Performance Did Not Meet Standards
<b>Strategic Thinking</b>	<p>Displays expert comprehension and integration of concepts within and between courses.</p> <p>Student demonstrates mastery of key concepts as well as exceptional retention of supporting curriculum content. Seamlessly integrates and synthesizes, without prompting, across the curriculum.</p> <p>Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills.</p> <p>Always identifies the most significant implications and consequences of potential approaches to an issue.</p> <p>Can independently apply ethical perspectives and concepts to a complex issue.</p> <p>Demonstrates an expert level of applying historical insights to any given situation.</p> <p>Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.</p>	<p>Displays exceptional comprehension and integration of concepts within and between courses.</p> <p>Student demonstrates exceptional command of key concepts. Seamlessly integrates and synthesizes them, without prompting, across the breadth of the course.</p> <p>Skilled at challenging assumptions and creatively defending positions, demonstrating above average critical thinking skills and some creative thinking.</p> <p>Consistently identifies the most significant implications and consequences of potential approaches to an issue.</p> <p>Can apply ethical perspectives and concepts to a complex issue.</p> <p>Demonstrates skill at applying historical insights to any given situation.</p> <p>Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.</p>	<p>Displays acceptable comprehension of concepts within the course.</p> <p>Student demonstrates an adequate command of key concepts and, when queried, effectively integrates and synthesizes them across the breadth of the course.</p> <p>Challenges assumptions and defends positions, demonstrating sound critical thinking skills.</p> <p>Proven ability to identify the most significant implications and consequences of potential approaches to an issue.</p> <p>Demonstrates the ability to apply ethical perspectives and concepts to a complex issue.</p> <p>Applies historical insights to any given situation.</p> <p>Proven ability to acknowledge other viewpoints and potential counter-arguments.</p>	<p>Poor or absent command of concepts within the course.</p> <p>Student's fleeting command of key concepts occasionally shows as difficulty in making connections across concepts within the course.</p> <p>Often fails to challenge assumptions and defend positions, fails to demonstrate basic critical thinking skills.</p> <p>Has difficulties identifying the most significant implications and consequences of potential approaches to an issue.</p> <p>Usually fails to apply ethical perspectives and concepts to a complex issue.</p> <p>Fails to consider, or with coaching, applies only rudimentary insights to a given historical situation.</p> <p>Usually fails to acknowledge other viewpoints and potential counter-arguments.</p>

Criteria	Distinguished Performance	Superior Performance	Satisfactory Performance	Performance Did Not Meet Standards
<b>Written Communications</b>	<p>Written products not only exceed standards in every salient respect, but stand as exemplars of excellence in written communication.</p> <p>The student's writing demonstrates a robust understanding of the content's complexity by an elegant treatment of its nuances. The student expertly makes finely-crafted verbal arguments, while weaving in other perspectives, even those that are not obvious.</p> <p>Work demonstrates economy and eloquence in phrasing, a sense of rhythm, a rich variation of sentence structure, expressed with subtle diction; mechanically perfect (or nearly so).</p> <p>The work effectively argues an elegantly phrased thesis. The thesis is compellingly evident as the work moves logically toward a conclusion, which progresses gracefully beyond the introduction by a robust treatment of risk, implications, and recommendations for future thought.</p> <p>Claims are invariably supported by quotations, examples, and details, drawn from credible sources that may originate outside assigned readings; only slight format errors in citations.</p>	<p>Written products are impressive and clearly above the norm.</p> <p>The student's writing demonstrates a strong understanding of the content's complexity. The student makes powerful and convincing verbal arguments, consistently considering many other perspectives.</p> <p>Work demonstrates fluent, clear, and forceful language; a very few instances of clichés or imprecise wording; slight errors in punctuation and spelling.</p> <p>The work consistently argues a focused thesis with no clichés or obvious observations. The work moves directly toward a conclusion while following the thesis, which progresses beyond the introduction by adequately discussing risk, implications, and significance.</p> <p>Claims are supported by quotations, examples, and details, drawn from credible, relevant sources, with few exceptions; possible several improperly formatted citations.</p>	<p>Written products are informative, concise, and focused.</p> <p>The student's writing demonstrates acceptable understanding of the content's complexity. The student is able to make convincing verbal arguments, while also considering a few other perspectives.</p> <p>Work demonstrates clear ideas but may contain some clichés and casual language, lack of precision and inelegant wording; a few grammar and spelling errors that do not detract from the meaning.</p> <p>The work consistently argues a thesis, but the thesis could be more focused. With only one or two detours, the work moves logically toward a conclusion, which simply restates the introduction with some discussion of recommendations.</p> <p>Most claims are supported by quotations, examples, and details from usually relevant sources. Several citations may exhibit content and format errors, but no plagiarism.</p>	<p>Written products are ineffective and deficient in one or more salient respects.</p> <p>The student's writing demonstrates little or no understanding of the content's complexity. The student has serious problems making convincing verbal arguments, and typically fails to consider other perspectives.</p> <p>Work demonstrates weak or flawed logic and flow. It shows little variety in sentence structure and is verbose and monotonous. Poor proofreading is evident in major errors in grammar and spelling, and immature, unclear word choices; these errors detract from the effectiveness of the message.</p> <p>The work inconsistently argues a thesis, or that thesis is unfocused. The work does not move logically toward a conclusion, which simply restates the introduction.</p> <p>Some claims are supported by quotations, examples, and details, often from questionable sources that are not adequately cited.</p>

Criteria	Distinguished Performance	Superior Performance	Satisfactory Performance	Performance Did Not Meet Standards
<b>Oral Communications</b>	<p>Seminar contributions and presentations reflect an expert level of in-depth analysis and research; are laser-focused on the audience; and achieve maximum effect through clear organization and impeccable delivery.</p> <p>Oral delivery techniques (posture, gestures, eye contact, etc.) confirm a speaker who is at ease delivering a message easily understood and convincing for any audience; listeners are left with few or no unanswered questions. If used, visual aids employ multiple media to enhance the message for quick comprehension with thought-provoking graphics.</p> <p>A recognized dialog leader, this student routinely initiates contributions more than once per session.</p> <p>Comments during seminar dialog are always insightful, incisive, and advance the group's understanding of the topic. Comments are balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions.</p> <p>An exemplar of reflective listening who advances the dialog with reasoned, probing questions and insightful positions.</p>	<p>Seminar contributions and presentations are thoughtfully organized, germane to the audience; and alive with well-constructed arguments that are ably-supported with relevant evidence and solid reasoning.</p> <p>Oral delivery techniques (posture, gestures, eye contact, etc.) deliver a message that is clear, crisp, persuasive, and consistently articulate. Message prompts listeners to ask thoughtful questions. If used, visual aids are professional, visible, eye-catching, and interesting.</p> <p>A frequent contributor to seminar dialog who is one of the first speakers on most topics.</p> <p>Comments during seminar dialog are always well-supported and constructive; uses appropriate terminology.</p> <p>Comments are balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions.</p> <p>Always listens attentively when others present ideas, as indicated by comments that reflect others' remarks with an intent to advance the dialog.</p>	<p>Seminar contributions and presentations display acceptable levels of analysis and research; are tailored to the intended audience; and achieve desired effects through clear organization and delivery.</p> <p>Oral delivery techniques (posture, gestures, eye contact, etc.) enable conveyance and understanding of the speaker's message. Listeners must ask some questions for clarification. If used, visual aids are visible to all, and aid in understanding the message without detracting from it.</p> <p>Can be counted on to initiate a contribution at least once per session.</p> <p>Comments during seminar dialog are mostly insightful and constructive; mostly uses appropriate terminology. Occasionally, comments are too general or not relevant to the discussion.</p> <p>Mostly attentive when others present ideas, and is not simply planning own answer but attempts to build on others' remarks. Occasionally needs encouragement from faculty to stay on focus.</p>	<p>Seminar contributions and presentations are characterized by minimal analysis, deficient insight, lack of evidence, inadequate preparation, poor organization, or a cavalier presentational style.</p> <p>Poor oral delivery techniques (posture, gestures, eye contact, etc.) often distract from the intended message. Listeners must ask elementary questions to eliminate confusion about the meaning. If used, visual aids are ineffective.</p> <p>Can be counted on to initiate contributions at least every other session.</p> <p>Comments during seminar dialog are sometimes constructive, with occasional signs of insight; does not use appropriate terminology.</p> <p>Comments not always relevant to the discussion</p> <p>Often inattentive and needs faculty reminder of focus of discussion. Occasionally makes disruptive comments while others are speaking.</p>



## **Academic Standards**

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

Instruction is presented at the graduate level. 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, synthesis, and evaluation rather than description. Papers are expected to be concise, complete, logically organized, grammatically and stylistically competent, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written products must represent individual work. The Army War College has a policy for students to address academic grievances. The Student Complaint Policy can be found on the USAWC portal at <http://internal.carlisle.army.mil/Pages/Policy/Faculty.aspx>.

## **Academic Integrity**

The USAWC upholds the highest standards of academic integrity. This includes a strict academic code requiring students to credit properly the source of information cited in any written work, oral presentation, or briefing created to meet diploma/degree requirements. Simply put, plagiarism – the representation of someone else's intellectual work as one's own – is strictly prohibited. Plagiarism, along with cheating and misrepresentation (two other violations of academic integrity) is inconsistent with the professional standards required of military personnel and government employees. Furthermore, in the case of U.S. military officers, such conduct violates the "Exemplary Conduct Standards" delineated in Title 10, U.S. Code, Sections 3583 (U.S. Army), 5947 (U.S. Naval Service), and 8583 (U.S. Air Force). The Dean of SSL, working through the department chairs and faculty, is responsible for ensuring resident and distance education program students understand academic integrity standards. Additionally, the Dean trains the faculty on detecting violations of academic integrity and taking appropriate action in response to suspected violations. See USAWC Memorandum 623-1 for detailed information on the handling of suspected violations of academic integrity.

## **Non-attribution**

Freedom of expression is encouraged in all academic venues. Guest lecturers, faculty, and students are encouraged to speak openly. To support the free exchange of ideas, the USAWC adheres strictly to a policy of non-attribution. 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 lectures,

videos, forums and any other presentations made available to USAWC students.

### **Academic Freedom**

The USAWC strenuously protects academic freedom for its faculty and students. Reciprocally, faculty and students must strenuously pursue factual accuracy and safeguard classified information. 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 USAWC Memorandum 351-9, Academic Freedom.

### **Attire**

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

### **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 is an individual responsibility for all members of the class. Assessments of physical fitness will be conducted in accordance with governing regulations of each military service or agency.

All Army students must meet weight standards as described in AR 600-9 at the time of their acceptance into the program. Those in the Resident Education Program are weighed on arrival at the USAWC. If necessary, they will provide a copy of their DA Form 5500/5501, Body Fat Worksheet, or DA Form 3349, Physical Profile. Army students in both the Resident Education Program and Distance Education Program are required to report their current Army Physical Fitness Test score to the Registrar's Office prior to graduation. Army students who cannot pass the test will graduate, but Item 11.c. of their Form 1059 will be annotated "Marginally achieved course standards," and Item 14 will be annotated "Failed to meet APFT standards."

### **Seminar Learning Model**

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

The USAWC strives to provide maximum diversity (Army component, military branch, multi-service, civilian, and international) within seminars.

Faculty members liberally draw upon this experience in seminar discussions. Seminar discussions foster student learning as they pursue the broad problems of national and international affairs and military 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.

## **Faculty Advising and Feedback**

In the Resident Education Program, performance feedback is detailed, personalized, and confidential. Faculty instructors meet with students during core or elective courses for both formal and informal feedback sessions if academic progress appears to be below acceptable standards. Additional formal feedback sessions between students and their faculty advisers occur within the first 60 days of school, prior to winter recess, prior to spring recess, and during the last month of school. These sessions provide an opportunity for students to review their goals and objectives and academic progress to date. Faculty advisers discuss Course Evaluation Reports provided by other faculty members to assist in assessing students' strengths and weaknesses. These reports, completed at the end of each course, augment the faculty adviser's observations and provide the basis for counseling and guidance.

In the Distance Education Program, 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 in both the resident phases and during online collaborative forums. A formal written course evaluation is provided to the student at the conclusion of each course. Additionally, instructors give individual feedback on academic progress during the resident courses at Carlisle Barracks. Faculty advisement for students with poor writing skills is also available. At any time, a student can contact a course author, faculty instructor, or staff member for advice.

## **Evaluation**

The USAWC students are assessed against course-specific standards, not each other. The USAWC uses the following letter grade evaluation system:

1. Distinguished: A+, A
2. Superior: A-, B+
3. Performed to Standards: B
4. Marginally Performed to Standards: C+, C, B-
5. Did Not Meet Standards: D, F

As a general rule, students must meet or exceed the standards for every requirement to graduate. If a student receives an overall grade of "incomplete" for a course evaluation, the student will be put on probation and required to revise and improve the course work. The USAWC Memorandum 623-1 provides more detailed information on student evaluation.

## **Student Awards Program**

The USAWC recognizes students for excellence in research, writing, and public speaking. The USAWC Communicative Arts Directive has greater detail on the awards program.

## **Distinguished Graduates**

The USAWC will recognize the top 10% of students within a resident or distance education program class as Distinguished Graduates (DG). USAWC will recognize the top 11% to 30% of students as Superior Graduates (SG). The determination of graduation recognition will be based on the individual student's calculated weighted average attained using the following elements:

**Resident Education Program.** Weighted average for determination of DG/SG status will be based on five core courses (War, Policy, and National Security, Strategic Leadership, Military Strategy and Campaigning, Regional Studies Program (RSP), and Defense Management), the oral comprehensive exam, and the strategy research project (SRP). Additionally, DG/SG candidates must achieve a passing grade in the Introduction to Strategic Studies (ISS) course and all elective courses. For the purposes of the weighted average calculation, the oral comprehensive exam will be weighted at two credit hours. To compete for distinguished and superior graduate all academic requirements must have been turned in on time and without remediation.

**Distance Education Program.** Weighted average for determination of DG/SG status will be based on nine core courses (Strategic Leadership, National Security Policy and Strategy, War and Military Strategy, Regional Issues and Interests, First Resident Course, Contemporary Security Issues, DoD Organization and Processes, and Theater Strategy and Campaigning I and II). Additionally, DG/SG candidates must achieve a passing grade in the Second Resident Course, any electives, and any Program Research Project (PRP). SRC, Elective and PRP grades are not averaged into the weighted average calculation for recognition. To compete for distinguished and superior graduate all academic requirements must have been turned in on time and without remediation.

## **Academic Records**

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

Academic records, including undergraduate transcripts and academic evaluation reports, are maintained in the Registrar's Office.

## **Student Absence**

To successfully complete a course, cumulative student absences (not able to participate) from course events will not exceed 20%. In exceptional cases, the Dean or Director may approve a suitable plan, developed with the concurrence of the faculty instructor(s), faculty advisor, and appropriate Department Chair(s), to mitigate student absences of more than 20% while still achieving course learning outcomes.

## **Part IV: Academic Program**

### **Resident Education Program**

The Resident Education Program (REP) consists of approximately 190 academic days stretching from early August to early June. Six core courses, the strategy research project (SRP), comprehensive oral examination, three national security staff rides, and the weeklong National Security Seminar (NSS) together constitute the core curriculum, totaling 27 credits. In addition to the core courses, students must take elective courses totaling 8 credits. Students also can take optional special and complementary programs as desired. Minimum Secret clearance is required for core required curriculum. For Resident Program only, TS/SCI is required only for certain optional electives, courses, programs, and/or lectures.

### **International Fellows Orientation**

International Fellows attend a mandatory 6-week orientation prior to the start of the academic year. The orientation includes approximately 2 weeks of in-processing and allows the Fellows to address administrative issues such as securing a home, transportation, acquiring a driver's license, establishing a bank account, etc. The following 4 weeks are primarily dedicated for the execution of the Field Studies Program (FSP) as required by U.S. Army Regulation 12-15. The FSP is focused on providing the International Fellows with an understanding of U.S. values and culture through experiential learning such as: visits to local, state, and federal government activities; visits to public health and educational institutions; exposure to free speech and media; and contact with civil society groups, etc.

### **International Fellows English Language Academic Preparatory Course (APC)**

IFs take this course just prior to the required orientation course for the REP. The course instructs IFs in English and writing skills required for successfully completing the academic requirements for the USAWC resident program. As a prerequisite, attendees of this course must score a minimum of 75 on the English Comprehension Level (ECL) test. A score of 80 is required by the end of the course to enroll in the REP. The course begins with introductions and team building exercises to create a positive learning dynamic in the classroom. The course will focus on English grammar, covering both basic and advanced fundamentals of the language, as well as Research Skills with a focus on exposure to research opportunities and help in understanding the process of research to include proper documentation. The Test of English as a Foreign Language (TOEFL) will also be provided.

## **Core Courses**

### **AA2200: Introduction to Strategic Studies (ISS) 1.0 credit hours**

Introduction to Strategic Studies is an interdisciplinary course intended to orient the students on themes that will span the remainder of the curriculum and key points to consider when analyzing war at the strategic level. The course uses a case study to introduce students to the curriculum. The course has several benefits: introduces the curriculum with an examination of war in all its complexity; provides students an example of "what right looks like" in preparing for class, engaging in seminar discussion, and completing written requirements; and exemplifies the interdisciplinary nature of the curriculum and the faculty who will teach it.

### **NS2200: War, Policy, and National Security (WPNS) 7.0 credit hours**

War, Policy and National Security prepares students for service at the strategic level through the study of war and strategy, the examination and study of key national security issues, national security policy and strategy formulation and implementation, the instruments of national power, and the U.S. Government processes for integrating, aligning, and synchronizing the instruments of power in promoting and protecting the national interest. The course emphasizes a theoretical approach to war and strategy. In addition, the course sets the intellectual framework for all subsequent courses. More specifically, the purpose of the course is to produce senior officers and leaders who understand theories about the nature of war and conflict, and who can evaluate the relationships between warfare and the complex, interdependent, contemporary, strategic environment. The course also is designed to produce senior officers and leaders conversant in strategic theory. In addition, the course introduces students to USAWC ends-ways-means strategy construct. The course provides the broad theoretical basis and many of the conceptual tools used in the remainder of the curriculum as well as key national strategy documents to include the National Security Strategy (NSS), and the National Defense Strategy (NDS) are examined as products of the strategy formulation process. Minimum TS/SCI required.

### **LM2201: Strategic Leadership (SL) 4.0 credit hours**

Strategic Leadership develops in students an appreciation of the uniqueness of the strategic leadership environment and the accompanying required knowledge, skills, and abilities necessary to operate in a strategic context. It focuses initially on the application of strategic thinking skills to assess and creatively address the host of challenges strategic leaders must face to include scanning the environment for trends and issues, managing and changing the organizational culture, leading the profession, establishing a positive command climate within the senior leader team, and making ethical strategic decisions.



### **WF2200: Military Strategy and Campaigning (MSC) 7.0 credit hours**

Theater Strategy and Campaigning explores strategic and operational art to improve judgement regarding the application of military power, in conjunction with the other instruments of national power, in pursuit of achieving national goals. This course evaluates U.S. military ways and means to connect operational efforts to strategic ends (policy aims). This evaluation occurs through the understanding, analysis, synthesis, and application of doctrine, and concepts, translated into theater strategies and campaign plans to conduct joint, unified, and multinational operations. TSC leverages the idea of campaigning for strategic effect to enable the achievement and maintenance of policy aims by integrating military and non-military activities.

### **LM2202: Defense Management (DM) 3.0 credit hours**

Defense Management provides the tools necessary to understand how strategic guidance is used to develop trained and ready combat forces for the Combatant Commanders. Students become familiar with the issues, processes and systems that drive the development of military capabilities. Students will study the relationship between various defense management systems and processes, and their functions and purposes. The basic knowledge acquired in this course provides students a foundation for continued professional education on DOD, Joint, and Army systems and processes. It also allows them to operate successfully within these systems and processes throughout their career, and assists them in making effective and timely decisions, as they modify the systems to better lead and manage change.

### **NS2202-07 and NS2249: Regional Studies Program (RSP) 2.0 credit hours**

The College offers a program of seven Regional Studies Program (RSP) courses covering Africa (sub-Saharan), the Americas (Latin America and the Caribbean), East Asia (China and surrounding region), South Asia (India and surrounding region), Europe (Western and Eastern Europe), Eurasia (Russia, other former Soviet countries and key neighboring countries), and the Middle East (including North Africa). The courses explore a region in greater depth to examine how politics, economics, security, culture and history can affect policy and strategy formulation, implementation, and outcome. Each student is enrolled in one RSP course, based on their preferences for a specific region of study and availability of seats in seminars for each region.

### **IF 2200: IF Unified Command Course (IF UCC) 3.0 credit hours**

This course provides International Fellows (IFs) an appreciation for security challenges and decisions that strategic leaders face in the contemporary environment. This includes an understanding of how combatant commands collaborate with other agencies of the USG to apply relevant instruments of national power to achieve strategic aims in their regions. It also provides IFs with familiarity of strategic leader roles and responsibilities for developing, training, resourcing and equipping and sustaining military forces.



## **SI2206 Strategy Research Project (SRP) 2.0 credit hours**

All resident students are required to complete a Strategy Research Project (SRP) on a topic of strategic importance to the Army and/or the Joint force. The SRP is a valuable academic experience and a proven vehicle through which students demonstrate their research, analytical, and communication skills. Additionally, these projects assist students to self-assess, alongside with the mentorship of their Project Advisor (PA), their critical thinking skills, their practical understanding of research methods, and their proficiency as senior leaders to provide guidance to subordinate staffs/advisors in identifying strategic issues and designing practical solutions. Under the guidance of their PA, students evaluate, analyze, and define a specific research proposal, conduct original research, and communicate persuasive insights and recommendations.

The final research product is a scholarly research paper (of not-less-than 5,000 words), contribution to one of the War College's approved Integrated Research Projects (IRPs, see AA2209 below), a significant back-brief or video presentation to Army/Joint senior leaders, the conclusions of an endorsed wargame, or other approved creative works that communicate critical thought, research findings, and recommendations. Students will use the current AY21-22 Army Key Strategic Issues List (KSIL) to select a prospective research topic, available through the Strategic Studies Institute (SSI) website, or may obtain a topic waiver from the School of Strategic Landpower (SSL) through their PA for topics of strategic importance not addressed in the KSIL. International Fellows may choose, and are encouraged, to focus on issues most relevant to the national security and defense concerns of their home Nation.

## **AA2209 Integrated Research Project (IRP) x.x credit hours\***

In lieu of a Strategy Research Project (SI2206) – the 5,000-word written research monograph or other presentation – resident course students and USAWC fellows may compete to participate as a member of one of several Integrated Research Project (IRP) teams. An IRP is a faculty-led intensive research effort designed to examine an approved high-priority national security/defense issue on behalf of a specific sponsoring senior military leader or headquarters. An IRP research team consists of faculty subject matter experts and students. It conducts research and analysis to derive findings and recommendations, writes reports, and publishes conclusions both within and outside military spheres. The conclusions of IRPs are often presented to senior national security leaders, their staffs, and academe. Student participation is time intensive, but the division of labor among faculty and students allows the research team to address the topic to a degree that is not possible with an individual student project. IRP requirements and timelines may differ significantly from other individual student research projects. Students selected to participate in an IRP are enrolled in AA2209. To receive SRP credit for their IRP work, students must complete their IRP research and reporting tasks assigned by the IRP faculty lead and submit a two-page executive summary point paper in COMPASS. Students may receive additional elective credit for work that exceeds the requirements of the SRP. Information on planned IRPs and application procedures will be provided during the Resident Education Program Special Programs brief in the fall.

\* As each IRP differs in scope, duration, and complexity, there is no set formula for determining specific student credit for IRP participation. Depending upon their level of participation, students and fellows will receive full credit for their Strategic Research Project (SRP; SI2206) and possibly partial credit for, individual course papers, elective courses and/or public speaking requirements.

### **Strategic Studies Capstone**

The Strategic Studies Capstone (SSC) is an interdisciplinary course conducted at the conclusion of the core curriculum. It provides an opportunity for students to conduct synthesis across the core courses in addition to the individual course synthesis already achieved. It fosters an upward focus spanning the entire core curriculum and provides synthesis and analysis for a variety of subjects and learning outcomes. Throughout SSC, students focus on contemporary security issues relevant to their future assignments and enables them to graduate the War College with a greater appreciation for the challenges every senior leader will face in the future.

### **Oral Comprehensive Examination**

Each student must pass an oral comprehensive examination at the end of the core curriculum. The exam is structured as a dialogue between the student and a panel of faculty members from a different seminar. The student is assessed on his or her ability to address complex topics clearly and succinctly, express multiple perspectives, and demonstrate self-awareness and frames of reference regarding strategic issues. This dialogue occurs within the context of the program learning outcomes and course learning outcomes and may incorporate the conclusions the student reached while writing his or her Strategy Research Project.

### **National Security Staff Rides (NSSR)**

Resident students participate in three staff rides, each a distinct experiential learning event and integral to the curriculum. The NSSR #1 to Gettysburg takes a strategic look at the complexities of the profession of arms and the use of force to achieve political ends as well as the insights on generalship, command, and leadership.

The NSSR #2 to New York City (NYC) emphasizes an understanding of the diplomatic, informational and economic instruments of national power. Spouses may participate in the NYC event at their own expense. The NSSR #3 to the National Capitol Region in May features visits to federal agencies and Congressional offices.

### **Annual Strategy Conference**

The School of Strategic Landpower sponsors the USAWC Annual Strategy Conference. This conference brings together military, government, academic, and business leaders and scholars to discuss key strategic issues that enhance and expand upon the learning objectives of the resident course students. Additionally, the conference serves as an

outreach effort to reinforce key institutional relationships with external government and academic communities and often results in follow-on published research, analysis, and policy proposals. Students and faculty participate as panelists and audience members throughout this conference

### **National Security Seminar (NSS)**

The NSS week is the capstone event of the academic year, enabling the students to integrate and synthesize content from the entire core curriculum through strategic thinking and dialogue. The USAWC invites up to 168 civilian guests from various leadership positions and walks of life across the U.S. to join the Army War College students and faculty in examining and discussing current national security issues. This allows the USAWC to reach out to a diverse cross-section of civilians, providing them an opportunity to become better acquainted with the Army and prospective future leaders of U.S and Allied Armed Forces.

### **Elective Courses 8.0 credit hours:**

Electives provide additional depth or breadth to core course material. Each resident student must complete a minimum of eight credit hours of electives and may take more with the approval of their faculty adviser. For most students, this requirement will equate to four electives. We will continue to offer Areas of Concentrations (initiated in AY17). Elective courses will have learning outcomes that support the PLOs. Elective offerings in the Electives Directive are organized by functional groupings to facilitate student selection. Special study opportunities may receive elective academic credit on a case-by-case basis, as recommended by Department Chairs and Directors of Centers/Institutes, and approved by the Dean, SSL.

### **Special or Complementary Programs**

The USAWC offers special and complementary programs throughout the resident program academic year to enrich the academic experience and allow students to choose subjects that best suit their personal needs. Students may receive elective credit for these programs.

### **Advanced Strategic Art Program (ASAP)**

The Advanced Strategic Art Program (ASAP) is a six month program that offers 14 competitively selected U.S. resident students a concentrated course of study that focuses on the policy-strategy interface. This unique program will provide students with a solid intellectual foundation by using history, theory, strategy, concepts and doctrine. This foundation will enable them to serve effectively in subsequent assignments as advisors to strategic leaders. Early in the academic year students may apply for entry into the program. After selected students finish the National Security, Policy and Strategy core course, they will leave their base seminars and form a separate ASAP seminar. The program includes review and analysis of Depart of Defense classified products. Guest lecturers from within and outside the U.S. government coupled with

staff rides and visits to Vicksburg, Washington, DC, New York City, Sicily, Normandy and Paris reinforce the program learning outcomes. Minimum TS/SCI required.

### **Carlisle Scholars Program (CSP)**

CSP is a program for students interested in further developing and articulating strategic thought during the academic year. Carlisle Scholars will analyze strategic issues, formulate positions, advise strategic leaders, and contribute to national security debates. Participants will form a single seminar throughout the academic year which will entail a combination of independent work, team work and coordination with faculty. After completing approximately 10 weeks of intense course work, the scholars will shift focus to writing articles and advising senior leaders. This unique program combines the best features of the REP and the USAWC Fellowship Program. Given its interdisciplinary nature, the Dean will have lead responsibility for governance of CSP. The Department of Command, Leadership and Management (DCLM) will provide administrative support to CSP. The program director will develop and publish a program directive for the overall program. For course modules associated with the JPME II core curriculum (SL, WPNS, DM, MSC and RSP) course directives will be coordinated and approved through the appropriate REP department (DNSS for WPNS and RSP; DCLM for SL and DM; and DMSPO for MSC) and will be signed by the CSP director, the appropriate department chair and the Dean. No clearance required.

### **National Security Policy Program (NSPP)**

The National Security Policy Program (NSPP) is a USAWC Special Program designed to provide 15 competitively selected resident students with a detailed understanding of the contemporary United States Government national security policymaking environment. Students will conduct a deep dive into national security policy formulation to enhance their understanding of the actual crafting of national security policy and its implementation. The program includes case studies, guest speakers who have been policy practitioners, student participation in policy based exercises, and staff rides to relevant agencies. At the conclusion, program graduates will be prepared for success in critical policy planner positions in the Washington-based interagency, at any of the combatant command staffs, and in American billets in international organizations such as NATO and the United Nations.

### **Advanced Defense Management Program (ADMP)**

ADMP provides selected U.S. students a detailed understanding of the key processes that underpin force management within the Department of Defense. Students leverage previously learned material from the Defense Management core course to master the relationships between defense management systems and processes used to develop forces and capabilities for the Combatant Commanders. ADMP is ideal for students who will be assigned to OSD, Joint or Service staffs, as well as for anyone wanting an understanding of the major Pentagon processes that drive military programmatic and

policy decisions. The Department of Command Leadership and Management (DCLM) has the lead for ADMP. Minimum Secret clearance is required.

### **Joint Warfighting Advanced Studies Program (JWASP)**

The JWASP is an intensive elective that prepares U.S. and international officers and civilians to effectively lead and participate in envisioning, planning, and executing joint, and multinational operations. Studies focus on the dynamic current and future operating environment, emerging warfighting concepts, best practices, and leadership skills required to meet contemporary and likely future threats. Participants will plan and then execute their plan against a challenging and adaptive adversary in a dynamic decision simulation. The study of contemporary joint and combined force employment provides a basis for understanding current doctrine and practices while focusing on applying these principles to the operational environment of the 21st century. No clearance required.

### **Joint Land, Air, and Sea Strategic Special Program (JLASS-SP)**

The JLASS-SP is unique among electives in that it involves all of the Senior Level Colleges (SLCs). The class POI is based on multiple concurrent world-wide, regional and homeland crises. It focuses on national security policy and theater strategic objectives, resource prioritization and a whole-of-government approach to crises mitigation and response. It is designed to reinforce the resident course core curriculum topics. In a distributed environment, students from each SLC, including international fellows, receive in-depth exposure to environmental scanning and analysis, theater campaign planning and crisis action planning. In a collective environment, students participate in a week long strategic crisis response exercise hosted at Maxwell AFB, Alabama. In this exercise, students role-play Geographic Combatant Commands and various policy making interagency organizations. Students will evaluate a strategic environment and identify key national and/or alliance interests and the supporting regional policy goals. Students then develop and employ a multinational force to achieve cooperative strategic objectives. At the end of the course, students will be able to analyze developing situations to synthesize theater strategies which employ all instruments of power to shape outcomes in the best interest of the nation/alliance. Minimum Secret clearance is required. Unclassified course iterations will be open to selected official foreign visitors/international fellows.

### **Eisenhower Series College Program**

The Eisenhower Series College Program consists of a panel of about 15 students and two-three faculty moderators. This group visits public and private colleges and universities throughout the U.S. to discuss national security and public policy issues. The student members are selected from volunteers based upon their professional experience, education, understanding of national security issues, academic issues, and their ability to communicate with the American public.

## **Writing Support**

The Writing Enhancement Program consists of non-credit opportunities for writing assistance beyond what the faculty routinely provide. Incoming students may be seated in the Effective Writing Lab (EWL) for a focused review of writing conventions and USAWC writing expectations. Students for the EWL are selected based on performance on the Graduate Skills Diagnostic (GSD) and/or faculty recommendation. The EWL provides for 12 90-minute instructional sessions with an experienced writing coach. Weekly meetings begin in mid-August and run through the end of October. Once the EWL is complete, the writing coach is available to work individually with EWL students, who have priority access for one-on-one writing assistance for course papers and the Strategy Research Project (SRP). Students who are not selected for the EWL, but who may want to review of professional/academic writing conventions can engage the Effective Writing Lab Online (EWLO). The EWLO is a self-paced, non-credit Blackboard course that supports and strengthens competency with the written word. Structured in three parts – Approach – Engage – Extend – the course reviews writing conventions and positions purposive graduate-level writing at the edge of creativity and knowledge advancement. Each seminar has a dedicated section of the EWLO that can be adjusted and adapted by seminar faculty as needed/desired. The EWLO includes numerous short videos as well as two TED Talks.

## **Commandant's Lecture Series (CLS)**

The CLS presents prominent speakers of the highest quality, representing diverse backgrounds, expertise, and varied perspectives. A limited number of lectures (approximately six) directly support in-depth exploration of special themes.

## **Noontime Lectures (NTL)**

Voluntary noontime lectures on a variety of national and international topics occur periodically throughout the year. These lectures are department sponsored and unless classified, are generally open to anyone in the Carlisle Barracks community.

## **Military History Program**

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

A variety of voluntary activities supplement this curricular exposure to history, to include:

Perspectives in Military History – This monthly lecture series provides a historical

dimension to the exercise of generalship, strategic leadership, and the war fighting institutions of land power.

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

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

Army Heritage Days – This annual event offers a living history event, covering history of Soldiers from the 16th century to the present with re-enactors, special lectures, and special demonstrations.

### **Strategic Leadership Feedback Program**

The USAWC encourages students to take advantage of a comprehensive assessment of their leadership style and behaviors. The program is designed to increase self-awareness and, consequently, increase effectiveness as a strategic leader. The program culminates with a one-on-one leadership feedback session with a highly trained staff member, providing each student with a detailed assessment of his or her leadership style and the personality resources that support that style.

## **Resident Program AY2023 One Shot**



## **Distance Education Program**

The Distance Education Program (DEP) consists of an online orientation course (including a voluntary, resident orientation weekend), a series of eight online core courses, an online elective or research and writing project, and two resident courses, taken over a 2-year period, for a total of 36 credit hours. The DEP is analogous to the 1-year Resident Education Program (REP) and results in the award of the Master in Strategic Studies degree. Each course is composed of several blocks subdivided into 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, online examination, and collaborative requirements. Individual student requirements are subjective in nature, based on required study and designed to ensure that course learning objectives are attained. A minimum Secret clearance is required.

### **Courses**

#### **DE2300: Orientation 0.0 credit hours**

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 configure their computers, 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.

#### **DE2301: Strategic Leadership (SL) 3.0 credit hours**

Strategic Leadership provides the foundation of the curriculum. The course requires the student to assess and evaluate the art and science of strategic leadership in terms of skills, competencies, and values. In this course, students examine the foundations of leadership at the strategic level with an emphasis on assessing the critical competencies required for strategic leadership. Students analyze the roles and responsibilities of the strategic leader as well as the theory, practice, and challenges involved in civilian-military relations. Students also evaluate strategic decision making to include critical and creative thinking and the importance of ethical decision making. Students further analyze the strategic leader's role in the military profession. Finally, students apply what they have learned to evaluate the performance of strategic leaders using historical examples.

#### **DE2302: National Security Policy and Strategy (NSPS) 4.0 credit hours**

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

introduced to the U.S. Army War College methodology for formulating security strategies that effectively employ all instruments of national power in order to secure national interests and objectives.

**DE2303: War and Military Strategy 4.0 credit hours**

This course examines the history and theory of war and military strategy, providing students with a strategic level understanding of the military instrument 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 provides a foundation for examining war and formulating current and future military strategy.

**DE2304: Global and Regional Issues and Interests 3.0 credit hours**

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 around the world. Students examine global hotspots, such as Mexico, Syria, and the South China Sea, as case studies of transnational challenges in specific locations. The course also uses the regional strategic appraisal process to examine the world's several regions, with each student focusing on one of the following as their regional elective: Africa, the Americas, Asia, Europe, the Greater Middle East, and Russia/Eurasia.

**DE2306: First Resident Course (FRC): Strategic Leadership in a Global Environment 3.0 credit hours**

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

**DE2307: Contemporary and Future Security Issues (CFSI) 3.0 credit hours**

Contemporary and Future Security Issues examines contemporary and future strategic issues that will influence U.S. national security and war fighting over the next 20 years. It explores the global strategic environment and offers broad perspective on warfare in the 21st Century. The course provokes student critical thinking with topics on globalization, asymmetric and gray zone competition and conflict, homeland security,

space, cyber warfare, information operations and disruptive technology. Students will assess the changing character of war and think about how the Joint Force must continually adapt to sustain a competitive advantage into the future.

**DE2308: DoD Organization and Processes 3.0 credit hours**

This course examines DoD systems and processes that allow senior civilian and military leaders translate policy into military strategy, plans, and actions. These systems and processes include the Joint Strategic Planning System (JSPS) and DoD Decision Support Systems including the Joint Capabilities Integration and Development System (JCIDS); the DoD Planning, Programming, Budgeting, and Execution (PPBE) process; and the Defense Acquisition System (DAS).

**DE2309: Theater Strategy Campaigning I 4.0 credit hours**

This course focuses on the operational strategic aspects of planning at the theater level. Students look at the development of theater strategy and how it links to the overarching guidance received from the civilian leadership. Students also examine how the combatant commanders implement decisions made by that civilian leadership. Finally, the course sets the stage for theater operations by examining the capabilities of the Services, interagency capabilities, and joint logistics.

**DE2310: Theater Strategy Campaigning II 4.0 credit hours**

This course takes an interdisciplinary approach to the study of military campaigning and joint operation planning. It focuses on the translation of national policy and guidance into theater-level campaign and contingency plans through the application of operational art and current U.S. joint doctrinal processes.

**DE2312: Second Resident Course (SRC): Strategic Leadership in Current and Future Warfare 3.0 credit hours**

As the capstone course for the Distance Education Program, the SRC 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 defense establishment, develop a better understanding of the interaction of the instruments of national power, and expand on their knowledge of the relationships between the Department of Defense and those organizations that influence the implementation of national security strategy. The SRC is followed by graduation.

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

The CNSP constitutes the final 3 days of the Second Resident Course. Each student seminar is joined by up to three distinguished civilian guests who become members of the seminar for that time period. The guests are from academia, the media, government, business, and other public sectors. Students, along with their new seminar members,

closely examine current national security issues, aided by distinguished guest speakers.

### **Elective Courses 2.0 credit hours**

Electives provide students with instruction in a specialized subject which builds on the knowledge gained during the 2-year program and is either of personal or professional interest to the student. 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. A full listing of elective courses can be found in the Electives Directorate.

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

The PRP is an opportunity to apply research and writing skills to strategic-level issues. This research effort results in a 5,000-6,000 word paper potentially suitable for outside publication.

#### **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.

### **Educational Trips/Staff Rides**

#### **National Security Staff Ride**

During the FRC, students participate in a 1-day trip to Washington, DC. Their interactions with Congress, government agencies, nongovernmental organizations, embassies, and think tanks strengthen their understanding of the interrelationships among these entities.

#### **Antietam Staff Ride**

Scheduled during the FRC, the staff ride permits students to consider this 1862 Civil War battle, part of Robert E. Lee's first campaign into the North. Students evaluate the actions of key leaders at the Battle 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 provides students the opportunity to study Lee's second and last major campaign into the North. It encourages students to

consider Lee's and Jefferson Davis' strategy to wage a successful campaign and possibly affect the course of the war.

## DDE One Shot

## **Other Educational Offerings**

### **Army Strategic Education Program – Advanced (ASEP-A) Course**

ASEP-A is a required three-week strategic leader development course for recently promoted Major Generals and Major General-selects. The course provides a broad learning experience focused on thinking, leading, and communicating at the strategic level. Students will participate in required academic deliverables in persuasive writing, speaking on issues of strategic importance, and the provision of best military advice. The curriculum consists of presentations, seminar sessions, a case study, practical exercises, and experiential learning opportunities. The second week of the course consists of executive-level education at a top-tier business school and corporate engagement around the country, rotating each course iteration. ASEP-A includes notable and talented strategic level presenters from joint military, inter-governmental, non-governmental, business, media, and academic communities to address contemporary and future leadership, management, strategic, and security issues. Minimum Secret clearance is required.

### **Army Strategic Education Program – Senior (ASEP-S) Course**

ASEP-S is a required strategic leader development course for confirmed LTGs; portions of the course are personalized based on each individual's assignment. A much smaller class size than the other ASEP courses, students are mentored by a retired four-star general strategic facilitator and assisted by a retired three-star general strategic coach. The ASEP-S course uses notable strategic-level commentators from joint military, intergovernmental, nongovernmental, business, media, and academic communities to address contemporary and future leadership, management, strategic and security issues. The latter part of the one-week course consists of individually tailored engagements, providing each student the opportunity for one-on-one interaction with key personnel depending on his/her assignment. Minimum Secret clearance is required.

### **Army Strategic Education Program – Senior Leader Development Seminar (SLDS)**

SLDS is a required two-week strategic leader development course for newly promoted Brigadier Generals and Colonels selected for promotion. The course is hosted by the Commandant, U.S. Army War College on behalf of the Chief of Staff of the Army and is conducted in the National Capitol Region. It is the first component of the Army Strategic Education Program and provides a foundation for Army strategic leaders as they transition to the executive level of leadership and the general officer corps. The course further enhances individuals' understanding of personal and professional responsibilities as well as goals, statuses, and major issues of current Army programs. Spouses are invited to attend one week of the course, which includes a separate, concurrent curriculum specifically for them. Minimum TS/SCI clearance is required.

## **Army Strategic Education Program – Transition (ASEP-T) Course**

ASEP-T is a required leader development course for all Active Component GOs. The course prepares GOs for one of the more significant events of their lives, the transition from military life into the private sector. It includes critical administrative information regarding the processes of departing Army service. The course also provides GOs with comprehensive education on determining their personal private sector objectives and developing the skills and strategies to reach those objectives. Spouses are invited and encouraged to attend. No clearance is required.

## **Basic Strategic Art Program (BSAP)**

The Basic Strategic Art Program (BSAP) educates Australian, Canadian, New Zealander, British, and U.S. Army officers to equip them with the tools and perspective to bridge the gap between their tactical/operational background and the challenges of operating at the grand-strategic and theater-strategic level of war and policy. This program provides the basic qualification course for Functional Area 59 (Army Strategist) officers and forms part of the intermediate-level education for these officers. Upon graduation, U.S. Army officers transition from their basic branches to the FA59. Minimum Secret clearance is required. Select course iterations may be open to selected official foreign visitors/international fellows with appropriate equivalent clearances according to approved foreign disclosure decisions.

**Certificate Program:** In addition to degree programs, the USAWC has a graduate certificate program. This certificate program is for mid-career military professionals and members of the federal government. To receive a certificate on National Security Studies students must satisfactorily complete four core courses totaling eight credit hours and an elective totaling at least two credit hours, for a total of 10 credit hours. Students may apply up to two credit hours from another approved USAWC professional course toward certificate requirements.

The Certificate Program follows the same grading policies as the senior service college programs and all certificate students must have a baccalaureate degree from an accredited institution prior to beginning the program.

## **Combined/Joint Forces Land Component Commander Course (C/JFLCC)**

C/JFLCC is a position-dependent strategic leader development course for general/flag officers and select senior civilians preparing to assume duties as either commanders or senior staff officers in a Combined/Joint Force Land Component organization. The course prepares senior leaders to plan, coordinate, and conduct land-centric operations/campaigns in a joint, interagency, inter-governmental, and multinational (JIIM) context. The curriculum utilizes scenario-driven exercises and seminar-style discussion to reinforce the foundational concepts of land-centric operations provided by presentation from senior joint military, interagency, media, and civilian leaders. Minimum Secret



clearance is required. This course is by invitation only. Unclassified course iterations will be open to selected official foreign visitors/international fellows with appropriate equivalent clearances according to approved foreign disclosure decisions for the course iteration.

### **Defense Planners Course (DPC)**

The Defense Planners Course is a 10-week online distance education program offered up to three times each year to U.S. Army Active and Reserve Component officers and Department of the Army civilians. Approximately 20 students are accepted into each course. The course focuses on improving competency in strategic direction, strategic/operational art, operational design, and the joint operation planning process (JOPP) with enhanced awareness and understanding of the interconnections of multinational coordination and interagency planning. The course is for officers and civilians who do not have the benefit of attending BSAP or other similar courses but who must operate in, and conduct planning, in a joint environment. No clearance is required.

### **Defense Strategy Course (DSC)**

The DSC is a 4 1/2-month online course offered twice each year for 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 in a complex and changing environment. Moreover, the course addresses the national security policymaking process and the relationship of the national elements of power to defense strategy. No clearance is required.

### **Defense Strategy Foundation Course (DSFC)**

The Defense Strategy Foundation Course is a 3-month online course offered once each year for 30 specially selected senior Department of Defense civilians in the Defense Senior Leadership Development Program (DSLDP). Successful completion of DSFC is a prerequisite for members of DSLDP who are scheduled to attend senior service college programs in residence. The DSFC focuses on improving student understanding of the National Security Strategy of the U.S. in a complex and changing environment.

The course consists of 10 online lessons (in 4 grouped sections) on the topics of: Introduction to Online Learning, Strategic Theory, Military Schools of Strategic Thought, Strategy Formulation, DOD Strategy Process, Interagency Framework, Homeland Defense Security, Uses of History in Policymaking, Globalization and Economic Development, and the Current Strategic Environment. Moreover, DSFC addresses the national security policymaking process and the relationship of the national elements of power to defense strategy.

## **International Strategic Conflict Negotiation Exercise (ISCNE)**

The International Security Conflict Negotiation Course is a 3-day course teaching international conflict negotiation skills through the medium of a role-playing exercise. The ISCNE brings together premiere U.S. Army War College faculty with top tier international security institutions sharing the same educational, enrichment and outreach objectives to build long-term partnerships focused on developing strategic leaders and decision makers. The ISCNE provides participants with an experiential learning opportunity and exposes them to the process of international strategic negotiations and team dynamics. Concomitant objectives include practical experience in regional situation analysis, negotiation techniques, strategic thinking, leadership, planning and evaluation, decision-making, team building and time management techniques.

## **Nominative Leader Course (NLC)**

The Nominative Leader Course (NLC) is the Sergeant Major of the Army's (SMA) course to educate and develop appointed nominative sergeants major (CSM / SGM). The course is also the final professional military education opportunity under the Noncommissioned Officer Professional Development System (NCOPDS). The two week senior leader development course prepares nominative CSM / SGMs for their duties as senior enlisted leaders, advisors and staff section sergeant majors for Army commands and directorates at the BG / MG and SES-1 / 2 level. The NLC offers an experience that is both broadening and educational, focused on increasing attendee preparation for service at the executive and strategic levels. Executed in conjunction with NLC, the Nominative Spouse Seminar (NSS) provides a one week professional development opportunity for spouses of NLC attendees to better prepare them for their informal leadership and advisory roles at the executive and strategic level.

## **Strategic Leader Staff Ride (SLSR) Program**

The SLSR program brings together premiere U.S. Army War College faculty, historians, and lecturers to educate small groups of business, academic, and government leaders for a unique leadership development experience. The 3-day seminar is designed for the corporate senior vice president level and above to discuss the intricacies of strategic leadership, critical thinking, personality in command, and resourcing issues providing direct applicability to the dilemmas facing senior executives today. Staff rides may also be tailored for promising mid-level leaders, or "high potentials," including managers and directors, to introduce them to the similar concepts while building core leadership skills, self-awareness, and team dynamics.

## **Part V: Departments, Centers and Institutes**

### **The School of Strategic Landpower (SSL)**

The School of Strategic Landpower develops and executes the primary senior level educational programs of the USAWC. It has four departments: the Department of Command, Leadership and Management (DCLM); the Department of Distance Education (DDE); the Department of Military Strategy, Planning and Operations (DMSPO); and the Department of National Security and Strategy (DNSS). The SSL executes both the Resident Education Program (REP) and the Distance Education Program (DEP).

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

The Department of Command, Leadership and Management provides seminar teaching in two of the seven core courses of 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 publishes the reference text “How the Army Runs: A Senior Leader Reference Handbook”, the “Strategic Leadership Primer,” the Defense Management Primer, and the recently developed Leading Change in Military Organizations: Primer for Senior Leaders.

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

The Department of Distance Education provides instruction through nonresident and resident models that, like the REP, prepares its graduates for strategic leadership positions in their respective agencies. The distance education curriculum parallels the resident curriculum. The distance education faculty is organized into two teams, one for the First Year Studies and the other for the Second Year Studies.

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

The Department of Military Strategy, Planning and Operations 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 programs, i.e., the Advanced Strategic Art Program (ASAP) and the Joint Warfighting Advanced Studies Program (JWASP) and the Basic Strategic Art Program (BSAP).

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

The Department of National Security and Strategy facilitates seminar learning in two of the six 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 War, Policy, and National Security and the various Regional Studies courses. The department is also responsible for the National Security Seminar Week and the National Security Staff Ride to Washington, D.C. Additionally, DNSS administers three 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.

## **The Strategic Studies Institute (SSI) and U.S. Army War College Press**

The Strategic Studies Institute (SSI) is the Army's premier institute for independent geostrategic and national security research, analysis, and publication. SSI is unique in that it is the only DoD research institute that focuses on the strategic employment of Landpower. SSI's Strategic Research and Analysis Department (SRAD) centers its efforts within four primary research arenas: Geostrategic Net Assessment; Geostrategic Forecasting; Applied Strategic Art; and, Industrial/Enterprise Management, Leadership, and Innovation. SSI guides research integration and collaboration across the War College and the broader Army and Joint communities through the development and promulgation of the Army War College Research Agenda, the Army's Key Strategic Issues List (KSIL), and faculty-student Integrated Research Projects (IRPs). Additionally, SSI research faculty contribute to the War College's education and leader development missions by supporting core education courses, teaching elective courses to the resident and distance education students, and providing instruction and lectures at other conferences and education settings. SSI provides the national security and defense policy community and academe with insight and recommendations, as well as publications that are timely, relevant, and impactful.

The SSI Director is also the Director of the U.S. Army War College Press. Established in 2013, the USAWC Press is the primary academic publishing and outreach venue for Army War College research and teaching faculty research, war college staff, and affiliated researchers. The Press includes two publishing missions: USAWC Press Publications (books, monographs, short works, commentary, and podcasts) and the Army War College's peer-reviewed quarterly journal, *Parameters*. The Press publishes in various formats; print, audio, and video. These products are available through the SSI, USAWC Press, and USAWC Publications websites.

## **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 Strategic Wargaming (DSW), the Strategic Landpower and Futures Group (SLFG), the Fellows Department, and the Department of Technology Integration (DTI).

### **Department of Strategic Wargaming (DSW)**

The Department of Strategic Wargaming (DSW) employs wargames, exercises, and simulations to assist in the development of strategic leaders and advisors, foster strategic innovation, improve strategic planning, and advance understanding of strategic issues for the Army, the Joint Force, and the Nation. DSW conducts a variety of exercises and electives to include the International Strategic Crisis Negotiation Exercise (ISCNE); and the Joint Land, Air, and Sea, Strategic Special Program (JLASS-SP).

### **Fellows Program**

The Fellows Department provides administrative, educational, and engagement support for the Army's CSA and SMA Senior Fellows plus the USAWC Fellows.

### **Department of Technology Integration (DTI)**

The Department of Technology Integration enables Collins Hall, as an education center and high technology laboratory, to apply modern information-age technology to strategic-level decision making via wargames, simulations, conferences, seminars, and activities.

### **Army Heritage and Education Center (USAHEC)**

The Center is an integral part of the War College, and maintains the knowledge repositories that support scholarship and research about the US Army and its operating environment. USAHEC engages, inspires, and informs the Army, the American people, and global partners with a unique and enduring source of knowledge and thought. The mission statement of the Center reflects the convergence of library books, archival materials, and museum artifacts into a single collection of knowledge that supports learning and research, while prioritizing support to patron communities. We are patron centered and digitally enabled. Understanding and impacting 21st-century audiences, using 21st-century technology and platforms is critical to our ability to support not only the War College but also the US Army. The Collection will always be at the core of what we do, it is imperative to shift our focus to the people who use the Collection. It is not solely the things we hold, but rather the audiences we serve, and how they use the Collection that is most important. We must engage our patrons where they are, in the medium of their choosing, and in a format that is readily understood and employable by them.

## **Army Strategic Education Program (ASEP)**

The Army Strategic Education Program (ASEP) manages and executes Army senior leader (Nominative SGM, senior Colonel, and General Officer) education across all service components on behalf of the Chief of Staff and the Sergeant Major of the Army. ASEP is a new program that consolidated responsibilities previously owned by the General Officer Management Offices for the Regular Army, Army National Guard, and Army Reserves, the Army Senior Leadership Development Program and the Center for Strategic Leadership. The implementation of ASEP has increased efficiencies and coherency, while reducing redundancy and travel, in senior leader education for the entire population. ASEP works closely with the National Defense University, Air War College, Naval War College, the Sergeants Major Course, the Joint Staff, and various civilian academic institutions, to ensure Army senior leaders are provided the best educational opportunities available.

## Part VI: Student Body and Student Life

### Student Profile

The USAWC provides professional military education for military officers of all services in the grade of lieutenant colonel (commander) and colonel (captain). International Fellows of similar grade attend, as well as federal civilians with equivalent seniority. The average military student is 45 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 three-fourth have commanded at the battalion equivalent or higher level.

### Class Organization

Class officers perform duties for the entire academic year. The REP Class President is nominated from the colonel population by the department chairs and appointed by the Commandant. The Class President represents the class with the College leadership and appropriate external agencies. He or she: calls and conducts class meetings; appoints committees for class activities (e.g., sports, social, gift, community activities, etc.); supervises the operation of the class fund; keeps the College leadership informed of all class activities; and prepares recommendations for guidance to the next class president.

The International Fellows select one of their own to serve simultaneously as the International Fellows President and the Class Vice President. The Civilian Student Representative is nominated by the USAWC Senior Civilian Adviser. The Vice President and Civilian Student Representative serve as spokespersons for their student groups and support the Class President in selected activities mutually agreed upon. The Treasurer and the Secretary are nominated by the Senior Service Representative from those officers selected to attend from respective services. The Air Force is responsible for the Secretary's position and the Navy/Marine Corps for the Treasurer's position. They perform functions appropriate to those offices and as assigned by the Class President.

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. 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 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**

The USAWC educational experience marks a significant career transition for most students. It prepares them to deal with national security problems that are complex, ambiguous, and lack a clearly-defined endpoint. To help students make the transition, the curriculum is designed to be relevant 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 complexity and ambiguity in which they must cooperate to achieve success. Joint and multinational organizations, issues, and operations are paramount in this world of wider horizons.

The curriculum is designed to help students cultivate the art of critical thinking. There are at least two sides to every issue and there are no predetermined school solutions. Unexamined acceptance of assumptions and the status quo is neither expected nor desired. High quality conceptual thinking can result only 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 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 an informed, thoughtful, and effective national security professional. The curriculum will keep students busy and involved, but also will allow time for reflection, individual study, and research essential for genuine intellectual growth.

Students will likely need 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.

## **Carlisle Experience**

The Carlisle Experience is defined as the collection of academic and nonacademic activities presented to students and their families that foster individual assessment and development while preparing them for service as senior leaders at the strategic level. This experience is different from any other Senior Service College in that most of our students live with their families on base or in the adjacent town of Carlisle. Living on base promotes strong and enduring relationships among the students and their families.



The Carlisle Experience helps students:

1. Discern a new identity as a senior national security leader at the strategic level.
2. Achieve balance and resilience for themselves and their families.
3. Reflect on their current and future roles in their respective services, federal agencies, and allied and partner nations.
4. Benefit from the many professional, athletic, social, and community opportunities available to them and their families.

### **Student Housing**

All student homes are three and four bedroom and are either a duplex or a single level apartment. First priority for on-post housing goes to accompanied military members (U.S. and International). Second priority goes to unaccompanied U.S. military members (U.S. and International). Third priority goes to civilian students. On-base housing is unfurnished. There are furniture rental agencies, as well as furnished rental homes, in the local community.

### **On-post Shopping, Restaurant and Child Facilities**

Carlisle Barracks has a commercial complex consisting of a laundry/dry cleaner, 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 food court and barber shop. 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. The Moore Child Development Center (Building 455) provides full-day, part-day, and hourly care programs for children from 6 weeks through 5 years of age. The McConnell Youth Center Building 459) provides care for grades K-5 for before and after school, occasional, school closures, holiday school breaks, and summer camp. Middle School and Teen is a free CYS-designated program to accommodate grades 6-12.

### **Medical Support**

Dunham 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, Walter Reed National Military Medical Center, Maryland, or 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**

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 off-post locations for specific Christian denominations, Jewish services, followers of the Islamic faith, and other faith traditions. A designated prayer room is provided in Upton Hall for Muslim students and their family members.

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

Carlisle Barracks offers a full range of Morale, Welfare, and Recreation activities. These include:

- Leisure Travel Services
- Outdoor Recreation Center
- Letort View Community Center
- Army Community Service
- Golf Course (1757 Bar & Grille)
- 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).

## **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, D.C., Baltimore, and Philadelphia are approximately 2 hours away, and New York City is approximately 4 hours from Carlisle.

## Part VII: Organization and Governance

### USAWC Senior Leadership and Staff

**The Commandant is an Army major general who commands the U.S. Army War College, including the Carlisle Barracks garrison.**

David C. Hill, Major General, Commandant; B.S., Bucknell University; M.A., Webster University; M.S.S., U.S. Army War College

**The Command Sergeant Major (CSM) is the senior enlisted adviser to the Commandant and is responsible for ensuring high standards of order and discipline are met and maintained by the USAWC staff, faculty and student body. The CSM interacts with students and provides senior noncommissioned officer perspective to their learning experience. The CSM is responsible to the Chief of Staff of the Army (CSA) and Sergeant Major of the Army (SMA) for the strategic education of senior sergeants major.**

Brian A. Flom, Command Sergeant Major, U.S. Army Sergeants Major Academy Class 62 and the Nominative Leaders Course, B.S., (Cum Laude) Troy University; M.A., The University of Texas at El Paso.

**The Deputy Commandant for Reserve Affairs (DC-RA) is the Senior Leader Advisor to the Commandant and provides advice on all aspects of Reserve Component forces, interagency relations and collaboration. The DC-RA also provides guidance and advice to students, faculty, and the community concerning National Guard and Reserve affairs.**

Janeen L. Birckhead, Brigadier General, Deputy Commandant for Reserve Affairs; B.S., Hampton University; M.A., University of Maryland, M.S.S., U.S. Army War College

**The Ambassador is the Diplomatic Advisor to the Commandant and provides advice on all aspects of Interagency and international relations and collaboration. The Ambassador also provides guidance and advice to students, faculty, and our national security community about the Department of State.**

Vacant

**The Deputy Commandant is second in command to the Commandant. He supervises the execution of command decisions and policies and provides oversight of the daily execution of the college's missions.**

Kimo C. Gallahue, Colonel, Deputy Commandant; B.S., United States Military Academy;; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

**The Provost works on behalf of the Commandant to advance the USAWC's excellence as an educational institution. As the chief academic officer, the Provost supervises all academic and leader development programs to ensure quality, coordination, and integration. He assists the Commandant in setting strategic direction in five principal areas: education, faculty, students, research, and support. The Provost oversees the functions of the Office of the Registrar, Institutional Assessments Office, Applied Communication and Learning Laboratory, and Women, Peace, and Security.**

James Breckenridge, Provost; B.A., Virginia Tech; M.A., University of Virginia; M.B.A., Gannon University; Ph.D., Gannon University.

David D. Dworak, Deputy Provost; B.A., University of Texas- Arlington; M.S., Florida Institute of Technology; M.S.S., U.S. Army War College; MPHIL, Syracuse University; Ph.D., Syracuse University.

Matthew F. Gooding, Colonel, Associate Provost: B.A. Ohio University; M.S. Webster University; M.S. University of Akron; M.S.S., U.S. Army War College.

**The Chief of Staff coordinates command policies, orders, and instructions pertaining to USAWC, the Carlisle Barracks installation, and its tenant units. The Chief supervises the USAWC staff, coordinates with the Army staff, and conducts routine business on behalf of the Commandant.**

Lance D. Oskey, Colonel, Chief of Staff; Business Finance, B.A., California University of Pennsylvania; M.A., Troy State University; M.S.S., U.S. Army War College.

Keith S. Norris, Deputy Chief of Staff; Personnel Administration, BA, University of Kansas; Strategic Studies, MSST, U.S. Army War College

**The Assistant Commandant for Outreach and Advancement develops the Commandant's communication program; represents the USAWC brand to military, public and private organizations; and identifies needs for private funding through the Army War College Foundation and Army Heritage and Education Center Foundation.**

Patrick (Kevin) Dixon, Deputy Director for Outreach and Advancement: B.A., The Citadel; M.A., Command and General Staff College; M.S.S., U.S. Army War College.

**The Senior Service Representatives from the U.S. Air Force, U.S. Navy, and U.S. Marine Corps; the Director, Army National Guard Affairs; and the Director, Reserve Component Integration/U.S. Army Reserve Adviser assist the Commandant in his responsibilities for the overall direction of the USAWC. Each individual is the designated representative of the chief of their service or head of their organization. In addition to acting as special staff officers to the**

**Commandant, they serve as members of the USAWC faculty.**

Joseph T. Allena, Colonel, U.S. Marine Corps Senior Service Representative; B.A., Texas A&M University; M.M.S., Marine Corps University, M.O.S., Marine Corps University School of Advanced Warfighting.

Michael G. Hritz, Captain, U.S. Navy Senior Service Representative; B.S., United States Naval Academy; M.B.A., Penn State University.

Richard C. Sheffe, Colonel, U.S. Air Force Service Representative; B.S., U.S. Air Force Academy; M.A., U.S. Naval Command and Staff College; Graduate, NATO Defence College.

John W. Bozicevic, Colonel, Senior National Guard Advisor; B.A.S., Cumberland College Virginia Commonwealth University; M.MS.CS., National Defense Arizona State University; M.S.S., National War College.

Bettina K. Avent, Colonel, Senior Army Reserve Adviser; B.A., Mississippi State University; M.S.S., U.S. Army War College; M.A., University of Louisville; M.A., Webster University.

**Executive Services (Exec Svcs.) provides protocol expertise in support of the Commandant's Key Leadership Engagements and Strategic Outreach program. The Exec Svcs. is responsible for planning, coordinating, and executing official and social activities associated with conferences, courses, meetings, briefings, and visits of DV-1 (i.e. President of the United States) through DV-6 (i.e. General/Flag Officer) distinguished visitors, civilian equivalents, and foreign dignitaries, to include NATO, NGOs and diplomatic missions.**

Stephanie E. Otto, Director; B.A., University of Northern Iowa.

**The USAWC Board of Visitors (BOV) was established in accordance with Army Regulation 15-1, Committee Management. It advises the Commandant on educational and institutional issues and serves as an oversight body for academic accreditation. The USAWC BOV normally meets twice a year at Carlisle Barracks.**

**School of Strategic Landpower (SSL)**

**The Dean of the School of Strategic Landpower is responsible the Resident and Distant Education Programs. The Dean supervises the academic teaching departments, and establishes the educational philosophy and objectives necessary to guide the SSL academic program.**

Edward A. Kaplan, Dean, SSL, B.S., U.S. Air Force Academy; M.A. and Ph.D.,

University of Calgary.

Douglas Bennett, Colonel, Deputy Dean; B.S., VA Polytechnic Institute and State University; M.S., University of Phoenix; M.M.A.S, School of Advanced Military Studies; M.S.S. U.S. Army War College.

Julie T. Manta, Associate Dean for Academic Programs; B.A., La Salle University; M.P.A., Pennsylvania State University; M.S.S., U.S. Army War College.

Michael Hosie, Colonel, Chairman, Department of Command, Leadership, and Management; B.S., United States Military Academy; M.A., Naval War College; M.A., Penn State University; Ph.D., Penn State University

Heather Smigowski, Colonel, Chairman, Department of Distance Education; B.A., Western Michigan University; M.S., Clayton College of Natural Health; M.A., Regent University; M.S.S., U.S. Army War College; Ph.D., Capella University

Douglas W. Winton, Colonel, Chairman, Department of Military Strategy, Planning, and Operations; B.S., U.S. Military Academy; M.A., Johns Hopkins University; M.S.S., U.S. Army War College; Ph.D. Johns Hopkins University.

Carrie A. Lee, Chairman, Department of National Security and Strategy; B.S., Massachusetts Institute of Technology; Ph.D., Stanford University

### **The Strategic Studies Institute (SSI) and U.S. Army War College Press**

Carol V. Evans, Ph.D., Director Strategic Studies Institute and the USAWC Press; Ph.D., London School of Economics; M.S., London School of Economics, Wesleyan University, Middletown, CT; BAs, History and African Studies.

Thomas J. Kardos, Deputy Director Strategic Studies Institute and the USAWC Press; M.S. National Security Policy, U.S. Army College; M.S. Administration and Business Management, Central Michigan University; MMAS, Advance Military Studies, U.S. Army CGSC (SAMS); B.S. Mechanical Engineering, Virginia Military Institute.

George R. Shatzer, Colonel, Director Strategic Research and Analysis Department (SRAD) of the Strategic Studies Institute; M.S. Security Studies, U.S. Naval War College; MMAS, Strategy and Theater Operations, U.S. Army CGSC (SAMS); M.S. Engineering Management, University of Missouri; B.S. Construction Engineering, Arizona State University.

Antulio (Tony) Echevarria, Ph.D., Editor-in-Chief, USAWC Press; Ph.D., History, Princeton University; M.S. History, Princeton University; M.S. Security Studies, U.S. Army War College; B.S. Engineering, U.S. Military Academy, West Point.

### **Center for Strategic Leadership (CSL)**

Jacob J. Larkowich,, Colonel, Director; B.S., U.S. Military Academy; M.P.A., Harvard University.

Samuel R. White, Jr., Deputy Director; B.S., U.S. Military Academy; M.M.A.S., The School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

### **U.S. Army Heritage and Education Center (USAHEC)**

Geoffrey S. Mangelsdorf, Director; B.S., Rensselaer Polytechnic Institute; M.A., Webster University; M.S.S., U.S. Naval War College.

### **U.S. Army Strategic Education Program (ASEP)**

Kevin A. McAninch, Colonel, Director; B.S., U.S. Military Academy; M.S., Central Michigan University; M.M.A.S., The School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Randolph C. White, Jr., Deputy Director; B.A., Campbell University; M.A., National Security Strategy Studies, U.S. Naval War College; M.S.S., U.S. Army War College.

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