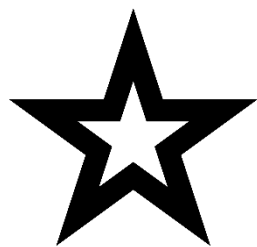


**UNITED STATES ARMY
WAR COLLEGE**

**ACADEMIC
PROGRAMS
GUIDE**

Academic Year 2025



U.S. ARMY



INTENTIONALLY BLANK

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.

A handwritten signature in black ink, reading "David C. Hill".

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

INTENTIONALLY BLANK

Table of Contents

Part I: Introduction to the U.S. Army War College	1
Historical Perspective	1
Mission	4
Commandant's Vision and Intent.....	4
Institutional Learning Outcomes	4
Program Learning Outcomes, Military Education Level 1 (MEL 1) Resident and Distance Education Programs	5
Educational Philosophy	5
Professional Military Education (PME)	6
Joint Professional Military Education (JPME).....	6
Accreditation	7
 Part II: Admissions Policies	 8
Military.....	8
Civilians	9
Department of the Army Civilians.....	9
Department of Defense (DOD) Civilians	9
Non-DOD Civilians	9
Commandant Invitations to Civilians	10
International Fellows	10
Commandant's Diploma Program	10
Fellowship Programs	10
USAWC Fellows Program	10
Chief of Staff of the Army Senior Fellowship Program.....	11
Service Obligation.....	11
 Part III: Academic Policies and Procedures	 12
Master of Strategic Studies Degree (MSS), Resident and Distance Education Programs	12
Acceptance of Transfer Credits	12
Graduation Requirements—Resident Education Program	12
Graduation Requirements—Distance Education Program	13
Common Rubrics: USAWC Course Evaluation Reports and Academic Evaluation Reports	13
Academic Standards.....	17
Academic Integrity	17
Non-attribution	17
Academic Freedom.....	18

Attire	18
Physical Fitness	18
Seminar Learning Model	18
Faculty Advising and Feedback	19
Evaluation	19
Student Awards Program	20
Distinguished Graduates	20
Academic Records	20
Student Absence	21
Part IV: Academic Program	22
Resident Education Program	22
International Fellows Orientation	22
International Fellows English Language Academic Preparatory Course (APC)	22
Core Courses	23
AA2200: Foundations, Theories and Concepts	23
NS2200: Theory of War and Strategy (TWS)	23
LM2201: Strategic Leadership (SL)	23
NS2201: National Security Policy and Strategy (NSPS)	23
WF2200_1: Military Strategy and Campaigning (MSC)	24
WF2200_2: Military Strategy and Campaigning (MSC)	24
LM2202: Defense Management (DM)	24
NS22XX: Regional Studies Program (RSP)	24
IF2200: IF Unified Command Course (IF UCC)	25
AA2206: Strategic Research Requirement (SRR)	25
AA2400: China Integrated Course	25
SI2206: Integrated Research Project (IRP)	26
Comprehensive Oral Examination	26
National Security Staff Rides (NSSR)	26
National Security Seminar (NSS-REP)	27
Elective Courses	27
Special Programs	27
Enhanced Programs	27
Eisenhower Series College Program (ESCP)	28
Joint Land, Air, and Sea Strategic (JLASS)	28
Futures Seminar (SRR)	28
Specializations	28
Carlisle Scholars Program (CSP)	29
National Security Policy Program (NSPP)	29
Advanced Strategic Art Program (ASAP)	30
Enterprise Management (EM)	30
Joint Warfighting Program (JWP)	30
Complementary Programs	31
Classified Concepts and Capabilities Program (C3P)	31
Commandant's Lecture Series (CLS)	31
Effective Writing Program	31
Military History Program	31
Noontime Lectures (NTL)	32
Special Events, Symposiums, and Conferences	32

Strategic Leader Assessment and Development Program.....	32
Strategic Leadership Sustainment Program	32
USAWC Coaching Program.....	33
Individual Learning Plan.....	33
Distance Education Program	34
Courses	34
DE2300: Orientation.....	34
DE2301: Strategic Leadership (SL)	34
DE2302: National Security Policy and Strategy (NSPS).....	35
DE2303: War and Military Strategy.....	35
DE2304: Global and Regional Issues and Interests.....	35
DE2306: First Resident Course (FRC): Strategic Leadership in a Global Environment.....	35
DE2307: Contemporary and Future Security Issues (CFSI)	36
DE2308: DOD Organization and Processes.....	36
DE2309: Theater Strategy Campaigning I	36
DE2310: Theater Strategy Campaigning II	36
DE2312: Second Resident Course (SRC): Strategic Leadership in Current and Future Warfare.....	37
National Security Seminar-Distance Education Program (NSS-DEP).....	37
Elective Courses	37
DE2344: Strategic Research Requirement (SRR)	37
Educational Trips/Staff Rides.....	37
Gettysburg Staff Ride	37
National Security Staff Ride-National Capital Region (NCR).....	37
Other Educational Offerings	38
Army Strategic Education Program – Advanced (ASEP-A)	38
Army Strategic Education Program – Senior (ASEP-S) Course	38
Army Strategic Education Program – Senior Leader Development Course (SLDS) ...	39
Army Strategic Education Program – Transition Course (ASEP-T).....	39
Basic Strategic Art Program (BSAP).....	39
Certificate Program.....	39
Combined/Joint Forces Land Component Commander Course (C/JFLCC).....	40
Defense Strategy Course (DSC).....	40
Defense Strategy Foundation Course (DSFC).....	40
International Security Conflict Negotiation Course (ISCNE).....	41
Nominative Leader Course (NLC)	41
Strategic Leader Staff Ride (SLSR) Program	41
Part V: Departments, Centers and Institutes.....	42
The School of Strategic Landpower (SSL)	42
Department of Command, Leadership and Management (DCLM)	42
Department of Distance Education (DDE).....	42
Department of Military Strategy, Planning and Operations (DMSPO)	42
Department of National Security and Strategy (DNSS).....	43
Strategic Studies Institute (SSI) and USAWC Press.....	43
Center for Strategic Leadership (CSL)	43
Department of Strategic Wargaming (DSW).....	44

Fellows Program.....	44
Department of Technology Integration (DTI)	44
U.S. Army Heritage and Education Center (USAHEC)	44
U.S. Army Strategic Education Program (ASEP).....	45
Applied Communications and Learning Lab.....	45
Part VI: Student Body and Student Life	46
Student Profile	46
Class Organization.....	46
What to Expect	47
Carlisle Experience	47
Student Housing	48
On-post Shopping, Restaurant and Child Facilities.....	48
Medical Support	48
Religious Services	49
Morale, Welfare, and Recreation Activities	49
Carlisle Community.....	49
Part VII: Organization and Governance.....	50
USAWC Senior Leadership and Staff	50
USAWC Board of Visitors (BOV).....	52
School of Strategic Landpower (SSL)	52
Department of Command, Leadership and Management (DCLM)	53
Department of Distance Education (DDE).....	53
Department of Military Strategy, Planning and Operations (DMSPO)	53
Department of National Security and Strategy (DNSS).....	53
Strategic Studies Institute (SSI) and the U.S. Army War College Press.....	53
Center for Strategic Leadership (CSL)	54
U.S. Army Heritage and Education Center (USAHEC)	54
Academic Scholarship Division (USAHEC).....	54
Collections Division (USAHEC).....	54
Education and Engagement Division (USAHEC).....	54
U.S. Army Strategic Education Program (ASEP)	54

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

Historical Perspective¹

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.¹ Each reflected the realities of the strategic environment at the time, as well as the Army’s philosophy on the scope and value of professional education.



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

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.

¹ 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, and the Department of Distance Education (DDE) emerged from the Department of Corresponding Studies.

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 and Intent: Reflecting our enduring responsibilities that Secretary Root demanded, the mission approved by the Chief of Staff of the Army is:

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.

This mission provides focus for both the daily operations of the USAWC as well as guides strategic choice on its long-term future. Supporting the operational Army and the larger community of national security practitioners defending the country is implicit in this mission statement. The institution must remain steadfast to its purpose, while continuously adapting to the evolutionary changes in the modalities of delivering both a high-quality learning environment and distribution of our thought.

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. Exercise moral judgment and promote the values and ethics of the profession of arms.
2. Think strategically and skillfully develop strategies to achieve national security objectives.
3. Provide strategic context and perspective to inform and advise national level leaders;

providing sound, nuanced and thoughtful military advice.

4. Apply intellectual rigor and adaptive problem solving to multi-domain, joint warfighting and enterprise level challenges.
5. Lead teams with expert knowledge and collaborate with others to provide innovative solutions to complex, unstructured problems.
6. Convey complex information and communicate effectively and persuasively to any audience.

Program Learning Outcomes, Military Education Level 1 (MEL 1) Resident and Distance Education Programs

The School of Strategic Landpower (SSL) derives Program Learning Outcomes (PLOs) from National level strategic documents, the USAWC Strategic Plan, mission analysis, assessment of student and faculty critiques, the Officer Professional Military Education Policy (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 and Special Areas of Emphasis, particularly as they relate to landpower. To accomplish its mission, SSL presents a curriculum designed to produce graduates who can:

PLO 1: Develop options for employing landpower in joint warfighting.

PLO 2: Apply strategic thinking to analyze current and future national security and strategic military challenges.

PLO 3: Design strategies using analytical frameworks and theories to address national security challenges across the competition continuum.

PLO 4: Integrate military and non-military instruments of national power to pursue national interests.

PLO 5: Identify the military requirements of current and future security environments.

PLO 6: Apply strategic leadership principles and theories to achieve sustained organizational performance.

PLO7: Demonstrate clear and concise communication of national security challenges appropriate to audiences, purpose, and context.

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 sections of the non-resident student body. For an explanation of the difference between Phase I and Phase II credit, consult the most current Officer Professional Military Education Program (CJCSI 1800.01G), 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.

https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN18487_R350_1_Admin_FI_NAL.pdf.

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 Talent Development Program (ACTDP) Catalog.

Applicants for the SETM program will apply through the SETM Portal at <https://hr.chra.army.mil/>.

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://www.dcpas.osd.mil/learning/civilianleaderdevelopment/defenseseniorleader>

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 Assistant Commandant for Outreach and Advancement 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. All U.S. students will pursue a USAWC diploma and a MSS degree. International Fellows may opt out of the MSS degree and pursue the USAWC diploma only. With the exceptions noted below, academic requirements are the same for the USAWC diploma and the MSS degree.

Specific graduation requirements are as follows:

1. A minimum grade of C in each course, with all coursework totaling 31 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 strategic research requirement (SRR).
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 USAWC Student Catalog for additional information.
7. International Fellows *not pursuing the MSS degree* must satisfy the SRR requirement with a research paper, or another form of alternative project. See the AY23 Strategic Research Requirement Course Directive for additional information and ideas for meeting the SRR 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 Strategic Research Requirement (SRR), if student chooses to complete a SRR.
3. Successfully complete the First and Second Resident Courses.
4. For Army personnel (all components), a current Army Combat Fitness Test (ACFT)) must be on file.

Common Rubrics: USAWC Course Evaluation Reports and Academic Evaluation Reports

Criteria	Distinguished Performance	Superior Performance	Satisfactory Performance	Performance Did Not Meet Standards
Strategic Thinking	<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 counterarguments.</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 counterarguments.</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 counterarguments.</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 counterarguments.</p>

Criteria	Distinguished Performance	Superior Performance	Satisfactory Performance	Performance Did Not Meet Standards
Written Communications	<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
Oral Communications	<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 always conform to basic rules of courtesy and etiquette; 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 [Policy Memorandum 24, Student Complaint Policy](#)

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 Combat 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 ACFT 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.

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 and 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

Generally, 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 academic 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 Student Awards Program recognizes students who demonstrate excellence in research, strategic thought, and communication. The purpose of this program is to encourage and recognize creative and critical thinking and effective communication on strategic issues importance to the U.S. Army, the Joint Force, and the Nation in support of the USAWC's mission of developing leaders and influential ideas. The USAWC, the Army War College Foundation, and other external organizations sponsor awards for achievement in certain subject areas or from students affiliated with particular professional communities. Some awards may include a monetary honorarium, engraved memento, and/or journal publication. Student awards are determined through a competitive selection process.

Distinguished Graduates

The USAWC will recognize the top 10% of students within a resident or distance education program class as Distinguished Graduates (DG). The 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 eight core courses (Theory of War and Strategy, National Security, Policy, and Strategy, Military Strategy and Campaigning I, Military Strategy and Campaigning II, Regional Studies Program, Defense Management, the China Integrated Course, and the Unified Command Course), the comprehensive oral exam, and the strategy research requirement. Additionally, DG/SG candidates must achieve a passing grade in the Foundation Course (FC) 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 Strategic Research Requirement. SRC, Elective and SRR 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 consists of approximately 199 academic days stretching from early August to early June. Seven core courses, the strategic research requirement, comprehensive oral examination, three national security staff rides, and the weeklong National Security Seminar (NSS) together constitute the core curriculum, totaling 26 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 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 two 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 four 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: Foundations / 2 credit hours

Foundations introduces several of the fundamental concepts required of USAWC graduates and models their integration. The course begins with an overview of the distinctive leadership responsibilities at the strategic level while also introducing the complexity of the strategic context. Effectively accomplishing these responsibilities requires significant cognitive capabilities, so the course introduces the conceptual requirements of strategic leaders. The remaining lessons begin with an international focus and then move to national strategy and policy development through the study of conceptual frameworks and strategy documents. It concludes with a strategic overview of systems and processes that guide, develop, and employ military forces within the DOD. The course leverages an East Asia orientation throughout the lessons to allow for theoretical application. In essence, the Foundations Course introduces critical concepts, theories, and ideas that “set the stage” for more detailed development in follow-on core and elective courses. Such interdisciplinary integration of theory and practice distinguishes the most effective military leaders.

NS2200: Theories of War and Strategy (TWS) / 2 credit hours

TWS prepares students for service at the strategic level through the study of war and strategy. The course emphasizes a theoretical approach to war and strategy and sets the intellectual framework for subsequent courses. The course is intended to produce senior officers and leaders who understand the theory, nature, and changing character of war, and who can evaluate the relationship between warfare and the complex, interdependent, contemporary, strategic environment. More specifically, the course is designed to produce senior officers and leaders conversant in strategic theory and introduces them to the USAWC ends-ways-means strategy construct. It provides a broad theoretical basis and many of the conceptual tools used in the remainder of the curriculum.

LM2201: Strategic Leadership (SL) / 3 credit hours

In SL, students develop an appreciation for the knowledge, skills, and attributes required to operate in the unique strategic leadership environment. The course initially focuses on applying strategic thinking skills to assess and address a host of challenges strategic leaders must face. These challenges may include scanning the environment for trends and issues, managing and changing organizational culture, leading the profession, establishing a positive command climate within the senior leader team, and making strategic ethical decisions.

NS2201: National Security Policy and Strategy (NSPS) / 3 credit hours

NSPS prepares students for service at the strategic level through the examination and study of key national security issues, national security policy and strategy formulation and implementation, the use of statecraft and the instruments of national power, and the U.S.

Government processes responsible for promoting and protecting American national interests. The course provides context and analysis on the ideas of grand strategy and foreign policy, including modern approaches to these concepts, while examining them as the products of the strategy and policy formulation, strategic appraisal, and strategic net assessment frameworks.

WF2200_1: Military Strategy and Campaigning (MSC) / 3 credit hours

MSC I explores strategic and operational art to improve judgment regarding the application of military power to achieve national policy through unified action. MSC I studies how joint force commanders' campaign for strategic effect through the application of doctrine and concepts in joint and multinational operations across the continuum of competition, short of armed conflict.

WF2200_2: Military Strategy and Campaigning (MSC) / 2 credit hours

MSC II explores strategic and operational art to improve judgment regarding the application of military power to achieve national policy through unified action. MSC II studies how joint force commanders' campaign in armed conflict, applying doctrine and concepts in joint and multinational warfighting across operational domains.

LM2202: Defense Management (DM) / 2 credit hours

Defense Management is devoted to the study of the processes, institutional challenges, and decision-making systems within the U.S. Department of Defense (DOD) that develop and produce trained and ready forces and capabilities for employment by Combatant Commanders, both now and in the future. The course challenges students to understand decisions in complex and uncertain conditions, particularly when resources are limited, or strategic guidance is vague. The basic knowledge acquired in DOD, Joint, and Army systems and processes. It also allows them to operate successfully within these systems and processes throughout their career, assisting them in making effective and timely decisions, as they operate within these systems to better lead and manage change. International Fellows are welcome to audit lessons 9-10 of DM after returning from the International Fellows' Unified Command Course, however, they are also welcome to take a Reading, Writing, Reflection, and Collaboration (RWRC) day during these lessons.

NS22XX: Regional Studies Program (RSP) / 2 credit hours

The U.S. Army War College offers a program of eight 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), the Middle East (including North Africa), and the polar regions (including the Arctic and Antarctica). 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.

IF2200: IF Unified Command Course (IF UCC) / 2 credit hours

This course provides International Fellows (IF) with 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. IFs visit defense industry partners and educational institutions that focus on U.S. and international policies. The UCC is designed to IFs familiar with strategic leader roles and responsibilities for developing, training, resourcing and equipping and sustaining military forces. IFs travel as part of this course during Defense Management (DM) lessons 1-8 (10-21 February 2025).

AA2206: Strategic Research Requirement (SRR) / 2 credit hours

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

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

AA2400: China Integrated Course (CIC) / 2 credit hours

The CIC is a capstone course designed to facilitate student integration of concepts introduced across the core curriculum in the context of the People's Republic of China (PRC), as well as assist students in preparation for the comprehensive examination. The course is intended to equip senior officers with foundational knowledge on the history, strategy, and policy of the PRC and prepare them to apply this knowledge through experimental learning exercises. Students study the history and political culture of the Chinese domestic and foreign policy, and the modernization of the PLA, its force

structure, doctrine, and strategies. Students also participate in two war games to apply the material they have learned across the elements of power (DIME). Finally, students conclude the course with an assessment of the future of U.S.-China relations.

SI2206 Integrated Research Project (IRP) x.x credit hours*

To satisfy their Strategic Research Requirement, 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.

* 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 Requirement (SRR; SI2206) and possibly partial credit for individual course papers, elective courses, and/or public speaking requirements.

Comprehensive Oral Examination

Each student will participate in a comprehensive oral examination at the end of the core curriculum as one measure to assess his or her attainment of the Program Learning Outcomes. The exam will be conducted by members of a core faculty instructor team other than the team that taught that student's seminar. The exam will consist of a dialogue during which the student will display their ability to:

- synthesize an answer that demonstrates command of key concepts and integrates material across the curriculum.
- demonstrate thinking skills with a strategic perspective (creative, systems, ethical, historical thinking), while considering other viewpoints (critical thinking).
- Organize thoughts and articulate complex ideas with clarity and conciseness using appropriate frames of reference.

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 features visits to federal agencies and Congressional offices.

National Security Seminar (NSS-REP)

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 United States 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 United States and Allied Armed Forces.

Elective Courses / 8 credit hours

The USAWC offers roughly 120 elective classes that allow students an opportunity to tailor a portion of the curriculum to support individual professional needs and specific subjects of interest. Electives provide additional depth or breadth to core course material.

Each student must complete a minimum of eight credit hours of electives. For most students, this requirement will equate to four electives, as each elective awards two credit hours. The majority of electives take place during Term II and Term III. A few electives begin in Term I and extend into Term II or Term III. Electives that span multiple terms are called “Term 0” electives to reflect their nonstandard scheduling.

USAWC also offers Areas of Concentration (AOC) which are a focused grouping of electives that provide depth in key areas of interest, such as specific domains.

Special Programs

In lieu of the standard program of study, students may apply for alternate programs of study that achieve our Program Learning Outcomes but also explore specific subjects or disciplines in greater depth. Selection for these programs is competitive. Selection criteria will include the program director’s assessment of each student applicant as well as FA recommendations about each student’s ability to simultaneously manage a core and elective workload. Alternate programs of study include Enhanced Programs and Specializations. Graduation requirements remain the same, but students achieve them differently with special programs.

Enhanced Programs

Enhanced programs enhance student academic advancement by exploring issues relative to a specific subject or discipline. These programs supplement general curriculum requirements and begin in October-November towards the end of the SL and TWS core

courses. Students will earn varying amounts of elective credits for enhanced program participation. Enhanced programs include the following:

Eisenhower Series College Program (ESCP) / 4 elective credits

ESCP is the War College's longest continually operating special program and one of its premier mechanisms of outreach to the public. The program is designed to make average to good speakers better prepared for senior leader dialog with civilians via the hands-on practice of speaking, listening, and engaging. In the Fall, selected students will work with faculty, public speaking references, and each other to develop, practice and effectively deliver compelling short speeches on national security issues or public policy. In the Spring, small teams of three to five students will engage various universities and civic organizations around the country in person and/or virtually to present speeches, engage in roundtable discussions, answer questions, and participate in other forms of engagement with informed civilian audiences. In the end, students will be better speakers, strategic leaders, and "ambassadors" for the national security community.

National Security Simulation Exercise of Competition, Crisis, and Conflict (NSEC3) / 6 elective credits

The National Security Simulation Exercise of Competition, Crisis, and Conflict (NSEC3), formerly Joint Land Air Sea Strategic Enhanced Program (JLASS-EP), is an experiential learning program focused on the design and execution of military and interagency operations across the competition continuum at the strategic level. Using a scenario portraying globally operating adversaries, competition, and multiple regional homeland crises and conflicts set in the future (2025), NSEC3 provides USAWC students the opportunity to role-play key positions within combatant commands and the Joint Staff as they collaborate with other schools who are simulating other combatant commands and national security organizations. NSEC3 reinforces the knowledge and the opportunity to participate with four other US. Senior Service Colleges and four international professional military education institutions in a six-day, faculty-adjudicated exercise, hosted at Carlisle Barracks from 26 April-01 May 2025. The USAWC blended and distance education students enrolled in NSEC3 also participate in the exercise. The Center for Strategic Leadership (CSL) is the proponent for NSEC3.

Futures Seminar / 8 elective credits + SRR credit

This program will teach students how to think rigorously about the future while also contributing to the Army's understanding of issues critical to its future success. Futures Seminar students will learn how to analyze futures problems and how to manage analytic teams tasked with understanding futures problems. These skills will be immediately applied to a real-world question asked by one of four Army senior leaders. Products developed as a result of this effort will be briefed/delivered directly to the sponsor near the conclusion of the course.

Specializations

Specializations permit a student to take tailored versions of the core curriculum together with specially designed material, to achieve the PLOs through the lens of a specific element of the strategic-enterprise level. There are two types of specializations: immersive and enrichment.

Students selected for immersive specializations learn in a seminar created specifically for the specialization. Depending on the program, the seminar is formed either at the beginning of the AY in August (fully immersive specialization) or after the conclusion of the SL and TWS core courses in November (qualified immersive specialization). Once in the seminar, students achieve the PLOs with tailored versions of the core curriculum presented by the specialization seminar's teaching team. The specific requirements of the specialization may absorb some or all of the remaining time in the student's academic year.

Students selected for enrichment specializations will remain in their originally assigned seminar but meet during the weekly Dean's Time. In this form of specialization, students will achieve the PLOs through the core curriculum with their home seminars. Special content presented during the enrichment periods may be synchronized with the core to build on it or may be independent of the concurrent core material.

Carlisle Scholars Program (CSP) / 6 elective credits

CSP is a fully immersive specialization. Participants are selected prior to arrival, and the program begins at the start of the academic year. 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 remain in a single seminar throughout the entire academic year which will entail a combination of independent work, teamwork, and coordination with faculty. After completing approximately 20 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.

National Security Policy Program (NSPP) / 8 elective credits

NSPP is also a fully immersive specialization. Participants are selected prior to arrival, and the program begins at the start of the academic year. NSPP immerses approximately 15 competitively selected U.S. resident students in the study of national security policy development and implementation. The program studies academic literature, analyzes case studies, engages with guest speakers, conducts staff rides to relevant agencies, and performs several policy-based exercises. Study and engagement can range up to compartmentalized, top secret levels. NSPP prepares graduates for success in critical U.S. policy-planner positions in the Washington-based interagency community, combatant commands, and international organizations, such as NATO and the United Nations. NSPP students will participate in the standard RSP along with the rest of the

class. Conditions and resources permitting, the program will include travel to DC, NYC, and Florida. DNSS is the proponent for NSPP.

Advanced Strategic Art Program (ASAP) / 8 elective credits

ASAP is a qualified immersive specialization. Students apply early in the academic year and beginning in November, 14 competitively selected U.S. resident students begin a 7-month journey to develop strategic leaders who can immediately impact the joint, interagency, and multinational environment. The program integrates history, theory, practice, and strategy to provide students with a rich professional perspective on the policy-strategy interface that will hone their technical, conceptual, and interpersonal skills. The program includes a review and analysis of DoD classified products. A panoply of guest experts from within and outside the U.S. government, and staff rides to Vicksburg, Washington DC, Sicily, Normandy, and Paris provide experiential learning opportunities that reinforce the program learning outcomes. With the exception of the RSP, these students experience a separate curriculum running until graduation. DMSPO has the lead for ASAP.

Enterprise Management (EM) / 2 elective credits + priority enrollment for Term II-III

EM is an enrichment specialization that complements the core curriculum and focuses on U.S. enterprise decisions and processes at the national, DoD, Joint, and Service levels and how they support strategy development, the provision of capabilities, and the application of military power. The EM enrichment specialization is delivered concurrently with the core curriculum, with meetings every other week during Dean's Time to supplement concepts from the core curriculum. Sessions will include a review of classified documents, guest speakers from across the defense enterprise, and an additional experiential learning exercise. Students should gain a better understanding of what makes up the enterprise, its purpose, and how it works. They will earn two elective credits for enrichment activities. Students will also work with faculty to select individually tailored Term II and III electives that can further their understanding of aspects of the enterprise and will receive priority enrollment for their Term II and III elective choices. U.S. students with a Secret clearance can apply to the specialization. DCLM has the lead for EM.

Joint Warfighting Program (JWP) / 8 elective credits (U.S.) / 6-8 elective credits (IF)

The Joint Warfighting Program (JWP) is an enrichment specialization that provides selected students (max 15 U.S. and 15 International Fellows) with a deep dive into joint warfighting at the operational level. Students explore emerging technologies, as well as lessons learned from ongoing conflicts, that are combining to evolve the character of war. U.S. Students travel to Hawaii to engage at the U.S. Top Secret/SCI level with the commands responsible for applying joint and service warfighting concepts. International Fellows have the option of taking an advanced joint planning course or one elective of their choice. Students engage in dialogue with expert authors exploring near-future conflict. They analyze several 20th and 21st century campaigns for lessons learned for joint

warfighting. Students wrestle with the challenge of integrating joint and multi-domain capabilities in seminar and through wargaming from both a red and blue CJTF-level perspective. This program is expressly designed for those students going to key positions on the Joint Staff combatant commands, component commands, service staffs, and equivalent international positions. Upon completion, graduates are awarded a USAWC certification in Joint and Multinational Operations. DMSPO is the JWP proponent.

Complementary Programs

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

Classified Concepts and Capabilities Program (C3P)

The Classified Concepts and Capabilities Program is sponsored by DMSPO and supported by the Center for .

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.

Effective Writing Program

The Effective Writing Program helps students strengthen their strategic leader writing skills. The program encapsulates diagnostic and developmental assessments, writing instruction, and student support. The Graduate Skills Diagnostic on the USAWC Assessment Hub assesses students' English language facility and provides tailored feedback and developmental resources based on their diagnostic scores. The Effective Writing Lab is a non-credit "short course" that provides supplemental writing instruction for developing, organizing, and polishing written work for selected students. The Effective Writing Lab Online is a non-credit, self-paced online course open to all students that reviews and explicates academic and professional writing conventions. In addition, virtual writing coach support is offered as one-on-one writing consultations through the Applied Communication & Learning Lab or Dickinson College (for International Fellows only).

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.

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 Expo – This annual event is held on the USAHEC campus each fall. The program is open to the public and showcases the Army heritage, today's Army, and the Army of tomorrow, including hundreds of reenactors, current-operational vehicles and equipment, futures expositions, and special demonstrations.

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.

Special Events, Symposia, and Conferences

During the academic year, various departments, centers, institutes, and programs conduct special events, symposia, and conferences of interest to students. Most of these events are voluntary for students. Examples includes sister service birthday celebrations, extracurricular wargames, and non-mandatory portions of the Strategic Landpower Symposium, Civil-Military Relations Conference, China Landpower Conference, and Homeland Defense Symposium.

Strategic Leader Assessment and Development Program (SLAD)

The USAWC encourages students to take advantage of the SLAD program to assess their executive leadership style and behaviors. The program is designed to enhance self-awareness and increase effectiveness of emerging strategic leaders. In addition, students have the option to take assessments focused on their strengths and weaknesses across KSAs that the Army deems important for senior leaders. Students are invited to discuss their leadership assessment portfolio with a highly trained staff member and are encouraged to use the assessment results to inform ILP goals. For more information this program contact Professor Maurice L. Sipos, Ph.D at maurice.sipos@armywarcollege.edu.

Strategic Leader Sustainment Program (SLSP)

The SLSP team provides a holistic assessment of health and fitness for USAWC students. This comprehensive leader readiness assessment incorporates human dimension components of nutritional, physical, medical, and cognitive well-being. The SLSP multi-disciplinary medical staff assists senior leaders to optimize lifestyle behaviors, achieve individualized fitness goals, and mitigate future risk for disease development. The results of this holistic health and fitness assessment can incorporate into ILPs and shape long term behavior. For more information email: dha.carlisle.carlisle-barrack-ahc-.mbx.sis-admin@health.mil, or call 717-245-3404, or visit the Physical and Mental Wellness tile under Assessments in the Assessment Hub.

USAWC Coaching Program

The USAWC coaching program complements existing opportunities for students interested in furthering their self-development and harmonizing their professional and personal goals. Trained and certified coaches deliver this non-attributional, confidential, executive coaching program focused on the student's desired outcomes. For more information this program contact Professor Maurice L. Sipos, Ph.D at maurice.sipos@armywarcollege.edu.

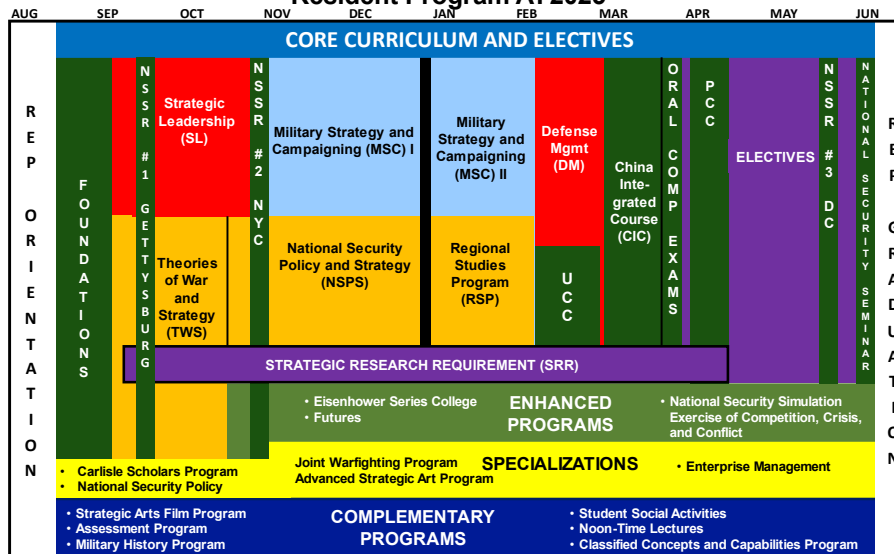
Individual Learning Plan (ILP)

Research has shown that individuals achieve better outcomes when their behavior is goal driven. The ILP is fundamental to student development with in the USAWC academic program, and serves as the primary tool students use to identify and track progress on professional, intellectual, and personal goals.

No later than 4 October 2024, students will submit an ILP to their Faculty Advisor (FA) suing the Assessment Hub. The ILP is the primary tool to facilitate ongoing dialogue about accomplishing professional and personal goals with the student's FA. See the Student Development Guide on the Assessment Hub for more details on completing the FA.

School of Strategic Landpower

Resident Program AY2025



Key Dates: NSSR #1 (Gettysburg) 25 -26 SEP, NSSR #2 (NYC) 30 OCT -1 NOV, NSSR #3 (DC) 13 -15 MAY, UCC 10-21 FEB, PCC 30 MAR -11 APR, NSS 2-5 JUN, Graduation 6 JUN

Distance Education Program

The Distance Education Program (DEP) consists of 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 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 credit hours

This voluntary 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 / 3 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 / 4 credit hours

National Security Policy and Strategy is focused on American national security and foreign policy formulation. This course provides a theoretical framework for analyzing the complexity and challenges associated with the contemporary international security environment. Students examine the U.S. interagency process and organization for developing and implementing U.S. foreign and security policies. 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 / 3 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 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 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 / 3 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 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 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 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 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.

National Security Seminar – Distance Education Program (NSS-DEP)

The NSS 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 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 Directive.

DE2344: Strategic Research Requirement (SRR)

The SRR 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.

Educational Trips/Staff Rides

Gettysburg Staff Ride

Scheduled during the FRC, 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's strategy to wage a successful campaign and possibly affect the course of the war.

National Security Staff Ride – National Capitol Region

The NSSR to the National Capitol Region features visits (in person or virtual) to the Pentagon, federal agencies and Congressional offices.

U.S. ARMY

UNCLASSIFIED

**UNITED STATES ARMY
WAR COLLEGE**

School of Strategic Landpower

Distance Education Program

FIRST YEAR STUDIES	APR-MAY	JUL-SEP	SEP-DEC	DEC-MAR	MAR-MAY	JUN
	DE2300 Orientation	DE2301 Strategic Leadership	DE2302 National Security Policy and Strategy	DE2303 War and Military Strategy	DE2304 Global and Regional Interests	DE2306 Strategic Leadership in a Global Environment
	Blended, Optional (5 wks)	Online (10 wks)	Online (11 wks)	Online (11 wks)	Online (10 wks)	First Residence Course (2 wks)

- Gettysburg Staff Ride
- Strategic Organization Virtual Visits
- Strategic Exercises
- Military History Program
- Strategic Arts Film Program

COMPLEMENTARY PROGRAMS

- Noontime Lectures
- Student Social Activities
- Strategic Leader Feedback
- Advanced Studies
- REP Guest & Noontime Lectures

SECOND YEAR STUDIES	JUL-SEP	SEP-NOV	NOV-APR	FEB-APR	APR-JUN	JUL
	DE2307 Contemporary And Future Security Issues	DE2308 DoD Organization And Processes	DE2309 Theater Strategy and Campaigning I	DE2310 Theater Strategy and Campaigning II	DE23XX Choice of Elective	DE2312 Strategic Leadership in Current and Future Warfare
	Online (9 wks)	Online (9 wks)	Online (11 wks)	Online (11 wks)	Online (6 wks)	Second Residence Course (2 wks)
<div> <ul style="list-style-type: none"> Joint Studies Program (JPME II) Strategic Research Requirement Commandant Reading Program </div>			<div>Special Programs</div>		<div> <ul style="list-style-type: none"> National Security Simulation Exercise of Competition, Crisis, and Conflict Leadership Ethics Program Commandant National Security Program (CNSP) </div>	
					Capstone	Graduation

UNCLASSIFIED

STRENGTH and WISDOM

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 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 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 Theory of War and Strategy, National Security Policy and Strategy, and the various Regional Studies courses. The department is also responsible for the National Security Seminar Week and the National Security Staff Ride to 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) focuses its research in four primary areas: 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 publication of the Army War College's Annual Research Agenda, the Annual Estimate of the Strategic Security Environment, and oversight of Faculty-Student Integrated Research Projects (IRPs). Through the convening authority of the War College, SSI provides the national security and defense policy community and academe insight and recommendations by bringing together a host of government and civilian academic experts, as well as by providing publications that are timely, relevant, and impactful. Additionally, SSI research faculty contribute to the War College's education and leader development missions by supporting core education courses, teaching elective courses to resident and distance education students, and providing instruction and lectures at external conferences and other education workshops.

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, War College staff, and affiliated scholars. 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: electronic and hardcopy 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)

Pursuant to specific guidance from the Chief of Staff of the Army (CSA), the Army Strategic Education Program (ASEP) executes continuing education for the entire population of Army General Officers across the total force (Regular Army, Army Reserve, Army National Guard). ASEP courses provide a coherent professional military educational experience throughout the career of an Army general officer. The outcome-based curriculum delivers first-class education and professional development to the United States Army General Officer (GO) Corps, educating over 400 GOs annually. ASEP courses ensure a professional education experience that is focused on thinking, leading, and communicating at the strategic level, producing leaders who operate with confidence and competence across the Department of Defense and international security profession. Concurrently, ASEP educates over 400 select senior Colonels and Nominative Command Sergeants Major in enterprise knowledge and skills that form the bridge and backbone to General Officer education. ASEP also serves as the Department of the Army Office of Primary Responsibility to oversee and execute the General Officer - Readiness (GO-R) program and routinely provides Assessments to Army Senior Leaders. The Commandant, Army War College is the sole representative at AWC authorized by the CSA with input to the ASEP program.

Applied Communication and Learning Lab

The Applied Communication & Learning Lab (ACL Lab) promotes excellence and innovation in teaching, learning, and communication. Based on a laboratory concept, the ACL Lab is a vehicle for testing, assessing, and sharing new concepts, tools, and techniques to build and strengthen strategic leader communication competencies. The ACL Lab works with academic programs across the USAWC enterprise to integrate communication into their program and course learning outcomes, academic requirements, and co-curricular learning events. It also provides instruction, curricular support, and developmental resources to help students and faculty strengthen essential communication competencies.

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., US Military Academy; M.S., University of Missouri-Rolla; M.S.S., National 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.

Charles W. Gregory Jr., Command Sergeant Major, U.S. Army Sergeants Major Course, Keystone Course, and the Nominative Leaders Course, B.S., (Magna Cum Laude) Trident University.

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.

Robin B. Stilwell, Brigadier General, Deputy Commandant for Reserve Affairs; B.A., The Citadel; J.D. University of South Carolina, M.A., 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.

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

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.

David D. Dworak, 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.

Richard D. Killian, Deputy Provost: BA, US Military Academy; MSS, US Army War College; EdD, University of Kansas.

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.

Fred J. Toti, Colonel, Chief of Staff; B.S., International Relations, United States Military Academy; M.S., Adult and Continuing Education, Kansas State University; M.S.S., U.S. Army War College.

Timothy W. Keasling, Deputy Chief of Staff; Human Resource Management, BA, Oakland City College, MS Strategic Intelligence, National Intelligence University, MSST, U.S. Army War College, MS Public Leadership, Brookings Institute and Washington University, Harvard Fellows Program, Harvard University.

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. Space 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.

William P. Donnelly, Colonel, U.S. Marine Corps Senior Service Representative; B.S., United States Naval Academy; MBA., Naval Postgraduate School, M.S.S., U.S. Army War College.

David S. Collins, Captain, U.S. Navy and Coast Guard Senior Service Representative; B.S., United States Naval Academy; M.B.A., Regis University; M.S.S., U.S. Army War College.

Kathryn M. Nelson, Colonel, U.S. Air Force and Space Force Service Representative; B.S., University of Notre Dame; M.S., Naval Postgraduate School; M.S.S., U.S. Air War College.

Robert W. McAllister, Colonel, Senior National Guard Advisor; B.S. Wilkes University, M.S. New Jersey Institute of Technology, M.S. University of Maryland University College, M.S.S., U.S. Army War College.

Stephan L. Walters, Colonel, Senior Army Reserve Advisor, B.S., University of Kentucky, M.A., University of Kentucky, M.S.S., U.S. Naval War College, Doctorate Western Kentucky University.

Executive Services (Exec Services.) provides protocol expertise in support of the Commandant's Key Leadership Engagements and Strategic Outreach program. The Exec Services. 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 for 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.

Nathaniel B. Davis, Lieutenant Colonel, Deputy Dean; A.B., University of Michigan; M.P.A., Harvard University; M.M.A.S., United States Army Command & General Staff College; Ph.D., King's College London.

Jonathan P. Klug, Colonel, Associate Dean; B.S., United States Military Academy; M.A., Louisiana State University; M.M.A.S., School of Advanced Military Studies; Ph.D., University of New Brunswick.

Department of Command, Leadership and Management (DCLM)

John E. Gianelloni, Colonel, Chair, Department of Command, Leadership, and Management; B.A., Vanderbilt University; M.S.S. U.S. Army War College.

Department of Distance Education (DDE)

Heather Smigowski, Colonel, Chair, 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.

Department of Military Strategy, Planning and Operations (DMSPO)

Jerry E. Landrum, Colonel, Chair, Department of Military Strategy, Planning, and Operations, B.A., University of North Georgia, M.A., Norwich University, M.S.S., U.S. Army War College, Ph.D., Kansas State University.

Department of National Security and Strategy (DNSS)

Carrie A. Lee, Chair, 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

Dr. C. Anthony Pfaff, Director Strategic Studies Institute and the USAWC Press; BAs, Economics and Philosophy, Washington and Lee University, Lexington, VA; MA, Stanford University; MS, Industrial College of the Armed Forces; Ph.D., Georgetown University.

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.

Richard Butler, Colonel, Director China Landpower Studies Center of the Strategic Studies Institute. M.S. National Security Affairs, Naval Postgraduate School; M.S. Strategic Studies, U.S. Army War College; Graduate, U.S. Naval War College; B.A. History, University of Rochester.

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)

COL Jeffrey Lesperance, 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.

Samuel R. White, Jr., Acting 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)

Kate Lemay, Director, Army Heritage Education Center; B.A., Syracuse University; M.A., Indiana University, Bloomington; dual Ph.D., Indiana University, Bloomington

COL Timothy M. Baer, Deputy Director; B.A., University of Pittsburgh; M.S., Kansas State University; M.S.S., U.S. Army War College.

Academic Scholarship Division (USAHEC)

Greta H. Braungard, Division Chief, Academic Library; B.A., LeMoyne College; M.L.S., Syracuse University

Collections Division (USAHEC)

Gregory E. Statler, Chief Collections Division; B.A. Shippensburg University; M.A. Shippensburg University

Engagement and Education Directorate (USAHEC)

Jack Giblin, Division Chief, B.A. American History and Museum Studies, Juniata College.

U.S. Army Strategic Education Program (ASEP)

Michelle M. Goyette, Colonel, Director, B.S. United States Military Academy; M.A. Webster University; M.S.S. United States Army War College.

Kelvin Mote, Colonel, Military Deputy Director Army Strategic Education Program, A.A. Marion Military Institute, B.A. University of Tennessee, M.S. Maryland University Global Campus, M.M.S. Army War College, Ed.D. Creighton University.

Randolph C. White, Jr., Civilian 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.

**U.S. Army War College
651 Wright Avenue
Carlisle, Pennsylvania 17013-5105**