ACADEMIC PROGRAMS GUIDE

Academic Year 2018
Commandant’s Message

Our vision for the U.S. Army War College is to develop strategic leaders and ideas invaluable to the Army, the Joint Force, and the Nation. Budding strategic leaders must feel personally invested in the tough issues facing our military and national security organizations and feel obliged 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. The U.S. Army War College continues to contribute to the advancement of knowledge in our profession and to develop graduates able to make a difference and succeed at the strategic level. Our faculty, curriculum, and course offerings are second to none. We offer an opportunity for student growth in both depth and breadth by providing the opportunity for each student to chart his or her own individualized developmental path through this important year.

Leaders in the military profession, especially after our combat experiences of the past decade and a half, fully understand the sacred responsibility of military leadership. As President Eisenhower stated 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 certainly anticipate that the national security challenges and level of intensity, if we have to wage war, will be at a level we have not dealt with in recent memory, if ever. 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 their critical thinking, complex problem-solving, and effective and courageous communication, as well as further develop their warfighting and enterprise-level competencies. The benefits of the U.S. Army War College year are great, but so, too, are the challenges that lie ahead. I wish our students great success, both at the U.S. Army War College and in their subsequent service to their Nation.

John S. Kem
Major General, U.S. Army
Commandant
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Historical Perspective

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

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

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

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

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

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

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

The “Third Army War College” was the product of World War II but was shaped by the realities of the 45-year Cold War. During this period, nearly all the institutional structures of today’s USAWC coalesced. For example, the three resident teaching departments—National Security and Strategy (DNSS); Military Strategy, Planning, and Operations (DMSPO); and Command, Leadership, and Management (DCLM) (corresponding to Root’s national defense, military science, and responsible command, respectively)—assumed their present form. The Department of Corresponding Studies, precursor to today’s Department of Distance Education (DDE), also came into being.
The curriculum mirrored the evolution of U.S. strategy, ranging from Eisenhower’s massive retaliation in the early 1950s to the prevailing form 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.

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 USAWC educates and develops leaders for service at the strategic level while advancing knowledge in the global application of Landpower.

**Commandant’s Vision and Intent:** The USAWC focuses its assets and capabilities on the realization of a shared vision: The vision for the USAEC is: Producing strategic leaders and ideas invaluable to the Army, Joint Force and Nation. While the vision describes a future state, the intent statement explains the conditions necessary to achieve it:

1. Respected provider of strategic leader education and development for national security professionals—our graduates are highly valued, respected, and in demand.

2. Center of strategic thought for the Army—our scholarship, service, and support to the force are highly regarded, influential, and focused on national security issues at the strategic level.

3. Source of valued intellectual and practitioner support—our staff, faculty, and students engage externally as scholars and practitioners in the global application of Landpower.

4. Home to a thriving and supportive military community—our post and local community create a positive, developmental environment for staff, faculty, students, and families.

**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 and, when necessary, achieve victory in war through studying and conferring on the great problems of national defense, military science, and responsible command.*

Achieving this objective requires proficiency in four domains of knowledge:

1. Theory of war and peace.

2. U.S. national security policy, processes, and management.
3. Military strategy and unified theater operations.

4. Command and leadership.

And the ability and commitment to:

1. Think critically, analytically, creatively, and strategically.

2. Frame national security challenges in their historical, cultural, and economic contexts.

3. Make ethical decisions and promote military culture that reflect the values of the American Profession of Arms.

4. Listen, read, speak, and write effectively.

5. Advance the intellectual, physical, and moral development of oneself and one’s subordinates.

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

The School of Strategic Landpower (SSL) establishes MEL 1 program learning objectives that delineate critical fields of knowledge and appropriate jurisdictions of practice for the resident and distance students to master. The core competence of the graduates is leadership in the global application of Strategic Landpower. As an institution focused on Landpower, all program learning outcomes can be linked through the Army Learning Model General Learning Objectives to specific Army Learning Areas. To accomplish its mission, SSL presents a curriculum designed to produce graduates who are able to:

1. Evaluate theories of war and strategy and processes of policy formulation, then apply them to the great problems of national security.

2. Analyze, adapt, and develop military processes, organizations, and capabilities to achieve national defense objectives.

3. Apply strategic and operational art to create effective strategies and plans toward the application of the military instrument of power in pursuit of national security aims.

4. Evaluate the nature, concepts, and components of strategic leadership and synthesize their responsible application.

5. Apply critical and creative thinking to national security issues at the strategic level.

6. Communicate clearly, persuasively, and candidly.
Program Learning Outcomes, Other Educational Programs

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

Basic Strategic Art Program (BSAP)

The Basic Strategic Arts Program (BSAP) develops graduates who have the foundation and perspective to bridge the gap between their tactical/operational background and the challenges of operating as a staff leader at the grand-strategic and theater-strategic level of war and policy. This foundation allows for their progressive development as they gain iterative assignment experience across the Army and Joint Force developing policy, strategy, and plans. To accomplish its mission, BSAP presents a curriculum designed to produce graduates who are able to:

1. Analyze and evaluate military theory as the basis for doctrine and the application of force in achieving national strategic goals.

2. Understand the relationship between theory, strategy, and doctrine.

3. Analyze, evaluate, and develop theater level strategy for securing national strategic objectives within a theater.

4. Understand the joint contingency and crisis action planning processes involved in translating national and theater strategic guidance into operation plans and campaign plans.

5. Understand the Army systems that manage, develop, and will transform the Army.

6. Analyze and evaluate strategic and operational level planning considerations for operations across the range of military operations, including interagency coordination, multinational operations, and forming joint, combined, and interagency task forces.

7. Analyze, discuss, and apply the considerations in joint and service doctrine essential to theater campaign planning, including strategic intent, campaign design, the commander’s estimate, theater organization, conflict termination, and post-conflict activities.

8. Understand how the military instrument of national power is integrated with the other instruments in policy and strategy from peace to war.

9. Assess U.S. regional interests, objectives, trends, and theater strategic factors that impact on them in Northeast Asia, Southwest Asia, Europe, and the Western Hemisphere.
Nominative Leader Course (NLC)

The Nominative Leader Course (NLC) produces graduates who are intellectually prepared to immediately serve as valued senior enlisted advisors in executive-level U.S. Army nominative assignments, equipped with the knowledge, skills, and attributes required to provide quality advice that helps their leaders and their organizations to operate more effectively. To accomplish this mission, ELC presents a curriculum designed to produce graduates who are able to:

1. Comprehend the unique aspects of advising and leading at the strategic level.
2. Analyze the role of the strategic leader in evaluating the climate and culture of the joint, interagency, intergovernmental, and multinational environment, aligning ends, ways, and means to achieve the Army’s strategic vision and objectives, and appropriately leading to implement this alignment.
3. Synthesize the strategic leadership skills (interpersonal, conceptual, and technical) necessary to develop and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.
4. Comprehend the role of strategic military leaders as stewards of the Army profession.
5. Construct and apply an Individual Learning Plan to capitalize on new ideas gained from NLC.

Senior Leader Seminar (SLS)

The Senior Leader Seminar (SLS) graduates are intellectually prepared to immediately serve as valued advisers or executive officers to strategic-level U.S. Government leaders, equipped with the knowledge, skills, and attributes required to provide quality advice that helps their leaders address great problems of strategic policy, national defense, Federal governance and responsible senior leadership. To accomplish its mission, SLS I presents a curriculum designed to produce graduates who are able to:

1. Comprehend the unique aspects of advising and leading at the strategic level.
2. Analyze the role of the strategic leader in evaluating the climate and culture of the joint, interagency, intergovernmental, and multinational (JIIM) environment, aligning ends, ways, and means to achieve the Army’s strategic vision and objectives, and appropriately leading to implement this alignment.
3. Synthesize the strategic leadership skills (interpersonal, conceptual, and technical) necessary to develop and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.
4. Comprehend the role of strategic military leaders as stewards of the Army profession.
5. Construct and apply an Individual Learning Plan to capitalize on new ideas gained from SLS.

**Army Strategic Education Program – Basic Course (ASEP-B)**

The Army Strategic Education Program – Basic Course (ASEP-B) provides a foundation for Army strategic leaders as they enter 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.

1. Understand and employ the requirements, limitations, expectations, roles and responsibilities of an Army general officer at the strategic level.

2. Comprehend the consequences of power and navigate the personal and ethical challenges of leading at the strategic level.

3. Identify and demonstrate the foundational skills in executive relationship building, time management, critical thinking, and team building needed to successfully lead at the strategic level.

4. Identify and demonstrate functional skills in executive communications (oral and written) at the strategic level.

5. Recognize and apply the applicable competencies to lead and sustain innovative, agile, and ethical organizations in a Joint Interagency, Intergovernmental, and Multinational (JIIM) environment.

6. Recognize and modify the applicable competencies to improve personal health, self-awareness and resiliency to effectively lead at the strategic level.

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

The Combined/Joint Force Land Component Commander (C/JFLCC) course prepares senior leaders to plan, coordinate, and conduct land-centric operations/campaigns in a JIIM context.

1. Design, plan, and prepare for the execution of unified land operations that support coalition and joint force commanders in the accomplishment of national security and international policy objectives.

2. Form the land component command that executes theater-wide and multinational integrating functions of a C/JFLCC to set the theater.
3. Understand the supporting and complementary capabilities provided by the other functional commanders (Combined/Joint Force Air Component Command, C/JFACC; Combined/Joint Force Maritime Component Command, C/JFMCC; and Combined/Joint Force Special Operations Component Command, C/FJSOCC) and unified action partners.

4. Conduct sustained unified land operations to win in a complex world.

**Joint Service Reserve Component Officers Course (JSRCOC)**

The Joint Service Reserve Component Officers Course (JSRCOC) graduates are intellectually prepared to serve as senior military advisors at the national level in order to preserve peace, deter aggression and, when necessary, achieve victory in war. In order to accomplish this mission, JSRCOC presents a curriculum designed to produce graduates who are able to:

1. Comprehend the unique aspects of advising and leading at the strategic level.

2. Analyze the role of the strategic leader in evaluating the climate and culture of the joint, interagency, intergovernmental and multinational (JIIM) environment, aligning ends, ways and means to achieve the Nation’s strategic vision and objectives, and appropriately leading to implement this alignment.

3. Synthesize strategic leadership skills (interpersonal, conceptual, and technical) necessary to develop and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment (JIIM).

4. Comprehend the role of strategic military leaders as Stewards of the Profession and Strategic Communicators.

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

The Army Strategic Education Program – Advanced (ASEP-A) course provides graduates a broad learning experience focused on thinking, leading, and communicating at the strategic level. Students 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, case study, practical exercises, and experiential learning opportunities.

1. Formulate an in-depth understanding of the strategic leadership environment at the highest levels of national service.

2. Recognize the interrelationship of government, diplomacy, industry, and economic factors and their influence on the national security process.

3. Demonstrate the ability to think critically and creatively, exercise good strategic judgment, and effectively debate and argue in an intellectual, logical, and persuasive manner with national leaders.
4. Formulate or improve the ability to persuade, negotiate, influence and provide best military advice at the strategic level.

5. Demonstrate the leadership, executive relationship, civil-military understanding and communications skills required to create impactful interactions with political leaders, the Joint community, media, business, think tanks and academia.

6. Demonstrate the ability to communicate orally and in writing at the strategic level.

7. Modify and apply competencies to lead and sustain complex, innovative, agile, and ethical organizations in a JIIM environment.

8. Modify and apply competencies to improve personal health, self-awareness and resiliency to effectively lead at higher and strategic level.

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

The Army Strategic Education Program – Senior (ASEP-S) course enhances each general officer’s ability to immediately impact the issues and challenges facing the Army and Joint Force. Students personally interact with some of the most respected joint military, interagency, inter-governmental, academic, media, and civilian leaders.

1. Evaluate and devise a greater comprehension of the strategic environment and civil-military relations at the strategic level in a JIIM environment.

2. Analyze and engage for strategic impact Joint and international military leaders, and leading civilians (civil-military, business, and think tanks) who oversee or influence policy to prepare for successful leadership as a national-level chief executive.

3. Exercise the ability to think critically and creatively, exercise good strategic judgment, and effectively debate and argue in an intellectual, logical and persuasive manner with national leaders.

4. Identify personal gaps and develop personal approaches to successfully engage key military and civilian senior leaders at the national level.

5. Assess and formulate the capacity to lead and sustain complex, innovative, agile and ethical organizations at the national level in a JIIM environment.

6. Modify and apply competencies to improve personal health, self-awareness and resiliency to effectively lead at the national and strategic level.

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.

Enduring Themes

The design of the USAWC core curriculum aligns with Elihu Root’s emphasis on the “great problems of national defense, military science, and responsible command.” Linking these broad topics are several enduring themes that lend focus and coherence to the academic experience.

1. Strategic Leadership and the exercise of discretionary judgment.

2. Relationship of Policy and Strategy (relationship between ends, ways, and means).

3. Instruments of national power and potential contributions to national security.

4. Professional ethics.
5. Civil-military relations.

6. Instruments of war and national security.

7. History as a vehicle for understanding strategic alternatives and choices.

**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 DEP is executing a proof of concept to offer JPME II to all DEP students. In June 2016, the program received a positive assessment from Joint Staff J7 Staff Assistance Visit. Currently, a portion of the DEP student body will received JPME II credit dependent on acculturation rules. For an explanation of the difference between Phase I and Phase II credit, consult the most current Officer Professional Military Education Program (CJCSI 1800.01E), 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, and by the U.S. Army Training and Doctrine Command as a program for U.S. Army education and training under the Army Learning Model.
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) officers, 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 Resources Command 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 by the Adjutant General. The Adjutant Generals forward their approved lists to the National Guard 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 Chief, National Guard Bureau (CNGB), is the approval authority for both OMLs.

The CNGB returns the approved OMLs (but not the alternate lists) to the states. The State Joint Force Headquarters of each state notifies the selected officers early in the calendar year, and officers accept or decline enrollment for the following academic year. Final lists are released to the Senior Service Colleges in March.
**Civilians**

**Department of the Army Civilians**

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

The Army G3/5/7 determines the annual allocation of seats for DACs in the Resident Education Program and Distance Education Program. Civilians are selected through a centralized selection board. They must be at the grade of GS/GM-14 or higher, have at least 3 years in a full-time Department of the Army position, and have leadership experience. The Civilian Senior Leader Management Office (resident in the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs) handles applications. Details on the application process and eligibility requirements can be found in Chapter 2 of the Army Civilian Training, Education, and Development System (ACTEDS) Training Catalog at: [http://cpol.army.mil/library/train/catalog/ch02awc.html](http://cpol.army.mil/library/train/catalog/ch02awc.html).

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: [http://www.cpol.army.mil/library/train/catalog/ch04dsldp.html](http://www.cpol.army.mil/library/train/catalog/ch04dsldp.html).

Department of Defense civilians in the grade of GS-13 and above can enroll in the Distance Education Program. Applicants should contact the Department of Distance Education for enrollment information.

**Non-DOD Civilians**

Civilian employees of other federal agencies seeking enrollment in the resident or distance programs should work through their respective chain of command. For more information, contact the Associate Dean, 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 up to 76 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 director of the USAWC Fellows Program in the Strategic Studies Institute (SSI).

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 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. They stay in close contact with the USAWC through frequent communication with the program director and affiliation with a resident seminar. Additionally, they are assigned a USAWC faculty mentor and a senior Army mentor (usually a three- or four-star general officer or civilian equivalent) to help them make the most of the fellowship year.
Upon completion of the fellowship 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 Master of Strategic Studies degree. They may receive other degrees or certifications from their hosting organization.

Chief of Staff of the Army Senior Fellowship Program

Each year the Army selects a handful of officers for the Chief of Staff of the Army Senior Fellows Program. These officers already have completed senior service college (or a USAWC Fellowship) and thus receive another opportunity for intellectual broadening.

The USAWC is the Chief of Staff’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.
Master of Strategic Studies Degree (MSS), Resident and Distance Education Programs

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

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

Acceptance of Transfer Credits

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

Graduation Requirements—Resident Education Program

Graduation requirements must be satisfied by the last day of classes for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students and International Fellows pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. International Fellows may opt out of the MSS degree and pursue the USAWC diploma only.

Graduation requirements are as follows:

1. A minimum assessment numerical score of 3- (Pass) in all coursework totaling of 37 credit hours.

3. A minimum assessment numerical score of 3- (Pass) on the strategy research project (SRP).

4. Participation in the three national security staff rides and the National Security Seminar.

5. An Individual Learning Plan (ILP) established in concert with the student’s faculty adviser.

6. All U.S. students are required to conduct at least one public speaking engagement in front of a civilian audience before graduation. Consult the Communicative Arts Directive for additional information.

7. For Army personnel (all components), a current Army Physical Fitness Test (APFT) must be on file.

8. International Fellows not pursuing the MSS degree must satisfy the SRP requirement with a research paper, or another form of alternative project. See the Communicative Arts Directive section on Strategy Research Project (SRP) for additional information and ideas for meeting the SRP requirement.

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. International Fellows may opt out of the MSS degree and pursue the USAWC diploma only.

Graduation requirements are as follows:

1. A minimum assessment numerical score of a 3- (Pass) in all coursework totaling 36 credit hours.

2. A minimum assessment numerical score of 3- (Pass) on the Program Research Project (PRP).

3. Successfully complete both 2-week resident courses.

Academic Standards

A student’s primary duty is to meet all academic requirements and to participate actively in all scheduled classes. Students must complete all individual and group academic assignments and are expected to accomplish required readings, study, or research in advance of classes as specified in course directives or by their instructors.
Instruction is presented at the graduate level. Students will be questioned on issues and challenged to defend their positions. They are expected to conform to basic rules of courtesy and etiquette at all times; however, special attention to this requirement is expected during guest lectures and seminar discussions. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis, synthesis, and evaluation rather than description. Papers are expected to be concise, complete, logically organized, grammatically and stylistically competent, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written products must represent individual work. The Army War College has a policy for students to address academic grievances. The Student Complaint Policy can be found on the USAWC portal at http://internal.carlisle.army.mil/Pages/Policy/Faculty.aspx

Academic Integrity

The USAWC upholds the highest standards of academic integrity. This includes a strict academic code requiring students to credit properly the source of information cited in any written work, oral presentation, or briefing created to meet diploma/degree requirements. Simply put, plagiarism – the representation of someone else’s intellectual work as one’s own – is strictly prohibited. Plagiarism, along with cheating and misrepresentation (two other violations of academic integrity) are inconsistent with the professional standards required of military personnel and government employees. Furthermore, in the case of U.S. military officers, such conduct violates the “Exemplary Conduct Standards” delineated in Title 10, U.S. Code, Sections 3583 (U.S. Army), 5947 (U.S. Naval Service), and 8583 (U.S. Air Force). 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 how suspected violations of academic integrity are handled.

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.

For most events, military personnel have the option to wear either the Class B uniform (or other Service equivalent) or business attire, while civilian students are expected to wear business attire (suit or sport coat and tie for men and equivalent dress for women). The Commandant may sometimes change the uniform to meet mission requirements or weather conditions.

Physical Fitness

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

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

Seminar Learning Model

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

The USAWC strives to provide maximum diversity (Army component, military branch, multi-service, civilian, and international) within seminars. A seminar typically comprises an aggregate of over 300 years of diverse experience and knowledge.
Faculty members liberally draw upon this experience in seminar discussions. Seminar discussions foster student learning as they pursue the broad problems of national and international affairs and military art and science. Students face the challenge of submitting their ideas for critical seminar group appraisal and discussion. In turn, students benefit from the knowledge and experience of their peers.

**Faculty Advising and Feedback**

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

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

**Evaluation**

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

1. Outstanding (5)
2. Exceeds standards (4)
3. Meets standards (3)
4. Needs improvement (2)
5. Fails to meet standards (1)

Faculty may further indicate qualitative performance with the addition of “+” or “−” to the numerical grades above (except for “fails to meet standard”). As a general rule,
students must meet or exceed the standards for every requirement to graduate. If a student receives an overall grade of “incomplete” for a course evaluation, the student will be put on probation and required to revise and improve the course work. The USAWC Memorandum 623-1 provides more detailed information on student evaluation.

**Student Awards Program**

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

**Distinguished Graduates**

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

**Resident Education Program.** Weighted average for determination of DG/SG status will be based on six core courses (Theory of War and Strategy, Strategic Leadership, National Security Policy and Strategy, Theater Strategy and Campaigning, Regional Studies Program (RSP), and Defense Management), the oral comprehensive exam, and the strategy research project (SRP). Additionally, DG/SG candidates must achieve a passing grade in the Introduction to Strategic Studies (ISS) course and all elective courses. For the purposes of the weighted average calculation, the oral comprehensive exam will be weighted at two credit hours.

**Distance Education Program.** Weighted average for determination of DG/SG status will be based on nine core courses (Strategic Leadership, National Security Policy and Strategy, War and Military Strategy, Regional Issues and Interests, First Resident Course, Contemporary Security Issues, DoD Organization and Processes, and Theater Strategy and Campaigning I and II). Additionally, DG/SG candidates must achieve a passing grade in the Second Resident Course, any electives, and any Program Research Project (PRP). SRC, Elective and PRP grades are not averaged into the weighted average calculation for recognition.

**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.
Resident Education Program

The Resident Education Program (REP) consists of approximately 190 academic days stretching from early August to early June. Seven core courses, the strategy research project (SRP), comprehensive oral examination, three national security staff rides, and the weeklong National Security Seminar (NSS) together constitute the core curriculum, totaling 27 credits. In addition to the core courses, students must take elective courses totaling 10 credits. Students also can take optional special and complementary programs as desired.

International Fellows Orientation

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

International Fellows English Language Academic Preparatory Course (APC)

The International Fellows Program offers a 10-week English Language program prior to the International Fellows Orientation Program. The intent of this program is to improve the ability of International Fellows to use English in an academic environment. The program focuses on strengthening abilities regarding academic reading, research, presentation, vocabulary, and writing. The program also includes advanced grammar concepts and practice for the Test of English as a Foreign Language (TOEFL).

Core Courses

AA2200: Introduction to Strategic Studies (ISS) 2.0 credit hours: Introduction to Strategic Studies is an interdisciplinary course intended to get the academic year off to a strong start. It exposes students intellectually to the most demanding context—war—within which they will apply their professional skills. It uses a case study to focus students on the key themes of the curriculum. The course has several benefits: 1) introduces the curriculum with an examination of war in all its complexity; 2) provides students an example of “what right looks like” in preparing for class, engaging in seminar discussion, and completing written requirements; and 3) exemplifies the interdisciplinary nature of the curriculum and the faculty who will teach it.
NS2200: Theory of War and Strategy (TWS) 4.0 credit hours:

Theory of War and Strategy 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 all subsequent courses. The course is intended to produce senior officers and leaders who understand the theory and nature of war and who can evaluate the relationships between warfare and the complex, interdependent, contemporary, strategic environment. The course is also designed to produce senior officers and leaders conversant in strategic theory and it introduces them to the ends-ways-means strategy model. It provides the broad theoretical basis and many of the conceptual tools used in the remainder of the curriculum.

LM2201: Strategic Leadership (SL) 4.0 credit hours:

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

NS2201: National Security Policy and Strategy (NSPS) 5.0 credit hours:

National Security Policy and Strategy prepares students for service at the strategic level through the examination and study of key national security issues, national security policy and strategy formulation, the instruments of national power, and the U.S. Government processes for integrating, balancing, and synchronizing the instruments of power in promoting and protecting the national interest. Additionally, key national strategy documents to include the National Security Strategy (NSS), National Defense Strategy (NDS) and the National Military Strategy (NMS) are examined as products of the strategy formulation process.

WF2200: Theater Strategy and Campaigning (TSC) 7.0 credit hours:

Theater Strategy and Campaigning focuses on the examination and implementation of national guidance through the application of joint doctrine, translated into theater strategies and campaign plans to conduct joint, unified, and multinational operations. This course provides a detailed exploration of the U.S. military ways and means that connect operational efforts to strategic ends (policy aims). It helps students understand and evaluate doctrine, organizations, and concepts. Finally, it supports the Regional Studies Program (RSP) to emphasize contemporary application of U.S. operational doctrine to serve U.S. national security interests in specific regions.
LM2202: Defense Management (DM) 3.0 credit hours:

Defense Management provides the tools necessary to understand how strategic guidance is used to develop trained and ready combat forces for the Combatant Commanders. It addresses the systems and processes used by Defense, Military Departments, and the Joint Staff in terms of the underlying purposes for the systems and processes and the specifics of how they operate today. It includes the ability to assess current systems and make improvements.

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

The College offers a program of seven Regional Studies Courses (RSC) covering Africa (sub-Saharan), the Americas (North and South America), East Asia (China and surrounding region), South Asia (Afghanistan, Pakistan, India, and surrounding countries), Europe (Western and Eastern Europe), Eurasia (Russia, Caspian/Black Sea, and Inner Asia), and the Middle East (including North Africa). The courses explore a region in greater depth to examine how culture can affect policy and strategy formulation, implementation, and outcome. While the specific course is elective, each student must enroll in one RSC.

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

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

AA2206: Strategy Research Project (SRP) 2.0 credit hours:

All resident students are required to complete an individual SRP. The project is an opportunity to leverage the core curriculum to engage in independent thinking, research, inquiry, and writing. The SRP must be strategic in character, i.e., designed to answer a question of strategic importance. The annual Key Strategic Issues List (KSIL) published by the Strategic Studies Institute is a helpful starting point. Most SRPs are entered into the Defense Technical Information Center (DTIC) and, thereby, are made available to assorted agencies and publics. Increasingly, SRPs are being accepted for publication in outlets concerned with strategic issues, national security, and international affairs.

Strategic Studies Capstone

The Strategic Studies Capstone (SSC) is an interdisciplinary course conducted at the conclusion of the core curriculum. It provides an opportunity for students to conduct synthesis across the core courses in addition to the individual course synthesis already
achieved. It allows the focus to come upwards and expand across the entire core curriculum thus providing synthesis and analysis for a variety of subjects and learning outcomes. Through SSC, students focus on contemporary security issues relevant to students’ future assignments and allows them to leave the War College with a better appreciation for the challenges every senior leader will face in the future.

**Comprehensive Oral Examination**

Each student must pass a comprehensive oral examination at the end of the core curriculum. The exam is structured as a dialogue between the student and the faculty members. The student is assessed on his or her ability to address complex topics clearly and succinctly, express multiple perspectives concerning strategic issues, and demonstrate his or her personal self-awareness and frames of reference as they apply to strategic issues and topics. This dialogue will occur within the context of the topics covered during the core curriculum and may also incorporate the student’s proposed SRP topic.

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

**Annual Strategy Conference**

Occurring each year for 3 days in April, the USAWC Annual Strategy Conference brings together military, government, business, and academic leaders to discuss a key strategic issue. The conference serves as an outreach vehicle that develops key professional relationships, which in turn lead to high-quality research, analysis, and policy recommendations. Students and faculty participate as panelists and audience members throughout the conference.

**National Security Seminar (NSS)**

The NSS week is the capstone event of the academic year, enabling the synchronization of the entire core curriculum through strategic thinking and dialogue. It also allows the USAWC to reach out to civilian leaders across the U.S., providing an
opportunity for them to become better acquainted with the Army and prospective future leaders of our Armed Forces. These selected individuals are incorporated as new members across the seminars. Students, along with their new NSS guests, examine current national security issues.

**Elective Courses 2.0 credit hours:**

Electives provide additional depth and breadth to core course material, special themes, important subjects, or issues that meet personal and professional interests and needs. Each resident student must complete at least 10 credit hours of electives and may take more with the approval of their faculty adviser. For most students, this requirement will equate to five electives. There are no required “tracks” or “concentrations” of elective courses. Special study opportunities granting academic credit are also available. A full listing of electives can be found in the Electives Directive.

**Special or Complementary Programs**

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

**Advanced Strategic Art Program (ASAP)**

The ASAP offers approximately 15 selected resident students a concentrated course of study to prepare them to serve in subsequent assignments as advisers to strategic leaders, to include theater strategists and campaign planners. The course aims at the nexus between national policy and theater strategy. This unique program provides students with a solid intellectual foundation by using history, theory, and strategy that will enable them to develop a rich professional perspective on interagency and theater-strategic operations.

**Carlisle Scholars Program (CSP)**

The CSP is a program for students interested in further developing and articulating strategic thought during the academic year. Through competitive analysis of strategic challenges, Carlisle Scholars contribute to a broader strategic dialogue among national security leaders and stakeholders about the problems and opportunities of national security. Participants form a single seminar throughout the academic year which entails a combination of independent work, team work, and coordination with faculty. After completing approximately 10 weeks of intense course work, the scholars shift focus to writing articles and advising senior leaders. This unique program integrates the seminar concept of a traditional Professional Military Education experience with the autonomy of a self-directed fellowship.
National Security Policy Program (NSPP)

The NSPP provides approximately 15 selected students with an opportunity to immerse themselves in studies necessary to prepare them for the conduct of policymaking and planning at the national and theater levels. Maximum exposure is provided to the analysis of actual case studies, guest speakers who are or have been policy practitioners, student participation in policy-based exercises, and staff rides to relevant agencies. At the conclusion, program graduates are better prepared to serve in critical policy planner positions in the Washington-based interagency community, with any of the combatant commander staffs, and in American billets in international organizations such as NATO and the United Nations.

Advanced Defense Management Course (ADM)

The ADM is a tailored elective course that provides selected U.S. students with a detailed understanding of the key processes that underpin force management within the Department of Defense. Students leverage previously learned material from the Defense Management core course in order to reach a deeper understanding of the relationship and interdependencies between major defense management systems and processes used to develop forces and capabilities for the Combatant Commanders. The ADM is ideal for students who will serve within the Pentagon in the Office of the Secretary of Defense, on the Joint or Service Staffs, as well as anyone interested in a better understanding of the major Pentagon processes that drive military programmatic and policy decisions.

Joint Warfighting Advanced Studies Program (JWASP)

The JWASP is an intensive elective that prepares U.S. and international officers and civilians to effectively lead and participate in envisioning, planning, and executing joint, interagency, intergovernmental, and multinational operations in support of a multinational force commander. Studies focus on understanding the challenges facing contemporary commanders through the study of senior joint/combined command, strategic “hotspots,” and the operational design, organization, and execution of theater level campaigns across the spectrum of warfare. The study of contemporary joint and combined force employment provides a basis for understanding current doctrine and practices while focusing on applying these principles to the operational environment of the 21st century.

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

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

**Eisenhower Series College Program**

The Eisenhower Series College Program consists of a panel of about 10 students and a faculty moderator. This group visits public and private colleges and universities throughout the U.S. to discuss national security and public policy issues. The members are selected from student and faculty volunteers based upon their professional experience, education, understanding of national security issues, academic issues, and their ability to communicate with the American public.

**The Writing Enhancement Program**

The Writing Enhancement Program consists of two non-credit sequentially offered courses that are followed by access to individualized writing assistance. The Effective Writing Lab (EWL) entails 8 hours of classroom instruction with a writing expert and is required for selected individuals and open to others on a space available basis. The second non-credit course, Introduction to Strategic Writing and Discourse, is an extension of the initial course with attention to writing course papers, initiating research, and starting the SRP. The course entails 10 contact hours of instruction. Enrollment is open to all students on a space available basis, although EWL students have the right of first refusal.

**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 a special themes.

**Noontime Lectures (NTL)**

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

**Military History Program**

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

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

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

Strategic Art Film Program - Annual film series that is tied to the USAWC curriculum as
it relates to strategic leadership and decision making; moderated by instructors and
SMEs.

Army Heritage Days - Annual timeline living history event, covering Soldier history from
the 16th century to the present with re-enactors, special lectures, and special
demonstrations.

**Strategic Leadership Feedback Program**

The USAWC encourages students to take advantage of a comprehensive assessment
of their leadership style and behaviors. The program is designed to increase self-
awareness and, consequently, increase effectiveness as a strategic leader. The
program culminates with a one-on-one leadership feedback session with a highly
trained staff member, providing each student with a detailed assessment of his or her
leadership style and the personality resources that support that style.
Resident Education Program – Class of 2018

CORE CURRICULUM AND ELECTIVES

ORIENTATION

- Theory of War and Strategy
- Strategic Leadership
- National Security Policy And Strategy
- Theater Strategy and Campaigning
- Defense Management
- Regional Studies Program
- Electives

STRATEGY RESEARCH PROJECT

- Eisenhower Series College Program
- Carlisle Scholars Program
- Commandant’s Reading Program
- National Security Policy Program
- Advanced Strategic Art Program
- Advanced Defense Management

SPECIAL PROGRAMS

- Strategic Leader Feedback Program
- Military History Program
- Strategic Arts Film Program
- Student Social Activities
- Noontime Lectures
- Perspectives/Kleber Lectures

COMPLEMENTARY PROGRAMS

- NSSR #1 (Gettysburg) 19-20 SEP; JCLASS 8-14 APR; NSSR #2 (NYC) 18-20 APR;
- Strategy Conference 24-25 APR; NSSR #3 (DC) 8-10 MAY; Graduation 8 JUN
Distance Education Program

The Distance Education Program (DEP) consists of an online orientation course (including a voluntary, resident orientation weekend), a series of 8 online core courses, an online elective or research and writing project, and 2 resident courses, taken over a 2-year period, for a total of 36 credit hours. The DEP is analogous to the 1-year REP and results in the award of the Master in Strategic Studies degree. Each course is composed of several blocks subdivided into units and lessons. The lesson is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course objectives. Course performance is evaluated through writing, forum participation, online examination, and collaborative requirements. Individual student requirements are subjective in nature, based on required study and designed to ensure that course learning objectives are attained.

Courses

DE2300: Orientation 0.0 credit hours:

This course is designed to prepare the student for education at the strategic level. It introduces the student to methods of learning, adult learning concepts, critical thinking skills, and graduate level writing skills. Additionally, it helps students configure their computers, understand the expectations for online forum participation, enter biographical data, and complete a 500-word diagnostic essay. In addition to DE2300, a voluntary, resident orientation weekend is available to students.

DE2301: Strategic Leadership (SL) 3.0 credit hours:

Strategic Leadership provides the doctrinal foundation of the curriculum. The course provides the student an opportunity to assess and evaluate the art and science of strategic leadership 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 strategic leader competencies and decision making factors to a volatile, uncertain, complex, and ambiguous environment.

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

National Security Policy and Strategy is focused on American national security and foreign policy formulation. This course provides a theoretical framework for analyzing the complexity and challenges associated with the contemporary international security environment. Students examine the U.S. interagency process and organization for developing and implementing U.S. foreign and security policies. Finally, students are
introduced to the U.S. Army War College methodology for formulating security strategies that effectively employ all instruments of national power in order to secure national interests and objectives.

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

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

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

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

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

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

**DE2307: Contemporary Security Issues (CSI) 3.0 credit hours:**

Contemporary Security Issues challenge students to examine contemporary and future concepts that will influence U.S. national security and war fighting over the next 20 years. The course provides materials to provoke student critical thinking on aspects of warfare in the 21st Century. Topics covered include globalization, irregular warfare, space, cyber
warfare, and leveraging information in the operational environment (network-centric operations) that incorporate land, sea, air, and space technologies. Students also investigate emerging issues associated with Defense, Joint, and Army Transformation.

DE2308: DOD Organization and Processes 3.0 credit hours:

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

DE2309: Theater Strategy Campaigning I 4.0 credit hours:

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

DE2310: Theater Strategy Campaigning II 4.0 credit hours:

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

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

As the capstone course for the Distance Education Program, the SRC examines strategic leadership and its application of military forces in current and future warfare. In the process, students assess and discuss the current issues facing the defense establishment, develop a better understanding of the interaction of the instruments of national power, and expand on their knowledge of the relationships between the Department of Defense and those organizations that influence the implementation of national security strategy. The SRC is followed by graduation.

Commandant’s National Security Program (CNSP)

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

**Elective Courses 2.0 credit hours:**

Electives provide students with instruction in a specialized subject which builds on the knowledge gained during the 2-year program and is either of personal or professional interest to the student. Courses in the Elective Program are designed to provide the opportunity for greater depth of study with an expert in a specific area of study. A full listing of elective courses can be found in the Electives Directorate.

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

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

**DE2345: Personal Experience Monograph (PEM)**

The PEM provides the student an opportunity to reflect upon personal mission experiences – possibly at the tactical or operational level – and link them to strategic issues. The PEM supports the desire of the Chief of Staff of the Army to capture the experiences of those who have participated in combat or peace operations or who have had unique mission experiences and examine them within a strategic context. A PEM is 6,000-7,000 words in length and is written in a first-person narrative style for an audience of strategic leaders.

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

This is a mentored study of the seminal writings in these fields that influenced current U.S. government doctrine. Students survey important ideas and works through history to determine their influence on current thinking in one of these fields, including publications by the U.S. military, non-Defense agencies, academic institutions, and international organizations. Students research and analyze foundational works in peace operations, stability operations, or irregular warfare to determine their influence on U.S. operations and doctrine, and publish the results in a paper of approximately 5,000 words.

**Educational Trips/Staff Rides**

**National Security Staff Ride**

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

Scheduled during the FRC, the staff ride permits students to consider this 1862 Civil War battle, part of Robert E. Lee’s first campaign into the North. Students evaluate the actions of key leaders at the Battle of South Mountain, the siege of Harper’s Ferry, and the culminating battle of the campaign on the banks of Antietam Creek.

Gettysburg Staff Ride

Scheduled during the SRC, the staff ride to Gettysburg provides students the opportunity to study Lee’s second and last major campaign into the North. It encourages students to consider Lee’s and Jefferson Davis’ strategy to wage a successful campaign and possibly affect the course of the war.

Distance Education Program — Class 2018

Other Educational Offerings

Basic Strategic Art Program (BSAP)

The BSAP provides officers newly designated into the Strategic Plans and Policy Functional Area 59 (FA59) an introduction to strategy and to the unique skills,
knowledge, and attributes needed as a foundation for their progressive development as Army strategists. This program provides the basic qualification course for FA59 and forms part of the intermediate level education for these officers.

**Nominative Leader Course (NLC)**

The Nominative Leader Course (NLC) is a 2-week course that enhances the education of senior nominative-position Command Sergeant Majors/Sergeant Majors who are either currently assigned to, or projected for assignment to key positions as senior enlisted advisers and staff sergeant majors at the 1-2 star command (executive) 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.

**Senior Leader Seminar**

The Senior Leader Seminar (SLS) is a 1-week leader development course that enhances the education of select senior Army colonels (generally 23 – 26 years of service), GS-15 Department of the Army civilians and nominative position CSMs/SGMs who are either currently assigned, or projected for assignment, to key positions as advisers and staff officers for general officers and senior civilian leaders. The course also hosts select GS-15 federal civilians from across the U.S. interagency. It offers an experience that is both broadening and educational, focused on increasing attendee preparation for service at the national level. The SLS I is comprised of presentations and seminar sessions, facilitated by the USAWC faculty and mentored by a retired three-star general officer senior facilitator. It leverages notable strategic level commentators from joint military, interagency, intergovernmental, non-governmental, media and academic communities to address current and future leadership, management, strategic and security issues.

**Army Strategic Education Program – Basic Course (ASEP-B)**

ASEP-B is a required 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 enter 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 the first week of the course, which includes a separate, concurrent curriculum specifically for them.

**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.

Joint Senior Reserve Component Officer Course (JSRCOC)

JSRCOC is a position-dependent strategic leader development course for general/flag officers of all services and select international partners. The course provides GO/FOs a broad educational experience focused on thinking, leading, and communicating at the strategic level. The curriculum addresses foundations of strategic leadership, the joint interagency, intergovernmental, and multinational (JIIM) environment, economics of national security, civil-military relations, working with Congress, Army enterprise, and total force dynamics. The course includes notable and talented strategic level presenters from joint, interagency, inter-governmental, non-governmental, business, media, and academic communities.

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.

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 have the opportunity to personally interact with some of the most respected joint military, inter-governmental, academic, media, and civilian leaders. ASEP-S enhances each general officer’s ability to immediately impact the issues and challenges facing the Army and Joint Force. The latter part of the week consists of individually tailored engagements, providing each student the opportunity for one-on-one interaction with key personnel depending on his/her assignment.
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.

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.

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.

Defense Planners Course (DPC)

The Defense Planners Course is a 10-week online distance education program offered three times each year to U.S. Army Active and Reserve Component officers and Department of the Army civilians. Approximately 20 students are accepted into each course. The course focuses on improving competency in strategic direction, strategic/operational art, operational design, and the joint operation planning process (JOPP) with enhanced awareness and understanding of the interconnections of multinational coordination and interagency planning. The course is for officers and civilians who do not have the benefit of attending BSAP or other similar courses but who must operate in, and conduct planning, in a joint environment.
Defense Strategy Foundation Course (DSFC)

The Defense Strategy Foundation Course is a 3-month online course offered once each year for 30 specially selected senior Department of Defense civilians in the Defense Senior Leadership Development Program (DSLDP). Successful completion of DSFC is a prerequisite for members of DSLDP who are scheduled to attend senior service college programs in residence. The DSFC focuses on improving student understanding of the National Security Strategy of the U.S. in a complex and changing environment. The course consists of 10 online lessons (in 4 grouped sections) on the topics of: Introduction to Online Learning, Strategic Theory, Military Schools of Strategic Thought, Strategy Formulation, DOD Strategy Process, Interagency Framework, Homeland Defense Security, Uses of History in Policymaking, Globalization and Economic Development, and the Current Strategic Environment. Moreover, DSFC addresses the national security policymaking process and the relationship of the national elements of power to defense strategy.

International Strategic Conflict Negotiation Exercise (ISCNE)

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

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 theater strategic programs, i.e., the Advanced Strategic Art Program (ASAP) and the Joint Warfighting Advanced Studies Program (JWASP).
Department of National Security and Strategy (DNSS)

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

Strategic Studies Institute (SSI) and USAWC Press

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

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

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

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

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

Department of Senior Leader Development (DSLD)

This Department is comprised of the Senior Leader Education Division (SLED), Strategic Concepts and Doctrine Division (SCDD), and Basic Strategic Art Program (BSAP).

The Senior Leader Education Division (SLED) trains and educates the Army’s Senior Officers and NCOs in post-Senior Service College / Sergeants Major Academy strategic education. SLED has responsibility for curriculum and design of the Nominative Leader Course for nominative SGMs, Senior Leader Seminar for senior COLs, Army Strategic Education Program for general officers from BG-LTG, and the Combined/Joint Force Land Component Commander Course.

The Strategic Concepts and Doctrine Division (SCDD) is responsible for educating senior leaders at the operational and strategic levels in Cyberspace Operations, Mission Command, Strategy Education, Doctrine, and Homeland Defense & Security. They provide Senior Service College electives in Cyber, Landpower, Mission Command, and Homeland Defense. SCDD’s expertise is pursued across the Army, Joint Force, DOD, and Interagency.

The Basic Strategic Art Program (BSAP) educates officers and Department of Army Civilians and graduates them equipped 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. Moreover, the graduation completes most officers’ transition from their basic branches to the Functional Area 59, Army Strategists.

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).
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.

Besides their primary missions, all three departments share responsibility for the CSL mission of conducting research activities, strategic exercises, and strategic communication. In addition, the three departments establish and sustain habitual relationships with all Geographic Combatant Commands (especially associated Army and USMC component commands), the Department of Homeland Security, and Army and Joint staff sections and organizations.

Human Dimension Department (HDD)

The Human Dimension Department (HDD) educates, develops and enhances leaders for strategic leadership roles and responsibilities by advancing knowledge in the human dimension of war, with the particular emphasis in the cognitive, social and physical aspects of strategic leadership. The Strategic Leadership Feedback Program (SLFP) enhances self-awareness and strategic leader development using an integrated 360 degree assessment of leader attributes, and is designed to accelerate leader development, improve decision-making, optimize adaptability and increase interpersonal effectiveness. The HDD also conducts research on how the cognitive attributes of senior leaders influence their decision-making.

U.S. Army Peacekeeping and Stability Operations Institute (PKSOI)

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

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

The U.S. Army Heritage and Education Center (USAHEC) makes contemporary and historical materials available to inform research, educate an international audience, and honor Soldiers, past and present. It is the first choice for anyone researching the history, organization, development, and future of the U.S. Army—for publication, course development, and official or public projects or programs. The USAHEC supports the USAWC curriculum and the history related needs of senior army leaders, through its library, archive, museum services, research and analysis. Specific items of interest in support of the curriculum are the Perspectives in Military History and Brooks E. Kleber Memorial Lectures series, the Strategic Arts Film Program, Army Heritage Days, and tailored research orientations and consultations.

Army Strategic Education Program (ASEP)

The Army Strategic Education Program (ASEP) manages General Officer education across all service components on behalf of the Chief of Staff of the Army. ASEP is a new program that consolidated responsibilities previously owned by the General Officer Management Offices for the Regular Army, Army National Guard, and Army Reserves, as well as the Army Senior Leadership Development Program. The implementation of ASEP has increased efficiencies and coherency, while reducing redundancy and travel, in General Officer education for the entire population. ASEP works closely with the National Defense University, Air War College, Naval War College, the Joint Staff, and various civilian academic institutions, as well as the Center for Strategic Leadership (CSL) to ensure General Officers are provided the best educational opportunities available.
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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 44 years old and has completed roughly 21 years of service. All military officers possess a college degree, over two-thirds hold a graduate degree, and around 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: 1) calls and conducts class meetings; 2) appoints committees for class activities (e.g., sports, social, gift, community activities, etc.); 3) supervises the operation of the class fund; 4) keeps the College leadership informed of all class activities; and 5) 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.

**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 locations of specific Christian denominations, Jewish services and other faith traditions. Though no special services are offered for followers of the Islamic faith, a small prayer room is provided in Upton Hall for Muslim students.

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
- 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.
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.

John S. Kem, Major General, Commandant; B.S., U.S. Military Academy; M.S., M.B.A., Northwestern University; M.S., Industrial College of the Armed Forces.

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.

Christopher M. Martinez, Command Sergeant Major, U.S. Army Sergeants Major Academy Class of 58, B.S., Excelsior 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.

Daniel L. Shields, Ambassador, Department of State; B.S., Georgetown University; M.S., U.S. National War College.

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.

Kenneth P. Adgie, Colonel, Deputy Commandant; B.S., Trenton State College; M.A., Louisiana State University; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

The Provost works on behalf of the Commandant to advance the USAWC’s excellence as an educational institution. As the chief academic officer, the Provost supervises all academic and leader development programs to ensure quality, coordination, and integration. He assists the Commandant in setting strategic direction in five principal areas: education, faculty, students, research, and support. The Provost oversees the functions of the Office of the Registrar and Institutional Assessments Office.
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.
Lynn L. Snyder, G8; B.S., Penn State University; M.B.A., University of Wisconsin.

Frank P. Intini III, Colonel, G9; B.S., United States Military Academy; M.A., Webster University; M.S.S., U.S. Army War College.

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


The Senior Service Representatives from the U.S. Air Force, U.S. Navy, and U.S. Marine Corps; Army National Guard Adviser; 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.


Michael P. Zick, Colonel, U.S. Air Force Senior Service Representative; B.S., Embry-Riddle Aeronautical University; M.S.A., Embry-Riddle Aeronautical University; M.M.A.S., Air Command and Staff College.

Wade Turvold, Captain, U.S. Navy Senior Service Representative, Director National Security Studies; B.S., U.S. Naval Academy; M.A., U.S. Naval War College.

James E. Scalf, Colonel, Senior National Guard Adviser; B.A., Cumberland College; M.S.S., National Defense University.

Michael J. Zinno, Colonel, Senior Army Reserve Adviser; B.A., Gettysburg College; M.M.A.S., U.S. Army Command and General Staff College; M.A., American Military University; M.S., Joint Forces Staff College.
Executive Services (Exec Svcs) provides protocol expertise in support of the Commandant’s Key Leadership Engagements and Strategic Outreach program. The Exec Svcs is responsible for planning, coordinating, and executing official and social activities associated with conferences, courses, meetings, briefings, and visits of DV-1 (i.e. President of the United States) through DV-6 (i.e. General/Flag Officer) distinguished visitors, civilian equivalents, and foreign dignitaries, to include NATO, NGOs and diplomatic missions.

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

USAWC Board of Visitors (BOV)

The USAWC 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. Currently serving members are listed below.

Dr. George Atkinson. Acting President, Member since March 2009. Dr. Atkinson is the Director of the Institute on Science for Global Policy at the University Of California.

LTG David W. Barno, USA (Ret.). General Barno, a highly decorated military officer with over 30 years of service, is a Distinguished Scholar in Residence at the School of International Service at American University and Senior Advisor and Senior Fellow at the Center for a New American Security.

Mr. Frederick Downey. Member since March 2009. Mr. Downey is the Vice President for National Security Aerospace Industries Association.

Justice Jeffrey Johnson. Member since 2014. Justice Johnson is Associate Justice in the California Court of Appeal. He is also a member of the California. He is also a member of the Court Facilities Advisory Committee.

Dr. Nadia Schadlow is a Senior Program Officer in the International Security and Foreign Policy Program of the Smith Richardson Foundation in Westport, Connecticut.

Dr. David Schejbal. Member since 2014. Dr. Schejbal is the Dean of Continuing Education, Outreach, and E-learning at the University of Wisconsin-Extension.

Dr. Scott A. Snook. Member since February 2013. Dr. Snook is currently the MBA Class of 1958 Senior Lecturer of Business Administration at the Harvard Business School.
Mr. Robert M. Soeldner. Member since February 2013. Mr. Soeldner is currently the Chief Operating officer of RWE Supply & Trading SA Switzerland and oversees daily management and operations for Sales & Origination.

School of Strategic Landpower (SSL)

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


Scott J. Bertinetti, Colonel, Deputy Dean; B.A., Texas Tech University; M.A., The Catholic University of America; M.A., U.S. Naval War College; M.M.A.S., U.S. Army Command and General Staff College; M.S., National Defense University; ABD, Texas A & M University.

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

Department of Command, Leadership, and Management (DCLM)

Dale Watson, Colonel, Chairman; B.S., West Chester University; M.S.A., Central Michigan University; M.S.S., U.S. Army War College.

Andrew J. Lippert, Academic Executive Officer; B.S., U.S. Military Academy; M.S.A., Central Michigan University; M.S.S., U.S. Army War College; Ph.D., Temple University.

Charles D. Allen, Professor of Leadership and Cultural Science; B.S., U.S. Military Academy; M.S., Georgia Institute of Technology; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Kristin J. Behfar, Professor of Strategic Leadership and Ethics; B.S., Boston University; M.S., Boston University; Ph.D., Cornell University.

Robert D. Bradford, III, Colonel, Director, Defense Enterprise Management and Defense Management; B.S.E., Princeton; M.S., Naval Post Graduate School; M.S.S., U.S. Army War College.

R. Craig Bullis, Professor of Management; B.A., Stephen F. Austin State University; M.S., Ph.D., Texas Tech University.
Hon Erin C. Conaton, Professor of Organizational Studies; B.S., Georgetown University; M.A., Tufts University.

Eric S. Crider, Colonel, Director, Public Administrative Studies; B.B.A., Georgia College and State University; M.B.A., Georgia College and State University; M.S.S., U.S. Army War College.

Edward J. Filiberti, Professor of Force Management Studies; B.S., U.S. Military Academy; M.S.A., Central Michigan University; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.U.R.P., University of Hawaii.

Frederick J. Gellert, Professor of Resource Management; B.S., Wayne State University; M.S., Rensselaer Polytechnic Institute; M.S.S., U.S. Army War College.

Stephen J. Gerras, Professor of Behavioral Sciences; B.S., U.S. Military Academy; M.S., Ph.D., Penn State University; M.S.S., U.S. Army War College.

William R. Grotewold, Captain, U.S. Navy, Director, Maritime Operations (Naval); B.S., Vanderbilt University, M.S.S., U.S. Army War College.

Mark Haberichter, Colonel, U.S. Air Force, Director, Research, Development and Acquisition Management; B.A., University of Iowa; M.M.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Air War College.

Andrew A. Hill, Professor of Organizational Studies; B.A., Brigham Young University; M.P.P., University of California; Ph.D., Harvard Business School.

Michael P. Hosie, Colonel, Director of Command and Leadership Studies; B.S., U.S. Military Academy; M.A., U.S. Naval War College; M.S., Pennsylvania State University – University Park.

Nathan B. Hunsinger, Jr., Colonel, Director of Force Management Studies; B.S., DeSales University; M.A., Webster University.

Silas G. Martinez, Colonel, Director of Leadership Development; B.S., U.S. Military Academy; M.S., University of Missouri – Rolla; M.S., Wright State University; M.M.S., Army War College; Ph.D., Wright State University.

Richard M. Meinhart, Professor of Defense and Joint Processes; B.S., Lehigh University; M.A., Central Michigan University; M.A., U.S. Naval War College; Ph.D., George Washington University.

Barrett K. Parker, Colonel, Chair, U.S. Army Reserve Studies; B.S., Pennsylvania State University; M.S., Samford University; M.S., University of Missouri.
John E. Sena, Colonel, Director, Human Resources Management Systems; B.S., Black Hills State College; M.S.S., U.S. Army War College


Maurice L. Sipos, Colonel, Director of Leadership and Command Instruction; B.A., Lehigh University; M.S., Lehigh University; Ph.D., Lehigh University, M.M.S., U.S. Army War College.

Peter R. Sniffin, Colonel, Director of Ethical Development; B.A., Virginia Military Institute; M.Div., Westminster Theological Seminary; M.M.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Kelley C. Stevens, Colonel, Director of Strategic Management Systems; B.S., U.S. Air Force Academy; M.S., University of Oklahoma.

Edward J. Siegfried, Colonel, Senior National Guard Adviser; B.S., North Carolina A&T University; M.Ed., Pennsylvania State University; M.M.S., U.S. Marine Corps University; M.S.S., U.S. Army War College.

Douglas E. Waters, Professor of Department of Defense Systems; B.A., Duke University; M.A., U.S. Naval War College.

Bob E. Willis, Colonel, Director of Military Requirements and Capabilities; B.A., West Virginia University; M.A., Hawaii Pacific University; M.M.S., U.S. War College.

George J. Woods, Professor of Strategic Leadership; B.S., U.S. Military Academy; M.A., Columbia University; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College; Ph.D., Penn State University.

Louis G. Yuengert, Professor of Defense Leadership and Enterprise Management, Director, Defense Management Course; B.S., U.S. Military Academy; M.S., Georgia Institute of Technology; M.S.S., U.S. Army War College.

**Department of Distance Education (DDE)**

Clayton K.S. Chun, Professor, Chairman; B.S., M.A., University of California; M.S., University of Southern California; M.A., Ph.D., RAND Graduate School, U.S. Air War College.

Sylvester H. Brown, Professor, Academic Executive Officer; B.S., Georgia Southern College; M.A., Webster University; M.S., U.S. Naval Postgraduate School; M.S.S., U.S. Army War College.
James P. Allen, B.S., Texas A&M University; M.S.S., U.S. Army War College; PhD Candidate, University of Illinois, Urbana-Champaign.

Jonathan D. Beard, Faculty Instructor; B.S., Appalachian State University; M.B.A., Touro University International; M.S.S, U.S. Army War College.
Frank E. Blakely, Faculty Instructor; B.S, University of Texas; M.B.A., Embry-Riddle Aero University; M.S., Montana State University; M.S.S., U.S. Army War College.

Fred C. Bolton, Faculty Instructor; B.A., American University; CISO Certificate, National Defense University; M.P.A., George Mason University; M.S.S., U.S. Army War College; Ph.D., Virginia Commonwealth University.

Donald W. Boose, Faculty Instructor; B.A., Cornell University; M.A., University of Hawaii.

Clarence (Larry) J. Bouchat IV, Faculty Instructor; B.S., U.S. Air Force Academy; M.S., University of Southern California.

David A. Bouton, Faculty Instructor; B.B.A., M.A., University of Notre Dame; Ph.D., Virginia Commonwealth University.

Jeffrey R. Broughton, Faculty Instructor; B.S., Northern Michigan University; M.S.S., U.S. Army War College.

Brian T. Cashman , Colonel, Faculty Instructor; B.S. University of Massachusetts; M.S.S., U.S. Army War College.

Christian E. Cook, Commander, Director, Theater Strategy and Campaigning I; B.S. Miami University of Ohio; M.A., U.S. Naval War College.

Andrew C. Cooper, Colonel, Faculty Instructor; B.A. University of Tampa; M.S.S., U.S. Army War College.

James V. Di Crocco III, Lieutenant Colonel, Faculty Instructor; B.S., Ohio University; M.A., George Mason University; M.S.S, U.S. Army War College.

Brian T. Dieffenbacher, Colonel, Faculty Instructor; B.S., Temple University; M.B.A. & M.S. M.I.S., University of Pittsburgh; M.S.S., U.S. Army War College.

Frank G. Dunaway, Colonel, Faculty Instructor; B.A., Western Washington University; M.Ed., University of Louisville; M.S.S., U.S. Army War College.

Mark J. Eshelman, Faculty Instructor; B.S., U. S. Military Academy; M.S.S.I., Defense Intelligence College; M.M.S., U.S. Army Command and General Staff College; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S, U.S. Army War College.
Francis V. Frazier IV, Colonel, Director, Theater Strategy and Campaigning II; B.S., U.S. Military Academy; M.B.A., University of California (Irvine).

James A. Frick, Colonel, Director, Defense Planner’s Course Course; B.S., U.S. Military Academy; M.M.A.S., Air University; M.A.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.
Vanessa M. Gattis, Colonel, Faculty Instructor; B.A., Wilberforce University; M.Ed., Howard University; M.S.S., U.S. Army War College.; Ph.D., Grand Canyon University.

Matthew N. Gebhard, Colonel, Faculty Instructor; B.A., McDaniel College; M.S., Duquesne University; M.S.S., U.S. Army War College.

Charles E. Grindle, Colonel, Director, Second Year Studies; B.A., Washington and Jefferson College; M.S., University of Pittsburgh; M.S.S., U.S. Army War College; Ph.D., University of Pittsburgh.

Jeffrey L. Groh, Director, Contemporary Security Issues; B.S., U.S. Military Academy; M.A., U.S. Naval Postgraduate School; M.S.S., U.S. Army War College; D.Sc., Robert Morris University.

Gregory L. Guidry, Faculty Instructor; B.S., Louisiana State University; M.B.A. Golden Gate University; M.S.S., U.S. Army War College.

Peter M. Haas, Colonel, Course Director, Strategic Leadership; B.A., John Carroll University; M.S., Florida Institute of Technology; M.S., U.S. National Defense University.

Stephen G. Harlan, LTC, Faculty Instructor; B.A., McDaniel College; M.A., Rutgers University; M.S.S., U.S. Army War College.

Jerad I. Harper, Colonel, Faculty Instructor; B.S., U.S. Military Academy; M.A., Minnesota State University-Mankato; M.S., National Intelligence University; M.S.S., U.S. Army War College; Ph.D. Candidate, George Mason University.

Ernest C. Hernandez, Sr., Colonel, Faculty Instructor; B.S., Georgia Institute of Technology; M.B.A., University of Southern California; M.S.S., U.S. Army War College.

Joel R. Hillison, Faculty Instructor; B.A., Monmouth College; M.A., University of Oklahoma; M.S.S., U.S. Army War College; Ph. D., Temple University.

Harold M Hinton, Faculty Instructor; B.A., Sports Medicine, Rice University; M.S.S., U.S. Army War College.

Jeanine S. Jacob, Lieutenant Colonel, Faculty Instructor; B.A., American University; M.S., University of Virginia; M.S.S., U.S. Army War College.

Louis H. Jordan, Jr., Faculty Instructor; B.A., Fordham University; M.S.S., U.S. Army War College.
Ryan J. LaPorte, Colonel, Director of Orientation; B.S., University of Florida; M.S., Central Michigan University; M.S.S., U.S. Army War College.

James P. Lincoln, Colonel, Faculty Instructor; B.A., New Mexico Highlands University; M.P.A., Northern Illinois University; M.S.S., U.S. Army War College.

Jeffrey A. McDougall, Colonel, Director, Defense Planners Course; B.S., U.S. Military Academy; M.S., Florida Institute of Technology; M.M.A.S., U.S. Army Command and General Staff College; M.S.S, U.S. Army War College.

Michael J. McMahon, Faculty Instructor; B.S., United States Military Academy; M.S., U.S. Naval Postgraduate School, M.S.A.S., School of Advanced Military Studies; M.S.S., U.S. Army War College.

Albert C. Morris, Colonel, Director, Second Resident Course; B.S., University of Colorado-Denver; M.S., American Military University; M.S.S., U.S. Army War College.

John A. Mowchan, Lieutenant Colonel, Course Director, Regional Issues and Interests; B.S., Albright College; M.S., National Intelligence University; M.S.S., U.S. Army War College; PhD ABD, West Virginia University.

Michael K. Moyer, Faculty Instructor; B.S., U.S. Military Academy; M.B.A., Kennedy Western University; M.S.S., U.S. Army War College.

William Muller, Faculty Instructor; B.S., Drexel University; M.B.A., University Detroit-Mercy; M.S.S., U.S. Army War College; D.B.A., Capella University.

Kurt D. O’Rourke, Colonel, Director, First Resident Course; B.A., Norwich University; M.A., California University of Pennsylvania; M.S.S., U.S. Army War College.

Robert S. Powell, Jr., Colonel, Faculty Instructor; B.S., Middle Tennessee State University; M.S., Capitol College; M.S.S., U.S. Army War College.

Jeffrey C. Predmore, Faculty Instructor; B.S., U.S. Military Academy; M.A., Ohio State University; M.S.S., U.S. Army War College.

Janet E. Riley, Colonel, Faculty Instructor; B.S., Framingham State College; M.S.S., U.S. Army War College.

Judith D. Robinson, Faculty Instructor; B.A., Luther College; M.I.M., Thunderbird School of Global Management; M.Ed., Temple University; M.S.S., U.S. Army War College.

James E. Scalf, Colonel, Director, Theater Strategy and Campaigning I; B.A., Cumberland College; M.S.S., National Defense University.

Jeffrey Settle, Colonel, Faculty Instructor; B.S. U.S. Military Academy; M.M.A.S., School of Advanced Military Studies.
James M. Sindle, Lieutenant Colonel, Faculty Instructor; B.S., University of Arizona; M.S., Georgetown University; M.S.S., U.S. Army War College.

Robert E. Smith, Faculty Instructor; B.S., U.S. Military Academy.

Dennis N. Snelling, Colonel, Faculty Instructor; B.S., U.S. Air Force Academy; M.S., Troy University; M.S.S., U.S. Army War College.

Ann Stafford, Faculty Instructor; B.A., Tufts University; M.A., Fletcher School of Law and Diplomacy; M.M.A.S., School of Advanced Military Studies; M.A., U.S. Navy War College.

Christine A. Stark, Faculty Instructor; B.A., Fitchburg State University, M.S.S., U.S. Army War College.

Ricky W. Streight, Faculty Instructor; B.S., Central State University; M.S., West Coast University; M.S.S., U.S. Army War College; Ph.D., University of Oklahoma.

Douglas C. Van Weelden, Colonel, Faculty Instructor; B.A. SUNY Geneseo; M.B.A., Webster University; M.S.S., U.S. Army War College.

Terrence M. Wallace, Faculty Instructor; B.S., Niagara University; M.B.A., Fairleigh-Dickinson University; M.S.S., U.S. Army War College.

Kevin J. Weddle, Director, War and Military Strategy; B.S., U.S. Military Academy; M.S. and M.A., University of Minnesota; M.S.S., U.S. Army War College; Ph.D., Princeton University.

Kenneth W. Womack, Faculty Instructor; B.S., U.S. Air Force Academy; M.S., University of Southern California; M.S.S., U.S. Air War College.

Nicholas D. Young, Colonel, Faculty Instructor; B.A. Austin Peay State University; M.A., M.E., M.P.A., and Ph.D., American International College; M.S.S., U.S. Army War College; Ph.D., Union University.

Charles D. Zimmerman, Colonel, Faculty Instructor; B.S., Frostburg State University; M.S.S., U.S. Army War College.

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

Tarn D. Warren, Colonel, Chairman; Director, Joint Doctrine; B.S., California Polytech State University; M.S., University of Kansas; M.S.S., U.S. Army War College.

Timothy D. Brown, Academic Executive Officer; B.S., U.S. Air Force Academy; M.S., Embry-Riddle Aeronautical University; M.M.A.S., Air Command and Staff College; M.S.S., U.S. Army War College.
Erik N. Anderson, Colonel, Director, Army Planning; B.S., U.S. Military Academy; M.S., Long Island University; M.M.A.S, School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Darrell W. Aubrey, Colonel, Director, Sustainment Operations; B.A., Prairie View A&M University; M.E., Northwestern State University; M.S.S., U.S. Army War College; D.M., University of Phoenix.

Douglas W. Bennett, Colonel, Director, Theater Strategy; B.S., Virginia Polytechnic and State University; M.S., University of Phoenix; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College.

Thomas A. Bruscino, Jr., Professor, Theater Strategy; B.A., Adams State College; M.A. and Ph.D., Ohio University.

Brian C. Cook, Colonel, Director, Theater Strategy, B.A., U.S. Military Academy; M.S.S., Naval War College.

G. K. Cunningham, Professor, Strategic Landpower; B.A. x 2, Pennsylvania State University; M.A., Duquesne University; Ph.D., Capella University.

Thang Doan, Lieutenant Colonel, U.S. Air Force, Director, Aerospace Operations; B.S., Arizona State University; M.S., University of Oklahoma.

Douglas G. Douds, Professor, Strategic and Operational Art; B.A., Wake Forest University; M.S.S., U.S. Army War College.

Roberto J. Gomez, Colonel, U.S. Marine Corps, Senior Service Representative; B.A., Rutgers University; M.S., Industrial College of the Armed Forces.

Jeffrey H. Greenwood, Colonel, U.S. Air Force, Director, Theater Air Operations; B.A., Concordia College; M.A.S., Embry-Riddle Aeronautical University; M.S., University of Colorado-Colorado Springs; Grad Cert, George Washington University; M.S., National Defense University.

Erik W. Greve, Commander, Director, Maritime Operations; B.S. and M.S., Embry-Riddle Aeronautical University; M.S.S., National Defense University.

Mark A. Haseman, Colonel, Director, Theater Intelligence; B.S., U.S. Military Academy; M.E., Long Island University; M.S. National Intelligence University; M.S.S., U.S. Army War College.

Christopher J. Hickey, Colonel, Director, Joint Operations Planning; B.S., Johns Hopkins University; MPP, Harvard University John F. Kennedy School of Government; M.S.S., U.S. Army War College; Ph.D. Student, University of Maryland School of Public Policy.
Michael G. Hritz, Captain, U.S. Navy, Director, Theater Maritime Integration; B.S., U.S. Naval Academy; M.B.A., Pennsylvania State University.

Paul C. Jussel, Professor, Military Studies; B.A., Virginia Military Institute; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College; Ph.D., Ohio State University.

Joshua C. Kennedy, Lieutenant Colonel, Director, Special Operations; B.S., U.S. Military Academy; M.S., Naval Postgraduate School; M.S.S., U.S. Army War College.

David A. Krebs, Colonel, U.S. Marine Corps, Director, Expeditionary Warfare; B.S., Heidelberg University; M.S.S., National War College.

Albert F. Lord, Professor, Theater Planning; B.S., Penn State University; M.S.S., U.S. Army War College; M.P.A., Pennsylvania State University.

Michael A. Marra, Professor, Security Force Assistance; B.S., American University; M.P.A., Troy State University; M.S.S., U.S. Army War College.

Douglas V. Mastriano, Colonel, Director, Theater Intelligence; B.A., Eastern University; M.S.S.I., Joint Intelligence College; M.M.A.S., Air Command and Staff College; M.S.S., U.S. Army War College; Ph.D., University of New Brunswick.

Christopher L. Pesile, Captain, U.S. Navy, Director, Maritime Concepts; B.S. U.S. Naval Academy; M.S., University of San Diego.

William G. Pierce, Director, Advanced Strategic Art Program; B.S., U.S. Military Academy; M.S.S., U.S. Army War College; M.S., Ph.D., Rensselaer Polytechnic Institute.


Assad Samad, Lieutenant Colonel, U.S. Air Force, Director, Air Employment; B.S. Physical Science/Biology, Troy University; M.S.S., Human Resource Management, Troy University.

Richard I. Scritchfield, Commander, Director, Strategic Intelligence (Naval); B.S., U.S. Naval Academy; M.A., U.S. Naval War College.

Joseph W. Secino, Colonel, Director, Theater Intelligence; B.A., University of South Carolina; M.A., U.S. Naval War College.

Howard C. Taylor, Professor of Operational Art; B.S., Brigham Young University; M.S., U.S. Naval Postgraduate School.
Harry A. Tomlin, Professor, Strategic Art; B.A., La Salle University; M.A., Central Michigan University; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Stephen K. Van Riper, Colonel, U.S. Marine Corps, Director, Joint Integration (MC); B.A., University of Florida; M.S., Kansas State University; M.A., School of Advanced Warfighting; M.S.S., U.S. Army War College.

Brett D. Weigle, Professor, Theater and Campaign Planning; B.S., University of Idaho; M.S., Pennsylvania State University; M.S.S., U.S. Army War College.

Martin Werneke, Colonel, Germany, Director, Multinational Operations; M.B.A., Helmut Schmidt University; M.S.S., U.S. Army War College.

Douglas W. Winton, Colonel, Director, Strategic Art; B.S., U.S. Military Academy; M.A., Johns Hopkins University; M.S.S., U.S. Army War College.

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

Mark Duckenfield, Professor, Chairman; B.A., Swarthmore College; M.A. and Ph.D., Harvard University.

Jeffrey K. Wilson, Mr., Academic Executive Officer; B.S., University of Wyoming; M.S. Virginia Polytechnic Institute and State University; M.S.S., U.S. Army War College.

Vanya Bellinger, Visiting Professor of Military History; B.A., Sofia University; M.A., Norwich University.

Tami D. Biddle, Professor of National Security Affairs; B.A., Lehigh University; M.Phil., Cambridge University; M.A., M.Phil., and Ph.D., Yale University.

Patrick Bratton, Professor of National Security Strategy; B.A., University of Alaska-Fairbanks; MSc, University of Wales-Aberystwyth; M.Hist, University of Rennes; M.A. and Ph.D., The Catholic University of America.

Jose Luis Calvo Albero, Colonel, Spain, Director of Coalition Warfare; B.A., Spanish Military Academy; Spanish War College (Escuela de Guerra), Madrid.

Daniel J. Cormier, Colonel, Director of Middle East Studies; B.A., University of New Hampshire; M.A., Boston University.

David W. DeTata, Colonel, Director of Asia-Pacific Studies; B.S., U.S. Military Academy; M.A., Monterey Institute of International Studies.

Darrell Driver, Colonel, Director of European Studies; BA, Notre Dame; M.A. and Ph.D., Syracuse University.
Larry P. Goodson, Professor of Middle East Studies; B.A., M.A., and Ph.D., University of North Carolina.

Ray Greene, Professor of International Relations; B.A. and M.P.M., University of Maryland.

Robert Hamilton, Colonel, Director of Military History; B.S., U.S. Military Academy; M.A. and Ph.D., University of Virginia.

Troy Jackson CAPT, Director of Strategic Studies (USN); B.S. US Naval Academy; M.S. Systems Engineering, Virginia Polytechnic Institute and State University; M.S.S., National Defense University.


Frank L. Jones, Professor of Security Studies; B.A., St. Lawrence University; M.P.A., State University of New York at Albany; Ph.D., Griffiths University.

Paul R. Kan, Professor of National Security; B.A., Loyola Marymount University; M.A., University of California Santa Barbara; Ph.D., University of Denver.


Christian B. Keller, Professor of History; B.A., Washington and Lee University; M.A. and Ph.D., Pennsylvania State University.

Gregory Lawless, Professor of International Relations; A.B., Harvard University; M.S.S., U.S. Army War College.

Genevieve Lester, DeSerio Chair of Strategic and Theater Intelligence; B.A., Carleton College; M.A., Johns Hopkins University; M.A. and Ph.D. University of California-Berkeley.

Ian B. Lyles, Colonel, Director of American Studies; B.B.A., Texas Christian University; M.A., University of Texas; M.M.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Army War College; and Ph.D., University of Texas.

Kevin McCall, Walter Bedell Smith Chair of National Intelligence; B.S., Campbell University; M.S., U.S. Naval Postgraduate School.

Jennifer Mittelstadt; Harold K. Johnson Chair of Military History; B.A., Wesleyan University; M.A., University of Michigan; Ph.D., University of Michigan.

Celestino Perez, Colonel, Director of Military Strategy; B.A., U.S. Military Academy; M.A. and Ph.D., Indiana University.
P. Michael Phillips, Colonel, Director of Asian Studies; B.A., Purdue University; M.A., Indiana University; M.S.S., U.S. Army War College.

Jill Russell, Professor of National Security and Strategy; B.A., Dartmouth College; M.A., The Johns Hopkins University School of Advanced International Studies; M.Phil., The George Washington University; Ph.D., King’s College London.

Michelle Ryan, Colonel, Director of National Security; B.A., Notre Dame University; L.L.M., The Army Judge Advocate General School; M.S.S., U.S. Army War College; J.D., Notre Dame University.

Grace Stettenbauer, Foreign Service Officer, U.S. Department of State, Professor of International Studies; B.A., Barnard College, Columbia University; M.S., U.S. National War College.

George E. Teague, Professor of National Security Studies; B.S. and M.A., Tennessee Technological University; M.S.S., U.S. Army War College.

Wade D. Turvold, Captain, Director National Security Studies; B.S. U.S. Naval Academy; M.A., U.S. Naval War College.


Jacqueline Whitt, Professor of Strategy; B.A., Hollins College; M.A. and Ph.D., University of North Carolina-Chapel Hill.

Adrian Wolfberg, Chairman of Defense Intelligence; B.A., York University (Canada); M.S., University of Southern California; M.S., U.S. National War College; Ph.D., Case Western Reserve University.

William M. ‘Chris’ Wyatt, Colonel, Director of African Studies; B.A., Ohio University; L'École d'État-Major, Tunisia; M.S., Troy University; M.S.S., U.S. Army War College.

**Strategic Studies Institute (SSI)**

Douglas C. Lovelace, Jr., Director; B.S., M.S., Embry-Riddle Aeronautical University; J.D., Widener University School of Law; M.S., National War College.

Eric Abonadi, Lieutenant Colonel, Deputy Director, Academic Engagement; B.S., U.S. Military Academy; M.S., U.S. Naval Graduate School.

William G. Braun III, Professor, National Security Strategy, Policy, and Landpower; B.A., Alfred University; M.S.S., U.S. Army War College; M.M.S. and M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.A., Webster University.
Kevin T. Connelly, Program Director/Manager, U.S. Army War College Fellowship Program; B.S., University of Connecticut; M.S., Florida Institute of Technology; M.S.S., U.S. Army War College.

John R. Deni, Research Professor of JIAM Security Studies; B.A., College of William and Mary; M.A., American University; Ph.D., George Washington University.

Antulio J. Echevarria II, Director of Research; B.S., U.S. Military Academy; M.S.S., U.S. Army War College; M.A. and Ph.D., Princeton University.

R. Evan Ellis, Professor of Latin American Studies; B.S., Eastern Michigan University; M.S., Ph.D., Purdue University.

Philip M. Evans, Professor of Strategy and Planning, and Director, U.S. Army War College Fellows Engagement; B.A., University of Michigan; M.S., Central Michigan University; M.S., U.S. National War College.

Virginia Gerde, Colonel; B.S., Princeton University; M.S., University of Virginia; Ph.D., Virginia Technical University.

David Lai, Research Professor of National Security Affairs; B.A., Guangzhou Institute of Foreign Languages, P.R. China; M.A. and Ph.D., University of Colorado.

Lynn A. Lubiak, Colonel, Deputy Director, B.S., Old Dominion University; M.P.A., Appalachian State University

M. Chris Mason, Assistant Professor of National Security Affairs; B.S. Carnegie Mellon; M.M.S., Marine Corps University; Ph.D., George Washington University.

Steven Metz, Director of Research; B.A. and M.A., University of South Carolina; Ph.D., Johns Hopkins University.

Larry D. Miller, Research Professor of Communicative Arts, Editor, Student Publications; B.S. and M.A., Kent State University; M.S.S., U.S. Army War College; Ph.D., University of Michigan.

Mike Monnard, Colonel, Chairman, Fellows Program (outgoing); B.S., Santa Clara University; M.S., Auburn University Montgomery; M.M.A.S., Air University; M.S., School of Advanced Warfighting, U.S. Marine Corps University; M.S.S., U.S. Army War College.

Thedric J. Moseley, Colonel, Chairman (incoming), Fellows Program; B.A., University of North Carolina Chapel Hill; M.A., Webster University; M.S., U.S. Army War College
James G. Pierce, Director of Publications; B.A., LaSalle College; M.S.S.M., University of Southern California; M.S.S., U.S. Army War College; Ph.D., Pennsylvania State University.


Leonard Wong, Associate Research Professor Human and Organizational Dimensions; B.S., U.S. Military Academy; M.S. and Ph.D., Texas Tech University.

**Center for Strategic Leadership (CSL)**

Christopher Beckert, Colonel, Director, Center for Strategic Leadership; B.S., Washington and Lee University; M.B.A., Embry-Riddle Aeronautical University; M.S.S., National War College.

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


Mark J. Balboni, Major, Deputy Director, Concepts and Doctrine; B.A., Westfield State College; M.A., The Institute of World Politics.

John A. Bonin, Professor, Concepts and Doctrine; B.S., U.S. Military Academy; M.A., Duke University; M.S.S., U.S. Army War College; Ph.D., Temple University.

Alan G. Bourque, Associate Professor, Director, Army Strategic Education Program Advanced Course; B.A., Wake Forest University; M.P.A., University of Missouri; M.S.S., U.S. Army War College.

Gregory L. Cantwell, Director, Combined/Joint Land Component Commander Course; B.S., U.S. Military Academy; M.S., Troy State University; M.B.A., Embry-Riddle Aeronautical University; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College; Ph.D., University of Kansas.

Cedric Carrington, Colonel, Director, Department of Strategic Wargaming; B.S., Florida A&M University; M.M.S., Marine Corps University, Quantico.

Robert G. Chicchi, Operations Research Analyst; B.S., Penn State University; M.S.S., U.S. Army War College.

Joseph C. Chretien, Lieutenant Colonel, Strategic Simulations Division; B.S. University of Massachusetts – Amherst; M.M.S., US Naval War College.
Martin C. Clausen, Director, Army Strategic Education Program Senior and Transition Course; B.S., Iowa State University; M.S.S., U.S. Army War College.


Steven B. Cunningham, Lieutenant Colonel, Course Director, Basic Strategic Art Program (BSAP); B.S., U.S. Military Academy; M.P.A., Harvard University.

Ritchie L. Dion, Senior Outreach Operations Analyst, Strategic Simulations Division; B.A., Webster University

Efrain Fernandez-Anaya, Lieutenant Colonel, Director, Department of Technology Integration; B.A., Civil Engineering, University of Puerto Rico; M.S., Information Technology, Trident University; M.S., Cyber Systems and Operation, U.S. Naval Postgraduate School.

Bradley C. Foose, Lieutenant Colonel, Wargame Operations Division; B.S., Shippensburg University; M.B.A., Embry-Riddle Aeronautical University.

Kennon S. Gilliam, Colonel, Director, Strategic Assessments and Operations Research Division; B.S., U.S. Military Academy; M.S. Operations Research, Georgia Institute of Technology; M.S.S., U.S. Army War College.

Abraham P. Goepfert, Major, Instructor, Strategic Simulations Division; B.S. University of Wisconsin Stevens Point, M.S. Grand Canyon University.

Bradley J. Hardy, Major, Deputy Director, Basic Strategic Art Program; B.A., University of Akron; M.B.A, Cameron University.

Dana C. Hare, Instructor, Strategic Simulations Support Division; B.S., Saint Leo University; M.S., University of Phoenix.

Tammy A. Heath, Colonel, Director, Strategic Concepts and Doctrine Division; B.S., Georgia Southern University; M.A., Webster University.

William D. Jones III, Colonel, Director, Strategic Simulations Division; B.A., Gonzaga University; M.A., Webster University; M.S.S., U.S. Army War College.

Stephen D. Kidder, Associate Professor, Basic Strategic Art Program (BSAP); B.S., U.S. Military Academy; M.A., Arizona State University; M.M.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Christopher J. Kusmiesz, Exercise Physiologist, Human Dimension Department; B.S., Rowan University; M.S., East Stroudsburg University.
Benjamin C. Leitzel, Senior Military Analyst, Cyber and Mission Command Branch; B.S., Parks College of St. Louis University; M.A., Embry-Riddle Aeronautical University.

Anthony E. Manetta, Colonel, Director, Reserve Component Operations/Plans; Adjunct Course Director, JSRCOC; B.A., East Stroudsburg University.

James C. Markley, Deputy Director, Department of Strategic Wargaming; B.S., U.S. Military Academy: M.S.E., University of Pennsylvania; M.S.S., U.S. Army War College.

Susan E. Martin, Visiting Professor of Human Performance and Cognition, Human Dimension Division; B.A. and M.A University of West Florida; Ph. D., University of Washington.

Kevin A. McAninch, Colonel, Director, Strategic Leader Education Division; B.S., U.S. Military Academy; M.S., Central Michigan University; M.M.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Thomas M. McCordell, Colonel, Director, Strategic Leader Development Department; B.S., U.S. Military Academy; M.A., Webster University; M.S.S., U.S. Army War College.

Jacob M. Morano, Major, Operations Research Analyst; B.S. University of Toledo.

Dan A. Pinnell, Director, Army Strategic Education Program Basic Course and Senior Leader Seminar; B.A., Hofstra University; M.A., Webster University; M.S.S., U.S. Army War College.


Christopher N. Prigge, Assistant Professor of Military Strategy and Operations, Basic Strategic Art Program (BSAP); B.S., U.S. Military Academy; M.S., School of Advanced Warfighting, U.S. Marine Corps University; M.S., School of Advanced Military Studies, War College Fellowship; Ph.D., Harvard University.

Krisjand A Rothweiler; Strategic Intelligence Officer; B.A., University of Maine; M.S., Norwich University; M.S. National Intelligence University.

Matthew P. Shatzkin, Colonel, Director, Human Dimension Department; B.S., Trinity University; M.A., Webster University; Ph.D., North Dakota State University.

James W. Shufelt, Jr., Professor, Nominative Leader Course; B.S., U.S. Military Academy; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.
Robert W. Stanley, Exercise Physiologist, Human Dimension Department; B.A., Rowan University; M.S., California University of Pennsylvania.


John M. Tisson, Professor, Human Dimension Department and Director, Strategic Leadership Feedback Program; B.S., University of Oregon; M. Ed., University of Texas; M.S.S., U.S. Army War College.


Jason A. Yanda, Lieutenant Colonel, Wargame Operations Division; B.A., Houghton College; M.M.A.S, School of Advanced Military Studies, Command and General Staff College.

Peacekeeping and Stability Operations Institute (PKSOI)

Gregory P. DeWitt, Colonel, Director, Peacekeeping and Stability Operations Institute; B.A., La Salle University; M.S., New Mexico State University.

Brendan Arcuri, Colonel, PKSOI Security Adviser; B.B.A., University of Wisconsin-Whitewater; M.S.S., U.S. Army War College.

Dallis L. Barnes, Peace Operations Analyst, PKSOI; BS, University of Maryland; MS, Florida Institute of Technology; MS, Webster University.

Stephen W. Barone, Strategic Security Policy Analyst; B.A., Bloomsburg University; M.S., Air Command and Staff College.

James Scott Braderman, Research and Publications Analyst; B.A., Excelsior College.

R. Christopher Browne, Publications Coordinator; A.A., Central Texas College.

Diane Chido, Security and Intelligence Advisor, Stability Division; BA, American University International Studies & Russian Studies; MA, University of Pittsburgh, Russian Language & Graduate Certificate in Russian/East European Studies; MSc, Mercyhurst University, Applied Intelligence Analysis.

James F. Cooney, Governance Sector Advisor; B.S., U.S. Naval Academy; MBA, University of Kansas; M.S.S., U.S. Army War College.

Richard Coplen, Professor, Economic Development; B.S., U.S. Military Academy; M.P.A., Princeton University.
Michael H. Esper, Doctrine Analyst, Doctrine, Concepts, Education and Training Division; B.S., University of Notre Dame; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Karen J. Finkenbinder, Rule of Law, Justice, and Reconciliation Adviser; A.S. and B.S., Missouri-Western State College; M.P.A. and Ph.D., Pennsylvania State University.

Tamara K. Fitzgerald; Senior Foreign Service Officer; State Department Advisor to PKSOI; B.A. University of Colorado; MSS National War College.

William Flavin, Assistant Director/Directing Professor; B.A., Virginia Military Institute; M.A., Emory University.

Brian R. Foster, Colonel, Chief, Peace Operations Division; B.A., Appalachian State University; M.S.S.I., National Intelligence University; M.S.S., U.S. Army War College.

Daniel L. A. French, Branch Chief, Lessons Learned; B.S., U.S. Military Academy; M.S., Georgia Tech; M.S.S., U.S. Army War College.

Iraj Gharagouzloo, Colonel, Chief Foreign Humanitarian Assistance; B.S., Indiana Institute of Technology; M.S., Florida Institute of Technology; M.S.S., U.S. Army War College.

Katrina Gehman, Lessons Learned Analyst; B.A., Wheaton College, M.A., Eastern Mennonite University.

Dave Hagg, Stability Operations Training and Education Coordinator; B.S., U.S. Military Academy; MA, United States Military Academy; M.S.S., U.S. Army War College.

Danny King, Captain, PKSOI Senior Navy Adviser; B.S., Liberty University; M.S.S., U.S. Army War College.

Anthony Lieto, Professor of Governance Planning; B.S., U.S. Military Academy; M.B.A., Webster University; M.M.A.S., School for Advanced Military Studies, U.S. Command and General Staff College; M.S.S., U.S. Army War College.

Ryan S. McCannell, U.S. Agency for International Development (USAID) Advisor to the U.S. Army War College; B.S., Georgetown University School of Foreign Service; M.S. in Geographic and Cartographic Sciences, George Mason University; M.S.S., U.S. Army War College.

Raymond Millen, Professor, Security Sector Reform Analyst; B.S., U.S. Military Academy; M.A., Georgetown; Ph.D., Catholic University of America.
David Mosinski, Lessons Learned Analyst; BS, U.S. Military Academy; M.S., U.S. Army Command and General Staff College.

Dwight Raymond, Instructor in Humanitarian Interventions and Protection of Civilians; B.S., U.S. Military Academy; M.P.A., University of Maryland; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

Sam Russell, Colonel, Chief Proponenty Branch; B.S., Virginia Military Institute; M.M.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

John Stepansky, Operations Support Specialist; B.A., Penn State University.


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

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

Scott T. Clutter, Lieutenant Colonel, Deputy Director; B.S., The Citadel, the Military College of South Carolina; M.A., Webster University.

U.S. Army War College Library (USAHEC)

Greta H. Braungard, Research Librarian; B.A., Lemoyne College; M.L.S., Syracuse University.

U.S. Army Military History Institute (USAHEC)

James D. Scudieri, Chief, Military History Institute; B.A., History, St. Peters College; M.A., History, Hunter College; Ph.D. Military History, Graduate School of City University of New York.

Historical Services Division (USAHEC)

Conrad C. Crane, Chief, Historical Services Division; B.S., U.S. Military Academy; M.A. and Ph.D., Stanford University.

Michael E. Lynch, Research Historian; B.A., East Tennessee State University; M.A., Virginia Commonwealth University; Ph.D., Temple University.
The U.S. Army Heritage Museum (USAHEC)

Jack Leighow, Director; B.S., Penn State University; M.A., Kutztown University.

Gregory Statler, Chief, Collection Management; B.A. and M.A., Shippensburg University.

Visitor and Education Center (USAHEC)

John (Jack) Giblin, Chief; B.A., Juniata College.

Karl Warner, Educator; B.A. and M.A., West Virginia University

U.S. Army Strategic Education Program (ASEP)

Mark O’Donnell, Colonel, Director; B.S., U.S. Military Academy; M.M.A.S., U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

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