

FOREWORD

LAMP OF LEARNING



This catalog describes the mission, functions, and educational philosophy of the US Army Command and General Staff College (CGSC), outlines the courses offered, and provides academic and administrative information. The CGSC is an educational center under the United States Army Training and Doctrine Command (TRADOC). CGSC is comprised of five schools: the Command and General Staff School (CGSS), the School of Advanced Military Studies (SAMS), the School for Command Preparation (SCP), Army Management Staff College (AMSC), and the Department of Distance Education (DDE). Additionally the Chief of Staff Army's proponent for leadership is located at the College's Center for Army Leadership (CAL). The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools as a master's degree granting institution through 2006. The Intermediate Level Education (ILE) core curriculum is accredited by the Chairman of the Joint Chiefs of Staff for Joint Professional Military Education Phase I through March 2008.

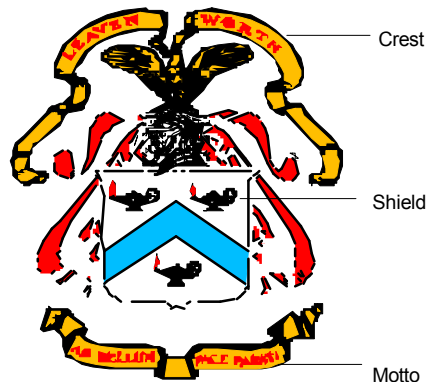
A listing of the Advanced Applications Program courses (electives) was published in September 2005. Visit the CGSC website at:

<https://usacac.leavenworth.army.mil/cac2/cgsc/registrar/index.asp>.

Throughout this catalog, the words "he" and "his" represent both the masculine and feminine genders unless otherwise specifically stated.

Inquiries regarding catalog content should be submitted to the US Army Command and General Staff College, Office of the Registrar, 100 Stimson Ave., Lewis and Clark, RM 3510, Fort Leavenworth, Kansas 66027-1352, DSN 552-2540/2312.

FORT LEAVENWORTH CREST



The Fort Leavenworth crest is based on the Leavenworth family coat of arms. It was designed in 1907 by Captain Henry E. Eames, 10th Infantry, an instructor in the Department of Engineering of the General Service School. In 1925, the Secretary of War approved the following description.

BLAZONRY

Shield: Argent, a chevron azure between three lamps of the like, flamed proper.

Crest: On a wreath of the colors (argent and azure), an eagle displayed proper in his beak a scroll bearing the word "Leavenworth" gules.

Motto: *Ad bellum pace parati* (prepared in peace for war).

The chevron indicates the martial character of the College while the three lamps symbolize study and learning and the three-part Army--Active, Army National Guard, and US Army Reserve.

The eagle crest is the national emblem perched with extended wings to indicate alertness.

The helmet indicates a gentleman or knight while the red mantling with the colors of the shield completes the national colors.

The colors used indicate:

Argent (silver-white)—purity	Azure (blue)--justice
Or (golden, yellow)--nobility	Gules (red)--valor

FORT LEAVENWORTH--DOWAGER QUEEN OF FRONTIER POSTS

The following remarks were excerpted from a paper presented by the Honorable Arthur J. Stanley, Jr., Senior Judge, US District Court for the District of Kansas, to the Kansas State Historical Society, which he served as president from October 1974 to October 1975. Judge Stanley's monograph is printed in its entirety in the spring 1976 issue of the Kansas Historical Quarterly. NOTE: Additions have been made to make the remarks current.

Just as the worth of an individual often is not recognized until after his death, so it is with places. If Fort Leavenworth lay in ruins, archaeologists would be probing the soil underlying its site, the Council on Abandoned Military Posts would be conducting pilgrimages to the bluffs over the Missouri where the fort once stood, and this Society would be spending part of its time and energy in efforts to preserve what was left.

But Fort Leavenworth still flourishes, alive and well, and we take her for granted. Kansans travel hundreds of miles to examine the ruins of Fort Union, New Mexico, abandoned in 1894, or to tour the restored barracks and officers' quarters of Fort Laramie, Wyoming, abandoned in 1890 (dubbed by historian Herbert Hart, "The Queen of Frontier Posts"). The same Kansans will not take the time to drive a few miles north from the Bonner Springs exit of the Kansas Turnpike to visit "the oldest post established by the United States west of the Mississippi which is still in existence" even though it played an important role in the early history of our State.

This is not to say that the significance of the old post has gone unrecognized by historians. Quite the contrary, in the index of Louise Barry's magnificent and monumental work, The Beginning of the West, the entry "Fort Leavenworth" appears almost 300 times. No other place is so frequently listed. The serious historical work on the American West is rare in which Fort Leavenworth does not play a prominent part--as frontier post, military headquarters, communications center, supply depot, or quiet garrison. And she proudly displays as one of her many honors the bronze tablet identifying her as a National Historic Landmark.

Today's visitors will find Fort Leavenworth a modern military installation, its atmosphere saturated with history and tradition, yet perceptibly functional. Here is located the headquarters of the Combined Arms Center (CAC) of our Army, under which functions CGSC, the recognized keystone of the Army's school system. The CGSC is the Army's senior tactical warfighting institution. The development of warfighting skills at corps and division levels are central to all the College does. With a projected student body in academic year (AY) 05/06 of 806 students in the August class and between 239-250 in the February class. Active Army, Reserve Component, sister service officers, Department of the Army (DA) civilians, and approximately 78 International Military Students (IMS) from 68 nations, the College has achieved worldwide recognition as a professional military graduate school. The dedication of Eisenhower Hall on 9 November 1994, provided the CGSC with 21st Century classroom facilities and a fully modernized research library.

In 1996, the CGSC reorganized into the following schools and courses: the Command and General Staff Officer Course (CGSOC), the Combined Arms and Services Staff School (CAS3), the School of Advanced Military Studies (SAMS), the School for Command Preparation (SCP), the Defense Language Institute (DLI), and the Directorate of Department of Distance Education (DDDE). The CGSOC/ILE students from the US armed services are officers who have demonstrated potential for high command and staff assignments; the course prepares them to assume these positions. The International Military Students, for the same reasons and for national pride, are the most highly qualified officers from their respective countries. The staff and faculty include carefully selected officers of all armed services as well as liaison officers and

exchange instructors from nine countries. The CAS3 students in the Staff Process Course were Army captains, and the faculty was highly qualified senior majors and lieutenant colonels. The students enrolled in SAMS are resident CGSOC or ILE graduates and are selected on a competitive basis. The SAMS' faculty is highly qualified officers who have just completed the Advanced Operational Art Studies Fellowship (AOASF) Program. SCP students consist of Army officers selected to command battalions or brigades (and their spouses), as well as noncommissioned officers chosen to serve as Command Sergeants-Major (and their spouses). The faculty includes the Army staff and CGSC staff and faculty.

With the 1996 reorganization, two tenured positions as Dean of Academics (DOA) and Dean of Students and Administration (DoSA) were established to ensure stability in the College's leadership positions.

During the reorganization of 2003, the CGSOC became the Command and General Staff School (CGSS) and the position of the Dean of Students and Administration became that of the Chief of Staff. The year 2004 saw the closing of the Combined Arms and Services Staff School (CAS3).

Fort Leavenworth is also well known for the US Disciplinary Barracks (USDB). The USDB has operated at Fort Leavenworth since 1875. It is the only long-term maximum-security correctional facility in the Department of Defense, incarcerating approximately 500 armed forces personnel convicted of serious offenses. A new correctional facility opened October 2002. The new facility is a state-of-the-art design, located at the site of the former USDB Farm. The USDB provides inmates correctional treatment through rehabilitation programs and vocational training. Through the vocational trade program, inmates support the Fort Leavenworth community with a variety of services. Despite its formidable title, its staff is widely recognized by penologists for the success of the program of rehabilitation of the inmates committed to the institution. The USDB is accredited by the American Correctional Association (ACA).

The post museum is second in the state only to that of the State Historical Society. Exhibits are attractively displayed and include one of the best collections of horse-drawn vehicles in existence. These include not only military vehicles, such as ambulances, escort wagons, and other equipment for the transportation of Soldiers and their supplies, but civilian rigs of a bygone era--buggies, surreys, broughams, fire engines, sleighs, stagecoaches, and even a glass-sided black hearse. All are original. Most are simply examples of their times but some are identified with persons of note. The buggy in which Abraham Lincoln rode from Atchison to Leavenworth in December 1859 is of special interest, as are the sleighs of George Armstrong Custer and of General Jonathan Wainwright, used by each while stationed at the post.

Located in Bell Hall, the principle academic building of the CGSC, is the Fort Leavenworth Hall of Fame commemorating the services of Soldiers who at one time or other during their careers were stationed at Fort Leavenworth, and who have made significant contributions to the Armies of the United States or of the Confederate States of America. The honorees are selected each year by a board composed of nationally recognized historians.

On July 4, 1976, The Grove of the Regiments was dedicated recognizing the service of regiments, all of which had been stationed at Fort Leavenworth. The Regular Army units memorialized (54 in all) include most of the old-line infantry, artillery, and cavalry regiments of the Army. Among the 43 volunteer regiments represented were the Mormon Battalion and Doniphan's Missouri Mounted volunteers of Mexican War fame, many of the Kansas Civil War

regiments, and five of the six regiments of the United States Volunteers, the "Galvanized Yankees."

The lifespan of any Army installation ordinarily is not long. This is why so many of them lie in ruins or have been absorbed by the surrounding community. A military post is established to fill a particular need or to counter a specific threat to the national safety, and when that need no longer exists or that threat is no longer present, there remains no reason for the post to be maintained. Sentiment and local pride are not enough to justify the cost of keeping in existence a station, which no longer serves the Republic's purposes.

It is a thesis of military historian Dr. Robert W. Frazer that the military policy of the United States with respect to the establishment and maintenance of Army posts in the Trans-Mississippi West passed through three general phases. In the first period, 1804--1845, a line of posts was maintained in advance of the frontier settlement, providing a military buffer zone between the settlers and the Indians. It was the mission of the troops stationed at these posts to protect the Indians from illegal activities of the whites and especially to prevent encroachment of settlers into the Indian Territory. They were also expected to discourage wars and make peace between or among the various tribes. For, contrary to such popular writers as Paul I. Wellman and Dee Brown, violence and hostility were not characteristics brought to this continent by the whites. Inter-tribal warfare, to the point of genocide, was a way of life with the Indians.

With the pressure of westward migration, the maintenance of a permanent buffer zone between the tribes and the settlers became impossible and the policy was revised. The new policy, the second phase imposed on the Army by the Federal Government, made it the duty of the troops during the period from 1846 through the 1880's to establish control over the Indians and to protect the emigrants, miners, and settlers from the attacks of hostile bands.

The third phase was ushered in by the completion of the western railroads during the 1880's and the imposition of the reservation system on the tribes. During this period, troops were concentrated in larger posts from which they could be transported rapidly by rail to any area requiring their attention--that is, where hostile Indians were to be punished or forced to return to their reservations.

The story of an ordinary frontier post, therefore, can be told rather easily. All that is required is an introduction; three chapters, each covering one of the three phases of the life of a typical post; and an epilogue constituting a sort of obituary reciting the part it played in history during its existence. But Fort Leavenworth is not, and never was, an ordinary frontier post. Her story is far from complete and the epilogue will not be written for many years to come. Fort Leavenworth remains active because Fort Leavenworth still serves as she has served throughout her long history.

On May 7, 1881, General W. T. Sherman, commanding the United States Army, directed that "as soon as the requisite number of troops can be assembled at Fort Leavenworth, Kansas, the Commanding General, Department of Missouri, establish a school of application for infantry and cavalry."

On January 6, 1882, the School of Application for Cavalry and Infantry was established. Over the years, the name of the school changed several times to include the US Infantry and Cavalry School, the Army School of the Line, the General Staff School, the Command and General Staff School, and the CGSC.

During the first several years of its existence, the graduates of the school were lieutenants and their rank was not sufficient to carry the influence of the school into the Spanish-American War. By the time of our entrance into World War I, its graduates were in a position where they could put to use the lessons learned at Leavenworth. General Pershing gratefully acknowledged the value of the school in producing officers capable of efficiently performing their command and staff duties.

During the war with Spain and for a total period of about four years, operation of the school was suspended. During World War II, the school's courses were accelerated. Other activities on the post during those wars were those usually carried on at established Army posts--the basic and specialized training of troops.

The high reputation of Fort Leavenworth among the professional Soldiers of the world is based on a well-deserved reputation as a military educational center with the goal of preparing selected officers worldwide to better perform their duties in peace and war. If Gilbert and Sullivan had ever turned their attention to Fort Leavenworth, they could well have described the old post--as they did the Tower of London--"a sentinel unliving and undying," and probably would have sung her story, as they did the Tower's, as one of "duty done and duty doing."

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CHAPTER 1

INTRODUCTION U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE

MISSION

The US Army Command and General Staff College educates and develops leaders for full spectrum joint, interagency and multinational operations; acts as lead agent for the Army's leader development program; and advances the art and science of the profession of arms in support of Army operational requirements.

VISION

The US Army Command and General Staff College is and will always strive to be an educational center of excellence. We must remain a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the application of Joint, Interagency, and Multi-National organizations to synchronize all elements of power to achieve national objectives. We will continue to support field commanders with well-trained and well-educated leaders, in-depth research in the professional body of knowledge, and reach-back planning in support of ongoing operations. We will maintain our world-class faculty dedicated to learning and advancing the professional body of knowledge.

OUR VISION

- Educational center of excellence.
- Renowned for study of leadership, conduct of land warfare, and the synchronization and application of all elements of power.
- Supporting field commanders with well-trained and well-educated leaders, research in the professional body of knowledge, and reach-back planning.
- World-class faculty dedicated to learning and the advancing professional knowledge.

The United States Army Command and General Staff College's enduring purpose, supporting Army Leader Development and Education and Professional Military Education, provides a stable beacon for the future. The US Army Command and General Staff College (USACGSC) supports the development, integration, and synchronization of Army leader development and education systems through the Center of Army Leadership. USACGSC executes professional military education programs to military and civilian leaders through five educational institutions: Command and General Staff School, School of Department of Distance Education, School of Advanced Military Studies, School for Command Preparation, and the Army Management Staff College.

The United States Army Command and General Staff College ensures the professional vitality of the US Army's corps of officers by preparing them to discharge their duties in the service of our nation. Today's contemporary operating environment requires leaders for tomorrow's joint, interagency, and multinational operations. We must replicate that operational environment in the classroom. Therefore, CGSC is more than an "Army" school, we are a joint, interagency, and multinational school with international officers and sister service officers in our faculty and student body. We augment our educational programs with interagency guest

speakers and representatives in our exercise program. To that end, USACGSC seeks to produce:

- Successful Graduates leading teams to solve complex problems throughout the spectrum of operations.
- World-Class Faculty advancing the profession of arms through the development of, publication for, and subscription to the professional body of knowledge.
- Harmonious Army Leader Development and Education Program that develops, integrates, and synchronizes leader development and educational systems.

STRATEGIC PRIORITIES

The USACGSC mission statement conveys the College's essential tasks and the vision expresses our ideal of the future. We adjust our mission statement to accommodate continuous and deliberate analysis of guidance (national, DOD, Army, TRADOC, and CAC), the complexities of the contemporary operating environment, and the challenges faced by a Transforming Army at War. Our challenge is current and relevant leader development and education and professional military education in a dynamic professional body of knowledge. We ensure currency and relevancy by immersing ourselves in our professional body of knowledge, contributing to that knowledge with collaboration and publication, and simultaneously adapting our programs to meet the needs of our students, commanders, and fielded operational forces. Our strategic priorities help guide the evolution of our institution and the adaptation of our programs in pursuit of educational excellence:

- Educate and train the students to ensure successful graduates can lead teams and solve complex problems throughout the spectrum of operations
- Develop, publish, and subscribe to the professional body of knowledge
- Develop, integrate, and synchronize leader development and educational system
- Recruit, develop, and retain world-class faculty
- Support the Army at War and advance the profession of arms

CGSC CAMPAIGN PLAN

The campaign plan is a vehicle for leading and communicating change. It is both a document and a process to ensure unity of action, prioritize effort, and assess progress. The campaign plan establishes operational objectives and end states along the College's five lines of operation: Students, Faculty, Curriculum, Leader Development and Education, and Infrastructure.

- **Students:** Students who possess a warrior ethos and war fighting focus enabling them to competently and confidently lead Army / Joint / Interagency / Multinational teams throughout the full spectrum of operations.

- **Faculty:** World-class military and civilian faculty supported by a faculty development program to maintain professional military and educational competency.
- **Curriculum:** Adaptive web-based curriculum founded on fundamental threads embedded in a multi-disciplinary approach to train for certainty and educate for uncertainty.
- **Leader Development and Education:** Providing leader development, instruction, doctrine, and PME system to sustain excellence in the Army's core competency of growing leaders.
- **Infrastructure:** Fully resourced infrastructure to support the Army, the faculty, the students, and the curriculum.

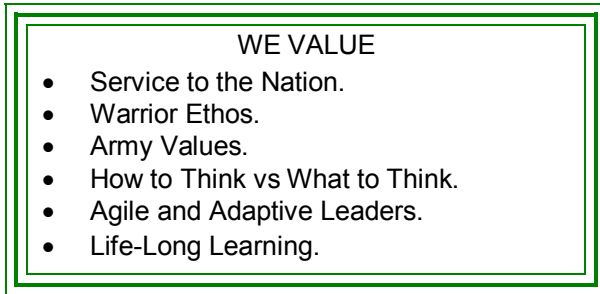
The United States Army Command and General Staff College implements the vision and campaign plan through a governance and administration model that values inclusiveness and collaboration within the College, between the College and the joint force (Army, Navy, Air Force, Marines), and between the College and our colleagues in our professional body of knowledge (e.g. multinational partners, U.S. government agencies, and educational institutions). The model includes:

- Organizational command structures (i.e. Commandant, Deputy Commandant, and School and Center Directors).
- Organizational support structures (i.e. Chief of Staff, Dean of Academics, and Graduate Council).
- College-level functional committees (i.e. Teaching, Assessment and Evaluation, Curriculum, Academic Outreach, Research, Accreditation, and Exercises).
- Student and faculty involvement (i.e. student and faculty brownbag lunches, staff and faculty council, faculty conversations, and student leadership).
- Involvement and feedback from the joint force and the professional body (external surveys, professional conferences, and personal contacts).

PHILOSOPHY

The philosophy of the US Army Command and General Staff College is founded on the principles of the American profession of arms. The common defense and welfare of the United States demands professional military officers that are educated and trained to the highest standards of excellence.

The US Army Command and General Staff College CGSC philosophy is the distillation of the College's collective set of values and principles that motivate our students and faculty to achieve our institutional purpose and desired effects. Our philosophy explains who we are and what we stand for.



We value Service to the Nation, Warrior Ethos, Army Values, How to Think versus What to Think, and agile and adaptive leaders who are self-aware and committed to lifelong learning and professional development.

- **Service to the Nation:** “The Army, a long trusted institution, exists to serve the Nation. As part of the joint force, the Army supports and defends America’s Constitution and way of life against all enemies, foreign and domestic. The Army protects national security interests....”¹

- **Warrior Ethos:** I will always place the mission first. I will never accept defeat. I will never quit. I will never leave a fallen comrade.

- **Army Values:** Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.

- **How to Think versus What to Think:** “The need to teach Soldiers and leaders how to think rather than what to think has never been clearer. To defeat adaptive enemies, we must out-think them in order to out-fight them.”²

- **Agile and adaptive leaders who are self-aware and committed to lifelong learning and professional development:** The complex security environment requires leaders who are self-aware and committed to lifelong learning and professional development. Leader development and education must produce pragmatic theorists who use innovation, critical reasoning, relevant experience, and professional judgment to solve ambiguous complex problems that our graduates will face as staff officers and commanders. Our students and faculty must be self-motivated for active participation in our diverse, broad, and ever-changing professional body of knowledge. Ultimately they contribute to the body of knowledge through research and publication in referred professional journals.

The principles guiding our actions are: A Learning Organization committed to Currency and Relevancy and the Contribution to Knowledge, Empowered Professional Faculty, Socratic and Adult Learning Methods, Training for Certainty and Educating for Uncertainty with a Multi-disciplinary Curricula, and Creating a Learning Environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical levels of war:

¹ FM 1: The Army, page 1-1.

² Serving a Nation at War: A Campaign Quality Army with Joint and Expeditionary Capabilities, Parameters, Summer 2004, page 18.

OUR PRINCIPLES

- Learning Objectives.
- Empowered Professional Faculty.
- Socratic and Adult Learning Methods.
- Training for Certainty and Educating for Uncertainty.
- Learning Environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical Levels of War.

• **A Learning Organization Committed to Currency and Relevancy and the Contribution to Knowledge:** Our current reality is a transforming Army at war that demands that our graduates be prepared to assume war fighting duties immediately upon graduation. Our graduates must be confident, competent leaders, and creative problem solvers who understand the complexities of the contemporary operating environment. Learning is our most important contribution to the nation; therefore, our challenge is the mastery of a diverse, broad, and ever-changing professional body of knowledge. Collaboration (developing, publishing, and subscribing) in the professional body of knowledge is essential to maintain currency and make relevant contributions to furthering professional understanding or creating new professional knowledge. This demands that USACGSC be a learning organization committed to a continuous effort to improve student learning, teaching, and the learning environment. We must be an analytic, thinking, and learning institution, seeking new knowledge, but circumspect enough to discern the difference between contemporary innovation and enduring principles.

• **Empowered Professional Faculty:** USACGSC best accomplishes its educational goals by a vital professional faculty drawn from the entire range of relevant academic and military disciplines. The faculty embodies the scholarship of teaching, learning, and warfighting. Our faculty must master both content and process. Our faculty are decisive because they are expert in their field of study, talented facilitators of learning, and empowered with the flexibility to determine how best to achieve program learning objectives in their classrooms.

• **Socratic and Adult Learning Methods:** The institution employs the most appropriate techniques and methods in an academic setting conducive to the most advanced understanding of the demands that will be made of those who pass through its courses of instruction. This includes methodologies that are learning-centered, experiential, and effective. We enhance the competence of our students through a learning-centered educational methodology. This methodology relies on collaborative learning, reflective practice, critical reasoning, creative thinking, and the practical application of adult learning theory. The CGSC classroom is an active learner environment. Our faculty members are subject matter experts and facilitators in a collaborative learning environment where student and faculty experience stimulates thought, discussion, and knowledge construction. Socratic method and discussion teaching where “all teach and learn” challenge critical reasoning and creative thinking skills.³ This methodology is

³ Christensen C., Roland. “Every Student Teaches and Every Teacher Learns: The Reciprocal Gift of Discussion Teaching,” In C. Roland Christensen, David A. Garvin, and Ann Sweet (eds.), *Education for Judgment*. Boston, Massachusetts: Harvard Business School Press, 1991, page 99.

expressed through our curriculum—one that is adaptive, responsive, integrative, experiential, and transformational.

- **Training for Certainty and Educating for Uncertainty with a Multi-disciplinary Curriculum:** USACGSC serves as the US Army's most important professional school, combining theoretical education and practical training to produce leaders who are proficient in the understanding and conduct of modern warfare. We must train for certainty and educate for uncertainty; both training and education are vital to our students' learning needs. We must train our graduates on enduring doctrinal principles, emerging lessons, and the skills they will require in their next assignment. Moreover, we must educate our graduates for the uncertainty they will surely encounter; they must know how to think and apply critical reasoning and creative thinking in complex ambiguous situations. USACGSC's academic policies and curricular designs educate and train professional officers of all the military services in the nature and conduct of land warfare within the complex national security environment, as well as advance the state of contemporary military knowledge through original research and experimentation.

- **Creating a Learning Environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical levels of war:** Students and Faculty must understand joint interdependence implications of Strategic, Operational, and Tactical levels regardless of their next duty assignments. The environment we wish to create will provide rigorous academic challenges and relevant experiences, connecting learning to application and performance. The environment will include practical exercises that draw out high-order, multidisciplinary thinking and require students to integrate knowing and doing. To create this environment, we align College resources with the needs of students and faculty. We must harness global reach technology and state-of-the-art instructional facilities to enhance lifelong learning experiences. Our deliberate student assessment strategies and program evaluations will identify successes and challenges and will support informed decision-making for the way ahead.

CHAPTER 2

COMMAND, STAFF, SCHOOL, AND DIRECTORATE RESPONSIBILITIES

LEADERSHIP

THE COMMANDER/COMMANDANT has three titles: Deputy Commanding General for Combined Arms, TRADOC; Commander, Combined Arms Center and Fort Leavenworth; and Commandant, U.S. Army Command and General Staff College.

THE DEPUTY COMMANDANT directs and supervises the operation and administration of the College and advises the Commandant on all matters pertaining to the College. He supervises the Sister Service elements; the Director, Directorate of Graduate Degree Programs; the George C. Marshall Chair; the CGSC Sergeant Major; the Assistant Deputy Commandant, the Dean of Academics; and the Chief of Staff. The Deputy Commandant also serves as the DePuy Leadership Chair. Figure 1 depicts the CGSC chain of command.

THE ASSISTANT DEPUTY COMMANDANT assists and advises the Deputy Commandant in the direction and oversight of the Command and General Staff College, consisting of the Command and General Staff School, School of Advanced Military Studies, School of Command Preparation, Army Management Staff College, Department of Distance Education, and the Combined Arms Research Library. Helps manage and direct all staff and faculty efforts across four installations, in order to achieve Army education goals for all resident and non-resident students annually.

THE CENTER FOR ARMY LEADERSHIP (CAL) is CGSC's lead for leader development and education research, plans and programs; leadership instruction; leadership doctrine; leadership research; and integration and synchronization of CAC responsibilities for Professional Military Education (PME) systems (Officers, Warrant Officers, and Noncommissioned Officers) and the Army Civilian Education System to sustain excellence in the Army's core competency of growing leaders. CAL's major functions include: (1) CGSC lead for Leader Development and Education; (2) CAC lead for Leadership Development and Education domain integration and synchronization across DOTMLPF activities and requirements; (3) Develop, coordinate, and recommend PME programs to develop Army leaders to include officers, warrant officers, NCOs, and civilians; (4) Research and identify future leadership trends, training and education concepts, and educational technologies and techniques; (5) Manage the development and promulgation of CGSC's TRADOC Common Core (TCC) tasks; (6) Develop, maintain, and provide military leadership and leader development instruction IAW TCC for NCOES, WOES and Captains Career Course; (7) Develop, maintain, and provide instruction in military leadership for ILE Core and Advanced Operations Warfighting Course (AOWC); (8) Develop, maintain, and provide civilian leadership instruction IAW Army Civilian Training and Education Development System; (9) Develop, maintain, and promulgate leadership doctrine; and (10) Assess and promulgate the Warrior Ethos through doctrine and leadership instruction.

The Center is comprised of the Headquarters and Operations Section, the Leader Development Office (LDO), the Leadership Education and Training Development Division (LETDD), the Leadership Research, Assessment and Doctrine Division (LRADD), the Civilian Education Division (CED), and the Leadership Instruction Division (LID). The Headquarters and Operations Section Directs, prioritizes and synchronizes the activities of the Center. The LDO coordinates, integrates and facilitates the training & leader development management process.

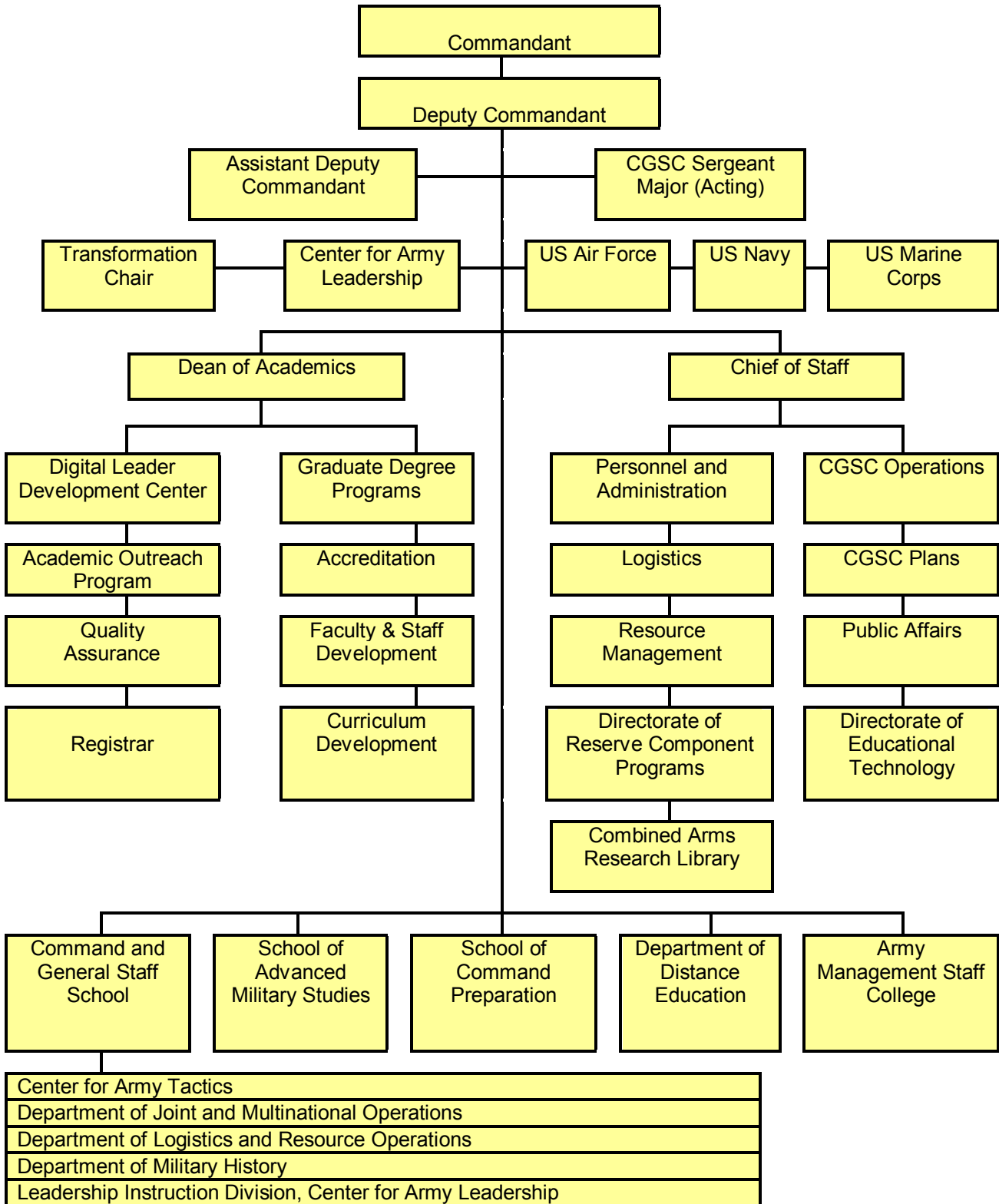


Figure 1. Command And General Staff College Chain Of Command

LETDD designs and develops future Leader Development education and training as required or directed. LRADD conducts research of leadership trends, future leadership needs, training and Leader development concepts, and educational processes for sustainment and improvement of Army Leader Development. CED serves as CAL lead for design and development of the future Civilian Education System. LID develops, maintains, and provides military leadership instruction for ILE Core and AOWC including ethical decision making, organizational level leadership, change management, critical reasoning and creative thinking, leader assessment and development, the human dimension in combat, and leadership in combat.

THE US AIR FORCE ELEMENT (AFELM) provides instruction emphasizing the employment of air and space forces in support of national military strategies and objectives. Special emphasis is given to the roles, missions, capabilities, and limitations of those air and space forces. Air Force instruction is integrated into worldwide joint and combined warfare scenarios in support of the warfighting Combatant Commander's theater campaigns. Other specific blocks of instruction include a Seminar on the Evolution of Airpower Theory, Joint Air and Space Operations Planning in the Contemporary Operating Environment, Joint Air Operations in the 21st Century, SOF Airpower in the Joint Campaign, and The Joint Fires Control Course.

THE US MARINE CORPS ELEMENT (MCELM) presents instruction on expeditionary and amphibious operations as an essential element of national strategy. The instruction presents the mission, functions, equipment, and organization of the Marine Corps. Fleet Marine Force (FMF) instruction focuses on the Marine Air Ground Task Force (MAGTF), its balanced structure, employment concepts, and ongoing developments in amphibious warfare. Instruction acquaints students with techniques, principles of employment, and coordination of naval supporting arms (naval gunfire and Navy and Marine close air support) in expeditionary and amphibious operations.

THE US NAVY ELEMENT (NAVELM) provides instruction in the contributions of naval forces to national security. The instruction introduces US Navy roles, missions, capabilities, and limitations in fulfilling the global presence mission and in the conduct of regional conflicts. Further, the Navy Element ensures the smooth integration of Navy students into each CGSC class enhancing the execution of joint military education.

THE TRANSFORMATION CHAIR was established in November 2004. This chair is sponsored by the DoD Office of Force Transformation. In this capacity, the Chair will serve as the focal point for transformation studies at CGSC and will lead work to create new courses, spur research, and influence the curriculum such that the college will remain on the cutting edge of new Department of Defense and Army technologies, processes, and operating procedures as the force transforms. These programs will help to ensure that graduates of the U.S. Army Command and General Staff College are fully prepared for the future by virtue of having studied the very latest information-age technologies and strategies for success on the battlefield. In attaining these objectives, the Chair will serve as a member of the network of educators at DoD institutions and will coordinate CGSC inputs to the Defense Transformation Research Program. In this role, it will assist in the acquisition of funded research projects for CGSC faculty and students. The objective of this program is to create new knowledge through original research and collaboration, and to then diffuse this knowledge throughout the DoD educational institutions to the students of all the military services. As part of this effort, it will identify and advise on research projects suitable for use by students in CGSC Graduate Degree Programs and the School of Advanced Military Studies. The Chair will also evaluate the CGSC curriculum for appropriateness and currency of transformation-related courses and materials, coordinating with proper academic departments to update the curriculum as needed. In addition, new

elective courses will be developed to assist in achieving the Office of Force Transformation’s objective of “Education for Transformation and Information Age Leaders.”

THE DEPUTY CHAIR OF LEADERSHIP was established at CGSC on 1 July 1993 to honor General William E. DePuy and is occupied by the CGSC Deputy Commandant as part of his position as the Army’s executive agent for leader development. The inscription on the DePuy Chair of Leadership captures the philosophy of the Army’s leader development system, "The secret to success lies in the selection and training of leaders before the first battle."

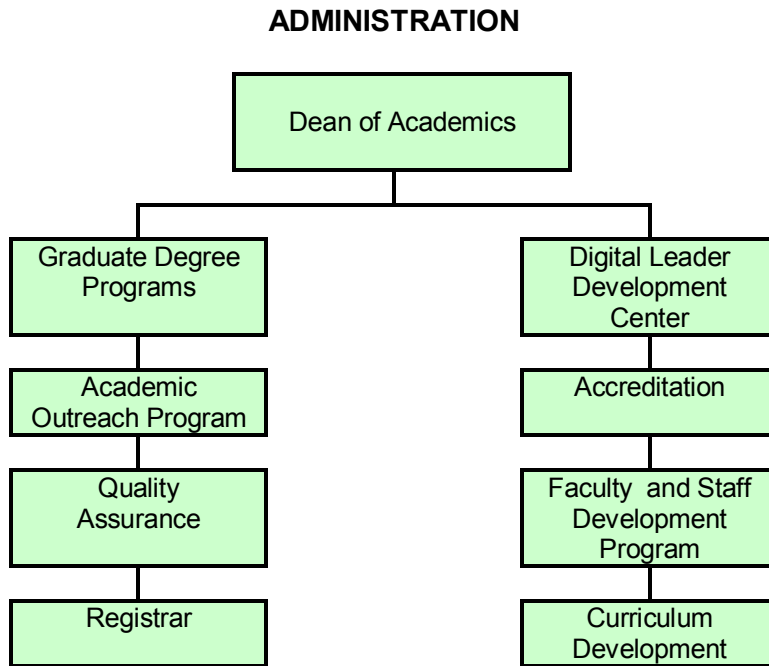


Figure 2. Dean of Academics Chain of Command

THE DEAN OF ACADEMICS The mission of the Dean of Academics is to support CGSC programs according to priorities by leading key college committees and working groups through a boards, centers and cells concept to ensure effective and efficient planning and execution of critical college functions; provides professional forums that support collaboration among schools, CAC, and outside agencies to ensure that the college achieves all possible synergies to achieve educational excellence in academic programs. Figure 2 depicts the Dean of Academics chain of command.

THE DIRECTORATE OF GRADUATE DEGREE PROGRAMS (DGDP) directs the Master of Military Art and Science (MMAS) Degree Program, including Advanced Military Studies participation and the Cooperative Degree Programs; develops, implements, and administers the university program; supervises the Consulting Faculty Program; serves as executive secretary of the CGSC Advisory Committee; maintains relations with associated colleges and universities; serves as College liaison with the American Council on Education (ACE) and the North Central Association of Colleges and Schools (NCA) for CGSC accreditation; advises the Commandant and Deputy Commandant on educational matters; and coordinates with other appropriate CAC, TRADOC, and DA offices involved in these and other activities.

DIGITAL LEADER DEVELOPMENT CENTER (DLDC) serves as the focal point for Army Battle Command Systems (ABCS) instruction, performance-oriented simulations, and the conduct of exercises throughout CGSC. The DLDC supports TRADOC's Institutional Digital Education Plan (IDEP) and the Army Digital Training Strategy (ADTS) requiring the integration of ABCS into institutional courses and programs. DLDC is organized into five divisions: ABCS Integration, Joint Command and Control (JC2) Integration, Simulations, Exercise, and Network. The ABCS Integration Division is responsible for training officers in the fundamentals of the current suite of Army digital battle command systems, and their integration during practical exercises to support Battle Command education and experience. This division is also the focal point for developing, reviewing, and recommending improvements to ABCS curriculum development throughout TRADOC. The JC2 Integration Division is responsible for training officers in Joint digital systems (Global Command and Control System-Joint and Global Command and Control System-Army). The JC2 Integration Lab is located on the third floor of CARL and provides SIPRNET connectivity, secure voice communications, and classified storage. In addition, students can access Joint Operation Planning & Execution System (JOPES) and other classified planning systems in active use by Army components, Combatant Commanders and JTFs. The Simulations Division is responsible for maintaining an execution-centric learning environment using both Commercial-off-the-Shelf (COTS) and Government-off-the Shelf (GOTS) simulations. These simulations are tailored to provide a challenging, relevant, and fully integrated learning environment within the classroom. Current simulations in use are Decisive Action, TACOPSCAV, Joint Deployment Logistic Model (JDLM), Joint Conflict and Tactics Simulation (JCATS), Digital Battle Staff Sustainment Trainer (DBST), MILSIM, and JANUS. The Exercise Division is the primary coordinator for the support and execution of the Prairie Warrior Exercise Series of execution-focused exercises for CGSS and provides coordination for SAMS. The Network Division is responsible for monitoring and maintaining the Battle Command Network (BCNet). With over 900 systems throughout the CGSC campus, this enclosed network replicates a tactical battle command LAN. Students are able to interface with ABCS systems within each classroom on a daily basis.

DIRECTOR OF ACADEMIC OUTREACH PROGRAMS implements, facilitates, and conducts outreach programs with the University of Kansas (KU), Kansas State University (KSU), and other local and regional institutions of higher learning. The Director supports the CAC-KU and CAC-KSU memorandums of understanding (MOU) and CGSC-KSU agreements. Finally, the Director coordinates Graduate Degree Programs in Security Studies/Leadership with KSU.

ACCREDITATION COORDINATION DIVISION (ACD) serves as CGSC's integrator to ensure the college sustains accreditation credentials to deliver joint professional military education (JPME), Army professional military education (PME), civilian degree-granting programs, and occupational/career educational programs unique to the Army Management Staff College (AMSC) as outlined below.

Joint Professional Military Education

Fundamental pieces of legislation have mandated specific requirements to the Chairman, Joint Chiefs of Staff (CJCS) for military joint education. Examples of such legislation include the Goldwater-Nichols Department of Defense Reorganization Act (GNA) of 1986, the Report of the Panel on Military Education of the One Hundredth Congress of the Committee on Armed Services House of Representatives One Hundred First Congress First Session of 1989, and annual National Defense Authorization Acts.

The CJCS's program to educate Joint Specialty Officers is three-phased:

- JPME-I taught at intermediate-level colleges (ILCs), such as CGSC
- JPME-II taught at Joint Forces Staff College and senior-level colleges (SLCs), such as the Army War College
- JPME-III, the CAPSTONE course taught at National Defense University for newly selected General Officers/Flag Officers.

CJCS Instruction 1800.01B, Officer Professional Military Education Policy (OPMEP), 30 August 2004, defines the CJCS's objectives and policies for ILCs and SLCs. The JPME-I program is designed to give students a foundation in joint matters, an awareness of the joint environment and qualifies students for attendance to JPME-II institutions. Five primary learning areas constitute the JPME Phase I program:

- Area 1: National Military Capabilities and Command Structure, and Strategic Guidance
- Area 2: Joint Doctrine and Concepts
- Area 3: Joint and Multinational Forces at the Operational Level of War
- Area 4: Joint Planning and Execution Processes
- Area 5: Information Operations and Command and Control, and Battlespace Awareness

Periodically, the CJCS sends a accreditation team (referred to as a Process for Accreditation of Joint Education or PAJE Team) to review the College's curriculum, faculty, students, and infrastructure to ensure compliance with OPMEP standards and learning areas. CGSC's JPME-I resident and course location programs were accredited in March 2005 for three years. The non-resident/Army Reserve Total Army School System (TASS) program was certified in June 2005 for two years. The non-resident/Distance Learning program is scheduled for certification in 2006.

Army Professional Military Education

In accordance with Headquarters Training and Doctrine Command (TRADOC) memorandum, subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Training and Education, dated 20 Jan 04, the TRADOC Quality Assurance Office (QAO) will review TRADOC schools to accredit their Professional Military Education (PME) programs every three years. In February 2005, a TRADOC QAO team conduct an initial review of the PME content of all CGSC course. As a result, the TRADOC commanding general granted full PME accreditation for all CGSC courses for three years to include the Intermediate Level Education (ILE) Common Core Curriculum and the Advanced Operations and Warfighting Course (AOWC), the non-resident ILE Common Core Curriculum, the Advanced Military Studies Program (AMSP), the Advanced Operations Arts and Studies Fellowship (AOASF), the Pre-Command Course PCC), the Tactical Commander's Development Program (TCDP), and the Civilian Leader Development Courses (CLDCs)..

Higher Learning Commission

The Higher Learning Commission (HLC) is recognized by the US Department of Education and the Council on Higher Education Accreditation (CHEA). The HLC is part of the North Central Association (NCA) of Colleges and Schools, of which CGSC is a member. Membership in the NCA denotes recognition of educational excellence. CGSC has enjoyed full membership

in the NCA since 1976. Public Law 93-365, signed by President Nixon in 1976, authorizes CGSC to grant a Master of Military Art and Science Degree. Terms of the legislation specified that CGSC must maintain regional accreditation through the NCA. The NCA, which is one of six regional institutional accrediting associations in the United States, was founded in 1895 as a membership organization for educational institutions. Through its Commissions it accredits and thereby grants membership to educational institutions in a nineteen-state North Central region. Its more than 4,700 schools, colleges, and universities cooperatively establish and uphold standards for quality education. NCA evaluation teams visit member institutions periodically to review programs, facilities, and operations and to ensure that high standards are maintained. The NCA last conducted a full review of CGSC in 1995 at which time CGSC received accreditation as a master's degree granting institution through 2006.

Army Management Staff College

Effective 1 October 2005, the Army Management Staff College (AMSC) became a subordinate school under command and control of CGSC. The AMSC is accredited by the Council on Occupational Education (COE) a non-profit voluntary membership organization serving post-secondary education institutions interested improving the U.S. workforce. The COE is the successor to the Commission on Occupational Education Institutions, founded in 1971. In 2002, COE accredited AMSC programs of instruction for six years. Additionally, AMSC is a member of the American Council on Education (ACE) which is a coordinating body for all the nation's higher education institutions and serves as a unifying voice to affect public policy for higher education issues. The ACE formally recognizes the credits earned for AMSC courses as transferable credit hours.

QUALITY ASSURANCE. The Quality Assurance Office (QAO) manages the CGSC Program Evaluation process via the Master Evaluation Plan (MEP). The yearly program evaluation focus and priorities as defined in the MEP are supervised by the Assessment and Evaluation (AE) Committee. The AE Committee is comprised of school/department two-person teams consisting of the QAO representative and a school/department director appointed member. The MEP defines the framework for program evaluations under the Accountable Instructional System (AIS).

FACULTY AND STAFF DEVELOPMENT PROGRAM. The Faculty and Staff Development Division (FSD) is the proponent for staff and faculty development programs and instructor qualification. FSD's mission is to develop and certify faculty members (resident and non-resident) and provide educational services. The ultimate goal is that everyone within CGSC partner in the development of teaching and learning, regardless of school, department, team, subject matter expertise or leadership role. This program should support all staff and faculty members in maintaining their professional military and educational competency.

REGISTRAR. It is the Registrar's mission to maintain academic records for all resident CGSC students. To provide guidance for the administration of academic investigations and the processing of academic records and reports. The Registrar maintains official academic records, provides transcript services, manages and implements the Advanced Applications (Electives) program; prepares and tracks all Academic AR 15-6 investigations, maintains the student management system, as well as provides CGSS support.

CURRICULUM DEVELOPMENT (CD). Responsible for planning and coordinating the vertical and horizontal integration of the curricula for the U.S. Army Command and General Staff College which includes the Center for Army Leadership, four schools (CGSS, SAMS, SCP,

AMSC), and a non-resident (DDE) program of instruction; responsible for planning, coordinating, and conducting all aspects of the Accountable Instructional Systems (AIS) (Mini-PIC, PIC, CDR) to ensure the CGSC curricula is current, relevant, and adapts to meet operational and educational requirements; manages and integrates the CGSC Special Curriculum Integrators and eight contract curriculum developers; serves as the executive/lead agent of the CGSC Curriculum Committee; serves as the principal advisor to the Dean of Academics on all curriculum issues; and coordinates with other appropriate CAC, TRADOC, and DA offices involved in these and other activities.

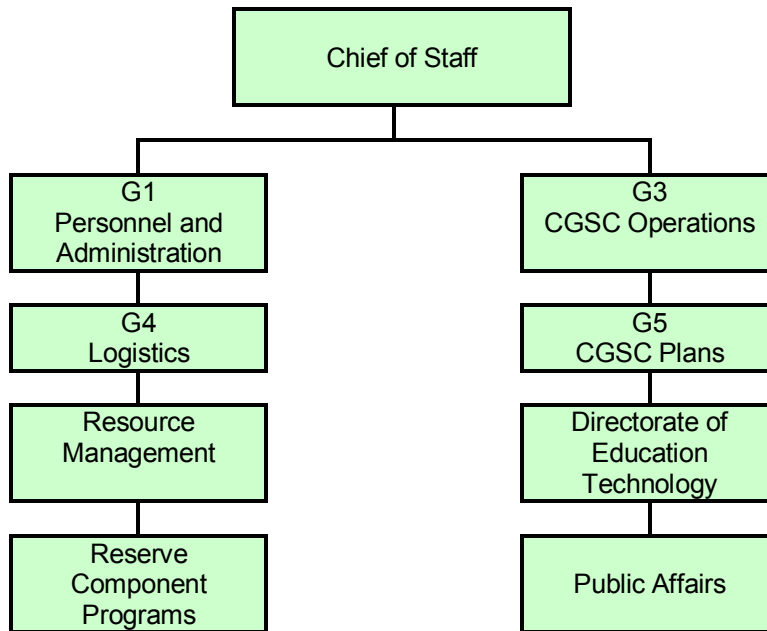


Figure 3. Chief of Staff Chain of Command

CHIEF OF STAFF (CoS). The Chief of Staff is responsible for the policies, operations, personnel, and budget matters pertaining to the College. The CoS supervises the College staff which includes the Personnel (G1), Operations (G3), Logistics and Facilities (G4), Planning (G5), and Resource Management (RM). Additionally the special staff sections under the Chief include the Directorate of Educational Technology (DOET), Directorate of Reserve Component Programs (USAR), and Directorate of Reserve Component Programs (ARNG), and the Combined Arms Research Library (CARL). The Office of the Chief of Staff consists of the Deputy Chief of Staff and Secretary of the General Staff (SGS). The Chief's office exercises staff supervision over the preparation and processing of College correspondence and publications. It coordinates and supervises logistical support for the College, including maintenance of the College buildings and grounds and allocation of space within the CGSC facilities. It is also responsible for all personnel management functions within the College. It provides daily operational and administrative support to include visitor coordination, physical security, fire prevention, and safety. The College's fiscal management and budget functions are executed through support by the CAC DCSR. The CGSC Operations Division (G3) is responsible for coordinating, scheduling, and executing special events and conferences; maintaining the Master Events Calendar; coordinating and scheduling all staff and faculty professional development training, facilities requirements, mobilization planning, and external personnel and equipment tasking. Figure 3 depicts the Chief of Staff chain of command.

G1. Serves as the CAC G-1 representative for the Command and General Staff College, responsible for the full range of human resources functions for an accredited graduate institution consisting of 25 subordinate organizations. Supports over 600 Command and General Staff College staff and faculty members consisting of military officers from across the Department of Defense and allied nations, DA civilians, and contractors. Serves as the CGSC central point of contact for personnel strength management and personnel services support. Responsible for analyzing personnel strength data to determine current capabilities and project future requirements; analyzing strength maintenance, including monitoring, collecting, and analyzing data affecting personnel readiness; preparing estimates for personnel replacement requirements, based on potential/known personnel losses; ensures personnel requirements are met for CGSC joint accreditation. Provides a full range of personnel services support and coordinates closely with the Fort Leavenworth Resource Management Office.

G3. Serves as the curriculum integrator of the College and is organized into four divisions: The Operations Division plans and synchronizes the CGSC curriculum, both near- and mid-term, and provides necessary academic support to the schools and departments in order to sustain the goal of excellence in warfighting. The CGSC Operations Division is responsible for coordinating, scheduling, and executing special events and conferences; maintaining the Master Events Calendar; coordinating and scheduling all staff and faculty professional development training, facilities requirements, mobilization planning, and external personnel and equipment tasking.

G4. The G4 (Director of Logistics) has overall responsibility for physical resources, and is responsible for providing logistical support for resident instruction at the CGSC and to all CGSC activities. The G4 is the CGSC executive agent for administrative and storage space management and is the CGSC Safety Program Administrator, which includes fire prevention, energy conservation, and risk management. Within the G4, staff members and contract employees are organized into two divisions, the Logistical Support Division and the Training Support Division. The Logistics Support Division consists of the Services Section, the Supply Section, and the Quality Assurance Section. This division provides logistical support for the CGSC, to include all ceremonies, conferences, and special events, and provides limited logistical support for the CARL. In addition, the Services Section is responsible for: facility maintenance, construction, repair, and utilities; security and display of gifts; coordination for transportation requirements; and for quality control on the cleaning contract. The Supply Section provides institutional expendable, durable, and nonexpendable supplies. The Quality Assurance Section monitors contracts to ensure compliance with all aspects of the contract's specifications. The Training Support Division provides training support for all CGSC resident instruction per contract. The Project Manager, Training Support Division, is responsible to the G4. Training support is accomplished through a map library and four sections, the Resident Distribution Section, the Classroom Support Section, the CGSC Postal Service Section, and the Access Control Section.

G5. The G5 is the office of the college with staff proponency for Plans and Strategy. Functions include establishment and maintenance of CGSC strategic planning systems, development and maintenance of the long range planning calendar, management of the CGSC Campaign Plan and associated documents, international activities coordination and planning, the strategic readiness system and reporting, and other special planning efforts as assigned.

RESOURCE MANAGEMENT. The CAC Deputy Chief of Staff maintains an office in the College to provide assistance in the areas of budgeting, planning, manpower, contracting, print requests, and civilian personnel actions. The office also oversees CGSC non appropriated funds.

DIRECTORATE OF EDUCATIONAL TECHNOLOGY. The Directorate of Educational Technology (DOET) is responsible for planning, procuring, accounting for, integrating and supporting classroom and office automation technology at the CGSC. The DOET is also responsible for operating the Lifelong Learning Center and the Leadernet Professional Forums as part of the Battle Command Knowledge System. The DOET also plans, models, evaluates, and integrates the technology aspects of the Lewis and Clark Center.

DIRECTORATE OF RESERVE COMPONENT PROGRAMS (DRCP) serves as the focal point for all Army National Guard and US Army Reserve matters within the College. The Directors serve as subject matter experts on the organization and capabilities of their respective components as well as the principle point of contact (POC) for the utilization of Army Guard and Reserve personnel in the College. The Guard and Reserve Directors also provide assistance and input, through the Director, CGSS, for ARNG and USAR student needs, and serve as authors and instructors for the RC elective.

PUBLIC AFFAIRS OFFICE ensures that the CAC and Fort Leavenworth community is informed of any special events or activities that the college is participating in. The PAO also works with the Installation Public Affairs Office to facilitate interviews with media representatives who are interested in writing stories about CGSC and its mission. The PAO ensures that any media representative request is answered in a timely and accurate manner.

COMBINED ARMS RESEARCH LIBRARY (CARL) is a world-class research center for the study of the tactical and operational art of war. The CARL serves as the research facility that is capable of supporting research needs in tactical and operational areas for military scholars worldwide. The research center includes current and expanded library collections (including books, periodicals, videotapes, audio tapes, etc.), archives and special collections, as well as digitized full-text data bases of unpublished tactical and operational archival materials.

BOARDS AND COMMITTEES

CGSC ADVISORY COMMITTEE. Chartered by the Secretary of the Army, the CGSC Advisory Committee, composed of distinguished civilian educators, meets annually to examine the operation of the College. The committee's "reactions and suggestions" are contained in its formal report to the Secretary of the Army and the CGSC Commandant.

CGSC ACADEMIC BOARDS and **CGSC ACADEMIC MISCONDUCT BOARDS** may be convened in the event an AR 15-6 investigation proves to be inconclusive upon completion of the investigation. These boards will consist of three voting members (one colonel as president and two members senior to the student). Academic Boards are advisory boards convened for the purpose of determining the facts and making recommendations concerning the disposition of students who are experiencing marginal or unsatisfactory performance. Academic Misconduct Boards are advisory boards convened to determine facts and make recommendations to the Deputy Commandant or Commandant concerning a student's alleged academic misconduct. These boards, if necessary, will determine if the student's overall record at CGSC warrants dismissal from the course. See current CGSC Bulletin 12, Command and General Staff College (CGSC) Academic Performance Investigations, Academic Misconduct Investigations, Graduation Boards, and Student Dismissal/Release Procedures and CGSC Bulletin 20, Academic Ethics.

ILE GRADUATION BOARDS select students for academic awards, confer the MMAS degree, and certify students for graduation in accordance with CGSC Bulletin 12. Board members include

the Dean of Academics; all teaching department directors; the Director, CAL; the Director, CGSS; directors of each Sister Service element, and the Director, DGDP. The DRCP (USAR and ARNG) will be voting members on the Reserve Component Graduation Board.

CGSC STAFF AND FACULTY COUNCIL reports directly to the Dean of Academics and is composed of elected members. The council's purpose is to provide the means by which the staff and faculty may join with the CGSC leadership in achieving the goal of the best possible instruction at CGSC. The council also conducts special studies in areas approved by the Deputy Commandant.

INSTITUTIONAL REVIEW BOARD ensures consistent application of rules and procedures pertaining to the conduct of research involving human subjects.

STUDENT SURVEY COMMITTEE provides interface between the student body and the faculty in matters of academic interest. The committee functions under the overall guidance and direct supervision of the Quality Assurance Office. It is composed of one US student per section. The members provide information and assistance in support of the curriculum evaluation process.

CGSC SIMULATIONS AND DIGITIZATION BOARD effectively coordinates digitization initiatives for education and training requirements across CGSC and within CAC. The board facilitates integration of simulation initiatives with digital education initiatives ensuring that they are mutually supporting. Finally, it represents the Deputy Commandant on digitization issues between HQ, TRADOC and HQ, DA. The board is controlled by the Digital Leader Development Center (DLDC), chaired by the Assistant Deputy Commandant (ADC), and includes CGSC School and Department Directors, National Simulation Center, TPIO-BC, and TSM, BC as voting members.

DLDC CONFIGURATION CONTROL BOARD is responsible for effecting management and mechanisms on all Information Systems (IS), devices, configurations, and Information Assurance (IA) implementations. The board coordinates, with input throughout the college, the baseline software image for education and training requirements used on the Battle Command Network. All requirements for commercial off the shelf (COTS) and DOD programs are identified and brought in front of the board by the Designated Approving Authority (DAA). The board consists of, at a minimum, the Designated Approving Authority, Deputy Director of the DLDC, the Network Manager (IANM), Information Assurance Officer (IANM), Operations Chief, Exercise Chief and the lead System Administrator. The final approving authority for any modifications to the network or software included for training and education is the DAA.

CGSC EXERCISE COMMITTEE is comprised of designated representatives from schools and departments within CGSC. The committee meets periodically to coordinate exercise initiatives, conduct in progress reviews, and recommend changes that enhance the CGSC exercise program. The committee coordinates changes to scheduled exercises, validates resourcing requirements, and reviews execution of exercises. Its long term focus is to create a joint exercise program with sister services, and recommend changes in the CGSC exercise program to the Dean of Academics. The committee lead is Chief of Exercises, Digital Leader Development Center.

CGSC GRADUATE FACULTY COUNCIL. Effective 16 November 2004, CGSC established a Graduate Council (GC) as a standing body to advise the Commandant and Deputy Commandant on academic policy. The GC consists of senior faculty and serves as a repository of institutional memory and continuity among the senior leadership.

The GC membership consists of five to nine members including the Director, Graduate Degree Programs, who acts as the Chair. The Deputy Commandant appoints other members of the GC. Appointments are contingent upon length of service to CGSC and a substantive record of scholarship through research, publication, teaching, and professional activity. At least two-thirds of the members hold doctoral degrees.

The GC reviews policy and makes recommendations in three broad areas: Faculty appointments and professional development, support for faculty research, and academic policy and curriculum. The GC organizes committees as necessary to study issues and to make recommendations to the Deputy Commandant. A brief review of the above areas follows:

Faculty Appointments and Professional Development. The GC reviews the overall composition of the faculty and identifies important areas of expertise that are insufficiently represented across CGSC. The GC advises Directors, Schools, and the Deputy Commandant on appointment of faculty at the rank of Associate Professor or Professor. In addition, the GC establishes criteria for membership to its body and clarifies the roles of graduate faculty at CGSC. The GC also reviews faculty curriculum vitae and makes recommendations on professional development.

Support for Faculty Research. The GC makes recommendations to the Deputy Commandant on the selection of CGSC faculty for sabbaticals to conduct research or to write. The GC also advises on priorities for CGSC financial support for faculty research and attendance at professional or academic conferences. Finally, the GC promotes awareness throughout the faculty of grant opportunities available outside CGSC.

Academic Policy and Curriculum. The GC advises the Deputy Commandant on the overall structure of the curriculum within CGSC and on matters of academic policy, such as standards for graduate-level curriculum or CGSC bulletins. The GC also advises the Deputy Commandant on preparation for external review processes such as accreditation and visits by external advisory bodies.

SCHOOLS

COMMAND AND GENERAL STAFF SCHOOL (CGSS) educates selected senior captains and field grade officers attending the Intermediate Level Education (ILE) Common Core Course. Its purpose is to prepare all field grade officers with a warrior ethos and warfighting focus for leadership positions in Army, joint, Multi-national, and interagency organizations executing full spectrum operations. The CGSS faculty also educates and trains operations career field (OPCF) officers attending the ILE OPCF qualification course, the Advanced Operations and Warfighting Course (AOWC). Its purpose is to develop operations career field officers with a warfighting focus for battalion and brigade command capable of conducting full scale operations in joint, interagency, and multinational environments, and educate officers so they have the requisite competencies to serve successfully as division through echelon-above- corps-level staff officers. Both courses emphasize the use of critical reasoning and creative thinking. CGSS also provides administrative support to all US and International Military Students and their families

enrolled in the resident Intermediate Level Education course, coordinates the extracurricular activities and projects of the ILE class, and administers the Security Assistance Training Program. The CGSS accomplishes this mission through three divisions: The US Student Division (USSD) provides all US Army administrative support and selected support to Air Force, Navy, Marine Corps, Coast Guard officers, and civilian students.

The International Military Student Division (IMSD) supports International Military Student programs and activities, and the Operations Division. The CGSS also supervises the CGSC Service to the Nation program. This program is a community outreach program that promotes understanding and appreciation of the members of the Armed Forces as involved citizens in their communities and professionals committed in their military service to the Nation. Instruction for International Military Students (IMS) is divided into three parts: the IMS Preparatory Course (IMSPC), the Intermediate Level Education Preparatory Course (ILEPC), and the ILE. Generally, IMSPC and the ILEPC allow the IMS to enter the resident course with their American counterparts after several weeks of familiarization, not only with English but also with small group methodology and the US Army method of operation. These courses are only a part of what has come to be known as an IMS "Leavenworth Experience." Throughout the course of the academic year, the DOD Field Studies Program exposes the IMS to both the formalized institutions of the United States, as well as the many facets of American culture. IMS participate in tours and visits to representative agencies, and are exposed to the diversity of American life through a wide variety of family-related activities. Hopefully, by the close of the academic year, the students will gain an objective view of the United States. Assisting in the overall process are the three sets of volunteer sponsors for each IMS: one from the city of Leavenworth, one from Kansas City, and one from the military community, referred to as their Fort Leavenworth Sponsor.

Fort Leavenworth also has two other programs that augment the Sponsor Program:

The Command Sponsor Program. If, and only if, the military sponsor is on leave or TDY during the critical arrival time, a command sponsor will perform pre-arrival, reception, in-processing, and integration responsibilities that welcome the IMS and his family to Fort Leavenworth and ILE. This assistance to the IMS and his family primarily occurs in June.

The Student Ambassador Program. Each IMS is assigned a student ambassador who is a US student classmate in the IMS staff group. The student ambassador voluntarily assists the IMS in their staff group in academic matters pertaining to the class. Matters not related to academics or the College is the primary responsibility of the sponsor.

Selected IMS present audiovisual presentations about their countries during the year. These "Know Your World" programs are open to the public. The presentations are 60 minutes long and generally cover national highlights of historical, cultural, economic, and tourist items of interest. This program is suitable for all ages and may include native food or other cultural information following the conclusion of the presentation.

Center for Army Tactics (CTAC) provides a program of instruction throughout the Army that grows leaders to plan, execute, and command in full spectrum and combined arms operations for a Campaign quality Army with Joint and Expeditionary Capabilities. Key functions include developing resident programs of instruction for Intermediate Level Education (ILE) and Advanced Operations and Warfighting Course (AOWC) courses, instructing combined arms warfare at the CORPS through Brigade Combat Team (BCT) levels and reviewing and recommending improvements to tactical doctrinal literature. It is also responsible for reviewing all

tactical educational materials associated with the non-resident versions of the Intermediate Level Education (ILE).

Department Of Joint And Multinational Operations (DJMO) develops curriculum designed to educate officers in the planning and execution of joint, multinational, and interagency operations during peace, conflict, and war, with emphasis at the operational level of war. At the completion of the ILE core and AOWC Block I curriculum, students are able to evaluate national strategies, conduct strategic and operational estimates, analyze military operations other than war (MOOTW), and plan joint operations at the theater, strategic, and operational levels. The DJMO curriculum emphasizes joint planning processes used to deploy, employ, and sustain US joint forces in contingency operations across the spectrum of conflict. The curriculum focuses on how a joint force commander translates national interests and national security objectives into military objectives and employs joint forces to accomplish those objectives in war and in operations other than war. The DJMO also develops this material for the non-resident versions of the ILE. Additionally, during AOWC, DJMO offers two specialized areas of concentration to include a Joint Advanced Warfighting Studies (JAWS) track and a Special Operations Forces track for selected officers. The DJMO also offers approximately 43 elective courses that expand on the fundamentals of joint operational warfighting presented during the ILE core and AOWC Block I curriculum.

Department Of Logistics And Resource Operations (DLRO) educates, trains, and develops officers in the art and science of resource management, management science, and force management support for military operations across the full spectrum of operations. Logistics operations are presented at the tactical, operational, and strategic levels, incorporating Army joint and combined environments. The DLRO also develops all logistics and resource management-oriented courseware associated with the non-resident versions of the ILE. DLRO offers 12 elective courses that expand on the fundamentals of tactical, operational and strategic logistics. Additionally, DLRO has two certification courses that are jointly instructed with Fort Eustis, the Division Transportation Course; and Fort Lee, the Support Operations Course.

Department Of Military History (DMH). The mission of DMH is to educate ILE officer students skilled in critical thinking and informed by historical perspectives that thus make them better prepared to achieve the nation's objectives in war and peace. The DMH is responsible for developing and teaching the military history curriculum at CGSC and assisting other departments in integrating military history into their instruction. The DMH is also the proponent for The Smythe Award and the Arter-Darby award.

Leadership Instruction Division (LID), Center for Army Leadership. Although assigned to the Center for Army Leadership, LID functions as an academic department of the Command and General Staff School. Leadership instruction at CGSS is designed to help student officers transform from direct level to organizational level leaders. Through the leadership curriculum, officers consider leadership lessons of the past in developing leadership insights for the contemporary operational environment and for the future. LID offers 10 elective courses, including opportunities for independent study, so that students may pursue their interests in the study of leadership. LID is the proponent for the General MacArthur Leadership Writing Award.

SCHOOL OF ADVANCED MILITARY STUDIES (SAMS) educates officers at the graduate level in military art and science thereby producing leaders with the flexibility of mind to solve complex operational and strategic problems in peace, conflict, and war. The SAMS consists of

the Advanced Military Studies Program for majors and the Advanced Operational Arts Studies Fellowship, a Senior Service College level program. Both programs award a Master's level degree in the art and science of war.

SCHOOL FOR COMMAND PREPARATION (SCP) organizes, administers, and conducts preparation courses for battalion and brigade level command selectees (and their spouses), as well as noncommis-sioned officers chosen to serve as Command Sergeants-Major (and their spouses). The SCP also provides simulation enhanced tactical training for CGSC students and faculty members.

DEPARTMENT OF DISTANCE EDUCATION. The mission of the Directorate of Department of Distance Education (DDDE) is to develop leaders prepared to execute full-spectrum joint, interagency, and multi-national operations through non-traditional means. DDE develops, distributes, and administers the Command and General Staff College's distance learning programs (the Total Army School System – TASS – “M” Course and the web-based “S” course) to Active and Reserve Component officers from all services and allied nations.

ARMY MANAGEMENT STAFF COLLEGE (AMSC) located at Fort Belvoir educates and prepares Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base. Recently the Army placed AMSC under CGSC. Transition is being implemented.

CHAPTER 3

ACADEMIC ETHICS

Any student who is suspected of violating the CGSC Academic ethics policy is subject to an AR 15-6 investigation that may result in appropriate disciplinary action. See current CGSC Bulletin 12, Command and General Staff College (CGSC) Academic Performance Investigations, Academic Misconduct Investigations, Graduation Boards, and Student Dismissal/Release Procedures and CGSC Bulletin 20, Academic Ethics.

Professional ethics is of paramount importance to the CGSC. Work presented by students, staff, and faculty as their own will be their own. To do otherwise results in unfair advantage and is inconsistent with professional ethics and integrity. Academic ethics, as it relates to staff, faculty, and students and their duties at the CGSC is defined as follows:

The application of ethical principles in an academic environment; giving and receiving only authorized assistance; and conducting legitimate research and properly attributing credit to sources of information.

This statement and the following amplifications of it are intended to assist the vast majority who want to do the right thing and thereby have a more productive learning experience. This policy is not intended to be a vehicle to incriminate those who might be inclined to violate professional standards. Officers may be technically guilty of plagiarism and subject to the full penalties for it, even though they have the best intentions, if they don't document the sources of their information properly. (Ignorance is not a defense.) **PLAGIARISM, IN ANY FORM, IS STRICTLY PROHIBITED!**

Plagiarism defined: 1. an act or instance of plagiarizing; 2. something plagiarized (Webster's New Collegiate Dictionary, Copyright 1975 by B. & C. Merriam Co.).

Plagiarize as defined by Webster: to steal and pass off (the ideas or words of another) as one's own; use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source.

Plagiarism is the presentation of another's writing or another's ideas as one's own. Legally, socially, and academically it is considered a form of theft . . . (Writing with a Purpose, 4th edition, James M. McCrimmon). Plagiarism covers more than copying another's work word for word. The unattributed use of only a portion of another's work constitutes plagiarism.

Copying words from a source without identifying those words with quotation marks and an endnote and copying the work of another student is plagiarism.

Students will NOT:

- Possess or use copies of solutions to practical exercises that have not been issued to them.
- Possess, use, or transfer copies of examinations, examination solutions, lesson solutions, or any other controlled issue materials used in any CGSC resident or non-resident course prior to

- or during the administration of the evaluation instrument to an individual, their staff group, or section.
- Reproduce, disseminate, or discuss graded lessons, examination questions, or solutions from their course or any other resident or non-resident CGSC courses with other students who have not taken the examination in question.

**IF UNCERTAIN ABOUT WHAT IS ALLOWABLE, ASK YOUR INSTRUCTOR,
STAFF GROUP ADVISOR (SGA), OR SUPERVISOR.**

To preclude compromising the evaluation process, students and instructors will refrain from discussing or otherwise exchanging information on examinations or quizzes within hearing of unauthorized personnel. The student evaluation process is designed to determine the assimilation and comprehension of each student for each course and to provide information for curriculum design and improvement. Deliberate or unintentional disclosure of examination/quiz content invalidates the evaluation process.

Requirements to maintain the highest professional standards apply to all members of the resident and non-resident College community to include staff, faculty, and students. Instructors and authors are expected to do honest research and, when they publish for personal recognition, to attribute credit to those from whose work they borrow.

Instructors, staff leaders, SGAs, and others called on to give extra instruction or tutorial assistance must be cautious not to compromise the spirit of academic ethics in their efforts to assist students desiring help.

Copyright laws are specific and demanding. All personnel must honor them and not be lured into insensitivity by the ease of photocopying, tape duplication, and other technologies.

The educational exemptions in the copyright laws are actually limitations on the exclusive rights of the copyright owner. Three sections of the law provide such limitations in the interest of nonprofit education: Section 107, "Fair Use," Section 108, "Reproduction by Libraries and Archives," and Section 110 (1) & (4) that exempt face-to-face classroom showings from public performance restriction.

For specific information on the use of copyrighted materials, contact CARL at extension 758-3018.

Some departments and/or instructors encourage the use of spelling, grammar, and style checkers while others do not. Language-analysis software is a powerful tool for learning and a quality control for writing. This software, unlike the dictionary or composition text, "proofreads" writings and recommends changes based on "rules" set up for that program. It flags potential problems and offers recommendations; the writer makes the decisions. A writer may passively accept these recommendations, but a good writer recognizes the program's limitations as an analytic tool and bases his decisions on personal knowledge. Because the final decision rests with the writer, CGSC does not require acknowledging the use of these programs.

If technical advice is sought from another person on spelling, grammar, or style checkers, the advice will be limited to generic aspects of using the program, and exclude advice on specific assignments. Students must safeguard their work from exposure to a classmate's view when using any computer software.

The non-attribution policy of the College regarding guest speakers (see page 2-8) is an important issue. Violation of the policy would not only threaten academic freedom at the College, but would also bring into question the ethics of the individual who was aware of and understood the policy but violated it anyway.

Prior to reporting any suspected violation for official action, the alleged offender will be confronted by the person observing the suspected violation. Understandably, this is difficult to do, but this process may preclude unnecessary emotion, frustration, and energy encountered by reporting someone because of misunderstanding or mis-perception. During confrontation all efforts will be taken to protect the individual's rights. Witnesses should be present at this session. While not mandatory, the reading of rights under Article 1, Uniform Code of Military Justice (UCMJ), is advisable. If after confrontation it is felt a violation may have occurred, the following reporting procedure should be used:

Resident Course

Students should report suspected violations to their SGA or the course instructor who will report the incident to their department director, Director, CGSS; Director, SAMS; or Director, SCP.

Staff and faculty report to their committee, team, or division chief who reports to their respective director.

School and department directors report to the Dean of Academics.

ILE directors will notify the Dean of Academics and/or the senior representative of the AFELM, NAVELM, or MCELM of any suspected violation by an officer of their respective service.

Non-Resident Courses

Students report to the Director, DDE in writing or telephonically.

Staff and faculty (graders) report to the Director, DDDE.

Director, DDDE reports to the Dean of Academics.

Director, DDDE will notify the senior representative of the AFELM, NAVELM, or MCELM of any suspected violation by an officer of their respective service.

Violations are serious breaches of ethics and are cause for academic disqualification, other administrative action, and/or punishment under the provisions of the UCMJ. The Dean of Academics will approve/ disapprove requests to convene misconduct and academic boards. The board will be conducted as described in CGSC Bulletin 12. Board proceedings are administrative in nature and do not constitute proceedings under the UCMJ.

International Military Students are subject to the criteria established in this document with the provision that final action taken rests with Commander, TRADOC, under the provisions of AR 12-15, Education and Training of Foreign Personnel by the US Army.

ACADEMIC FREEDOM

As an institution accredited by the North Central Association of Colleges and Schools (NCACS), the CGSC subscribes to the American Association of University Professors 1940 Statement on Academic Freedom. The CGSC depends on the free flow of ideas for its intellectual vitality. Indeed, the principles of adult education practiced by the College are based on the importance of free thought in an academic environment. But, this freedom also imposes certain obligations:

--In the classroom, the College encourages aggressive examination of all academic subjects. However, the debate naturally arising among professionals in such an environment should be kept free from controversial matter having no relation to the scheduled instruction.

--Students, staff, and faculty are entitled to full freedom in research and publication of results, consistent with the academic responsibilities of the CGSC. Nonetheless, these efforts are subject to regulatory and statutory limitations, current public affairs policies, copyright laws, security considerations, and the CGSC non-attribution policy.

--When CGSC students, staff, and faculty speak or write on matters outside the purview of the College, they are free from academic censorship or discipline. But they must remember that the public may judge their profession and the CGSC by what they say. They should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that the views they express are theirs and not necessarily those of the CGSC or DA.

STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY

The USACGSC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Without academic freedom, the uninhibited search for insight and knowledge is impossible. At the same time, certain individual responsibilities are inherent in the time-honored tradition of free speech. Academic integrity requires that each of us pursue factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USACGSSC and includes the following principal elements:

- Freedom to discuss in a non-attribution manner within a classroom any material or ideas relevant to the subject matter supporting course objectives.
 - Freedom to teach, conduct research, and publish research findings.
 - Freedom to seek changes in academic and institutional policies.
 - Responsibility to ensure specified institutional learning objectives are achieved.
 - Responsibility to pursue excellence, intellectual honest, and objectivity in teaching.
 - Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry.
 - Responsibility to encourage and nurture innovative, critical reasoning and creative thinking, discussion, and writing in all areas supportive of the curriculum.
 - Responsibility that information is presented objectively; a particular point of view may be advanced, as long as the right to further inquiry and consideration remains unabridged.
 - Responsibility to assess the claims of others with respect and objectively.
 - Responsibility to uphold scholarly standards for research and publication.

NONATTRIBUTION POLICY

The CGSC Nonattribution Policy applies to all speakers and lecturers at the College. The policy is stated as follows:

Nothing guest speakers say while visiting the College will be attributed to them personally, either directly or indirectly, by any person. The name of a former speaker will not be used when asking questions or developing discussions with a later speaker. Views of an earlier speaker, whether in agreement with or opposed to those of a later speaker, will not be attributed to the former speaker by name, position, or title. This policy covers unclassified as well as classified terms. Nothing a speaker says will be attributed to him/her in discussion with any news media, public forum, or any other way.

CHAPTER 4

EDUCATIONAL SUPPORT FACILITIES, GUEST SPEAKERS, AND EXTRACURRICULAR ACTIVITIES

INSTRUCTIONAL FACILITIES

Bell Hall and Eisenhower Hall are the primary CGSC resident instructional facilities.

Bell Hall is the home of and the primary facility used for teaching the ILE. The building has 15 classrooms designed to hold 64 students, or they may be divided to accommodate two 32-student or four 16-student groups. The building also houses Eisenhower and Marshall Auditoriums, Trophy Lounge, a tiered conference room, and support facilities including a cafeteria, bookstore, barber shop, and automatic bank teller. Eisenhower Auditorium seats 1,425 persons; the stage, one of the largest in the Army, has production capabilities for all types of productions. Marshall Auditorium seats 354 persons and is used for instruction and as a briefing room for the staff and faculty.

Eisenhower Hall is the home of the CARL, SCP, SAMS, DDE, and CAL. The building has 16 classrooms, 8 seminar rooms, a Group Assembly Room, 2 conference rooms, and a cafeteria. The seminar rooms seat 16 students each and are dedicated for use by the SAMS. Nine classrooms are designed to seat 32 students or be further divided to accommodate 2 groups of 16.

DePuy Auditorium is the Group Assembly Room. It is a full service auditorium seating 134 persons, and the two conference rooms are designed to hold up to 30 persons each. Some ILE instruction is conducted in Eisenhower Hall also. The remaining classrooms are used for JANUS instruction, the PCC, SAMS courses, and by various working groups.

There are three plasma screens for informational purposes only. There are two in Bell Hall and one in Eisenhower Hall.

The following equipment is available for use in CGSC auditoriums:

- Closed-circuit television for screen projection in Eisenhower Auditorium and side-mounted television projection in Marshall Auditorium and the Group Assembly Room. The closed-circuit television in Eisenhower Auditorium can also be interfaced with the TNET system located in the GIB, Eisenhower Hall, room 260B.
- Dual, 16-mm sound motion picture projectors--front and rear projection in Eisenhower Auditorium; front projection only in Marshall Auditorium and the Group Assembly Room.
- 35-mm (2" X 2") slide projector with push-button, remote control attachment.
- Overhead projector for 10" X 10" or smaller transparencies—front and rear projection available in Eisenhower Auditorium; front projection only in Marshall Auditorium and the Group Assembly Room.
- Triple-screen projection available for both Eisenhower and Marshall Auditoriums; double-screen projection in the Group Assembly Room.
- Marshall Auditorium also has Video Tele-Conferencing capabilities.
- Whiteboards, easels, and pointers.
- Sound tape recorder (3.75' min or 7.50' min).

- Audience microphone access in Eisenhower and Marshall Auditoriums.

Equipment available for use in the ILE classrooms include—

- Overhead projectors.
- 16-mm sound motion picture projector for front projection.
- 35-mm (2" X 2") slide projector.
- Closed-circuit television with video playback capability.
- Phone jacks for installation of telephones and/or computer terminals.
- VCR (1/2" and 3/4").
- Televisions in Bell Hall and 37" color monitors in Eisenhower Hall.
- Four computers with printers in each classroom.

Equipment available for use in the Harold K. Johnson Wing in selected classrooms include--

- Overhead projectors.
- Closed-circuit television with video playback capability.
- Phone jacks for installation of telephones and/or computer terminals.
- VCR (1/2").
- Televisions.
- Computer.
- Smart Board.

COMPUTER LABORATORY

The Computer Laboratory is located in room 65G, Bell Hall. Microcomputers are available for students, staff, and faculty. This center can be used for individual study, staff group discussions, or instruction. Unless it has been reserved for specific use, it is available whenever Bell Hall is open. The CGSC G3 should be contacted to reserve the facility.

BATTLE COMMAND EDUCATION FACILITIES

DLDC maintains a number of digital training facilities for use by staff and faculty of CGSC and students attending courses at CGSC. Unless reserved for specific use, they are available whenever Bell Hall or CARL is open (normal class hours). Requests should be directed to the DLDC Operations Division for group or individual use. The facilities available are the Warlab, C2 Lab, Education Lab, Joint Command and Control (JC2) Facility and Situational Awareness Lab.

- The Warlab is located in Classroom 7, Bell Hall. The lab provides networked microcomputers available for training students and instructors on the suite of simulations used within the college; for conducting exercises; and a venue for simulation experimentation and research.

- The C2 Lab in Room 310, Bell Hall is used to replicate division and brigade command posts (CPs). It includes mockups of command and control vehicles in a typical CP configuration and is equipped with current battle command technologies.

- The Situational Awareness Lab is located in Classroom 9. This classroom houses a concentration of ABCS in a computer lab setting. The lab provides general support to the CGSC campus and is capable of providing greater throughput of students on a wide variety of

programs including the Combined Arms Planning and Execution Monitoring System (CAPES), the Maneuver Control System (MCS), and Command Post of the Future (CPoF).

- The Education Lab is located in five classrooms in Room 310 wing of Bell Hall and Classroom 17. These classrooms are used by DLDC instructors to conduct in-depth classes on Battlefield Automation Systems including the Advanced Field Artillery Tactical Data System (AFATDS), Air Missile Defense Work Station (AMDWS), Future Battle Command Brigade and Below (FBCB2), All Source Analysis System (ASAS), and Battle Command Sustainment Support System (BCS3).

- The Joint Command and Control (JC2) Facility is located on CARL's third floor secure area and is open to US officers and faculty only. The facility offers classrooms, work areas, a conference room, file server, a training lab, and SIPRNET access. Classes taught include Global Command and Control System (GCCS), Command and Control Personal Computer (C2PC), National Geospatial-Intelligence Agency tools, JOPES Editing Tool (JET), Joint Flow Analysis System for Transportation (JFAST), Joint Force Requirements Generator II (JFROG II), Transportation Coordinators Automated Information for Movement System (TCAIMS) and more.

COMBINED ARMS RESEARCH LIBRARY

The Combined Arms Research Library (CARL) is the research center for the CGSC and the CAC. It also serves other TRADOC installations as well as military scholars and researchers throughout the United States and overseas. CARL is the best library in the world for the study of land warfare at the tactical and operational level.

The book collection consists of approximately 280,000 volumes concentrating on military science, history, politics, area studies, and leadership. Access to the book collection is through the online catalog, which offers students the ability to search by author, title, subject, and keyword. It may be accessed at:

<http://cgsc.leavenworth.army.mil/carl/catalog/>

The Library subscribes to hundreds of magazines and newspapers, with access to more through its electronic databases. Back files of many more are available in either paper copy or microfilm.

The CARL document collection consists of approximately 200,000 technical reports, after action reports, and historical materials. It covers all aspects of military science, including leadership, intelligence, weapons, equipment, training, operations, tactics, and doctrine. CARL maintains a complete collection of CGSC MMAS theses and SAM's papers, many of which are online in the CARL Digital Library. An extensive collection of military authority publications (Army regulations, field manuals, DA pamphlets, training manuals, joint publications) and other administrative, technical and training publications, both current and obsolete, is also available.

The CARL Special Collections and Archives section holds a complete collection of CGSC instructional materials dating from 1882, tapes of guest speakers, and other College materials. Documents recording the institutional life of Fort Leavenworth from 1970 to the present are available for use. Other materials available include VII Corps operational documents from Desert Storm and materials from Somalia and other contingency operations. The Rare Books Room holds rare and valuable military books dating from the 17th Century.

CARL absorbed the Fort Leavenworth post library in 1995 and continues to meet the community's needs for public library service. Family members, retired military and civilian workers can find relevant material and assistance. Nonfiction, fiction, biographies, and general reference books are integrated into the CARL book collection. A separate room on the second floor holds the children's collection. All books are accessible through the online catalog. Children's story hours and reading programs are available periodically. For dates and times, ask at the circulation desk. Some of the Library's commercial databases are available for home use and are specifically for elementary and secondary students. There are ten computers with high speed Internet access through a commercial ISP for community use.

The Library subscribes to online commercial databases containing citations and abstracts to articles in some 100,000 publications, full-text to over 19,000 publications, extensive Congressional information, in-depth country information, and access to working papers, conference reports, and similar hard to locate materials on international affairs. Most of these databases are available from any official Fort Leavenworth computer, and some can also be accessed from home computers. Ask at the reference or circulations desk for more information. CARL participates in interlibrary loan, providing access to items not held in our collection or in our databases.

Click the "Databases" tab on our homepage to access these resources:

The *E-Journal Portal* identifies and links to the full-text journals found in our major databases.

ProQuest provides unlimited access for all post personnel to a large database of magazine, journal, and newspaper articles in a variety of disciplines, many full-text.

EbscoHost provides unlimited access for all post personnel to several databases, including military/government, academic, and business collections. Many articles are full-text.

Infotrac includes newspaper, health, computer, and Spanish-language databases, including many full-text articles.

Jane's Geopolitical provides worldwide military and security information and includes the full text of Jane's *Sentinel* publications.

CountryWatch provides current news, statistics and in-depth background information on the 192 countries of the world.

Columbia International Affairs Online (CIAO) is the most comprehensive source for theory and research in international affairs and includes working papers from university research institutes, occasional papers series from nongovernmental organizations (NGOs), foundation-funded research projects, proceedings from conferences, books, journals and policy briefs.

FirstSearch is a collection of databases in a variety of subject areas, including psychology and public affairs. Most records are citation/abstract only, but an increasing number are full-text. One database is the WorldCat, a combined catalog of holdings for over 10,000 libraries.

The *Defense Technical Information Center (DTIC)* contains over two million DoD studies, after action reports, and technical reports dating back to World War II. Our page links to the

Center's *Public STINET* database, containing unclassified/unlimited documents. Materials from 1998 forward are full-text.

SIRS is a current events database designed for elementary and middle school students.

Among the electronic resources available in the Classified Documents Section are *Joint Publications*, *Joint Munitions Effectiveness Manuals*, *the Medical Environmental Disease Intelligence and Countermeasures CD*, *the Marine Corps Intelligence Activity's Baseline Reference Documents*, *Multi-Command Manuals*, and other restricted Manuals, Databases, and Compact Disks.

CARL provides SIPRNET access for faculty, staff, students and visiting personnel with proper security clearance and need to know. The SIPRNET is a classified gateway providing user access to current information to plans and operations. Personnel on the third floor DLDC CGSC Facility create student, staff, faculty, and visiting personnel profiles. The third floor reference staff will provide assistance to users in navigating the gateway and can instruct them in establishing a classified AKO email account.

CGSC students can access the Internet, use Microsoft Office programs, and have use of a scanner with their student login on the Library's first and second floors. CARL provides printers, photocopiers and microform reader-printers for student use.

CARL occupies the entire south wing of Eisenhower Hall. The first and second floors of the Library hold the book, periodical, and microform collections and are open the following hours:

Monday—Thursday	0700--2100
Friday	0700--1700
Saturday	1000--1700
Sunday/Holidays	1200—1900

The third floor of CARL contains the document collection and the archives. It is open Monday through Friday 0700—1700; closed weekends and holidays. **ACCESS IS RESTRICTED.**

General telephone numbers for CARL are commercial (913) 758-3101/3102 or DSN 585-3101/3102.

EDUCATIONAL TELEVISION AND AUDITORIUM AUDIOVISUAL SUPPORT

The Media Services Division of the Training Support Center directs and administers the activities of the College's closed-circuit distribution systems and the auditorium audiovisual operator support personnel. Operation of a closed-circuit distribution system provides television presentation service to all the classrooms including the FM music channel. The cable distribution service is tailored for the needs of the College. The Television Branch is physically located in Eisenhower Hall, room 155. The Auditorium Support Branch provides audiovisual technicians for guest speakers, CAC conferences, ceremonies, PreCommand Courses, and CAC supported special events.

BOOKSTORE

The Bookstore, managed by the Army and Air Force Exchange Service, is located in the basement of Bell Hall. Operating hours are 0700 to 1500, Monday through Friday. A variety of merchandise and services is available through this support facility. A wide selection of hardbound and paperback publications, school supplies, calculators, stationery, greeting cards, and software can be purchased.

GUEST SPEAKER PROGRAM

Guest speaker presentations consist of speakers who address the staff, faculty, and students. There is an average of three speakers per month during the academic year. These military and civilian dignitaries, US and international, speak on a wide variety of subjects that enhance the educational and professional development of student officers, staff and faculty, and members of the CAC community. ILE student attendance at scheduled guest speaker presentations is required with the exception of classified presentations when only US students may attend.

Guest lectures consist of a lecturer who addresses a specific course to the faculty and students. Normally, the lecturer speaks on a specific subject in support of an advanced applications course. These programs are normally conducted in Marshall Auditorium or a classroom and, if space is available, visitors may attend.

EXTRACURRICULAR ACTIVITIES

The CGSC recognizes that extracurricular activities are an essential part of a student's life; therefore, we encourage participation in a wide and diversified assortment of recreational, social, and religious activities. CGSC Circular 350-4, Administrative Instructions for the Command and General Staff Officer Course, lists numerous on-post activities available to students and their family members.

CHAPTER 5

COMMAND AND GENERAL STAFF SCHOOL

DESCRIPTION OF GRADUATES

Field Grade Officers for the Army and the Nation

The graduate of the Command and General Staff College (CGSC) possesses a warrior ethos and warfighting focus that enables him or her to lead competently and confidently on Army, joint, interagency, and multinational teams and throughout the spectrum of operations.

Command and General Staff School (CGSS) Graduates

- Are prepared to assume warfighting duties immediately upon graduation.
- Possess the competencies and supporting skills and knowledge that enable them to perform duties effectively and help teams achieve organizational objectives.
- Are attuned to the complexity of the operating environment and consider the impact of culture on military operations.
- Take a disciplined approach to meeting organizational and strategic-level leadership challenges.
- Are critical and creative thinkers who can adapt and thrive in ambiguous and ever-changing environments?
- Are self-aware and motivated to continue learning and improving throughout their careers.

Intermediate Level Education (ILE) Graduates

ILE Common Core prepares field grade officers with a warrior ethos and warfighting focus for leadership positions in Army, joint, multinational, and interagency organizations executing full-spectrum operations.

They are leaders who—

- Are service experts within their current experience?
- Understand warfighting in today's environment across the full spectrum of operations, prepared to assume responsibility across it all.
- Are proficient and confident enough to solve complex problems in all lanes through study, critical reasoning, and thinking versus templating.
- Are able to balance and synchronize planning and operations for today and for the future using reach-back systems made available to them.

- Have rigorous exercises and assessments to provide them a level of confidence in their skills, knowledge, and competencies.

ILE Advanced Operations and Warfighting Course (AOWC)

AOWC develops operations career field officers with a warfighting focus for battalion and brigade command capable of conducting full-spectrum operations in joint, multinational, and interagency environments, and who have the requisite competencies to serve successfully as division through Army and joint staff officers.

They are leaders with a warfighting focus who—

- Are well grounded in the theory of war and doctrine as it pertains to fighting within a full-spectrum operation.
- Possess the skills to employ rapidly deployable, responsive, agile, and tailorable, packages of land force combat power within the Brigade Combat Team (BCT), Units of Excellence, and Units of Action formations for use by the joint force commander.
- Appreciate culture and cultural influences as they apply to preventive exigencies and military operations.
- Are confident and aware of how much they know and can do, continuing to reinforce their values and reasoning through reach-back programs.
- Understand an enemy, both state and non-state, who is comfortable with asymmetry and is constantly learning and adapting against us.

RESIDENT COURSES

ILE Core Curriculum and AOWC: This 44-week course (1-250-ILE) prepares Army operations career field (OPCF) officers, and officers from other services and other countries for command and higher-echelon staff responsibilities. The course consists of the ILE core, Advanced Operations and Warfighting Course (AOWC) and advanced application program (AAP).

ILE Common Core (Course Location): The ILE Common Core taught at course location sites (1-250-ILE-CC) is 14.8 weeks (14 weeks, 4 days) or 74 "course days" (admin and academic days). Army other than operations career field officers (OTO) Special Branch Officers and Reserve Component officers attend the core course at a course location sites, then attend their functional area credentialing course.

Preparatory Courses: There are two preparatory courses for students attending ILE Core curriculum and AOWC. The first is the International Military Student (IMS) Preparatory Course (IMSPC)-2G-F67. This course is mandatory for all international students. It is a 16-day course providing international officers survival skills needed to function in ILE at Ft Leavenworth, the local community and to begin the DOD Field Studies Program educational process. It exposes the IMS to the small group instruction methodology, which is used in the majority of ILE instruction. The course consists of discussion of professional and cultural topics, introduction to the use of automated systems, practical exercises in basic research and writing methods, and other subjects. The second preparatory course is the Intermediate Level Education (ILE) Preparatory Course, 2G-F68; it consists

of 10 days of instruction. The first 8 days are basic fundamentals taught by CTAC, and the final 2 days are logistics operations instructed by DLRO. This course forms the entry-level basis for all combined arms tactics instruction for the ILE. It explains how the Army as a whole conducts combat operations on the modern battlefield. The 10 lessons explain the Army's doctrine for war, the major combat and combat support battlefield operating systems (maneuver, fire support, air defense, intelligence, mobility/survivability, and command and control) that commanders must synchronize to successfully conduct war, and describe the structure of major Army tactical echelons of command (corps, divisions, and brigades). The course emphasizes acquiring knowledge of fundamental terms, concepts, principles, and organizations.

International Military Students attend classes with US officers in ILE and generally receive the same instruction. IMS also participate in the DOD Field Studies Program. This program is designed to provide the IMS and their families a "window on America." It is accomplished through visits to industrial plants, schools, business and civic organizations, governmental institutions, and other typically American activities. These visits are conducted throughout the school year.

ILE Core Curriculum

ILE Core Purpose Statement: To prepare field grade officers with a warrior ethos and war fighting focus for leadership positions in Army, joint, multinational, and interagency organizations executing full spectrum operations.

ILE Core Graduate Competencies: The ILE Core Course graduate will KNOW the following:

- Organizational Leadership
- Develop strategic and operational vision.
- Acquire historical perspective.
- Recognize multi-dimensional problems.
- Develop self-awareness.
- Develop subordinates.
- Improve units and organizations.
- Understand the players in complex battle space.
- Understand the range of informational feeds into planning and decision-making processes.
- Doctrine, Principles, Concepts
- Understand joint synchronization.
- Understand strategic environment and full spectrum operations (FSO).
- Understand large unit synchronization.
- Develop the historical context.
- Understand Army and joint systems and processes.
- Think critically.
- Understand information operations.
- Understand leadership principles and concepts.
- Understand warfighting principles and concepts.
- Understand the spectrum of threats-challenges-opportunities attendant in FSO.
- Apply concepts of dynamic power and maneuver in FSO.

In addition, the ILE Core Course graduate will DO the following:

- Common Applications
- Identify, analyze, and solve problems.
- Filter information and provide technical advice.
- Communicate orders to subordinates to execute.
- Anticipate future requirements.
- Manage time and allocate resources.
- Adapt to change.
- Analyze complex problems.
- Identify and address threats-challenges-opportunities critical to mission success (problem-solving).
- Adopt, adapt, or abandon doctrine as the situation requires.

In the Core Course, the curriculum focuses on the following:

- Leadership.
- Warfighting within FSO and today's operational environment.
- A balanced focus on both how to think and what to think.
- Complex problem solving across FSO.
- A balanced focus on current operations, future operations, and plans functions.
- The knowledge to synchronize principles and concepts to attain effects.
- Competency-based learning requirements.
- Performance-based assessment of training and education.

The core curriculum contains the JPME Phase I learning areas.

Advanced Operations and Warfighting Course (AOWC)

Purpose: To develop operations career field officers with a warfighting focus for battalion and brigade command capable of conducting full spectrum operations in joint, multinational, and interagency environments and who have the requisite competencies to serve successfully as division through echelons-above-corps (EAC) staff officers.

AOWC Graduate Competencies: The AOWC graduate will be proficient in operations, operational support, and operational sustainment battlefield functional areas (BFAs), will be branch staff command qualified, and will have a specialty focus. For branch staff command specific, students will take advanced subjects and additional skill qualifier (ASI) subjects. In the warfighting component, Army and Warfighting Service students will take unified operations to include regional studies, history, and component operations. In addition, all students will be able to pursue a Masters in Military Art and Science (MMAS) and complete a research project.

The AOWC curriculum focuses on the following:

- Warfighting
- Integrated full spectrum scenario with performance-oriented training and education.
- Simulation performance-based execution.
- Theory of war and doctrine.
- Conduct of war (Army, joint, and multinational).

- Command leadership and decision making in battle planning, synchronization, and execution.
- Battlefield functional areas (BFAs) and full spectrum dominance.
- Army forces (ARFOR), Joint Forces Land Component Command (JFLCC) crucible event from a battalion/brigade perspective.

ADDITIONAL SKILL IDENTIFIER / FOCUS PROGRAMS

Joint Planner--Additional Skill Identifier (ASI) 3H. The ASI 3H, Joint Planner, identifies positions requiring U.S. Army personnel qualified in the Joint Operation Planning and Execution System (JOPEs). US Army officers can earn the ASI 3H by completing resident CGSOC and the Joint Planner Program (JPP). The JPP is accomplished by taking three courses (A534, A535, and A541) or one course (A534) and Joint Advanced Warfighting Studies (JAWS). (The course material for A535 and A541 is embedded in JAWS instruction during AY 06). Officers from other services who complete the program will receive memoranda stating that they have achieved Joint Planner status--a US Army ASI. Traditionally, all officers earning the ASI 3H have that accomplishment noted on their Academic Evaluation Reports or Service Fitness Reports. The Joint Planner Program is open to US students who attend resident CGSOC at Fort Leavenworth. A SECRET clearance is required. The Director of the Joint Planner Program determines enrollment.

Historian--Additional Skill Identifier (ASI) 5X. The Field Historian Program educates officers for future assignments as unit historians, military history instructors, and Military History Detachment commanders. This program fosters "historical mindedness": an appreciation of the importance and continuing relevance of military history. The program is open to all CGSOC students. Officers must submit an application to the Combat Studies Institute (CSI) stating their academic and military background. The Director of CSI nominates students to the Chief of Military History for the awarding of the 5X skill identifier. upon successful completion of one of the following paths:

- MMAS—History
- History MA w/ thesis* **AND** completion of A625 DL (available on-line)
- MA degree in related field w/ thesis*, A625 DL, **AND** a minimum of 3 AAPs from Department of Military History**

NOTES:

* Discretion of Director, Combat Studies Institute. Candidates will submit a copy of their thesis to Combat Studies Institute for review.

**Director of Combat Studies Institute will determine the number of required AAPs upon review of the student's thesis and transcript.

To learn more about the 5X program, go to: <http://usacac.army.mil/CAC/csi/MHIST/ASI5X.asp>

To complete A625 DL (available on-line), go to:
<http://usacac.army.mil/CAC/csi/MHIST/A625Plan1.asp>

Strategist--Skill 6Z. The Strategist Program identifies and educates qualified field grade officers for future assignments dealing with national security and national military strategy issues. This program develops an understanding of the international environment and the ability to analyze strategic problems. The program is open to all U.S. officers from all services and International Military Students. Students must submit an application to the Strategist Program Manager in the Strategy Division, DJMO, outlining their academic background and experience in strategic areas. The Director,

DJMO will nominate to HRC or Sister Service personnel centers strategist students for the awarding of their service's strategist skill identifier (Skill Identifier 6Z for U.S. Army officers) after they complete the program. The maximum program capacity is 72 students. Program course requirements are:

- A512 National Security Policy Formulation
- A514 Current Strategic Concepts
- One additional elective from the approved 6Z list or an MMAS in strategy

Space Activities--Skill 3Y. Students selected for this focused program are required to take 72 hours of space-related instruction. Successful completion of this program results in a recommendation to US Army Space and Missile Defense Command for the award of ASI 3Y (Space Activities) to Army students. Officers from other services participating in the program receive letters certifying that they have completed the program and are qualified for the requisite designator. The designation identifies officers qualified to serve in space-related positions in both Army and Joint commands. The program is open to US students of all services attending the regular ILE. Priority of enrollment in this program is given to those students who have been identified by their service for follow-on assignments in space-related positions. A Top Secret clearance with sensitive compartmented information (SCI) eligibility is required for enrollment. The maximum program capacity is 80 students. The required courses are: A537 - Space Orientation (24 hours), and A543 - Space Operations (48 hours).

Air Operations Officer--Skill 5U. This ASI distinguishes officers qualified as air operations officers. The requirements for this skill are completion of either the Joint Air and Space Command and Control Course (JAC2C), completion of the Joint Firepower Course (JFC) at Air Ground Operations School (AGOS) Nellis AFB, or successfully complete ILE and completing the A866, Joint Firepower control elective. This course is "instructor permission only" due to the limited availability of qualified instructors as well as to create an optimal mix of certain areas of expertise to enhance practical exercises and classroom discussion.

NOTE: Students not possessing a master's degree may be interested in participation in the MMAS Program at CGSC with an area of concentration in any of the above functional areas or skills.

CLASS COMPOSITION

The class is divided into divisions, sections, and staff groups. The staff group is the basic configuration for instruction and consists of 16 to 18 students. Staff group membership consists of a mix of all Army branches (Active and Reserve), other services, and international officers.

The class leadership consists of president, vice president, section leaders (18), and staff group leaders (64). They are selected based on seniority and desire to serve.

INSTRUCTIONAL PROCESS ACCOUNTABLE INSTRUCTIONAL SYSTEM (AIS)

The College in accordance with TRADOC Regulation 350-70, designs, analyzes, develops, implements, and evaluates instructional programs that prepare officers for duty as field grade commanders and principal staff officers at division and higher echelons.

To provide a basis for course development, the College follows an Accountable Instructional System (AIS). The system starts with the Commandant's and Deputy Commandant's Annual Planning Guidance. The Planning Guidance results from a review and analysis of inputs from higher headquarters, requirements from the Commandant and Deputy Commandant, and internal and external assessments. The Planning Guidance includes a statement of College goals for the upcoming academic year and provides a basis for the development of course goals by each academic department. Authors use these course goals for the selection of course tasks.

Tasks in a course are converted into learning objectives, which are statements of what students do as a result of their learning experience. These objectives state the actions of performance, the conditions necessary to accomplish the actions, and the standards of acceptable performance. Lessons are organized to guide students through intermediate levels (application and analysis) to the complex, advanced levels (synthesis and evaluation).

The evaluation tools used to assess the effectiveness of instruction include historical data, curriculum designs, end-of-course surveys, classroom observations, interviews, and evaluation of student performance. Evaluation information is then used to prepare the planning guidance and also during instructional reviews by the Commandant and Deputy Commandant.

INSTRUCTIONAL METHODS

The College provides the highest quality learning environment, instructional materials, and educational experiences. A variety of instructional approaches enhance learning. Staff group level instruction stimulates learning through group processes. Individualized, self-paced instruction allows for learning facts, techniques, and procedures. Simulation integrates complex analytical, conceptual, and interactive skills. Academic departments blend these approaches to optimize learning. Staff group level instructional techniques are used for the vast majority of CGSC instruction.

STAFF GROUP ADVISOR PROGRAM

The Staff Group Advisor (SGA) Program enhances the learning experience by linking students, as members of a staff group, to a faculty member. The SGA provides positive faculty influence on the student's academic experience at CGSC.

The SGA is a role model, instructor, and key leader of the staff group. The SGA provides academic counseling, advice, assistance, and performance evaluation of each student officer. The SGA also administers the Army Physical Fitness Test (APFT), the Weight Control Program, and prepares DA Form 1059 (Service School Academic Evaluation Report) for each student in his/her staff group. The senior ranking SGA in each section serves as the section SGA. Department directors are the senior SGAs: Div A--CTAC, Div B--DJMO, Div C--DLRO, and Div D--DMH.

To provide effective developmental feedback, the SGA observes the staff group as often as possible throughout the year. When feasible, the SGA instructs his or her staff group.

STUDENT STUDY PROJECT

A unique aspect of the curriculum is the optional Student Study Project (SSP) Program. This program allows the student the opportunity to concentrate individualized study in areas benefiting the College. Higher headquarters submits a wide range of meaningful projects in the areas of tactics, organization, logistics, management, and command. Additionally, students may initiate a project and investigate unique areas of concern. This latter option is an excellent learning and teaching vehicle for someone with a particular problem, solution, or expertise.

Projects take 60 to 100 hours of in-depth research. The procedure for doing a project is direct coordination between the student and the teaching department responsible for the subject area. Once agreement is reached on the requirements and the expected outcome, *the student registers for the applicable department's research advanced applications course*. Specific details on this program are in the Advanced Applications Program (AAP) Course Guide.

SPECIAL EDUCATION PROGRAMS

The Military History Research Program promotes research and publication on historical topics pertinent to the Army's doctrinal and educational needs. Students who successfully complete the program may receive credit for up to two advanced applications courses.

Civilian University Studies are available through the Cooperative Degree Program. Students must have approval from HRC to participate in a Cooperative Degree Program. A year of residency at the university is required after completion of the ILE.

STUDENT EVALUATION

ILE instruction seeks to develop officers who can think, analyze, decide, plan, communicate, and act. Evaluation of the course provides feedback to describe how well students perform these skills.

In the staff group learning environment, evaluation is based on the instructor's experience, judgment, and knowledge in measuring standards based on learning objectives. Therefore, most evaluation is subjective. Instructors subjectively evaluate student essays, short papers, oral presentations, staff group contributions, knowledge of homework assignments, and many other behavioral manifestations of the learning process. The result is students' grades that reflect overall academic achievement and the high standards expected of all graduates.

The following grades are used:

- A--Exceeded standards.
- B--Achieved standards.
- C--Marginally met standards.
- U--Failed to meet standards.
- I--Incomplete (course work not completed due to illness or other uncontrollable factors).
- P--Pass/Fail (very limited use).

Students are expected to achieve or exceed established standards in all academic endeavors. The expected standard is "B." Students receiving three "C's" or a combination of "C's" and "U's" will be referred to an ILE Academic Board.

GRADUATION INFORMATION (ILE)

To graduate from the ILE (1-250-ILE), a student must meet established standards for the Common Core and the Advanced Operations and Warfighting Course (AOWC), including electives (AAPs). US Army officers must also pass the APFT and meet the height and weight standards per AR 600-9. Students in the ILE Core Curriculum (1-250-ILE-CC) have the same requirements less AOWC. Other service officers must successfully meet the standards for their services.

ACADEMIC EVALUATION REPORTS AND TRANSCRIPTS

ACADEMIC EVALUATION REPORTS. The College Registrar issues an Academic Evaluation Report (AER) on each student using input provided by the student's SGA.

US Army and Civilian Students. The original copy of the DA Form is forwarded to the student's personnel file custodian and a copy is provided to the student.

Sister Service Students. Appropriate evaluation, fitness, or training reports are prepared by the respective sister service elements, based upon input provided by SGAs and instructions (US Coast Guard reports are prepared by the US Navy Element).

International Officers. The Chief, IMSD, in coordination with the Registrar issues an academic report, currently DA Form 2496, International Student Academic Report (ISAR), on each IMS. A copy of the report is provided to the Security Assistance Officer in-country (including a transcript without grades listing only courses taken). A copy of the report is also provided to the student. For Italy, a copy is also provided to the Defense Attaché, Italian Embassy in Washington.

ACADEMIC TRANSCRIPTS. The College Registrar issues an official transcript to all ILE students, complete with grades. Official transcripts are provided to appropriate service centers for US MMAS degree recipients only. Copies will be provided to civilian institutions only when requested by the student. Transcripts will not be released to a third party without student consent.

Resident ILE students and Combined Arms and Services Staff School students contact:

USACGSC
OFFICE OF THE REGISTRAR
1 REYNOLDS AVE
FORT LEAVENWORTH, KS 66027-1352

Non-resident students (M Course (TASS) and S Course (distance education) contact:

USACGSC
DIRECTORATE OF DEPARTMENT OF DISTANCE EDUCATION
280 GIBBON AVE
FORT LEAVENWORTH, KS 66027-2314
DSN: (312) 585-3341 or Commercial (913) 758-3384

AWARDS

Award winners are publicly recognized and presented with an appropriate award at the graduation ceremony. For award winners, the student's AER/academic report is annotated with the accomplishment. [For more detailed information see Bulletin #3 Annex A.](#)

GENERAL GEORGE C. MARSHALL AWARD. On 26 September 1960, the Commandant, CGSC, with Mrs. George C. Marshall's consent, arranged for the establishment of an award in honor of General Marshall to be presented to the distinguished US graduate in each resident ILE course. The establishment of this award recognizes scholarship, pays homage to one of America's most honored Soldiers, and serves as a lasting incentive to the officers privileged to attend the College. Students are nominated for the award by their SGA. The ILE Graduation Board selects the recipient based on documented academic achievement and other professional attributes.

GENERAL DWIGHT D. EISENHOWER AWARD. In April 1969, the Henry Leavenworth Chapter of the Association of the United States Army established "The International Award" to recognize the distinguished International Military Student graduate of each year's class. On 11 August 1969, the Commandant of the CGSC, with the consent of Mrs. Dwight D. Eisenhower, arranged for future IMS awards to be known as the Dwight D. Eisenhower Award and presented in his honor. The award honors military scholarship and is held in the highest esteem by the winners and the nations they represent. Students are nominated for the award by their SGA. The ILE Graduation Board selects the recipient based on documented academic achievement and other professional attributes.

GENERAL JOHN J. PERSHING AWARD. In 1962, the 40th anniversary year of non-resident instruction at the CGSC, the General John J. Pershing Award was established. This award honors the outstanding graduate of each class of non-resident students completing their instruction at the College. In 1971 the distinguished graduate of the first Reserve Component resident class was added as a recipient. Students are nominated for the award by their SGA. The ILE Graduation Board selects the recipient based on documented academic achievement and other professional attributes.

MG HANS SCHLUP AWARD FOR EXCELLENCE IN INTERNATIONAL RELATIONS. In 1996, after his death, MG Hans Schlup's classmates of Section 4, the IMS of the Class of 1978, and other CGSC alumni initiated an effort to recognize General Schlup's contributions to international understanding and cooperation through an annually sponsored award to a deserving IMS in future ILE classes. The purpose of this award is to recognize and promote in the IMS community at ILE the significance and importance of international relations developed through the network of friends and professional acquaintances made during ILE attendance. Students are nominated by other resident students, either US or IMS. A special selection board selects the recipient based on documented overall student performance and extracurricular activities, events, and contributions that support the award purpose.

GENERAL GEORGE S. PATTON, JR. AWARD. ILE students who are in a combat or combat support-related OPMS and have a solid overall academic record may be nominated by their SGA or a CTAC instructor for this award. Qualified nominees undergo rigorous written and simulation-based examinations or oral examinations by a board of CTAC senior officers. Each year one student is selected as the Distinguished Master Tactician.

MAJOR GENERAL JAMES M. WRIGHT, MASTER LOGISTICIAN AWARD. ILE students who are in a CSS-related OPMS branch and have a solid overall academic record may be nominated by their SGA or a DLRO instructor for this award. Qualified nominees undergo a rigorous written examination and an oral board administered by a committee of senior DLRO officers. Each year one student is selected as the MG James M. Wright, Distinguished Master Logistician.

BRIGADIER GENERAL BENJAMIN H. GRIERSON AWARD FOR EXCELLENCE IN STRATEGIC STUDIES (MASTER STRATEGIST). This award recognizes excellence in strategic studies by students enrolled in the 6Z Strategist Program. To receive the award, students in the 6Z

Strategist Program must compete in a selection process judged by Department of Joint and Multinational Operations, Strategic Studies Division faculty. The competition consists of two phases.

To enter, 6Z students must complete a specific writing requirement. Students judged by the faculty as having demonstrated exceptional aptitude in Strategic Studies during the first phase are designated "Master Strategist" and move to the second phase of the competition where they participate in a comprehensive oral examination. Each year, based on student performance in both phases of the competition, the Strategic Studies Division faculty selects one student as the Distinguished Master Strategist and recipient of the BG Benjamin H. Grierson Award For Excellence In Strategic Studies. The Buffalo Soldier Educational and Historical Committee awards a plaque at graduation.

THE EXCELLENCE IN JOINT SERVICE WARFARE AWARD. This award is presented to the student who contributes most significantly to the study, implementation, and spirit of joint-service warfare. Additionally, the student must demonstrate proficiency in joint core courses, Joint Advanced Warfighting Studies (JAWS), Attainment of Additional Skill Identifier(s) (ASI) in joint service warfare, participation in Joint or Special Operations areas of concentration, joint service warfare, publication (or submission for publication) of joint service warfare articles and completion of a Master of Military Art and Science degree with a focus on joint service warfare topic, or a comparable degree from another institution. This award for military scholarship is open to all members of the ILE class. The Military Officers Association of America (MOAA) endowed this annual award beginning with academic year 2003/2004.

THE ARTER-DARBY MILITARY HISTORY WRITING AWARD. This privately endowed annual award for excellence in professional scholarship is sponsored by the Fort Leavenworth Memorial Hall Association and is administered for the college by the Department of Military History (DMH). Established in 1980, the Arter-Darby Military History Writing Award commemorates the contributions to the nation and the Army of former United States Senator Harry Darby of Kansas City, Kansas, and the former Deputy Commandant of CGSC, Lieutenant General Robert Arter. Master of Military Art and Science (MMAS) theses and original thesis-length manuscripts on history topics completed during the current academic year are eligible for consideration. To be considered, an MMAS thesis must be recommended by the thesis chairperson and a non-thesis manuscript must be recommended by the student's SGA. The winner of the Arter-Darby Military History Writing Award will be recognized at graduation, will be given a cash award, and will have his name inscribed on a plaque permanently displayed in Bell Hall. The runner-up in the competition will also receive a cash award.

THE GENERAL WILLIAM E. DEPUY AWARD. In February 1993, the TRADOC Commander directed that CGSC present an annual award for outstanding original military thought as a memorial to General William E. DePuy. ILE and SAMS students may compete for the DePuy award by submitting MMAS theses, written works comparable to a thesis, or nontraditional works such as computer simulations, which demonstrate significant original thought in the areas of doctrine, training, organization, materiel, or leadership. CADD administers the competition.

THE DONALD SMYTHE AWARD IN HISTORY. In 1985-86, CGSC was privileged to have the distinguished scholar, Father Donald Smythe, S.J., serve as the John F. Morrison Professor of History. His untimely death in 1988 came as a great loss to both the historical profession and the Army. In 1989, former students and friends of Father Smythe established a memorial award in his name. The award is presented annually to the outstanding CGSC student in history. Candidates for the award must be nominated by their primary history instructor, satisfactorily complete two additional history elective courses, and appear before a board of DMH faculty. The Donald Smythe

Award winner will be recognized at graduation and have his/her name inscribed on a plaque permanently displayed in Bell Hall.

THE DOUGLAS MACARTHUR MILITARY LEADERSHIP WRITING AWARD. The CGSC established the Douglas MacArthur Military Leadership Writing Award in 1985 to encourage and recognize scholarship and professional writing on leadership. This award is sponsored by the Douglas MacArthur Foundation in Norfolk, VA, and is administered by the Center for Army Leadership (CAL).

JOINT STRATEGIC COMMUNICATION/ INFORMATION OPERATIONS WRITING AWARD is an annual competition designed to enhance professional scholarship by researching and writing about strategic and operational level influence activities that impact current operations. The competition is open to both ILE and SAMS students. Students are invited to write a well-documented essay of approximately 2,000 words for submission to an editorial board. The Kansas City Chapter of the Armed Forces Communications Electronics Association will award a plaque for the best essay at graduation.

COURSE ORGANIZATION

The resident ILE consists of a preparatory program, core curriculum, Advanced Operations and Warfighting Courses and electives. Each portion of the course is linked to ensure sequential and progressive learning. The curriculum is organized into three separate areas--Foundation Studies, Applications Studies, and the Advanced Applications Program. Academic instruction in fundamentals of warfighting, resource planning and force management, fundamentals of operational warfighting, and leadership is presented during Term I. Supporting instruction in military theory and history is provided throughout the academic year.

The core curriculum constitutes the basic academic program undertaken by all students in the Regular ILE. Foundation Studies are taught during ILE Common Core. Elective courses are taught in Terms II and III.

COURSE DESIGNATION SYSTEM

The numbering system facilitates management of the curriculum.

Course Numbers:

Resident and Offsite ILE:

The first character identifies the type of course.

P=Preparatory program

C=Core curriculum

W=Advanced Operations and Warfighting Course

S=Special Operations Forces (SOF)

J=Joint Advanced Warfighting Studies (JAWS)

Resident ILE (Fort Leavenworth)

A=Advanced Applications Courses (electives)

The second character identifies responsibility for the course.

- 1=Command and General Staff School
- 2=Graduate Degree Programs
- 3=Center for Army Tactics
- 4=Department of Logistics and Resource Operations
- 5=Department of Joint and Multinational Operations
- 6=Combat Studies Institute
- 7=Leadership Instruction Division
- 8=Navy, Marine Corps, and Air Force
- 9=Other

Nonresident

- M=The Army School System (TASS) Course
- S=Web-based /CD-based

PREPARATORY PROGRAM

The preparatory program provides the common warfighting knowledge needed by a diverse student body to start the course. The IOPC for International Military Students only; the ILE Preparatory Course (ILEPC) is for IMS, sister service, and special branch officers; and specialized instruction occurs during the opening week of the course.

Student Testing. During the registration period, students take a communicative skills diagnostic test to determine their entry level skills.

IOPC consists of computer training, fundamental studies, introduction to small group instruction, and Information Program trips and events.

ILEPC. This preparatory course is eight days long. Instruction includes US military terminology, organization, tactics, logistics, and command and control.

Introductory Week. During this period, students receive orientation, complete branch specific training, and undergo specialized instruction with their SGAs.

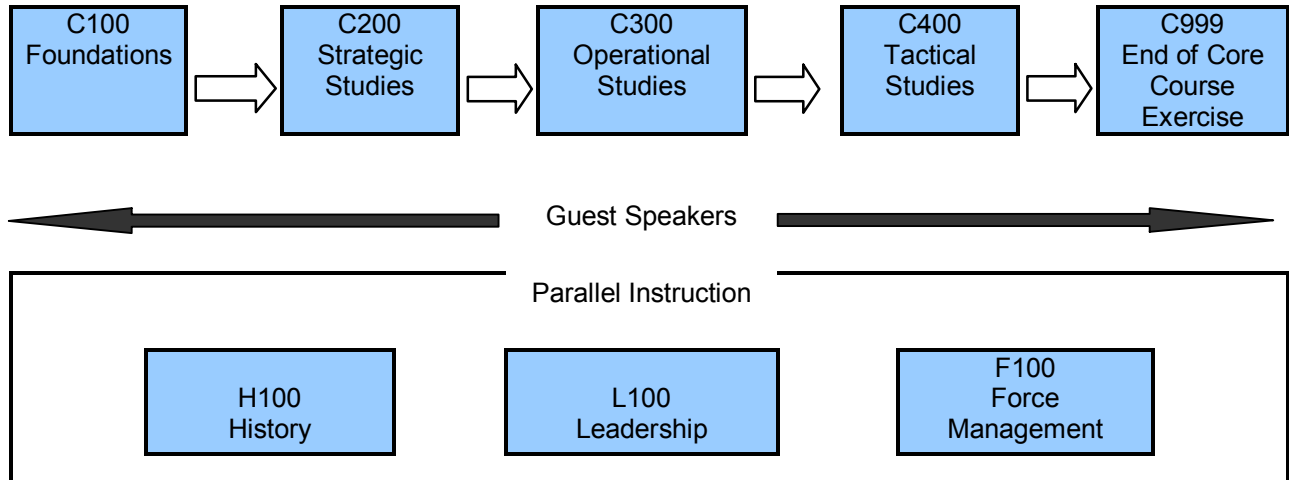
CORE COURSE

The Core Course is designed to establish a common officer culture grounded in leadership, Army full-spectrum warfighting in joint and multinational contexts, military history and critical reason/critical thinking. The common core is the foundation for all field-grade officers.

The Core Course begins with the strategic “stage setter” module that visually conveys the spectrum of threats, challenges, and opportunities that leaders face in the contemporary operating environment. This is a springboard for discussions that compel students to think broadly about full-dimension operations in order to derive an initial battle focus. The stage setter module has the effect of unifying the battle focus for all students. Approximately a third of the Core Course’s is devoted to practical exercises and an end-of-course exercise. The emphasis on “application of knowledge” and academic rigor is intended to improve leader development outcomes. The Core Course end-of-course exercise addresses homeland security, force projection/reception, staging, onward-movement, and integration (RSOI) and initial military operations other than war (MOOTW)

scenarios that set the stage for the AOWC, which then focuses on a deteriorating situation leading to crisis, contingency operations, and war. See Figure 4.

Figure 4. Core Course



Critical reasoning/critical thinking, military history, and leadership classes are integrated into a curriculum that guides students from strategic to tactical levels from the perspective of the Army as the land component in a full-spectrum operations scenario.

All students completing the Core Course receive accredited Program for Joint Education (PJE) Phase I credit. PJE Phase I prepares students for duty with service components of joint commands and qualifies students for PJE Phase II (Joint Forces Staff College). Phase I provides a foundation in joint matters and an awareness of the joint environment. Five primary learning areas constitute the PJE Phase I program:

- National military capabilities and command structure
- Joint doctrine
- Joint and multinational forces at the operational level of war
- Joint planning and execution processes
- Information operations (IO) and command, control, communications and computers (C4)

C100 - Foundations Block

These modules are designed to make students more aware of the contemporary environment and of self, to “set the stage” for learning during the rest of the course and beyond. Students discuss and reflect upon aspects of the contemporary world to decide for themselves what they know, or don’t know, about full-spectrum operations and the threats, challenges, and opportunities of the current international security environment. A foundation is laid for refining the reasoning and problem-solving skills vital to success in an environment characterized by ambiguity and consequences. The critical reasoning and creative thinking lessons appear early in the curriculum to provide the elements and standards of reasoning that students use throughout the academic year.

The Leader Assessment and Development module lays the foundation for students' continued education and development as organizational-level leaders. Included is an introduction to the concept of competency-based leadership and the field-grade leader competency map. With the aid of self-assessment instruments and coaching, students become more self-aware and complete an individual development plan to carry them through the year and possibly through their careers. The modules and classes are:

- C110 - Stage Setter
- C121 - Foundations for Critical Reasoning
- C122 - Fallacies, Assumptions and Critical Thinking
- C123 - Mental Models and Historical Case Study
- C124 - Transformation LLS
- C131 - The Value of Competency-Based Learning
- C132 - How to Interpret Instruments
- C133 - Leader Development
- C134 - Coaching and Student Feedback
- C141 - Introduction to Media
- C142 - Media Panel Discussions
- C151 - Culture & Military Operations
- C152 - History and Culture
- C153 - Religion and Culture

C200 - Strategic Studies Block

The Strategic Studies Block introduces students to the joint, multinational and interagency environment and the doctrinal and theoretical concepts required to perceive, understand and analyze strategic level military problems and challenges. At the conclusion of the Strategic Studies Block students have the knowledge and skills required to assist as a staff officer in the development of a strategic course of action. The modules and classes are:

- C201 - Block Introduction
- C202 - Strategic Concepts
- C203 - National Security Organization/Process
- C204 - National Strategies
- C205 - DoD Strategies
- C206 - Defense Guidance
- C207a - C207d - Strategic Estimate
- C208 - Joint Transformation
- C209 - Joint Force Capabilities
- C210 - Strategic Logistics
- C211 - Case Study Afghanistan/OEF
- C212a/b - History Case Study
- C213 - Joint Planning

C300 - Operational Studies Block

The objective of the Operational Studies Block is to prepare officers to participate fully in joint operational war planning and to challenge officers to think at the operational level. Students will first examine joint operational doctrine to include operational art and operational design concepts followed by exposure to and identification of the capabilities available to the joint warfighter.

Using the universal joint task list (UJTL), students will become familiar with joint operational tasks and will then demonstrate their ability to analyze operational level problems and requirements and synthesize the fundamentals of operational planning in both deliberate and crisis action planning environments. At the conclusion of the Operational Studies Block, students will have the knowledge and skills required to translate and refine broad strategic national objectives into clear, integrated, and synchronized operational tasks for execution in major joint operations.

This block is a 68-hour graduate-level course conducted in 23 lessons organized into the following modules and classes:

- C301/C301.1 - Operational-Tactical Historical Case Study Guadalcanal
- C310 - Fundamentals of Joint Operations
 - C311 - C300 Overview/Joint Operations, Campaign Planning, & Operational Art
 - C312 - Operational Design
 - C313 - Emerging Doctrine/Transition to SJFHQ
- C314 - Joint Operational Planning PE
- C320 - Joint Force/Interagency/Multinational Capabilities
 - C328A - Introduction and CE
 - C321 - USAF
 - C322 - Navy
 - C323 - USMC
 - C324 - SOF
 - C325 - Space
 - C326 - Interagency Considerations
 - C327 - Multinational Considerations
 - C328 - GATT Capabilities PE
- C330 - Joint Operational Tasks (UJTL)
 - C331 - Movement & Maneuver
 - C332 - Intelligence, Surveillance & Recon
 - C333 - Firepower
 - C334 – Operational Logistics
 - C334.1 - Project the Force
 - C334.2 - Legal Services
 - C335 - Command & Control
 - 335.1 - Information Operations
 - C336 - Force Protection
- C340 - Adaptive Planning Exercises

C400 – Tactical Studies Block

This Block examines the tactical level of war and builds on the previous study of Operational Art and Science with emphasis at the large tactical unit level (Corps/UEy, Division/UEx, BCT). It has three objectives: provide a field grade level understanding of how the Army fights at the tactical echelons of command; enable an understanding of how the Army develops combat capabilities through training and organization; develop a greater understanding of how Army tactical echelon commanders exercise battle command. Using Army Capstone Field Manuals (FMs) extensively, this block examines the fundamentals of Army doctrine, tactical operations, and military problem solving models with each lesson providing instruction and activities designed to make students

understand and appreciate their roles and responsibilities as field grade officers during the planning, preparation, and execution of full spectrum operations. The modules and classes are:

- C430 - Fundamentals of Army Doctrine
 - C431 - Full Spectrum Operations
 - C432 - The Enemy
 - C433 - Tactical Sustainment
 - C434 - Battle Command
 - C435 – Training Strategies
- C450 - Fundamentals of Tactical Operations
 - C451 - Fundamentals of Stability Operations and PE
 - C452 - Fundamentals of Defense and PE Afghanistan
 - C453 - Fundamentals of Offense and PE Korea
- C470 - Military Problem Solving
 - C471 - Military Problem Solving PE Vietnam

C999 - End of Core Course Exercise (EOCCE)

The EOCCE is an exercise in planning at the JTF level and is comprised of vignettes that focus on strategic and operational level problems. The design allows students to apply the concepts they've learned during Core Course instruction. Students serve as part of a Joint Task Force (JTF) Commander's staff, planning and analyzing multi-dimensional and joint operational problems. Students are motivated to demonstrate critical thinking skills while dealing with the complex issues facing the JTF staff.

F100 - Force Management Block

Instruction develops officers who are better prepared to lead, effect, implement, articulate, and manage organizational changes in the Army. Officers are introduced to what force management is and familiarize themselves with their role in using existing and projected force management systems to conduct Army transformation. The modules introduce officers to key force management agencies, products, and concepts used to provide the capability that commanders at all levels need to perform their missions. The block builds an understanding of the strategic, operational, and tactical "people, products, and processes" involved in six major areas of organizational transformation: how requirements are generated; how solutions for these requirements are generated; how these solutions are prioritized; how equipment solutions are generated; how money is budgeted for these solutions; and how these changes are implemented in the field and sustained. The modules are:

- F111 - Army Change Process Overview
- F112 - Organizational Change
- F113 – Rapid Fielding

H100 - Transformation in the Shadow of Global Conflict Block

These history lessons explore and analyze the 'why' and 'how' of transformation in large military organizations. Starting with a baseline of the "state of the military art" at the end of World War I, students investigate how various states developed emerging technologies and the theory that accompanied their employment in battle. The lessons review development of mechanized warfare, aircraft carriers, the submarine, amphibious operations, close air support and strategic bombing.

The block continues with an investigation of how transformed military organizations using new technologies and doctrine fared on the battlefields of World War II. The modules are:

- H101 - Introduction: How do Militaries Reform
- H102 - The Impetus of Stalemate: The Combined Arms Revolution of 1917-18
- H103 - Building the Mechanized Beast
- H104 - Victory from the Air?
- H105 - Battleship vs. Flattop: The Debate Between the Wars
- H106 - Dirty Jobs and Doctrinal Development: The USMC Between the Wars
- H107 - Blitzkrieg: Return to Decisive Warfare
- H108 - Carriers on Two Oceans: Midway and the Battle of the Atlantic
- H109 - The Bloody Lessons of Island-Hopping
- H110 - The Combined Bomber Offensive: Douhet Put to the Test
- H111 - Special Operations in Action: The World War II Experience
- H112 - Transformation in the Military: The Past as Prologue

L100 - Lead the Force Block

The L100 block prepares officers to lead at the organizational level by developing organizational level skills. The lessons focus on leadership doctrine, the Army's doctrinal leadership framework, culture and climate, developing an individual's leadership philosophy, ethical decision-making, and transformational leadership. In addition, the course also examines the skills and actions that make leaders successful in combat and the psychological and environmental stresses that impact leaders and Soldiers. The instruction culminates in a requirement that challenges the students to critically reason their way through the leadership challenges associated with re-establishing a unit after a traumatic battle. The modules are:

- L101 - Introduction and Foundations
- L102 - Organizational Leadership and Climate
- L103 - Psychological and Environmental Stresses in Combat
- L104 - How Leaders Influence Organizations
- L105 - Concepts on Leadership Styles, Contingency Theory and Transformational Leadership
- L106 - Organizational Level Leader in War
- L107 - Ethical Decision Making
- L108 - Case Study: Rebuild 2-7 CAV
- L109 - Leadership Philosophy and AAR

ADVANCED OPERATIONS AND WARFIGHTING COURSE (AOWC)

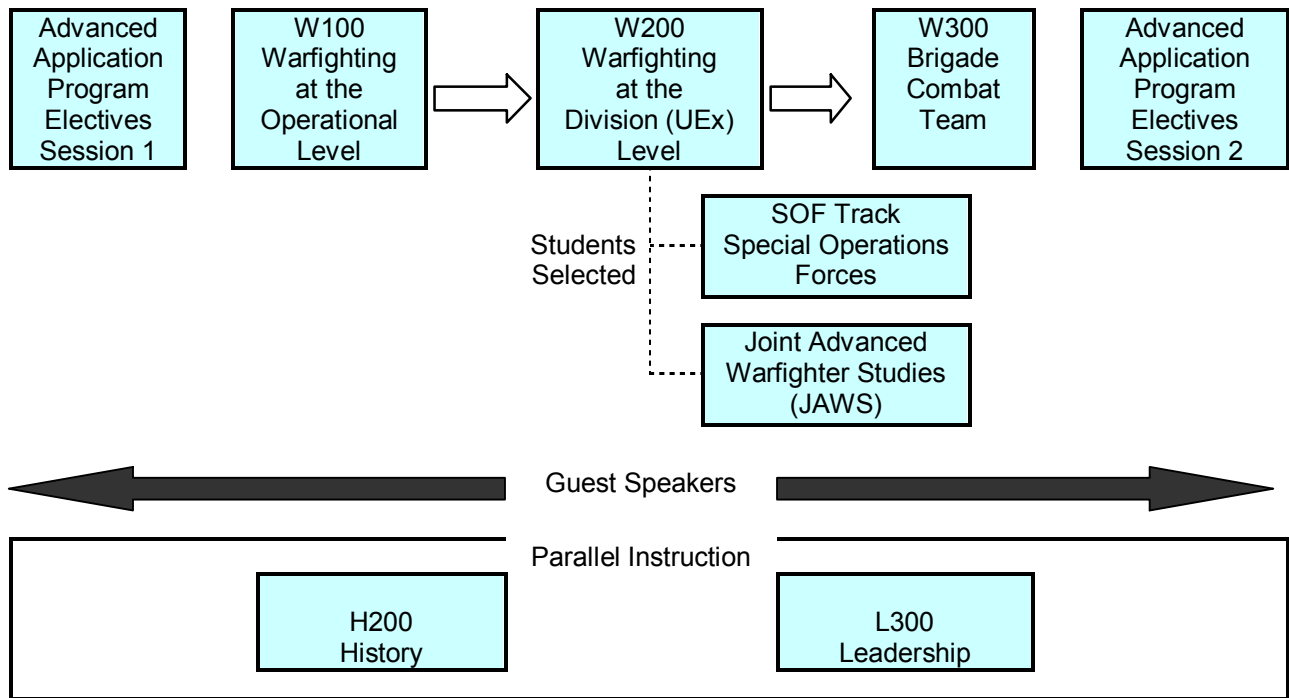
AOWC focuses on educating officers as command-capable brigade and battalion level commanders with advanced competencies as staff leaders to serve at all levels up to echelons-above-corps.

The instruction focuses on three integrated leader development areas: a common-to-all students war fighting curriculum that addresses commandership, leadership, history, full-spectrum war fighting and staff officer skills; operationally focused studies on functional areas (maneuver and maneuver sustainment) and on branch and primary staff functions; and specialized studies (advanced joint operations, special operations, additional skill identifier (ASI) qualifications, master of military art and science, independent studies and Advanced Application Program). See Figure 5.

AOWC culminates with three sequential end-of-term exercises in which students demonstrate competency at corps, division, and brigade levels. This is done on a competitive basis between students within the section, which provides the opportunity for students to both study and perform in the multiple command and staff roles, as well as in threat force roles. The driving theme is “enabling and executing division (UEx) and brigade (BCT) fights,” given that these are the Army’s lead formations.

Conceptually, students are not required to execute combined arms operations at the "run level" of proficiency until they are prepared as both a generalist and as a branch specialist at division level operations and warfighting. In order to achieve higher levels of individual proficiency, in preparation for executing combined arms operations, within the time available in AOWC, selected lessons are taught to different specialist audiences by specialist instructors. After receiving the doctrinal instruction required of all officers, individual learning activities in other lessons reflect the unique requirements and competencies of specialist basic branches. During the combined arms application exercise, students are expected to contribute their branch-specific skills to the collective application of division combined arms doctrine.

Figure 5. Advanced Operations and Warfighting Course (AWOC)



AOWC I Block - Warfighting at the Operational Level

This Block focuses on echelons above division level, specifically the JFLCC, ASCC, ARFOR and Corps level. The instruction examines the operations environment, operational logistics and personnel support, and C/JFLCC operations.

Instruction consists of a series of graded application exercises where students solve a number of execution related vignettes. Students examine C/JTF key operational functions and joint, multinational, and interagency linkages. Students determine the C/JTF headquarters battle rhythm and present updated staff estimates.

As students rehearse selected portions of their plan, they interact with the Commander, Joint Task Force (C/JTF) headquarters, present staff updates to the commander, convene joint boards, develop selected staff products, and solve a series of execution-related operational problems.

The modules and classes are:

- W110 - Establishing the Command and Theater
 - W111 - Introduction
 - W112 - Staff Transition G to J
 - W113 - LCC Staff Estimates & Battle Rhythm
 - W114 - Boards, Centers and Cells at the Operational Level
 - W115 - Logistics Support to the JTF/RCC
- W120 Setting and Shaping the Theater
 - W122 - LCC Targeting
 - W123 - SOF Support to the LCC
 - W124 - Information Operations Support to the LCC
 - W125 - JFACC Support to the LCC
 - W126 - Operational Intelligence for the LCC
 - W127 - Logistical Support to LCC
- W130 Transition Command and Control
 - W131 - Okinawa Case Study
 - W132 - MCS Lite
 - W133 - GCCS
 - W134 - Operational Wargaming
 - W135 - Developing the CFLCC Concept

AOWC II Block - Warfighting at the Division/UEX Level

This block provides an understanding of how the Army fights at the division echelon of command, how the Army develops division-level combat capabilities through training, and how division commanders exercise command in battle.

The instruction begins with a historical case study followed by lessons covering division doctrine and concepts, division training, division battle command, offensive and defensive operations, and division movement. The block ends with a simulation-driven, combined arms, application exercise at the division echelon. All lessons provide tailored instruction and activities designed to prepare students to effectively perform the roles expected of a field grade division staff officer during the execution of full spectrum operations. The classes are:

- W201 - Uex/Division Doctrine, ISR, & Enablers
- W221 - Mission Analysis
- W231 - Secure OBJ Bravo
- W241 - Secure OBJ Middle
- W251 - Sustain and Move the UEX
- W261 - Control Pushkino
- W299 - Exercise Preparation and Exercise

AOWC III Block - Brigade Combat Team

The Brigade Combat Team classes provide tailored instruction and activities designed to prepare students to effectively perform the roles expected of a field grade commander during the execution of full spectrum operations. However, because the perspective in brigade operations focuses on command competencies rather than staff officer competencies, the percentage of time spent solving tactical problems within the context of student branch specialty is greater than in previous blocks. The CSS officers in the class culminate AOWC with a Logistics Exercise using JDLM. The modules and classes are:

- W310 - Hue
- W320 - Prepare the UA
- W330 - Deploy the BCT
- W341 - Sustainment Enablers
- W342 - Air-Ground Enablers
- W343 - SOF Enablers
- W351 - BCT Warfighting
- W352 - BCT Urban Ops
- W399 - BCT Battle Command

H200 - Military Revolutions

These history lessons analyze the five major military revolutions of modern times through an investigation of social, political and technological change, as well as an examination of selected campaigns and battles. Starting with the emergence of the nation state in the Thirty Years War, the instruction continues through the major revolution associated with of Napoleonic warfare, the industrial/managerial revolution of the nineteenth century, the combined arms revolution demonstrated in the World Wars, and finally warfare in the age of the nuclear revolution. These modules focus on theory, doctrinal development, and how the various components of warfare played out in exemplary battles and campaigns. The modules and classes are:

- The Concept Of Revolutionary Change
 - H201 - The Structure of Military Revolutions
- The Early Modern Military Revolution
 - H202 - The Dawn of Modern Warfare, The Rise of the State
 - H203 - Frederick and the Paradigm Army
- The French/Napoleonic Revolution
 - H204 - Armies of the People
 - H205 - Backlash to Revolution: The Decline of Napoleon
 - H206 - Explaining the Revolution: Clausewitz
 - H207 - Explaining the Revolution: Jomini
- The Industrial/ Managerial Revolution
 - H208 - Ironclads, Rifles, and Railroads: The American Civil War
 - H209 - The Brain of a Modern Army: The German General Staff
- The Combined Arms Revolution-WWII
 - H210 - Blitzkrieg Revisited: The Russian Front, 1941-1945
 - H211 - 1914: Global Coalition Warfare
- The Nuclear Revolution/Revolutionary Warfare
 - H212 - Conflict Termination and the Bomb (From Hiroshima to Korea)
 - H213 - Mao, China, and Revolutionary Warfare

- H214 - Vietnam (and Iraq)
- Anticipating the Next Revolution
 - H215 - Beating the Invincible Enemy: '73 War
 - H216 - Past as Prologue (Course Review)

L200 – Leadership

This course provides an organizational-level leader's perspective, focusing on key areas of responsibility facing field grade officers today. The course builds on the skills learned in the L100, *Leadership* module and develops new ones by introducing challenging case studies for students to discuss. It also enhances and complements the basic learning activities in the three blocks of AOWC.

- Operational Environment
 - L311 – The Negotiations Process
 - L312 – Contemporary Negotiations Case Study
 - L313 – Freedom of Movement PE
- UEx/Division Battle Command
 - L321 – Battle Command and Leadership Competencies
 - L322 – MG Cota at Hurtgen Forest
 - L323 – Contemporary Battle Command Case Study
- BCT/Battalion Leadership
 - L331 – Leadership Competencies in Combat
 - L332 – Task Force Faith, 1950
 - L333 – Goose Green, 1982
 - L334 – Darker Shade of Blue
 - L340 – Revise Leader Philosophy
- L340 – Revise Leader Philosophy

ADVANCED APPLICATION PROGRAM (AAP)

The Advanced Application Program (AAP) provides students the opportunity to enhance personal and professional growth. The program supports long-term professional development and is not merely focused on immediate follow-on duty requirements. The program is also designed to broaden the student's professional needs and not designed to be remedial in nature.

Each student is required to complete a minimum of eight elective courses (192 hours) to satisfy graduation requirements. The AAP consists of several components, including specialized tracks, focused programs, and electives.

A detailed MOI is published during the Core Course outlining AAP requirements and administrative procedures.

Specialized Tracks

During in-processing each student is assigned a track. Tracks are designed to broaden an officer's knowledge and provide an opportunity to study subjects related to their career fields in greater depth. US Army officers' tracks parallel their basic branch or functional area, except for Acquisition Corps (AC) officers. The respective sister service component directors assign their officers their tracks. The Chief, IMS Student Division, and Director, CGSS, assign tracks to international officers.

Officers are allowed to request a change of track if it can be justified based on professional need. Changes require the approval of the SGA, the gaining and losing track proponent, and the concurrence of the Director, CGSS.

Sister service students must obtain approval of the director of their service element. IMSs must also obtain approval of the Chief, IMS Student Division.

OTHER PROGRAMS

Student Study Project (SSP)

A unique aspect of the curriculum is the optional Student Study Project (SSP) Program. This program allows the student the opportunity to concentrate individualized study in areas benefiting the College. Department of the Army (DA) and the Combined Arms Center (CAC) submit a wide range of meaningful projects in the areas of tactics, organization, logistics, management, and command. Additionally, students may initiate a project and investigate unique areas of concern. This latter option is an excellent learning and teaching vehicle for someone with a particular problem, solution, or expertise.

Projects are expected to take 60 to 100 hours of in-depth research. The procedure for doing a project is direct coordination between the student and the teaching department responsible for the subject area. Once agreement is reached on the requirements and the expected outcome, the student registers for the applicable department's research AAP course. Specific details are provided in the Advanced Application Program (AAP) Course Guide.

Operational Leadership Experiences Project

The purpose of the Operational Leadership Experiences Project is to create an unclassified, web-accessible data base of written, audio and selected video interviews of CGSC students and selected others with recent operational experience in OIF/OEF. The project is managed by the Combat Studies Institute with assistance from the Department of Military History. Interviews are conducted by CGSC students in the 5X Military Historian Additional Skill Identifier program. For more information, see Dr. Richard Barbuto, Deputy Director, Department of Military History.

Military History Research Program

The Military History Research Program promotes research and publication on historical topics pertinent to the Army's doctrinal and educational needs. Students who successfully complete the program may receive credit for up to two AAP courses.

GRADUATE DEGREE PROGRAMS

Two options are available for students to pursue a master's degree while attending the ILE:

Master of Military Art and Science (MMAS). This program requires the student to take 96 hours of research advanced applications credits, maintain a "B" in core curriculum and advanced applications requirements, submit and orally defend an acceptable thesis, and satisfactorily complete an oral comprehensive examination based on ILE curriculum.

Cooperative Degree Program. This program requires the student to take several university courses during the university spring semester.

Master of Military Art And Science Degree Program

In 1974, the 93d Congress enacted legislation that authorized the CGSC to award the Master of Military Art and Science (MMAS) degree. Since 1976, the College has been accredited as a master's degree-granting institution by the North Central Association of Colleges and Schools, the regional accreditation agency for the Midwest United States.

Military Art and Science Defined

Military Art and Science is the study of the development, operation, and support of military forces in peace and war and of their interrelationships with economic, geographic, political, and psychosocial power to achieve national objectives.

Admission

Admission to the MMAS Degree Program is limited to US and international students of the ILE with baccalaureate degrees from accredited institutions and to students in the AMSP (see chap 4). International students not having English as their first language are required to demonstrate English proficiency on a language test administered by the CGSC.

Application is submitted on CGSC Form 76 (Master of Military Art and Science Program Application), which may be obtained from the office of the DGDP or the DGDP home page. Application must be supported by an official transcript (bearing the institution's raised seal) of previous college work. Photocopied reproductions of transcripts are not acceptable. Other evidence of aptitude for graduate study may be required on a case-by-case basis to support the application.

An applicant for the MMAS Degree Program should request the pertinent institution to forward transcripts and other materials as appropriate to the DGDP before reporting for the ILE or immediately after arrival.

Program Requirements

To complete the MMAS Degree Program, a candidate must—

- Apply for admission and be selected as a candidate.
- Complete courses A211 and A221 (MMAS Research Methods I, II).
- Make at least a "B" in all courses. A review of performance is conducted at the end of each term.
- Submit and orally defend an acceptable thesis.
- Satisfactorily complete a comprehensive oral examination based on the ILE curriculum.

MMAS Focused Programs

Through the MMAS Degree Program, an ILE student may earn a professional graduate degree that satisfies the graduate educational requirement for selected military specialties. Three of the focused programs are tailored to specific career development programs. Career programs supported are *Skill Identifier 3Y, Space Applications; Skill Identifier 5X, Military History; and Skill Identifier 6Z, Strategist*. A fourth non-specified option, General Military Studies, is available to support other career development needs not covered by the first three options.

Thesis Requirement

An acceptable thesis is the central requirement of the MMAS Degree Program. The thesis will evidence independent thinking, original investigation, mastery of subject matter, the ability to conduct research, and the ability to write well. Approved theses are reproduced and distributed in accordance with the recommendation of the thesis committee. In addition, each thesis is sent to DTIC, CARL, and other recipients.

Interested students should consult Student Text 20-10, *Master of Military Art and Science (MMAS): Research and Thesis*, for further details. (See DGDP home page.)

Cooperative Degree Programs

Cooperative Degree Programs are designed for students who do not have a professionally related advanced civilian degree and who wish to gain one in conjunction with their ILE studies. The degree is completed within 1 year of full-time attendance at the cooperating civilian institution immediately following graduation from the ILE. Programs are established with three institutions: University of Missouri--Kansas City (UMKC), Florida Institute of Technology (FIT), and University of South Carolina (USC).

Participation in a Cooperative Degree Program requires HRC approval. Normally, the degree pursued must satisfy graduate educational requirements of one of the officer's specialties as well as current Army Educational Requirements System (AERS) criteria. Officers admitted to the Cooperative Degree Program are sometimes assigned to utilization tours on program completion.

Officers wishing to apply must complete the Cooperative Degree Program Application Form and return it to the DGDP as soon as possible. The DGDP will sign and forward the forms to HRC for approval. When approved by HRC, the application is returned to CGSC. Cooperative degree students must earn at least a "B" in all ILE subjects. A review of all participants' performance is conducted after each term. Students who do not meet these requirements normally are eliminated from the program.

Administrative Requirements for Admission to the Cooperative Degree Program

The career field phase of ILE for the OPCF is a seven-month AOWC at Ft Leavenworth.

1. AOWC is focused on educating officers as command-capable brigade and battalion level commanders with advanced competencies as staff leaders to serve at all levels up to echelons-above-corps.

2. This focuses the 480 contact hours and 19 days of simulation-driven exercises on three integrated leader development areas: 1) a common-to-all students war fighting curriculum that

addresses commandership, leadership, history, full-spectrum war fighting and staffsmanship, 2) operationally-focused studies on functional areas (Operations, Operational Support, Operational Sustainment) and on branch and primary staff functions, and 3) specialized studies (Advanced Joint Operations, Special Operations, Additional Skill Identifier (ASI) Qualifications, Masters of Military Art and Science, Independent Studies and electives). All students are required to take one regional study elective to ensure competencies in these areas. Refer to TAB B for the AOWC course design diagram.

3. AOWC studies, divided into four terms, culminate with four sequential end-of-term exercises in which students demonstrate mastery at land component level, division level, brigade level, and conflict termination at various levels. This is done on a competitive basis between student groups, which provides the opportunity for students to both study and perform in the multiple command and staff roles, as well as in threat force roles. The driving theme behind all the above is “enabling and executing division and brigade fights,” given that these are the Army’s lead formations.

4. Fifty-five (55) percent of AOWC is focused on common-to-all studies and focused fields of study, while the remaining 45 percent is devoted to specialized, advanced, and elective studies. The allocation of 45 percent is significant in that it equates to three months, which is the time required under law for JPME II qualification at Joint Forces Staff College. AOWC will be designed with the intent to embed JPME II education regardless of whether or not JPME II certification is formally granted. The ultimate aim is to gain this certification for approximately 150 students annually based on balanced Air-Land-Sea service mixes in each seminar.

For detailed information, contact the DGDP office. Preliminary questions may be addressed by mail, by calling DSN 552-2741/3196 or commercial (913) 684-2741/3196, or by e-mail to baumannr@leavenworth.army.mil.

CHAPTER 6

SCHOOL OF ADVANCED MILITARY STUDIES (SAMS)

DESCRIPTION OF GRADUATES

Advanced Military Studies Program (AMSP)

The graduate of the AMSP possesses an extensive tactical and operational focus that enables him or her to serve as a general staff officer and competently and confidently lead staff groups in presenting solutions for the complex problems of war in the 21st Century.

AMSP graduates will—

- Be commanders and general staff officers with the abilities to solve complex military problems in peace and war and remain students of the military profession for the rest of their lives.
- Possess an in-depth knowledge of the history, theory, and doctrine of conflict.
- Understand the application of joint doctrine.
- Understand the integration of service, joint, interagency, and multinational forces.
- Understand the nature of command and the joint operational environment (JOE).
- Understand the domains of battle and how they interact to condition the conduct of full-spectrum operations.
- Examine the elements of Army planning and doctrine at the corps and division levels.
- Gain an understanding of operational design/facets of operational art.
- Understand the elements of the threat environment.
- Understand operational design.
- Understand the strategic setting.
- Think critically, plan, analyze, decide, and communicate and lead a team in thinking all the way through a problem.

Advanced Operational Art Studies Fellowship (AOASF)

The graduate of AOASF possesses an operational and strategic focus that enables him or her to command or serve as a general staff officer in the planning, preparation, execution, and conclusion of war in the 21st Century.

AOASF graduates are—

- Competent Theater-Strategic planners:
 - Are confident in their ability to plan large formation operations across the spectrum of conflict.
 - Know joint and service doctrine for theater-strategic and joint tactical force planning.
 - Know and apply military theory and doctrine for land, sea, air, space, special, and information operations.
 - Do—Think critically while leading theater-strategic planning teams.
- Competent Seminar Leaders for AMSP:
 - Be the inspiration for professional confidence in future corps and division planners.
 - Know how to impart knowledge of US Army tactical and joint operational doctrine.
 - Know how to teach for understanding joint and army doctrine, theory, history, and the practice of military decision-making.
 - Do—Empower the AMSP graduates to be masters of the art of operations.

GOALS

The goals of the AMSP are to:

- Provide the Army and the other services with specially educated officers for command and general staff positions at the division, corps, and when appropriate higher levels of command.
- Develop in students an advanced understanding of military operations at the tactical and operational levels.
- Develop the practical skills required to apply that understanding to the solutions of the current and future Army challenges in peace and war.
- Introduce the students to the strategic level of war.

The goals of the AOASF Program are to:

- Develop commanders with insight into the linkage of strategic-operational-and tactical levels of war.
- Produce Senior Service College officers educated at the graduate level capable of planning and executing theater level campaigns in war and peace.
- Develop an advanced understanding of the war at the operational and strategic levels.

- Develop an understanding of the translation of national political goals into military operational objectives in peace, conflict, and war.
- Refine the practical skills required to apply that understanding to the solution of current and future challenges in peace, conflict, and war.

INTRODUCTION

The School of Advanced Military Studies was formally established in October 1984. The School conducts two interrelated programs:

- The AMSP provides roughly 64 Army, 11-12 sister service, 6 International Military Students, and a limited number of ARNG and USAR CGSOC, ILE, or equivalent graduates the opportunity to spend an additional year of concentrated study in the conduct of war at the tactical and operational levels. This study will lead to the awarding of the MMAS degree. Upon graduation from the program, US Army officers are assigned to serve on a division or corps general staff, or other assignments appropriate to their career field.
- The AOASF Program is a two year long senior service college level program. The program affords the opportunity to conduct a year or more of intense directed study of the operational and strategic levels of war to eleven SSC-selected officers annually. In the second year of the Fellowship six to seven Army officers and, in alternating years, one USMC officer serve as small group seminar leaders in the AMSP.

ADVANCED MILITARY STUDIES PROGRAM

Selection for the AMSP is conducted during the fall of each year. Officers either currently enrolled in the ILE or an equivalent course or who have graduated from CGSC through the nonresident program are eligible to apply. The following traits and qualities are the criteria on which acceptance is based:

- The capability to meet the demands of a rigorous graduate education.
- The professional background that would lead logically to assignment as a principal division or corps staff officer.
- The motivation to study the profession of arms in depth.

Methodology and Composition: The Advanced Military Studies Program (AMSP) is taught primarily in small groups of 11 to 13 students led by a second year SAMS fellow and a SAMS civilian faculty member (PhD) with student-centered learning being the operative technique. In addition to seminar classes and a rigorous military exercise program, the course also includes opportunities to augment BCTP staff on divisional and corps exercises, work as “reach “ planning staff for units engaged in ongoing combat operations, and work on directed projects in support of the Army and Joint Staff.

In order to support the above methodology and to provide an appropriate mix of general staff officers to the Army in the field, each seminar will have a representative sample of combat, combat support, and combat service support officers.

Program Phases: The AMSP consists of three phases:

- Phase I: Preparation during ILE to include mandatory enrollment in A699, The Evolution of Military Thought, with further directed study in DLDC for digital courses on MCS and CAPES, a DLRO course on advanced logistics and a CTAC course on advanced tactics.

- Phase II: Advanced Military Studies Course (AMSC) (1-250-C11):

--Forty-Nine-week resident course.

--Focus on preparation for and conduct of battles, operations, and campaigns.

--Master of Military Art and Science (MMAS) Degree Program participation.

- Phase III: Subsequent assignment: Divisions or corps general staff position.

Curriculum: The AMSP begins approximately two - three weeks after ILE graduation. The curriculum includes instruction on military problem solving, classical and contemporary military theory and history, Army and joint doctrine and the fundamentals of planning, battle dynamics, division/corps/JTF operations, operational art theory and practice, air, sea SOF operations, contemporary military operations, national security strategy, BCTP exercise, and a focused studies seminar on one particular subject that will be studied in depth. At the conclusion of the program, each student will complete an oral comprehensive examination.

Writing Requirement: Each student is required to produce an original monograph focusing on a tactical, operational, or strategic subject. These documents will be prepared under the supervision of a member of the SAMS faculty.

ADVANCED OPERATIONAL ART STUDIES FELLOWSHIP PROGRAM

Scope: The AOASF is a SSC program for eight to 11 officers (lieutenant colonels and colonels or equivalent) which awards military education level (MEL) 1 completion after one year. The program is two-years in length for US Army officers who serve as AMSP seminar leaders or in other positions at SAMS during the second year.

Curriculum: AOASF provides a comprehensive academic program focused at the operational and strategic levels of war. Officers selected to the AOASF program report to SAMS in early July. During the first academic year, students participate in a rigorous program that includes an evaluated, comprehensive, and multifaceted curriculum focused at the operational and strategic levels of war. Course studies include military theory, military history, strategic studies, regional studies, applied strategy, campaign planning, and practical work in joint planning. Extensive travel to US and allied commands worldwide is an integral part of the program. In the course of the second year of study the Fellows will lead a seminar of majors in AMSP. They will also direct monographs and other studies as directed. These studies range from staff studies in support of the Army & Joint Staff to reach planning missions for forward deployed headquarters.

Writing Requirement: AOASF students will either complete an MMAS with the required 40-page research monograph on an operational or strategic subject or if the student already has an advanced degree(s) he/she may elect to write and publish an essay for a professional journal. These documents will be prepared under the supervision of a member of the SAMS faculty.

CHAPTER 7

SCHOOL FOR COMMAND PREPARATION (SCP)

DESCRIPTION OF GRADUATES

The graduates of the Pre-Command Course (PCC), Command Team Seminar (CTS), Command Sergeants Major Course (CSMC) and Command Sergeants Major Spouse Seminar (CSMSS) are integrated stakeholders in the Army's future, understanding and supporting our leaders' vision of the warrior ethos, transformation, and leadership.

PCC, CTS, CSMC and CSMSS graduates—

- Understand pertinent Army policy, programs, and our leadership's expectations.
- Know how their command teams will deal with difficult problems.
- Understand the complexity of the current operating environment.
- Are ready to provide confident, self-aware, continually learning leadership.
- Know how to apply and assess the systems serving their Soldiers and Soldiers' families.

Tactical Commander's Development Program (TCDP) Graduates

The graduates of TCDP are critical and creative thinkers in the most dynamic environments; confident, self-aware, continually learning and adapting leaders.

TCDP graduates—

- Understand critical distinctions between staff and command systems and tasks.
- Can quickly and correctly analyze systems and situations through the range of complex operating environments and cultures.
- Understand what they need to have, do, and be to make good decisions.
- Have confidence, developed through intelligent and iterative practice in dynamic systems, in their decision-making abilities.

GOALS

The goals of the SCP are to:

- Provide a state of the art learning experience to students.
- Enhance the quality of tactical instruction to brigade and battalion command designees, selected staff officers, and selected CGSC students through the use of small group instruction supported by simulation.

- Develop relevant programs with emphasis on tactical warfighting and decision-making skills.
- Expand the use of simulations in support of instruction throughout the College.
- Systematically improve curriculum, incorporating lessons learned from army operations and the Combat Training Centers (CTC).
- Explore and implement ways to expose command designees to information age technology. Enhance efficiency and effectiveness through expanded use of automation.
- Coordinate with external agencies as required to enhance the synchronization and efficiency of pre-command training throughout the army.

ORGANIZATION

The SCP is organized with an Office of the Director, a Dean of Instruction, a Dean of Administration, a Command Section, and a Tactical Commanders Development Program (TCDP) Division.

COURSES

Pre-Command Course (PCC) (2G-F22). The PCC is the Chief of Staff of the Army's program to assist command selectees in their preparation for command by ensuring a common understanding of current doctrine and by providing both new and refresher training in selected functions and duties. The Leavenworth phase is broad based covering an Army wide level of policy and programs, emphasizing leader development, training, caring, doctrine, and force integration. **The Command Sergeants Major Course (CSMC), [School Code 400, Course Number 521-F1]** offers education on Boards, Noncommissioned Officer Development, Sponsorship Programs, Soldier Assignment, and Soldier Utilization in addition to large shared blocks of instruction with PCC.

Command Team Seminar (CTS) (2G-F56). The CTS is a five-day seminar designed for the spouses of brigade and battalion command selectees and selected command sergeants major. The seminar is held in conjunction with the PCC, and many presentations are joint sessions with the PCC students. Joint training for the command team develops communication and cooperation as a team to resolve typical problems faced by Soldiers and their families. The CTS is similar to other leadership development courses in that it provides for personal growth, but it also has a military community orientation. Specific seminar objectives are to enhance communications, problem solving, and group leadership skills; to increase understanding of the development and characteristics of small groups; to familiarize participants with various Army systems that support family members; to improve the participants' management of volunteer personnel; and to enhance the concept of the command team. **The Command Sergeants Major Spouse Seminar (CSMSS), [School Code 400, Course Number 521-F1 (Spouse)]** shares most blocks of instruction with CTS, and offers, in addition, specific instruction on Communications and Oral Presentations.

Personal Awareness and Leadership Seminar (PALS). This three-day seminar is designed for the spouses of ILE students. Exposure to state-of-the-art diagnostic instruments

helps participants develop their own personal awareness and identify a personal leadership style. Specific seminar objectives are for participants to learn their personality type (Myers-Briggs Type Indicator); to learn about different leadership styles and become aware of their preferred style; to enhance their communications and problem solving skills; to increase their understanding of the development and dynamics of small groups; and to understand the concept and operation of family support groups in the US Army.

Tactical Commander's Development Course (TCDC-- Brigade and Battalion) (2G-F84).

A five-day course for commanders that will likely operate as members of a *Brigade Combat Team* (maneuver Brigade Commanders and their traditional Battalion Commanders to include DS FA, DS EN, FSB, and combat aviation battalion commanders). The course focuses on the commander's role in visualizing, describing, and directing the actions of their unit during combat operations with primary emphasis on decision-making.

Tactical Commander's Development Course (TCDC-- Division and Corps Separates) (2G-F80). A five-day course for commanders of divisional and corps separate TO&E units (O5 and O6 level). The course focuses on the commander's role in visualizing, describing, and directing the actions of their unit in support of combat operations with primary emphasis on the division and corps rear areas.

Battle Commander's Development Course (BCDC) (2G-F89). A five-day course that follows the TCDC. It is designed for brigade combat team maneuver unit commanders. The course focuses on the aspects of battle command and developing a commander's intuitive sense in visualizing, describing, and directing the actions of their unit during combat operations.

CHAPTER 8

DEPARTMENT OF DISTANCE EDUCATION

MISSION

The mission of the Directorate of Department of Distance Education (DDDE) is to develop leaders prepared to execute full-spectrum joint, interagency, and multi-national operations through non-traditional means. DDE develops, distributes, and administers the Command and General Staff College's distance learning programs (the Total Army School System – TASS – “M” Course and the web-based “S” course) to Active and Reserve Component officers from all services and allied nations.

The ILE nonresident program is offered through attendance at Total Army School System (TASS) Battalion conducted sites or as web-based curriculum. TASS Battalions cover approximately 200 extension campuses worldwide. These CGSC affiliated campuses require more than 400 instructors and 150 support personnel who are assigned to various training battalions/PDE brigades. The web-based option is available effective 01 OCT 05 and allows students to work at their own pace, transferring between modalities at phase breaks if required. The program is supported by an additional staff of 125 adjunct faculty members for a total of almost 700 faculty members within the non-resident educational framework.

The Non-resident course parallels the core curriculum of the regular ILE course's terminal learning objectives (TLO) and enabling learning objectives (ELO).

COURSE STRUCTURE

The nonresident course is designed for the student to complete in not more than 18 months for the web-based and CD-based course and 13 months for the TASS ILE course. If a student has not completed the course in the prescribed time limit, he/she is disenrolled. The course is presented in two options:

- The web/CD-based (S) option is organized into three sequential phases. Each phase consists of a number of courses. Each course is a self-contained block of instruction containing learning objectives.
- The TASS classes are presented by Reserve Component instructors in six TASS regions and three multi-functional brigades throughout the United States and Germany, Hawaii, Korea, and Puerto Rico. This option is organized into three sequential phases with courses equivalent to those in the resident course. Each subcourse contains one or more objective examinations and/or subjective requirements.

Both the TASS ILE and web-based/CD-based options are phase-sequential courses. All requirements in a phase must be completed prior to starting the next phase.

ELIGIBILITY CRITERIA

- Officer Personnel Management Directorate (OPMD) Active Component (AC) officers (Year Group 79 and above):

- Must be Officer Advanced Course (OAC) complete.
- Must be a major or captain promotable.

NOTE: Includes officers in Army Medical Department (AMEDD) series 67.

- OPMD RC officers (includes officers in AMEDD series 67).
 - Must be OAC complete.
 - Must be SPC complete.
 - Must be a major or captain promotable.
- Special branch AC and RC officers (AMEDD, JAG, and Chaplains):
 - Must be OAC complete.
 - Do not have to be SPC complete, but highly recommended.
 - Must be a major or captain promotable.
- All officers must meet the height and weight standards in accordance with AR 600-9.

If an officer has already completed a version of the ILE, he/she is not eligible for reenrollment in another ILE correspondence version.

ACADEMIC STANDARDS

The passing score for all requirements is 70 percent. If a student fails the same requirement four times, or one requirement twice and then any subsequent requirement twice, the student will be permanently disenrolled as an academic failure.

STUDENT AND STAFF ASSISTANCE

Non-resident administrative information is provided to students by academic counselors from the Directorate of Department of Distance Education. Students desiring information about their academic status, receipt or non-receipt of instructional material, additional instructional material required, etc., may either call or write for answers. All inquiries must include the student's name, rank, social security number, and current mailing address. Students should give the mail at least 30 days before calling DDE.

Written inquiries should be mailed to:
Education

Directorate of Department of Distance
Education
280 Gibbon Avenue
Fort Leavenworth, Kansas 66027-2314

Make telephone inquiries to DDE during the hours of 0700-1600 (Central Standard Time). During duty hours individual students should contact the counselor who manages the letter corresponding to the beginning letter of their last name. Instructors should contact their battalion Title XI officer prior to contacting their counselor who is responsible for their regional battalion. Keep your questions and comments brief as other callers are behind you. Whenever possible, wait a reasonable amount of time to give the mail system a chance to work before calling DDE.

First Letter of Student's Last Name	PD Brigades and Battalion	Telephone Area Code: Prefix: 758 DSN: 585
A-Cass	Region C	3362
Cast-Enp		3368
Enq-Heim	USAREUR, Puerto Rico, USARPAC	3404
Hein-Lezz	Region G	3356
Lf-Musj	Region A	3386
Musk-Robg	Region B	3380
Robi-St	Region F	3390
Su-Z	Region D	3390

Voice Mail. DDE has more telephone numbers than personnel to answer the phones. Therefore, voice mail is the only recourse. Callers will receive a return call if they speak distinctly and provide the following information: name, SSN, telephone numbers (Overseas callers need to provide their commercial number, including country code), and reason for call. Counselors are not available at their private residence telephones to receive queries concerning CGSC's nonresident programs and individual student's academic records.

E-mail: DDE counselors may also be contacted by electronic mail. Names of counselors and E-mail addresses are located on the CGSC/DDE home page

<https://cgsc2.leavenworth.army.mil/SAdL>

Enter your respective counselor's user name followed by the DDE address. When writing, identify yourself with name and SSN.

CHAPTER 9

ARMY MANAGEMENT STAFF COLLEGE (AMSC)

<http://amscportal.belvoir.rmy.mil>

DESCRIPTION OF GRADUATES

Can:

- Lead people.
- Make decisions and solve problems.
- Write clearly and concisely for internal and external audiences.
- Communicate orally with internal and external audiences.

Know:

- Mission, roles, functions, and organizations of the Army.
- Major command missions, goals and objectives.
- Relationships among Army systems (money, people, places, things).
- Command vision at the highest level.
- How their organizations fit into the Army context.

Have:

- Vision – and see connections.
- Flexibility.
- A “can do” attitude.
- Selflessness – are organizationally focused.

OUR HISTORY

In 1985, the Chief of Staff of the Army approved the establishment of a learning institution to educate and prepare Army civilian and military leaders in sustaining base leadership and management operations. The Army discovered that civilians in or entering into leadership positions were ill prepared for the challenges they faced, while their military counterparts received leadership training in military staff and senior service colleges. The Army also realized that it needed a comprehensive program to educate military and civilian leaders in Army-specific subjects geared to the sustaining base. These factors led to the creation of the Army Management Staff College and the Sustaining Base Leadership and Management program.

We opened our doors at the Maritime Institute of Technology and Graduate Studies in Linthicum, Maryland, in 1987. Our first SBLM program had 42 civilian and eight military students representing 17 commands, 19 civilian career fields, and eight military career fields. As enrollment grew to 100 students per SBLM class, we moved to the Radisson Mark Plaza Hotel in Alexandria, Virginia.

Our reputation as a key source for professional growth and knowledge grew rapidly, and the SBLM class size expanded to 200 students. We moved to Fort Belvoir's Humphreys Hall as our permanent home in 1993, and once again expanded. Adjacent facilities - Thayer Hall and Knadle Hall - soon joined our campus to provide our students' library and lodging needs.

In 1994, the Assistant Chief of Staff for Installation Management, at the direction of the Vice Chief of Staff of the Army, asked us to prepare garrison and area support group commanders to

effectively lead and manage diverse garrison functions, organizations, and operations to accomplish the total installation mission. In response, we then developed the Garrison Precommand Course. We next developed the General Officer Installation Command Course, which prepares installation commanders to effectively lead and manage diverse and interlinked multiples of existing and emerging sustaining base programs and policies. Garrison Sergeants Major soon discovered the value of a course dedicated to their roles and linked to the garrison command team concept. In 1997, we piloted the Garrison Command Sergeants Major Course, which was institutionalized in 1999.

The Personnel Management for Executives program, previously offered in Kansas City, was relocated to the National Capital Region in 2004. As part of the Army's civilian leadership training common core, the Personnel Management for Executives (PME) programs play an important role in leadership development. The length of PME's tenure, almost 50 years, is a testament to the value it provides to senior Army and civilian leadership.

As part of the Civilian Education System initiative, AMSC recently moved under the control of CGSC.

OUR MISSION

- To educate and prepare Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base
- To provide consulting services and conduct research in support of the sustaining base

OUR VISION

- The college of choice for the sustaining base

OUR VALUES

- Learning: We believe in the inherent potential of all people to learn, grow and contribute. We actively support professional and personal growth through life-long learning.
- Caring: We foster an environment that promotes understanding, encourages mutual trust and respect, and appreciates individual differences.
- Innovation: We constantly seek improvements that add value. We recognize that good ideas come from every member of the organization, and we nurture an environment in which those ideas can easily surface and be acted upon.
- Excellence: We continually seek to raise the bar on professionalism and quality.
- Team Work: We are committed to creating an environment of trust, commitment, integrity, honesty, and mutual respect where all people can work together toward a common goal.
- Communication: We encourage open and honest communication.

- **Accountability:** We demonstrate good stewardship in support of and consistent with the Army's requirements.

OUR GOALS

- Provide the highest quality education and serve as the primary resource for the sustaining base
 - Recruit, develop, and retain the best-qualified faculty and staff
 - Leverage resources to enhance organizational processes and outcomes
 - Deliver responsive and relevant programs
 - Create and maintain a world-class learning environment

AMSC PROGRAMS

Sustaining Base Leadership and Management

Our fast-paced, challenging Sustaining Base Leadership and Management (SBLM) programs provide graduate-level professional development across functional areas for leaders and managers at all levels of the Army's sustaining base.

Our graduates say that SBLM is a life-changing experience. Statistics show that after attending our programs, graduates promote faster, enjoy job mobility, and assume greater leadership roles. As a student, you build worldwide networks with other students that last throughout your career and often your lifetime. After completing our resident, non-resident, or metro program, you will become an SBLM ambassador by mentoring your peers and subordinates and by sending your best and brightest employees to the program.

All SBLM programs are based on three competency areas – leadership, communication, decision-making and analysis – and three content competencies – Army cultural literacy, environment, and readiness systems, which are integrated throughout the curriculum. Seven learning areas are also interwoven throughout the curriculum to build a total picture of how leaders impact every aspect of Army operations. Periodically, specific requirements change to complement continuous improvements in our program, but the intent is the same – to provide you the greatest learning experience of your career.

SBLM Resident Program

The SBLM resident program employs a variety of educational techniques like senior Army guest speakers, seminar discussions, research projects, practical exercises, case studies, field trips, lectures, and student leadership opportunities. Through written and oral evaluations, you will practice leadership roles and demonstrate your knowledge of the mission, roles, functions, and organization of the Army. You will learn to see the big picture – the relationships among Army resources (money, people, things, places) and the larger economic, social, and political environments within which Army leaders must manage and make decisions. Most importantly, you will see how you contribute to the Army mission.

The program focuses on enduring principles and concepts rather than transient or procedural activities. The curriculum stresses critical thinking, participation, and real-world case studies among students and faculty-student teams.

The program has a pass/fail measurement for performance. To graduate, you must pass all evaluations. You will also undergo a battery of diagnostic instruments to help you understand how your unique characteristics affect your role as a leader and manager. Typical areas assessed include writing skills, management, leadership qualities, individual personality types and learning styles. Included are assessments provided by supervisors, peers, subordinates and self-assessments. These instruments, supported by ongoing feedback from faculty advisors, help you recognize and identify your weaknesses and develop your strengths.

Prework. Prepare for our rigorous program by completing required prework before you arrive. Prework introduces you to the program's academic environment, reinforces your expectations of the program, provides you with an overview of the curriculum, and introduces you to the study of leadership.

Leader Skills. Analyze the principles and theories of leadership, management, teams, and organizations, and assess how these theories relate to the Army culture. Apply analysis, problem solving, decision-making, critical and creative thinking, and communication skills to writing, briefing, and debating exercises required for successful completion of the program. Since cohesive teamwork and networking are vital to successful organizations, you will establish group norms, identify individual and corporate strengths, and form working relationships with each other. You will participate in one-on-one counseling sessions with your faculty advisors and develop plans to enhance your leadership abilities.

Army Cultural Literacy. Examine the Army's culture, history and core capabilities and analyze how they influence today's ready and relevant Army. Explore the essential roles, missions, and functions that your organization plays in making the Army work as a total team and examine how those elements support our nation's defense requirements.

Army Environment. Analyze the conditions and circumstances that affect the national security environment and the relevance of the Army within that environment. Review the development of national level strategies, examine how to advance the Army's interests, and analyze how the nation plans to use the elements of power to achieve its objectives. Through this study, you will discover how the Army's projected power is key to executing the National Military Strategy.

Army Readiness Systems. Acquire a broad-based knowledge of the systems and processes that organize, structure, man, equip, train, sustain, and resource the force in order to plan, program, and implement the changes that are required to transform the Army for the 21st Century. As leaders in the Army's sustaining base, you must understand the processes used by the Army and apply them to influence the priorities and objectives within your organization.

Capstone. Participate in an overarching exercise to apply the knowledge you have gained throughout the program and evaluate significant issues that impact the Army as a whole. Through leadership, decision-making, analysis, and communication, you will discover that leadership concepts always remain the same regardless of the situation.

Eligibility. If you are a highly motivated GS-12 through 14 (or equivalent grade or payband) who is interested in career progression and a higher level of responsibility, consider applying for

the SBLM program. GS-11s and 15s are welcome to apply by exception. If you are an Army major, lieutenant colonel, chief warrant officer, sergeant major, or command sergeant major interested in attending, please contact your career branch assignment officer and our Registrar at (703) 805-4756/57 for enrollment information.

Application Process. Army civilians may apply online at <http://amscportal.belvoir.army.mil>. Military members must contact their branch assignment officer. Other interested individuals should contact the Registrar's office at (703) 805-4757/56 or email at: registrar@amsc.belvoir.army.mil.

Selection and Notification. Department of the Army civilian applications are competitively evaluated by the Headquarters, Department of the Army Selection Board. The board makes its selection based upon its assessment of your potential to assume a key leadership position in the Army. Notification of your selection is released by message through command channels by the Office of the Secretary of the Army (M&RA).

Length. 12 weeks of residency with two weeks of prework. This program is offered three times per year.

Class Size. 165 students for spring and fall programs; 90 students for summer programs.

Funding. Army civilians are centrally funded. Corps of Engineers civil works employees, civilians paid by Army Reserve or National Guard funds, non-Department of the Army employees, and military members are funded through their own organizations. Non-appropriated fund employees are funded by Headquarters, Army Community and Family Support Center.

SBLM Nonresident Program

The SBLM curriculum is also offered in a distance education format for those with a compelling personal or professional reason that precludes being TDY for 12 weeks to attend the SBLM resident program. The 12-month nonresident program is an ideal way for you to participate if that is your situation.

The SBLM Nonresident Program uses a variety of online techniques to help you learn the relationships and dependencies between the elements of the Army's sustaining base. While the content is the same for the resident program, the delivery method is geared to distance learning. However, much of the work is completed via small group interaction – this is NOT a correspondence course.

Phase 1. Fundamentals. You must prepare for "attendance" by completing assessments of leadership skills, learning style, and personality preferences. In addition, prior to your first session in residence you will complete curriculum content – some in the areas of leadership and Army history, as well as others.

In Residence. You will attend two sessions in residence; one near the beginning of the program and one at the end. The first session, called "Phase 2 -- Practicum," is a seven-day residential program designed for you to meet your fellow students from around the globe who you will be working with for the remainder of the year. This session helps you discover who you are as a leader, build a cohesive team with your fellow students, and practice some of the skills you learned during Phase 1. It will occur approximately 15 weeks into the academic year. The

ending session, called “Phase 6 -- Transition Week,” is a five-day session including a capstone exercise that helps you apply many of the things you learned throughout the year. The week’s activities conclude in a graduation ceremony. There may be an optional midterm session of 3 to 5 days that is organized, hosted, and funded at students’ home stations.

Distance Learning. Through traditional communication methods enhanced with various computer mediated conferencing platforms, you will stay in close, constant contact with other students and faculty members. Some of the communication platforms and methods AMSC employs include:

Collaborative Discussions. AMSC uses collaborative discussion software called Caucus to allow students to discuss important topics, issues and questions, and get feedback from other students and faculty. Caucus supports the concepts of teamwork and student interaction. It also provided asynchronous capability – you can sign on anytime, anywhere.

Virtual Seminar Meetings. Similar to Internet chat rooms, you can conduct open discussions simultaneously from your home station. The AMSC Virtual Classroom is used for weekly meetings to touch base with your fellow students and discuss curriculum topics or current events.

Email. Email is used extensively for submitting written assignments, communicating with other students and faculty, and receiving feedback on requirements.

Mail Service. Although most of the curriculum is paperless and accessible through the Internet, we will mail some of the nonresident materials to you.

Eligibility. If you are an Army civilian, you must be a GS-12 through GS-14 (GS-11s and 15s by exception) or in an equivalent grade/payband. You should be currently serving in or destined to be appointed to a sustaining base leadership position and be serving in or have potential for advancement to a key leadership position. If you are an Army major, lieutenant colonel, chief warrant officer, sergeant major, or command sergeant major interested in attending, please contact your career branch assignment officer and our Registrar at (703) 805-4757/56 for enrollment information.

Application Process. Army civilians may apply online at <http://amscportal.belvoir.army.mil>. Military members must notify their branch assignment officer. Military and other interested individuals should contact the Registrar’s office at (703) 805-4756/57 or email at: registrar@amsc.belvoir.army.mil.

Selection and Notification. Department of the Army civilian applications are competitively evaluated by the Headquarters, Department of the Army Selection Board. The board makes its selection based upon its assessment of your potential to assume a key leadership position in the Army. Notification of your selection is released by message through command channels by the Office of the Secretary of the Army (M&RA).

Length. 12 months.

Class Size. 90 students.

Funding. Army civilians are centrally funded. Corps of Engineers civil works employees, civilians paid by Army Reserve or National Guard funds, non-Department of the Army

employees, and military members are funded through their own organizations. Non-appropriated fund employees are funded by Headquarters, Army Community and Family Support Center.

SBLM-Metro Program

Do you work in the DC Metro area? Have you wanted to attend SBLM, but the existing program options just do not work in your schedule/lifestyle? AMSC offers a new way to deliver the education you need—the SBLM-Metro program. What is SBLM-Metro? This program allows students to complete the SBLM curriculum primarily by commuting to classes. It allows flexibility and extended time to complete the course. It requires only short residence periods at the beginning and end, and it takes advantage of the fact that there are enough potential students in the DC Metro area to form seminar groups.

Eligibility. If you are an Army civilian, you must be a GS-12 through GS-14 (GS-11s and 15s by exception) or in an equivalent grade/payband. You should be currently serving in or destined to be appointed to a sustaining base leadership position and be serving in or have potential for advancement to a key leadership position. If you are an Army major, lieutenant colonel, chief warrant officer, sergeant major, or command sergeant major interested in attending, please contact your career branch assignment officer and our Registrar at (703) 805-4757/56 for enrollment information.

Key Features of SBLM-Metro. Metro classes are resident style but stretched out into monthly sessions and provide portions of the curriculum with more open scheduling. It has the same SBLM standards and faculty roles. Metro provides more time and flexibility to meet requirements. There is a contract required between the student and supervisor so that everyone understands the commitments required.

Time Requirements. SBLM-Metro students attend three five-day sessions in full residence (in Fort Belvoir Lodging). You commute to AMSC for eleven two-day sessions that normally will take place one Wednesday-Thursday session a month. Additionally, you will attend AMSC's Guest Speaker sessions, but you have more flexibility to choose when you attend, and you will be allowed to make some substitutions.

Benefits Compared to Existing SBLM Options. SBLM-Metro may work better for you if your office supports your education but cannot spare you for extended blocks of time; you have outside commitments after work or on weekends that make our other options difficult for you; you have limits on your ability to go TDY; you want to work with other highly motivated people in a face-to-face setting. The SBLM-Metro option is nimble and interactive. The overall group is smaller than our other options. You will have time to research and reflect on learning and the opportunity to use local resources.

What will SBLM-Metro cost my organization? SBLM-Metro is very inexpensive for the organization. Many of our students are eligible for HQDA central funding. If you are, the only cost to your organization is your time. If you are not eligible for HQDA central funding, SBLM-Metro is extremely cost efficient because your organization will only have to fund materials, three weeks per diem, and whatever travel you need. If you live beyond a 50-mile radius from your home station, you or your organization will be responsible for your commuting costs.

Application Process. Army civilians may apply online at <http://amsportal.belvoir.army.mil>. Military members must contact their branch assignment officer. Military and other interested

individuals should contact the Registrar's office at (703) 805-4757/56 or email at: registrar@amsc.belvoir.army.mil.

Selection and Notification. Department of the Army civilian applications are competitively evaluated by the Headquarters, Department of the Army Selection Board. The board makes its selection based upon its assessment of your potential to assume a key leadership position in the Army. Notification of your selection is released by message through command channels by the Office of the Secretary of the Army (M&RA).

Length. 12 months.

SBLM Tidewater Regional Program

Do you work in the Virginia Tidewater area? Have you wanted to attend the Sustaining Base Leadership and Management program at the AMSC, but the existing program options just don't work in your schedule/lifestyle? Well, here's something tailored just for you!

- AMSC is offering a new way to deliver the education you need—it's the SBLM Tidewater Regional program. This program allows students to complete the SBLM curriculum primarily by commuting to classes in the Tidewater area (currently Fort Eustis). It allows flexibility and extended time to complete the course. It requires only short residence periods, and it takes advantage of the fact that there are enough potential students in the Tidewater area to form seminar groups.

Eligibility. GS-12 through GS-14 (or equivalent). GS-11 and GS-15 by exception. Military in ranks of major or lieutenant colonel, chief warrant officers, sergeants major or command sergeants major.

What are the Key Features of SBLM Tidewater Regional?

- The first class of this program runs from January 2 to December 15, 2006
- Resident sessions will be two weeks, January 23 – February 3 and then one week every other month (April, June, August and October).
 - The final week, December 11 – 15, will be in residence at the AMSC campus in lodging on Fort Belvoir, VA.
 - All resident sessions will be conducted during the week on duty time.
 - Distance education will take place during the remainder of the year.
 - It has the same SBLM standards and faculty roles.
 - It provides more time and flexibility to meet requirements.

What are the Benefits Compared to Existing SBLM Options? SBLM Tidewater Regional may work better for you if:

- Your office supports your education but can't spare you for extended blocks of time.
- You have outside commitments after work or on weekends that make our other options difficult for you.
 - You have limits on your ability to go TDY.
 - You want to work with other highly motivated people in a face-to-face setting.
 - The SBLM Tidewater Regional option is "nimble" and interactive.
 - The overall group is smaller than our other options.

- You will have time to research and reflect on learning.
- You will have opportunities to use local resources.
- You will get to participate in new ideas for content, and
- Methodology.

What will SBLM Tidewater Regional cost my organization? SBLM Tidewater Regional is very inexpensive for the organization. It is a great deal, because your local command will only have to fund materials and whatever travel you need as well as travel/ per diem for the last week of class held at AMSC on Fort Belvoir, VA. If you live beyond a 50-mile radius from your home station, you or your organization will be responsible for your commuting costs. If you have any questions about SBLM-Tidewater Regional, please contact our Registrar at (703) 805-4757/4756 or email at registrar@amsc.belvoir.army.mil.

PERSONNEL MANAGEMENT FOR EXECUTIVES

Program Concept: The Personnel Management for Executives (PME) programs are not “courses of instruction” in the traditional sense. They are designed to help participants find better ways to deal with management and leadership issues for which there are no stereotypical solutions. They “assume” a high degree of creativity and resourcefulness on the part of the participants and a willingness to exert the effort to enhance their leadership skills and abilities. The impact of each program is directed toward each participant’s involvement as an individual and as a manager/leader of an important segment of the federal work force.

Each PME program is a developmental opportunity. It is oriented toward increasing the level of awareness regarding one’s own behavior. The orientation is substantially different, if not actually opposed to, training in, instructing in, or teaching in “that which is already known.” Development is a process involving change that must take place within the individual. A fundamental aim of PME is to provide an opportunity for participants to come to a better understanding of their relationships with others in the workplace and in their personal lives. Such an understanding is basic to accountable behavior. Mature action presupposes a self-critical, self-conscious acceptance of the convictions from which one’s behavior stems.

PME supports the assumption that individuals have the ability to grow and mature, to communicate and relate, and to be self-corrective and self-directive. Participants in PME must have the capacity to make their own choice concerning a personal philosophy, appropriate management/leadership continuum, appropriate patterns of behavior in differing situations concerning moral and ethical decisions affecting their lives and those they lead. PME provides an environment and learning opportunity in which participants can develop and demonstrate greater sensitivity pertaining to their motivations, values and basic assumptions. To effect change, a clear understanding of the affect of their attitude and behavior and how it motivates their associates is critical to professional and organizational success. Through sharpening this personal self-awareness, Federal executives can appraise their need/willingness for behavioral change and their responsibility for the overarching outcome.

PME I concentrates on leadership competencies, workplace issues, networking, relevancy, opportunity, and real-time results. PME I remains a key component of the Army’s commitment to develop you into an adaptive leader with character and competence. This program is designed to improve your leadership skills, expand your perspectives, and teach you to generate effective ideas. Throughout PME I, you will focus on the “people issues” within your organization.

PME I is an exciting developmental experience that explores leadership concepts and their practical application through challenging curriculum and networking opportunities. You will study major subject areas including adaptive change, a global perspective of personnel management, the role of a leader, ethical decision-making, communication, stress and wellness, personal leadership styles, and diversity. Daily presentations by subject matter experts, along with interactive exercises and simulations, active learning peer groups, and relevant reading materials characterize the experience.

PME II focuses on empowerment, change, advanced leadership competencies, and transformational leadership. It is a challenging five-day program where you will interact with guest speakers, be part of active learning peer teams, and perform individual and group activities to meet the challenges of today's uncertainty, change, and opportunity.

PME II captures the essence of the PME I experience and carries it forward to PME II to demonstrate continuity in a summary look at leadership best business practices; addresses the complexities of leadership with emphasis on accountability, responsibility, and forward-thinking.

PME II focuses on complex workplace real-time events and forms the foundation from which participants will develop a strategic leadership action plan. It also provides the opportunity to measure their success in "walking the talk" by balancing their Management/ Leadership in Principle and Practice submissions against their actions during the team project and presentation process.

Eligibility. When you apply for a PME course, you must have leadership responsibility and give guidance or direction to the work of others. The target audience is Army civilians, GS-13/14 or equivalent grade/payband and military majors and above. Other federal agency employees at the target grades are admitted on a space-available basis. GS-12 and GS-15 personnel are considered by exception. You and your supervisor should not attend the course together.

Application Process. Complete your application online through our web site at: <http://amsportal.belvoir.army.mil>

Funding. Army civilians are centrally funded. Corps of Engineers civil works employees, civilians paid by Army Reserve or National Guard funds, non-Department of the Army employees, and military members are funded through their own organizations. Non-appropriated fund employees are funded by Headquarters, Army Community and Family Support Center.

PME I. Two-week course offered six times per fiscal year. Class size: 65 Prerequisite: None.

PME II. One-week course offered two times per fiscal year. Class size: 65 Prerequisite: Students must have attended PME I no less than 24 months prior to the start of PME II and continue to meet all other eligibility criteria as specified in PME I.

GARRISON PRECOMMAND COURSE (GPC)

If you are a new, centrally selected garrison commander, our Garrison Precommand Course (GPC) is your "branch" PCC. In this course, you will learn about the daily decisions required to command your garrison and obtain the information you need to make sound decisions. The

course uses seminar discussions, case studies and practical exercises taken from actual garrison situations. You will participate in interactive seminar formats that will help you prepare for your challenging assignment. GPC includes guest speakers drawn from senior Army leadership, industry, and municipal governments and focuses on current and evolving garrison issues. While you are here, the lesson materials you collect will build a commander's desk reference that you can use at your home station.

Curriculum. Our faculty members facilitate seminars on core subject areas. Guest speakers from Headquarters, Department of the Army; the Army Community and Family Support Center; and the Installation Management Agency provide leading edge topics that include policy and initiatives that affect today's base operations and Army transformation. You will participate in a terrain walk to interact with garrison directors and talk with them about current challenges. You will also participate in computer-aided crisis management exercises and learn techniques and practices that you can use to meet your base operations needs.

The terrain walk includes visits to selected Morale, Welfare and Recreation facilities and other garrison activities to promote open discussion on customer satisfaction and service. We equip you with the tools you need to:

- Pay your bills.
- Manage your infrastructure.
- Work with your base operations contractors.
- Sustain your garrison infrastructure.
- Support your force.
- Provide services to Soldiers, family members, and other supported customer groups.
- Interact with the surrounding community.

You will learn how to think about and apply new perspectives that will help you to become an even more effective, efficient leader.

Eligibility. GPC is mandatory for colonels and lieutenant colonels centrally selected to command garrisons in the United States and to area support groups and base support battalions overseas. We reserve a limited number of seats for civilian executive assistants and reserve component support unit commanders.

Prerequisite. You must be assigned or have a pending assignment as a garrison, area support group, or base support battalion commander; serve or be selected to serve as a civilian executive assistant (Deputy to the Garrison Commander).

Length. 20 class days, four times per year.

ATRRS School Code. 704

Class Size. 18 military and two civilians per class (Exception: Civilian deputies to the commander and IMA staff principals may use vacant military seats.)

For more information, contact the Registrar's Office at (703) 805-4758/57 DSN: 655-4758/57. Email: registrar@amsc.belvoir.army.mil.

GENERAL OFFICER INSTALLATION COMMAND COURSE (GOIC)

The General Officer Installation Command Course (GOIC) equips you, as an installation commander or senior mission commander, with the practical tools you need to deal with complex base operations challenges. We facilitate classroom discussions and show you the influence and relationships among people, money, facilities, logistics, organizations, and doctrine by presenting current and evolving initiatives.

Curriculum. GOIC addresses the leadership and management requirements of base operations support from an executive leader's point of view. Led by our Command Programs and Community and Family Support Center faculty in an informal, small group setting, you will expand your knowledge and abilities in areas such as:

- Roles and relationships among the installation commander, garrison, Installation Management Agency, Assistant Chief of Staff for Installation Management, and Assistant Secretary of the Army for Installations and Environment.
 - Use of information to meet the needs of your installation's mission and customers.
 - Ongoing privatization initiatives.
 - Application of programming, planning, budgeting, and execution system processes to base operations.
 - Techniques to improve installation performance.
 - Overseeing master planning and sustainment of your facilities and infrastructure.
 - Fulfilling your mission requirements while practicing environmental stewardship.
 - Supporting a fiscally sound, customer focused Morale, Welfare and Recreation program.
 - Working effectively with private organizations, both on post and in the local community.

Guest speakers from senior level Headquarters, Department of the Army, and the Installation Management Agency provide insight into current and evolving Army policy and resource decisions that influence Army base operations.

Eligibility. Mandatory for all general officers selected as installation commanders or senior mission commanders and other general officers whose principal duties involve installation management. This is an optional course for all other general officers and senior executive service officials who may attend on a "space available" basis.

Length. 5 days, offered four times per year.

ATRRS School Code. 704

Class Size. 7 – 10

For more information, contact the Registrar's Office at (703) 805-4758/57 DSN: 655-4758/57. Email: registrar@amsc.belvoir.army.mil.

GARRISON COMMAND SERGEANT MAJOR COURSE (GCSMC)

Designed for garrison, area support group, and base support battalion command sergeants major, the Garrison Command Sergeant Major Course (GCSMC) prepares you for your new assignment. Delivered as a companion course to the Garrison Precommand Course, it focuses

on the third component of the installation leadership triad of installation/senior mission commander, garrison commander, and garrison command sergeant major.

Our command sergeant major program focuses on the command group level and deals with the activities that garrison command sergeants major are involved in every day. It explains the context in which those activities occur and provides current information to support sound decisions or recommendations for command action.

As a student, you are introduced to base operations and installation management functional area structures as well as current and evolving doctrine and policy. Employing panels, case studies, and practical exercises, you will explore actual garrison situations and learn the tools, techniques, and procedures that commanders and command sergeants major use to satisfy mission requirements and take care of a wide variety of garrison support “customers” under conditions of limited resources. Classroom sessions are interactive. Some sessions are conducted jointly with students from the Garrison Precommand Course. Our guest speaker program includes senior Army leaders and functional area experts who address current and future garrison issues.

Curriculum. GCSMC includes sessions on each of the “big five” important installation management subject areas—financial management; civilian human resources management; facilities and infrastructure management; environmental stewardship; and Morale, Welfare, and Recreation management—plus anti-terrorism, force protection, and crisis/consequence management. The course uses a seminar-style approach with facilitation by AMSC faculty and the Army Morale, Welfare, and Recreation (MWR) Academy faculty.

Prerequisite. You must be assigned or have a pending assignment as a garrison, area support group or base support battalion command sergeant major.

Length. 6 days, offered four times per year.

ATRRS School Code. 704

Class Size. 20 military per class

For more information, contact the Registrar's Office at (703) 805-4758/57 DSN: 655-4758/57. Email: registrar@amsc.belvoir.army.mil.

CONSULTING AND OUTREACH

As our workload permits, we offer a variety of consulting session and instructional workshops that can be delivered right to your home station. Each consulting experience gives us the opportunity to seek information for new and relevant case studies or practical exercises – a potential “win-win” situation.

Consulting. Our faculty and staff provide you with unique workshops designed to support the Army’s sustaining base and serve as a sustaining base resource. Workshops range from focused sessions like leadership and team building exercises for a targeted audience to an overview of our programs or curriculum for a generic, unspecified larger group. Requests must meet several internal requirements including:

Your needs must be relevant to our mission and curriculum, and you must state objectives or desired outcomes. You must be prepared to provide:

- The type or name of group or individuals involved.
- The type of instruction you desire.
- The date and time you would like to conduct the instruction.
- The location.
- The type of delivery you prefer.
- Any special circumstances that may impact your request.
- You will be asked to pay all direct costs for consulting services. This may include printing, materials, travel, rental car, and per diem expenses for our faculty or staff that assist you.

Outreach. If you have a specific educational need and are not sure whether AMSC is the right place, we are happy to discuss it with you. In addition, we can work with you to provide onsite briefings about our programs or learning methods. Our experienced faculty and staff can help you with complex problems and concerns that arise by providing consulting services for all sustaining base management areas.

We participate in a wide range of annual events including the American Society of Military Comptrollers Professional Development Institute, the Association of the United States Army Annual Meeting and the Reserve Officers Association Midwinter Conference and Exposition, to name a few. Through our guest speaker program, we also offer presenters for your conventions and specials events.

Point of Contact. Any individual or group may contact us by email at dean@amsc.belvoir.army.mil or telephone at (703) 805-4713 or DSN 655-4713.

AMSC GENERAL INFORMATION

External Program Review and Accreditation

Accreditation. The Army Management Staff College is accredited by the Commission of the Council on Occupational Education (COE). COE describes accreditation as a status granted to an educational institution or program that has been found to meet or exceed stated criteria of educational quality. Accreditation has two fundamental purposes: (1) to assure the quality of the institution or program and (2) to assist in the improvement of the institution or program. An institutional accrediting body gives attention not only to the educational offerings of the institutions it accredits, but also to such other institutional characteristics as student personnel services, financial status, administrative structure, facilities, and equipment.

The American Council on Education (ACE) College Credit Recommendation Service (CREDIT). ACE is a nationally recognized educational service that evaluates the Sustaining Base Leadership and Management programs and the Personnel Management for Executives programs. ACE recommends that colleges and universities award credits at the baccalaureate and graduate level for alumnae of these programs. The specific award of credit depends upon individual college or university policies and the appropriateness of the credits to the degree program in which the student is enrolled.

The ACE transcript service allows graduates to receive full documentation for their work at AMSC. The service is designed to make records of non-traditional study accessible and interpretable by post-secondary institutions. Students who want to receive college credits toward degree completion can use the service to provide an official transcript, which specifies the recommendations of the ACE/CREDIT review. ACE recommended credits by program are:

SBLM Resident and Nonresident: Graduates may earn up to nine graduate level semester hours including three hours each for logistics management, management or strategic management and leadership or organizational behavior; or 15 upper level baccalaureate semester hours including three each in human resource management, public administration and political science and six hours in communications.

PME I: Graduates may earn three graduate level semester hours in management, human resources management, leadership or organizational behavior.

PME II: Graduates may earn one graduate level semester hour in management, human resource management, leadership, or organizational behavior.

Articulation Agreements. AMSC has articulation agreements with seven universities. These agreements allow graduates to transfer work accomplished at AMSC into credits toward degrees in the respective university.

- American Military University
- Capella University
- Central Michigan University
- National-Louis University
- Strayer University
- University of Maryland University College
- University of Phoenix
- Webster University

These colleges and universities allow recommended credits to be applied to specific programs, depending upon the course of study chosen.

Student Information

The Army Management Staff College serves three purposes: First, it supports the Army's civilian training, education, and development system; it educates Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base. Second, it promotes the bonds between civilian and military leaders that enhance the Army's cohesiveness. Third, it adds to the body of sustaining base knowledge through research and consulting and acts as a resource to the DoD and Army communities.

Our programs approach education through broad based leadership, management, decision-making, and integrative knowledge of the Army, especially its existence in a current, dynamic world environment. Our philosophy is to educate, rather than train. We use a variety of tools and techniques such as guest speakers, case studies, practical exercises, lectures, field trips, reading and writing, and research to reinforce our philosophy.

Statement of Student Responsibility. Together we are a learning team that shares educational responsibility. We are committed to providing you the program, curriculum, and assistance that you need to succeed while you are here. You are responsible for preparing for class, studying, completing and turning in assignments on time, preparing and presenting briefings and studying for and taking examinations. You are also responsible for knowing the policies and requirements for our programs.

We are committed to creating and sustaining a learning community that facilitates your academic, personal, and professional development. Fundamental to our joint commitment is the expectation that you will:

- Be honest.
- Demonstrate respect for yourself and others.
- Demonstrate respect for the principles stated in Army values, FM 22-100.
- Demonstrate respect for the law.
- Demonstrate respect for the Army and AMSC policies and understand the processes for changing them.

We guarantee your right to learn while protecting the fundamental rights of your fellow students. Our concept of rights and freedoms carries with it corresponding responsibilities for which you are accountable. It is your responsibility to know and abide by the regulations and policies that govern our programs.

Attendance Policy. Academic performance is related directly to your attitude, enthusiasm, and cooperation in all educational areas and will be considered demonstrated performance of leadership and managerial potential. It is mandatory that you attend all activities, unless properly excused. As a general policy, your absence from scheduled academic instruction will not be approved unless it is deemed an emergency. You must resolve prior commitments that may conflict with your attendance prior to arriving. If you have questions or need assistance, please contact the Registrar's office.

Students with Disabilities. Students with disabilities who are scheduled to attend AMSC should notify the Registrar at least four weeks prior to the start of class to ensure that appropriate accommodations are made. Special accommodations may include seating, lodging, and special meals and are handled on a case-by-case basis.

Travel Orders. If you are a centrally funded Department of the Army civilian, we will prepare and email your travel orders prior to the start of the program. Students not centrally funded are responsible for preparing their own travel orders.

Lodging. You will reside at Knadle Hall or another on-post facility with similar accommodations. Knadle Hall, located across the street from AMSC, offers cozy efficiency-style rooms with a private bath, queen bed, study space, TV/VCR, and a safe for storing valuables. Amenities include an iron, toaster, microwave, two-burner stove, small refrigerator, dishes and flatware for two people, and cooking and kitchen utensils. Washers and dryers and daily housekeeping services are provided free of charge.

Vehicle Registration. Students must register a personally owned vehicle or a rental car at the Visitor Processing Operations Center at Tulley Gate (Monday through Friday from 5 a.m. to 7 p.m.). Students must provide proof of insurance, a valid driver's license, vehicle registration

or rental car agreement, and state their business on the installation. For more information about temporary, TDY and long-term passes for the installation, call (703) 806-4892. Driving directions are available at <http://amscportal.belvoir.army.mil>.

Student Services. Student Services offers a wide array of support services including mail, message receipt, copier and fax services. AMSC recognizes the importance of the development of both the mind and the body and manages a small Fitness Center, which gives students the opportunity for some self-directed physical activity. AMSC does not have a cafeteria and lunch is catered. There are snack foods and drinks available from vending machines throughout the college. All necessary assistance is offered to the physically challenged.

Library. The AMSC Thayer Library offers numerous resources and services to students and faculty. These include personalized reference assistance, orientations, and classes in the utilization of materials and research techniques. The library's collection includes books, periodicals, videos, audio tapes, and other materials, and access to several electronic databases. Information and databases are accessible through the online catalog. Easy access to all the resources is available from any workstation on campus. The library provides study areas with carrels and tables. Visit the AMSC Library webpage for information on hours of operation and services.

Automation/Audio Visual Services. While attending AMSC, students have open access to the Computer Lab in room 1803B for academic computing requirements such as word processing, e-mail, and Internet at anytime (24/7). The Automation and Audio Visual Support Staff are responsible for supporting all equipment in the classroom. We urge you to bring your laptop computer, but advise you to use your local automation support to load Internet/email and remote access applications. We use Microsoft Windows software.

At AMSC, we offer a unique learning experience to leaders on all levels in an environment that fosters personal and professional growth. Our goal is to educate leaders about the business that is the United States Army.

GLOSSARY

AAP	Advanced Applications Program
ABCS	Army Battle Command System
AC	Active Component / Acquisition Corps
ACA	American Correctional Association
ACE	American Council on Education
ADC	Assistant Deputy Commandant
AER	Academic Evaluation Report
AERS	Army Educational Requirements System
AFATDS	Advanced Field Artillery Tactical Data System
AFB	Air Force Base
AFELM	Air Force Element
AGOS	Air Ground Operations School
AIS	Accountable Instructional System
AKO	Army Knowledge Online
AMDWS	Air Missile Defense Work Station
AMEDD	Army Medical Department
AMSC	Army Management Staff College
AMSC	Advanced Military Studies Course
AMSP	Advanced Military Studies Program
AOASF	Advanced Operational Art Studies Fellowship
AOP	Academic Outreach Program
AOWC	Advanced Operations and Warfighting Course
APFT	Army Physical Fitness Test
AR	Army Regulation
ARFOR	Army Forces
ARNG	Army National Guard
ASAS	All Source Analysis System
ASI	Additional Skill Identifier
AY	Academic Year
BC	Battle Command
BCDC	Battle Commander's Development Course
BCS3	Battle Command Sustainment Support System
BFA	Battlefield Functional Areas
BG	Brigadier General
BCT	Brigade Combat Team
C/JFLCC	Coalition/Joint Force Land Component Command
C2	Command and Control
C2PC	Command and Control Personal Computer
C4	Command, Control, Communication, Computers
C4ISR	Command, Control, Communication, Computers, Information, Surveillance, Reconnaissance
CAC	Combined Arms Center
CAL	Center for Army Leadership
CAPES	Combined Arms Planning and Execution Monitoring System
CARL	Combined Arms Research Library
CAS3	Combined Arms and Services Staff School
CDR	Commander
CED	Civilian Education Division
CG	Commanding General

CGSC	Command and General Staff College
CGSOC	Command and General Staff Officer Course
CGSS	Command and General Staff School
CHEA	Council on Higher Education Accreditation
CIAO	Columbia International Affairs Online
CINC	Commander in Chief
CJCS	Chairman of the Joint Chiefs of Staff
CLDC	Civilian Leader Development Courses
CLTD	Civilian Leadership Training Division
COE	Commission on Occupational Education
CoS	Chief of Staff
COTS	Commercial Off-the-Shelf
CSA	Chief of Staff, United States Army
CSMC	Command Sergeants Major Course
CSMSS	Command Sergeants Major Spouse Seminar
CSS	Combat Service Support
CTAC	Center for Army Tactics
CTS	Command Team Seminar
DA	Department of the Army
DAA	Designated Approving Authority
DBST	Digital Battle Staff Trainer
DC	Deputy Commandant; District of Columbia
DCSRM	Deputy Chief of Staff for Resource Management
DFLP	Defense Foreign Language Program
DGDP	Directorate of Graduate Degree Programs
DJMO	Department of Joint and Multinational Operations
DLDC	Digital Leader Development Center
DLI	Defense Language Institute
DLRO	Department of Logistics and Resource Operations
DMH	Department of Military History
DDDE	Directorate of Department of Distance Education
DOA	Dean of Academics
DOA	Dean of Academics
DOD	Department of Defense
DOET	Directorate of Educational Technology
DRCP	Directorate of Reserve Component Programs
DSN	Defense Switched Network
DTIC	Defense Technical Information Center
EOCCE	End of Core Course Exercise
FBCB2	Future Battle Command Sustainment Support System
FIT	Florida Institute of Technology
FM	Field Manual; Frequency Modulated
FMF	Fleet Marine Force
FSD	Faculty and Staff Development
FSO	Full Spectrum Operations
GC	Graduation Council
GCCS	Global Command and Control System
GCSMC	Garrison Command Sergeant Major Course
GDP	Graduate Degree Program
GIB	General Instruction Building
GNA	Goldwater-Nichols Department of Defense Reorganization Act

GOICC	General Officers Installation Command Course
GPC	Garrison Precommand Course
GOTS	Government Off-the-Shelf
HRC	Human Resources Command
IA	Information Assurance
IANM	Information Assurance Network Manager
IAW	In Accordance With
IDEP	Institutional Digital Education Plan
ILC	Intermediate Level College
ILE	Intermediate Level Education
ILEPC	Intermediate Level Education Preparatory Course
IMS	International Military Student
IMSD	International Military Student Division
IMSO	International Military Student Officer
IMSPC	International Military Student Preparatory Course
IO	Information Operations
IOPC	International Officer Preparatory Course
IOSD	International Officer Student Division
IS	Information Systems
ISAR	International Student Academic Report
IT	Information Technology
JAC2C	Joint Air and Space Command and Control Course
JAWS	Joint Advanced Warfighting Studies
JC2	Joint Command and Control
JCATS	Joint Conflict and Tactics Simulations
JCS	Joint Chiefs of Staff
JDLM	Joint Deployment Logistic Model
JET	JOPES Editing Tool
JFAST	Joint Flow Analysis System for Transportation
JFC	Joint Firepower Course
JFLCC	Joint Forces Land Component Command
JFROG-II	Joint Force Requirements Generator II
JOE	Joint Operational Environment
JOPES	Joint Operation Planning and Execution System
JPME	Joint Professional Military Education
JTF	Joint Task Force
KSU	Kansas State University
LDO	Leader Development Office
LETDD	Leader Education and Training Development Division
LID	Leadership Instruction Division
LRAD	Leadership Research and Assessment Division
MAGTF	Marine Air Ground Task Forces
MCELM	Marine Corps Element
MCS	Maneuver Control System
MEL	Military Education Level
MEP	Master Evaluation Plan
MG	Major General
MHIST	Military History Instructional Support Team
MMAS	Master of Military Art and Science
MOAA	Military Officers Association of America
MOI	Memorandum of Instruction

MOOTW	Military Operations Other Than War
MTW	Major Theater War
NAVELM	Navy Element
NCA	North Central Association
NCACS	North Central Association of Colleges and Schools
NCO	Noncommissioned Officer
NCOES	Noncommissioned Officer Education System
NGO	Nongovernmental Organizations
DDE	Department of Distance Education
OAC	Officer Advanced Course
OES	Officer Education System
OPCF	Operations Career Field
OPMD	Officer Personnel Management Directorate
OPMEP	Officer Professional Military Education Policy
OPMS	Officer Personnel Management System
OTO	Other Than Operations
PA	Public Affairs
PAJE	Process for Accreditation of Joint Education
PALS	Personal Awareness and Leadership Seminar
PCC	Pre-Command Course
PDE	Professional Development Education
PIC	Post Instructional Conference
PJE	Program for Joint Education
PME	Personnel Management for Executives
PME	Professional Military Systems
POC	Point of Contact
QAO	Quality Assurance Office
RA	Regular Army
RC	Reserve Component
RMO	Resource Management Office
RSOI	Reception, Staging, Onward-movement, and Integration
SAMS	School of Advanced Military Studies
SBLM	Sustaining Base Leadership and Management Program
SCP	School for Command Preparation
SGA	Staff Group Advisor
SGS	Secretary of the General Staff
SLCs	Senior Level Colleges
SOF	Special Operations Forces
SPC	Staff Process Course
SSC	Smaller Scale Contingency / Senior Service College
SSP	Student Study Project
TASS	Total Army School System
TCAIMS	Transportation Coordinators Automated Information for Movement System
TCC	TRADOC Common Core
TCDC	Tactical Commander's Development Course
TCDP	Tactical Commander's Development Program
TNET	Teletraining Facility
TRADOC	United States Army Training and Doctrine Command
TSM	TRADOC System Manager
UCMJ	Uniform Code of Military Justice
UJTL	Universal Joint Task List

UMKC	University of Missouri--Kansas City
UN	United Nations
US	United States
USA	United States Army
USACGSC	United States Army Command and General Staff College
USAF	United States Air Force
USAR	United States Army Reserve
USC	University of South Carolina
USDB	United States Disciplinary Barracks
USMC	United States Marine Corps
USN	United States Navy
USNI	United States Naval Institute
USSD	US Student Division
VA	Virginia
WOES	Warrant Officer Education System