

# FOREWORD

## LAMP OF LEARNING



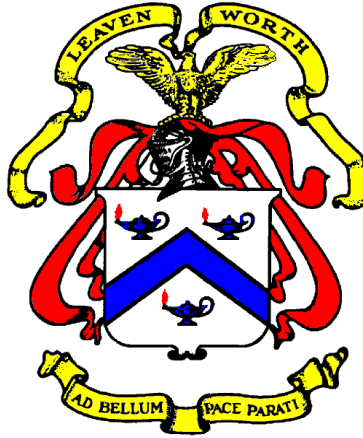
This catalog describes the mission, functions, and educational philosophy of the Leader Development and Education (LD&E), U.S. Army Command and General Staff College (CGSC), outlines the courses offered, and provides academic and administrative information. The CGSC is an intellectual center under the United States Army Training and Doctrine Command (TRADOC). CGSC is composed of three schools: the Command and General Staff School (CGSS), the School of Advanced Military Studies (SAMS), and the School for Command Preparation (SCP). As a recognized academic institution the College is accredited by:

- The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools as a Master's Degree granting institution (through 2016).
- The Chairman, Joint Chiefs of Staff as an Intermediate Level College to grant Joint Professional Military Education (JPME) Phase I credit for completion of the Intermediate Level Education (ILE) course (through March 2014).
- Commander, U.S. Army Training and Doctrine Command (TRADOC) as a provider of Professional Military Education (PME) for completion of all offered courses (through 2014).

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 U.S. Army Command and General Staff College, Office of the Registrar, Lewis and Clark Center, 100 Stimson Avenue, Fort Leavenworth, Kansas 66027-2301. Phone: (913) 684-2540/2545 or DSN 552-2540/2545.

## 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 Active Army, Army National Guard, and U.S. 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

## TABLE OF CONTENTS

### Chapter 1. Leader Development and Education - U.S. Army Command and General Staff College Introduction

Mission.....	1
Vision .....	1
Strategic Priorities .....	2
CGSC Focus Areas .....	2
College Governance .....	3
Philosophy .....	3

### Chapter 2. Command, Staff, School and Directorate Responsibilities

Leadership .....	6
Administration .....	7
Honorary Chairs.....	10
Designated Chairs.....	11
Supporting Leader Development and Education Directorates .....	12
Boards and Committees .....	13
Graduate Degree Programs .....	15
Schools .....	17

### Chapter 3. Academic Ethics

Statement of Academic Ethics .....	21
Key Definitions .....	21
Reporting Procedures and Responsibilities.....	21
Academic Freedom .....	23
Statement on Academic Freedom and Responsibility.....	23
Non-Attribution Policy .....	24

### Chapter 4. Educational Support Facilities, Guest Speakers, and Extracurricular Activities

Instructional Facilities .....	25
Battle Command Education Facilities .....	27
Combined Arms Research Library .....	27
Directorate of Educational-Technology/G6 DOET .....	28
Bookstore.....	29
Guest Speaker Program.....	29
Extracurricular Activities .....	30

### Chapter 5. Command and General Staff School

Description of Graduates.....	31
Resident Courses .....	32
Operational Career Field Officer Focus Program Descriptions .....	36
Additional Skill Identifiers/Focus Programs .....	37
ILE Scholars Program .....	39
CGSC Scholars Program .....	39
CGSC Interagency Exchange and Fellowship Programs.....	42

Class Composition .....	44
Instructional Process Accountable Instructional System (AIS) .....	44
Instructional Methods .....	44
Staff Group Advisor (SGA) Program .....	44
Special Education Programs .....	45
Academic Student Assessment, Evaluation, and Standards.....	45
Graduation Information (ILE).....	46
Academic Evaluation Reports and Transcripts .....	46
Awards .....	47
Course Organization .....	50
Course Designation System.....	50
Preparatory Program .....	51
Intermediate Level Education – Common Core .....	52
Advanced Operations Course (AOC) .....	59
Electives Program .....	61
Special Operations Forces .....	62
Other Programs .....	63
Distance Education .....	63

**Chapter 6. School of Advanced Military Studies**

Introduction .....	67
Goals .....	67
Advanced Military Studies Program .....	67
Advanced Operational Art Studies Fellowship Program .....	68
Description of Graduates.....	69

**Chapter 7. School for Command Preparation**

Organization .....	71
Goals .....	71
Courses .....	72
Description of Graduates.....	74

**Chapter 8. School of Advanced Leadership and Tactics (SALT)**

Organization.....	76
Goals .....	76
Courses.....	76
Description of Graduates.....	77

**List of Figures**

Figure 1. ILE Common Core .....	53
Figure 2. Advanced Operations Course (AOC) .....	59
Glossary .....	78
Telephone Directory .....	83

## CHAPTER 1

### LEADER DEVELOPMENT AND EDUCATION U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE INTRODUCTION

#### MISSION

The Leader Development and Education (LD&E) - U.S. Army Command and General Staff College (CGSC) educates and trains leaders to conduct full spectrum operations in a Joint, interagency, intergovernmental, and multinational environment; and advances the art and science of the profession of arms in order to support the operational requirements of the Army.

#### VISION

CGSC is and will always strive to be an intellectual 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, Intergovernmental, 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 capability in support of ongoing operations. We will maintain our world-class faculty dedicated to learning and advancing the professional body of knowledge.

#### OUR VISION

- Intellectual 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 advancement of professional knowledge.

CGSC's enduring purpose, supporting Army Leader Development and Education (LD&E) and Professional Military Education (PME), provides a stable beacon for the future. CGSC executes professional military education programs to military and civilian leaders through three educational institutions: Command and General Staff School (CGSS), School of Advanced Military Studies (SAMS), and School for Command Preparation (SCP).

CGSC ensures the professional vitality of the U.S. Army's corps of officers by preparing them to discharge their duties in the service of our nation. Therefore, CGSC is more than an "Army" school, we are a Joint, interagency, intergovernmental, 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, CGSC seeks to produce:

- Successful Graduates leading teams to solve complex problems throughout the spectrum of conflict.

- World-Class Faculty advancing the profession of arms through the development of, publication for, and subscription to the professional body of knowledge.

## STRATEGIC PRIORITIES

The CGSC 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 an Army at War. Our challenge is intermediate-level professional military education in a dynamic professional body of knowledge. We ensure currency and relevancy by using current serving military officers as faculty, robust faculty development programs 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.
- Recruit, develop, and retain world-class faculty.
- Support the Army at War and advance the profession of arms.

## CGSC FOCUS AREAS

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

- **Students:** Students who possess a warrior ethos and operations focus enabling them to competently and confidently lead Army/Joint/Interagency/Intergovernmental/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 with rigorous assessment capabilities.
- **Infrastructure:** Fully resourced infrastructure to support the Army, the faculty, the students, and the curriculum.

## COLLEGE GOVERNANCE

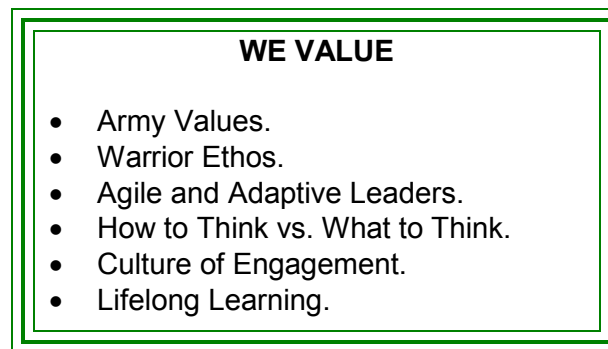
United States Army CGSC implements the vision through a governance and administration model that values inclusiveness and collaboration within the College, between the College and the joint force (Army, Navy, Air Force, Marines), and between the College and our colleagues in our professional body of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

- Organizational command structures.
- Organizational support structures.
- College-level functional committees.
- Student and faculty involvement.
- Involvement and feedback from the joint force and the professional body.

## PHILOSOPHY

The philosophy of CGSC 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.

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.



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

- **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.

- **Agile and Adaptive Leaders:** 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 refereed professional journals.

- **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.”<sup>1</sup>

- **Culture of Engagement:** This program provides all CGSC students with the opportunity to engage the Nation—specifically the Leavenworth and surrounding area—through media engagements and community activities.

### OUR PRINCIPLES

- A Learning Organization Committed to Currency and Relevancy and the Contribution of Knowledge.
- Empowered Professional Faculty.
- Socratic and Adult Learning Methods.
- Training for Certainty and Educating for Uncertainty with a Multidisciplinary Curriculum.
- 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 operational 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 CGSC 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:** U.S. Army CGSC best accomplishes its educational goals by a 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

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<sup>1</sup> Serving a Nation at War: A Campaign Quality Army with Joint and Expeditionary Capabilities, Parameters, Summer 2004, page 18.



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.<sup>2</sup> This methodology is expressed through our curriculum—one that is adaptive, responsive, integrative, experiential, and transformational.

- **Training for Certainty and Educating for Uncertainty with a Multidisciplinary Curriculum:** CGSC serves as the U.S. 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. U.S. Army CGSC’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.

- **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.

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<sup>2</sup>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.

## CHAPTER 2

### COMMAND, STAFF, SCHOOL, AND DIRECTORATE RESPONSIBILITIES

#### LEADERSHIP

**The Commander/Commandant Of Leader Development And Education (LD&E)** has three titles: Deputy Commanding General for Combined Arms, Training and Doctrine Command (TRADOC); Commander, Combined Arms Center (CAC) and Fort Leavenworth; and Commandant, Leader Development and Education which includes the U.S. Army Command and General Staff College (CGSC).

**The Deputy Commandant Of Leader Development And Education (LD&E)** directs and supervises the operation and administration of Leader Development and Education and advises the Commandant on all matters pertaining to the College.

**The Chief Of Staff, Leader Development And Education (LD&E)** assists and advises the Deputy Commandant in the direction and oversight of CGSC. The Chief of Staff is responsible for all staff functions and oversees the daily operation of the CGSC's three schools, the Center for Army Leadership (CAL), and the directorates supporting student affairs, facilities, and services. The Chief of Staff supervises the general staff, the Secretary to the General Staff (SGS), the Public Affairs Office (PAO), and the Sister Service elements supporting Leader Development and Education and CGSC. All International Officers are assigned to the International Military Student Division (IMSD). IMSD supports International Military Student programs and activities, and the Operations Division. Instruction for International Military Students (IMS) is divided into three parts: the IMS Preparatory Course (IMSPC), the Intermediate Level Education Preparatory Course (ILEPC), and ILE.

**The Dean Of Academics, CGSC** the Dean of Academics provides academic governance for all of the assigned schools of the Command and General Staff College. The Dean develops and manages the standards for the academic programs, faculty credentialing and promotions and the academic program model (Accountable Instruction System). The Dean is the CGSC representative to the Military Education Coordination Council Working Group of the Joint Staff education process. The Dean concurrently serves as the chief academic officer for the LD&E staff, advising on educational program matters within the LDE mission.

**The Deputy Director, LD&E** the Deputy Director is the principal advisor to the Deputy Commanding General (DCG) for Leader Development and Education (LD&E), and is responsible for integrating a variety of management, education and administration activities and initiatives for the DCG across the primary LD&E organizations. He ensures parity and continuity across all schools and centers under the DCG's management and control to ensure all actions complement the DCG's vision and comply with regulatory guidance. The Deputy Director develops, integrates and synchronizes near, mid- and long-term strategic plans across LD&E and subordinate activities to serve the needs of the Army. The Deputy Director is directly involved with the daily and long-range operations of the Defense Language Institute Foreign Language Center (DLIFLC), Western Hemisphere Institute of Security cooperation (WHIMSEC), Warrant Officer Career Center (WOCC), Military Review and Combat Studies Institute (CSI).

**The U.S. 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. The AFELM develops curriculum for one lesson in the ILE Common Core and two lessons in the Advanced Operations Course (AOC). The AFELM offers five electives to students in ILE. The element also provides tailored instruction to SCP and SAMS. In addition, the AFELM supports the CAC as a whole by providing Air Force expertise for CAC-sponsored exercises.

**The U.S. Navy Element (NAVELM)** substantively contributes to CGSC's joint resident education by ensuring ILE curriculum reflects joint strategy and doctrine which includes current Navy operational thinking; offering joint and international students education in U.S. Naval strategy and operational capabilities and limitations; educating sea service students in methodology which acculturates host, international, and sister service officers to Naval perspectives, customs, and traditions; and maximizing opportunities for professional education, qualification, and career development for Navy students. The NAVELM develops one lesson in the ILE Common Core and three electives.

**The U.S. Marine Corps Element (MCELM)** provides instruction, expertise, curriculum development and administrative support to enable CGSC to develop leaders prepared to execute full spectrum Joint, interagency, intergovernmental, and multinational operations; advance the profession of military art and science; and support operational requirements. The MCELM provides curriculum for one lesson in the ILE Common Core and offers one elective.

## **ADMINISTRATION**

**The Associate Dean of Academics and Quality Assurance** assists and advises the Dean in the direction and oversight of the College's academic programs and supervises various academic support programs within CGSC to ensure educational excellence. The Associate Dean oversees the Academic Outreach Program (AOP), the Quality Assurance Office (QAO), the Accreditation Coordination Division (ACD), Faculty and Staff Development (FSD), the Digital Leader Development Center (DLDC), and the Registrar's Office. The Associate Dean also serves as Special Staff Officer for the Deputy Commandant for Quality Assurance.

**Director of Academic Operations** acts as the primary point of coordination for the Dean of Academics with the LD&E staff, schools within the college and all higher headquarters. Insures that all LD&E, CAC, TRADOC and DA taskings are staffed and answered in a timely manner. The Director supports the CAC-KU and CAC-KSU memorandums of understanding (MOU) and CGSC-KSU agreements. Finally, the Director acts as the Contracting Officers Representative (COR) for contracts with both KSU and KU to provide educational programs supporting curriculum within the college and faculty development.

**Quality Assurance** the Quality Assurance Office (QAO) mission is to provide support for the improvement of education outcomes. QAO as an agent of the Dean of Academics, manages the Master Evaluation Plan (MEP), Institutional Research, and The Army School System (TASS) accreditation. The MEP contains a three-year plan to evaluate all curricula within U.S. Army CGSC. Institutional Research incorporates all research done within the

College by internal and external researchers. The accreditation of TASS professional military education (PME) Reserve Component classrooms includes site visits, self-assessments, and evidence of student learning equivalent to the resident courses.

**Directorate of Graduate Degree Programs (DGDP)** directs the Master of Military Art and Science (MMAS) Degree Program for both CGSS and SAMS; supervises the Consulting Faculty Program; serves as executive coordination body 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 Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) for CGSC accreditation; advises the Dean of Academics and the Command Group on concerns relating to graduate-level education; and coordinates with other appropriate CAC, TRADOC, and DA offices involved in these and other activities. The Director, GDP chairs the Graduate Faculty Council, an appointed body of six to nine senior faculty members whose charter is to provide advice to CGSC leadership on questions of graduate level education, the maintenance of academic excellence, and the promotion of faculty and student scholarly research.

**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), and civilian degree-granting programs. 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 approach to JPME is three-phased:

- JPME-I taught at Intermediate Level Colleges (ILC), such as CGSC.
- JPME-II taught at Joint Forces Staff College and senior-level colleges (SLC), such as the Army War College.
- JPME CAPSTONE Course taught at National Defense University for newly selected General Officers/Flag Officers.

CJCS Instruction 1800.01, Officer Professional Military Education Policy (OPMEP) defines the CJCS's objectives and policies for ILCs and SLCs. While the OPMEP is updated periodically, the version in effect at the time of catalog publication is CJCSI 1800.01D, dated 15 July 2009. 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. Six primary joint learning areas currently 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: Joint Command and Control
- Area 6: Joint Operational Leadership

Periodically, the CJCS sends an 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 non-resident programs were accredited in March 2008 for six years.

In accordance with Headquarters TRADOC memorandum, subject: Revised Quality Assurance (QA) Program Army Enterprise Accreditation Standards (AEAS), dated 26 May 11, the TRADOC Quality Assurance Office (QAO) will review TRADOC schools to accredit their PME programs every three years using the revised AEAS. In July 2011, a TRADOC QAO team conducted a review of the PME content of all CGSC courses. As a result, the TRADOC commanding general granted full PME accreditation for all CGSC courses, to include the Intermediate Level Education (ILE) Common Core Curriculum and Advanced Operations Course (AOC), all non-resident ILE Common Core Curricula, the Advanced Military Studies Program (AMSP), the Advanced Operational Art Studies Fellowship (AOASF), the Pre-Command Course (PCC), and the Tactical Commander's Development Program (TCDP), for three years.

The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA). 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 2006 and recommended extension of CGSC accreditation as a master's degree granting institution through 2016. The Director, Graduate Degree Programs serves as the CGSC representative to the Higher Learning Commission of the NCA.

**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 competencies.

**Digital Leader Development Center (DLDC)** serves as the focal point for automated Joint and 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 six divisions: ABCS Integration, Joint Command and Control (JC2) Integration Division, the Simulations Division, the Exercise Division, the Network Division, and the Administration

Division. The ABCS Integration Division is responsible for educating officers in the fundamentals of the current suite of automated ABCS, 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 automated Joint systems such as Global Command and Control System-Joint (GCCS-J) and Global Command and Control System-Army (GCCS-A). The JC2 Integration Lab is located on the third floor of CARL and provides secure internet connectivity (SIPRNET), secure voice communications, and classified storage. In addition, students can access Joint Operation Planning and Execution System (JOPES) and other classified planning systems in active use by Army components, Combatant Commanders, and Joint Task Forces (JTF). 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), and MILSIM. The Exercise Division is the primary coordinator for the support and execution of focused exercises for CGSS and provides coordination for SAMS. The Network Division is responsible for monitoring and maintaining the campus-wide Battle Command Network (BCNet).

**Registrar** it is the Registrar's mission to maintain academic records for all 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 Electives Program; prepares and tracks all Academic AR 15-6 investigations, maintains the student management system, as well as provides support to all Schools within CGSC and LD&E as required.

## HONORARY CHAIRS

There are a total of six Honorary Academic Chairs. Five are dedicated to the Departments of the Command and General Staff School and one is dedicated to the School of Advanced Military Studies. All civilian and military faculties are eligible for nomination to an Honorary Academic Chair. Department/School Directors are not eligible for nomination and they may not hold dedicated department chairs. An individual holding a chair who is promoted to Department/School Director may retain that chair until the normal termination of the appointment. Policy regarding standards and procedures for the appointment to Academic Chairs is maintained in Bulletin #46, dated 1 May 2010, located at:

<https://cacnet.army.mil/Site/LDC/>

**Major General Fox Conner Chair of Leadership Studies.** Given for outstanding performance and contribution as a faculty member in the study of military command and leadership (2008), (Dedicated to the Department of Command and Leadership).

**Lieutenant General William Eldridge Odom Chair of Joint, Interagency, and Multinational Studies.** Given to the outstanding member of the faculty who made significant contributions to the development of the study of Joint, Interagency, and Multinational Studies (2008), (Dedicated to the Department of Joint, Interagency, and Multinational Studies).

**General George S. Patton Jr. Chair of Tactical Studies.** Given to the outstanding member of the faculty who made significant contributions to the development of the study of tactical operations and thought.

**Major General William A. Stofft Chair for Historical Research.** Given to the member of the faculty who has shown distinguished service through teaching, scholarship, research, or other academic service in direct support of the College's history teaching and research mission.

**Lieutenant General Joseph M. Heiser, Jr. Chair of Logistics Studies.** Given to the outstanding member of the faculty who made significant contributions to the development of the study of tactical, operational, or strategic logistics.

**General J. Lawton Collins, Chair for Operational Art.** Given to the outstanding member of the SAMS faculty who made significant contributions to the development of the discipline of military.

### **DESIGNATED CHAIRS**

Designated chairs may be established or eliminated from time to time as appropriate in fulfilling the CGSC mission. The Dean and Directors recommend establishment or elimination of designated chairs to the Deputy Commandant, who will review the request and provide a recommendation to the Commandant. The Commandant is the decision authority for establishing or eliminating designated chairs. Designated chair holders are expected to make tangible contributions to the CGSC mission within the limits of their appointment. They are not required to serve on standing or ad hoc committees, except as directed by the agreement, policy, or directive establishing the chair.

**Chairman of the Joint Chiefs of Staff Chair of Military Studies – DJIMO Director.** Recognizes a member of the CGSC faculty, normally the Director, Joint, Interagency, and Multinational Operations, who has made significant contributions to the teaching, study, and research of joint operations and the conduct of joint education for more than one year. This chair holder is approved by the Chairman, Joint Chiefs of Staff.

**Commandant's Distinguished Chair of National Intelligence Studies.** (Memorial name to be determined). Recognizes a member of the CGSC faculty, serving as the designated representative of the Director of Central Intelligence, who has made significant contributions to the development of national intelligence studies and education. This chair holder is approved by the Director, Central Intelligence Agency.

**General of the Armies George C. Marshall Chair of Military History.** Recognizes an outstanding scholar in the history field to promote the study of, and research in, military history. The chair holder is determined by the Commandant USACGSC.

**Commandant's Distinguished Chair of Interagency and Multinational Studies.** (Memorial name to be determined). Recognizes a select individual to foster the research and study of the comprehensive approach and defense transformation related subjects. The chair holder is approved by the Commandant, USACGSC.

**Commandant's Distinguished Chair of Strategic Communication.** (Memorial name to be determined). Recognizes a select individual to foster the research, study, and teaching of military/media relations, innovative media applications, and strategic communication at the Command and General Staff College. This chair holder is approved by the Commandant USACGSC.

**Commandant's Distinguished Chair of Aerospace Studies-Senior Air Force Officer.** Given to recognize a member of the CGSC faculty, normally an Air Force Officer, who has made significant contributions to the teaching, study, or research of air, space, and cyberspace concepts, doctrine, and operations. This chair holder is approved by the Commandant USACGSC.

**Commandant's Distinguished Chair of Naval Studies- Senior Naval Officer.** Given to recognize a member of the CGSC faculty, normally a Naval Officer, who has made significant contributions to the teaching, study, or research of naval concepts, doctrine, and operations. The chair holder is approved by the Commandant USACGSC.

**Commandant's Distinguished Chair of Expeditionary Studies – Senior Marine.** Given to recognize a member of the CGSC faculty, normally a Marine Corps Officer, who has made significant contributions to the teaching, study, or research of amphibious and expeditionary concepts, doctrine, and operations. The chair holder is approved by the Commandant USACGSC. Held by the Senior Marine Officer.

**Ike Skeleton Distinguished Chair for the Art of War.** Recognizes a select individual to foster the research, study, and teaching of counterinsurgency concepts, doctrine, and operations at the Command and General Staff College. The chair holder is approved by the Commandant USACGSC.

## **SUPPORTING LEADER DEVELOPMENT AND EDUCATION DIRECTORATES**

**The Directorate of Reserve Component Programs (DRCP)** serves as the focal point for all Army National Guard (ARNG) and U.S. Army Reserve (USAR) 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 Reserve Component (RC) elective. DOSA (1) provides administrative support to all U.S. and International Military Students and their families enrolled in the resident ILE course; (2) coordinates the extracurricular activities and projects of the ILE class; and (3) administers the Security Assistance Training Program. The DOSA accomplishes this mission through the U.S. Student Division (USSD) which provides all U.S. Army administrative support and selected support to Air Force, Navy, Marine Corps, Coast Guard officers, the International Military Student Division (IMSD), which provides support to all international students and the Interagency Student Division (IASD), which provides support to all civilian students.

**The Director of Resources and Strategic Plans.** The Director of Resources and Strategic Plans for the U.S. Army Leader Development and Education (LD&E) is responsible for planning and resourcing the Command and General Staff College schools including:



Intermediate Level Education, the School of Advanced Military Studies, the Pre-Command Course for Battalion and Brigade Commanders, and the Center for Army Leadership.

## **BOARDS AND COMMITTEES**

**CGSC Advisory Subcommittee.** Chartered by the Secretary of the Army, the CGSC Advisory Subcommittee, composed of distinguished civilian educators, operates under the auspices of the Army Education Advisory Committee (AEAC) and meets annually at Fort Leavenworth to examine the academic operations of the College. The subcommittee's findings are transmitted to the AEAC which submits a formal report to the Secretary of the Army and the CGSC Commandant.

**CGSC Academic Review Board** for substandard academic performance, academic and nonacademic misconduct investigations will be conducted in accordance with CGSC Bulletin #903 and Bulletin #912, located at:

<https://cacnet.army.mil/Site/LDC/>

**Academic Review And Awards Board** selects students for academic awards, confers the MMAS degree, and certifies students for graduation in accordance with CGSC Bulletin #903. Board members include the Dean of Academics; all teaching department directors; the Director, CGSS; directors of each Sister Service element, and the Director, GDP.

**CGSC Homeland Security Studies Executive Committee** is comprised of designated representatives from the special staff and departments within CGSC. The committee meets periodically to coordinate homeland security education initiatives, synchronize interdepartmental curriculum development, conduct in progress reviews, support homeland security MMAS and monograph research, administer the Homeland Security Academic Award and Homeland Security elective focused program, coordinate subject area guest speakers and recommend changes to the Homeland Security Studies (HSS) program. Its long term focus is to enhance homeland security education and research throughout CGSC and recommend changes in the program to the Dean of Academics.

**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 U.S. 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 DLDC, chaired by the Assistant Deputy Commandant (ADC), and includes CGSC School and Department Directors, National Simulation Center, TRADOC Program Integration Office – Battle Command (TPIO-BC), and TRADOC System Manager – Battle Command (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 DAA, 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, DLDC.

**CGSC Graduate Faculty Council (GFC).** Established 16 November 2004, the CGSC GFC is a standing body to advise the Command Group and Dean of Academics on academic policy. The GFC consists of senior faculty and serves as a repository of institutional memory and continuity among the senior leadership. The GFC membership consists of six to nine members including the Director, Graduate Degree Programs, who acts as the Chair. The Deputy Commandant appoints other members of the GFC. 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 GFC organizes committees as necessary to study issues and to make recommendations to the Deputy Commandant, to include in the following areas:

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

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

**Academic Policy and Curriculum.** The GFC 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 GFC also advises the Dean and Command Group on preparation for external review processes such as accreditation and visits by external advisory bodies.

## GRADUATE DEGREE PROGRAMS

### Master of Military Art and Science (MMAS) Degree Program

In partial fulfillment of the CGSS elective requirement, this program requires the student to take 6 credit-hours (three electives, but counting as four towards the CGSS graduation requirement) of research methods elective work. Successful MMAS students must 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.

In 1974, the 93d Congress enacted legislation that authorized the CGSC to award the 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 (NCACS), 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 U.S. and international students in ILE with baccalaureate degrees from accredited institutions. International students not having English as their first language are required to demonstrate English proficiency on a language test administered by 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 Directorate of Graduate Degree Programs (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, A221, A231 (MMAS Research Methods I, II, III).
- 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 Additional Skill Identifiers (ASI) 3Y, *Space Applications*; 5X, *Historian*; 6Z, *Strategist*; and 3H, *Joint Planner*. Also available is a focused program on Homeland Security Studies (HSS). 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 the Defense Technical Information Center (DTIC), the Combined Arms Research Library (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 the University of Missouri – Kansas City (UMKC.)

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.

For detailed information, contact the DGDP office. Preliminary questions may be addressed by mail, by calling DSN 552-2742/2960 or commercial (913) 684-2742/2960, or by e-mail to: [robert.f.baumann@cgsc.edu](mailto:robert.f.baumann@cgsc.edu)

## SCHOOLS

**The Command and General Staff School (CGSS)** educates selected senior captains and field grade officers attending 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, interagency, intergovernmental, and multi-national organizations executing full spectrum operations. The CGSS faculty also educates and trains branch officers attending the ILE credentialing course, Advanced Operations Course (AOC). 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 includes the Directorate for Comprehensive Soldier Fitness (CSF). The CSF office provides CSF-related support and instruction within CGSC and also has TRADOC-wide responsibility for resilience instruction in officer, warrant officer, and enlisted professional military education.

CGSS provides resident instruction at the Fort Leavenworth main campus and four satellite campuses located at Fort Belvoir and Fort Lee, VA; Fort Gordon, GA; and Redstone Arsenal, AL. Satellite campuses host ILE Common Core Course instruction only and primarily serve Active Component (AC) functional area (FA) and Special Branch officers and limited numbers of Reserve Component officers. AC Basic Branch officers attend at satellite campuses by exception, either with HQDA-approved waivers for AOC completion or under the blended learning program requiring resident ILE Common Core completion and non-resident AOC completion via distributed learning (DL).

All U.S. Military Officers (Fort Leavenworth main campus) are assigned to USSD. All International Officers are assigned to the International Military Student Division (IMSD). All civilian students are assigned to the Interagency Student Division (IASD). The role of the USSD is to support the academic, social, and extra-curricular activities of the students. As part of this, the USSD manages or coordinates all sports, APFT, accountability, misconduct (both academic and non-academic), absences (both routine and emergency), hospitalizations of students and family members, and academic issues. The USSD selects and trains the student leadership, yearbook, class print, administrative and other positions for the class. The USSD is also responsible for all TDY and PCS orders processing and arranges selected briefings to students during the class year. The USSD manages guest speaker support functions required during the school year. Sister Service Officers receive select support from both the USSD and their own service element located at the college.

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 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 U.S. 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. Further information on CGSS can be found in Chapter 5 of this catalog.

All U.S. Government Civilian Students are assigned to the Interagency Student Division (IASD). The role of the IASD is to support the academic, administrative, and social activities of the civilian students to ensure their full integration into the US Army, the Fort Leavenworth and the CGSC communities. The IASD also coordinates with parent agencies and organizations in the recruitment, selection and assignment processes for civilian students. An Interagency Student Field Study Program on the U.S. Military, patterned after the IMSD Field Studies Program, includes a visit to USTRANSCOM and its component, the Air Mobility Command HQ, and a visit to the Division HQ and a BCT at Fort Riley, Kansas. IASD also supports the Army G-3 sponsored Interagency Fellowship Program as a part of the Army's broadening educational initiative.

**Department of Army Tactics (DTAC)** 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 ILE and AOC courses, instructing combined arms warfare at the Corps through Brigade Combat Team (BCT) levels and reviewing and recommending improvements to tactical doctrinal literature. DTAC is also responsible for reviewing all tactical educational materials associated with the non-resident versions of ILE. DTAC is the proponent of the General George S. Patton Distinguished Master Tactician Award.

**Department of Joint, Interagency and Multinational Operations (DJIMO)** develops curriculum designed to educate officers in the planning and execution of joint, interagency, intergovernmental, and multinational operations during peace, conflict, and war, with emphasis at the operational level of war. At the completion of the ILE Common Core and AOC Block I curriculum, students are able to evaluate national strategic guidance, conduct strategic and operational estimates, analyze the full range of military operations, and plan joint operations at the theater, strategic, and operational levels. The DJIMO curriculum emphasizes joint planning processes used to deploy, employ, and sustain U.S. 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 military engagement, security cooperation, and deterrence; crisis response and limited contingency operations; and major operations and campaigns. DJIMO also develops this material for the non-resident versions of ILE. DJIMO offers three Additional Skill Identifiers (3H – Joint Planner, 3Y – Space Activities, 6Z - Strategist) and approximately 40 elective courses that expand on the fundamentals of joint operational warfighting presented during the ILE Common Core and AOC Block I curriculum. DJIMO serves as the proponent of the Brigadier General Benjamin H. Grierson Award for Excellence in Strategic Studies, Armed Forces Communications Associated Writing Award, Excellence in Joint Force Warfare Award and Homeland Securities Award and the Supply Chain Management Program with the University of Kansas Master Degree.

**Department of Logistics and Resource Operations (DLRO)** educates, trains, and develops officers in the art and science of sustainment, human resource management, force management, and medical logistics across the full spectrum of war with emphasis on operational and tactical sustainment. Force Sustainment operations are presented at the tactical, operational, and strategic levels, and incorporate joint, interagency, intergovernmental, and multinational scenarios. DLRO offers 29 elective courses that expand on the fundamentals of tactical, operational and strategic force sustainment. Additionally, DLRO has two certification courses that are jointly instructed with Fort Eustis, the Division Transportation Officer (DTO) Course; and Fort Lee, the Support Operations Course (SPO). DLRO also develops the curriculum for F100, Force Management, which is taught across the ILE Common Core and all logistics and resource management-oriented courseware associated with the non-resident versions of ILE. DLRO is the proponent for the Major General James M. Wright Distinguishing Master Logistician Award and the supply chain management Master Degree program with the University of Kansas.

**Department of Military History (DMH)** educates officers in the use of historical context to inform professional military judgment. DMH presents blocks in the Common Core and AOC, as well as offering 34 elective courses. DMH also assists other departments in the integration of military history into their curricula. The Core and AOC history blocks equip students with historical insights that enhance their ability to cope with change—both the sweeping cultural changes that reshape warfare, and the institutional innovations that military organizations pursue to enhance performance on the battlefield. In addition to the resident curriculum, DMH works with DDE to develop courseware for non-resident students. DMH is the CGSC point of contact for the 5X Additional Skill Identifier (Historian), and serves as the proponent for the Arter-Darby and Smythe Awards.

**Department of Command and Leadership (DCL)**. The goal of DCL is to prepare field grade officers to lead and command organizations and serve as a source of leadership expertise within the military. In the ILE Common Core DCL focus on the challenges field grade officers face as they develop and lead organizations within the contemporary operational environment. In AOC, students build on the foundations from the Core by applying their organizational-level leadership perspective to paradigm-challenging dilemmas in the role of a commander through a series of historical case studies. Additionally, DCL offers 27 elective courses, including opportunities for independent study, so that students may pursue their interests in the study of leadership and language. DCL is the proponent for the General MacArthur Leadership Writing Award. DCL is the CGSC proponent for the study of ethics in the Profession of Arms.

**Department of Distance Education (DDE)**. The mission of the DDE is to develop leaders prepared to execute full spectrum joint, interagency, intergovernmental, and multinational operations through non-traditional means. DDE develops, distributes, and administers CGSC's distance learning programs through TASS and web-based courses to Active and Reserve Component officers from all services and allied nations. Further information on DDE can be found in Chapter 5 of this catalog.

**The 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. Further information on SAMS can be found in Chapter 6 of this catalog.

**The School For Command Preparation (SCP)** organizes, administers, and conducts preparation courses for battalion and brigade level command selectees and their spouses, as well as noncommissioned officers chosen to serve as Command Sergeants-Major and their spouses. SCP also provides simulation enhanced tactical training for CGSC students and faculty members. Further information on SCP can be found in Chapter 7 of this catalog.

**The School for Advanced Leadership And Tactics (SALT)** celebrated its opening on 31 January 2011. This organization is responsible for coordinating all the parts of education that captains deserve. Further information on SALT can be found in Chapter 8 of this catalog.

**The School of Professional Military Education (SPME)** within the Western Hemisphere Institute for Security Cooperation (WHINSEC) at Fort Benning, GA, teaches the Intermediate Level Education curriculum taught at CGSC, translated into Spanish, to US students and international students from throughout the Western Hemisphere. ILE taught at SPME is under the academic governance of CGSC. SPME ILE graduates receive the same educational credentials as Fort Leavenworth.



## CHAPTER 3

### ACADEMIC ETHICS

Any student who is suspected of violating U.S. Army CGSC Academic Ethics policy is subject to an Army Regulation (AR) 15-6 investigation that may result in appropriate disciplinary action. See CGSC Bulletins #912, Command and General Staff College (CGSC) Academic Misconduct Investigations and Student Dismissal/Release Procedures, and #920, Command and General Staff College Academic Ethics Policy. Bulletins are located at:

<https://cacnet.army.mil/Site/LDC/>

### STATEMENT OF ACADEMIC ETHICS

Professional and Academic 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 the application of ethical principles in an academic environment to include the giving and receiving of only authorized environment to include the giving and receiving of only authorized assistance, the conduct of legitimate research, and properly attributing credit to sources of information used in written submissions.

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!**

### KEY DEFINITIONS

Key Definitions concerning Academic violations of College policy can be found in CGSC Bulletin #920, Command and General Staff College Academic Ethics:

<https://cacnet.army.mil/Site/LDC/>

### REPORTING PROCEDURES AND RESPONSIBILITIES

All faculty and students are expected to comply with the above academic ethical standards regarding individual and group work done at the College. The following reporting procedures will be used when a violation is suspected:

**Resident Course.** Students and faculty will report suspected violations to the class SGA, section leader, or course instructor. During the initial investigation process, all parties involved will ensure the rights of the suspected violator are protected. Prior to speaking to or requesting a written statement from an individual suspected of violating the provisions of CGSC Academic

Ethics, the individual doing the questioning will inform the suspect of his or her rights under either Article 31, Uniform Code of Military Justice or the civilian equivalent.

The SGA, course instructor, or the section leader will then investigate the allegation to the point he or she believes, based on the information gathered, that a violation has probably occurred. They will then notify their department director, committee chief, or team leader who will inform the College chain of command. Legal advice will be obtained from the CGSC Legal Advisor as necessary. If a school or department director reasonably believes that an ethics violation has occurred, he or she will forward a memorandum to the Dean of Academics recommending that an AR 15-6 investigation be initiated in accordance with CGSC Bulletin #912, Command and General Staff College (CGSC) Academic Misconduct Investigations and Student Dismissal/Release Procedures, located at:

<https://cacnet.army.mil/Site/LDC/>

After receiving the information of the alleged violation, the Dean of Academics will determine if an investigation will be initiated. School and department directors will notify the senior representative of the AFELM, NAVELM, or MCELM of any suspected violation by an officer of their respective service.

#### **Non-Resident Courses:**

**Distance Learning (DL).** Adjunct faculty and ILE students enrolled in DL will report suspected violations of academic ethics to the Director, DDE. During the investigation process, all parties involved in the investigation will ensure compliance with CGSC policy, applicable regulations, and the recognition of the rights of the suspected violators. The Chief, Student Services, DDE will conduct a preliminary investigation into the alleged in accordance with local procedures and CGSC Bulletin #912 and will forward findings and recommendations to the Director, DDE. The Director, in conjunction with the directorates whose course work has been the subject of the alleged violation will do the following:

- Determine if an Academic Review Board is warranted in accordance with CGSC policy.
- If warranted, forward a memorandum to the Dean of Academics recommending that an Academic Review Board be initiated.
- Conduct investigations concerning adjunct faculty members and forward findings to the appropriate division director.
- As with the Resident Course, all parties involved in the investigation will ensure the rights of the suspected violator are protected.

**Professional Development Education (PDE) Brigades.** TASS ILE Battalion and PDE Brigade students who suspect academic ethics violation will report them to instructors or section leaders, who will then report all suspected violations to battalion commanders. The battalion commander will then establish procedures for conducting a preliminary inquiry to determine whether there is sufficient evidence to warrant an investigation. This preliminary inquiry can be as simple as comparing the student's paper and the document that he or she is alleged to have plagiarized. If the preliminary inquiry supports a reasonable belief of wrong

doing or improper conduct, the battalion commander will follow the procedures outlined in CGSC Bulletin #912.

**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 Security Assistance Training Field Activity (SATFA).

### **ACADEMIC FREEDOM**

As an institution accredited by the North Central Association of Colleges and Schools (NCACS), CGSC subscribes to the American Association of University Professors 1940 Statement on Academic Freedom. 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 Department of the Army (DA).

### **STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY**

The U.S. Army CGSC 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 pursues factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the CGSC 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 honesty, 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.

### **NON-ATTRIBUTION POLICY**

Full freedom of expression is encouraged during all academic endeavors at the College. U.S. Army CGSC wants students, faculty, and guest speakers to speak freely and openly about the many important subjects studied and presented at the College. Guest speakers are encouraged to speak openly to CGSC staff, faculty, and students without invoking the College's non-attribution policy so that their comments may be used by the students and instructors throughout the course. However, when a guest speaker does invoke the College's non-attribution policy during their presentation, nothing the speaker says during the presentation may be attributed to them by name, position, or title to any outside source to include news media, public forums, or published writings. Because many guest speaker presentations are videotaped for later use throughout the College, when a guest speaker requests application of the non-attribution policy, they will also indicate how long they want the policy to apply to their comments. If journalists or media representatives are present during the guest speaker's presentation, the non-attribution policy does not apply.

## CHAPTER 4

### EDUCATIONAL SUPPORT FACILITIES, GUEST SPEAKERS, AND EXTRACURRICULAR ACTIVITIES

#### INSTRUCTIONAL FACILITIES

The U.S. Army Command and General Staff College (CGSC) Lewis and Clark Center provide world class military leadership education and instruction for a student load of 1,792 between the Lewis and Clark Center (1,536 student capacity) and Eisenhower Hall (256 student capacity).

This 410,000 square foot state-of-the-art instructional facility includes 96 general-purpose classrooms, two auditoriums (seating 2004 and 356), office space for 664 Personnel, support facilities including conference rooms, cafeteria, bookstore, barber shop, classified classrooms, and a Sensitive Compartmented Information Facility (SCIF). The Lewis and Clark Center opened for its first class in August of 2007.

The Lewis and Clark Center address:

**U.S. Army  
Command and General Staff College  
Lewis and Clark Center  
100 Stimson Ave, Building #27  
Fort Leavenworth, KS 66027-2301**



Each state-of-the-art classroom seats up to 16 students and has two large, flat-screen, high-definition television sets that serve as multi-functional displays. Computers are built into each student desk. Additionally, each room is capable of supporting a Video Tele-Conference (VTC) via cameras controlled by a wireless tablet. In addition to the 96 advanced general classrooms, there are seven special purpose classrooms to support state-of-the-art advances in educational technology. The center's two large auditoriums and additional facilities support the College as well as Ft. Leavenworth and the local community.



Eisenhower Hall is home for the Combined Arms Research Library (CARL) and the School for Command Preparation (SCP). The building is divided into two major sections. The eastern half of Eisenhower Hall houses the CARL collection, while the western section is comprised of the General Instructional Facility (GIF). The GIF has 16 classrooms, eight seminar rooms, a Group Assembly Room, two conference rooms, and a cafeteria. Nine classrooms are designed to seat 32 students or be further divided to accommodate two groups of 16. DePuy Auditorium, located in the GIF, 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. While primarily used for SCP, SAMS, some ILE instruction is conducted in Eisenhower Hall as well.





## **BATTLE COMMAND EDUCATION FACILITIES**

The Digital Leader Development Center (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 Lewis and Clark, the General Instructional Facility (GIF) 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 Command and Control (C2) Lab, Simulations Labs, Education Labs, and Joint Command and Control (JC2) Facility.

- The Simulations Lab and Testing and Integration Facility (TIF) are located in Classroom 1534 and GIF 170. The lab provides networked computers 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 TIF provides a venue for instruction on creating and testing of exercise federations.

- The C2 Lab in Room 1530, Lewis and Clark is used to replicate division and brigade command posts (CP) in their typical configurations and is equipped with current battle command technologies.

- There are seven education labs within the DLDC; four are located on the third floor of the Eisenhower Hall GIF and three located on the first floor of the Lewis and Clark Center in vicinity of the DLDC administrative areas. The four classrooms in the GIF are used by DLDC instructors to conduct in-depth classes on battle command systems including the Advanced Field Artillery Tactical Data System (AFATDS) room 360D, Air Missile Defense Workstation (AMDWS) room 359C, Force XXI Battle Command Brigade and Below (FBCB2) room 360C, and the All Source Analysis System (ASAS)/Distributed Common Ground System-Army (DCGS-A) room 359D. The three classrooms in the Lewis and Clark Center are used similarly. Classroom 1528 is the Command Post of the Future (CPOF) Lab housing a concentration of networked CPOF systems while the Battle Command Sustainment Support System (BCS3) is located in classroom 1533. The final lab is classroom 1535 and is identified as the multipurpose lab. It can be reconfigured based on instructional needs but usually houses additional CPOF systems to augment those in the adjacent classroom 1528.

- The JC2 Facility is located in a secure area on the third floor of CARL and is open to U.S. 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 (NGA) 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 (CARL)**

The CARL is the research center for CGSC and Combined Arms Center (CAC). It also serves other TRADOC installations as well as military scholars and researchers throughout the U.S. and overseas. CARL, recognized as the 2007 Federal Library Information Center of the Year, is the world's leading library for the study of land warfare at the tactical and operational level. The CARL is also the public library for the Fort Leavenworth community.

The CARL provides reference and research support to ILE and SAMS students. It supports distance learning students, satellite programs, and TASS students. It supports graduate programs at CGSC and the many university programs on post, up to doctorate level.

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

The book collection consists of approximately 320,000 volumes concentrating on military science, history, politics, area studies, and leadership. The Library provides access to thousands of magazines and newspapers in full text through its electronic databases. The collection focuses on all aspects of land warfare, including leadership, intelligence, weapons, equipment, training, operations, tactics, and doctrine.

The CARL Special Collections and Archives section holds CGSC instructional materials dating from 1882, recordings of guest speakers, and other College materials. Documents recording the institutional life of Fort Leavenworth from 1970 to the present are available for use. The Rare Books Room holds rare and valuable military books dating from the 17th Century.

The CARL Digital Library maintains a complete collection of CGSC Masters of Military Arts and Sciences (MMAS) theses and SAMS monographs, many of which are online in the CARL Digital Library. Documents from World War II, World War I, contingency operations and support operation materials current to today's military operations, Operational Leadership Experience interview transcripts and historical CGSC and Fort Leavenworth publications are available in our Digital Library.

CGSC students can access the Internet, including a WiFi connection, use Microsoft Office programs, and have use of a scanner in the Library. Most database services are available to remote users.

## **THE DIRECTORATE OF EDUCATIONAL TECHNOLOGY/G6 (DOET)**

The DOET/G6 is responsible for the day-to-day workings of the LD&E computer network. The focal point for all customer service is the DOET/G6 User Support Center. It is here where newly assigned staff and faculty receive assistance in acquiring network accounts. The User Support Center provides a wide variety of services to include but, not limited to user profile and Exchange mail account creation, assistance with printer issues, travel laptop imaging, scanning data files for classified markings and viruses, scheduling video teleconferencing (VTC), turn-in of PCs for repair and submission of work orders for a variety of other services.

VTC is another service offered by the DOET/G6. Presently secure VTCs are available in DePuy, Marshall and Arnold auditoriums. Non-classified VTCs are offered in over 100 classrooms and 4 smaller conference rooms. These services can be scheduled through the User Support Center.

The Lifelong Learning Center offers Blackboard and SharePoint services to approximately 1500 resident students each year as well as 14,000 non-resident students. This makes knowledge sharing and collaboration easy whether you occupy a seat at the main LD&E campus, one of the satellite campuses or just about any other location world-wide.

The DOET/G6 Information Management Division (IMD) has a complete staff of fully trained and industry certified technicians. These Information Technology (IT) professionals maintain



approximately 2000 staff, faculty and classroom PCs as well as an array of academic leading classroom technology. They are also able to assist users with profile, software, printing and a wide variety of hardware issues.

IMD employs a staff of system administrators. Their main function is to operate the LD&E Video Network Operating Center (VNOC). The VNOC offers TV services that can be piped to individual auditoriums as well as to every PC within LD&E. Recording of presentations is also a service offered. As well as video services VNOC personnel provide network and Exchange account creation and troubleshooting. They maintain complete file and print services and perform backups of user data stored on those file servers.

The DOET/G6 has a staff of industry certified Webmasters. They maintain a public Web site for all of LD&E and a private Web site which tracks courses and students. They provide site assistance to individual directorate content managers for both public and private sites and assist with content review before information is published to the Web. Their responsibilities include liaison duties to the CAC G6 Webmaster as well as to the CAC Public Affairs Office (PAO) through the LD&E PAO.

The DOET/G6 provides application and database development in support of college registrar functions. The database staff maintains a system of records for enrollment, registration and student transcripts. The Student Management System (SMS) is also maintained by the database programmers. SMS is a system that continuously updates and follows the student throughout their careers.

Connection to the Ft Leavenworth network requires that LD&E maintain its certification and accreditation. This responsibility falls on the DOET G6 staff. The staff is made up of a professionally certified Information Assurance Program Manager (IAPM), Information Assurance Manager (IAM) and an Information Assurance Security Officer (IASO). Through the creation of policy, adherence to DOD mandated controls, and user, desktop personnel and system administrator training and certification the LD&E is able to maintain its Approval to Operate (ATO).

## **BOOKSTORE**

The Bookstore, managed by the Army and Air Force Exchange Service (AAFES), is located on the first-floor of the Lewis and Clark Center. 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 CGSC staff, faculty, and students. There is an average of three speakers per month during the academic year. These military and civilian dignitaries, both U.S. 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 U.S. students may attend.

Guest lectures consist of a speaker who addresses a specific course to the faculty and students. Normally, the lecturer speaks on a specific subject in support of an electives program or elective, 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. Facilities and services offered at Fort Leavenworth include the American Red Cross, Army Education Center, Child and Youth Services, outreach programs, English as a Second Language for international children, various religious activities supported by two post chapels, Boy and Girl Scouts of America programs, and various fitness centers and other outdoor recreational facilities.

## 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 them to lead competently and confidently on Army, Joint, Interagency, Intergovernmental and Multinational (JIIM), 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 an ethical, 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.
- Recognize that history is the foundation for understanding the profession of arms.

##### Intermediate Level Education (ILE) Graduates

**Common Core** prepares field grade officers with a warrior ethos and warfighting focus for leadership positions in Army and JIIM organizations executing full spectrum operations (FSO).

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 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.

**Advanced Operations Course (AOC)** develops military professionals adept at making repetitive discretionary judgments and skilled in problem-solving under lethal, non-lethal, volatile, ambiguous, complicated, and uncertain circumstances within the spectrum of conflict in JIIM operations. It prepares Maneuver, Fires and Effects, and Force Sustainment career field officers to serve on battle staffs of operational headquarters, to lead missions assigned to battalion- and brigade-size units, and to develop the professional skills and competencies they will require as senior field-grade leaders.

## **RESIDENT COURSES**

**ILE Common Core Curriculum and AOC:** This 44-week course (1-250-ILE) prepares Army branch officers, and officers from other services and other countries for command and higher-echelon staff responsibilities. The course consists of the ILE Common Core, AOC, and the Electives Program.

**ILE Common Core (Satellite Campus):** The ILE Common Core taught at Satellite Campus location sites (1-250-ILE-CC) is 14.8 weeks (14 weeks, 4 days) or 74 "course days" (admin and academic days). Special branch officers and Reserve Component officers attend the Common Core course at a Satellite Campus site, then attend their functional area credentialing course.

**Preparatory Courses:** There are five preparatory courses for students attending ILE Core curriculum and AOC. The first is an on-line course (2G-F68 P920), required of all students prior to their attendance. This course is intended to make the students self-aware of their entry level knowledge. It assists the students to identify and correct their weaknesses in comprehension of the basic knowledge assumed of an operations career field officer prior to ILE. CGSS acknowledges that this is new information for most International Military and Sister Service students.

The second is the International Military Student (IMS) Preparatory Course (2G-F67X P910). 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 Department of Defense (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 third preparatory course, is the Intermediate Level Education (ILE) Preparatory Course (2G-F68 P930). It consists of eight days of instruction provided by a teaching team from the Department of Army Tactics (DTAC) and the Department of Logistics and Resource Operations (DLRO). This course is mandatory for all International Military, Sister Service and Intergovernmental students. The first four days are basic fundamentals of doctrine and Army organizations and the final four days are an introduction to the Military Decision Making Process (MDMP). 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 four lessons explain the Army's doctrine

for war, the warfighting functions mission command, movement and maneuvers, fires, intelligence, protection, and sustainment), 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.

The fourth preparatory course (1-250-C14 P950) consists of ten days of instruction provided by a teaching team from the Department of Joint, Interagency, and Multinational Operations (DJIMO), DTAC, and DLRO. This course is mandatory for all Army operations career field officers attending ILE at International and Sister Service College equivalents to the CGSS. This curriculum is similar to the third course described above, but includes additional instruction on the Army's role at the Strategic and Operational levels of war. This overview course prepares the Army officers to communicate the unique capabilities, roles and functions of the Army to their fellow students at these International and Sister Service Colleges.

The fifth course is the Special Operations Forces (SOF) Preparatory Course (2E-250 P940) which consists of ten days of instruction provided by a teaching team from the SOF Education Element. This course is mandatory for all Army Special Operations career field officers (18A, 37A, 38A, 180A) attending ILE. The Army SOF (ARSOF) preparatory course will provide Special Forces, Psychological Operations and Civil Affairs Officers with 10 days of specialized SOF instruction at the operational level prior to the beginning of the ILE academic year. This course provides the students with the opportunity to gain or reaffirm their basic and advanced knowledge of Army and Joint SOF Doctrine at the high tactical and operational levels of war. Intent is for all ARSOF students to receive the same joint focused SOF educational foundation early in the academic year. This supports the students serving as the resident SOF expert within their staff groups throughout the CGSS, ensuring all ARSOF students have a strong base-line knowledge of SOF as they participate within their staff groups.

International Military Students attend classes with U.S. 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 FSO.

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

- Organizational Leadership.
- Develop strategic and operational vision.
- Acquire historical perspective.
- Military Theory.

- 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 FSO.
- Understand large unit synchronization.
- Develop the historical context.
- Understand Army and joint systems and processes.
- Understand critical thinking methodology.
- Understand the framework for Military Ethics.
- Understand strategic communication and 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 graduates will be able to accomplish the following:

- Common Applications.
- Think critically.
- Identify, analyze, and solve problems.
- Filter information and provide technical advice.

- Communicate clearly verbally and in writing.
- Anticipate future requirements.
- Manage time and allocate resources.
- Adapt to change.
- Analyze complex problems.
- Identify and address threats, challenges, and 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 focus on how to think, not 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 Joint Professional Military Education Phase I (JPME1) learning areas.

### **Advanced Operations Course (AOC)**

The ILE Advanced Operations Course develops military professionals adept at making repetitive discretionary judgments and skilled in problem-solving under lethal, non-lethal, volatile, ambiguous, complicated, and uncertain circumstances within the spectrum of conflict in JIIM operations. It prepares Maneuver, Fires and Effects, and Force Sustainment career field officers to serve on battle staffs of operational headquarters, to lead missions assigned to battalion- and brigade-size units, and to develop the professional skills and competencies they will require as senior field-grade leaders.

AOC graduates will be capable of:

- Orchestrating the organization, manning, equipping, training, sustainment, administration and life-support, and the movement of units and task forces to produce Expeditionary Force Packages available for deployment to and ready for employment in a Theater of Operations.
- Orchestrating the warfighting functions—Intelligence, Movement and Maneuver, Fire Support (lethal and non-lethal), Sustainment, Protection, Mission Command, and Leadership—within an area of operations to produce outcomes that further or accomplish assigned missions in Campaigns using full spectrum combinations in:
  - Major Combat Operations.
  - Counterinsurgency.
  - Peace Operations.
  - Peacetime Military Engagement.
  - Homeland Defense and Support to Civil Authorities.

AOC graduates will accomplish AOC Decisive Outcomes by:

- Adapting and applying doctrine to solve military problems or address complex situations on the basis of professional judgment and knowledge, grounded in a critical evaluation the circumstances and military history and theory.
- Supporting commanders or exercising command through visualizing, describing, and directing action and activities through military orders. In particular, demonstrating proficiency in crafting mission statements, concepts of operation, schemes of maneuver, lethal and non-lethal fire plans, and concepts of support.
- Achieving proficiency in the war fighting function competencies and skills that underlie the battle staff tasks associated with their particular career fields.

## **OPERATIONAL CAREER FIELD OFFICER FOCUS PROGRAM DESCRIPTIONS**

**AOC Operational Career Field Officer Focus Program.** The AOC Operational Career Field Officers (OPCF) Track is comprised of every student enrolled in ILE. Students in the AOC OPCF Track are required to complete a minimum of 192 hours of elective courses. These hours must include one Regional course (24 hours) and 168 hours of additional elective courses to satisfy graduation requirements.

**Graduate Degree Program Focus Program.** To be awarded The Master of Military Art and Science (MMAS) Degree, students must complete *A211 Research Methods*, *A221 Thesis Seminar*, and *A231 Thesis*; attain at least a grade of "B" in all courses; research, write, submit, and orally defend an acceptable thesis; and satisfactorily complete a comprehensive oral examination based on the ILE curriculum.

**Homeland Security Studies Focus Program.** This track is limited to US Students. The track offers students the opportunity to develop expertise in the area of Homeland Security. This program does not currently offer an Additional Skill Identifier (ASI) but it does offer students the



opportunity to gain subject matter expertise in the area of Homeland Security that will serve them in future assignments within NORTHCOM, ARNORTH, the National Guard, or Army Reserve.

**Homeland Security Studies Enrolled in the MMAS Focus Program.** This track is limited to US Students. The Track offers students the opportunity to develop expertise in the area of Homeland Security. This program does not currently offer an Additional Skill Identifier (ASI) but it does offer students the opportunity to gain subject matter expertise and to receive a certificate in the area of Homeland Security that will serve them in future assignments within NORTHCOM, ARNORTH, the National Guard, or Army Reserve.

**Certificate in Overseas Contingency Operations – Planning (COCO-P).** This certificate program offers students the opportunity to develop expertise critical to the execution of stability operations/reconstruction and stabilization (R&S) missions. The program does not offer an Additional Skill Identifier (ASI) but does offer students the opportunity to gain subject matter expertise that will serve them well in future assignments involving stability operations/R&S planning. At any time during the elective period, students may drop out of the COCO-P program. The COCO-P certificate program consists of a total of four courses or 96 hours of instruction equivalent to six graduate-level semester hours of instruction.

**Advanced Tactical Studies (ATS) Focused Program.** This track offers officers the opportunity to expand their ILE CORE and AOC experiences and enhance their understanding of the art and science of tactical operations. Although designed to prepare maneuver, fire and effects officers (MFE) and operational support (OS) officers for follow on assignments, this program is also open to other CGSS US students. This program does not currently offer an Additional Skill Identifier (ASI) but it does offer students the opportunity to gain subject matter expertise in the area of tactical operations that will serve students officers in their future assignments with battalions, brigades, and divisions. This program focuses on enhancing the following skills: problem solving and decision making, leading and serving on staffs, managing training, functioning in the operations process, and applying battle command. Successful completion of the program will result in an appropriate annotation on the student's Academic Evaluation Report. IMS students will not be allowed to complete the track because several of the classes are restricted to US students only.

**Language Program.** Students have the opportunity to study language by choice, or may be directed to language studies based on projected post-graduation assignments. Students may receive elective credit for a maximum of 48 hours of language courses (2 credits). Students may audit more language courses on a space available basis.

### **ADDITIONAL SKILL IDENTIFIER / FOCUS PROGRAMS**

**Joint Planner--Additional Skill Identifier (ASI) 3H.** The ASI 3H, Joint Planner, identifies positions requiring personnel qualified in the Joint Operation Planning and Execution System (JOPES) and supporting information technologies. U.S. Army officers can earn the ASI 3H by completing resident CGSS and the Joint Planner Program (electives A534, A535, and A541). Officers from other U.S. services who complete the requirements will receive memoranda stating that they have achieved Joint Planner status – a U.S. Army ASI. Traditionally, all officers earning the ASI 3H have had that accomplishment noted in their Academic Efficiency Reports or Service Fitness Reports. The Joint Planner Program is open to U.S. students who attend resident CGSS at Fort Leavenworth. **A SECRET clearance is required.** The Director of the Joint Planner Program determines enrollment.

**Space Activities--Additional Skill Identifier (ASI) 3Y.** ASI 3Y, Space Enabler, educates and prepares officers for future assignments that necessitate an understanding of the application of technical knowledge of the space environment, space system composition and functioning, space related technologies, and civilian-military space operations. Such positions require incumbents to formulate space policy, develop space-related operational concepts, and evolve doctrine of law as it applies to space; conduct research in the development of technologies applied to the space environment, testing, and acquisition of space systems, to include platform and/or payload control. ASI 3Y is awarded to Army officers who successfully complete the CGSC Space Electives (sister service officers are provided additional recognition in their training reports). Students may take A537 as a stand-alone course or take both courses which will lead to the 3Y ASI.

**Air Operations Officer--Additional Skill Identifier (ASI) 5U.** This ASI distinguishes officers qualified as Air Operations Officers. The requirements for this skill are completion of either the Joint Firepower Course (JFC) at the Air Ground Operations School (AGOS) in Nellis AFB, NV or successful completion of ILE and A866, the Joint Firepower Course. Proponent for this ASI is the USAF Element in CGSC.

**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 for the importance and continuing relevance of military history. The program is open to all CGSS 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, and completion of A625;
- History MA w/ thesis\* **AND** completion of A625 or A625 DL (available on-line); or
- MA degree in related field w/ thesis\*, **AND** A625 or A625 DL.

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

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

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

**Strategic Studies Graduate--Additional Skill Identifier (ASI) 6Z.** The Strategic Studies 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 security environment, the ability to analyze strategic problems, and knowledge of interagency policy development and decision-making of key national security issues. The program is open to all resident CGSOC students meeting minimum academic standards (no grade below ‘B’ in the core curriculum). Students must submit an application to the Strategic Studies Program Manager in the Strategy Division, DJIMO, outlining their academic background and experience in strategic areas. The DJIMO Director recommends to the ASI proponent, the Army G3/5/7, award of the ASI to students who complete the program. The proponent authorizes U.S. Army Human Resources Command (HRC) to post the ASI to students’ official records. A memo announcing

completion of the program is forwarded to appropriate Sister-Service personnel offices, recommending award of the Sister-Service equivalent identifiers or disposition as applicable.

**Red Teaming (Additional Skill Identifiers 7J or 7G).** Red Teaming is defined as a function executed by trained, educated, and practiced team members that provides commanders an independent capability to fully explore alternatives in plans, operations, concepts, organizations, and capabilities in the context of the operational environment and from the perspectives of our partners, adversaries, and others. Graduates will enhance mission accomplishment by looking at problems from the perspective of the adversary, multinational partners, and others through the lens of alternative strategies. Effective Red Teams help ensure units avoid group think, tunnel vision, and mirror imaging, while providing critical insights to enable better decisions during planning and operations. Students may enroll in the Red Team Members Course to obtain ASI 7J or in the Red Team Leaders Course to obtain ASI 7G.

### **CGSC SCHOLARS PROGRAM**

There are two Scholars Programs in CGSC that provide significant educational experiences and that enables Army officers to gain an in-depth understanding of other areas within and outside the Army.

Students participating in these Scholars Programs are specially selected based on their standards for selection. Following completion of the ILE Core Course and the ILE Interagency Scholars Program, credit is granted for the Advanced Operations Course (AOC) and the Scholars receive JPME1 and MEL4 qualification.

The CGSC Scholars Programs are:

**Program 1** CGSC Scholars – Joint Chief of Staff and Secretary of Defense (JCS/OSD) Intern Program. (Satellite Campus + Georgetown University + Internship = ILE Complete)

The JCS/OSD/ARSTAF Intern Program is a three-year program. During the first year, interns attend Georgetown University, earning an Executive Master's in Policy Management (MPM). The second year selected officers serve as interns within the offices of the Joint Staff (JCS) or the offices of the Secretary of Defense (OSD). Officers serve as interns on the Army Staff during their third year. Selected officers are assigned to various sections within these staffs and are assured exposure to and involvement in critical decision-making at the highest levels within out military and the Department of Defense.

<b>Program 2</b>	CGSC Scholars – Army Congressional Fellowship Program. (Satellite Campus + George Washington University + Internship = ILE Complete)	The Army Congressional Fellowship Program educates selected Army Officers and Civilians on the importance of the strategic relationship between the Army and the Congress. It is a three-year program which includes pursuit of a Master’s Degree in Legislative Affairs at George Washington University, service on the staff of a Member of Congress, and utilization on the Army or Joint Staff in a Legislative Liaison duty position.
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### **CGSC SCHOLARS PROGRAM**

The ILE Scholar Program is a series of broadening educational experience for resident ILE students (Ft. Leavenworth). The ILE Scholars concept envisions multiple seminars of students, ranging in size from 8-16 with a wide array of topic areas focused on identified gaps in Army/Joint skill sets and competencies. The Scholars seminars are organized into two basic types: research seminars whose focus is research centric with supporting curriculum and area of interest (AOI) whose curriculum is the topic area. This program results in JPME1 and MEL4 qualification for each student officer along with a Masters Degree (MMAS) from the Command and General Staff College. The ILE Scholar programs provide selected officers in depth expertise in specific areas which cannot reasonably be acquired through the standard ILE curriculum. The topic area for each Scholars seminar will be nominated by Interagency, DoD or Army Staff elements as well as MACOM and COCOM Commanders.

Commandant, United States Army Command and General Staff College (USACGSC) maintains policy proponency as the ILE Scholars program is fully within USACGSC accreditation as a JPME1, MEL4, graduate degree granting institution. Student officers will be selected by the CGSS leadership, with limited nominations by interested Major Army Command or Staff elements. Future selection processes will be informed by evaluation of pilot results and further consultation with HRC (Human Resources Command) and DA-G 3/5/7.

<b>Program 1</b>	Research Scholars	The Research Scholars Seminar is underway with eight student officers. The group is undertaking an in depth study of in all of its aspects. The course of study is conducted by an all Ph.D. faculty team and includes: the ILE Common Core; customized graduate-level curriculum pertaining to the topic area; an extensive graduate level research methods block; graduate level History and Leadership instruction tailored to the topic area; graduate level contracting education; travel to carry out interviews with ‘practitioners’ and policy makers in CONUS and the United Kingdom or to conduct archival research. The Research Scholars program culminates in a Master’s Thesis. The “Strategic Intelligence” topic area will not be offered in February 2011.
<b>Program 2</b>	Warrior Logistician Scholars	The ILE Scholars Warrior Logistician Seminar began in August, 2010 as part of ILE Class 11-01 and continues in August 2011, as part of ILE Class 12-01. These student officers will complete

the ILE Core Curriculum with the rest of their classes before embarking on a custom Logistics curriculum taught by an all Ph.D., faculty team. Warrior Logisticians will receive graduate level history and leadership instruction; graduate level contracting education; a significant research methods block, including quantitative analysis; serve a series of short internships with civilian supply chain industry leaders (Rail; Air; Pipeline; Port Operations; Overland Transport); all centered around the **Supply Chain Management M.S. from the University of Kansas.**

- Program 3** STRATCOM Scholars  
 The Pilot of a ILE “STRATCOM” Scholars seminar began in February, 2011 as part of ILE Class 11-02. These student officers will complete the ILE Core Curriculum with the rest of ILE 11-02 before embarking on a custom STRATCOM curriculum taught by an all Ph.D., faculty team. STRATCOM Scholars will receive graduate level history and leadership instruction; graduate level contracting education; a significant research methods block, including quantitative analysis; serve a series of short internships with media industry leaders; all centered around the **Journalism Master of Arts Degree from the University of Missouri.** This seminar will not be offered outside of ILE Class 11-02.
- Program 4** Local Dynamics of War Scholars  
 The Local Dynamics of War Scholars Seminar began with the ILE Class of 12-01. The seminar will undertake an in-depth study of how various political, economic, cultural, religious, and ethical factors combine to form a complex operational environment at all levels of command. Scholars will be led by an all-Ph.D. faculty team and includes: the Common Core; customized graduate-level curriculum pertaining to the topic area; an extensive graduate-level research methods block; graduate-level History and Leadership instruction tailored to the topic area; graduate level contracting education; and travel to interact with scholars and practitioners. The Research Scholars program culminates in a Master’s Thesis.
- Program 5** Mass Atrocities and Genocide  
 This seminar will begin with the ILE Class 12-01 and will examine the military role and response to genocide, ethnic cleansing, and mass atrocities. The theme is to understand changes in the military’s future missions to meet responsibilities to “protect civilians” or intervene in cases of mass atrocities or genocide. The seminar consists of: the Common Core; customized graduate-level curriculum pertaining to the topic area; and travel to Auschwitz-Birkenau. Students will complete an MMAS.
- Program 6** Art of War  
 This seminar will begin with the ILE Class 12-01 and will examine the Art of War in the 20<sup>th</sup> and 21<sup>st</sup> Centuries (covering both combat operations and counterinsurgency) that have

relevance to current or future Army operations. The main seminar theme is the history of warfare and will deal with various theories as well as specific case studies – Philippines Insurrection, WWI, WWII, Malayan Emergency, Vietnam, Arab-Israeli Wars, Dhofar Campaign, Falklands War, Gulf War 1991, Afghanistan, and Iraq. Students will complete an MMAS.

**Program 7** Border  
Security

This seminar will begin with the ILE Class 12-01 and will examine perspectives of political, governmental, academic, military, and other stakeholders engaged in border security. The seminar will apply Design to examine a complex problem of security along the US/Mexico border. The outcome will be a collaborative seminar report. Students entering the seminar without masters degrees will complete an MMAS.

### **CGSC INTERAGENCY EXCHANGE AND FELLOWSHIP PROGRAMS**

CGSC provides Intermediate Level Education (ILE) for all the Army's majors and includes U.S. Air Force, Navy, and Marine Corps officers, as well as international officers from over 80 countries. The College also provides advanced educational opportunities for senior majors, lieutenant colonels, and colonels in the School of Advanced Military Studies (SAMS), as well as education of newly selected commanders in the School of Command Preparation (SCP). Participation by interagency personnel is authorized by formal agreement with each agency and encouraged in all of these schools. This enables CGSC to share resources and educational experiences with various departments and agencies to focus on operational problems that require joint and/or interagency and intergovernmental (IA/IG) solutions. In addition, this provides a forum in which Army, other joint services, and IA/IG personnel can learn and appreciate each other's capabilities and constraints. Finally, the experiential learning gained by working IA/IG issues side-by-side creates an "educate as you operate" environment for use in stability and civil support operations. All of the CGSC Schools at Fort Leavenworth provide opportunities that include graduate-level academic courses reinforced with practical application exercises focusing on how the Army functions and how it interfaces with other military services, agencies and government departments. Overall, these Exchange and Fellowship programs provide an exceptional "broadening experience" for the Fellows and for the students as well.

The CGSC Interagency Exchange Program provides an opportunity for interagency departments and agencies to send employees to attend the 44-week ILE Course, the 47-week School of Advanced Military Studies Course (SAMS), or one of the 16 Week Common Core ILE Courses at one of the ILE Satellite Campuses. It also encourages interagency departments and agencies to send students to selected short courses in ILE (i.e., Electives) and in the School of Command Preparation (SCP). This program complements the ILE Interagency Fellowship Program and provides an unparalleled opportunity to forge a more comprehensive approach to whole-of-government integration.

The ILE Interagency Fellowship Program is a broadening experience that enables selected Army officers to gain an in-depth understanding of the capabilities, missions, procedures and requirements of Federal agencies and other organizations outside the Department of Defense

(DoD) through experiential learning. It is an official Army Fellowship recommended by the DAFRC and approved by the DA G-3/5/7 on 13 April 2010. It is currently capped at 36 officers who may be selected annually for this Fellowship until Army OPTEMPO allows an increase. On 19 APR 2010, the DA G-3/5/7 also authorized credit for the Advanced Operations Course upon successful completion of the ILE Interagency Fellowship.

The ILE Interagency Fellowship provides an exceptional broadening opportunity for Army Officers as part of an educational exchange between the U.S. Army Command and General Staff College (CGSC) and selected governmental departments and agencies within the national security infrastructure. Primary emphasis is on gaining interagency experience at the intermediate level. Under this program, the Army sends field grade officers to participating departments and agencies as ILE Interagency Fellows to work as fully-integrated staff officers within those departments and agencies. Under an approved Interagency Exchange MOA, Fellows work in their respective department or agency for a period of nine to twelve months, while completing the history and leadership components of the ILE AOC Course.

The officers participating in this program are specially selected based on their qualifications and understanding of the Army's basic mission sets. Priority of selection is given to officers who have completed either the 44-week ILE resident course at Fort Leavenworth or the ILE Common Core Course at a CGSC Satellite Campus, resulting in a pool of top field grade officers (typically majors) with a common warrior ethos and warfighting focus for leadership positions in Army, joint, multinational and interagency organizations executing full spectrum operations. Following completion of the ILE Core Course and the ILE Interagency Fellowship, credit is granted for the Advanced Operations Course (AOC) and the Fellows receive JPME1 and MEL4 qualification.

The ILE Interagency Fellowship Program complements the CGSC Interagency Exchange Program by enabling government departments and agencies to send students to CGSC for classes in ILE, SAMS and SCP. As such, it provides an unparalleled opportunity to forge a more comprehensive approach to whole-of-government education and hands-on experience by enabling interagency students to study side-by-side with Army students, thereby leveraging the exposure of thousands of Army students to interagency processes and procedures.

## **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 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, and staff group leaders. They are selected based on seniority and desire to serve.

## **INSTRUCTIONAL PROCESS ACCOUNTABLE INSTRUCTIONAL SYSTEM (AIS)**

In accordance with TRADOC Regulation 350-70, Systems Approach to Training Management, Processes, and Products, the College designs, analyzes, develops, implements, and evaluates instructional programs that prepare officers for duty as field grade commanders and 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 (SGA) PROGRAM**

The 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 and Division Chiefs: Division A – DTAC, Division B – DJIMO, Division C – DLRO, Division D – the Department of Military History (DMH), and Division E – the Department of Command and Leadership (DCL).

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.



## SPECIAL EDUCATION PROGRAMS

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.

### ACADEMIC STUDENT ASSESSMENT, EVALUATION, AND STANDARDS

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

**Assessment and Evaluation.** In the staff group learning environment, assessment is based on the instructor's experience, judgment, and knowledge in measuring standards based on learning objectives. Therefore, most assessment is subjective. Instructors subjectively assess and 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+ (Exceptional) .....97-100
- A (Outstanding) ..... 94-96
- A- (Excellent) ..... 90-93
- B+ (Very Good) ..... 87-89
- B (Satisfactory) ..... 84-86
- B- (Slightly Below Average) ..... 80-83
- C (Marginal) .....70-79
- U (Failed to Achieve Standards) .....<70
- I (Incomplete)
- P (Pass)
- F (Fail)
- W (Withdrew)
- WF (Withdrew Failing)

- **Academic Standards.** Students are expected to achieve or exceed established standards in all academic endeavors. The students are to earn a TRI grade of B- in each theme/block/course. Upon receiving a “C,” a student will be placed on Academic Probation. Continued marginal or unsatisfactory performance can result in an Academic Performance Review (APR) and, possibly, an Academic Review Board (ARB) that could lead to the student’s dismissal. For detailed information on Academic Standards see CGSC Bulletin #903, Academic Performance, Graduation, and Awards Policies and Procedures, located at:

<https://cacnet.army.mil/Site/LDC/>

## **GRADUATION INFORMATION (ILE)**

To graduate from the ILE (1-250-ILE), a student must meet established standards for the Common Core and the AOC, including a minimum of eight electives. U.S. 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 AOC. 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), DA Form 1059, for each Regular Army, U.S. Army Reserve, Army National Guard, and civilian student using input provided by the student’s SGA.

**U.S. Army and Civilian Students.** The original copy of the DA Form 1059 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 instructors (U.S. Coast Guard reports are prepared by the U.S. Navy Element).

**International Officers.** The Chief, International Military Student Division (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 U.S. 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,**

and

**Non-resident students – Reserve School (TASS) Course and ADL Course, distance education contact:**

USACGSC  
OFFICE OF THE REGISTRAR  
100 STIMSON AVENUE  
FORT LEAVENWORTH, KS 66027-2301

## 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 detailed information on selection criteria and nomination procedures see CGSC Bulletin #903, Command and General Staff College (CGSC) Academic Performance, Graduation, and Awards Policies and Procedures, dated February 2011, located at:

<https://cacnet.army.mil/Site/LDC/>

**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 U.S. 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 ARB 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 ARB selects the recipient based on documented academic achievement and other professional attributes.

**General Colin L. Powell Interagency Award.** The U.S. Army Command and General Staff College prepares students to develop comprehensive solutions for the security and defense of the Nation. This requires understanding and working with Interagency, joint, and multi-national partners. Interagency faculty and students bring unique perspectives to CGSC classrooms, enhancing the educational experience for all by educating their military colleagues about how their organizations help win the peace. The interagency contribution is a critical component of achieving the educational goals of CGSC. The General Colin L. Powell Interagency Award for Excellence is presented to the most deserving Interagency student to recognize excellence in scholarship and overall contributions to Interagency education at CGSC. The CGSC Foundation sponsors this award, which is an engraved crystal pinnacle.

**General George S. Patton, Jr. Distinguished Master Tactician Award.** ILE students who have a solid overall academic record may apply and be nominated by their DTAC instructor to compete for this prestigious award. Qualified nominees undergo rigorous written, oral, and simulation-based examinations by a board of DTAC senior officers. Each resident class, one student is selected as the Distinguished Master Tactician.

**Major General James M. Wright Distinguished Master Logistician Award.** CGSS DLRO is the POC for this award. Any Fort Leavenworth resident (10 month course) CGSS ILE student may apply to take the written examination. The student begins the application process by submitting a written request to their DLRO instructor (can be accomplished via e-mail). The DLRO instructor endorses the student's written request with comments to the student's solid academic record and logistical knowledge. The written request will be forwarded to the DLRO faculty member responsible for executing the Master LOG program. Qualified nominees will undergo a rigorous (approximately four hour) written examination. Upon completion of the written examination, the top students are selected and will undergo an interview board for the next level of the competition. Upon completion of the interview board, the top students selected will complete in a four-hour oral exam (final level of the competition) administered by a committee of senior DLRO officers. Each resident class one student is selected as Distinguished Master Logistician. Upon completion of the oral examination, one student is selected from the class (August and February) as the Distinguished Master Logistician. Students may direct questions about this award to their DLRO instructor. Suspense dates for student application is approximately 1 December for those in the summer course and approximately 1 June for those in the winter course.

**The Douglas MacArthur Military Leadership Writing Award.** 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 DCL.

**The Birrer-Brookes Outstanding Thesis Award.** Beginning June 2007, CGSC presented the Birrer-Brookes Award to the author of the most outstanding MMAS thesis in each ILE graduating class. To compete, students must be nominated by the Chair of their thesis committee and submit a complete copy of their MMAS thesis to the Director, Graduate Degree Program (GDP). A panel chosen from among the College's graduate faculty evaluates the nominated theses. The award, a CGSC chair provided by the CGSC Foundation, is named for the architects of the MMAS Program, Dr. Ivan Birrer and Dr. Philip J. Brookes, and is presented to the winner at graduation.

**The Arter-Darby Military History Writing Award.** This privately endowed annual award for excellence in professional scholarship is sponsored by the Fort Leavenworth Historical Society and is administered for the college by DMH. Established in 1980, the Arter-Darby Military History Writing Award commemorates the contributions to the nation and the Army of former U.S. 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 is recognized at graduation, is given a cash award, and has his/her name inscribed on a plaque permanently displayed in the Lewis and Clark Center.

**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 U.S. 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.

**Excellence In Joint Command, Control, Communications, Computers And Intelligence (Jc4i)/Information Operations (IO) Writing Award** is presented each year to the student who excels in research and writing on the subjects of command, control, communications, computers, and intelligence/information operations. The goal of the award is to encourage students of the Command and General Staff College to study these subjects and to provide opportunities for the publication and dissemination of the results. The Excellence in JC4I/IO Writing Award is sponsored by the Armed Forces Communications Electronics Association. Submissions are judged on noteworthy insights, depth of research, and overall quality of writing. The winning submission is considered for publication in various periodicals. The award is a plaque engraved with the name of the recipient.

**Homeland Security Studies (HSS) Award.** Beginning in June 2008, the HSS Award sponsored by the Command and General Staff College (CGSC) Foundation recognizes excellence in Homeland Security research. Resident CGSS or SAMS students may compete by submitting MMAS theses, SAMS monographs, written works comparable to a thesis, or nontraditional works such as computer simulations through their Staff Group Advisor (SGA) or SAMS seminar leader. The award recognizes the best thought or contribution to homeland security, homeland defense, or civil support topics.

**Iron Major Award.** In November 2005, the Commandant announced to the student body the establishment of the Iron Major Award to recognize exceptional physical fitness. The award is presented to the male and female students who finished first in a grueling series of events designed to test endurance and strength. The Iron Major Award is an M-7 Bayonet mounted on a wood plaque and presented by the Commandant to the CGSS Class Iron Majors.

**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 for each class to the outstanding CGSC student in history. Candidates for the award must be nominated by their primary history instructor, satisfactorily complete one history elective, and appear before a board of DMH faculty. The Donald Smythe Award winner is recognized at graduation and has his/her name inscribed on a plaque permanently displayed in the Lewis and Clark Center.

**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 to the winning student during 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, attainment of ASI(s) 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 MMAS degree with a focus on joint service warfare topic, or a comparable degree from another institution completed during their year at CGSC. 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 in the 2003/2004 academic year

### **COURSE ORGANIZATION**

The resident ILE consists of a preparatory program, core curriculum, Advanced Operations 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.

### **COURSE DESIGNATION SYSTEM**

The numbering system facilitates management of the curriculum.

#### **Course Numbers**

##### **Resident :**

The first character identifies the type of course.

- C = Common Core
- O = Advanced Operations Course (AOC)
- H = History
- L = Leadership
- F = Force Management
- A = Electives
- K = Contracting
- B = Battle Command System

The second character of electives identifies the department responsible for the course.

- 1 = Command and General Staff College
- 2 = Graduate Degree Program
- 3 = Department of Army Tactics

- 4 = Department of Logistics and Resource Management
- 5 = Department of Joint, Inter-Agency and Multinational Operations
- 6 = Department of Military History
- 7 = Department of Command Leadership
- 8 = Navy, Air Force, and Marine Corps
- 9 = Special Topics

### **Satellite Campus**

The first character identifies the type of course.

- C = Common Core
- H = History
- L = Leadership
- F = Force Management

### **Non Resident (DL and TASS):**

The first character identifies the type of course.

- C = Common Core
- H = History
- L = Leadership
- F = Force Management

### **Nonresident (DL):**

The first character identifies the type of course.

- M = Advanced Operations Course (AOC)

## **PREPARATORY PROGRAM**

The preparatory program provides the common warfighting knowledge needed by a diverse student body to start the course. The International Military Student Preparatory Course (IMSPC) for international military officers only; the ILE Preparatory Course (ILEPC) is for IMS, sister service, and special branch officers; the Special Operations Forces Preparatory Course (SOFPC) for ARSOF students only; and specialized instruction and testing occurs during the opening weeks of the course.

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

**IMSPC** 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 U.S. military terminology, organization, tactics, logistics, and command and control.

**SOFPC** consists of ten days of instruction provided by a teaching team from the SOF Education Element. This course provides the students with the opportunity to gain or reaffirm their basic and

advanced knowledge of Army and Joint SOF Doctrine at the high tactical and operational levels of war and enables the students to serve as resident SOF expert within their staff groups.

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

## **INTERMEDIATE LEVEL EDUCATION (ILE) - COMMON CORE**

The CGSS ILE Common Core equips field grade military officers with a preliminary comprehension of the five intermediate-level college Joint Learning Areas in preparation for their Military Education Level 4 (MEL 4) as well as JPME I qualification upon completion. The ILE Common Core aims at moving junior majors from a tactical-level perspective to an operational-level one so that they can rejoin the fielded force as effective field grade officers.

In the ILE Common Core, mid-grade military officers undertake an investigation of the conflict among groups and the uses of military power at a graduate level. The academic departments of the U.S. Army CGSS orchestrate instruction among their areas of emphasis to enable our students to use military forces competently at the operational level of war. Key areas of study include history, leadership and the human dimension, logistics, force management, politics, strategy, operations, and tactics. From the start, the course introduces the concepts and terminology for visualizing and describing outcomes and the conduct of military operations at the operational level that field-grade officers are expected to master.

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 is devoted to practical exercises. The emphasis on “application of knowledge” and academic rigor is intended to improve leader development outcomes.

Foundational classes, along with the force management, military history, and leadership parallel blocks, provide the spring-board for a curriculum that guides students from strategic to tactical levels of war from the perspective of the Army as the land component in a FSO scenario.

All students completing the Common Core receive accredited Program for Joint Education (PJE) Phase I credit. PJE Phase I prepare students for duty with service components of joint commands and qualify 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 Joint 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).



The ILE Common Core Curriculum consists of five primary themes. See Figure 1. Those themes are supported by the Guest Speaker Program and three parallel blocks: Force Management, History, and Leadership.

### C100 - Foundations

C100, the Foundations Theme, is a 34 hour block of instruction consisting of seven modules: C110: Stage Setter; C120: Critical Thinking and Problem Solving; C130: Leader Assessment and Development; C140: Media and the Military; C160: American Civil-Military Relations and C170: Effective Communication.

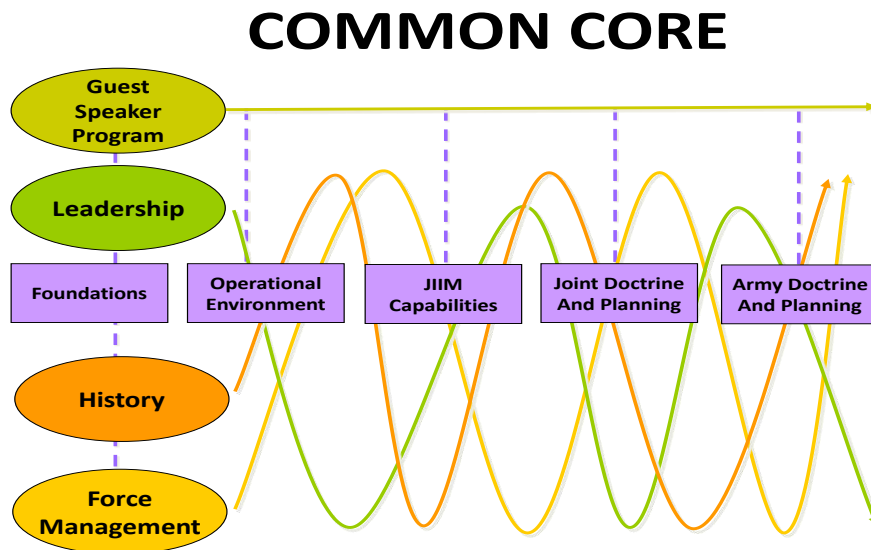


Figure 1. ILE Common Core

C100 establishes a foundational and conceptual baseline instruction that sets the conditions for all subsequent learning within the Common Core ILE course and all subsequent courses: Advanced Operations Course (AOC) which includes Elective courses, and for selected students the Advanced Military Studies Program. Foundations also allows you to recognize relevant learning opportunities available to you throughout ILE while you prepare for the professional challenges you will face when you resume your operational career. These opportunities include the following:

- Connections between CGSOC curriculum and future professional requirements;
- Awareness of self and the operational environment; and,
- Choices leading to increasing professional competency.

**C110: Stage Setter.** This 6 hour module consists of 2 lessons and establishes the importance of the ILE curriculum while introducing the operational environment, the international security environment (ISE), and full-spectrum operations. C110 is designed to emphasize the complexities of today's operating environment and to link this to the learning opportunities afforded by the ILE

curriculum. The module should demonstrate the importance of your continued development and lifelong learning in order to be an effective organizational leader.

**C120: Critical Thinking and Problem Solving.** This 10 hour module consists of 3 lessons and introduces the fundamentals of critical thinking and creativity and links them to problem solving. You will use a historical case study to apply the concepts of problem solving, critical thinking, and creative thinking to analyze a strategic decision making problem. The case study introduces you to solving complex, non-traditional problems by exercising different perspectives and analyzing solutions. The intent is to achieve an understanding of problem solving as a field or discipline and not just to familiarize you with one problem solving model. This module also introduces the concept of assessment and the use of measures of performance and measures of effectiveness as they relate to problem solving.

**C130: Leader Assessment and Development.** This 8 hour module consists of 3 lessons and lays the foundation for your continued education and development as organizational leaders. During the first lesson you will analyze the Army's framework for leader development. Additionally, you will examine the leader assessment process and the importance of self-awareness; discuss the leader development process and your role in that process. During the second lesson you will learn about the Army's Comprehensive Soldier Fitness program and specifically look at how leaders can impact their Soldier's and their unit's resilience. Finally you will use and become acquainted with the application of a number of self-assessment instruments; you will examine the role of the coach in the leader development process and participate in a number of coaching sessions throughout the ILE Common Core and AOC. With the help of one of your faculty team you will develop an Individual Development Plan (IDP) which becomes a key component for your effective self-development during the ILE course and your future career.

**C140: Media and the Military.** This module consists of 2 lessons and will provide you with an opportunity to discuss the relationship between the military and the media in the current operational environment, and the role of the leader to ensure that his organization understands all the facets of strategic communications requirements. The outcome of this module will be for students to understand the role of the leader for development of the strategic communication plan to include messages, sound bites, and preparation for media engagements. Students are expected to develop the leadership competencies required to engage and train others to deal with the media throughout their military careers. The affective domain expectations for the remainder of your time at CGSC, and for the rest of your military careers, are to develop leadership principles for engaging the media as well as learning how to train others. These lessons also focus will focus on how to prepare a media plan and conduct media interviews. It is linked directly to the C200, C300, and C400 themes and exercises where you will be required to prepare and conduct media interviews.

**C160: American Civil-Military Relations.** This 4 hour module consists of 2 lessons that introduces you to the theories of military professionalism based on the civil-military relations perspectives of Samuel Huntington, Morris Janowitz, Peter Feaver, Michael Desch, and Eliot Cohen. The module also provides a brief survey of the American historical experience in civil-military relations. The lessons include recent developments and issues in the US-civil-military relationship requiring you to analyze how military professionalism has changed since the Cold War and how the contemporary operational environment shapes civil-military relations. You will then examine how these changes have influenced the relationship between military and political leaders and between the military and American society at large.

**C170: Effective Communication.** This module consists of a two-hour lesson that establishes the techniques and style you will be expected to use in writing a persuasive or argumentative

essay during ILE. The lesson explores the importance of communication, and specifically of writing to persuade others to agree or accept the thesis and conclusions presented in an essay. The first hour provides an overview and discussion of the four standards for writing: substance, organization, style and correctness. The second hour addresses how to develop an outline and the critical elements of an argumentative essay. The lesson will end with an introduction and discussion of the C100 End of Theme Essay.

The Foundation lessons are:

- C111 The Operational Environment
- C112 The International Security Environment
- C121 Introduction to Critical Thinking and Problem Solving
- C122 Creative Thinking, Logic, and Decision-Making
- C123 Assessment
- C131 Leader Development
- C132 Resilience
- C133 Self Awareness
- C141 Introduction to Media
- C142 Media Practicum
- C161 Military Professionalism and Civil-Military Relations
- C162 Civil-Military Relations in the Current Operational Environment
- C171 Effective Communication

## **C200 - Strategic Environment Theme**

Strategic Studies (C200) is part of the ILE Common Core foundation for JPME. The Strategic Environment portion of the Common Core Course addresses all learning areas prescribed by the Chairman of the Joint Chiefs of Staff for Service Intermediate Level Colleges (ILC) and it supports the goals and purposes of the CGSS.

The Strategic Environment lessons introduce the students to the JIIM environment and the doctrinal and theoretical concepts required for perceiving, understanding, and analyzing strategic military challenges. Instruction contributes to an appreciation of the organizations, processes, and products that define the use of the military instrument of national power within the overall context of national policy and security strategy.

The Strategic Environment lessons are:

- C201 Theme Introduction
- C202 Culture and Military Operations
- C203 Strategic Concepts
- C204 National Security Organizations/Processes
- C205 National Strategies
- C206 Strategic Communications
- C207 DoD Organizations and Processes
- C208 DoD Strategies
- C209A Suez Case Study
- C209B Suez Case Study
- C210A Strategic Estimate

- C210B Strategic Estimate
- C210C Strategic Estimate
- C210D Strategic Estimate

### **C300 – Joint, Interagency, Intergovernmental, and Multinational (JIIM) Capabilities**

The C300 JIIM Capabilities theme of the ILE Common Core Course consists of 26 hours, with 10 lessons, that focus on strategic and operational joint military force capabilities, strategic and operational interagency, intergovernmental, multinational, and legal considerations (lessons C301 through C310). The lessons in the JIIM Capabilities theme help ILE students comprehend and use Joint Force capabilities and limitations, strategic and operational level interagency capabilities and considerations, strategic and operational level multinational considerations, and operational law considerations in contemporary operations. The JIIM Capabilities theme addresses and/or supports portions of JPME Learning Area 1 – *National Military Capabilities, Command Structure, and Strategic Guidance*; JPME Learning Area 2 – *Joint Doctrine and Concepts*; JPME Learning Area 3 – *Joint and Multinational Forces at the Operational Level of War*, and Learning Area 4 – *Joint Planning and Execution Processes*.

The JIIM Capabilities lessons are:

- C301 Interagency Capabilities and Considerations
- C302 USAF Roles, Functions, Capabilities, and Limitations
- C303 Fundamentals of U.S. Space Operations
- C304 U.S. Army Roles, Functions, Capabilities, and Limitations
- C305 U.S. Marines Roles, Functions, Capabilities, and Limitations
- C306 U.S. Navy and Coast Guard Roles, Functions, Capabilities, and Limitations
- C307 U.S. SOF Roles and Functions
- C308 Multinational Capabilities and Considerations
- C309A Strategic and Operational Sustainment
- C309B Strategic and Operational Sustainment
- C310 Operational Law

### **C400 – Joint Doctrine and Planning**

The C400 joint doctrine and planning theme consists of 12 lessons totaling 64 hours. The theme has three parts: Part A, joint doctrine, provides the doctrinal foundation that guides and directs the planning and execution of joint operations. It shapes the employment of the Service capabilities that were examined during the C300 theme. Part B, joint functions, provides a basic understanding of the joint functions so you can determine critical operational level tasks derived from such sources as the Universal Joint Task List (UJTL) and then translate those tasks into actionable duties and responsibilities that you will build into a joint plan. Part C, the joint operation planning process (JOPP), is a practical exercise where you will apply joint doctrine and JOPP using the Caucasus (GATT) scenario. At the conclusion of the C400 lessons you should; understand the doctrinal foundations underpinning joint operations; understand the joint functions of command and control, intelligence, fires, movement and maneuver, sustainment and protection; be able to develop and analyze a doctrinally complete course of action for the operational level.

The Doctrine lessons are:

- C401 Introduction and Fundamentals of Joint Operations
- C402 Operational Design and Operational Art
- C403 Range of Military Operations
- C404 FID, COIN, FHA and Peace Operations PE
- C405 Guadalcanal Case Study
- C406 Command and Control & Intelligence
- C407 Fires and IO Across the Joint Functions
- C408 Movement and Maneuver
- C409 Sustainment
- C410 Protection
- C411 Joint Functions PE
- C412 JOPP

### **C500 – Army Doctrine and Planning**

The C500, Army Doctrine and Planning theme consists of 11 lessons totaling 68 hours. These lessons will build on the study of:

- Critical and creative thinking, as well as problem solving that you explored during C100, *Foundations*;
- The strategic level of war introduced in C200, *Strategic Environment*;
- Joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations that you learned about in C300, *JIIM (Joint, Interagency, Intergovernmental and Multinational) Capabilities*;
- *Joint Doctrine and Planning* addressed in C400;
- An organizational level leader's perspective of change, culture, ethics, and the need for influencing organizations that you analyzed in L100, *Leadership – Developing Organizations and Leaders*; and,
- The historical basis of our doctrine as well as using historical context to inform military judgment and decision as studied in H100, *History – Rise of the Western Way of War*.

The C500 lessons will focus on two primary doctrinal subjects: What the Army does: full spectrum operations and How the Army does it: mission command.

C500 is an integral part of the ILE common core foundation for Joint Professional Military Education (JPME). This theme of instruction will address significant portions of each of the six Joint Learning Areas and Objectives of the Chairman of the Joint Chiefs of Staff Officer Professional Military Education Policy (OPMEP) learning areas for Service Intermediate-Level Education (ILE).

The Army Doctrine and Planning lessons are:

- C501 Doctrine Foundations
- C502 Understand the Environment
- C503 Tactical Sustainment Doctrine
- C511 FSO : Offense
- C512 FSO : Defense
- C513 FSO : Stability Operations
- C514 FSO : Civil Support Operations

- C515 Training for FSO
- C521 Mission Command – Art of Command
- C522 Mission Command – Science of Control
- C531 Intelligence Preparation of the Battlefield
- C532 MDMP Application – Mission Analysis
- C533 MDMP Application – COA Development
- C534 MDMP Application – COA Analysis

## **F100 - Force Management**

**Managing Army Change.** This instruction develops officers who are better prepared to lead, effect, implement, articulate, and manage change in the Army. Officers are introduced to what force management is and then familiarized with their role in using existing and projected force management systems to lead and manage Army transformation. The modules introduce officers to key force management agencies, processes, and concepts of change management 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, processes, and issues” involved in seven 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 resources are allocated for these solutions; how relevant and ready forces are generated; and how these changes are implemented in the field and sustained.

## **H100 – History**

**Rise of the Western Way of War.** This block provides students with a broad perspective on the interplay between war and Western society and the nature of revolutionary military change. Through that perspective, students gain insights into the challenges and opportunities the U.S. military faces today. The block focuses upon four “Military Revolutions” that have profoundly recast Western warfare since 1600: the rise of the nation-state; the emergence of mass politics; the Industrial Revolution; and the emergence of new combined arms warfare in World War I. H100 also introduces the students to military theory through the writings of Jomini and Clausewitz. Finally, there is a “Past as Prologue” lesson in which students reflect upon the lasting impact of “Military Revolutions” and military theory for today’s world.

## **L100 – Leadership**

**Developing Organizations and Leaders.** The L100 block focuses on the challenges field grade officers face as they develop and lead organizations within the 21<sup>st</sup> Century. Using military and civilian case studies, students critically analyze contemporary as well as timeless issues and paradigms of organizational leadership in FSO. How do I distinguish success from failure as an organizational leader? Should I change a successful organization? Is unethical behavior inevitable when my organization deploys? Why negotiate when I can use my authority, force, or the threat of force to achieve unit aims? Can an organization succeed without a vision? Am I learning the right lessons from my experiences as a leader? As students wrestle with these type questions and share experiences in class, they expand their context of leadership and what it means to influence the development of organizations and leaders as a field grade officer.

## ADVANCED OPERATIONS COURSE (AOC)

ILE AOC develops military professionals adept at making repetitive discretionary judgments and skilled in problem-solving under lethal, non-lethal, volatile, ambiguous, complicated, and uncertain circumstances within the spectrum of conflict in JIIM operations. It prepares Maneuver, Fires and Effects, and Force Sustainment career field officers to serve on battle staffs of operational headquarters, to lead missions assigned to battalion- and brigade-size units, and to develop the professional skills and competencies they will require as senior field-grade leaders.

AOC culminates each block with sequential practical applications in which students demonstrate competency at corps, division, and brigade levels. This 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 general theme of the first two applications is pre- and hostility FSO operations, but the theme for the BCT application is ARFORGEN followed by a post-hostility, stability operation. (See Figure 2).

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 AOC, 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.

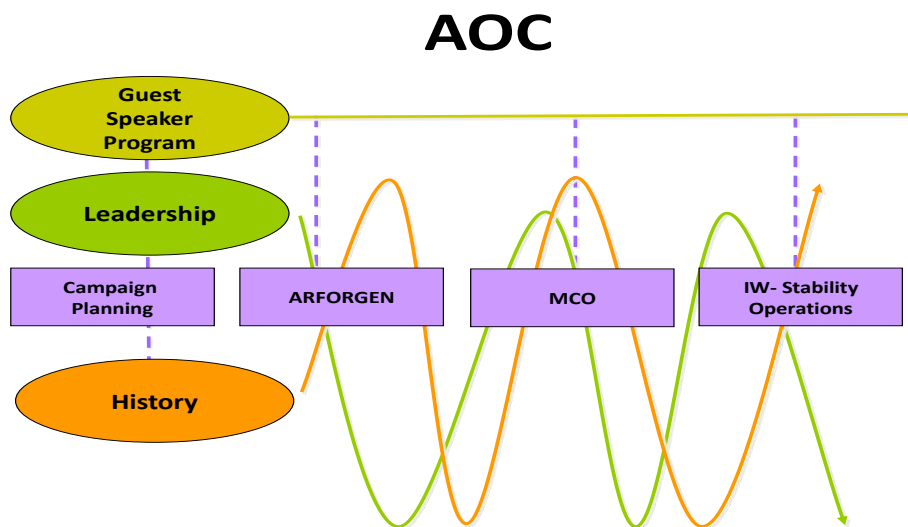


Figure 2. Advanced Operations Course (AOC)

## **AOC Block O100 – Joint Force Land Component Command (JFLCC Operations-Advanced Operations Course (AOC))**

As the initial block of instruction in AOC, this block is designed to help students gain a higher level of understanding of U.S. Service doctrine as it relates to joint operational warfighting. It focuses operations career field officers on warfighting when conducting FSO in a JIIM environment and concentrates on the requisite competencies to serve successfully above the Brigade Combat Team (BCT).

A series of graded applications and papers are due throughout the course. Students will develop a running estimate in accordance with joint and service doctrine. Students will also complete three historically based case studies, one on Combined/Joint Force Land Component Commander (C/JFLCC) operations, one on counter-insurgency (COIN), and one on foreign internal defense (FID). These case studies will provide a back drop for the development of an operational concept during application exercise.

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

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 lessons of AOC 1 Block cover four broad areas:

### **AOC Block – O200 Army Force Generation:**

AAOC O200 focuses on building, deploying, maintaining, and deploying forces for Army operations. The block will introduce relevant readings and material to you about the ARFORGEN process. We will explore how the Services generate and DoD assigns, allocates, and apports forces for global missions in support of combatant commanders. After considering the joint processes, we will focus more heavily on the Army. The Army's adoption of the force generation model (ARFORGEN) and its transition to the modular brigade structure have led to monumental changes in the way that the Army builds and rotates forces for all missions. You will study this process as a member of a modular brigade staff and will solve problems and will deal with challenges that exist within this paradigm. Your class discussions and presentations will demonstrate your reasoning, creativity, and communication skills that will enable you to solve problems and synthesize a myriad of data into relevant information. Activities within this block will assist you in understanding the agencies, processes, and policies that take units through the ARFORGEN cycles of *reset*, *train/ready*, and *deploy*. Additionally, you will receive instruction on training management and the enabling functions of contracting, funding, and monies and war-time host nation support, which are all functions that help commanders to synchronize and to achieve desired effects within their areas of operation.

### **AOC Block – O300 Division Operations in Full Spectrum Operations**

This block provides an understanding of how the Army fights at the division echelon of command, and how division commanders exercise command in battle.

The instruction begins with an overview of the modular division followed by lessons covering division doctrine and concepts, division battle command, offensive and defensive operations, and



division movement emphasizing the MDMP. The block ends with a simulation-assisted, combined arms application exercise at the division echelon emphasizing the Rapid Decision and Synchronization Process (RDSP). 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 FSO.

### **AOC Block O400 Brigade Combat Team (BCT) Operations in Stability Operations**

This block provides an understanding of how the Army fights at the BCT Echelon. It develops officers competent to serve as commanders or staff officers within a BCT. The linking theme for the course follows a BCT through the ARFORGEN model from training to employment in FSO with a focus on Stability Operations in an irregular warfare environment.

### **H200 - Transformation in the Shadow of Global Conflict**

This block explores and analyzes the ‘why’ and ‘how’ of innovation 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 nations developed emerging technologies and the theory that accompanied their employment in battle. The lessons analyze the development of mechanized warfare, airpower, aircraft carriers, and amphibious operations. The block continues with an investigation of how well these transformed military organizations fared on the battlefields of World War II.

### **H300 – Roots of the Contemporary Operating Environment (COE)**

H300 analyzes historical conflicts and military developments that mirror the social, political, military, and economic challenges of the COE. The block focuses on the themes of people’s revolutionary war, conflict termination, limited warfare in the context of the late twentieth century, and the advancement of joint warfare to meet complex evolving threats. The last lesson affords an opportunity to reflect on the entire military history curriculum.

### **L200 – Leadership**

The L200 Leadership Applied block builds on the foundation established in L100. The goal in L100 is to challenge students to critically analyze how field grade officers develop organizations and leaders within the contemporary operational environment. In L200 we ask students to assume the role of the commander and apply what they learned from L100. The objective is for the students to take a commander’s purview to integrate their organizational leadership perspective within a warfighting setting by studying a series of historical cases ranging from World War II to fighting in the contemporary operational environment. All the cases occur in a spectrum of conflict framed in uncertainty, complexity, ethical challenges, and physical and psychological stresses. By looking through the eyes of a commander, students gain a better understanding of the dynamics of organizational level leadership and the competencies that make organizational leaders successful in leading, developing, and achieving results in FSO.

## **ELECTIVES PROGRAM**

The Electives Program provides students the opportunity to enhance personal and professional growth through advanced applications. The program supports long-term professional development

and is not merely focused on immediate follow-on duty requirements. The program is designed to broaden the student's professional needs and not designed to be remedial in nature.

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

A detailed Memorandum of Instruction (MOI) is published during the Common Core Course outlining elective requirements and administrative procedures.

### **Focused Programs**

Every student is by default in the Operational Art and Science focused program. Students may elect to participate in other focused programs. Students who wish to participate in a focused program other than Operational Art and Science must apply for and be accepted into that focused program by the proponent.

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

## **SPECIAL OPERATIONS FORCES**

SOF studies consists of two major blocks of instruction; S400; SOF Fundamental Studies and S401; SOF Advanced Studies. This is a 56-hour block of instruction which all U.S. Army Special Forces (SF) branch officers, U.S. Army Psychological Operations (PO) branch officers, and U.S. Army Civil Affairs (CA) branch officers will be enrolled. Special Operations Aviation Regiment officers and U.S. Army officers with a follow on assignment to the 75th Ranger Regiment should apply for enrollment in the SOF Studies. Program approval must be granted by their ILE directorate/proponent. Air Force Special Operations Forces, Navy Special Operations Forces and Marine Special Operations Forces are encouraged to enroll with approval from their service component. Other officers with a follow-on SOF assignment and no previous SOF experience are encouraged to enroll in the SOF track as well with the approval of their directorate or service element. The SOF Education Element Lead will approve these requests.

The purpose of the SOF Studies program is to provide Intermediate Level Education (ILE) students the opportunity to analyze SOF organizations, structures, operations, history and core tasks, which will allow them to gain an advanced level understanding of joint SOF operational warfighting in the Joint, Interagency, International and Multi-national (JIIM) environment. This block will focus the student on performing as an unconventional operations and interagency collaborative mission planner, in organizations conducting full spectrum operation, capable of planning, synchronizing, integrating, and executing operations at the Combined Joint Special Operations Task Force (CJSOTF) and higher level.

**S400 - SOF Fundamental Studies.** SOF Fundamental Studies establishes the baseline SOF knowledge students are required to have for all subsequent learning within the SOF Studies Program. This 24 hour module consists of 8 lessons taught on separate days. It establishes the importance of the SOF curriculum and sets the baseline knowledge of the SOF student for enrollment into S400 SOF Advanced Studies.

**S401 - SOF Advanced Studies.** SOF Advanced Studies builds on the Fundamental SOF Studies and focuses on how critical thinking/critical reasoning contribute to the conduct of SOF

operations, the contribution of SOF capabilities to full spectrum operations, and selected studies of SOF in the Contemporary Operational Environment (COE). It includes guest speakers and presentations (classified and unclassified) to focus officers on the profession of SOF operations.

### **Mandatory SOF Studies Program Events**

In addition to the S400 and S401 courses, all ARSOF students will:

- Participate in C307 and O103 lessons as the student SOF subject matter expert.
- SOF Students who attended the SOF Preparatory Course (P-940) prior to the start of ILE are only required to enroll in S401 (SOF Advanced Studies).
- SOF students are expected to participate in the mentorship program with representatives of US Special Operations Command components and Theater Special Operations Commands (TSOC), and other designated guests. All events support specific SOF Studies Program learning objectives. Exceptions will be dealt with on a case-by-case basis.
- Officers in SOF Studies must take one Regional Requirement.
- SOF students (SF, CA and PO) are restricted to volunteering for only one elective that requires the student to depart Fort Leavenworth for more than three days.

## **OTHER PROGRAMS**

### **Operational Leadership Experiences Project**

The purpose of the Operational Leadership Experiences Project is to create an unclassified, web-accessible data base of interviews of CGSC students and selected others with recent operational experience in the Long War. The project is managed by the Combat Studies Institute with assistance from the Department of Military History. Interviews are conducted by Combat Studies Institute staff and CGSC students in the 5X Historian Additional Skill Identifier program.

## **DISTANCE EDUCATION**

### **Mission**

The mission of DDE 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 CGSC's distance learning programs (the The Army School System [TASS] course, the web-based Distributed Learning [AdL] course, and AOC-Blended Learning) to Active Component (AC) and Reserve Component (RC) officers from all services and allied nations and GS-11 DA Civilians in AdL and GS-12 DOD and Interagency Civilians.

The ILE nonresident program is offered through attendance at TASS Battalion sites or as a 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/Professional Development Education (PDE) brigades.

The web-based option was 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 110 adjunct faculty members for a total of approximately 650 faculty members within the non-resident educational framework.

The non-resident AOC consists of six modules, the Campaign Planning module (O100), the Force Generation module (O200), the Full Spectrum Operation module (O300), Brigade Stability Operations (O400), History module (H200 and H300) and Leadership module L200. The pilot for the TASS Battalion instructed course was completed in July 2006, and was discontinued in 2008. The Advanced distributed Learning (AdL) AOWC modules (W100, W200, and W300) pilot courses began in October 2006 and transitioned to Advanced Operations Course AOC Curriculum in June 2010. The non-resident history and leadership courses are available now in a web-based format.

The non-resident courses parallel the curriculum of the regular ILE course's terminal learning objectives (TLO) and enabling learning objectives (ELO).

### **ILE-CC Course Structure**

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

- The web-based course 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 courses are presented by Reserve Component instructors under a professional development brigade and two multi-functional battalions throughout the United States, Germany, and Hawaii. This option is also organized into three sequential phases with courses equivalent to those in the resident course. Each sub-course contains one or more objective examinations and/or subjective requirements.

Both the TASS ILE and web-based options are phase sequential courses, Phase I, II, and III. All requirements in a phase must be completed prior to starting the following phase. Students can switch modalities based on operational tempo, from AdL to TASS or from TASS to AdL upon the completion of each Phase.

### **ILE-AOC Course Structure**

The nonresident facilitated learning course (one instructor to sixteen students) is designed for the student to complete in not more than 18 months starting the first day of the month following the student's graduation month from ILE-CC satellite campus, TASS or AdL. If a student has not completed the AOC course in the prescribed time limit, he/she can request administrative deferment up to six months or operational deferment up to 12 months.

### **Eligibility Criteria**

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

- Must be Officer Advanced Course (OAC,CCC,CAX/CAS3) complete.
- Must be a captain or captain promotable with a minimum of 3 years time in grade and 8 years commissioned service.
- 

**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 captain or captain promotable with a minimum of 3 years time in grade and 8 years commissioned service.
- Special branch AC and RC officers, if applicable (AMEDD, JAG, and Chaplains).
  - Must be OAC complete.
  - Do not have to be SPC complete, but highly recommended.
  - Must be a captain or captain promotable with a minimum of 3 years time in grade and 8 years commissioned service.
- All officers attending TASS 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**

Students are expected to earn a TRI grade of “B-” (80) or better in each theme/block/course within the overall program of study (but must achieve a cumulative GPA of 3.0 or higher for the program of study). The department director (responsible for the curriculum failed), in coordination with the team leader/seminar leader or DDE representative, will plan and manage a student’s remediation. For further guidance, see CGSC Bulletin #903 (CGSC Academic Performance, Graduation, and Awards Policies and Procedures).

### **Student and Staff Assistance**

Academic Education Technicians from the Department of Distance Education (DDE) provide Non-resident students administrative information. Students desiring information about their academic status, receipt or non-receipt of instructional material, additional instructional material required, etc., may either call, e-mail, or write for answers. All inquiries must include the student's name, rank, AKO username, and current mailing address.

Written inquiries should be mailed to: Department of Distance Education (DDE)  
290 Stimson Avenue, Bldg 225  
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 DDE secretary who will then forward to correct Education Technician.

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, AKO username, telephone numbers (Overseas callers need to provide their commercial number, including country code), and reason for call. Education Technicians are not available at their private residence telephones to receive queries concerning CGSC's nonresident programs and individual student's academic records.

E-mail: Contact DDE Education Technicians by electronic mail. Names of Education Technicians and E-mail addresses are located on the CGSC/DDE home page - requires an AKO login (Click "School of Advanced distributed Learning" located under the heading "CGSC Links.")

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

Enter your respective Education Technician's user name followed by the DDE address. When writing, identify yourself with name and AKO username.

## **CHAPTER 6**

### **SCHOOL OF ADVANCED MILITARY STUDIES (SAMS)**

#### **INTRODUCTION**

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

- The AMSP educates 108 Army, 18 Sister Service, 9 International Military Students, and 9 Interagency students over two class cycles. The large class is the summer class of seven seminar (16 students each) which begins in June and graduates in May. The smaller class is the winter class of two seminars (16 students each) which begins in January and graduates in December. All students must compete in the AMSP selection process with the process focused on best applicant selection. Upon graduation, the students earn a Master of Military Art and Science (MMAS) Degree from the program and will be assigned by their services to key leadership and staff positions in senior command headquarters. U.S. Army officers are assigned to serve on a division, corps or Army Service Component Command general staff positions, or assignments appropriate to their functional area.
- The AOASF Program is a two-year long senior service college level program. The program affords the opportunity to conduct a year of intense study described above for 16 Senior Service College (SSC) selected officers or equivalent students, annually. In the second year of the Fellowship seven to eight Army officers and, in alternating years, one USMC officer serve as small group seminar leaders in the AMSP.

#### **GOALS**

The AMSP mission is to educate members of our Armed Forces, our Allies, and the Interagency at the graduate level to become agile and adaptive leaders who are critical and creative thinkers who produce viable options to solve operational problems.

The AOASF mission is to educate the future leaders of our Armed Forces, our Allies, and the Interagency at the graduate level to be agile and adaptive leaders who think critically at the strategic level to solve complex ambiguous problems.

#### **ADVANCED MILITARY STUDIES PROGRAM (AMSP)**

Selection for the AMSP is conducted twice a year (in the spring for the winter class and fall for the summer class). Applicants come from the field and the ILE (from satellite campus, blended learning, and the resident courses) or an equivalent service course. Field applicants must have successfully completed the ILE core course and the AOC or their career field qualification course. Human Resources Command will publish a Military Personnel (MILPO) message prior to the opening of a selection window to announce the selection criteria, timeframe, and all coordination instructions.

**Methodology and Composition:** AMSP is taught primarily in small groups of 15 to 16 students led by a Seminar Leader (second year AOASF Fellow) and a SAMS civilian faculty member (Ph.D.), with student-centered learning being the operative technique. In addition to seminar discussions, the AMSP curriculum includes a rigorous military exercise program that emphasizes the practice of operational planning and applied decision making.

**Program Phases:** The AMSP consists of three phases:

- Phase I: Preparation during ILE to include mandatory enrollment in electives which will be directed through the ILE Electives Memorandum of Instruction (MOI).
- Phase II: Advanced Military Studies Course (AMSC) (1-250-C11):
  - Forty-Nine-week resident course.
  - Master of Military Art and Science (MMAS) Degree Program participation.
- Phase III: Subsequent assignment: Divisions, Corps, Army Service Component Command general staff positions.

**Curriculum:** The AMSP begins generally during the last week of June or the second week of January (approximately two to three weeks after ILE graduation). The curriculum includes instruction on military problem solving; classical and contemporary military theory and history; Army and joint doctrine; the fundamentals of operational planning; battle dynamics; division, corps, and Joint Task Force (JTF) operations; the operational theory and practice; air, sea and Special Operations Forces (SOF) operations; contemporary military operations; and the application of national elements of power. At the conclusion of the program, each student will complete an oral comprehensive examination.

**Writing Requirement:** Each student is also required to produce an original 40-page research monograph focusing on an operational or military subject. These documents will be prepared under the supervision of a member of the SAMS faculty. Monograph approval by the Director, Graduate Degree Programs results in awarding of the MMAS Degree provided the student meets all other SAMS graduation requirements.

## **ADVANCED OPERATIONAL ART STUDIES FELLOWSHIP (AOASF) PROGRAM**

**Scope:** The AOASF is a SSC program for 16 students (lieutenant colonels and colonels or equivalent civilians) which awards Military Education Level (MEL) 1 completion after one year. The program is two-years in length for U.S. 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 U.S. 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 and Joint Staff to



reach planning missions for forward deployed headquarters. At the conclusion of the program, each student will complete an oral comprehensive examination.

**Writing Requirement:** AOASF students are also required to produce an original 40-page research monograph on an operational or strategic military subject, selected in coordination with the Director, AOASF. The monograph will be prepared under the supervision of a member of the SAMS faculty.

## **DESCRIPTION OF GRADUATES**

### **Advanced Military Studies Program (AMSP)**

The graduate of the AMSP possesses extensive knowledge in operational art and science that enables the graduate to serve as a leader and effective operational planner, competently and confidently leading operational planning teams in developing situations using various problem solving processes and subsequently providing command teams viable options for their decision to manage problems those organizations encounter in the operational environment of the 21<sup>st</sup> century. The graduate has earned a Master of Military Art and Science.

Graduates Outcomes:

- Leads teams in support of military operations and is a good teammate;
- Is an effective planner who applies operational art and science;
- Demonstrates critical and creative thinking in developing solutions to contemporary operational problems using Joint, Interagency, Intergovernmental and Multinational (JIIM) approaches;
- Understands the complexities of past and future operational environments;
- Communicates effectively verbally, graphically and in writing. (LTC Caslen Aprvd – MAR 2011)

### **Advanced Operational Art Studies Fellowship (AOASF)**

The graduate of AOASF possesses extensive operational and strategic knowledge that enables the individual to completely and confidently serve as future commanders and leaders of staffs on senior level commands from the Service Component to Combatant Command level. The graduate has earned a Master of Military Art and Science.

AOASF graduates are:

- Innovative risk takers willing to experiment;
- Exceptional commanders, schooled in the art of command, and leaders of strategic and operational design and campaign planning;

- Creative and adaptive leaders at complex-adaptive problem solving at the strategic and theater-strategic levels of conflict;
- Sophisticated evaluators of the practical strategic and operational implications of cultural differences;
- Extraordinary leaders of theater strategy development and campaign planning;
- Masters at developing and mentoring junior officers;
- Also charged to serve as Seminar Leaders for AMSP during their second year.

Those who remain a second year as a Seminar Leader will:

- Coach and mentor AMSP students for professional confidence as operational planners for Division, Corps, and Service Component Headquarters;
- Teach U.S. Army and Joint doctrine;
- Teach for Integrated Planning ensuring the students understand the theory, history, practice, and doctrine of military decision-making processes;
- Coach AMSP students to be capable team leaders and value-added teammates who are humble.

## CHAPTER 7

### SCHOOL FOR COMMAND PREPARATION (SCP)

#### ORGANIZATION

A. Command Team Enterprise (CTE) established in 2009 synchronizes, integrates and collaborates stake holder functions and priorities to produce a cost effective, world class outcome for future command teams. CTE encompasses company and field grade programs, designates lead agent, provides input for capabilities development to MC COE and creates research responsibilities within the organizational construct of the enterprise. The outcome supports the ARFORGEN cycle, optimizes scheduling of Army command programs and output, while conserving resources.

B. SCP was established in 1984. Nearly 1,615 students have graduated from one of the ten courses SCP conducts. The SCP develops, educates and supports US Army Field Grade Commanders, CSMs and spouses (Command Team) across the full spectrum of operations in JIIM to provide relevant and ready, joint enabled command teams to the Joint Force Commander.

#### GOALS

The Goal of CTE is an integrated and collaborative process that all enterprise partners use for the efficient and effective execution of Army command team development, education and support.

The goals of the SCP are to:

- Provide a state of the art learning experience to future command teams.
- Provide policy inputs – AR 350-1, AR 600-20, DAPAM 600-3, Doctrine, ALDS, ACP, TRADOC Campaign Plan, JT REGs.
- Initiate research initiatives – Competencies for all levels of command.
- Become the proponent for Command Team/Human Dimension aspects of capability development – Mission Command POC for training and education of command teams. LD&E representative to DOTMLPF requirements determination concerning command team capabilities. Synchronize and integrate command team education and training across all cohorts/levels of command through command team enterprise.
- Support the field with Reach-back/Push-forward support (AC/RC, from selection to change of command) – Full life cycle support to command teams with SME, knowledge/data base management and problem solving capacity, capabilities development and end user/command team representation in combat/training/doctrine development forums.

## COURSES

**Battalion Pre-Command/Command Sergeants Major Course (BN PCC/CSMC) [2G-F22/521-F1 BN]:** The Army BN PCC is a week long course conducted 11 times a year by the U.S Army Command and General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS for all centrally selected active duty 05 level command selectees to include Transition Team (TT) command selectees, centrally selected Key Billet selectees, active guard reserve and reserve component 05 command selectees, traditional member guard and reserve command selectees on a space available basis, active duty battalion Command Sergeants Major selectees, and guard and reserve battalion Command Sergeants Major selectees on a space available basis.

The purpose of the course is to facilitate future commanders and CSMs in their preparation for field grade command/command team by providing a series of facilitated seminars that cover Policy, leadership, command teaming, transformation, contemporary operating environment, training, legal issues, and team building.

The instruction during the BN PCC is conducted by senior Army leadership, to include the Chief of Staff, U.S. Army (CSA), U.S. Army Forces Command (FORSCOM), U.S. Army Training and Doctrine Command (TRADOC) commanders, representatives from across the DA, and other staff agencies.

Command designees must complete all required SCP courses before assuming command. If this cannot be accomplished, the approval of the Director, Officer Personnel Management Directorate (OPMD) must be obtained to defer attendance until after the assumption of command. Exception to this policy must be submitted through Human Resources Command (HRC), Senior Leader Development (SLD), or Army National Guard (ARNG), as applicable, through G-3/5/7 to the Vice Chief of Staff, U.S. Army (VCSA) for approval. Deferrals/waivers are requested via the Senior Assignments Manager (SAM) from the branch and will be approved only in the event of compelling circumstances beyond the control of the command designee and the gaining unit.

**SECURITY CLEARANCE: SECRET**

**Brigade Pre-Command/Command Sergeants Major Course (BDE PCC/CSMC) [2G-F22/521-F1 (BDE) (CT)]:** The Army BDE PCC/CSMC is a weeklong (7 day) course conducted 11 times a year by the U.S. Army Command and General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS, for all centrally selected active duty 06 level command selectees to include Transition Team (TT) command selectees, centrally selected Key Billet selectees, active guard reserve and reserve component 06 command selectees, traditional member guard and reserve 06 command selectees on a space available basis, active duty brigade Command Sergeants Major selectees, and guard and reserve brigade Command Sergeants Major selectees on a space available basis.

The purpose of the course is the development of senior level leadership skills, creative/strategic thinking, communicating strategically, and effective influence. Emphasis is on self awareness as a leader and corporate level strategic planning and implementation.

The instruction during the BDE PCC/CSMC is conducted as an executive level education seminar facilitated by LWMIII Consulting Agency, a corporate level leadership expert from the University of Kansas, the Chief of Staff, U.S. Army (CSA), U.S. Army Forces Command (FORSCOM) commander, and U.S. Army Training and Doctrine Command (TRADOC) commander. **SECURITY CLEARANCE: SECRET**

**Command Team Seminar (CTS) (2G-F56/521-F1 (CT)):** The CTSP is a five-day course for the spouses of Army officers and CSMs who will lead battalion and brigade-sized units and runs concurrently with the PCC/CSMC. CTS-BN provides battalion command teams with the awareness and skills needed to make a contribution to a positive environment of family, unit, and community in support of unit and organizational readiness, for an Army at war. CTS-BDE focuses on changes working at battalion to building influence at brigade, addresses interaction between other brigades and higher level command teams and understanding the importance of Strategic Communications.

**The Command Sergeants Major Development Program - Battalion (CSMDP-BN) [521-F1 (FO-BN)]:** All Battalion CSMs attend this course following PCC/CSMC. This course is designed to assist CSM selects in their preparation for assignment as a battalion CSM. The course is designed to prepare CSMs for the direct level of leadership within a battalion. The course prepares the CSM for leading and managing the training of Soldiers; growing and developing battalion leaders; proving proper and practical advice to the commander and staff officers; providing developmental counseling to the battalion leadership; and instilling the heritage and traditions of our Nation and the United States Army within the battalion. The course will consist of graduate level seminars facilitated by currently serving senior Nominative and Battalion CSMs. **SECURITY CLEARANCE: SECRET**

The Command Sergeants Major Development Program – Brigade (CSMDP-BDE) [521-F1(FO-BDE)]: All Brigade CSMs attend this course following BDE PCC/CSMC. This course is designed to assist CSM selects in their preparation for assignment as a brigade CSM. The course is designed to prepare CSMs for the organizational level of leadership within a brigade. The focus is on understanding the unique aspects of the Brigade’s organization and functions while identifying and describing the CSM’s role. **SECURITY CLEARANCE: SECRET**

**The Tactical Commanders Development Program (TCDP) (Battalion) (2G-F84):** All modified Table of Organization and Equipment (MTOE) battalion command designees will attend a two week tactical command instructional period. TCDP is a ten day course focused on the tactical commander and his/her upcoming command tour. The command designees will participate in instructor facilitated, officer-led discussions and practical exercises in Organizational Leadership; Information Operations Engagement; Counter-Insurgency (COIN); Cultural Awareness; Media and Strategic Communications; Commander’s Visualization; Design; Ethical Decision Making in Combat; Operations in JIIM Environment; Practical Exercises encompassing full spectrum operations (FSO). The course content is introduced from a doctrinal perspective then quickly transitions to an application in the current operating environment the commanders will experience during their command tour.

TCDP assists in developing and enhancing tactical level command designees’ applications of the “Role of the Commander” in Mission Command, congruent with the Army leadership and decision making doctrine so that they may be able to succeed as adaptive and innovative problem solvers in a complex, dynamic operational environment. This course stresses the application of Army tactical decision making doctrine and the intuitive elements of the art of command. It provides a unique opportunity for commanders to assess their ability to understand, visualize, describe, direct and lead operations – the “Role of the Commander.” In TCDP, command designees receive prepared staff level products and develop and issue commanders intent, guidance and Commander’s Critical Information Requirements (CCIR). They receive feedback through peer interactions, seminar leader-led discussions with former battalion commanders and senior retired officer interaction. **SECURITY CLEARANCE: SECRET**

**The Tactical Commanders Development Program (TCDP) (Brigade) (2G-F80):** All non-Brigade Combat Team (BCT) MTOE brigade command designees attend this course that parallels with TCDP (Battalion). These command designees attend separate seminars that focus on topics that are unique to their commands. These seminars include Brigade-Garrison interface, Army Force Generation (ARFORGEN) application to non-BCT commands, functional brigade trends and challenges from Battle Command Training Program (BCTP), and terms of reference by CGSC Deputy Commandant (DC), counseling and senior rater philosophy, NTC and JRTC lessons learned VTCs, and a discussion with a former or serving division commander among others.

**SECURITY CLEARANCE: SECRET**

## DESCRIPTION OF GRADUATES

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

PCC/CSMC Graduates -

- Critical and creative thinkers in the most dynamic environments; confident, self-aware, continually learning and adapting, who can solve complex problems from the tactical to strategic levels.
- Grounded in the military aspects of statesmanship, culture, and governance.
- Understand critical distinctions between intuitive and deliberate decision making, masters of design, understand campaign planning, and are self aware.
- Can quickly and effectively analyze systems and situations, articulate intent, issue guidance, and develop solutions to achieve desired effects throughout the full spectrum of operations.
- Educated on the changes within their specific proponent across DOTMLPF.
- Masters at developing Soldiers for the future.

**CSMDP Graduates:** The graduates of CSMDP are critical and creative thinkers, confident, competent and adaptive leaders.

CSMDP Graduates-

- Develop skills to advise the commander in mission accomplishment.
- Understand critical command relationships.
- Are critical and creative thinkers.
- Understand the standards and discipline of a unit.

- Are familiar with the COE and have relevant situational awareness.

**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.
- Are familiar with the COE and have relevant situational awareness with respect to their future commands.

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

**BCTCDP Graduates:** The graduates of BCTCDP are able to exercise command of a Modular BCT.

BCTCDP Graduates-

- Can quickly and correctly analyze systems and situations through the range of complex operating environments and cultures.
- Enhance Organizational and Strategic Leader Competencies.
- Develop skills in maintaining an ethical command climate in combat and tactical risk mitigation.
- Understand how to coordinate and integrate joint and inter-agency department capabilities into Full Spectrum Operations.
- Understand the training strategies used in ARFORGEN model.

## CHAPTER 8

### SCHOOL OF ADVANCED LEADERSHIP AND TACTICS (SALT)

#### ORGANIZATION

SALT is organized with an Office of the Director, Requirements Office, Army Learning Technology Manager, Captains Career Course Manager and Reserve Component Integration Manager.

#### GOALS

The goals of SALT are:

- Systematically improve mid-grade officer learning through a continuum of learning.
- Provide a state of the art, tailored learning experience to students.
- Synchronize mid-grade learning with the ARFORGEN process and integrate the leader development objectives within the Army Leader Development Strategy.
- Provide quality instruction to commander and first sergeant designees that prepare them to operate as a successful company command team.

#### COURSES

**AC - Captains Career Course (CCC).** The AC-CCC is a 20-24 week PCS course taught at eight TRADOC installations to all officer branches. The course consists of 7.5 weeks of common core instruction based upon Army keystone and capstone doctrine (FM 3-0, 5-0, 6-0, 7-0, and 6-22), with the balance of the course focused on developing branch-specific technical and tactical expertise.

**RC - Captains Career Course (CCC).** The RC-CCC consists of the same educational outcomes as the AC-CCC; however, the curriculum design and method of delivery are different to accommodate the RC unique requirements. The RC-CCC is a 13 month blended learning course consisting of two Active Duty for Training (ADT) periods and at least 11 Individual Duty for Training (IDT) periods. IDTs are completed via dL and ADTs are completed at one of eight TRADOC installations to all officer branches.

**Company Command Team Course (CCTC).** The CCTC is under development. It is envisioned to be up to an 80 hour dL course that covers the programmatic authorities and responsibilities of both Active and Reserve Component commanders and first sergeants common to all leaders. Installations will still conduct local pre-command courses as they deem necessary to address local techniques, procedures, and policies.

**Coordinating Staff Modules.** Five coordinating staff modules are available as self-development to prepare officers to assume the duties of a battalion S1, S2, Assistant S3, S4, or



Battalion Maintenance Officer (BMO). The courses consist of 35 hours of dL, and are offered through the Army Learning Management System (ALMS) as self-paced instruction.

**Officer Self-Development (OSD) Common Core.** OSD is pre-decisional. It is envisioned to transition the current CCC common core instruction to a dL format for officers to complete as self-paced instruction prior to attendance to the new CCC designed to support the Army Learning Concept for 2015. OSD continues after completion of the CCC to promote life-long learning and broadening.

## **DESCRIPTION OF GRADUATES**

The graduates of SALT courses are masters of branch-specific technical and tactical skills, staff processes in battalions and brigades, direct leadership and command competencies, and prepared for the transition to major.

Graduates are Critical and Creative Thinkers who are Effective:

- Leaders – who can build and lead teams, and demonstrate character and competence and who speak and write clearly, concisely and persuasively.
- Across Cultures – who can conduct operations and shape perceptions considering prevailing values, beliefs, behaviors and norms.
- Tactical-level Full Spectrum Operators – who can plan, prepare, execute, and assess simultaneous operations.
- Battalion/Brigade Staff Officers – who understand staff organizations, and can apply MDMP and other similar processes in a JIIM environment.
- Decision Makers and Practitioners of Mission Command – who can apply deliberate and intuitive judgment within an ambiguous and time constrained operational environment.
- Trainers – who can apply the principles of training and manage training.

## GLOSSARY

AAFES	Army and Air Force Exchange Service
ABCS	Army Battle Command System
AC	Advanced Course
AC2	Aviation Command and Control
ACD	Accreditation Coordination Division
ACE	American Council on Education
ADC	Assistant Deputy Commandant
AdL	Advanced distributed Learning
ADTS	Army Digital Training Strategy
AEAC	Army Education Advisory Committee
AERS	Army Educational Requirements System
AFATDS	Advanced Field Artillery Tactical Data System
AFELM	Air Force Element
AGOS	Air Ground Operations School
AIS	Accountable Instructional System
AKO	Army Knowledge Online
AMDWS	Air Missile Defense Workstation
AMEDD	Army Medical Department
AMSP	Advanced Military Studies Program
AOASF	Advanced Operational Art Studies Fellowship
AOC	Advanced Operations Course
AOP	Academic Outreach Program
APFT	Army Physical Fitness Test
APR	Academic Performance Review
AR	Army Regulation
ARB	Academic Review Board
ARFOR	Army Forces
ARFORGEN	Army Force Generation
ARNG	Army National Guard
ARSOF	Army Special Operations Forces
ARSTAFF	Army Staff
ASAS	All Source Analysis System
ASCC	Army Service component command
ASI	Additional Skill Identifier
BCNET	Battle Command Network
BCS3	Battle Command Sustainment Support System
BCT	Brigade Combat Team
BCTCDP	Brigade Combat Team Commanders Development Program
BCTP	Battle Command Training Program
C2	Command and Control
C2PC	Command and Control Personal Computer
CA	Civil Affairs
CAC	Combined Arms Center
CAL	Center for Army Leadership
CARL	Combined Arms Research Library
CCC	Captains Career Course
CCIR	Commander's Critical Information Requirements
CCTC	Company Command Team Course
CGSC	Command and General Staff College

CGSS	Command and General Staff School
CHEA	Council on Higher Education Accreditation
CHEM	Chemical
CJCS	Chairman of the Joint Chiefs of Staff
CJCSM	Chairman of the Joint Chiefs of Staff Manual
C/JFLCC	Combined/Joint Land Component Commander
CLC3	Combined Logistics Captains Career Course
CLDC	Civilian Leader Development Course
CLDD	Civilian Leader Development Division
COCO-P	Certificate in Overseas Contingency Operations-Planning
CoE	Centers of Excellence
COE	Contemporary Operating Environment
COE	Commission on Occupational Education
COIN	Counter-Insurgency
COR	Contracting Officers Representative
CoS	Chief of Staff
COTS	Commercial Off-the-Shelf
CP	Command Post
CPOF	Command Post of the Future
CSA	Chief of Staff, United States Army
CSI	Combat Studies Institute
CSM	Command Sergeant Major
CSMC	Command Sergeants Major Course
CSMDP	Command Sergeants Major Development Program
CSS	Combat Service Support
CTC	Combat Training Centers
CTS	Command Team Seminar
DA	Department of the Army
DAA	Designated Approving Authority
DBST	Digital Battle Staff Trainer
DC	Deputy Commandant; District of Columbia
DCGS-A	Distributed Common Ground System-Army
DCL	Department of Command and Leadership
DDE	Department of Distance Education
DGDP	Directorate of Graduate Degree Programs
DJIMO	Department of Joint, Interagency and Multinational Operations
DLDC	Digital Leader Development Center
DLI	Defense Language Institute
DLRO	Department of Logistics and Resource Operations
DMH	Department of Military History
DOA	Dean of Academics
DoD	Department of Defense
DOET	Directorate of Educational Technology
DRCP	Directorate of Reserve Component Programs
DTAC	Department of Army Tactics
DTIC	Defense Technical Information Center
DTO	Division Transportation Officer
ELO	Enabling Learning Objectives
EN	Engineer
EOD	Explosive Ordnance Disposal
FBCB2	Future Battle Command Sustainment Support System

FID	Foreign Internal Defense
FORSCOM	United States Army Forces Command
FSC	Forward Support Company
FSD	Faculty and Staff Development
FSO	Full Spectrum Operations
GCCS	Global Command and Control System
GCCS	Global Command and Control System
GDP	Graduate Degree Program
GFC	Graduation Faculty Council
GIF	General Instruction Facility
GNA	Goldwater-Nichols Department of Defense Reorganization Act
GOTS	Government Off-the-Shelf
HLC	Higher Learning Commission
HRC	Human Resources Command
HSS	Homeland Security Studies
HUMINT	Human Intelligence
IA	Information Assurance
IANM	Information Assurance Network Manager
IASD	Interagency Student Division
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
IS	Information Systems
ISAR	International Student Academic Report
JAC2C	Joint Air and Space Command and Control Course
JAWS	Joint Advanced Warfighting Studies
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
JFROG-II	Joint Force Requirements Generator II
JIIM	Joint, Interagency, Intergovernmental, and Multinational
JOE	Joint Operational Environment
JOPES	Joint Operation Planning and Execution System
JOPP	Joint Operation Planning Process
JPME	Joint Professional Military Education
JPME1	Joint Professional Military Education Phase 1
JRTC	Joint Readiness Training Center
JSAT	Joint Security Assistance Training
JTF	Joint Task Force
KSU	Kansas State University
KU	University of Kansas

LD&E	Leader Development and Education
MANSCEN	Maneuver Support Center
MCELM	Marine Corps Element
MDMP	Military Decision Making Process
MEL	Military Education Level
MEP	Master Evaluation Plan
MG	Major General
MI	Military Intelligence
MiTT	Military Transition Teams
MMAS	Master of Military Art and Science
MOI	Memorandum of Instruction
MP	Military Police
MTOE	Modified Table of Organization and Equipment
NAVELM	Navy Element
NCA	North Central Association
NCACS	North Central Association of Colleges and Schools
NTC	National Training Center
OPCF	Operations Career Field
OPMD	Officer Personnel Management Directorate
OPMEP	Officer Professional Military Education Policy
OSD	Officer Self Development
OSD	Office of the Secretary of Defense
PAO	Public Affairs Office
PCC	Pre-Command Course
PDE	Professional Development Education
PME	Professional Military Systems
POC	Point of Contact
QAO	Quality Assurance Office
RC	Reserve Component
RDSP	Rapid Decision and Synchronization Process
RMO	Resource Management
RSS	Really Simple Syndication
SALT	School of Advanced Leadership and Tactics
SAM	Senior Assignments Officer
SAMS	School of Advanced Military Studies
SATFA	Security Assistance Training Field Activity
SCIF	Sensitive Compartmented Information Facility
SCP	School for Command Preparation
SF	Special Forces
SGA	Staff Group Advisor
SGS	Secretary of the General Staff
SIG	Signals
SIGINT	Signals Intelligence
SIPRNET	Secure Internet
SLC	Senior Level Colleges
SLD	Senior Leader Development
SOF	Special Operations Forces
SSC	Senior Service College
STEP	Spouse Training and Education Program
STRATCOM	Strategic Communications
TASS	The Army School System

TCAIMS	Transportation Coordinators Automated Information for Movement System
TCDP	Tactical Commander's Development Program
TIF	Testing and Integration Facility
TLO	Terminal Learning Objectives
TPIO-BC	TRADOC Program Integration Office – Battle Command
TRADOC	United States Army Training and Doctrine Command
TSM-BC	TRADOC System Manager – Battle Command
TSOC	Theater Special Operations Commands
UAS	Unmanned Aerial System
UJTL	Universal Joint Task List
UMKC	University of Missouri--Kansas City
U.S.	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
USMC	United States Marine Corps
USN	United States Navy
USSD	United States Student Division
VCSA	Vice Chief of Staff, U.S. Army
VTC	Video Tele-Conference

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