Commandant's Message

The U.S. Army War College traces its historical lineage to the year 1901 and its founder, Elihu Root, then Secretary of War for President Theodore Roosevelt. Secretary Root saw the need for an institution whose purpose would be "not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." He defined the U.S. Army War College as a place where senior leaders would "study and confer on the great problems of national defense, military science, and responsible command."

Root's vision remains as valid today as it was in 1901. The U.S. Army War College curriculum provides a perspective that transcends the internal functions of the Army to define the Army's role in shaping national security strategy in unified, joint, and international environments. This broad educational experience helps create a well-rounded, fully-developed professional capable of serving in senior leadership positions of great and diverse responsibility.

The U.S. Army War College curriculum and faculty also help our students to grasp better the fundamental essence of war. Students obtain a broader and deeper understanding of why people, groups, and nations fight; the nature of conflict; and the conduct of war at the strategic level. Only through greater understanding will we be able to fulfill Root's admonition to "preserve the peace."

During the course of their U.S. Army War College experience, students are expected to analyze quickly, reason logically, and develop and present cogent positions on a variety of issues. Students exercise their creative and critical thinking skills so they can conduct a major strategy research project on an issue of national security. Students broaden their knowledge of information technology and gain sufficient insights to anticipate and employ ever-increasing technological advances in our military forces.

Whether enrolled in the Resident or Distance Education Programs, the U.S. Army War College experience offers students the potential for significant professional and personal growth. The U.S. Army War College encourages students to reflect upon their profession and to share with their Family the wide variety of educational and other opportunities available at Carlisle Barracks and in the local civilian communities.

GREGG F. MARTIN
Major General, USA
Commandant

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

Historical Perspective*

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

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

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

During these early years, there was no formal academic instruction and theoretical study and acquisition of knowledge took hold only gradually. Because of the risk that day-to-day duties with the General Staff would dilute essential academic and theoretical concerns, the faculty sought to balance learning and doing by emphasizing map and command post exercises, staff rides and analyses of Civil War battles and maneuvers.

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

The "Second" Army War College expanded and consolidated its role as an educational institution in which the presentation of formal instruction became paramount. Content began to include the political, economic, and social issues that create the context for decisions at the highest levels of government. Instruction in "responsible command," the third of Root's defining imperatives, was officially incorporated

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

into the curriculum. The curriculum also paid increased attention to the study and analysis of history; the Historical Section of the War Plans Division was transferred to the Army War College's control in 1921. Additionally, although the Army War College had been severed from the General Staff in 1916, vestiges of its original war planning function continued. The Army War College continued its goal of preparing officers for General Staff duties in the War Department, as well as for command and staff work at senior levels.

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

The "Third" Army War College was distinctly the product of World War II, but the shaping reality throughout the 40 years of its existence was the Cold War. During the period of the "Third" Army War College nearly all the institutional structures of today's Army War College finally coalesced. For example, the three resident teaching departments—National Security and Strategy; Military Strategy, Planning, and Operations; and Command, Leadership, and Management (corresponding to Root's national defense, military science, and responsible command, respectively)—assumed their present form. The Department of Corresponding Studies, precursor to today's Department of Distance Education, also came into being.

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

Certainly, the immediate practical aim of the "Third" Army War College was preparing graduates to assume high-level command and staff positions where they would plan and execute the type of warfare envisaged above. But the Army War College went beyond preparing for the next war by broadening and elevating the politico-military perspective of its graduates and by imparting a range of proficiencies that might more properly be thought of as purely educational. These advances were unique in the evolution of the USAWC.

Since the Cold War showed every promise of indefinite stalemate, the Army War College adopted a longer view of the skills its graduates would need. New doctrine and the evolution of joint and alliance warfare required the "Third" Army War College to move beyond tactics and the field army to examine operational art and theater strategy. But the USAWC also taught national military strategy, grand

strategy, and international security affairs; and introduced students to enlightened concepts for running large organizations. Time was made available in academic programs for students to develop their research, writing, thinking, analytic, and speaking skills. Through personal assessment inventories, the USAWC encouraged students to engage in personal growth and maturation.

Clearly, much has changed in the strategic landscape since the collapse of communism. The dramatic and sudden end of the Cold War, the dawning of the Information Age, the attacks on September 11, the prosecution of the Global War on Terrorism and Operations Enduring Freedom and Iraqi Freedom have added new challenges and competencies required of strategic leaders. Now, Homeland Defense and Homeland Security requirements, along with the need to be proficient at peacekeeping operations, stability and support operations, Nation building and military assistance to civil authorities operations and the need to maintain our proficiency in classical war fighting have caused the USAWC to reassess its mission and curriculum. To properly prepare future strategic leaders to face these future challenges, the USAWC is currently in the midst of its fourth incarnation.

The “Fourth” Army War College seeks to produce graduates who are effective practitioners of the strategic art, defined as the skillful formulation, coordination, and application of ends (objectives), ways (courses of action), and means (supporting resources) to promote and defend national interests in view of the changing strategic landscape characterized by attacks on the homeland, and by non-state transnational threats that use religion, ideology, economics and culture as a source of conflict. Graduates must also be comfortable in operating in an environment where information is a major element of national power and transparency of operations provides an environment where the world can witness ongoing military operations in near real time.

The processes for Joint accreditation and Master of Strategic Studies (MSS) degree accreditation have placed the USAWC curriculum under intense scrutiny over the past 16 years. These processes have also validated the USAWC practices and outcomes. The USAWC curriculum is continually scrutinized to ensure that it is current and relevant while also maintaining proper emphasis on enduring themes and concepts. The AY10 curriculum is a continuation of the ongoing and continuous process of examination and reexamination that has defined the USAWC and its mission. The USAWC, with its special organizational culture and associated values, is a learning institution. It will prepare its graduates—fully qualified in service and joint matters, competent with technology, and able to cope with the complexities of strategy at the highest levels of leadership—for their most productive years of service to the Nation.

U.S. Army War College (USAWC)

The USAWC prepares students to assume strategic leadership responsibilities. Upon program completion, many graduates begin operating in the national strategic or theater strategic environment—either directly or as advisers to the senior leadership of the Armed Forces, the Department of Defense, other governmental agencies, or in foreign militaries. A select number of graduates eventually will assume the most senior leadership positions within their organizations, leading them at the strategic level.

Mission

The USAWC prepares selected military, civilian, and international leaders for the responsibilities of strategic leadership in a joint, interagency, intergovernmental, and multinational environment.

- Educates current and future leaders on the development and employment of landpower;
- Supports the operational and institutional force;
- Conducts research, and publishes to inform thought on national security and military strategy; and
- Supports the Army's strategic communication efforts.

Vision

The USAWC is the most prestigious institution for the education of strategic leaders and the intellectual leader of strategic landpower employment and development in a joint, interagency, intergovernmental, and multinational environment.

Institutional Learning Objectives

To accomplish its mission, the USAWC offers resident and distance education curricula based on national defense, military science, and responsible command that prepare graduates for a broad range of duties. The USAWC curriculum is designed to produce graduates who can:

- Distinguish the uniqueness of strategic level leadership and apply competencies required by strategic leaders;
- Use strategic thought processes to evaluate the national security challenges and opportunities facing the United States in the 21st Century;
- Evaluate the theory of war and strategy;
- Evaluate DoD, joint, interagency, intergovernmental, multinational, and NGO processes and relationships, including Army contributions to the Nation in peace and war;
- Evaluate the role of landpower in joint, interagency, intergovernmental, and multinational operations;
- Synthesize theater strategies, estimates, and campaign plans to employ military power in a unified, joint, multinational and interagency environment;
- Synthesize critical elements, enablers, and processes that define the strategic environment in peace and war; and
- Study and confer on the American military profession and guide its future direction.

The USAWC is responsible for producing graduates who understand how to operate in strategic security environments, who can deal effectively with complex, unstructured problems involving national security, and who are prepared to make sound decisions or render sound advice when the application of military force is being considered as a policy option. The USAWC experience completes the formal military education of those officers selected to attend the Resident Education Program (REP) or the Distance Education Program (DEP).

Educational Philosophy

The USAWC educational practice is based on an inquiry-driven model of graduate study. The curriculum centers on the examination of theory, concepts, and systems as applied to national security, strategy, decision making, and conflict analysis. The core curriculum offers a foundation of knowledge upon which later electives, exercises, and seminars build and emphasize the application of critical thinking skills to course content. The intent is to focus on how and why one thinks, rather than on what one thinks. Complex, difficult issues that are not given to school solutions are discussed. USAWC does not seek to achieve consensus, but encourages debate and exploration of opposing positions during seminar discussions.

The central academic focus is on strategic leadership and national security. Graduates are expected to understand the linkages between strategy and the other elements of power at the national level and the planning and conduct of warfare at the theater level. To this end, the USAWC:

- Challenges students to study the dynamics of the global strategic environment and introduces them to the critical thinking tools needed by strategic leaders. How to think will remain far more important than what to think as students understand the systems and processes used to manage change in the international strategic environment;

- Helps students understand the key tenets of national security strategy and how the elements of national power available to the President and Secretary of Defense – diplomatic, informational, military, and economic – may be used to promote and protect U.S. national interests. Students must also understand how to effectively wield the instruments of national security policy;

- Reinforces that defense strategy is derived from, and supports, national level strategic guidance. Students must grasp the processes by which the defense strategy establishes strategic direction and provides guidance for joint operations planning; and

- Continues to focus on theater-level, unified action, joint and single service, functional component commands, and multinational warfighting across the full spectrum of military operations. The critical link between the strategic and operational levels of war must be understood by all graduates.

The USAWC experience, therefore, is designed to nurture the student's growth intellectually, physically, and personally. Solid family, peer, and community relationships are essential to professional and personal growth. A student's educational experience is viewed holistically. The charge is to prepare students for senior leadership in their service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contribution USAWC graduates will make during the remainder of their careers.

Themes

A number of themes link the courses, lessons, and topics that constitute the USAWC curriculum. They provide continuity of thought and meaning throughout the year.

Enduring Themes

The challenge Elihu Root posed to the Army at the founding of the Army War College was "to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command," and his challenge provides the underpinnings for enduring themes within the USAWC curriculum. The enduring themes — ethics, history, human dimensions of strategic leadership, jointness, and strategic vision — give increased meaning to the study of strategy and the national defense, military art and science, and command, leadership, and management. They stimulate intellectual growth by providing continuity and perspective as we analyze contemporary issues.

Ethics. Military leaders are entrusted with the special trust and confidence of the American people to provide for the national defense. We are responsible to those we defend and to those we lead. Because of the power inherent in the military, the fundamental values of our nation and our profession must influence all our decisions. History reminds us that senior military leaders must understand and apply the highest ethical standards to the military profession.

History. History provides the context that helps us understand the origins of modern military institutions and doctrine. History also provides a broader perspective on the basic issues of national security and military strategy and can offer clearer insight into the human dimension of war. Understanding of the past may also afford insight and guidance for the future. Properly undertaken, the study of history helps students develop understanding, a base of knowledge, and the confidence to render effective judgments. When combined with critical, creative, ethical and systems thinking, a sense of history contributes to highly-effective strategic thinking. Instilling a sense of historical mindedness in our students is a major goal of the USAWC.

Human Dimensions of Strategic Leadership. The Army has long recognized that regardless of current doctrine and technology, wars are fought by men and women operating under conditions of extreme stress and uncertainty. As such, strategic leaders must have a deep understanding — derived from a study of history and behavioral sciences —of the complexity of human behavior under such conditions. Equally important, strategic leaders must seek the best ideas and viewpoints from all stakeholders if they are to make high-quality decisions that achieve high acceptability among the diverse groups that make up our changing Army and country. Lastly, strategic leaders must thoroughly understand the culture of the organizations they lead, how to influence that culture, and how to build healthy, resilient, learning organizations that are equal to the challenges ahead. The successful strategic leader will be one who melds all aspects of the human dimension into the practice of the strategic art.

Jointness. Jointness refers to the mutual support and doctrinal understanding, which must exist within all the military services. Jointness is a state of mind as well as a statement of fact. It predisposes those who share its goals to understand and exploit the unique capabilities of the nation's military services in planning and operations that are by design, from beginning to end, synergistic, cooperative, and interdependent.

Strategic Vision. Strategic vision is an essential element of political, corporate, and military leadership. It directs and shapes the forces and trends that affect us individually and organizationally. By defining a desired end state and then communicating that vision to subordinates, leaders at all levels can shape and manage change toward a desired end. Leaders who have most successfully guided the destinies of people and organizations have understood the power of and communicated potent strategic visions.

Special Themes

Derived from important, contemporary issues, special themes represent the types of challenges that await US Army War College graduates. Seminar discussions integrate themes to allow the institution and students to explore challenges and objectives established for the United States armed forces by the President, Chairman of the Joint Chiefs of Staff, the Joint Staff, the Army Chief of Staff, the DA staff, TRADOC, and other, external sources. Special themes can also highlight emerging concepts of doctrine, policy, and management. They aid focus and strengthen seminar dialogue of current events and issues.

Strategic Communication. The global "Information Revolution" has presented 21st-Century strategic leaders with the challenge of a "Sea Change" in the informational environment. This "Sea Change" involves the way in which people interact with that environment and the subsequent influence that interaction has on the way in which they view the world. This "Sea Change" has leveled the playing field for not only nation states, but also non-state actors, multinational corporations and even individuals who can affect strategic outcomes with minimal infrastructure and little capital expenditure. This new -- and rapidly changing -- information environment requires strategic leaders who are able to understand and engage key audiences to advance US interests through the effective employment of information as an element of national power. Strategic communication provides a "way" to advance those interests while countering adversarial challenges within that environment. For this reason strategic communication is a critical, strategic-leader skill requiring full integration into the national security policy and strategy formulation process, as well as the campaign planning process. Instilling a sense of the importance of strategic communication, what it is, and how to use it as a "way" of achieving national objectives in the "ends, ways, and means" construct, is a goal of the USAWC.

Irregular Warfare. Irregular Warfare represents a unique approach to defeat an enemy. More than the conventional, force-on-force approach to success, it assumes a very different mind-set to create victory. The enemy force is more often than not a non-state actor, technologically inferior, and is unimpeded by accepted principles of traditional warfare. Adversaries' motivation may be political, religious, or simple greed. Such a foe may define victory quite differently than in past conflicts between state actors. Weaving all elements of national power equally in a seamless, integrated approach, military leaders tackle the challenges of irregular warfare through a variety of methods and techniques that require cultural, historical, and regional understanding of the problem. The USAWC seeks to create understanding of the similarities and differences between conventional and irregular warfare at the strategic level.

Commandant's Lecture Series (CLS)

The CLS presents prominent speakers of the highest quality, representing diverse backgrounds, expertise, and varied perspectives. A limited number, invited by the Commandant, will explore a designated special theme or area of emphasis. The chairman of a lead academic department, with the assistance of DAA, will schedule these lectures throughout the academic year. Faculty will nominate speakers for designated sub-topics and the Commandant will approve speakers and topics. Students will have assigned readings to provide context and background information for the series and will have seminar time to reflect upon the lecture.

The CLS special theme for AY11 is: **Officership and the Profession.** Although much of the U.S. Army War College curriculum already focuses on the strategic nature of officership and the profession, the Commandant selected this theme to ensure students are exposed to the challenges senior leaders face in the conduct of their duties and responsibilities as stewards of the profession during a particularly-turbulent, complex era, and rapidly-changing, strategic environment.

The Commandant has approved a diverse list of acclaimed speakers. DCLM will present a schedule, list of topics, and draft support material for each speaker and for the lecture series to attendees of the July Academic Planning Conference. Each event will be coordinated with DAA and Executive Services.

Professional Military Education (PME)

The U.S. Army places a high premium on the training and education of the officer corps. Officers are expected to engage in life-long learning and professional development relying on a blend of institutional training and education, operational assignments, and self-development. Attendance at the USAWC—whether by REP or DEP—represents the culmination of the formal education for most officers. This experience will provide the formal educational foundation for the remainder of the officer's career. The USAWC addresses three educational imperatives: Joint Professional Military Education (JPME); Army Professional Military Education; and graduate level education leading to a MSS degree.

JPME at the USAWC

The focus of senior level PME is to prepare students for positions of strategic leadership. Senior education focuses on strategy, theater campaign planning, the art and science of developing, integrating and applying the instruments of national power (diplomatic, informational, military, and economic) during peace and war. Studies emphasize analysis, foster critical examination, encourage creativity and provide a progressively broader educational experience.

Within the PME continuum, JPME instills joint core competencies by exposure to a Service-mix of faculty, students, and concepts. This mix is designed to provide a broad scope of the future joint force including interagency and multinational cultures and capabilities. Service Senior Level Colleges (SLC) address theater- and national-level strategies and processes. The curriculum focus is on how the unified commanders, Joint Staff, and DoD use the instruments of national power to develop and carry out national military strategy, develop joint operational expertise and perspectives, and hone joint warfighting skills.

Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating them in the diplomatic, informational,

military and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation and campaigning. SLC subject matter is inherently joint. JPME at this level focuses on the immersion of students in a joint, interagency, intergovernmental, and multinational environment and completes educational requirements for Joint Qualified Officer (JQO) nomination.

The USAWC is accredited by the Chairman, Joint Chiefs of Staff, as a program for joint education, Phase I Senior Level for the DEP and Phase II Senior Level for the REP.
JPME Phase I – Senior Level, as outlined in the current version of the Officer Professional Military Education Policy (OPMEP CJCSI 1800.01D), focused on preparing future military and civilian leaders for high-level policy, command and staff responsibilities by educating students in the diplomatic, informational, military, and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning.

JPME Phase II – Senior Level, as outlined in the current version of the Officer Professional Military Education Policy (OPMEP CJCSI 1800.01D), consists of 6 JPME Learning Areas and 26 Supporting Learning Objectives focused on preparing future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating students in the diplomatic, informational, military and economic dimensions of the strategic security environment and the effect of those dimensions on policy and strategy formulation, implementation, and campaigning. The USAWC incorporates all aspects of these Learning Areas and Objectives into the curricula of both the Resident and Distance Education Programs. Both the Resident and Distance Education Programs have already incorporated the new requirements outlined in this document into their curricula.

The quality of teaching and instruction, academic rigor, and educational effectiveness of courses and programs is maintained through faculty initiative and similar material, and evaluation and assessment procedures. The sharing of teaching and coordination among faculty accomplishes the comparability among courses and electives.

Successful completion of the USAWC curriculum results in the awarding of a USAWC diploma and MSS degree. Also as a result of successful fulfillment of the complete program of instruction, Army officers have satisfied all requirements expected for a DoD Senior Service College graduate.

Accreditation

The Chairman, Joint Chiefs of Staff, assessed the REP in September 2009 for accreditation to award JPME Phase II. Accreditation was the second level of the Process for Accreditation of Joint Education (PAJE) review and is conducted within 2 years following an institution's certification for JPME. The DEP was assessed for reaffirmation to award JPME Phase I at the same time. Reaffirmation of accreditation occurs every 6 years from the date of initial accreditation. Both the REP and the DEP were accredited and reaffirmed for 6 years until September 2015. Accreditation and reaffirmation are granted for 6 years when programs are judged satisfactory overall and have no significant weaknesses.

The USAWC is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Part II: Academic Policies and Procedures

Eligibility and Admissions

Military

Military students are selected to attend the USAWC by their respective Services. Selected students are considered to hold considerable potential for promotion and future service in positions of increasing responsibility. Officers are eligible for attendance after being promoted to O-5, through their 25th year of service. Applicants must have completed the Command and General Staff College, or equivalent, and should possess a baccalaureate degree. The USAWC does not accept individual applications into its Senior Service College programs except through special exceptions. Students are centrally selected by their component, thus USAWC receives its list of students by component, rather than receiving and processing individual applications. AR 350-1 governs Senior Service College selections for active duty Army, U.S. Army Reserve (USAR), and U.S. Army National Guard (ARNG).

Senior Service College is voluntary for all Troop Program Unit (TPU), Individual Ready Reserve (IRR), Individual Mobilization Augmentee (IMA) officers, and Active Guard Reserve (AGR) officers. Eligible and interested AGR officers and non-AGR officers must submit a packet per the annually published "application instructions." Application instructions reside on the Reserve Human Resources Command web page under the HRC-St. Louis section at www.hrc.army.mil.

Within the USAR, the Chief, Army Reserve (CAR) convenes a board annually in October that selects and ranks by competitive category qualified officers in the AGR program, TPU program, and IMA program. The board lists selected officers as either a primary or an alternate in an Order of Merit List (OML) for either the resident program or distance education program. The CAR is the approving authority for the board's recommendation and the results are usually announced in mid-December to early-January.

Within the ARNG, the annual selection process starts with each state inviting all eligible colonels and lieutenant colonels to apply and submit required documents. The application and documents, along with the individual's personnel 201 file, are reviewed by a state board of colonels with the Assistant Adjutant General presiding over the board). The board develops an Order of Merit List (OML) that the Adjutant General approves.

Each Adjutant General provides the list to the National Guard Bureau where a national board is convened. This board is made up of colonels and presided over by the Deputy Director of the Army National Guard. Two OML are then developed: Resident OML (with an alternate OML) and Distance Education OML (also with an alternate OML). The Chief, National Guard Bureau (CNGB) approves these lists.

The Resident and the Distance Education OMLs (but not the alternate lists) are released to the states. The State Joint Force Headquarters of each state notifies the selected officers for both programs in the beginning of the year. The officer will accept or decline enrollment for the following academic year. Final lists are released to the Senior Service Colleges in March for both programs.

International Fellows

The Chief of Staff of the Army invites International Fellows (IF) from select countries to attend the USAWC REP and DEP each year. These programs offer an opportunity for IFs to participate in seminars, study, research, and write on subjects of significance to the security interests of their own and allied nations. The IFs establish mutual understanding and good working relationships with senior U.S. officers and senior officers of other foreign countries and enrich the educational environment of the USAWC. Since the IFs are immersed in U.S. culture, they have an opportunity to improve their firsthand knowledge of the U.S. and its institutions through study and travel throughout the Nation.

Civilians

Department of the Army Civilians (DAC) who wish to attend the program must apply according to the standards in AR 350-1. Other services should contact their appropriate personnel office to determine eligibility and admission procedures.

Department of the Army Civilians

Student allocations are available in the REP and DEP each year for DACs. Civilians are selected through a centralized selection board similar to Army officers. To attend the USAWC, DACs must be at the grade of GS/GM-14 or higher. Applicants need to have a minimum of three years in a full-time Department of the Army position and have leadership experience. The Office of the Assistant G-1 for Civilian Personnel handles applications. Details on the application process and eligibility requirements can be found in Chapter 2 of the Army Civilian Training, Education, and Development System Training Catalog at: http://cpol.army.mil/library/train/catalog/ch02gen.html. DACs may also compete within the Defense Senior Leader Development Program (DSLDP).

DoD Civilians

Applicants must submit their applications through their component DSLDP representative. Applicants are nominated for selection by a specific component selection process, participation in an assessment center, and by a DoD selection board. Applicants are evaluated and selected based on the information they submit in their nomination packages and their assessment center results.

To attend the USAWC, DSLDP applicants must be at the grade of GS/GM-14 or higher. Applicants must be full-time civilian employees of the DoD. Details may be found at Defense Senior Leader Development Program web site at www.cpms.osd.mil/jldd/dsldp/DSLDP_Program.aspx.

Non-DoD Civilians

Civilian employees of other federal agencies wanting to enroll need to do so through their component's chain of command. For more information, contact the Registrar's Office, 717-245-4166.

Commandant Invitations

The Commandant may invite up to seven students from selected federal agencies to attend the REP. Nominees from these agencies are competitively selected from within their parent organizations.

Selection/Admission of USAWC Faculty for USAWC Distance Education Program - Commandant's Diploma Program

Eligible USAWC personnel may apply for selection/admission to the USAWC Distance Education Program. See CBks Memorandum No. 351-3 for specific directions and eligibility.

Senior Service College Fellowship Program (SSCF)

Each year, the Department of the Army selects a limited number of officers as SSCF. These individuals participate in fellowships at civilian universities, institutes, and government agencies in lieu of resident attendance at a senior service college. There are 75 officers from the Active Component, ARNG, and USAR assigned to the USAWC to study and conduct research in this capacity during this academic year. Current fellowships involve 35 separate locations in the United States, France, Italy, Germany, and Canada. Fellows attend summer orientation at the USAWC. While not in attendance at Carlisle Barracks, they are considered an extension of the USAWC at the various campuses, Allied service schools, and government agencies where they pursue their fellowship.

SSCFs receive a USAWC certificate and will have satisfied all requirements expected for a DoD Senior College Graduate. SSCFs do not receive credit for JPME Phase II, nor are they eligible for a USAWC MSS degree.

Service Obligation

Active Component Army officers incur a 2-year active duty service obligation (AR 135-91 and AR 350-100).

USAR and ARNG commissioned officers incur a 2-year service obligation (AR 350-1) not to exceed their mandatory retirement date (MRD). Reserve officers (not on extended active duty) attending service schools incur a Ready Reserve obligation of at least 2 years following course completion (AR 135-91).

Active and Reserve Component commissioned officers participating in the SSCF Program incur a 2-year service obligation (AR 621-7).

DACs must agree to serve in the government for 30 months after completing the 10-month REP. DACs enrolled in DEP incur an obligation of 24 months.

Students from sister services or other government organizations are committed to the service obligations dictated by their respective components.

Master of Strategic Studies Degree (MSS)

The MSS degree is awarded upon successful completion of all of the requisite requirements established by the USAWC.

Enrollment in the USAWC MSS degree program requires the possession of a baccalaureate degree or equivalent from a regionally accredited institution. All students must request that their undergraduate transcript be mailed directly from their undergraduate institution to the USAWC Registrar's Office. IFs

seeking enrollment in the MSS degree program who do not possess a baccalaureate degree from an accredited U.S. institution must submit their transcripts and supporting documentation to the USAWC for assessment by an outside review body to determine the equivalency of their degrees.

All students at the USAWC are expected to read, write, and speak English fluently. Therefore, to participate in the MSS degree program, IFs must demonstrate a proficiency in the English language. Native speakers of English, defined as those individuals who have received all of their primary and secondary education as defined in FY09 ECL and OPI Country Exemption Lists (SECDEF/DSCA-PGM Message, USP 015810-08, are exempt from the Test of English as a Foreign Language (TOEFL). Non-native speakers of English must demonstrate proficiency by taking the TOEFL prior to arrival at the USAWC. Information on the TOEFL may be obtained by contacting www.toefl.org.

A score of 83 on the Internet-based test (iBT) is the minimum for enrollment in the MSS degree program.

Acceptance of Transfer Credits

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

Graduation Requirements

REP

All requirements for graduation must be completed by the last day of classes for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students and IFs pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. IFs may choose not to apply for the MSS degree and only pursue the USAWC diploma. Full requirements for admission and graduation are maintained in Carlisle Barracks Memorandum 350-1.

- A minimum assessment of “Pass” in all coursework totaling of 37 credit hours, including participation in the capstone Strategic Decision Making Exercise;

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

- All U.S. students are required to complete a Strategy Research Project (SRP) in accordance with the guidelines published in the Communicative Arts Directive. IFs who elect not to pursue the MSS degree or are otherwise ineligible to pursue the degree may report the results of their research in an alternative format. See the Communicative Arts Directive for additional information;

- All U.S. students are required to complete at least one public speaking engagement to a civilian audience before graduation. Consult the Communicative Arts Directive for additional information; and

- For Army personnel (Active, Reserve, and Guard), a current APFT must be on file.

DEP

All requirements for graduation must be completed by the last day of classes for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students and IFs pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. IFs may choose not to apply for the MSS degree and only pursue the USAWC diploma. Full requirements for admission and graduation are maintained in Carlisle Barracks Memorandum 350-1.

- Successfully complete all Distance Education courses;
- Attend and successfully complete both 2-week resident courses

Expectations, Requirements, and Standards

Academic Standards

A student's primary duty is to meet all academic requirements to the best of her or his ability and to participate actively in scheduled classes. Students must complete all individual and group academic assignments and are expected to accomplish required readings, study, or research in advance of classes as specified in course directives, syllabi, or as assigned by a faculty member.

Instruction is presented at the graduate level. Students will be questioned on issues and challenged to defend their positions. They are expected to conform to basic rules of courtesy and etiquette at all times; however, special attention to this requirement is expected during guest lectures and seminar discussions. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis and synthesis, rather than description or opinion. Papers are expected to be concise, complete, logically organized, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written work must represent individual analyses and conclusions.

Plagiarism

Appropriating the literary composition of another in whole or in part, and representing it as the product of one's own is plagiarism. Plagiarism or extensive paraphrasing without crediting the source violates standards of conduct expected of senior military officers and civilians. A violation of this academic ethical standard is grounds for dismissal from the program. This admonition applies to briefings and oral presentations, as well as written work. Substantiated charges of plagiarism will result in the award of a Fails to Meet Standards assessment and disenrollment from the USAWC, and potentially other forms of administrative action.

Nonattribution

Full freedom of expression is encouraged in all academic endeavors. Outside speakers and lecturers, faculty, and students are encouraged to speak openly. To support the free exchange of ideas, the

USAWC adheres strictly to a longstanding policy of nonattribution of remarks. If referring to a previous speaker or discussion, students and faculty should phrase their remarks in general terms to assure protection of the original speaker's identity. This policy applies to Education on Line (EOL) lectures, videos, forums, and any other presentations made available to DEP students.

Academic Freedom

The USAWC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Academic integrity requires that faculty and students pursue factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USAWC. Specific details, particularly clearance of written products for publication, can be found in Carlisle Barracks Memorandum 351-9, Academic Freedom.

Dress Requirements

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

For most events, military personnel have the option to wear either the Class B uniform (or other Service equivalent) or business attire, while civilian students are expected to wear business attire. "Business attire" is defined as either a suit or sport coat and tie for men and equivalent dress for women.

Occasionally military students are required to wear their uniforms; this will be directed by the academic schedule. When the uniform is not required, however, military students are encouraged to wear business attire in order to encourage collegial discussion.

Physical Fitness

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

Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. All Army students must meet weight standards as described in AR 600-9 at the time of their acceptance into the program. REP students are weighed in on arrival at USAWC. Where necessary, students will provide a copy of their DA Form 5500/5501, Body Fat Worksheet, or DA Form 3349, Physical Profile. DEP students are required to supply an APFT to the Registrar's Office that is current at the time of graduation. Students from other Services must comply with the guidelines of their respective organizations. All students who do not pass the APFT before graduation will graduate, but Item 11.c. of their Form 1059 will be annotated "Marginally achieved course standards," and Item 14 will be annotated "Failed to meet APFT standards."

Academic Organization and Methodology

Seminar Learning Model

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

The USAWC strives to provide maximum diversity (Army component, functional area, branch, and experience) possible within seminars. A seminar comprises an aggregate of over 300 years of diverse experience and knowledge. Each student is an integral member of the seminar learning team. Faculty members liberally draw upon this experience in seminar discussions.

Seminar discussions complement, reinforce, and stimulate student learning as they pursue the broad problems of national and international affairs and the military as an art and science. Students face the challenge of submitting their ideas for critical seminar group appraisal and discussion. In turn, students benefit from the knowledge and experience of their peers.

Individual reading, research, and study, as well as attendance at lectures and question periods, also facilitate learning at the USAWC. Continual critical assessment of the educational process and of all subject matter contained in the curriculum adds to the student's intellectual and professional growth.

Assessment Policies

Faculty Advising and Feedback

REP

Performance feedback is detailed, personalized, and confidential. Informal oral feedback on time-sensitive information will be provided on a regular basis. Continuous dialogue between students and faculty fosters rapport and mutual respect. Faculty instructors meet with students during core or elective courses for both formal and informal feedback sessions if academic progress appears to be below acceptable standards. Additional formal feedback sessions between students and their faculty advisers occur within the first 60 days of school, prior to winter recess, prior to spring recess, and during the last 30 days of school. These sessions provide an opportunity for students to review their goals and objectives and academic progress to date. Faculty advisers discuss Course Evaluation Reports (CERs) provided by other faculty members to assist in assessing students' strengths and weaknesses. These reports, completed at the end of each course, are an essential element in the feedback process. CERs augment the faculty adviser's observations, and provide the basis for counseling and guidance.

DEP

Faculty instructors submit written assessments on all course requirements and final evaluations. These evaluations include comments on individual papers and contributions to exercises and discussions. A formal written course evaluation is available to the student at the conclusion of each course. Additionally, faculty gives individual feedback concerning academic progress during the resident courses at Carlisle Barracks that concentrates on the individual's performance. Faculty advisement for students with writing

and academic concerns is also available. At any time, a student can contact a course author, faculty instructor, or staff member for advice.

Evaluation

The USAWC student is assessed against delineated standards. Faculty formally assess and record student learning against course-specific learning objectives. USAWC evaluation philosophy focuses on individual attainment of learning objectives, not on comparison among students. The USAWC uses the following evaluation system:

Outstanding (5)	Incomplete (2)
Exceeds standards (4)	Fails to meet standards (1)
Meets standards (3)	

As a general rule, students must meet or exceed the standards for every assessed requirement to graduate. If a student receives an overall grade of “incomplete” for a course evaluation, the student will be put on probation and required to revise and improve the course work. Students are expected to adhere to: (1) the nature of the material and the learning objectives for the course; and (2) standard practices in graduate education.

Details of the evaluation and assessment system, philosophy, and methodology may be found in CBks Memorandum 623-1.

Grievance Procedures

In the absence of compelling reasons such as error or bad faith, the evaluation determined by the instructor of record is considered final. A student who believes an appropriate assessment has not been made should follow the procedures set forth in CBks Memorandum 623-1.

Academic Records and Retirement Points

At the end of the academic year, students receive an Academic Evaluation Report (AER) or equivalent service or agency-specific report.

Records such as undergraduate transcripts and AERs are maintained in the Registrar’s Office. To view the paper academic folder, a student should request an appointment with the Registrar.

REP

Students can access their CERs and unofficial transcript through the USAWC Intranet in OASIS.

DEP

Students can access their assessments, evaluations, and unofficial transcript through EOL, Student Status.

Retirement Points. Retirement points and credit hours for USAR, ARNG, USN, and USMCR not on extended active duty will be awarded for the successful completion of each course. The transcript is the official course completion document of the USAWC. Students should submit their transcripts to their respected component for retirement point calculation. Civilian students, regardless of Reserve Component status, will not be awarded retirement points

References:

1. Carlisle Barracks Pamphlet 10-1, “Administrative Policies and Procedures for Students, Faculty and Staff”
2. Carlisle Barracks Memorandum 350-1, “USAWC Student Admission Policy and Procedure, Graduation Requirements, Resident and Distance Education Programs”
3. Carlisle Barracks Memorandum 350-7, “Disenrollment from the U.S. Army War College”
4. Carlisle Barracks Memorandum 351-9, “Academic Freedom”
5. Carlisle Barracks Memorandum 623-1, “USAWC Student Academic Assessment and Evaluation - Resident and Distance Education Programs”
6. Army Regulation 350-1, “Army Training and Leader Development”
7. TRADOC Regulation 10-5-6, “United States Army War College”
8. Communicative Arts Directive

Part III: Academic Program

RESIDENT EDUCATION PROGRAM

The academic year consists of approximately 190 academic days. Six core courses, the Strategic Decision Making Exercise (SDME), the SRP, and the National Security Seminar (NSS) together constitute the "core" curriculum. All students participate in the carefully sequenced and functionally related courses in the core curriculum, each of which builds on and integrates material from earlier work. Following completion of SDME, students take 5 electives (one of which is a Regional Studies elective), requiring a total of 37 credit hours for the program.

The NSS week takes place during the final academic week of the year. There is unscheduled time during the academic year which students can fill with Special and Complementary Programs.

International Fellows Orientation

IFs attend a mandatory 6-week orientation prior to the start of the USAWC Academic Year. This course is designed to facilitate the transition of the IF and his family to the U.S. and prepare the officer for the academic year ahead. The course allows time to establish residence in the Carlisle area and provides familiarization to the area by a variety of orientation trips. The Fellows receive computer skills instruction, introduction to the academic year, and begin initial readings and familiarization.

Core Courses

LM2200 Strategic Thinking (ST)

The ST course is an interdisciplinary course that takes place in the first 10 days of the academic year. ST is designed to help reacquaint students with the skills and habits necessary for success in graduate-level education and to directly address selected subjects that fall within the cognitive domain of strategic leadership.

The Strategic Thinking course provides a foundation to comprehend and apply thinking skills needed by senior leaders that will continue throughout the academic year and into future assignments. The course is designed to present material in ways that will encourage personal and professional growth through reflection, critical assessment, and the ability to creatively and holistically synthesize multiple, complex and competing ideas. By the end of the course students are expected to:

- Comprehend selected cognitive and interpersonal competencies required by strategic leaders operating in a joint, interagency, intergovernmental, and multinational environment; and

- Apply strategic thinking processes necessary to sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.

2 credit hours

NS2200 Theory of War and Strategy (TWS)

The TWS course prepares students for service at the strategic level through the study of war and strategy. The course emphasizes a theoretical approach to war and strategy and sets the intellectual framework for all subsequent courses. The course provides introductory instruction on political science and international relations theory to give the students the necessary tools and models from those disciplines to think about conflict as well as an understanding of the causes and uses of war. It then examines a wide range of theories of war and strategy with emphasis on the strategic level.

- Analyze the nature and theory of war and its evolving character and conduct;
- Analyze the nature and theory of strategy;
- Apply strategic thinking skills to the theory of war and strategy;
- Comprehend the relationship between the theory of war and the strategic considerations inherent in formulating and executing strategy; and
- Assess the future nature of warfare and its implications for strategy formulation and execution.

5 credit hours

LM2201 Strategic Leadership (SL)

The SL course develops in the students an appreciation of the uniqueness of the strategic leadership environment and the accompanying required knowledge, skills, and abilities necessary to lead in a volatile, uncertain, complex, and ambiguous environment. It builds on the ST course by applying strategic thinking skills to assess and creatively address the host of challenges strategic leaders must face to include scanning the future for trends and issues, managing and changing the organizational culture, leading the profession, establishing a positive command climate within the senior leader team, and making strategic and ethical decisions. The course culminates with Anton Myrer Army Leader Day in which Army generals and senior executives from the Pentagon spend a day with the students relating their perceptions of strategic leadership.

- Comprehend the unique aspects of leadership required at the strategic level;
- Analyze the role of the strategic leader in evaluating the climate and culture of an organization, aligning these with the strategic vision, and then leading the organization through the change processes necessary to implement this alignment;
- Synthesize the leadership skills (interpersonal, conceptual, and technical) necessary to sustain innovative, agile and ethical organizations in a joint, interagency, intergovernmental, and multi-national environment; and
- Comprehend the role of senior military leaders as stewards of the profession of arms.

3 credit hours

NS2201 National Security Policy and Strategy (NSPS)

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

- Examine the essential elements and processes in the formulation of national security policy and strategy;
- Examine contemporary and emerging international security challenges and their impact on the national security agenda;
- Synthesize key concepts, tools and processes in the development of appropriate policy and strategy responses to national security challenges facing the U.S. in the 21st Century international security environment.

Integrated into the course is a 4-day strategic leaders field trip to New York City. The purpose of this trip is to provide the opportunity for students to increase their awareness and understanding of the nexus between public policy, the private sector, and national security.

6 credit hours

WF2200 Theater Strategy and Campaigning (TSC)

The TSC course focuses on theater strategic warfare and the Combatant Commands. Students are required to apply strategic leader skills as they participate in a very active learning environment designed to enable them to develop and/or evaluate near- and long-term plans and programs. The course is supported by a robust futuristic scenario in which both conventional and irregular warfare is prevalent. Vexing and complex problems associated with war, operations other than war, unified and multinational operations, and stability operations are addressed throughout the course in five modules: Theater Strategy, Mission Analysis, Component Command Employment, Course of Action Development, and Developing the Strategic Concept. Throughout the course students reflect, analyze, and arrive at consensus during several mini-exercises, all of which provide a rudimentary concept plan for the final Strategic Concept.

- Analyze the Combatant Commanders' relationships with the President, the Secretary of Defense, the CJCS, JCS, Military Departments, Services and Supporting/Supported Commanders in implementing the national military strategy;
- Apply strategic and operational planning considerations;
- Apply Adaptive Planning processes, translating strategic guidance into theater plans;

- Apply joint and service doctrine to theater planning; and

- Apply senior-level leader competencies necessary at the Unified Command level.

7 credit hours

LM2202 Defense Enterprise Management (DEM)

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

- Understand the Department of Defense's strategic planning, resourcing, and acquisition processes;

- Analyze the roles and responsibilities of the Secretary of Defense, Office of the Secretary of Defense, Joint Chiefs of Staff, Services, and Combatant Commanders as they relate to the strategic planning, resourcing, and force management;

- Examine how the Services and SOCOM provide trained and ready forces and capabilities to the Combatant Commanders; and

- Assess the current military force structure and projected modernization initiatives to transform the force by providing capabilities to effectively meet projected national security challenges.

4 credit hours

IF2200 International Fellows Unified Command Field Study

IFs participate in the Unified Command Field Study in lieu of the DEM course. This is a distinct course specifically for the IFs and involves travel to various Combatant Commands in the U.S. Through presentations and discussions at each command, the IFs address the following learning objectives: analyze the roles of the President and Secretary of Defense, the DoD, military departments, the armed services, the Joint Staff, and the combatant commanders in implementing the National Military Strategy; compare the activities of the combatant commands; assess senior leaders' perspectives concerning the application of the elements of national power; and analyze how the combatant commands implement the National Military Strategy into their regional or functional security strategies. Additionally, the IFs are exposed to various, private, governmental, and educational institutions and activities in support of the U.S. Field Studies Program. Another part of this course is the CSL-led International Fellows' Strategic Crisis Negotiation Exercise (IFSCNE). This scenario-driven 2-day exercise, designed specifically for the IFs, allows them to role-play diplomats working to negotiate a solution to a real-world "frozen conflict." The IFSCNE teaches strategic negotiation and decision making techniques, strategic coalition building, and serves as an introduction to the SDME methodology.

4 credit hours

AA2206 Strategy Research Project (SRP)

All students attending the USAWC are required to complete an individual SRP. IFs who are not degree candidates (for whatever reason) may report the results of their independent research in an alternative format as detailed in the USAWC Communicative Arts Directive.

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

0 credit hours

Strategic Decision Making Exercise (SDME)

SDME is an experiential learning vehicle for USAWC students to apply the concepts, processes, methodologies, and knowledge gained earlier in the core curriculum. The exercise is designed to build on the core courses and provide the students with the opportunity to distinguish the uniqueness of strategic level leadership and apply skills and competencies required of strategic leaders. It creates a credible virtual environment of sufficient complexity for students to experience the challenges of strategic level leadership and apply and evaluate several interrelated strategic processes: Interagency Policymaking, Crisis Action Planning (CAP), Multinational Coordination, and Resourcing. The SDME is set in the future and includes multiple crises to stress the integrated strategic processes. The crises include: major combat operations, humanitarian assistance, stability operations, and domestic response to terrorism and natural disasters. Students develop position papers and conduct Interagency Policy Committee, Deputies Committee, and National Security Council meetings to develop strategic policy options, applying the elements of national power within the context of the National Security and National Military Strategies; use the Crisis Action Planning process to develop military options and advise the policymaking community; prioritize use of scarce resources; and apply diplomacy as they coordinate with our international partners to build and maintain coalitions and implement policy. Students explore Diplomatic, Informational, Military, and Economic (DIME) considerations as they compare, evaluate, integrate, and assess the elements of national power in response to varied threats to national security interests. Specific Exercise Learning Objectives are derived from and directly support JPME Joint Learning Areas and USAWC Institutional Learning Objectives.

National Security Seminar (NSS)

NSS, the capstone event of the academic year, is an outreach to civilian leaders across America, providing an opportunity for them to become better acquainted with the USAWC and prospective future leaders of our Armed Forces. The seminar brings in 160 New Members, a diverse group of American citizens from across the country and across a wide range of occupations. These New Members have

little or no knowledge of the military, but have achieved success in various fields of endeavor. Each invitee is nominated by an individual with close knowledge of the USAWC program, including former Seminar New Members, USAWC alumni, students, staff, or faculty. During this week-long event, students are challenged to synthesize the academic year of study through close examination of current national security issues. Nationally known guest speakers present a different focus topic each day. As a capstone, the Seminar allows students to analyze current issues from the broadest perspectives, while also better understanding the views of the society they serve.

Elective Courses

Students are required to take five elective courses, one of which is a Regional Study elective. Electives provide students with instruction in a specialized subject which will build on the knowledge gained during the year and which will be either of personal or professional interest to the student. Electives are designed to provide the opportunity for greater depth of study with an expert in a specific area of study. Electives are normally 2 credit hours per course, exceptions are noted in the Electives Directive.

Regional Study Elective (RSE)

The College, through DNSS, offers six RSE covering Africa (sub-Saharan), the Americas (North and South America), Asia (East and South Asia), Europe (Western and Eastern Europe), Eurasia (Russia, Caspian/Black Sea and Inner Asia), and the Middle East (including North Africa). The RSEs represent the culmination of the students' year-long engagements with regional and cultural study. These courses provide the chance to explore one region in greater depth to examine how culture can affect policy and strategy formulation, implementation, and outcome.

Examples of Electives Offered
A full listing of electives can be found in the AY11 Electives Directive, produced in the Fall of 2010.

Department of Command, Leadership, and Management
Military Medical Issues for Strategic Leaders
Defense Support to Civil Authorities
World Religions in Strategic Context
Critical Thinking
Military Leaders and the Media

Department of National Security and Strategy
Economics of National Security
Law for Senior Commanders
Homeland Security Policy and Strategy
Dirty Politics: Drug Lords, Terrorists, and Non-state Security Threats
Terrorism in the 21st Century: Religious and Ideological Violence

Department of Military Strategy, Planning, and Operations
Non-Lethal Weapons
Theater Logistics
Special Operations
Joint Warfighting Advanced Studies Program
International Hot Spots and the Military Implications

Department of Academic Affairs
Public Speaking for Strategic Leaders
Writing for Publication
Personal Experience Monograph (PEM)
Directed Study (Reading)
Directed Study (Writing)

Center for Strategic Leadership
Decision Analysis for Senior Leaders
Geography and U.S. National Security
Modeling, Simulation & Gaming in the Department of Defense
The Army Industrial Base
U.S. Defense Policy: Strategy and Issues - How Washington Works

Peacekeeping and Stability Operations Institute
Peace and Stability Operations: Concepts, Programs and Planning
Peace and Stability Operations: Strategy Development and Campaign Design in Post Conflict
International Development: The Third Leg of the National Security Triad
Security Sector Reform for Commanders: A Whole of Government Approach
Rule of Law: A Vital Tool for Commanders and Planners for Preventing Conflict and Stabilizing War-Torn Societies

Army Heritage and Education Center
Challenges of Command in the American Civil War
Oral History Program

Special or Complementary Programs

The USAWC offers a variety of programs throughout the year to broaden individual development and to allow students to choose subjects that best suit their personal needs. “Special Programs” enhance academic advancement and students may receive elective credit for these programs. Complementary Programs” enhance individual skills and awareness and both students and spouses may elect to attend any program event of interest.

Advanced Strategic Art Program (ASAP)

ASAP focuses at the nexus between national wartime strategy and theater strategy. Through a focused curriculum, it provides selected U.S. students with an appreciation of strategic art, theater design and campaign planning skills, and a deep understanding of the policy-strategy interface. Skills in campaign planning will be enhanced through study and exercises using Combatant Command products. Military theory and history will be the laboratory in which the students will gain greater insights through study and analysis. Student learning will be reinforced through exercises, field trips to Vicksburg and Europe, and staff visits to Pennsylvania state government and Washington, DC.

National Security Policy Program (NSPP)

NSPP provides carefully selected volunteer students with a detailed understanding of the contemporary United States Government national security policymaking environment, a thorough foundation in the theoretical framework of national security public policy decisionmaking, and the fundamentals for the actual craft of national security policymaking and implementation. Focus is on providing the student with practical application tools for the national/theater level policy planner. Maximum exposure is provided to actual case studies, guest speakers who have been policy practitioners, student participation in policy-based exercises, and travel to relevant agencies, to include 5-7 days with the Washington, DC interagency and a 4-day trip to selected combatant commands as well as a 5-day internship within the Washington Interagency. The culminating research project is the student crafting of a policy proposal for a real world issue for the Joint Staff J5. Program graduates will be prepared for success in the critical policy planner positions in the Washington-based interagency, with any of the combatant command staffs, and in American billets in international organizations such as NATO and the United Nations.

Joint Warfighting Advanced Studies Program (JWASP)

NSPP provides carefully selected volunteer students with a detailed understanding of the contemporary United States Government national security policymaking environment, a thorough foundation in the theoretical framework of national security public policy decisionmaking, and the fundamentals for the actual craft of national security policymaking and implementation. Focus is on providing the student with practical application tools for the national/theater level policy planner. Maximum exposure is provided to actual case studies, guest speakers who have been policy practitioners, student participation in policy-based exercises, and travel to relevant agencies, to include 5-7 days with the Washington, DC interagency and a 4-day trip to selected combatant commands as well as a 5-day internship within the Washington Interagency. The culminating research project is the student crafting of a policy proposal for a real world issue for the Joint Staff J5. Program graduates will be prepared for success in the critical policy planner positions in the Washington-based interagency, with any of the combatant command staffs, and in American billets in international organizations such as NATO and the United Nations.

Joint Land, Aerospace, and Sea Simulation (JLASS)

JLASS is a warfighting elective designed to challenge and educate strategic leaders in a Joint, Interagency and Multi-national environment. JLASS is unique among electives in that it involves all of the Senior Level Colleges (SLCs). Students from each SLC – to include International Fellows – role-play Geographic Combatant Commands (GCCs), functional command staffs, or OSD, DoS, NSA, DHS and other interagency organizations. In the past, the USAWC has represented USAFRICOM and USEUCOM. JLASS consists of two phases – a classroom/distributed phase, conducted from January through April – and an exercise phase, conducted in April at Maxwell AFB, AL. During the distributed phase, the student staff assesses various developments and crises within its AOR, prepares a campaign plan to address the issues, coordinates the plan with the student staffs at other SLCs, and competes for resources and priorities to support their plan. During the exercise phase, all SLCs come together at the Air Force Wargaming Institute (AFWI) at Maxwell AFB, AL for seven days to execute their plan against a thinking and uncooperative “Red Force”. In both phases, the dynamics and friction of interagency processes provide a valuable learning experience.

Eisenhower Series College Program

The Eisenhower Series College Program is a USAWC special program administered by DNSS. The program consists of a panel of about 10 students and a faculty moderator. This group visits public and private colleges and universities throughout the U.S. and its mission is to interact with diverse audiences to discuss national security and public policy issues. The group's experienced professional military officers and senior civilian employees provide both a practical and an academic approach to discussion of current issues. The group members are selected from student and faculty volunteers based upon their professional experience, education, understanding of national security issues, academic issues, and their ability to communicate with the American public. This program is supportive of USAWC strategic communication efforts.

USAWC Information in Warfare Program

The Information in Warfare Program provides recognition of student excellence, mentorship of student research efforts, enhancements of current curriculum offerings, and marketing of offerings regarding the information element of power. The program is monitored and administered by the Information in Warfare Working Group, whose members represent information subject matter experts from all departments, centers and institutes at USAWC. Students with information in warfare experience are identified early in the academic year and are notified of the availability of subject matter experts to assist them on their SRPs or on other information related research efforts. Outstanding student papers (from core and electives requirements as well as SRPs) are identified during the course of the academic year and nominated for inclusion in an annual "Information as Power" student anthology published electronically and in limited hard copy. Additionally, applicable student papers are reviewed and submitted by the faculty for the Armed Forces Communication and Electronics Association writing award. CSL and SSI workshops with themes focused on the information element of power and information in warfare are advertised to students and faculty for either attendance or participation as appropriate. Synergies are exploited by coordinating information in warfare-related activities and events with the academic calendar. Finally, an e-library website of articles, books, and documents related to the information element of power is coordinated, updated and maintained. This site includes a blog focused on academic and professional dialog regarding strategic and operational issues surrounding the Information Element of Power. Guest authors routinely rotate to cover the variety of topics that this encompasses. Go to www.carlisle.army.mil/dime for more information.

Communicative Arts

Communicative Arts are concerned with the creation, exchange, and impact of messages on human beings operating within specific circumstances constrained by powerful social, political, and cultural influences. Because communicative competence underlies both knowledge acquisition and effective leadership, communication is integrated and nurtured across the core curriculum by the entire faculty and through independent research projects and elective credit opportunities. Strategic leaders have to be able "to read" assorted texts and information sources, "to listen" effectively and efficiently to people and to voluminous information flows, "to speak" with substance, clarity and confidence to multiple audiences accessed through diverse mediums, and "to write" economically, articulately and persuasively with compelling arguments built on solid evidence. In addition to the SRP and several Elective Course offerings, Communicative Arts sponsors two complimentary programs: The Writing Enhancement Program, and the Student Awards Program.

Writing Enhancement Program

Facility with the written word is probably the most fundamental and enduring competency of any strategic leader. It is also among the most difficult to acquire. Consequently, Communicative Arts provides several progressively developmental opportunities for students to maximize facility with the written word. The Writing Enhancement Program consists of two non-credit sequentially offered courses that are followed by access to individualized writing assistance. This tripartite program begins with a modest testing protocol (administered by Communicative Arts early in the academic year), and faculty evaluation of the required paper for Strategic Thinking.

The Effective Writing Lab (EWL) entails 8 hours of classroom instruction with a writing expert and is required for selected individuals and open to others on a space available basis. The second non-credit course, Introduction to Strategic Writing and Discourse, is an extension of the initial course with attention to writing course papers, initiating research and starting the SRP. The course entails 10 contact hours of instruction. Enrollment is open to all students on a space available basis, although EWL students have the right of first refusal. Students who complete the non-credit courses have priority access to the writing expert on an “as needed/as requested” basis for the balance of the academic year.

Student Awards Program

The Student Awards Program recognizes excellence in research, writing, and public speaking. The program encourages students to conduct research, to write, and to speak about appropriate strategic subjects. All SRPs are eligible to be nominated for a research or a writing award. When appropriate, Directed Studies papers may also be nominated. PEMs are eligible for a special writing award. PAs recommend papers for award consideration. Award winners are recognized at graduation and most awards carry special recognitions and/or cash prizes.

See the USAWC Communicative Arts Directive for complete details.

Noontime Lectures

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

Military History Program

The USAWC has a challenging history program that is fully integrated into the curriculum. The core curriculum explores the historical dimensions of national security, strategy, operations, and leadership through readings, case studies, and seminar discussion. History faculty instructors come from nearly every department and institute at Carlisle Barracks and are experienced teachers.

A variety of voluntary activities supplement the history program. One of these programs is the “Staff Ride.” In August, students tour the Gettysburg battlefield with the individual seminar history instructors serving as guides. Another is the “Perspectives in Military History” series of evening lectures, sponsored by the Army Heritage and Education Center, which brings distinguished historians to the Carlisle Barracks community throughout the academic year.

Students interested in pursuing an independent study project will find many opportunities in the field of military history. For example, the Oral History Program, which allows students to conduct interviews with senior officers, has long been a popular elective.

Executive Assessment and Development Programs

Leadership Feedback Program

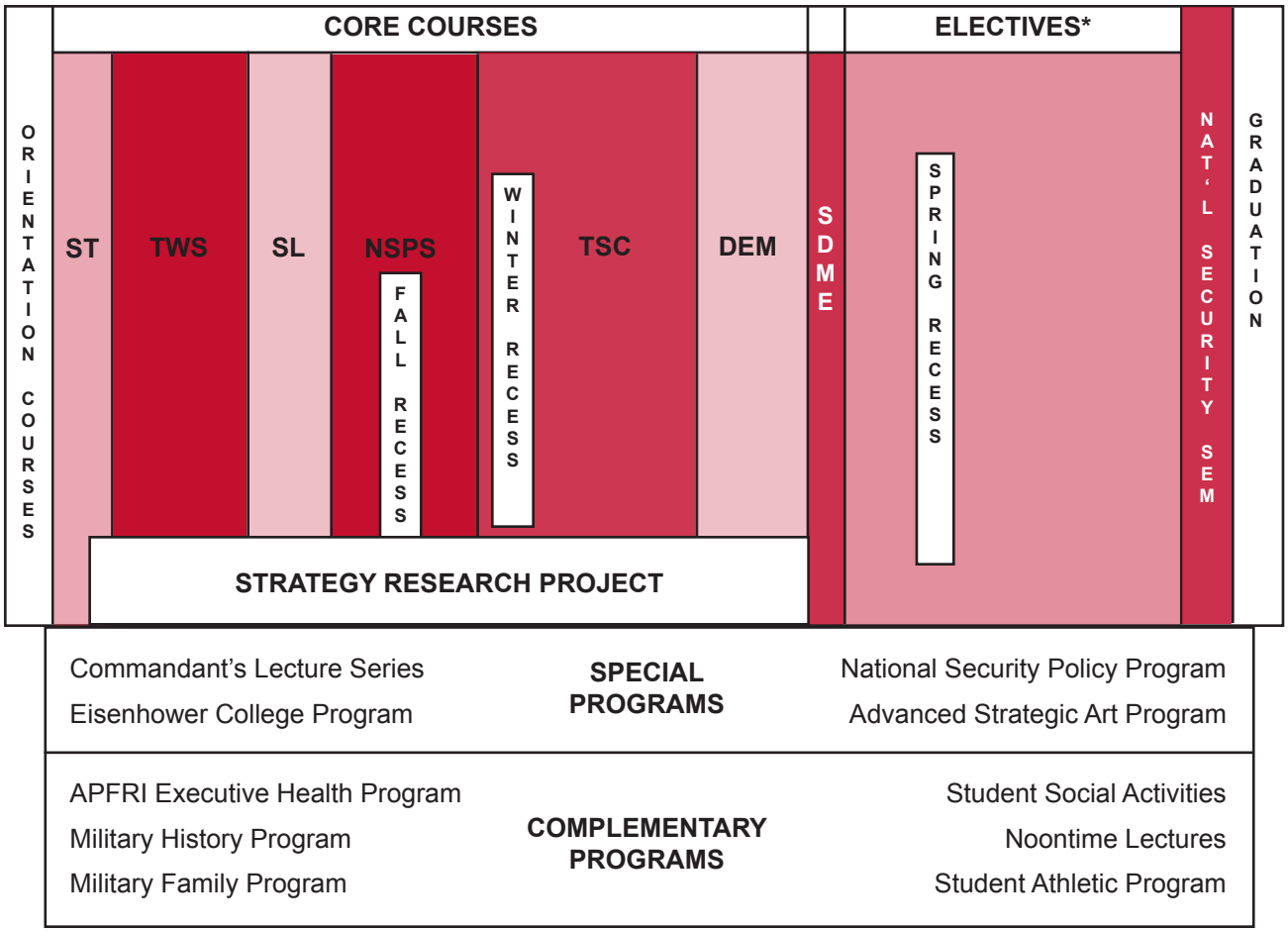
The USAWC offers an executive assessment and development as a component of the Leadership Feedback Program (LFP) to help each student identify personal preferences, strengths, and areas for improvement. The LFP consists of a battery of instruments, all selected for a single purpose: increase the self-awareness of the USAWC student. A key part of the LFP battery is the Strategic Leader Development Instrument (SLDI), which measures strategic leadership competencies using a multi-source or “360 degree” approach. The resultant analysis enables students to compare their self perception with those of recent peers, subordinates, and superiors.

In addition, students complete assessments of their personality resources and team roles to enhance their self-awareness about the interplay of leadership, personality, and interpersonal effectiveness as a member of a team. This package provides an integrated and holistic approach to assessment. The instruments used in the assessment battery are designed to create a more complete picture of the individual to help identify strengths and areas of development. The results of this battery are reviewed and discussed with either a senior operational psychologist or certified faculty member. During feedback, the student also benefits from the integration of their Executive Health and Wellness Program feedback with their LFP feedback to ensure they understand the interplay of leadership, health, and fitness in senior leaders. Once those areas are identified, students develop an action plan to both maintain strengths, as well as to enhance their leadership competencies and attributes in the areas identified for development. While results are strictly confidential, students are encouraged to use the information to focus their developmental activities during the year. Over 90% of participants report that the program was valuable, provided them unique insight, and enhanced their self-awareness.

Graduate Assistance Program (GAP)

The USAWC GAP provides an opportunity for resident students to earn a civilian master’s degree in a variety of disciplines from several academic institutions during their resident year at the USAWC. For more information contact the Carlisle Barracks Education Center.

RESIDENT CURRICULUM - ACADEMIC YEAR 2011



ST - Strategic Thinking
TWS - Theory of War and Strategy
SL - Strategic Leadership
NSPS - National Security Policy and Strategy
TSC - Theater Strategy and Campaigning
JPLD - Joint Processes and Landpower Development
SDME - Strategic Decision Making Exercise

* One elective must be a Regional Studies Elective

DISTANCE EDUCATION PROGRAM

The DEP consists of a series of 8 core plus elective on-line courses and 2 resident courses, taken over a 2-year period, giving a total of 36 credit hours for the program. Each course is composed of several blocks or lessons. The lesson is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course objectives. Course performance is evaluated through writing, forum participation, and collaborative requirements. Individual student requirements are subjective in nature, based on required study and designed to ensure that course learning objectives are attained.

Core Courses

DE2300 Orientation

The orientation assists students in configuring their computers and provides an introduction to the learning methods and expectations of DDE, such as graduate level writing, and online forum participation. The orientation requires students to enter biographical data, participate in an online forum discussion, and complete a 500-word essay for writing assessment. These ensure that students are fully ready to begin their DEP studies.

0 credit hours

DE2301 Strategic Leadership

The Strategic Leadership course provides the doctrinal foundation of the Army War College curriculum. In this course, students examine the foundations of leadership at the strategic level with an emphasis on evaluating competencies and challenges and civil-military relations. Students also evaluate strategic decision making to include critical and creative thinking, and ethical decision making. Finally, students apply Strategic Leader competencies and decision making factors to a complex VUCA environment.

3 credit hours

DE2302 National Security Policy and Strategy

The National Security Policy and Strategy course is focused on American national security and foreign policy formulation. This course provides a theoretical framework for analyzing the international context for security issues. Students examine the interagency process for developing and implementing U.S. foreign and security policies, making the connections between the various external and domestic influences at play. Finally, students are introduced to a methodology for formulating and assessing national security strategies that employ all instruments of national power.

4 credit hours

DE2303 War and Military Strategy

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

4 credit hours

DE2304 Regional Issues and Interests

This course examines important global transnational challenges such as crime and the international drug trade, poverty and development, disease, migration, energy security, the environment, and fragile/failing states. These issues challenge the prosperity, political capacity and security of many regions and countries of the world. The course also examines the world's several regions and contributes to the regional strategic appraisal process, with each student focusing on one of the following in their regional elective: Africa, the Americas, Asia, Europe, the Greater Middle East, and Russia/Eurasia.

3 credit hours

DE2306 First Resident Course (FRC): "Strategic Leadership in a Global Environment"

The FRC is an opportunity for students to examine the relationships between strategic leadership, international relations, national security policy and strategy, war and military strategy, and regional studies. A combination of guest lecturers, seminar discussions, exercises, agency visits in Washington, DC, a staff ride, and student oral briefings on interagency visits, and participation in a regional strategy formulation exercise creates a dynamic learning environment. Students have the opportunity to utilize the USAWC Library and USAHEC for research and to participate in the Leadership Feedback and Physical Fitness Assessment programs.

3 credit hours
USAHEC

DE2307 Contemporary Military Issues (CMI)

DE2307 is a survey course that challenges students to examine contemporary and future concepts that will influence U.S. National Security and war fighting over the next twenty years. The course provides materials that will provoke student critical thinking on aspects of warfare in the 21st Century, to include globalization, irregular warfare, space, cyber warfare and leveraging information in the operational environment (network-centric operations) that incorporate land, sea, air, and space technologies. Students will investigate emerging issues associated with Defense, Joint, and Army Transformation. The course provides students the opportunity to investigate the Army's Brigade Combat Team Modernization

and LandWarNet (Global Network Enterprise Construct). This course acts as a catalyst and resource for students to draw upon as they broaden their knowledge of future joint force capabilities in their role as strategic leaders.

3 credit hours

DE2308 DOD Organization and Processes

DE2308 provides the student, as a future leader in the strategic environment, with information and tools to increase his/her strategic leader technical competency and understanding of DOD structure and function and how DOD integrates into the overall national security structure. Its content furnishes the student with knowledge of the systems and processes that help senior national and military leaders translate theory into military strategy, plans, actions, and resources. The course examines the interactions of systems and processes including the Joint Strategic Planning System (JSPS) and DOD Decision Support Systems including the Joint Capabilities Integration & Development System (JCIDS); the DOD Planning, Programming, Budgeting and Execution (PPBE) process; and the Defense Acquisition System (DAS). [The course also explores doctrine for unified direction and organization, joint command and control, joint and multinational operations, and interagency, intergovernmental and nongovernmental organization coordination.] The material in DE2308 is a logical follow-on to that of the First Year courses and sets the stage for the remainder of the Second Year core courses.

3 credit hours

DE2309 Theater Strategy

DE2309 focuses on the operational strategic aspects of planning at the theater level. Students will look at the development of theater strategy, and how it links to the overarching guidance received from the civilian leadership. They will also examine how the combatant commanders implement decisions made by that civilian leadership. Finally, the course sets the stage for theater operations by examining the capabilities of the Services, interagency capabilities and joint logistics. This course consists of three blocks designed to explain how combatant commanders translate national strategic guidance into theater strategies. The first block will address Services and interagency capabilities. Block two covers theater strategy and goes into detail regarding one important aspect of that strategy: theater security cooperation. The final block will examine Security, Stability, Transition and Reconstruction Operations and Counterinsurgency Operations.

4 Credit Hours

DE2310 Campaigning

Campaigning utilizes the concepts covered in DE 2309 (Theater Strategy) to address how combatant commanders translate national and theater strategies into the precursor products required to plan a campaign in an operational environment. The course introduces the emerging concept of design and addresses the fundamentals of operational art and joint doctrine for campaign planning. Students will examine the employment of military forces to attain theater-level strategic and operational objectives through the design, organization and integration of theater campaigns. Students will gain an

understanding of the fundamentals of campaign planning and learn how to prepare the key planning products a joint force commander would use to create a campaign plan. This course uses joint and Service doctrinal material, historical case studies and two on line labs to reinforce key concepts and learning objectives. DE2310 continues the process of building upon war fighting concepts introduced in the previous courses.

4 credit hours

DE2312 Second Resident Course (SRC): "Strategic Leadership in Current and Future Warfare"

Strategic Leadership in Current and Future Warfare examines strategic leadership and its application of military forces in current and future warfare. In the process students assess and discuss the current issues facing the Department of Defense and those organizations that influence the implementation of national security strategy (e.g., interagency, media, NGO, IO). This course is designed to be the capstone course for the Distance Education Program and builds upon and compliments the previous two years of study. Just as in the First Resident Course, students attend lectures by current military and civilian leadership, participate in seminar discussions, staff rides, case studies and exercises and exploit the full resources of the United States Army War College.

3 credit hours

Elective Courses

Electives provide students with instruction in a specialized subject which builds on the knowledge gained during the 2-year program and is either of personal or professional interest to the student. The list of offerings varies from year to year. Courses in the Elective Program are designed to provide the opportunity for greater depth of study with an expert in a specific area of study and provide 2 credit hours. Examples of courses that have been offered in the past are:

- Pacific War Strategy
- Achieving Unity of Effort in the Interagency
- Peacekeeping and Stability Operations
- Economics and National Security
- Sea Power for a New Era
- Airpower and Modern Warfare
- The U.S. Experience with Counterinsurgency: Past, Present, and Future
- Campaign Analysis
- Defense Support to Civil Authorities
- Geostrategy

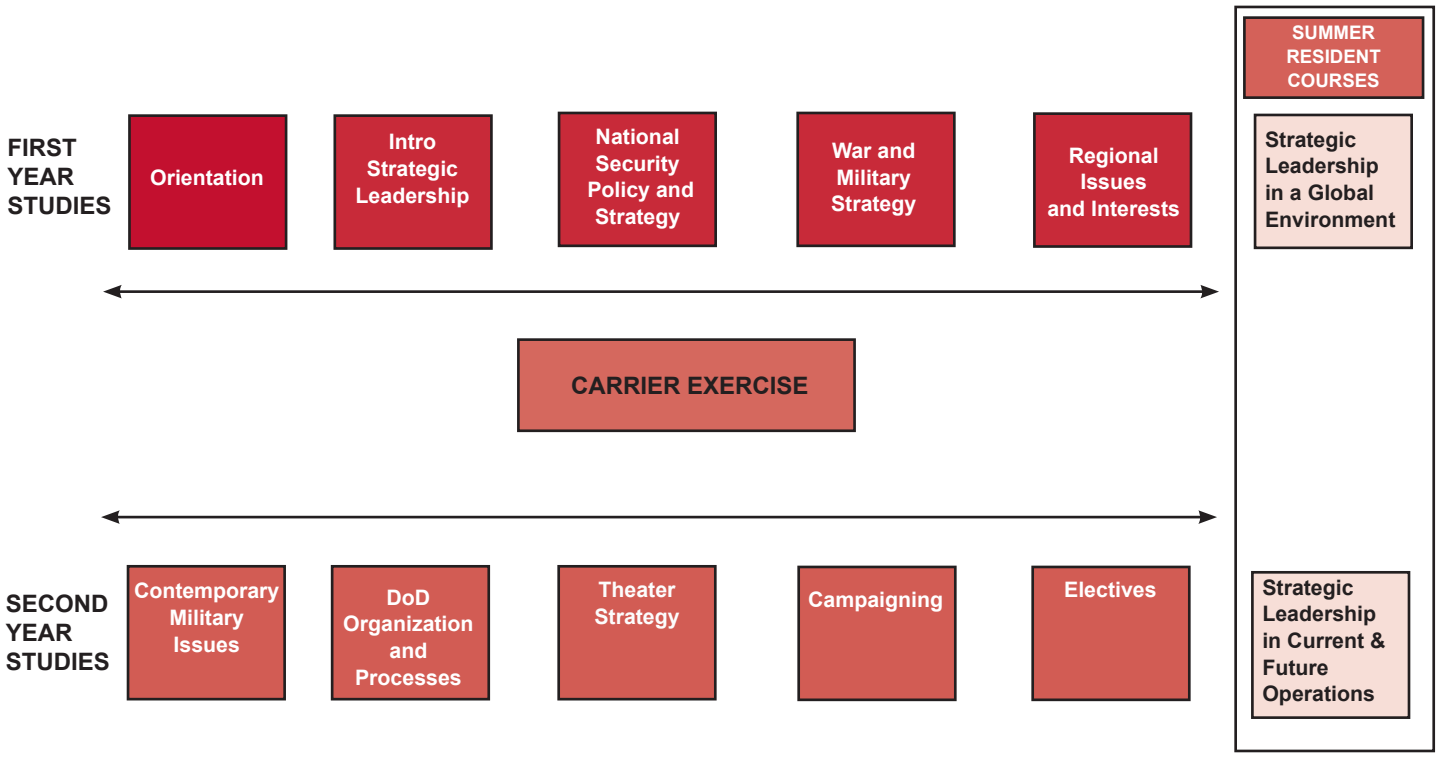
Educational Trips/Staff Rides

Staff rides have long been a part of officer professional education in the U.S. Army and are integrated into the DEP as a part of the required instruction program. During the resident courses, all DEP students have the opportunity to participate in scheduled instructional activities outside the classroom. During the FRC, most DEP students participate in a 1-day trip to Washington, DC. The trip is designed to give students the opportunity to interface with DoS and other organizations to provide a better understanding of the interagency. In addition, students in small group sessions have the opportunity to better understand the joint arena. Staff rides to Antietam and Gettysburg allow officers to study leadership and strategy of the North and South in two significant Civil War campaigns.

Antietam Staff Ride. This optional Staff Ride is scheduled during the FRC. It permits students to consider this battle, which occurred on September 17, 1862, as a part of Robert E. Lee's first campaign into the North. Thus, students will review and assess senior leadership on the battlefield at the Battle of South Mountain, the siege of Harper's Ferry, and the culminating battle of the campaign on the banks of Antietam Creek.

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

DISTANCE CURRICULUM — CLASS 2012



LIFELONG LEARNING OPPORTUNITIES

Basic Strategic Art Program (BSAP)

The purpose of this course is to provide officers newly designated into the Strategic Plans and Policy Functional Area 59 (FA59) an introduction to strategy and to the unique skills, knowledge, and attributes needed as a foundation for their progressive development as Army strategists. This program provides the basic qualification course for FA59 and forms part of the intermediate level education for these officers. DMSPO has the lead for BSAP, but DNSS and DCLM contribute faculty and program support. The program takes advantage of additional academic opportunities available during the college year as appropriate.

Reserve Component National Security Issues Seminar (RCNSIS)

The Director, Reserve Component Integration/U.S. Army Reserve Adviser is responsible for conducting RCNSIS annually in Washington DC for field grade officers from the Army National Guard and Army Reserve. The seminar acquaints up to 50 Reserve Component field grade officers with contemporary national security issues, current military strategy, and the process of national security decision making. Interested officers may request enrollment through their command channels.

Defense Strategy Course (DSC)

DSC is a 6-month online distance education non-resident distance education course that is offered twice each year to Majors and Lieutenant Colonels. Fifty active duty, 25 U.S. Army Reserve, and 25 Army National Guard officers may participate in each course. The course focuses on improving student understanding of the National Security Strategy of the United States in a complex and changing environment. Moreover, the course addresses the national security policymaking process and the relationship of the national elements of power to defense strategy. Interested officers may apply with their Proponent Assignment Officers for enrollment.

Adjutants General National Security Seminar (AGNSS)

The National Guard Adviser is responsible for AGNSS, an opportunity for the 54 state Adjutants General and Deputy Adjutants General to come to Carlisle Barracks annually for 1 week during the resident academic year. In addition to updates on national security issues, participants exchange ideas with the resident class on issues affecting the Army and provide USAWC students with insights regarding issues confronting the senior leadership of the National Guard. For more information about this program, Adjutants Generals can contact the Army National Guard Adviser to the Commandant at the USAWC.

Senior Reserve Component Officer Course (SRCOC)

The Director, Reserve Component Integration/U.S. Army Reserve Adviser is responsible for the SRCOC which brings 40 general and flag officers of the 7 Reserve Components to Carlisle Barracks for 1 week during the REP. Fully integrated with the resident class, these officers have ample opportunities to exchange ideas with the class on issues affecting the Army. In return, attendees provide valuable insights to students concerning the challenges and capabilities of the Reserve Components. Interested officers may request enrollment through their command channels.

Joint Flag Officers Warfighting Course (JFOWC)

DMSPO is responsible for JFOWC, a 2-week senior officer course taught at Maxwell AFB, Alabama. It is designed to educate future Division, Battle Group, Marine Expeditionary Force, and Wing commanders on joint warfighting. Established by the four Service Chiefs, its focus is at the theater strategic and Joint Task Force levels of operations. The course familiarizes students with theater campaign planning, joint crisis action planning, Interagency processes and DoD interface, theater command and control architecture, joint intelligence and information systems, space operations, strategic deployment, and joint logistics. Included in the course is a campaign planning exercise in which the students, as part of a planning group, develop plans and brief them to senior general and flag officers.

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

DMSPO is responsible for the C/JFLCC which focuses on preparing flag-level officers to function effectively as Land Component Commanders. Under the direction of a senior mentor team (three GENs or LTGs (retired) who have served as a Combined/Joint Forces Land Component Commander), this seminar-based course challenges senior officers to examine the key elements of forming and executing functional land component commands at the theater/operational levels in support of the Joint Force Commander, and in conjunction with Combined/Joint Forces Air Component Commander, Combined/Joint Forces Maritime Component Commander, and Combined/Joint Forces Special Operations Commander component commands. The course also explores the challenges of conducting sustained land dominance operations in an interagency and multinational (non-governmental and international organizational) environment. Included is a thought-provoking exercise, which will challenge the attendees to develop solutions and issue guidance essential to deploying, forming, controlling, protecting, sustaining, and operating a combined and/or joint land command at the theater/operational level of war.

Part IV: Departments, Centers, and Institutes

The College

The College constitutes the primary educational faculty and is responsible for the educational functions of USAWC. The College has five departments.

Department of Academic Affairs (DAA)

DAA is responsible for coordinating curriculum development, academic policy, and the planning, coordination, execution, and assessment of all USAWC academic courses and programs. Key functions include general officer continuing education; internal and external coordination of strategic and operational-level concepts and doctrine; Office of the Registrar; Office of Institutional Assessment; Joint Education; Senior Service College Fellows Program; administrative support to the USAWC Board of Visitors; the Electives Program; the Commandant's Lecture Series Program; faculty and student writing awards; Parameters; the academic master events calendar and curriculum scheduling; Communicative Arts, including the SRP and the Effective Writing Program; Educational Methodology and Technology; and coordination of student athletic programs. DAA faculty may also teach elective courses and serve as members of a seminar teaching team, as appropriate.

Department of Command, Leadership, and Management (DCLM)

DCLM provides seminar teaching in three of the six core courses of REP and offers electives in the areas of responsible command, leadership, and management. The core courses are Strategic Thinking, Strategic Leadership, and Joint Processes and Landpower Development. The department is also responsible for the National Capital Region/Washington DC Field Trip, the Omar Bradley Chair of Strategic Leadership, the Omar Bradley Chair Elective, and the Transformation Chair. DCLM also publishes the reference text "How the Army Runs: A Senior Leader Reference Handbook" and the "Strategic Leadership Primer." Both publications are posted on the department home page on the Internet.

Department of Distance Education (DDE)

DDE provides instruction through nonresident and resident models that, like the REP, prepares its graduates for strategic leadership positions in respective agencies. The distance education curriculum parallels the resident curriculum. The distance education faculty is organized into two teams—one under a First-Year Studies Director, the other under the Second Year Studies Director. More than 500 students representing active and reserve military components, IFs, and civilians enroll in the program each April. These students participate in a 2-year DEP, which includes two 2-week summer resident phases at the USAWC.

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

DMSPO provides education within the REP core curriculum, electives, and special programs. The primary focus of the Department is on implementing national military strategy. Its core program focuses on the theater strategic aspects of campaign design and planning. It addresses the role that the National Security Strategy, the National Defense Strategy, and the National Military Strategy play in developing theater security cooperation plans, determining theater strategies, and designing and developing campaign plans. The core course integrates many of the key learning objectives from the previous core courses. It develops the students' abilities to analyze the strategic art, develop joint theater strategic plans and programs, evaluate the capabilities of the services in the context of theater strategy, and synthesize the role of the combatant commander and staff in developing various theater strategies, plans, and programs. The Department does this through a variety of learning techniques that include classroom seminar discussions, presentations by regional combatant command experts as well as service chiefs and combatant commanders, and significant practical exercises, all of which allow the students to demonstrate their understanding of core learning objectives. The Department is responsible for a variety of theater strategic programs, including the Advanced Strategic Art Program, the Joint Advanced Warfighting Studies Program, the Joint Flag Officer Warfighting Course, the Joint Force Land Component Commander Course, the Joint Force Air Component Commander Course, and the Basic Strategic Art Program.

Department of National Security and Strategy (DNSS)

DNSS facilitates seminar learning in two of the six REP core courses of the resident program and offers electives in areas of theories of war and strategy, national security policy and strategy, and regional studies. The core courses are Theory of War and Strategy and National Security Policy and Strategy (See Part III: Academic Programs, pp. 19-22 for more information). The department is also responsible for the Military History Program, Regional Studies, National Security Seminar Week, and the New York City Trip. Additionally, DNSS conducts two special academic programs, the Eisenhower Series College Program and the National Security Policy Program (NSPP).

Strategic Studies Institute (SSI)

SSI constitutes the principal Research faculty and is responsible for the Research, Publication, and Academic Outreach functions of the USAWC. SSI is a versatile, dynamic organization that:

- Identifies international security issues likely to affect the United States, its friends, and potential adversaries;
- Analyzes national security issues and, through the timely publication of studies and conduct of conferences, informs the U.S. Army as well as national leadership of policy options;
- Provides the U.S. Army with a source of ideas, criticism, innovative approaches, and independent analyses;
- Exposes external audiences to the U.S. Army's contributions to the Nation;
- Provides studies and analyses to support and supplement the USAWC curriculum; and

- Provides support to the Army's Strategic Communications mission through its Academic Outreach program.

SSI prepares studies and analyses which consider:

- The nature of land warfare;
- Strategy, planning, and policy for joint and combined employment of military forces;
- The concepts, philosophy, and theory of strategy;
- Matters affecting the Army's future; and
- Other issues of importance to the leadership of the U.S. Army.

In fulfilling this mission, Institute research is concentrated in several functional areas:

- Landpower;
- The strategic environment (threats/interests/regional security issues);
- National security strategy and national military strategy;
- Strategic planning; and
- Futures - concentrating on the role of the U.S. Army in the world's strategic environment 10 to 30 years hence.

In addition, the SSI is responsible for conducting research and for teaching electives reflecting researcher's expertise, and supporting other teaching departments classes and electives with that expertise as needed.

While the work of the Institute is conducted independently of the curriculum of the USAWC, there is considerable overlap in teaching and research between the two organizations. Military officers and civilian professionals assigned to the Strategic Studies Institute constitute a significant source of expert knowledge as part of the USAWC faculty.

Selected USAWC students with particular expertise sometimes cooperate with SSI researchers in the wide variety of studies and analyses undertaken by the Institute. Accordingly, students may become involved in supporting SSI research and analytical work on issues of high priority to the Department of the Army.

Center for Strategic Leadership (CSL)

CSL, located in Collins Hall, serves as an experiential education center focused on strategic decisionmaking, strategic communications, research and the experiential education of strategic leaders. It works at the interagency, strategic, and operational level in support of the Army's Senior Leadership, the USAWC, Combatant Commanders, Joint Staff, and Interagency participants. The Center is responsible to the USAWC for the conduct of SDME, the IF's Strategic Crisis Negotiation Exercise, provides general support to the curriculum, and prepares and teaches elective courses. CSL conducts wargaming at the strategic and operational levels for senior Army leaders, Combatant Commanders, and other U.S. Government agencies. It uses wargaming to help explore alternatives, provide insights, identify issues for research and analysis, generate discussions of national security matters, and practice decision making under a variety of situations. The Center operates a Global Command and Control System (GCCS) facility in support of the USAWC. CSL is comprised of five divisions: the Operations and Gaming Division; the Science and Technology Division; the Strategic Experiential Education Group; the Division of Strategic Systems, and the Management and Logistics Division.

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

In 1993, the Chief of Staff of the Army established the U.S. Army Peacekeeping Institute in the Center for Strategic Leadership at the USAWC, in response to the growing number of complex emergencies that arose in the aftermath of the Cold War. In 2003, the mission of the Institute was expanded to include all stability operations, and the name was changed to the U.S. Army Peacekeeping and Stability Operations Institute. The Institute's mission is to "Serve as the U.S. Military's Center of Excellence for Stability and Peace Operations at the Strategic and Operational levels in order to improve military, civilian agency, international, and multinational capabilities and execution." The Institute accomplishes this by:

- Shaping military and interagency policy, concept and doctrine development for Peace and Stability Operations (PSO);
- Conducting senior leader education, as well as supporting joint, interagency, and multinational partners in the development of education and training programs in PSO;
- Facilitating the integration of effort among the U.S. military, the interagency, international organizations, coalition partners, and non-governmental organizations; and
- Supporting planning and execution of peace, stability, and reconstruction operations.

PKSOI is structured as a joint, interagency, intergovernmental, and multinational organization that is capable of support to a wide range of U.S. and multinational initiatives at the strategic and operational level in the area of PSO, to include support to combatant commanders, joint force commanders, and the U.S. government. In fulfilling its mission, PKSOI:

- Builds and sustains close connections with key international organizations, non-governmental organizations, academia and the private sector;
- Educates future leaders in peace, stability, and reconstruction operations;

- Reviews and assesses joint and multinational concepts, capabilities, and doctrine for peace and stability operations;

- Assists developers across the joint force in design and improvement of emerging doctrinal concepts for PSO and IW; and

- Works with the Department of State's Office of the Coordinator for Reconstruction and Stabilization as the interagency focal point for training, education and development of USG civilian capabilities for stability and reconstruction.

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

USAHEC is the Nation's premier facility for interpretation, research and preservation of the Army's history. In order to tell the Army's history through the eyes of its Soldiers, the USAHEC combines the famed U.S. Army Military History Institute (USAMHI), Army Heritage Museum (AHM), a state of the art Conservation Center, the Visitor and Education Center, and the Army Heritage Trail. The USAHEC campus rests on a 55-acre tract of Carlisle Barracks land located adjacent to the golf course. The 67,000 square foot Ridgway Hall provides enhanced protection for the USAMHI collection and improved facilities for patrons and staff. While the Army Heritage Trail continues to develop, the USAHEC Visitor and Education Center was completed early in 2010. The USAHEC museum is in the design phase and the Conservation Center is also under construction.

The USAHEC embraces its public history mission through interactive public programs. Bi-annual living history events at the USAHEC draw over 5000 visitors to the Trail and include artillery and Soldier demonstrations, educational workshops, lectures in Ridgway Hall and events on Traditions Field. USAMHI recently completed the organization of the USAWC curricular files. Recently, the USAHEC acquired General Omar Bradley's estate; personal papers from MAJ Dick Winters, who was made famous in the Band of Brothers series; 1983 Grenada files from General Norman Schwarzkopf; and the papers of LTG Ricardo Sanchez and GEN John Abizaid. In the materials preservation department, the USAHEC conservators are fully engaged in their respective specializations of paper and object conservation.

USAHEC's facilities are open to the public and staffed with professional historians, librarians, and curators who see to patron needs. The USAHEC website at www.USAHEC.org provides up-to-the-minute information on public programs, hours of operation, research aids, and contact information. USAHEC is also found on popular social networking sites, including Facebook, MySpace, Twitter and YouTube.

U.S. Army Military History Institute (USAMHI)

The USAMHI acquires, preserves, and makes available to a broad audience, historical records, and materials on the heritage of the U.S. Army. It serves as the Army's central repository for unofficial materials relating to the history of the Army and related ground forces. USAMHI's vision is to provide unequalled access to the world's premiere collection of historical records and materials on the heritage of the U.S. Army.

USAMHI responds to official and public inquiries; supports the USAWC Military History Program; conducts the Senior Officer Oral History Program (SOOHP) and the Division Command Lessons Learned

Programs (DCLL); surveys and documents the experiences of veterans; hosts a lecture series on military history; and develops and maintains the Army Heritage Collection Online (www.ahco.army.mil).

Most important is the service USAMHI provides to patrons—both on and off-site. In FY 2008, the research room staff provided assistance to over 38,800 researchers. This includes visits to Ridgway Hall, inquiries via interlibrary loan, e-mail, phone and fax.

USAMHI also has secure storage facilities to hold recently donated collections of General Officer papers as part of the largest collection of classified holdings in the U.S. Army. The Security Manager is available to answer questions about declassification and related activities, and often performs declassification on documents for other organizations as well as in-house actions. Recently, USAMHI declassified 90,000 pages of After-Action Reports (AARs) from 1966-1972, constituting the largest concentration of Vietnam era combat AARs held in one collection. These previously unseen documents, and many others, are available for public research by patrons.

Army Heritage Museum (AHM)

The AHM highlights an extensive collection of military artifacts related to the service of individual Soldiers throughout the history of the Army. The museum's mission is to acquire, preserve and interpret artifacts of the American Soldier through exhibits and research in order to educate a broad audience about the U.S. Army's heritage. Objects speak most eloquently of the Soldier's service to his country long after the Soldier can no longer speak for himself. The wealth of individual Soldier stories depicted in the exhibit galleries located in Ridgway Hall and in the new Visitor and Education Center Building in Spring 2011, illustrate and bring to life the history of the Army.

Over the past year the AHM engaged in a massive cataloging effort which resulted in over 20,000 artifacts entered into the Army Historical Collection Accountability System (AHCAS). The museum added members to the exhibit staff whose efforts include expansion of the Army Heritage Trail, traveling exhibits and enhancement of displays in Ridgway Hall.

Conservation Center

The Conservation Center, currently under construction, is a 35,000 square foot facility for environmentally controlled storage of over 50,000 AHM artifacts. It will also support conservation and preservation programs and activities for the AHM and USMHI collections. The Conservation Center enables professional conservators and technicians to assess, document, and stabilize collections with state-of-the-art analytical technology and tools. These activities allow for collections to be available for research, exhibit, and posterity. USAHEC conservators also advise on preservation and conservation matters within the Army and interface with the professional museum, library, and archives communities and the general public.

U.S. Army Heritage Trail

The Army Heritage Trail rings the grounds of the USAHEC. Covering about a mile it highlights many of the Army's major campaigns with exhibits and period-specific vignettes. The Trail is the USAHEC's greatest public draw, averaging over 600 visitors per week.

13 individual settings include a French and Indian War way station; a full scale reconstruction of Redoubt Number 10 from the Revolutionary War; a colonial period forge; a section of the Antietam battlefield; a Civil War winter encampment complete with cabins; a WWI trench system, including a German pillbox; a WWII company area; a replicated Omaha beachhead scene from D-Day and an interpretation of the Viet Nam helicopter air assault at Ia-Drang and a Vietnam-era Fire Support Base. Designed as a stage for living history presentations by living historians serving as interpreters, the Trail hosts historic personages on select weekend during the summer and fall months and during educational programs (by appointment).

Visitor and Education Services

The Visitor and Education Center is the "front door" for the USAHEC, providing overall visitor services to educate a broad audience on the heritage of the U.S. Army through programs and interpretation. The building is scheduled to open in 2011, but the Visitor and Education Services (VES) directorate is in full operation and currently uses Ridgway Hall to conduct tours and programs. Serving as the contact station for the entire campus, the Visitor Center will be staffed to quickly direct guests to facilities or programs throughout the USAHEC campus. When complete, the Visitor's Center will have extensive gallery space for topical exhibits and a 600-seat multi-purpose room used to host conferences, historical programs and events. These features, coupled with a museum store and cafe, will make the Visitors and Education Center the perfect venue to begin a day-long visit to the site.

The VES organizes USAHEC's on-site educational programs including our nationally-known military history lecture series, "Perspectives in Military History," the Brooks E. Kleber Memorial Readings, the Veterans Oral History Program, our "Hands-On History" programs for school-aged children, and college and graduate school internships.

The VES manages the USAHEC's two major living history events each year, Army Heritage Day and the Market at Washingtonburg. Always held Armed Forces Day weekend, Army Heritage Day is a timeline-oriented living history event that brings in re-enactors of all time periods, special lecturers, and a variety of special programs to the USAHEC campus. This year, Market at Washingtonburg is held the 2nd weekend in September each year. MAW replicates, through living history demonstrations and craftsmen, the life of the 18th century Carlisle as it existed in support of Washingtonburg, the original name of the post in Carlisle. Both events attract more than 11,000 people to the USAHEC site.

U.S. Army Physical Fitness Research Institute (APFRI)

The U.S. Army Physical Fitness Research Institute (APFRI), a resident facility of the USAWC, conducts applied research and intervention aimed at reducing the risk for cardiovascular disease while also improving and sustaining the total fitness of the Joint Military Services.

In July 2007, General George Casey, Chief of Staff of the Army, directed the USAWC to expand the mission of APFRI with the development of APFRI Annexes as part of a comprehensive Education and Wellness program linked with Professional Military Education (PME) to enhance leader readiness and sustainment. Therefore, an APFRI Annex has been established at the Command and General Staff College (CGSC) and at the U.S. Army Sergeant's Major Academy (USASMA).

To that end, at the USAWC, emphasis is placed on the senior leaders' physical and mental well-being. APFRI's multidisciplinary staff includes clinical psychologists, a dietitian, exercise physi-

ologists, a nurse practitioner, a physical therapist and assistant, registered nurses, and a research specialist. All are committed to promoting the health and fitness of senior leaders thus optimizing their professional and operational readiness.

APFRI's Executive Enhancement Program (EEP) is focused on developing senior leader self-awareness, psychological hardiness and resiliency, to both meet the demands of strategic leadership and reduce the toxic effects of Type-A behavior, stress, and high OPTEMPO. The USAWC's Leadership Feedback Program (LFP), an element of EEP, is a complementary program that provides all USAWC students the opportunity to enhance their leadership abilities via an integrated program of behavioral and personality assessments, with particular interest in how these psychological factors impact on health, fitness, and effectiveness.

Part V: Student Body and Student Life

Student Profile

The USAWC is a multi-disciplinary program designed for U.S. Army, U.S. Air Force, and U.S. Marine Corps officers in the grade of lieutenant colonel or colonel, and U.S. Navy and U.S. Coast Guard officers in the grade commander or captain. International Fellows (IFs) of similar grade (and occasionally holders of flag rank) will attend, as well as civilian personnel with equivalent seniority from a number of federal agencies.

The profile of a typical class includes:

- Army: Army Competitive Category, Army National Guard, Army Reserve
- Other Services: Air Force, Air Force Reserve, Air National Guard, Marines, Marine Reserve, Navy, Navy Reserve, Coast Guard
- International Fellows
- Civilian: Department of the Army, Department of State, Department of Homeland Security, National Security Agency

The average military student is 44 years old and has completed roughly 21 years of service. All military officers possess a college degree, over two-thirds hold a graduate degree, and around one-fourth have commanded at the battalion equivalent or higher level.

Class Organization

Class officers perform duties for the entire academic program. The REP class president is nominated from the active Army colonel population by the department chairs and appointed by the Commandant. Similarly, the DEP class president is nominated from the Active Army or Reserve component colonel population, and appointed by the DDE Department Chair.

The president performs the following student related functions:

- Represents the class with the College leadership and appropriate external agencies. Calls and conducts class meetings. Appoints committees for class activities (i.e., sports, social, gift, community activities, etc.);
- Supervises the operation of the class fund;
- Keeps the College leadership informed of all class activities; and

- Prepares recommendations for guidance to the next class president.

The class vice president is nominated by the Reserve Component (RC) advisers from the list of incoming RC officers. The vice president for civilian students is nominated by the Civilian Liaison Representative from among the incoming civilian students. These vice presidents serve as spokespersons for their respective student groups and support the class president in selected activities mutually agreed upon. The Air Force Senior Service Representative is responsible for the secretary's position and the Navy or Marine Corps Senior Service Representative for the treasurer's position. They perform functions appropriate to those offices and as assigned by the class president. IFs select a president, vice president, and treasurer to represent them at various meetings, functions, and field study trips.

Seminar Duties

The faculty teaching team selects a student to serve as seminar group chairperson. This individual serves as the key information link between the seminar group and the class president. The chair is responsible for administrative matters concerning the seminar group. Specific responsibilities include, but are not limited to, the following:

- Accountability of seminar group members at mandatory functions and other academic or administrative activities where seminar group representation is required;

- Maintaining appropriate decorum by seminar members during lectures and in seminar;

- Maintaining appropriate seminar group rosters, as required;

- Appointing committee members from the seminar group for class activities;

- Representing the seminar group at meetings chaired by the class president; and

- Serving as the seminar group point of contact for USAWC administrative matters as appropriate.

While the seminar group chairperson's responsibilities generally are nonacademic in nature, chairs may assist the faculty team by coordinating seminar group accomplishment of tasks for which the group as a whole is responsible. The faculty instructor and the seminar group chair will agree upon specific details and responsibilities.

The assistant chairperson assists the seminar group chairperson in the accomplishment of assigned duties. The faculty teaching team also selects the assistant.

The chairperson, in concert with the faculty team and the seminar, determines internal organization of the seminar group at large. Various subgroups and assistants may be appointed to support academic, administrative, and social functions. Details may be found in the USAWC Faculty, Staff, and Student Manual.

What to Expect

Students face a variety of challenges during the academic program. This program marks a significant career transition for most students. The fundamental challenge is to use the program to prepare and equip students to deal with national and international problems that have a number of characteristics in common. These problems by nature are complex and ambiguous; they lack precedent, seldom appear in the form of problems students have previously encountered, demand immediate attention, and generally lack a clearly-defined endpoint. Often there is scant reward for success; failure can affect the security or prosperity of the country.

To help students make the transition, the curriculum is designed to be provocative, demanding, and rigorous. Students work hard throughout the course at the conceptual level, researching, analyzing, and evaluating issues in depth to bring informed, critical judgment to every task they encounter. The USAWC experience helps students evolve from a world of tactical orientation and close supervision to one characterized by volatility, uncertainty, complexity, and ambiguity in which they must rely on cooperation and consensus to achieve success. Joint and multinational organizations, issues, and operations are paramount in this “new” world.

The curriculum is designed to help students cultivate the art of critical questioning. There are at least two sides to every issue and there are no “approved or school solutions.” Unexamined acceptance of assumptions and the status quo is neither expected nor desired. High quality conceptual thinking can only result from close, detailed, reflective study of a wide range of military disciplines, and it can only be done by imaginative people who have trained themselves to think logically about tough problems. Logical thinking about complex and ambiguous issues should be a goal during the academic year.

During seminar sessions, students will face the challenge of submitting their ideas to the critical analysis of their faculty instructors and their peers. Both faculty and students possess an exceptional range of expertise. Similarly, students will find ample opportunity to exercise the fine art of dialogue by engaging daily in logical, tactful, and persuasive reasoning about ambiguous topics.

Academic programs are scheduled so that each activity contributes to a student’s development as a vigorous, informed, thoughtful, and effective individual. The curriculum will keep students busy and involved, but also will allow time for the reflection, individual study, and research essential for genuine intellectual growth.

Successful performance in this new realm will require students to break some old habits, improve existing critical skills, and develop new competencies. To succeed in the strategic environment will require future senior leaders to think differently than they have in the past. To that end, the USAWC curriculum is rooted in the theory and application of strategy. Grounded in Elihu Root’s great problems of responsible command -- national defense and military art and science -- the curriculum emphasizes the process by which the United States formulates National Military Strategy and the factors essential to develop and refine military strategy in an increasingly volatile, uncertain, complex, ambiguous, and interdependent post-Cold War world.

Carlisle Community

Adjacent to the post the city of Carlisle, with an estimated population of 20,000, offers additional shopping and restaurant facilities for USAWC students. Harrisburg, with an estimated population of 500,000, is 20 minutes away and offers a full range of facilities and services. The major metropolitan areas of Washington DC, Baltimore, and Philadelphia are approximately 2 hours away, and New York City is approximately 4 hours from Carlisle.

Wellness Programs

Health and Fitness. The physical, psychological, and spiritual well-being of students, staff, faculty, and families is an important concern at the USAWC. Students will have opportunities to assess and enhance their overall health and fitness through a comprehensive health and fitness assessment program provided by the APFRI. APFRI's multi-disciplinary, professional staff coordinates research and interventions aimed at reducing cardiovascular disease and injuries while improving and sustaining the health and fitness of senior leaders. APFRI also provides a Telehealth Program for the DEP students. This program provides case management and interventions via Telehealth technologies using USAWC web-based portals. Through an annual APFRI Health Day and a variety of aerobic, strength, flexibility, nutrition, injury prevention, stress management, and other health classes, students may improve their health and fitness as part of their individual learning plan. Spouses are encouraged to take advantage of many of the health and fitness classes offered, as well as APFRI's annual Women's Health Symposium and Spouse Health Assessment Program.

Military Family Program

The activities of the Military Family Program are structured into four distinct categories for the REP: Personal Growth and Fitness, Family Growth and Fitness, Personal Financial Management, and Strategic Leadership and Readiness. They encompass a series of lectures and workshops for students and spouses dealing with important family and unit readiness issues. The purpose of these events is to increase awareness of the individual's own family situation and to better prepare both the future senior leader and spouse for working with subordinates and their Families. Many of the workshops target the personal growth and well being of the student and the student spouse during the academic year, and provide information and training in finance, wellness, interpersonal skills, and much more. Other workshops and lectures are designed to help both students and their spouses by equipping them for future leadership responsibilities.

For further information on the Military Family Program seminars and workshops presented each academic year, go to: www.carlisle.army.mil/usawc//milfam.htm.

Support Facilities

Student Housing

Housing for students is satisfied through a combination of on- and off-post resources. On-post housing consists of three- and four-bedroom single-family and duplex dwellings and two- and three-bedroom apartments. Each unit provides computer links to the campus local area network. Ample off-post housing can be found within the local area, and an off-post housing referral service is available through the post Housing Office. On-post housing is not provided to IFs or Civilians.

On Post Shopping and Restaurant Facilities

Carlisle Barracks has a commercial complex consisting of a laundry/dry cleaner, Class VI (retail beverage) store, Commissary, and Post Exchange that provide military students the ability to conduct some of their shopping within walking distance of their homes. This complex also includes a food court, barber shop, and optical center. In addition, a credit union for banking needs is available for use by all students and employees. The Letort View Community Center, while not in the shopping area, offers event oriented dining opportunities for the USAWC community; seasonally the Letort View Community Center offers evening social activities at the “Tiki Bar” pavilion or “Joint Pub.”

Medical Support

Dunham U.S. Army Health Clinic provides medical care for resident military students (and Distance Education students when attending summer sessions), the uniformed faculty, and retired military personnel. Dunham is capable of providing primary medical care and is equipped for routine outpatient medical conditions. Family Practice is the primary clinical service available, including limited pediatric and gynecological care. The clinic does not have an emergency room or inpatient capability, but emergency medical services are available in the local community. Students requiring hospitalization or medical care from specialists are referred to military treatment facilities at Fort Meade (Maryland), the Bethesda Naval Hospital (Maryland), or Walter Reed Army Hospital (Washington DC), or to local or regional medical facilities. Dunham also provides comprehensive dental care to all active duty personnel and has optometry services as a part of its health care offerings.

Religious Services

Since the inception of the American military forces, the military’s leadership has felt a responsibility to attend to the religious needs of its personnel. Beginning with the Revolutionary War, chaplains and chapels have been a part of the American military scene. The USAWC continues this tradition. Carlisle Barracks has a Memorial Chapel that serves the religious needs of the students, staff, and faculty. The Chapel has in residence Protestant and Catholic Chaplains. The Chapel offers religious education programs, activities for youth, and a number of activities for young and mature adults. In addition, the Chapel can offer information on the locations of Jewish services. Though no special services are offered for followers of the Islamic faith, a small prayer room is provided in Upton Hall for Muslim students.

Child Care

The Moore Child Development Center (Building 455) provides full-day, part-day and hourly care programs for children from 6 weeks through 5 years of age. The center is open 6:30 a.m. to 5:30 p.m., Monday through Friday. Hourly care is by reservation on a space available basis. Fees are determined according to total family income. Children must be registered with Child Development Services before care is provided at the center.

Morale, Welfare, and Recreation Activities

Carlisle Barracks offers a full range of Morale, Welfare, and Recreation activities. These include Information, Ticketing, and Registration; Outdoor Recreation; Letort View Community Center; Army Community Service; Golf Course; Youth Services; Sports Programs; Strike Zone Bowling Center; Barracks Crossing Studios (offers framing and engraving, auto care, and special arts and crafts on a seasonal basis).

Part VI: The USAWC Library

As the award-winning library for the Army's senior educational institution, the USAWC Library is an integral and strong component of the USAWC's Program for JPME and plays a key role in the development of military, civilian, and international strategic leaders. Noted for sustained, high-quality services, and extensive research resources, the Library is a graduate-level special academic library supporting the College's educational, research, strategic communications, and well-being missions. It also serves as a primary research and information resource for organizations and individuals outside of Carlisle Barracks and the Army, including Congress, the DoD, Federal agencies, universities and colleges, the media, and individual researchers and writers.

The highly expert and customer-friendly library staff, including nine librarians, ensures the efficient retrieval and delivery of research and information services. All nine librarians hold a minimum of a baccalaureate degree in an academic subject and a master's degree in library and information science. All have varied and extensive professional and managerial experience of progressively higher responsibility. The Director is active on DoD-level committees, and librarians support membership in professional organizations and participate in continuing education thus fostering innovation and improving library services. Through formal and informal liaison with the faculty, the staff keeps abreast of all curriculum requirements. The Library also receives feedback from other USAWC boards, as well as from individual faculty, students, and staff members. This feedback contributed to making the Library the center of gravity for collective academic activity.

The Library offers its customers a variety of services: one-on-one research and reference assistance; "Ask a Librarian" electronic reference service; information literacy programs and tutorials for individuals and groups; library tours and briefings; current awareness and bibliography compilations; copyright support service; hard copy and electronic course reserves; paper and micrographic copying and scanning services; acquisition and distribution of curriculum texts; inter-library loan and document delivery. Supporting the curriculum and research, the Library regularly produces course-related, special bibliographies. Major bibliographies include: Jointness; Ethics; Terrorism; Homeland Security; Mentorship; Multinational Operations, Post-Conflict Reconstruction; Transformation; Warfare in the 21st Century; Peacekeeping; Strategic Vision; U.S. National Security and Strategy; Human Dimensions of Strategic Leadership; The Military Profession; and Women in the Military. Bibliographies also receive worldwide dissemination. Monthly, the Library's current awareness program produces and widely distributes listings of pertinent current journal articles; this is supplemented with frequent e-mail alerts. The Library sponsors an active materials display program, coordinating with academic and community offices to support special events and programs and to highlight special library services and publications.

The Library provides its customers a rich and varied collection of print, electronic, and other non-print materials. Subjects covered in depth include military strategy and operations, area studies, international relations, foreign policy, management, and economics. To supplement a book and document collection of 165,400 volumes, the Library maintains subscriptions to over 600 current hardcopy subscriptions to periodicals in these and other subject areas, providing current information and opinion for reading and

research. Library holdings include a broad cross section of domestic and foreign newspapers, Army, DoD, and other official military publications, and a classified documents collection. The Library's collection also includes a large selection of audio-visual materials, extensive microform holdings, and the equipment needed to access these special formats.

Current electronic research and information resources include fee-based and DoD online services and Internet resources, including standard research databases such as ProQuest, Nexis, Jane's Geopolitical Library, and military specific databases such as JDEIS, AULIMP, SCAMPI, STINET, Periscope, and Inside Defense. The Library's online catalog provides quick and concise information on publications held in the Library or at any department or office on Carlisle Barracks. The catalog is available to customers on the Library's website on both the Internet and the Intranet. At the Library's public website www.carlisle.army.mil/library, customers can access general resource information, the Library's authoritative bibliographies, links to other military and academic databases, and online catalogs. By using Intranet access, authorized customers can use all of the resources on the public site plus many specialized fee-based databases supporting the academic and research needs of the USAWC students and faculty.

All students, staff, and faculty have remote access to the Library's resources and services, including access to the fee-based databases and other library research resources. All can request research assistance and borrow publications by contacting the Library by e-mail, telephone, fax, or mail. The Library will respond to requests quickly and will work with the requestors to identify research resources and facilitate the most convenient method of access, to include direct borrowing from the USAWC Library, interlibrary loan, and use of their local libraries.

The Library also offers its customers access to other library resources through its affiliation with several cooperative ventures. These include the Military Education Research Library Network (MERLN), which electronically provides ready access to the holdings of major DoD and other military libraries. Membership in the Associated College Libraries of Central Pennsylvania (ACLCP) allows Library customers direct access and borrowing privileges to 24 other academic and special libraries within an easy drive of Carlisle, such as Dickinson College, Bucknell University, and the State Library of Pennsylvania. The Online Computer Library Center (OCLC) database includes records for over a billion publications available through interlibrary loan from libraries all over the world.

Housed on 2 levels in Root Hall, with about 27,500 square feet of space, the Library is conveniently located for students and faculty. It is ADA compliant, and authorized customers have access 24/7 to the Library facility. The main level holds the Library's primary collection, its online catalog, and other manual and automated research tools. It comfortably seats over 76 customers in the Reading Room, and provides Breakout Areas, with computer access, for study groups and meetings. There are DSL computers as well as wireless service for students, DoD, and other visitors needing access to the Internet. It provides 92 carrels for general use by students and faculty, and 3 small conference rooms for individual DVD or video viewing and for private consultations. The lower level houses restricted and classified documents, maps, and other library holdings.

Part VII: *Parameters,* The U.S. Army's Senior Professional Journal

Parameters, the USAWC Quarterly, complements the USAWC curriculum, continues the professional education of its graduates, and reinforces the USAWC's role in this country and around the world as a leading center for contemporary military thought. The journal focuses on international security affairs, national defense policy, joint and combined matters, military strategy, the intersection of strategy and the operational art, and aspects of senior military leadership and command. USAWC graduates of all services and components receive gratis subscriptions to *Parameters* until retirement as an integral part of their continuing education.

The journal is also distributed to Army general officers; to key officials in the Pentagon, the State Department, and the National Security Council; to interested members of Congress and their staffs; to defense-minded members of academe, business, and the media; and to military units, including ROTC detachments and service academies. U.S. senior service colleges, staff colleges, and branch schools receive each issue; more than 600 libraries and more than 80 U.S. and international military journals receive subscriptions, as do many U.S. and allied embassies. Copies also go to the military educational establishments of allied and other nations. The Marshall Center subscribes for its international faculty and student body and also uses copies in its English language training program.

Parameters' printed circulation is approximately 13,000 copies per issue. Significant secondary distribution occurs through military educational institutions in this country and overseas which reproduce articles used by thousands of students every year. On average, more than 120,000 copies of Parameters articles are reprinted annually for use by military and civilian educational institutions, military organizations, and private citizens. The journal is also available to the public through subscriptions from the Superintendent of Documents.

Current journals, selected historical and a complete index of articles, review essays, subscription information, guidance on submitting manuscripts for publication, and links to many other research sites of interest to defense professionals is located at www.carlisle.army.mil/usawc/Parameters.

Part VIII: Army War College Foundation and Alumni Affairs

The Army War College Foundation, Inc., is proud to provide the "margin of excellence" to the academic experience at the USAWC. A not for profit, tax-exempt, publicly supported organization under Sections 501(c)(3) and 509(a)(3) of the IRS code, the Foundation enhances and enriches academic programs and research activities by providing financial support where government funds are not available. The organization also fosters, maintains, and strengthens a sense of fraternity among the alumni and promotes continued interest in and support of the USAWC.

The Foundation (and the Alumni Affairs Office) is a single organization, having achieved an historic merger on August 1, 2008 to better support the College and its graduates, friends, and faculty. For over 40 years, this now merged organization has directly supported student and faculty events such as: National Security Seminar Week, honoraria for distinguished guest lecturers, writing awards for students and faculty, publications for the College's Library, projects of the International Fellows Program, financial support for high-level conferences and exercises, and the USAWC's Strategic Leader Development Program. The Foundation funds the College's General Omar N. Bradley Chair of Strategic Leadership and the Francis W. De Serio Chair of Strategic and Theater Intelligence.

The Foundation and its Alumni Affairs Office publish a newsletter, operate a first-class gift shop, maintain a database of all alumni members, present and former staff and faculty, support the International Fellows Program, enable numerous academic and other programs of the college, offer publications, provide scholarship opportunities to children of lifetime members, and provide support to class reunions and seminars. Alumni membership is open to graduates of any USAWC course (including the National Security Seminar and Strategy Implementation Seminar programs), and present or former staff and faculty.

Individual, foundation and corporate constituents are steadfast in their contribution to our national defense through stewardship of academic excellence and traditions at the Army War College. Contributions are tax-deductible. The joint Foundation and Alumni Affairs web site is at www.usawc.org. For additional Foundation information, call 717- 243-1756, email: info@usawc.org or write the Army War College Foundation, Inc., 122 Forbes Avenue, Carlisle, Pennsylvania 17013-5248. The Office of Alumni Affairs is in Room B122, Root Hall, (717-243-0884 or email: alumni@usawc.org).