

CGSC Circular 350-1

U.S. Army Command and General Staff College
Catalog

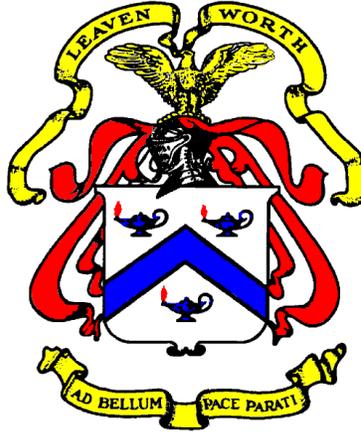


February 2026

**Command and General Staff College
100 Stimson
Fort Leavenworth, KS 66027**

The Command and General Staff College Crest

The Command & General Staff College



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

BLAZONRY

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

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

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

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

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

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

The colors used indicate:

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

Foreword

Established at Fort Leavenworth, Kansas in 1881, the U.S. Army Command and General Staff College (CGSC) educates, trains and develops leaders for Multi-Domain Operations in a Joint, interagency, intergovernmental, and multinational operational environment; and advances the art and science of the Profession of Arms in support of Army operational requirements.



This catalog outlines CGSC academic policies and programs, provides administrative information, and establishes the responsibilities and obligations of both students and the institution.

The policies, courses of study, and academic requirements appearing herein were in effect at the time of publication.

This catalog is published for informational purposes only. Although every effort is made to ensure catalog accuracy, the College reserves the right to change, eliminate, and add to any existing – or introduce new – policies, courses of study, and academic requirements.

CGSC maintains three accreditations. The Higher Learning Commission (HLC) accredits CGSC to grant four master's degrees, one bachelor's degree and one undergraduate certificate: the Master of Military Art and Science (MMAS) and Master in Operational Studies (MOS) to eligible Command and General Staff Officer Course (CGSOC) graduates; the Master of Arts in Military Operations (MAMO) to all graduates of the Advanced Military Studies Program (AMSP); the Master of Arts in Strategic Studies (MASS) to all graduates of the Advanced Strategic Leadership Studies Program (ASLSP); the Bachelor of Arts in Leadership and Workforce Development (BA in LWD); and the undergraduate certificate in Leadership and Workforce Development to eligible graduates of the Sergeants Major Course (SMC). The Chairman, Joint Chiefs of Staff accredits CGSC to award Joint Professional Military Education Phase I (JPME Phase I) to graduates of the CGSOC, and Joint Professional Military Education Phase II (JPME Phase II) to graduates of School of Advanced Military Studies ASLSP. The U.S. Army Transformation and Training Command (T2COM), formerly Training and Doctrine Command (TRADOC), accredits CGSC to provide the Army Professional Military Education (PME) described herein. Considered together, the accreditations provide the academic and warfighting credentials required of emerging future leaders at senior levels of the Army and Department of Defense.

Inquiries regarding catalog content should be submitted to the U.S. Army Command and General Staff College, Office of the Registrar, Lewis and Clark Center, 100 Stimson Avenue, Fort Leavenworth, Kansas 66027-2301. Phone: (520) 669-3057.

Digital copy available <https://armyuniversity.edu/cgsc/cgsc>

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Brief History of the Command & General Staff College

In 1881 the School of Application for Infantry and Cavalry was established by William Tecumseh Sherman, Commanding General of the Army. That meagerly resourced experiment in military education has evolved into the present-day Command and General Staff College. Each year the four schools that comprise CGSC welcome more than 5000 students from the United States military, interagency partners, and foreign militaries. Courses are taught on the historical Fort Leavenworth post as well as The School for Professional Military Education at the Western Hemisphere Institute for Security Cooperation (WHINSEC) at Fort Benning, at the Sergeants Major Academy at Fort Bliss, and via distance education around the world and in TASS Battalions.

The earliest days of the school saw few textbooks and little funding. The first instructors got creative and there has been constant innovation in instruction since then. Early faculty wrote their own textbooks and introduced the European approach to American military education by combining classroom instruction with practical exercises; staff rides and wargaming; a model used around the world today. During World War II the school launched a novel course designed to quickly prepare a division staff to serve together in wartime. That same dynamic focus on meeting emerging needs is at the forefront of curriculum and instruction today at all the schools of the Command and General Staff College.

Today's Command and General Staff College collaborates with other local colleges and universities to offer innovative degree programs to students attending the resident course. The newest civilian collaboration is the innovative Leavenworth National Security and Education Consortium. The consortium is a collaboration of seven colleges and universities conceived to promote national security education and research across several lines of effort.

Completing one of the Command and General Staff College schools means that our students join an elite group of alumni that includes Douglas MacArthur, George Marshall, George Patton, Dwight D. Eisenhower, Omar Bradley, Colin Powell, and H. Norman Schwarzkopf to name but a few.

CGSC affords students the opportunity to expand intellectual boundaries, strengthen professional and personal relationships, and prepare for the expectations required in the leadership roles they will assume. The challenging curriculum explores what it means to be a leader. Students explore the nature and character of warfare, plan Multi-Domain Operations and perfect warfighting skills across multiple domains. We inspire leaders of character, foster creative and critical thinking, and encourage students to leverage the thought, experience and background of fellow students to capitalize on the experiences presented to students selected into CGSC schools.

U.S. Army Command and General Staff College Organization

**CGSC Command Group
Commandant**

Colonel Ethan J. Diven

Deputy Commandant

Mr. Michael J. Johnson

Dean of Academics and Chief Academic Officer

Dr. David G. Cotter

Associate Dean of Academics

Dr. Robert T. Davis II

CGSC Schools

Command and General Staff School

Director: Colonel David A. Norris

Deputy Director: Mr. Marvin L. Nickels

School of Advanced Military Studies

Director: Colonel Dwight D. Domengeaux, Jr.

Deputy Director and Program Manager: Mr. Kirk C. Dorr

Sergeants Major Academy

Commandant: Command Sergeant Major Tammy M. Everette

Deputy Commandant: Command Sergeant Major Patrick D. Thomas

School for Command Preparation

Director: Colonel Duane L Mosier

Deputy Director: Vacant

CGSC Service Elements

U.S. Air Force Element

Director: Colonel Michael A. Edmonston

Deputy Director: Ms. Eugenia L. Edwards

U.S. Navy Element

Director: Lieutenant Commander Jonathan T. Duenas

Deputy Director: Lieutenant Commander Kyle D. Gleghorn

U.S. Marine Corps Element

Director: Colonel Jacob Q. Robinson
Deputy: Lieutenant Colonel Aaron M. Krudwig

U.S. Space Force Element

Director: Lieutenant Colonel Cameron R. Cunningham

U.S. Special Operations Force Directorate

Director: Lieutenant Colonel Timothy J. Horn

CGSC Distinguished Chairs

The Commandant's Distinguished Chair of Diplomacy

Mr. Mark j. Bosse, Department of State

The Chairman of the Joint Chiefs of Staff Chair of Military Studies

Colonel Travis A. Jacobs

The Commandant's Distinguished Chair of Aerospace Studies

Colonel Michael A. Edmonston

The Commandant's Distinguished Chair of Naval Studies

Lieutenant Commander Kyle D. Gleghorn

The Commandant's Distinguished Chair of Expeditionary Studies

Colonel Jacob Q. Robinson

The Commandant's Distinguished Chair for Military Leadership

Dr. Michael J. Forsyth

The Commandant's Distinguished Chair of National Intelligence Studies

Vacant

The Commandant's Distinguished Chair of Defense Intelligence Studies

Vacant

The Commandant's Distinguished Chair of Development Studies

Vacant

The Ike Skelton Distinguished Chair of the Art of War Studies

Dr. Matthew W. Broaddus

General of the Army George C. Marshall Chair of Military History
Dr. Sean N. Kalic

Office of the Dean of Academics

Assistant Dean of Academics for Degree Programs and Research
Dr. Dale F. Spurlin

Assistant Dean for Faculty and Curriculum Innovation
Mr. Gregory H. Penfield

Dean of Academics at Western Hemisphere Institute for Security Cooperation
Dr. Florentino Santana

Assistant Dean of Academics at Sergeants Major Academy
Mr. Guillermo DeSantiago

Ike Skelton Combined Arms Research Library
Director: Ms. Tiffany L. Zink
Deputy Director: Ms. Misty J. Carrillo

Academic Operations
Director: Ms. Jennifer A. Brooks

Quality Assurance Office
Director: Dr. Forrest A. Woolley

Accreditation Coordination Division
Director: Mr. William J. Backscheider
Deputy: Mr. Bruce G. Lawson

Registrar
Registrar: Ms. Sharla S. Manner
Associate Registrar: Mr. Andrew R. Flinn

Human Protections
Director: Dr. Michelle A. Miller

Command and General Staff College Support Staff

Operations and Plans
Director: Mr. John J. Fair

Human Resources

Director: Ms. Emily R. Matteson
Deputy: Vacant

Logistics

Director: LTC Eric R. Hall

Academic and Technology Support Directorate

Director: Mr. Kevin P. Romano
Deputy Director: Lieutenant Colonel Adam P. Robitaille

Directorate of Simulation Education

Director: Major Nicholas J. Knudtson
Deputy Director: Mr. Zachary R. Rolf

[CGSC Special Staff](#)

Reserve Component Programs

Director: Lieutenant Colonel Marc A. Roe

International Military Student Division

Chief: Mr. James F. Fain
Deputy Chief: Mr. Adam Escobedo

CGSC Military Law Office

Senior, Military Law Office: Lieutenant Colonel Nicole M. Kim
Associate, Military Law Office: Major Melvin L. Dunsworth

CGSC Chaplain

Chaplain (MAJ) Bolivar G. Molina

[CGSC Support from the Combined Arms Command](#)

Resource Management

Ms. Della M. Thornton

Command & General Staff College Command Structure

The U.S. Army Command and General Staff College is a subordinate organization of Army University. Army University spans education and training across the Army, and is headquartered at Carlisle Barracks, Pennsylvania.

In the hierarchy to the immediate right, the assigned Commanding General for CAC serves as CG for CAC, Fort Leavenworth.

Chairman, Joint Chiefs of Staff
The Pentagon, Washington, D.C.

Chief of Staff U.S. Army
The Pentagon, Washington, D.C.

Commanding General
T2COM, Austin, TX

Commanding General CAC
Fort Leavenworth, KS

President, Army University
Carlisle Barracks, PA

Commandant, CGSC
Fort Leavenworth, KS

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The U.S. Army Command and General Staff College

Introduction. Since its inception in 1881 as the School of Application for Infantry and Cavalry, the Command and General Staff College has evolved to meet the educational and operational needs of the United States Army. Since 2015, CGSC has been a subordinate organization of Army University. Today, CGSC is comprised of four schools:



The Command and General Staff School (CGSS)

delivers a ten-month Command and General Staff Officer Course (CGSOC) in residence at Fort Leavenworth, KS, to approximately 1,200 U.S. military officers, international military officers, and interagency partners each academic year. Additionally, the school teaches the CGSOC Common Core and Advanced Operations Course (AOC) via distance learning (DL) to approximately 5,300 active and reserve component officers around the world. CGSS also provides AOC to 192 students in residence Tailored Talent Based Military Education – Level 4 (TTBM-4). Resident Fort Leavenworth CGSOC students are eligible to pursue a Master of Military Art and Science (MMAS) or a Master of Operational Studies (MOS).

The School of Professional Military Education at the Western Hemisphere Institute for Security Cooperation (WHINSEC) at Fort Benning, GA, offers the ten-month resident Command and General Staff Officer Course in Spanish to approximately 64 U.S. and international officers each year. CGSOC students at SPME are eligible to pursue the MMAS or MOS.

The School of Advanced Military Studies (SAMS) includes three programs: the Advanced Military Studies Program (AMSP), the Advanced Strategic Leadership Studies Program (ASLSP) and the Advanced Strategic Planning and Policy Program (ASP3). Graduates of AMSP receive a Master of Arts in Military Operations, while graduates of ASLSP receive a Master of Arts in Strategic Studies. SAMS also manages the Army's Advanced Strategic Planning and Policy Program (ASP3) within which Army officers pursue Ph.D.'s in international relations, public policy, economics, and history from leading universities in the U.S. and United Kingdom.

The School for Command Preparation (SCP) provides continuing education for future Army battalion and brigade commanders, command sergeants major, and spouses in seven one-to-five-week courses offered multiple times during each academic year.

The Sergeants Major Academy (SGM-A) at Fort Bliss, TX, became CGSC's fourth school and a branch campus in March 2018. Each year, SGM-A offers the ten-month Sergeants Major Course-Resident (SMC-R) to 720 senior U.S. and international noncommissioned officers, and the SMC via distance learning to another 1,280 mainly Army Reserve and National Guard NCOs around the world. SGM-A also offers a Bachelor of Arts in Leadership and Workforce Development to eligible graduates.

Other College-level academic programs of note include CGSC Scholars, the Interagency Exchange, and Outreach Programs and partnerships with other institutions of higher learning. CGSC features one of the finest research libraries in the Department of Defense. Lewis and Clark Center boast 153 video teleconference-capable classrooms with smart-board technology, wireless access, and Mission Command Network (MCNet) workstations. MCNet workstations operate on a secure internal network to enable simulation-driven exercises using the same mission command systems employed in operational units.

The CGSC Mission is to educate, train and develop leaders for Multi-Domain Operations (MDO) and Joint All-Domain Operations (JADO) in a joint, interagency, intergovernmental, and multinational (JIIM) operational environment; and to advance the art and science of the Profession of Arms in support of Army operational requirements.

Vision Statement: The CGSC is America's school for war and will always strive to be a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the synchronization of JIIM organizations to achieve national objectives in multi-and-all domain contexts. We will continue to support national civilian, military leaders, and field commanders with well-educated and well-trained leaders, in-depth research in operational-level land power studies, and reach-back planning in support of ongoing operations. We will inspire and support a world-class faculty dedicated to learning and advancing the professional body of knowledge.

Our Vision
<ul style="list-style-type: none">• America's School for War• Supporting field commanders with:<ul style="list-style-type: none">➢ Well-educated, well-trained leaders➢ In-depth research in operational-level land power application➢ Reach-back planning in support of on-going operations• World-class faculty dedicated to:<ul style="list-style-type: none">➢ Students' learning➢ Advancing the professional body of knowledge

Strategic Priorities:

- Educate and train our students to ensure successful graduates can lead teams and solve complex problems in volatile, uncertain and ambiguous warfighting environments in accordance with Joint, Army and CGSC learning outcomes.
- Research and publish, with particular emphasis on operational-level land power studies.
- Recruit, develop, and retain world-class faculty.
- Support the Army at war and peace to advance the Profession of Arms and support Department of Defense talent management efforts.

Governing Principles:

- We are a learning organization committed to currency and relevancy and contribution to the body of military knowledge. Our CGSC graduates must be prepared to assume warfighting duties immediately upon graduation. They must be confident, competent leaders and creative problem solvers who understand the complexities of the contemporary operating environment. Learning is our most

important contribution to the nation; therefore, our challenge is the mastery of a varied, broad and ever-changing professional body of knowledge. Collaboration (developing, publishing and subscribing) in the professional body of knowledge is essential to maintain currency and make relevant contributions to furthering professional understanding or creating new professional knowledge. This demands that we sustain a learning organization committed to a continuous effort to improve student learning, enhance faculty teaching and create a positive adult learning environment. We must be an analytic, thinking, and learning institution, seeking new knowledge, balancing contemporary innovation and enduring principles.

- We empower our professional faculty. We best accomplish educational outcomes through vital professional faculty who recognize that excellence in teaching is foremost. Our faculty members are drawn from an entire range of relevant academic and military disciplines, and they embody the scholarship of teaching, learning, and warfighting. As professional educators, they are committed to master both content and process. Our faculty are experts in their respective fields of study, talented facilitators of learning, and empowered with the flexibility to determine how best to achieve learning objectives in their classrooms so that our students' learning will last.
- We employ Socratic and adult learning methods in our teaching practices. We approach education as the dynamic interaction between active learners, faculty using learner-centric andragogies, and relevant outcomes-based curricula. Our faculty members create learning environments that allow students to construct knowledge – make meaning – by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection. To accomplish this, our faculty are comfortable in their roles as facilitators and employ learner-centric methods and techniques that actively engage students in the learning process. Simulation-based exercises, case studies, and seminar discussions demand high levels of student interaction and create opportunities for peer learning. Beyond enabling the pursuit of specific course and joint learning outcomes, our learning methodology seeks to develop intrinsically motivated, intellectually curious officers, noncommissioned officers, and interagency partners with the skills necessary to access information and construct knowledge on their own.
- We train for certainty and educate for uncertainty with a multi-disciplinary curriculum. We serve as the U.S. Army's most important professional schools, combining theoretical education and practical training to produce leaders who are proficient in the understanding and conduct of modern warfare. We must train our graduates on enduring doctrinal principles, emerging lessons, and the skills they will require in their career. We must educate our graduates for the uncertainty

inherent in today's operational environment; they must know how to think and apply critical reasoning and creative thinking in volatile, uncertain, complex and ambiguous situations. Our academic methods and curricular designs educate and train military officers, noncommissioned officers, and interagency partners in the nature and conduct of land warfare within the complex national security environment. In addition, we advance the state of contemporary military knowledge through original research and experimentation.

- We create a student-centric learning environment that supports the understanding of joint interdependence and the implications of the operational and tactical levels of war. We expand students' understanding of joint force deployment at the operational and tactical levels of war, to include joint force capabilities and inter-relationships across the full range of military operations. We employ simulation-based exercises, case studies, and seminar discussions in ways that introduce students to the complexity and dynamism of MDO and JADO in a JIIM operating environment. Our active learning methods also allow faculty to inject uncertainty and surprise into classroom learning experiences in ways that demand flexibility and promote adaptability.

CGSC Learning Outcomes

Our graduates:

- Arrive at their units prepared to assume war fighting duties.
- Possess the competencies/supporting skills/knowledge to perform duties effectively and help teams achieve organizational objectives.
- Are attuned to the complexity of the operating environment and consider the impact of culture on military operations.
- Take a disciplined approach to meeting organizational and strategic-level leadership challenges.
- Are critical, creative, and systems thinkers who can adapt and thrive in ambiguous and ever-changing environments.
- Are self-aware and motivated to continue learning and improving throughout their careers.
- Communicate effectively.

CGSC Authorities and Requirements in Title 10 U.S. Code.

Congress has conferred the following authorities and requirements on CGSC:

- 10 U.S. Code § 2151 (Definitions) and § 2154 (Joint Professional Military Education) authorize CGSC to deliver:

- Joint Professional Military Education Phase I (JPME-I) to basic branch officer graduates of the Command and General Staff Officer Course (CGSOC) delivered by the Command and General Staff School; and
- Joint Professional Military Education Phase II (JPME-II) to graduates of the Advanced Strategic Leadership (ASLSP) provided by the School for Advanced Military Studies (SAMS).
- 10 U.S. Code § 7414 gives CGSC the authority to grant degrees. (See note below)
- 10 U.S. Code § 7371 authorizes the Army War College and CGSC to hire civilian “professors, instructors and lecturers” under provisions established by the Secretary of Defense in DODI Number 1402.06, dated 23 January 2020.
- Note: In addition to CGSC, other Army institutions with Title 10 degree-granting authority are the U.S. Military Academy at West Point, the U.S. Army War College, and the Defense Language Institute.

CGSC Academic Governance Policies and Processes

Academic governance is “the orchestration of effort among those elements within an educational institution whose principal functions involve execution or direct support of instruction, curriculum design, maintenance of academic standards, or academic research so as to ensure fulfillment of the academic mission.” A chief academic officer – in the case of CGSC, the Dean of Academics Dr. David Cotter, exercises authority through the schools and academic staff over all aspects of the academic enterprise. These specifically relate to five basic domains: (1) faculty, (2) students, (3) curriculum and instruction, (4) standards and compliance, and (5) research.” Academic governance does not involve policies concerning non-faculty personnel, institutional budgets, or facilities management except insofar as their planning may bear on the academic governance process.

- Faculty. The chief academic officer has oversight of faculty appointments, credentials, promotions, rights and responsibilities, and professional development. Faculty members are participants in institutional governance and policy creation through councils or other formally constituted bodies.
- Students. The chief academic officer has oversight of students when they are directly engaged in academic endeavors. This oversight encompasses awards, grading policies, discipline, and the conferring of degrees (if any).
- Curriculum and instruction. The chief academic officer ensures that curriculum and instruction accomplish the academic mission as defined in individual and programmatic learning objectives and outcomes. Leaders and faculty within each school share responsibility for the coherence of the curriculum and the integrity of academic processes.
- Standards and compliance. The chief academic officer ensures that the constituent schools and programs meet all relevant standards to maintain accreditation pursuant to the educational mission, and the awarding of degrees, diplomas, or certificates.

- Research. The chief academic officer has oversight of faculty, student, and institutional research to ensure that it conforms to prevailing standards of quality, ethics, and relevance.

Academic governance does not involve policies concerning non-faculty personnel, institutional budgets, or facilities management except insofar as their planning may bear on the academic governance process.

[CGSC Administration, Staff, and Distinguished Faculty Chairs](#)

The Command and General Staff College senior academic administration consists of the Commandant, Deputy Commandant, Dean of Academics, Associate Dean of Academics, Assistant Dean of Academics for Degree Programs and Research, and the Assistant Dean of Academics for Faculty and Strategic Initiatives.

The CGSC Commandant ensures the continued relevance and effectiveness of CGSC learning programs, and provides resources necessary to recruit, develop, and retain world-class CGSC faculty. The Commandant is the approval authority for all CGSC academic program purpose statements, outcomes, and terminal learning objectives. The Commandant promotes faculty and student scholarship, appoints College-level academic chairs, and receives/considers advice from the Congressionally mandated CGSC Board of Visitors. Other responsibilities include ensuring evaluation of functionally aligned Total Army School System (TASS) battalions teaching CGSOC and maintaining accreditation of CGSC academic programs by the Higher Learning Commission, Joint Staff, and Army.

The Commandant is one of two Army officers sitting on the Chairman's Military Education Coordination Council (MECC).

The CGSC Deputy Commandant (DC) assists the Commandant with educating, training, and developing leaders of the Army, sister services, selected foreign militaries, and other federal government agencies through professional military education at CGSC. The DC issues academic planning guidance to schools as necessary and ensures that CGSC's Accountable Instructional System (AIS) enables timely, data-informed judgments about curricula effectiveness and continuing relevance to the operating force. Other responsibilities include monitoring processes to recruit, develop, and retain world-class faculty. These entail promotion of faculty and student scholarship with particular emphasis on research and publication concerning the employment of land power at the operational level. The DC engages with the Board of Visitors (CGSC Advisory Committee) as allowed under the terms of the Federal Advisory Committee Act, closely monitors CGSC accreditation programs, and represents the Commandant, when necessary, at meetings of the Joint Leader Development Council (JLDC) and Military Education Coordination Council chaired by the Joint Staff J7.

The CGSC Dean of Academics (DOA) exercises academic governance over CGSC schools and academic staff. As the senior academic official for CGSC, he advises the Commandant and Deputy Commandant on academic matters. The Dean of

Academics establishes CGSC academic policy and plans, curriculum development and evaluation processes; all research and graduate degree programs; accreditation processes; faculty development; and faculty promotion. Subject to guidance from the Commandant, the Dean nominates members of the College's Board of Visitors (CGSC's Advisory Committee, a subcommittee of the Army Education Advisory Committee). The Dean of Academics oversees – and appoints members to – the CGSC Senior Faculty Council and Title 10 Faculty Promotion Boards. Additionally, he or she chairs the Graduation Board and Academic Review Board(s). The Dean accompanies the Commandant to all meetings of the Military Education Coordination Council and serves as a member of the MECC Working Group comprising JPME institutional provosts and deans.

The Associate Dean of Academics represents the Dean in his/her absence, and represents CGSC leadership on academic matters at Army, joint, and interagency levels. The Associate Dean supervises CGSC's two Assistant Deans and their direct reports, CGSC's Accreditation Coordination Division, Academic Operations section, and the Ike Skelton Combined Arms Research Library. The Associate Dean ensures fully functioning Accountable Instructional Systems (AIS) and one-year/three-year academic program review processes across all four schools and the SPME at WHINSEC. The Associate Dean is CGSC's representative on Joint Staff J7's Military Education Assessment Advisory Committee (MEAAC).

The CGSC Assistant Dean of Academics for Degree Programs and Research oversees the quality and conduct of CGSC degree programs. He/she is project lead for developing new degree programs and oversees the programs and processes that advance faculty and student research. Direct reports include the directors of the Quality Assurance Office, Culture and Area Studies Office (CASO), and the Human Protections Director.

The CGSC Assistant Dean for Faculty and Strategic Initiatives leads CGSC's faculty recruitment efforts and manages the CGSC faculty development program. He/she orchestrates the annual faculty promotions process and serves as project lead for new academic initiatives. This assistant dean coordinates CGSC's participation in international outreach programs. The Faculty Development Division (FDD) director reports to this assistant dean.

CGSC Assistant Deans in SGM-A and SPME at WHINSEC advise the Dean of Academics and school director on matters of curriculum processes through the Accountable Instruction System, faculty development and accreditation processes, and serve to improve communication and collaboration between CGSC Deans, school administrators, and faculty. Each assistant dean retains full-time school-level administrative and/or teaching responsibilities and serves a limited term. The position is an important developmental assignment and affords each leader with insight into how Higher Learning Commission and Joint accreditation standards influence CGSC's academic governance policies and processes.

The Office of the Dean of Academics is comprised of the College-level divisions, offices, programs and centers engaged in academic governance and academic support functions.

The Office of Degree Programs (ODP) provides oversight for the College's four master's degree programs and one bachelor's degree program. CGSC master's degree programs include: the Masters in Operational Studies (MOS), and Master of Military Arts and Science (MMAS) for students enrolled in the resident Command and General Staff Officer Course; the Master of Arts in Military Operations (MAMO) for graduates of the Advanced Military Studies Program; and the Master of Arts in Strategic Studies (MASS) for graduates of the Advanced Strategic Leadership Studies Program. ODP staff members deliver research methods classes and seminars and provide individual counseling to MMAS candidates at both Fort Leavenworth and Fort Benning's Western Hemisphere School for Security Cooperation (WHINSEC). The Assistant Dean of Academics for Degree Programs and Research (DP&R) leads the ODP and advises the Command and school directors on matters pertaining to higher education, graduate degrees, research, and the maintenance of civilian accreditation. The Assistant Dean of Academics for DP&R is CGSC's liaison to the Higher Learning Commission. The Assistant Dean provides supervisory oversight to the College's Human Protections Officer.

The CGSC Registrar Provides all student enrollment management and record keeping functions for the CGSC and performs data collection pertaining to classes and students for accrediting bodies. The Registrar's Office provides transcript services, guidance for administration of academic investigations, operates CGSC's Student Management System (SMS), and oversees the schedule build and enrollment functions. All permanent and temporary academic records are housed within the Registrar's office. In addition, the registrar's office produces the college catalog and maintains policies related to grading, student records, and Academic Review Boards. At the Dean's request, the Registrar convenes an Academic Review Board (ARB) to certify the CGSOC class for graduation, and to review student files for academic misconduct or failure to meet academic standards.

The CGSC Quality Assurance Office (QAO) is the educational research arm of the College. QAO publishes CGSC's Master Evaluation Plan (MEP) annually, and supports CGSC schools with survey construction and administration, data analysis, program evaluation plans and reports, focus groups, and classroom observations. QAO also conducts site visits to evaluate delivery of the CGSOC Common Core delivered by The Army School System (TASS) battalions in Reserve school classrooms.

The Accreditation Coordination Division (ACD) ensures maintenance of Higher Learning Commission, Joint, and Army accreditations, and helps CGSC use standards established by each accrediting body to inform the continuous improvement of college learning programs, academic systems, and policies. ACD chairs or co-chairs broadly participative accreditation committees, submits annual reports, and orchestrates the development of key performance indicators informed by accreditation criteria. ACD

supports CGSC leaders' participation in the Military Education Coordination Council and Military Education Assessment Advisory Committee.

The Academic Operations section provides guidance for CGSC academic integration with Army War College and Army U and oversight for SMS identification, deployment, train up and ongoing usage. The Operations Director monitors CGSC policy updates in response to changing educational environments and identifies long-term operational needs to support the education of our future warriors. In addition, the Director undertakes special projects for the Dean's office in support of CGSC's educational mission.

The Human Protections section ensures compliance with best practices for the highest standards of care in the use of human subjects for all research, both student and faculty, conducted within CGSC.

The Ike Skelton Combined Arms Research Library (CARL) and its staff serve the research and information acquisition needs of CGSC and scholars/researchers around the world. It also serves as the Fort Leavenworth community's public library. CARL will be discussed in more detail in the Educational Support area of the catalog.

[Distinguished Academic Chairs](#) improve the CGSC resident student experience, strengthen College relationships with interagency partners, and enrich faculty and student scholarly activities. CGSC distinguished academic chairs include:

The Commandant's Distinguished Chair of Diplomacy recognizes a member of the faculty with distinguished government service in the Department of State. The chair holder is recommended by the Department of State and approved by the Commandant.

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

The Commandant's Distinguished Chair of Defense Intelligence Studies recognizes a member of the faculty with distinguished government service in the Defense Intelligence Agency (DIA). The chair holder is recommended by DIA and approved by the Commandant.

The Commandant's Distinguished Chair of Development Studies recognizes a member of the faculty with exceptional expertise in International Development studies and professional practice. The chair holder is recommended by the U.S. Agency for International Development and approved by the Commandant, CGSC.

The Ike Skelton Distinguished Chair of the Art of War Studies recognizes a select individual to foster the research, study, and teaching of the Art of War, doctrine and operations at the Command and General Staff College. The chair holder is approved by the Commandant, CGSC.

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

The General of the Army George C. Marshall Chair of Military History recognizes an outstanding scholar in the history field to promote the study of and research in military history. The chair holder is appointed by the Commandant and is generally the Director of the Department of Military History, CGSS.

The Commandant's Distinguished Chair of Aerospace Studies recognizes a member of the CGSC faculty, normally an Air Force officer, who has made significant contributions to the teaching, study or research of air, space, and cyberspace concepts, doctrine, and operations. The chair holder is approved by Commandant.

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

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

The Commandant's Distinguished Chair for Military Leadership the Colonel Roger Donlon Chair for Military Leadership recognizes outstanding scholarship and demonstrated excellence in military leadership. The chair holder is appointed by the Commandant and is customarily the Director of the Department of Command and Leadership, CGSS.

In addition to the College faculty from U.S. Government Agencies named above, CGSC hosts faculty members from Defense Threat Reduction Agency (DTRA), Space and Missile Command (SMDC), and the National Geospatial Intelligence Agency (NGA). These individuals teach, assist with curriculum development, and serve as liaison officers with their respective organizations.

[Six Honorary Chairs](#) recognize extraordinary performance by CGSC faculty. Chair holders are approved by the Commandant based on recommendations from a faculty panel convened by the Dean of Academics and serve a three-year appointment.

The General J. Lawton Collins Chair of Military Studies is awarded to an outstanding member of the SAMS faculty who made significant contributions to the development of the discipline of military studies. (Dedicated to the School of Advanced Military Studies)

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

The Lieutenant General Joseph M. Heiser Jr. Chair of Logistics Studies is given to an outstanding member of the faculty who made significant contributions to the study tactical, operational, or strategic logistics. (Dedicated to the Department of Sustainment and Force Management)

The Lieutenant General William Eldridge Odom Chair of Joint, Interagency, and Multinational Studies is given to the outstanding member of the faculty making significant contributions to the study of Joint, Interagency, and Multinational studies. (Dedicated to the Department of Joint, Interagency and Multinational Operations)

The General George S. Patton Jr. Chair of Tactical Studies is given to an outstanding faculty member who made significant contributions to the study of tactical operations and thought. (Dedicated to the Department for Army Tactics)

The Major General William A. Stoff Chair for Historical Research is given to a faculty member who demonstrates distinguished service through teaching, scholarship, research, and other academic contributions in direct support of the College's history teaching and research mission. (Dedicated to the Department of Military History)

[College Special Staff](#)

The CGSC Legal Advisor provides advice and assists in processing actions resulting from academic misconduct, non-academic misconduct, and substandard academic performance within CGSC and the CGSOC within WHINSEC. She or he also provides instruction for legal courses, legal lessons in other courses, and additional instruction as requested by the College.

The CGSC Chaplain provides direct religious support to all faculty, staff, and students within the College. He or she generates opportunities for moral and spiritual integration for faculty and staff group leaders across the College, and enhances resilience in faculty, staff, and students by providing pastoral care during crisis or visits to work areas, classrooms and hospitals. The Chaplain provides 24-7 chaplain counseling as needed and serves as subject matter expert on religious affairs for the Chief of Staff, faculty, and staff group leaders.

[Command and General Staff College Standing Committees and Boards](#)

The CGSC Board of Visitors (BoV), often referred to as the CGSC Advisory Committee, is a subcommittee of the Army Education Advisory Committee (AEAC) chartered by the Secretary of the Army. Its members are distinguished civilian educators, who meet annually at Fort Leavenworth to examine the academic operations of the College. Findings and recommendations resulting from Board of Visitors meetings are transmitted

to the AEAC, which submits a formal report to the Secretary of the Army and the CGSC Commandant.

The CGSC Academic Review and Awards Board certifies students for graduation, selects students for academic awards, and confers the MMAS and MOS degrees. Members include the Dean of Academics, school and department directors and sister service element directors. The Assistant Dean of Academics for DP&R is designated as a non-voting member unless in the Board as the Dean of Academics delegate. (CGSC Bulletin 903 Academic Performance, Graduation, and Awards Policies and Procedures) Academic Review Boards meet to review cases of substandard academic performance and academic misconduct. The governing policy for these proceedings is CGSC Bulletin 912 (CGSC Academic Misconduct Investigations and Student Dismissal and Release Procedures).

The CGSC Staff and Faculty Council meets monthly, or as necessary, to consider concerns and initiatives, or to transmit information relevant to the interests of the staff and faculty. The membership includes representation from all schools, departments and important activities within the College. The Assistant Dean of Faculty and Strategic Initiatives can be present as a non-voting member to offer advice concerning the maintenance of institutional academic accreditation or graduate-level educational standards. The Commandant or Dean of Academics will from time to time ask the Council to study questions or proposals of an academic or administrative nature. (CGSC Bulletin 925 CGSC Staff and Faculty Council)

Associate Professor and Full Professor Faculty Promotion Boards meet each year to review faculty promotion packets and provide recommendations through the Dean of Academics to the Commandant for approval. Faculty who serves must be of equal or greater rank of the Board on which they serve. Members are appointed by the Dean of Academics and serve three-year terms. Service on promotion boards is one of several meaningful ways that CGSC faculty promote academic excellence and participate in college governance activities.

[Sister Service Elements](#) provide mission critical faculty, curriculum development, and subject matter expertise to CGSC leaders, schools, departments, and programs.

The U.S. Air Force Element (AFELM) provides instruction emphasizing the employment of air and space forces in support of national military strategies and objectives. Special emphasis is given to the roles, missions, capabilities, and limitations of air and space forces. Air Force instruction is integrated into worldwide joint and combined warfare scenarios in support of the warfighting Combatant Commander's theater campaigns with emphasis on the integration of the air component with ground operations. The AFELM develops curriculum for one lesson in the ILE (intermediate level education) Common Core and two lessons in the Advanced Operations Course. AFELM delivers curricula in CGSOC and ASLSP (CGSC's two JPME programs), offers tailored instruction for AMSP and provides Air Force expertise for Combined Arms Command exercises. Additionally, the AFELM provides professional development and mentoring opportunities to Air Force students.



The U.S. Navy Element (NAVELM) substantively contributes to CGSC's joint resident education by ensuring CGSC curricula reflects joint strategy and doctrine which includes current Navy operational thinking. The Navy Element provides both U.S. and international students education in U.S. Naval strategy and operational capabilities and limitations and educates sea service students in ways to introduce host, international, and sister service officers to Naval perspectives, customs, and traditions. The Navy Element is responsible for curricula delivery in CGSOC and ASLSP – CGSC's two JPME programs – and provides professional development, mentoring and qualification opportunities to Navy students.



The U.S. Marine Corps Element (MCELM) provides instruction, expertise, curriculum development and administrative support to enable CGSC to develop leaders prepared to execute full spectrum Joint, interagency, intergovernmental, and multinational operations; advance the profession of military art and science; and support operational requirements. The MCELM provides curriculum in the CGSOC Common Core and curricula delivery in CGSOC. Additionally, the Marine Corps Element provides tailored instruction to SAMS and provides Marine Corps expertise for Combined Arms Command exercises.



The U.S. Space Force (SFELM) provides instruction, expertise, and curriculum development to ensure that CGSC students are familiar with how the United States Space Force creates a military that is faster, better connected, more informed, more precise and more lethal because of the ability to harness space effectively. The Space Force element is responsible for curricula delivery, professional development and mentoring for Space Force Students in residence at CGSC.



The Special Forces Directorate provides instruction, expertise, and curriculum development in support of Army University and CGSC; works to ensure CGSC Officers understand the how Special Operations Forces support the Joint Force in large-scale combat operations and during competition; provides expertise and curriculum development for Irregular Warfare (IW) on behalf of the IW Proponent and the Special Operations Center of Excellence. The SOE is also responsible for professional development and mentoring of Special Operations Officers at CGSC.



[Army University Staff Support for CGSC Schools and Office of the Dean of Academics](#) is provided under what the HLC calls a “shared services model.”

The Director of Human Resources oversees military and civilian strength management, all personnel actions, faculty and staff recruiting, and serves as CGSC point of contact for civilian labor relations issues.

The Director for Operations and his/her staff plan and synchronize non-instructional activities and staff operations, processes, and initiatives; oversee mandatory training, security management, and facility scheduling. The Operations Division issues mission orders and taskings, manages the College master calendar, and serves as CGSC’s Trusted Area Security Manager (TASM). The Operations Division conducts planning and coordination for graduations, International Military Flag and Badge Ceremonies, Hall of Fame, International Hall of Fame induction ceremonies, ribbon cutting ceremonies, awards ceremonies, arrival and departure ceremonies, and retirement ceremonies as required. Operations support select CAC-level functions, conferences, ceremonies, and special events.

The Director of Logistics provides logistical support for resident instruction at the CGSS, SAMS, SCP, and Office of the Dean of Academics Staff. The Logistics Division provides support to WHINSEC SPME at Fort Benning and SGM-A at Fort Bliss, as needed. G-4 consists of four branches: Supply and Services, Property Accountability, Facilities Management, and Classroom Services. In its facilities management capacity, the G4 evaluates infrastructure and develops executive level information for program, budget, and policy decisions. It reports status of real property against Army-wide standards, improves facilities management by identifying and analyzing trends, and plans for future expansion. CGSC G-4 provides first responder maintenance support for the six buildings and 65 acres of grounds which make up the CGSC Campus at Fort Leavenworth.

The Academic & Technology Support Directorate (ATSD) delivers secure, reliable, and innovative information technology solutions for CGSC’s four schools and Office of the Dean. ATSD manages CGSC’s Blackboard.com and SharePoint environments, provides live multi-media support, and operates audio-visual (AV) and video-teleconferencing (VTC) systems. ATSD supports all guest speakers, conferences and symposia. It provides information system cybersecurity support to ensure continuous operation of CGSC’s secure and commercial learning environments.

The Visitor Coordination Office (VCO) orchestrates distinguished visitor (DV) planning and ceremonies. VCO provides advice and assistance on protocol matters to the Deputy Commandant and others throughout the College and outside the College as required.

Policies

FIGURE 1 COMMAND AND GENERAL STAFF COLLEGE ACADEMIC GOVERNANCE POLICIES

Key: 1 = Faculty 2 = Students 3 = Curriculum & Instruction 4 = Standards & Compliance 5 = Research								
Governance Category		Current College-Level Academic Policies				Month Published (and effective date of superseded policy w/ same title)	Responsible	
1	2	3	4	5	CGSC Circular 350-1 CGSC College Catalog (AY 2024-2025)	February 2025 (supersedes AY 20-21)	CGSC Registrar	
1			4	5	CGSC Bulletin 690 -- Title 10 Manual	June 2017 (supersedes Aug 2008)	Assoc. Dean	
1			4	5	CGSC Bulletin 690 A Professor of Practice	February 2025	Assoc. Dean	
	2		4		CGSC Bulletin 902 Transfer Credit Policy and Procedures	January 2023 (supersedes all previous versions)	CGSC Registrar	
1	2		4		CGSC Bulletin 903 – Academic Performance, Graduation, and Awards Policies and Procedures	April 2024 (supersedes Dec 2020)	CGSC Registrar	
			4		CGSC Bulletin 904 – QAO Eval. of CGSOC RC School BNs & BDEs	Dec 2020 (supersedes Jun 2018)	Dir, QAO	
			4		CGSC Bulletin 904 Addendum – CGSC RC TASS Evaluation Rubric			
1					CGSC Bulletin 905 – CGSC Educator of the Year	July 2025 (supersedes Dec 2020)	DOA Opns	
	2			5	CGSC Bulletin 906 – CGSC Order of the Iron Pen Program	Dec 2020 (supersedes Mar 2019)	Assoc. Dean	

1			4		CGSC Bulletin 907 CGSC Faculty Development Program	Dec July 2025 supersedes Dec 2020)	Assistant Dean for Faculty & SI
		3	4		CGSC Bulletin 908 CGSC Academic Program Review	Dec 2020 (supersedes Aug 2018)	Chief, ACD
1	2	3	4	5	CGSC Bulletin 909 Key Performance Indicators	Jan 2021	Chief, ACD
	2		4		CGSC Bulletin 912 CGSC Academic Misconduct Investigations and Student Dismissal and Release Procedures	December 2020 (supersedes Jul 2011)	CGSC Registrar
1	2	3	4	5	CGSC Bulletin 918 Copyright Policies	May 2020 (supersedes Aug 2019)	Dir, ISCARL
1	2		4		CGSC Bulletin 920 CGSC Academic Ethics	May 2024 (supersedes Jan 2021)	Registrar
	2		4		CGSS Bulletin 920 Supplement (Memo of Acknowledgement)	May 2024	Dir, CGSS
	2	3	4		CGSC Bulletin 921 Artificial Intelligence Policy	August 2025	DOA
1					CGSC Bulletin 925 CGSC Staff and Faculty Council (June 2018)	June 2018 (supersedes Jul 2014)	Assoc. Dean
		3			CGSC Bulletin 930 Curriculum Development AIS	Dec 2020 (supersedes Jul 2018)	Chief, ACD
			4	5	CGSC Bulletin 931 Data Collection in CGSC	July 2025	Assistant Dean of Acad. for DP&R
			4		CGSC Bulletin 933 Accreditation Program	June 2020 (supersedes Jan 2016)	Chief, ACD
		3			CGSC Bulletin 935 Procedures for Collecting Curriculum Materials of the CGSC for Research Purposes	Jan 2021	Dir, ISCARL

1				5	CGSC Bulletin 945 Golden Pen Award Program	Dec 2020 (supersedes Aug 2018)	Assoc. Dean
1					CGSC Bulletin 946 Academic Chairs	July 2025 (supersedes Dec 2020)	Assoc. Dean
	2	3	4	5	ST 20-10 MMAS Research and Thesis (Student Guide)	Dec 2020 (supersedes (Aug 2017))	Assistant Dean of Acad. for DP&R

Credit Hour

Credit hour: CGSC adheres to the Federal definition of a credit hour, which is that: “A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practicums, studio work, and other academic work leading toward to the award of credit hours. (34 C.F.R. §600.2, 9/2/2020)

CGSOC Course Numbering System

The numbering system facilitates management of the curriculum.

FIGURE 2 CGSOC RESIDENT COURSE NUMBERING SYSTEM

<p>The first character identifies the type of course.</p> <p>C = Common Core</p> <p>W = AOC</p> <p>H = History</p> <p>L = Leadership</p> <p>F = Force Management</p> <p>W = Warfighting Applications</p> <p>K = Contracting</p>	<p>The second character identifies the department responsible for the course.</p> <p>1 = Command and General Staff College (CGSC)</p> <p>2 = Degree Programs (ODP)</p> <p>3 = Department of Army Tactics (DTAC)</p> <p>4 = Department of Sustainment & Force Management (DSFM)</p> <p>5 = Department of Joint Interagency & Multinational Operations (DJIMO)</p>
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B = Mission Command System	6 = Department of Military History (DMH)
	7 = Department of Command & Leadership (DCL)
	8/9= Special Topics

Non-Resident (DL and TASS) -- The first character identifies the type of course.

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

Nonresident (DL) – The first character identifies the type of course.

- M = Advanced Operations Course (AOC)

[CGSC Graduate Degree Grading Policy](#)

Each school will implement the College-wide grading standards and system which includes numerical, letter, or pass/fail grades. CGSC assigns grading standards to serve as a clear and consistent basis for student assessment of clearly specified learning objective standards.

Each school will establish criteria for approval of extensions of time to submit required assessments and establish criteria for the deduction of points for late submissions that are consistent across the school’s programs of study.

The College Registrar will develop procedures for computing, recording and disseminating a student’s overall grade point average (GPA) for a course/program of study. The College standard graduate GPA scale table below will be used when necessary to convert letter or numeric grades to four-point equivalents for calculating GPAs.

FIGURE 3 GRADUATE GRADING POLICY

Letter Grade	4 - Point Equivalence	Grading Range
A+	4.30	97.00 - 100.00
A	4.00	94.00 - 96.99
A-	3.67	90.00 - 93.99
B+	3.33	87.00 - 89.99
B	3.00	80.00 - 86.99
C+	2.33	78.00 - 79.99
C	2.00	70.00 - 77.99
U	0.00	< 70.00

The College Registrar will use the following formula for computing overall GPAs for each program of study. To determine the program of study's overall GPA, the total number of grade points earned is divided by the total number of credit hours.

To complete this calculation, multiply the grade points earned for each TRI grade that is part of a student's transcript record by the number of credit hours that TRI grade is worth. This results in the Transcript Reportable Item Grade Points (TGP) for that TRI grade. Second, add up the total number of TGPs for all TRI grades. Third, add up the total number of credit hours (TCH) for all TRIs.

Finally, divide the TGP by the TCH, and round to nearest hundredth to determine a student's overall GPA.

Graduate Grading Definitions.

Schools will award grades based on how well students achieve course learning outcomes and objectives. The following definitions and corresponding numerical grades are the standard for graduate work in all schools within CGSC: (see CGSC Bulletin 903)

A+ (97-100) = Exceptional — In all cases, individual work meets the highest standards for the assignment or course. Work represents the complete integration of critical thinking, creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar are highlighted by insightful thought, understanding, and original interpretation of complex concepts; the student typically leads and facilitates group discussions. The student demonstrates exceptional ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

A (94-96.99) = Outstanding — In nearly all cases, individual work meets the highest standards for the assignment or course. Work represents the good integration of critical thinking, creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar reflect an outstanding understanding of the material and are highlighted by insightful thought and original interpretation of complex concepts. The student is fully engaged in discussions. The student demonstrates an outstanding ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

A- (90-93.99) = Excellent — In most cases, individual work represents the complete integration of critical thinking, creative thinking, and evaluative skills as the student achieves course learning objectives. There is significant evidence of this integration in

both individual and group activities and products. Contributions in seminar reflect an excellent understanding of the material and have an insightful quality; the student is fully engaged in discussions; the student demonstrates excellent ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and generally free of errors in grammar, mechanics, and usage.

B+ (87-89.99) = Very Good — Meets the standards for the assignment or course. Work represents consistency in the application of critical thinking skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material, student joins in most discussions. The student demonstrates very good ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading or hearing and contains only a few minor errors in grammar, mechanics, and usage.

B (80-86.99) = Satisfactory — Meets most of the standards for the assignment or course. Work represents some consistency in the application of critical thinking skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material; involvement in discussions is satisfactory. The student demonstrates satisfactory ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are not clear or are vague and may contain numerous minor or a few major errors in grammar, mechanics, and usage.

C+ (77-79.99) = Below Average — Shows below average command of the material for the assignment or course; work represents a limited consistency in the application of critical thinking skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate, but slightly below average understanding of material; involvement in discussions is limited. The student demonstrates below average ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires more than a single reading or hearing to be understood and contains numerous sentences or paragraphs that are not clear or are vague and contain numerous major errors in grammar, mechanics, and usage.

C (70-76.99) = Marginal — Meets some of the basic standards for the assignment or course. Work represents low comprehension of course content and is inconsistent in its application of critical thinking skills. Contributions in seminar reflect a marginal understanding of material and show minimal preparation; involvement in discussions is minimal; frequently needs to be encouraged. The student demonstrates marginal ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires multiple readings or hearings to be understood and

contains numerous unclear or vague paragraphs and major errors in grammar, mechanics, and usage that distract reader or listener.

U (<70) = Unsatisfactory — Failed to achieve the basic standards in most or all areas for the assignment or course. Work represents a consistent failure to achieve course learning objectives and lack of critical thinking. Contributions in seminar reflect substandard preparation; limited participation even when called upon or encouraged. The student rarely, or minimally, demonstrates comprehension of course content. Written or verbal fails to achieve graduate level standards for correctness and clarity of thought. Products and presentations contain excessive errors in grammar, mechanics, and usage.

I (Incomplete) = Instructors may award a temporary grade of Incomplete if a student, for reasons or circumstances judged acceptable, was unable to complete requirements on time. A grade of Incomplete will not be awarded to students who do not complete course requirements or fail to turn in assignments due to substandard time management. An "I" is given as a temporary grade when a student's academic performance assessment may be influenced by proceedings of an alleged violation of academic ethics, pending resolution of the case. An "I" is given as a temporary grade for approved absence such as medical leave; college approved Temporary Duty, emergency leave, family problems or other similarly justifiable circumstances. The faculty member will provide make-up guidance and arrange with the student for completion of the work required as soon as possible. Students cannot graduate with a final TRI grade of "I." If the work is not completed by the agreed upon due date, the faculty member will award a final grade of "U."

Pass = Achieved course, program, or assessment educational outcomes or objectives at level set by respective school.

Fail = Did not meet course, program, or assessment educational outcomes or objectives at level set by respective school.

CGSC Undergraduate Degree Grading Policy

The college standard undergraduate GPA scale table below will be used when necessary to convert letter or numeric grades to four-point equivalents for calculating GPAs.

FIGURE 4 UNDERGRADUATE GRADING POLICY

Letter Grade	4 - Point Equivalence	Grading Range
A+	4.00	97.00 - 100.00
A	3.75	94.00 - 96.99
A-	3.50	90.00 - 93.99
B+	3.25	87.00 - 89.99
B	3.00	84.00 - 86.99
B-	2.67	80.00 - 83.99
C+	2.33	75.00 - 79.99
C	2.00	70.00 - 74.99
F	0	< 69.99

The College Registrar will use the following formula for computing overall GPAs for each program of study. To determine the program of study's overall GPA, the total number of grade points earned is divided by the total number of credit hours.

To complete this calculation, first multiply the grade points earned for each TRI grade that is part of a student's transcript record, by the number of credit hours that the TRI grade is worth. This results in the TRI grade points (TGP) for that TRI grade. Second, add up the total number of TGPs for all TRI grades. Third, add up the total number of credit hours for all TRIs.

Finally, divide the TGP by the TCH, and round to nearest hundredth to determine a student's overall GPA.

See CGSC Bulletin 903 for Substandard Academic Performance, Academic Probation, Remediation, Review, and Reporting.

Undergraduate Grading Definitions

Schools will award grades based on how well students achieve course learning objectives. The following definitions and corresponding numerical grades are the standard for undergraduate work in all schools within CGSC.

A+ (97-100) = Exceptional — In all cases, individual work meets the highest standards for the assignment or course. Work represents the complete integration of critical thinking,

creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar are highlighted by insightful thought, understanding, and original interpretation of complex concepts; the student typically leads and facilitates group discussions. The student demonstrates exceptional ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

A (94-96.99) = Outstanding — In nearly all cases, individual work meets the highest standards for the assignment or course. Work represents the good integration of critical thinking, creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar reflect an outstanding understanding of the material and are highlighted by insightful thought and original interpretation of complex concepts. The student is fully engaged in discussions. The student demonstrates an outstanding ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

A- (90-93.99) = Excellent — In most cases, individual work represents the complete integration of critical thinking, creative thinking, and evaluative skills as the student achieves course learning objectives. There is significant evidence of this integration in both individual and group activities and products. Contributions in seminar reflect an excellent understanding of the material and have an insightful quality; the student is fully engaged in discussions; the student demonstrates excellent ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and generally free of errors in grammar, mechanics, and usage.

B+ (87-89.99) = Very Good — Meets the standards for the assignment or course. Work represents consistency in the application of critical thinking skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material, the student joins in most discussions. The student demonstrates very good ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading or hearing, and contains only a few minor errors in grammar, mechanics, and usage.

B (84-86.99) = Above Average — Meets most of the standards for the assignment or course. Work represents some consistency in the application of critical thinking skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both

individual and group activities and products. Contributions in seminar reflect a good understanding of material; involvement in discussions is satisfactory. The student demonstrates satisfactory ability to communicate ideas and information clearly and effectively in writing and verbally. Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are vague, and may contain minor errors in grammar, mechanics, and usage.

B- (80-83.99) = Above Average — Shows above average command of the material for the assignment or course: work represents consistency in the application of critical thinking skills as the student achieves course learning objectives. Contributions in seminar reflect an above average understanding of material: involvement in discussions is limited. The student demonstrates above average ability to communicate ideas and information clearly and effectively in writing and verbally. Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are not clear or are vague, and may contain minor errors in grammar, mechanics, and usage.

C+ (75-79.99) = Average — Shows an average command of the material for the assignment or course; work represents a limited consistency in the application of critical thinking skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate understanding of material; involvement in discussions is slightly above average. The student demonstrates average ability to communicate ideas and information clearly and effectively in writing and verbally. Written or verbal communication is generally understandable in a single reading, contains some sentences or paragraphs that are not clear or are vague, and contains errors in grammar, mechanics, and usage.

C (70-74.99) = Average — Shows an average command of the material for the assignment or course; work represents an average consistency in the application of critical thinking skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate understanding of material; involvement in discussions is at an acceptable level. The student demonstrates average ability to communicate ideas and information clearly and effectively in writing and verbally. Written or verbal communication is generally understandable in a single reading, contains some sentences or paragraphs that are not clear or are vague, and contains errors in grammar, mechanics, and usage.

I (Incomplete) = Instructors may award a temporary grade of Incomplete if a student, for reasons or circumstances judged acceptable, was unable to complete requirements on time. A grade of Incomplete will not be awarded to students who do not complete course requirements or fail to turn in assignments due to substandard time management. An "I" is given as a temporary grade when a student's academic performance assessment may be influenced by proceedings of an alleged violation of academic ethics, pending resolution of the case. An "I" is given as a temporary grade for approved absence such as medical leave; college approved Temporary Duty, emergency leave, family problems or other similarly justifiable circumstances. The faculty member will provide make-up guidance and plan with the student for completion of the work required as soon as possible. Students

cannot graduate with a final TRI grade of "I." If the work is not completed by the agreed upon due date, the faculty member will award a final grade of "U."

F (69.99 and below) Did not meet course, program, or assessment educational outcomes or objectives at level set by respective school.

[CGSC Transfer Credit Policy](#)

Per CGSC Bulletin 902 dated 20 January 2023, the Command and General Staff College only accepts transfer credits for students enrolled in the Bachelor of Arts in Leadership and Workforce Development (BA in LWD). Transfer credits for this program will be applied towards the general education requirements, LWD major courses (lower level) and electives. No transfer credits will be applied towards Sergeants' Major Course (SMC) requirements. Transferability of credit is determined primarily by the accreditation standing of the sending institution and the equivalence of content in the coursework. Additionally, courses and DANTES/CLEP test scores recorded on the Joint Services Transcript (JST) may also be eligible for transfer credit.

SMC students wishing to participate in this program may submit unofficial documents for credit evaluation. Students must, however, submit official transcripts and official test score documentation before CGSC awards credit. The Joint Services Transcript is considered an acceptable official transcript for military training credit through ACE, and test scores for DANTES and CLEP.

[Credit Evaluation](#). Evaluation of transfer credits towards the requirements of the BA in LWD will be done by the CGSC Registrar's Office. Only classes with a grade of C or higher may be transferred. Credits transferred through outside testing must meet minimum score guidelines determined by the CGSC Registrar. All transfer credits will be posted with a grade of "P" on the CGSC transcript. Transfer credits will not be calculated in the cumulative student GPA.

[Appeals Process for Transfer Credits](#). Appeals for transferability of credit may be initiated by a student who has met with an advisor for enrollment purposes. Only courses that have already been through a formal validation process may be appealed. Courses with validation in progress are not eligible for appeal since a decision has not been made. The appeal will be referred to the CGSC Office of the Dean of Academics office for review and evaluation. The decision of the Dean's office will be communicated to the student in writing and the decision of the Dean's office is final.

To initiate an appeal a student must provide the following to the CGSC Registrar's office:

- Letter of circumstance addressed to the CGSC Dean of Academics, describing why the appeal is requested.
- Syllabus for each course being appealed, dated from the year/semester that it was taken.
- Name of transfer institution.

- Official transcript that specifies year/semester/quarter the course(s) were taken.

[Credit Transfer Sources](#). In addition to accredited college and university classes, students may be able to transfer credits from any number of testing organizations (see list below). Additionally military/civilian that has been evaluated by ACE may also be eligible for transfer. See Bulletin 903 for specific information regarding the number of non-traditional credits applicable to a degree.

- Advanced Placement (AP) Exams – A series of standardized exams developed by the College Board. College credit is awarded based on exam score. The exams usually follow standardized high school courses generally recognized as being equivalent to undergraduate college courses.
<https://apstudents.collegeboard.org/ap-exams-overview>
- American Council on Education (ACE) and ACE Guides (including prior military training credit)– Major coordinating body for higher education institutions in the U.S., providing third party, unbiased credit equivalency recommendations among other services. ACE Guides are credit recommendations for formal instructional programs and examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related training). <https://www.acenet.edu/National-Guide/Pages/default.aspx>
- College Level Examination Program (CLEP) Exams - Tests of college material offered by the College Board and designed to measure college-level competence achieved outside the college classroom. Course credit is given to students earning a satisfactory score on the CLEP exam indicating successful mastery of course outcomes. <https://clep.collegeboard.org/>
- Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs) – Examinations available for civilian and military personnel that allow a student to demonstrate proficiency of college level knowledge and skills. <https://www.dantes.mil/>
- Excelsior College Examination Program (ECE) – Proficiency examinations for college credit (UEXCEL) in select subject areas and programs (ECE) offered by Excelsior College, NY. Formerly known as Regents College Exam or ACT/PEP Exams. <https://www.excelsior.edu/courses-and-exams>
- National College Credit Recommendation Service (NCCRS) - Coordinating services based on teams of college faculty evaluators and subject matter experts who conduct extensive reviews of education and training programs offered outside of the traditional college classroom and translate them into college credit equivalencies. Education and training by corporations, unions, religious organizations, and proprietary schools have been evaluated. Cooperating postsecondary institutions grant college credit based on credit recommendations and in accordance with their own transfer policies. <http://www.nationalccrs.org/>
- Thomas Edison State College Examination Program (TECEP) – Tests for college credit offered by Thomas Edison State College, NJ. <https://www.tesu.edu/>

Records Retention

Academic records, transcripts and graduation information are retained in perpetuity. All other files are maintained in accordance with AR 25-400-2, 18 November 2022.

Transcripts.

Transcripts are issued to all CGSOC students. Official transcripts are provided to appropriate service centers for MMAS, MOS, MAMO, MASS, and BA/LWD graduates. Transcripts will not be released to a third party without written consent. Students may request official transcripts by contacting:

**U.S. Army Command and General Staff College
Office of the Registrar
100 Stimson Ave
Fort Leavenworth, KS 66027-2301**

Academic Freedom

As an institution accredited by the Higher Learning Commission, CGSC subscribes to the American Association of University Professors 1940 Statement on Academic Freedom. CGSC depends on the free flow of ideas for its intellectual vitality. Indeed, as a PME institution, CGSC recognizes its special responsibility to ensure academic freedom throughout the continuum of classroom instruction, faculty forums, and curriculum meetings. The principles of adult education practiced by the College are based on the importance of free thought in an academic environment.

In the classroom, or in any college academic forum, the College encourages aggressive examination of all academic subjects. This explicitly includes the right to voice dissenting or unpopular opinions insofar as they may relate to the topics described in a syllabus or meeting agenda. Thus, the debate naturally arising among professionals in such an environment should be kept free from controversial matters having no relation to the scheduled instruction.

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

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

Freedom and Responsibility.

The U.S. Army CGSC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Without academic freedom, the uninhibited search for insight and knowledge is impossible. The cultivation of critical and creative thinking, as well as the development of adaptive and agile leaders, requires an environment free of coercive pressure. At the same time, certain individual responsibilities are inherent in the time-honored tradition of free speech. Academic integrity requires that each of us pursue factual accuracy and consider alternative perspectives. Concurrently, each must be mindful of professional responsibilities and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the CGSC and includes the following principal elements:

- Freedom to discuss in a non-attribution manner within a classroom any material or ideas relevant to the subject matter supporting course objectives.
- Freedom to teach implies reasonable latitude to employ innovative approaches in pursuit of learning objectives.
- Freedom to conduct research and publish findings should be interpreted broadly but should remain in compliance with laws governing copyright or the safeguarding of classified information as well as protect research subjects.
- Freedom to seek changes as needed in academic or institutional policies is a right and responsibility of faculty members.
- Responsibility in the classroom implies a good faith effort to pursue specified institutional learning objectives.
- Responsibility to pursue excellence, intellectual honesty, and evidence-based reasoning is incumbent upon all students, faculty and administrators.
- Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry is shared equally by all in the institution.
- Responsibility to ensure that innovative, critical reasoning and creative thinking, open discussion, and effective writing is shared equally by all faculty, students, and academic administrators.
- Responsibility to warrant that information is presented with a concern for objectivity and fairness and is shared by faculty and students alike. A particular point of view may be advanced, as long as the right to further inquiry and consideration remains unabridged.
- Responsibility to assess the claims of others with respect, fairness, and reasoned detachment rests upon all faculty and students alike.
- Responsibility to uphold scholarly standards in research and publication is shared by all faculty and students alike.

[CGSC Non-Attribution Policy](#)

Non-Attribution Policy. Students, faculty, and guest speakers are encouraged to speak freely and openly about the subjects studied and presented at the College and within the

schools. In order to ensure freedom in the classroom from censorship, when a speaker invokes the College's non-attribution policy, nothing the speaker says during their presentation may be attributed to them by name, position, or title to any outside source, including news media, public forums (including internet and web-based discussion areas or comments), or published writings, including student work. If the presentations are recorded, the speaker will also indicate how long they want the policy to apply to their comments. If a media panel is present during the guest speaker's presentation, the non-attribution policy does not apply. The College will consider a speaker who invokes Chatham House Rules as having invoked the non-attribution policy.

Academic Ethics

Academic Ethics is of paramount importance to the College. All academic work based on ideas and contributions of others must be properly attributed. Work presented by students, faculty, and staff as their own will be their own individual work. This concept of "individual work" differs significantly from traditional staff work, which often reuses previously prepared material without attribution. In an academic environment, this same practice provides an unfair advantage and is inconsistent with the professional ethics and integrity expected of military officers, noncommissioned officers, and civilians.

Academic ethics is defined as the application of ethical principles in an academic environment, to include the giving and receiving of only authorized assistance, the conduct of legitimate research, and the proper attribution of credit to the original source.

(see CGSC Bulletins 920 and 921 for guidance).

Violations

- **Plagiarism.** Plagiarism is defined as intentionally presenting the words, ideas, research, or works of another as one's own without proper attribution to that source. This includes but is not limited to: copying the words of another individual (including another student) or copying from a source without quotation marks and citations in footnotes or endnotes; using products derived from an existing source without proper attribution; and using material purchased from an individual or agency, from a study group, or from organizational files; using unattributed material generated by artificial intelligence. Significantly, some instances of plagiarism are not the product of intentional actions but of ignorance or carelessness. In those cases, a Director/Commandant may opt to apply informal corrective measures rather than formal administrative measures.
- **Education Technology Sites.** It is a violation to upload or download course materials to online education technology sites, pay-to-use academic sites, sharing websites, flash card creation, quiz/test producing or similar online sites designed for the exchange of academic materials. Course materials include, but are not limited to, assignments, quizzes, tests, papers, study guides and outlines. This prohibition extends beyond graduation or withdrawal from class. Uploading to,

downloading from, or use of any material from such sites is a violation of this policy.

- **Unauthorized Collaboration.** It is a violation to work with others on individual assignments. Groups expected to work independently will not work together. Unauthorized collaboration includes, but is not limited to, cooperating with or transferring, receiving, posting, uploading or downloading of any course materials. It also includes the passing of notes or discussing examination answers or solutions without prior approval from the instructor or receiving unauthorized assistance in preparing out-of-class assignments. The definition of course material includes, but is not limited to, assignments, quizzes, tests, papers, and outlines.
- **Unauthorized Assistance.** It is a violation to give or receive any type of assistance on an assigned work product, to include sharing, sending, receiving, posting, uploading or downloading relevant course material and assignments from any source not specifically allowed by the assignment, the faculty, or this Bulletin. This includes possession or use of information obtained from any student in any academic year who has already completed the lesson or course in question. This also includes possessing crib notes when taking examinations; copying answers from another student during tests; and removing test booklets after completion of the test, unless approved by the examination proctor. It also includes the possession of faculty-only materials for practical exercises, examinations, or any other controlled material used in any CGSC resident or nonresident course in any academic year that has not been issued by the faculty conducting the course.
- **Copyright Violations.** Copyright laws include policies and regulations from the Department of Defense (DoD) and/or Army guidance. A violation of copyright laws may subject an individual to civil and/or criminal penalties. Students are obligated to consult with the staff of the Ike Skelton Combined Arms Research Library (CARL), at (913) 758-3018 or local learning resource centers regarding the use of copyrighted materials.
- AI will not be used to produce any graded assessment without a faculty approved exception. When authorized by the course syllabus, student submissions generated entirely by authorized generative AI tools, and properly cited, do NOT constitute academic misconduct. Students may use generative AI for other classroom activities at the discretion of the course author or faculty instructor.

Violation of the Ethics policy and Bulletins 920 or 921 may result in the initiation of an AR 15-6 investigation.

[Reporting Procedures and Responsibilities for Ethics Violations](#)

[Resident Instruction](#)

Students will report suspected violations to the SGA, section leader, or instructor. During the initial inquiry and/or investigation process, all parties involved will protect the rights of all subjects. A DA Form 3881 (Rights Warning Procedure Waiver

Certificate) should be used when taking the statement of a suspect, whether a military member or civilian.

The SGA, course instructor, or Seminar/Team leader will investigate the allegation and determine if a violation may have occurred. If they believe that a violation may have occurred, they will then notify, through their school chain, the director of the department that owns the curriculum. The director will ascertain whether there has been a violation and, if so, inform the College chain of command. All may obtain legal advice from the CGSC Legal Advisor as necessary. In the case of International Military Students, the Director of the International Military Student Division will also be notified. In the case of Sister Service elements, the senior representative of the respective service will also be notified. In the case of an interagency student, the Deputy Director, Command and General Staff School, will be notified.

If a department director reasonably believes that an ethics violation has occurred, they will forward a recommendation to their school director/Commandant who will forward to the Dean of Academics in accordance with CGSC Bulletin No. 912.

Nonresident Instruction:

Distance Learning. DDE faculty and Team Leaders will investigate the allegation and determine if a violation may have occurred. Team leaders will report suspected violations to the DDE Chief of Academic Operations for review and forwarding to the Director, DDE for consideration. This applies to CGSOC Common Core – Asynchronous Distance (CC-ADL), the Advanced Operations Course – Distance Learning (AOC DL), and the Sergeants Major Course – Distance Learning.

The Distance Education Program Manager/Chief of Academic Operations will conduct a preliminary inquiry into alleged violations and forward a request for investigation to the Commandant, SGM-A/Director DDE for review.

If the Director, DDE, or Commandant, SGM-A, reasonably believes that an ethics violation has occurred they will submit a request for investigation in accordance with CGSC Bulletin 912. The Director or Commandant will submit a recommendation for an investigating officer.

TASS Brigades and Detachments

TASS brigade and detachment faculty and staff will report all suspected violations to battalion commanders. Students who suspect academic ethics violations will report them to instructors or section leaders.

TASS battalion commanders will conduct a preliminary inquiry to determine whether there is sufficient evidence to warrant an AR 15-6 investigation. If the preliminary inquiry supports a reasonable belief of wrongdoing or improper conduct, the battalion commander will follow the procedures outlined in CGSC Bulletin No. 912.

Substandard Academic Performance, Academic Probation, Remediation, Review and Reporting

For complete information, See Bulletin 903, Bulletin 920, Bulletin 912.

Undergraduate graduation standards

The standards for successful completion of the BA LWD degree are a minimum cumulative GPA of 2.0 and no less than a “C” in any core course, and 120 credit hours. The undergraduate certificate standard is completion of the curriculum with “C” or better in all courses. Completion of the SGM-A requires a “C” or better in all courses.

All BA LWD courses must be completed within five years AND within two years of completion of the SGM-A course.

Graduate graduation standards

Completion of CGSC Graduate Degree Programs (MMAS, MOS, MAMO, MASS) requires a GPA of 3.0 and a “B” or better in all courses. In addition to the overall GPA standard, each student is expected to demonstrate proficiency in each graded block of the curriculum. The accumulation of 2 or more of “C+” or lower grades will result in an Academic Performance Review (APR). Upon completion of the APR, an Academic Review Board (ARB) may be initiated. In an ARB, the student will be considered for retention, disenrollment, or dismissal from their program.

Substandard Performance

Failure to meet established academic graduation standards or engaging in misconduct may result in disenrollment or dismissal from the program of study at the discretion of the Dean. The disenrollment or dismissal can occur at any time. Guidelines on academic ethics and academic misconduct (e.g., cheating, plagiarism, unauthorized collaboration, etc.) are covered in CGSC Bulletin No. 912, Academic Misconduct Investigations and Student Dismissal/Release Procedures, and CGSC Bulletin No. 920, Academic Ethics Policy and 921 Artificial Intelligence Policy.

SGM-A students dismissed for misconduct will have no academic credit posted to the transcript for any portion of the SGM-A course. Successful completion of the entire course of study is required to post academic credit on an official transcript.

A CGSC student dismissed for misconduct will receive transcript credit for the completed portions of the courses where no misconduct was attributed. If misconduct is found after graduation, then credit posted to the transcript for that course/courses will be removed, the transcript will be annotated, and the diploma/degree will be rescinded.

The first TRI (transcript reportable item) of “C” or “C+” in a program of study will result in the student being placed on academic probation.

A second TRI grade of “C” or “C+” or any TRI grade of “U” in a program of study represents the possibility of a student not meeting graduation standards. This level of substandard academic performance will result in academic probation, an Academic

Performance Review (APR), or a possible Academic Review Board (ARB).

The student must successfully remediate the TRI grade of “U” to continue in the program of study. A grade can only be remediated to a “C” regardless of the actual grade earned in the remediation. Remediation is not a replacement of the initial “U”; it is a remediation. Failure to successfully remediate a TRI “U” will result in an APR and an ARB. Should a third TRI “C” occur, an ARB will be convened.

Written counseling is required for any student who is underperforming academically and must contain, at minimum, the ramifications of substandard performance, all shortcomings related to the TRI and recommendations for improvement. Counseling must be acknowledged, and records will be maintained per guidance in Bulletin 903. The Commandant or Dean of Academics may place a student on or remove a student from probation at any time. Complete reporting processes are found in Bulletin 903.

Academic Review Board

The ARB is the executive agent for the College to monitor the academic performance of all students. The DOA and the Commandant are ARB convening authorities. An ARB will be convened as required to consider both academic awards and substandard performance or failure to complete graduation requirements. The convening authority will notify the student concerned and provide reasonable opportunity to reply and submit rebuttal material.

The student will be notified in writing before any ARB recommendation is forwarded for action. The student will be provided with a copy of the findings and any materials not previously provided to the student.

Academic Evaluation Reports

Academic Evaluation Reports (AER) are governed by AR-623-3 and require that school directors review the records of any student who will receive a rating other than “Achieved Course Standards”.

- **Army** The Registrar issues an AER (DA Form 1059-2 or 1059-1) for each Regular Army, U.S. Army Reserve, National Guard and civilian student using input provided by the student’s SGA.
- **Sister service** students’ evaluation, fitness or training reports are prepared by each respective service element based on input provided by SGA and instructors.
- **International Officers/NCO’s** The Chief, IMSD issues and academic report (DD Form 2496) International Student Academic Report for each IMS. A copy of the report is provided to the Security Assistance Officer in-country (including a transcript that only lists courses taken). A copy of the report is also provided to the student. CGSC adheres to all specific country requirements as well.
- **Interagency** All IA students will receive DA Form 1059-2. The completed form is provided to the Chief of the Interagency Student Division, and a copy is provided to the student. IASD will forward the originals to the partner agency POC in accordance

with the Memorandum of Agreement. All Department of State students also receive DS 1106, Department of State Training Evaluation Report. A copy is provided to the student and forwarded to the State Department POC.

Student Appeals CGSS

Students should attempt resolution with the faculty member prior to a formal appeal. Students may formally appeal "FAIL", "C", "C+" or "U", or any of those grades on a remediation grade. Contribution to group learning grades may not be appealed. Grades based on late submission may not be appealed. FINAL TRI grades may not be appealed.

Formal appeal may be initiated by submitting a memorandum stating the justification for the appeal. That memo should be addressed through the Staff Group Advisor and Teaching Team Leader to the Department Director responsible for the grade in dispute. Distance Learning and TASS students submit appeals to the Director of Distance Education. Further information is available in Bulletin 903.

Student Appeals SGM-A

Per SGM-A Policy Memorandum No.10, Late submissions, Reassessments and Appeals of Academic Assessments, scores of 70 or higher, late submissions, multiple choice assessments, failures resulting from administrative score deductions (e.g. rubric non-compliance, SGM-A Policy Memo 17 infractions, etc.) Assessing Leadership Attributes and Competencies (ALAC) scores, and final department scores are not subject to appeal.

A student may formally appeal a score below 70 on assessed products only. The student will use the memorandum template provided to submit justification for the score appeal. If the Commandant accepts the appeal, the student waives the reassessment option. The student will submit the memorandum within the suspense periods listed below (as appropriate). After these periods, the score is final and not subject to change without DC approval and prior concurrence from the SGM-A Director.

- SMC-R no later than 1700 hours of the following academic day from receiving written notification (counseling) of the failing score.
- SMC-DL No later than seven calendar days from receiving written notification (counseling) of the failing score.

The Commandant will determine if the appeal is within policy limits, and if not, will provide written notification to the student. If the appeal is within limits, the Commandant will appoint two faculty members from the same department to reassess the appealed assessment. Those faculty members will score a clean copy of the assessment product within one day using the applicable rubric. It is then provided to the DC who will average two scores from the reassessment. If that average is within 10 points of the original score, the original score is validated, and the appeal is not successful.

If the reassessment score differs by more than 10 points, the scores are averaged and that is the final grade. The student will receive notification of the outcome through faculty. The results of the reassessment rubric are not available to the student.

Upon receipt of the notification memo, the student will sign an acknowledgement of receipt.

Student Awards and Honors

CGSOC Awards requiring an ARB:

General George C. Marshall Award: Presented to a distinguished U.S. graduate of resident Fort Leavenworth CGSOC. This award recognizes scholarship, pays homage to one of America's most honored Soldiers, and serves as a lasting incentive to the officers attending resident CGSOC.

General Dwight D. Eisenhower Award: Presented to a distinguished International Military Student (IMS) graduate of resident Fort Leavenworth CGSOC. This award honors military scholarship and is held in the highest esteem by the winners and the nations they represent.

General Colin L. Powell Award: Presented to an interagency student of resident Fort Leavenworth CGSOC. This award recognizes excellence in scholarship and overall contributions to interagency education at the College.

General John J. Pershing Award: Presented to a distinguished student of distance learning CGSOC. This award is presented four times per year, upon completion of the Advance Operations Course (AOC-DL). This award recognizes excellence in scholarship and overall contributions in the distance education CGSOC program and considers the officer's performance in both the Common Core and AOC courses.

The Arter-Doniphan Award: This award, sponsored by the Alexander Doniphan Committee and implemented by the CGSC Graduation Committee, is presented to the member of the class who has earned the highest overall GPA for the year.

CGSOC Awards not requiring an ARB:

Birrer-Brookes Award for Outstanding MMAS Thesis: The Assistant Dean of Academics for Degree Programs and Research is the proponent of this award. The Birrer-Brookes Award is given to the author of an outstanding MMAS thesis in each academic year. To compete, students must be nominated by the Chair of their thesis committee and submit a complete copy of their MMAS thesis. Thesis committee chairs may only make one nomination each academic year. A panel chosen from among the College's graduate faculty evaluates the nominated theses and provides a recommendation to the DOA for approval.

General George S. Patton, Jr. Master Tactician Award: The CGSS Department of Army Tactics (DTAC) is the proponent of this award. The award recognizes that the intricacies of modern warfare reinforce the Army's need for exceptional tacticians at all levels. CGSC inaugurated the Master Tactician Program with the 1983 class to provide a challenging academic forum for students demonstrating a special aptitude for tactics. This demanding extracurricular activity requires nominees to prepare a detailed tactical concept of operation predicated upon a corps-level scenario and submit to a rigorous oral

defense of their plan before a panel of experts. Open to resident Fort Leavenworth CGSOC students.

Major General James M. Wright, Master Logistician Award: The CGSS Department of Sustainment and Force Management (DSFM) is the proponent of this award. The award recognizes that the intricacies of modern warfare reinforce the Army's need for exceptionally competent logisticians at all levels. CGSC inaugurated the Master Logistician Program with the 1982/83 class to provide a challenging academic forum for students demonstrating a special aptitude for logistics. This demanding extracurricular activity requires nominees to prepare a detailed logistical plan predicated upon a corps-level scenario and submit to a rigorous oral defense of their plan before a panel of experts. Open to resident Fort Leavenworth CGSOC students.

Brigadier General Benjamin H. Grierson Award for Excellence in Strategic Studies (Master Strategist Award): The CGSS Department of Joint, Interagency, and Multinational Operations (DJIMO) is the proponent of this award. The award recognizes excellence in strategic studies by students enrolled in the Strategist Program. Award selection includes recommendations from college staff and faculty; reviews of all grades; performance in the Strategist Program courses; a specific writing requirement; and a comprehensive oral exam. The Buffalo Soldier Educational and Historical Committee awards a replica of the Buffalo Soldier Monument at graduation. The award is only open to students enrolled in the 6Z Skill Identifier Program.

Arter-Darby Military History Writing Award: The CGSS Department of Military History (DMH) is the proponent of this award. CGSC established this award in 1980 to enhance professional scholarship through research and writing about the evolution of American tactical doctrine. Retired Lt. Gen. Robert Arter, a former deputy commandant, and former U.S. Senator Harry Darby of Kansas City, endow this award. This award for military scholarship is open to all resident Fort Leavenworth CGSOC students.

Father Donald Smythe Military History Award: The CGSS DMH is the proponent of this award. CGSC created the award in 1989 to present to an exemplary military history student. This award, by recognizing excellence in the study of history, honors the memory of an esteemed scholar, Father Donald W. Smythe, who served as the John F. Morrison Professor of History from 1985-86 at CGSC. The award is open to all members of the resident Fort Leavenworth CGSOC class.

LTC Boyd "Mac" Harris Leadership Award: The CGSS Department of Command and Leadership is the proponent of this award. This award recognizes the student who excels academically and demonstrates superior leadership in class. Gary and Moira Sinise sponsor the award with a permanent endowment through the CGSC Foundation to honor LTC "Mac" Harris, the author of the "Be, Know, Do" leadership concept. The award is open to resident Fort Leavenworth CGSOC students.

General Douglas MacArthur Military Leadership Writing Award: The CGSS Department of Command and Leadership administers and co-sponsors this award with the General Douglas MacArthur Foundation. The award's purpose is to encourage and recognize scholarship and professional writing on leadership. The award is open to resident Fort Leavenworth CGSOC students.

Joint Command, Control, Communications, Computer, and Intelligence (JC4I) / Information Operations (IO) Writing Award: The CGSS DJIMO is the proponent of this award, which recognizes a student who excels in research and writing and enhances professional scholarship on JC4I subjects. This award is open to Fort Leavenworth resident CGSOC students and AMSP students.

The Major General Hans Schlup Award for Excellence in International Relations: The CGSS International Military Student Division (IMSD) is the proponent of this award. The award was established in 1997 to recognize and promote the significance and importance of international relations developed through the network of friends and professional acquaintances at CGSC in the international military student community. The award is named for Major General Hans Schlup, the Swiss Army's International Military Student participant in the CGSOC Class of 1978 who organized a post-graduate annual newsletter for circulation among all CGSS IMS graduates. Major General Schlup's class of 1978 IMS and U.S. classmates endowed the award in his name. The award is open to all IMS members of the resident Fort Leavenworth CGSOC class.

Excellence in Joint Service Warfare Award: The CGSS DJIMO is the proponent of this award. The award recognizes the student who contributes significantly to the study, implementation, and spirit of joint service warfare. Additionally, the student must demonstrate proficiency in core and advanced joint warfare studies courses, attain an additional skill identifier in joint service warfare, participate in joint special operations areas of concentration, complete joint service warfighting applications, publish joint service warfare articles and complete a Master of Military Arts and Science degree with a focus on joint service warfare or a comparable degree from another institution. The award is open to all members of the resident Fort Leavenworth CGSOC class.

Homeland Security Studies Award: The CGSS DJIMO is the proponent of this award. The award, sponsored by the CGSC Foundation, recognizes excellence in homeland security research or contribution to homeland security, homeland defense or defense support of civil authority topics. The award is open to resident Fort Leavenworth CGSOC and AMSP students.

The Simons Center Interagency Writing Award: The CGSS DJIMO is the proponent of this award, open to all resident Fort Leavenworth CGSOC students each academic year. The award recognizes insight and fresh thinking in advancing the knowledge, understanding and practice of interagency coordination, cooperation, and collaboration at the tactical or operational level. The award is open to all members of the Fort Leavenworth CGSOC resident class.

GEN William E. DePuy Writing Award: The proponent of this award is Army University Press. GEN DePuy recognized the value of Army leaders expressing critical thinking and creative thought through writing. His vision for this award was to nurture agile, adaptive thinking to conceive, develop and implement innovative ideas. The award is open to resident Fort Leavenworth CGSOC students.

Iron Major Award: The CGSS United States Student Detachment (USSD) is the proponent of the award. The Iron Major Award was established in 2005 to recognize exceptional physical fitness. The award is presented to one male and one female student

who finish first in a grueling series of events designed to test endurance and strength. The Iron Major Award is an M7 bayonet mounted on a plaque and is presented by the CGSC Commandant. The competition is open to resident Fort Leavenworth CGSOC students.

The Distinguished Honor Graduate Award: The CGSS TTBM-4 Program Management Office is the proponent of this award. The award honors the graduate within a section of up to 64 students who demonstrates exemplary academic performance in all coursework by achieving the highest overall GPA in CGSOC Advanced Operations Course.

[SAMS awards](#)

Superior Honor List:

- ASLSP One student
- AMSP One student

Distinguished Honor List:

- ASLSP Three students
- AMSP Two students per seminar (16 total)

Iron Leader: presented to the student with the highest overall score on the school administered Army Combat Fitness Test

Iron OPT Award: Presented to the AMSP seminar that earns the highest cumulative score across several academic and group performance categories and volunteer engagement events as deemed by the Director throughout the Academic Year.

COL Arthur D. Simons Interagency Writing Award: A plaque presented by the Simons Center to recognize the best monograph on an interagency topic by an AMSP student.

SAMS ASLSP Best Monograph: Awarded to the one AMSP and one ASLSP student for the best monograph in their program. AMSP seminar leaders and the ASLSP Director will recommend one monograph per seminar to a board of SAMS professors for review and recommendation to the Director of SAMS. The monograph must be completed by the due date and approximately 10,000 words in length.

COL Tom Felts Leadership Award: Awarded to one AMSP student. The Felts Leadership Award recognizes the AMSP student who best demonstrates all the attributes from the AMSP mission and vision for a graduate of the program. Seminar leader's nomination does not necessarily have to be the student with the best monograph, the highest GPA or the best PT score. Nomination can be any AMSP student who best puts all the graduate outcomes together consistently throughout the year.

Harding Project Award: Recognizes distinguished, published written works in professional military journals by SAMS Faculty and Students as assessed by the program directors, SAMS Director and Deputy Director. The Harding Project is an effort to organize those interested in renewing professional publications, inform that community, and solicit their ideas. Professional journal articles are assessed from June to May of each academic year. One Student and one Faculty member are eligible.

Major Scott Starry Leadership Award: Recognizes the top Joint Service Officer for academic excellence, physical fitness and bearing, and superior leadership. This award is sponsored by the CGSC Foundation through a gift endowment from graduates of the SAMS Class of 2021. Candidates must be in the top 10% of the AMSP class in academics, above average in assessed physical fitness tests, among the top 25% of peer-assessed performers in their seminar and assessed by the AMSP Program Director as exemplary in Joint Force planning and integration throughout all practicums and exercises.

SGM-A Awards

SGM-A writing awards are open to SMC-R students only.

Military History Writing Award: Competition is available to students while assigned to the Department of Professional Studies (DPS). DPS instructor nominates the best paper per semester in each classroom to the DPS Chair. DPS Chair then submits the five best papers for final consideration to the Chief of Education. A panel of 3-5 members convenes to select the winner.

SMA William G. Bainbridge Ethics Writing Award: Department of Command and Leadership award recognizes the best submission detailing Army ethics and best practices. DCL instructors will nominate the best paper to the DCL Chair. The DCL Chair and Vice-Chair select the best paper each semester and submit five papers to the Chief of Education for final consideration. A panel of 3-5 members convenes to select the winner.

Association of the United States Army (AUSA) Award for Military Writing: This award seeks the most relevant student writing regarding contemporary Army leadership challenges and issues.

General Raph E. Haines, Jr. Writing Award: This award recognizes the best individual effort focusing on a particular issue that affects an organization, U.S. Army, sister service branch, or international military organization.

Contemporary Operational Environment Writing Award: This award recognizes a paper based on Large Scale Combat Operations and Multi-Domain Operations in response to emerging and near peer threats.

MSG Roy Benavidez Resiliency Writing Award: Recognizes research and study on leadership with a specific focus on resiliency.

TRADOC G-2 Mad Scientist Fiction Writing Award: This paper follows TRADOC's G-2 Mad Scientist Writing Contest guidelines on approved topics.

The Halberd Physical Fitness Excellence Award: This is given to the student who scores the highest average from the two U.S. Army fitness tests administered during the academic year. In the event of a tie, the SGM-A Director will approve a tie breaker physical event.

The SGM-A Selfless Service Award: This award recognizes the best example of selflessness and volunteer accomplishments. Each department chair must submit a memorandum to the Director detailing the nominee's selfless service accomplishments

throughout the academic year. The SGM-A Director establishes a panel that consists of the department vice-chairs, or representatives, to select a winner.

The Association of the United States Army Award: This peer nominated award is given to a student who demonstrates exceptional leadership abilities. Department chairs will collect nominations and submit them to the SGM-A Chief of Education who will chair the selection panel. Students selected must meet the following criteria:

- Demonstrate outstanding leadership ability throughout the year
- Have no derogatory counseling
- Have first time “go” on fitness tests and height/weight screening
- Earn 70 or above on all course assessments

CGSC Order of the Iron Pen: This award recognizes published student authors whose writings are the results of efforts while assigned in the SMC. CGSC encourages student authorship. Professional and academic contributions adding to the body of knowledge through authorship are an important pursuit for senior NCOs. The SMC will consider all voluntary submissions. Instructors serve as publication mentors and are responsible for Iron Pen packet submission. Co-authored submissions are permitted for this award.

Sergeants Major Academy Distinguished U.S. Student Award for Academic Excellence: This award is presented to the student who achieves the highest class standing as demonstrated by outstanding leadership attributes and competencies and exemplary academic performance.

Sergeants Major Academy Distinguished International Military Student Award for Academic Excellence: Awarded to a student who achieves the highest class standing as demonstrated by outstanding leadership attributes and competencies, and exemplary academic performance.

Commandant’s List: Recognizes the top 20% of the graduating class who must achieve an overall score of 582-600, pass Foundations and each department with a 90% or higher and receive no derogatory counseling.

Superior Academic Achievement: Recognizes the top 21-40% of the graduating class who must achieve an overall score of 540-600, pass Foundations and each department with an 80% or higher, and receive no derogatory counseling.

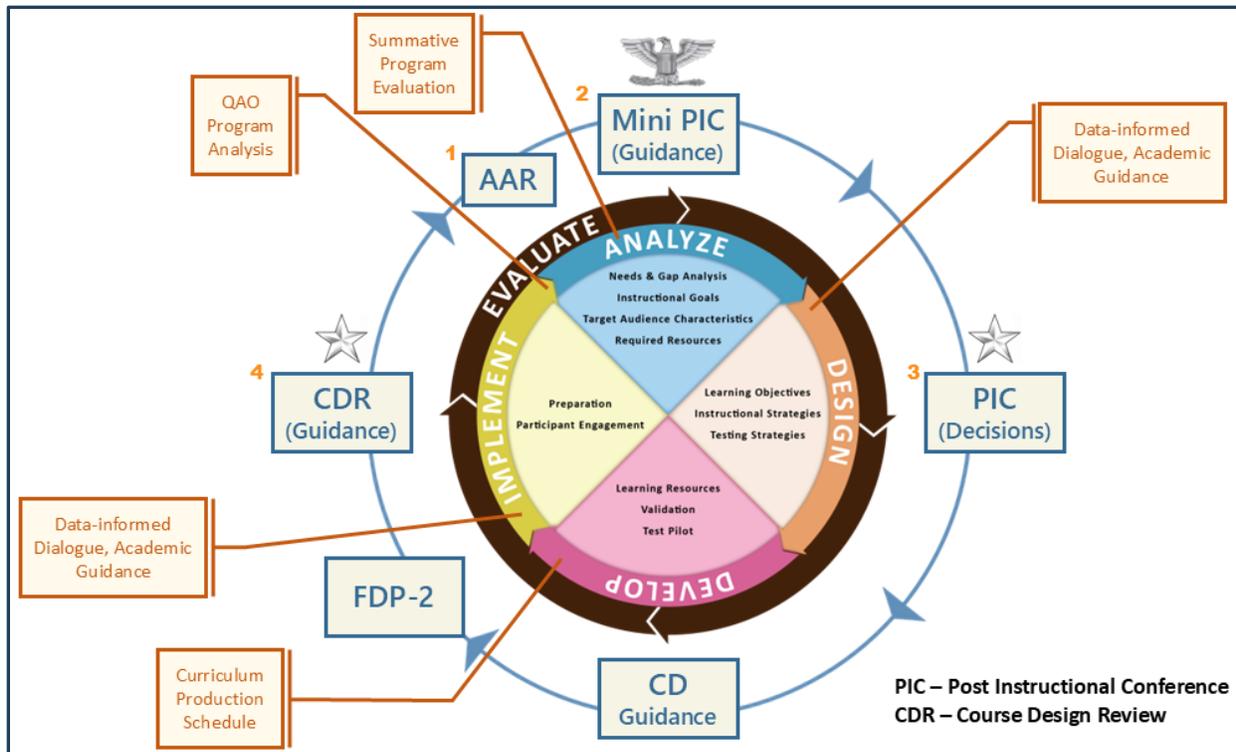
CGSC Processes Bearing on Education Quality

Three CGSC processes help the College remain the continuously adaptive learning organization called for in the Army Learning Model (TRADOC Pamphlet 525-8-2 Army Learning Concept).

CGSC’s Accountable Instruction System (AIS)

All CGSC schools use the Accountable Instructional System as a structured yet dynamic process for evaluating and adjusting curricula.

FIGURE 5 ACCOUNTABLE INSTRUCTION SYSTEM



Post Instructional Conferences (PICs) and Course Design Reviews (CDRs) enable College leaders to make data-informed decisions based on assessment of learning results and course critiques from both students and instructors. The PICs are attended by the Dean and the DC – the CDRs are attended by the Dean and the Commandant. They are also places where curricula developers and program directors recommend changes based on new doctrine, analysis of lessons learned, and senior leaders’ guidance.

PICs and CDRs assure the CGSC Commandant and Deputy Commandant that:

- We achieved our mission during the last academic year.
- We continue to meet the needs of the Army and Joint Force
- We are prepared for success in the coming academic year.

The Accountable Instructional System enables synchronization and promotes collaboration. Faculty play essential roles in shaping agendas and informing decisions about curriculum at every stage of an AIS cycle. (CGSC Bulletin 930 CGSC Curriculum Development).

CGSC’s Faculty Development Program

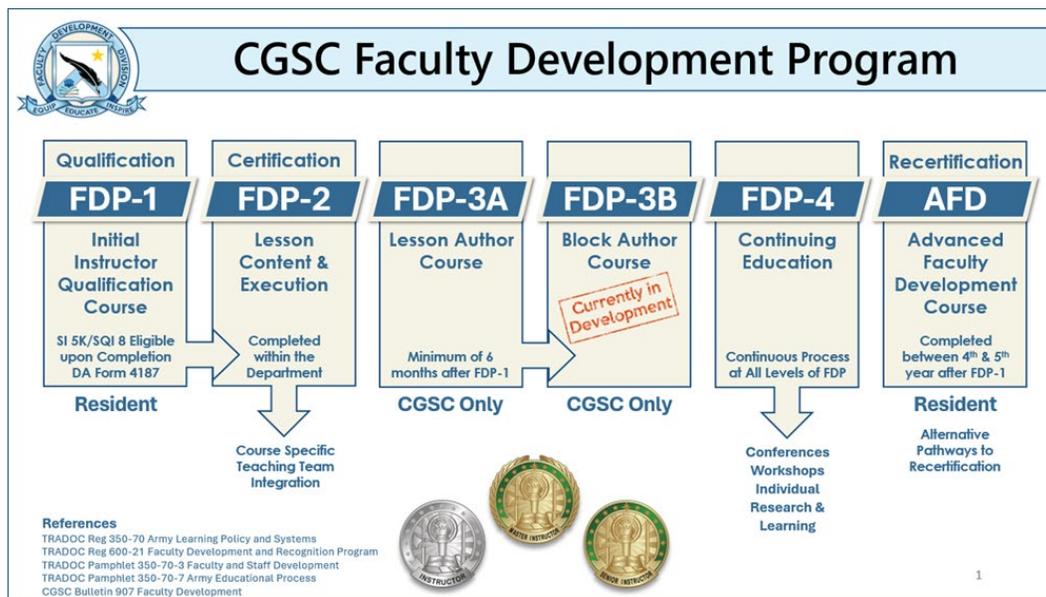
FDP is the single most important driver in creating and sustaining the learner-centric environment.

CGSC approaches education as the dynamic interaction between active learners, faculty using learner-centric pedagogies, and relevant outcomes-based curricula. CGSC faculty

members create learning environments that allow students to construct knowledge – make meaning – by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection. To accomplish this, CGSC faculty are comfortable in their roles as facilitators, and employ learner-centric methods and techniques that actively engage students in the learning process.

Every CGSC instructor goes through CGSC Faculty Development Program (FDP) 1 and 2; all faculty members serving as lesson, block and course curriculum developers go through FDP 3. All faculty must attend Advanced Faculty Development every 3-5 years and voluntarily attend FDP 4 events as they occur during an academic year.

FIGURE 6 FACULTY DEVELOPMENT PROGRAM



FDP 1 CGSC Instructors Course (CGSC-IC) is the approved CGSC equivalent of the Common Faculty Development Instructor Course (CFD-IC) in TP 350-70-3. All faculty teaching a CGSC course must complete Faculty Development Phase 1 -- or CFD-IC delivered by the NCOLCoE Staff and Faculty Development Division at Fort Bliss – before teaching students. Within six months of completing FDP-1 or CFD-IC, the senior rater or a qualified faculty member must observe each new faculty member at least one time for no less than 50 minutes. FDP-1 provides the basis for the facilitation skills and learner-centric teaching that are the hallmark of the CGSC classroom.

FDP 2 Workshops are content focused instructional workshops, where faculty focus on content for courses they are assigned to teach, and work with peers to identify best practices in the presentation and facilitation of the assigned material.

FDP 3A CGSC Lesson Author Course is the entry-level course for CGSOC, AMSF, ASLSP and SMC instructors assigned as lesson authors. Completion of FDP 3A is required prior to writing or revising lesson plans and other curricular materials.

FDP 3B Block Authoring Fundamentals is an advanced course tailored for faculty members serving as block and course authors within the Command and General Staff College (CGSC), including the Command and General Staff Officer Course (CGSOC), Advanced Military Studies Program (AMSP), Advanced Strategic Leadership Studies Program (ASLSP), School of Command Preparation (SCP) and Department of Distance Education (DDE). This blended learning experience is designed to equip participants with the essential skills and knowledge required to effectively develop and manage educational programs that align with the Army Learning Model (ALM) as outlined in TR 350-70.

FDP 4 Faculty Development Phase 4 is continuing education for faculty. Session topics are identified by individuals, departments, schools, and members of the FDD. Faculty elect to attend sessions helpful in mastering new pedagogies/education technologies and retaining currency in their military and/or academic discipline.

Advanced Faculty Development is a recertification for experienced faculty required every five years by AR 350-70. It is provided by the Faculty Development Division where participant instructors exchange perspectives, recertify on the experiential learning model (ELM), and implement advanced teaching techniques.

Faculty Awards

The CGSC Commandant presides over at least two formal recognition ceremonies during the academic year to honor faculty for outstanding achievements in scholarship, teaching and service to the institution. CGSC's annual Educator of the Year competition allows each teaching department and school to nominate a civilian and military faculty member from its department or school to compete for the Civilian and Military Educator of the Year honor. The CGSC Civilian and Military Educators of the Year then compete for the respective TRADOC title. (CGSC Bulletin 905)

Accreditation

CGSC processes to maintain accreditation with the Higher Learning Commission, Joint Staff, and Army include periodic, comprehensive evaluations of college policies, processes and practice against relevant (external) standards and criteria. CGSC intentionally makes each self-study process as broadly participative as possible, believing there is an important educative value to Joint and institutional civilian accreditation preparation. HLC self-studies become superb opportunities to engage faculty and school administrators in broad-based strategic planning and institutional agenda-setting.

Institutional (Civilian) Accreditation

CGSC is accredited by the Higher Learning Commission to confer the Master of Military Art and Science (MMAS) and Masters in Operational Studies (MOS) to qualified graduates of the ten-month resident Command and General Staff Officer Course (CGSOC), the Master of Arts in Military Operations to all graduates of the Advanced Military Studies Programs (AMSP), and the Master of Arts in Strategic Studies to all graduates of the

Advanced Strategic Leadership Studies Program (ASLSP). CGSC offers the Bachelor of Arts in Leadership and Workforce Development to eligible students enrolled in the Sergeants Major Course delivered by the Sergeants Major Academy (SGM-A).

[Joint Accreditation](#)

The Chairman, Joint Chiefs of Staff (CJCS) accredits CGSC Joint Professional Military Education Phase I programs every six (6) years. These include resident and non-resident versions of the Command and General Staff Officer Course (CGSOC) taught by CGSS. In addition, Joint Staff accredit the SAMS' Advanced Strategic Leadership Studies Program (ASLSP) to award JPME II.

[Army Accreditation](#)

The U.S. Army Transformation and Training Command (T2COM) accredits CGSC to provide Professional Military Education (PME) programs in four schools: (a) the Command and General Staff School (CGSS); (b) the School of Advanced Military Studies (SAMS); and (c) the School for Command Preparation (SCP); and the Sergeants Major Academy (SGM-A). CGSC last hosted a successful TRADOC accreditation visit in October 2019.

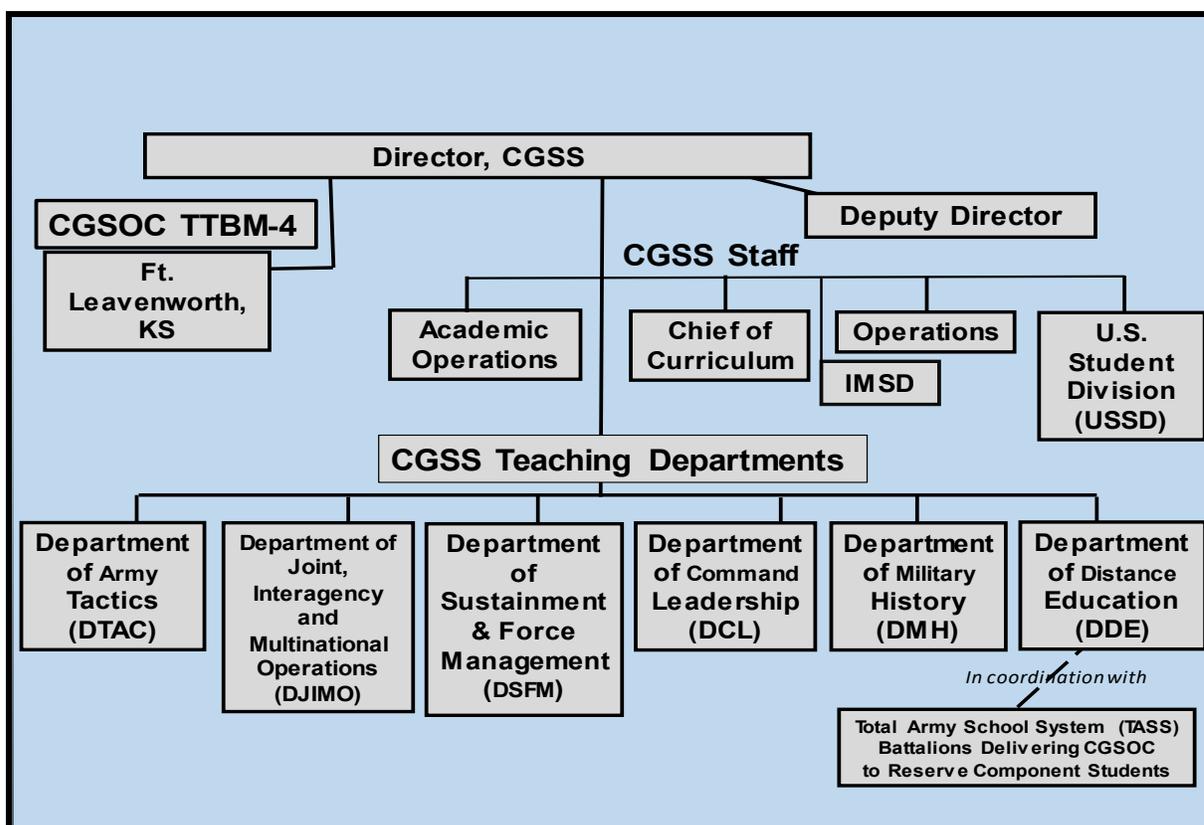
FIGURE 7 CGSC ACCREDITATIONS

	<u>Accrediting Body</u>	<u>Frequency</u>	<u>Last / Next</u>	<u>CGSC Courses and Schools</u>	<u>Degree or Credential</u>
Program Accreditation	Joint Staff J7 	Following full Outcomes-Based Military Education (OBME) certification, JPME programs retain certification by submitting <i>biennial</i> program learning outcome (PLO) effectiveness reports to the Joint Staff J7 and reaffirm <i>annually</i> as part of the Process for Accreditation of Joint Education (PAJE)	<u>Last:</u> Feb 2020 <u>Currently</u> in OBME Milestone 3 certification process per OPMEP	The Command and General Staff Officers' Course (CGSOC) in CGSS The Advanced Strategic Leadership Studies Program (ASLSP) in SAMS	Joint Professional Military Education Phase I (JPME-I)
			<u>Last:</u> Apr 2016 <u>Currently</u> in OBME Milestone 3 certification process per OPMEP		Joint Professional Military Education Phase II (JPME-II)
Institution Accreditation	US Army Transformation and Training and Command (T2COM) 	Every 10 years	<u>Last:</u> Oct 2019 <u>Next:</u> Feb 2027	(1) Command and General Staff School (CGSS); (2) School of Advanced Military Studies (SAMS); (3) School for Command Preparation (SCP); and (4) Sergeants Major Academy (SGM-A)	Military Education Level 4 (MEL 4) for CGSOC graduates Military Education Level 1 (MEL 1) for ASLSP graduates
	Higher Learning Commission 		<u>Last</u> 10-year Reaffirmation: Mar 2016 <u>Last</u> Comprehensive Review: Apr 2021 <u>Last</u> Quality Initiative Submission: Jun 2025 <u>Next</u> 10-year Reaffirmation: 20-21 Apr 2026		(1) Master in Military Art and Science (MMAS) or Masters of Operational Studies (MOS) for qualified CGSOC graduates; (2) MA in Military Operations (MAMO) for AMSP graduates; (3) MA in Strategic Studies (MASS) for ASLSP graduates; and (4) BA in LWD for qualified SMC graduates at the SGM-A

Notes: All three accrediting bodies require some form of annual report. Beginning fall 2026, CGSC will submit biennial assessment reports on students' learning outcome achievement for resident and non-resident CGSOC (JPME-I) and ASLSP (JPME-II).

Command and General Staff School

Figure 8 Command and General School



The Command and General Staff School (CGSS) maintains and delivers the Command and General Staff College's oldest, largest, and best-known course: the Command and General Staff Officer Course (CGSOC). The Command and General Staff Officer Course, developed and delivered by CGSS, consists of both resident and non-resident options. The ten-month resident course consists of the Common Core, Advanced Operations Course and the Warfighting Applications elective program. The non-resident option consists of on the Common Core and a branch specific or functional area-specific credentialing course. JPME I credit is awarded to basic branch officers upon completion of the resident CGSOC. Non-basic branch officers must complete a separate credentialing course per AR350-1.

CCSOC Common Core assists junior majors and senior captains' move from a tactical-level focus to an operational level perspective. It provides graduates with the skills, knowledge and attributes to adapt and dominate in Multi-Domain Operations in a range of operational environments. In addition to strategy, operations and tactics, logistics, and force management, other areas of study include history, politics, leadership and the human dimension.

Resident students may also elect one of two master's degree options while in attendance. The Master of Operational Studies (MOS), a practitioner's degree, and the Master of Military Arts and Science, a more academically focused degree. All U.S. resident students are automatically enrolled in the MOS program. The MMAS is an "opt in" program. In certain situations, students may petition to select outside degrees. These approvals are on a case-by-case basis. International students may participate in either degree on an "opt in" basis providing they have met all prerequisite requirements at the time coursework begins.

[The Master of Operational Studies](#)

Graduation requires successful completion of Common Core, the Advanced Operations Course and 12 credit hours of warfighting applications.

[The Master of Military Arts and Science](#)

Graduation requires successful completion of Common Core, the Advanced Operations Course and 12 credit hours of warfighting applications that must include A211, A221, A231 and completion of a committee led master's thesis.

[CGSS Organizational Structure](#)

CGSS consists of a small school-level staff of administrators and curriculum developers, and six academic departments: the Department of Army Tactics (DTAC), the Department of Joint, Interagency and Multinational Operations (DJIMO), the Department of Sustainment and Force Management (DSFM), the Department of Command and Leadership (DCL), the Department of Military History (DMH), and the Department of Distance Education (DDE). The school also supervises faculty and CGSOC Common Core delivery through the TTBM -4 program at Fort Leavenworth, KS.

Command and General Staff School responsibilities include the following:

- Educate and develop graduates who are confident, competent leaders, and creative problem solvers who understand the complexities of the contemporary operating environment.
- Teach, coach, counsel, train and mentor students to enable their transition from company grade to field grade officers.
- Recruit, develop, and support high quality faculty and staff committed to teaching excellence.
- Foster an inclusive, respectful, and learner-centric adult learning environment that allows students to construct knowledge by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection.

- Be a learning organization that cares about advancing the art and science of the profession of arms. Support faculty in their efforts to maintain currency and make relevant contributions to the professional body of knowledge.
- Develop and maintain curricula for the CGSOC preparatory courses, Common Core Course, and the branch officer credentialing course (Advanced Operations Course).
- Supervise course delivery at Fort Leavenworth; manage the distance learning programs of CGSOC in support of a worldwide student body from all services and allied countries.

FIGURE 9 COMMAND AND GENERAL STAFF OFFICER COURSE

Mission	CGSOC Common Core: To educate and train field grade leaders to serve as staff officers and commanders with the ability to build teams, lead organizations and integrate multi-domain operations with Joint, interagency, intergovernmental, and multinational partners in complex and uncertain environments. (284 classroom hours)			Advanced Operations Course credentials Basic Branch Field Grade Officers to serve on general staffs and lead battalion and brigade-sized units in the execution of multi-domain operations, guided by mission command philosophy in joint, interagency, intergovernmental, and multi-national environments. (402 classroom hours)	
Modality	TTBM-4 AOC	The Army School System (TASS) CC	Resident CC, AOC, Warfighting Applications	DL AOC	DL CC
Location	Ft. LVN	Multiple	Ft. LVN	Staff groups taught by DDE faculty	Computer based instruction
Length	14 Weeks 4 Days	36 Months	10 Months	12 Months	36 Months
Frequency	1 per yr	3 phases	1 each year	3 per yr	multiple
Synchronou s/ Asynchrono us	Synchronous	Synchronou s	Synchronous	Synchronous & Asynchronous	Asynchronous
Comprehens ive Exam/Oral Exam/Diagn ostic Exam	N/A	Diagnostic Exam	Oral Exams	N/A	Diagnostic Exam
Who Attends	AC Basic Branch, USAR, ARNG	USAR, NG, Some AC	AC, Sister Services, Interagency, USAR, ARNG, IMS	AC, USAR, ARNG	AC, USAR, ARNG
Quota Source	192/year	3,421/year	1,216/year	1,120/year	5,450/year
Notes					
Note 1; Resident CGSOC is preceded by Prep Courses that serve segments of the population: (a) P910 for International Military Students (b) P930 with Tactics for Sister Service, IMS, non-Ops branches, select ResComp officers (c) P940 Army Branch preparatory course and (d) P950 for Army officers attending other Service or foreign staff schools.					
Note 2: Resident CGSOC students take 8 weeks of Warfighting Applications (192 contact hours) following AOC.					
Note 3: Diagnostic Exams are not factored in GPA calculation.					

CGSOC resident and non-resident options are reflected immediately above. taking the CGSOC Common Core followed by CGSOC AOC via DL delivered by CGSS's Department of Distance Education (DDE); or taking the Common Core delivered by Total Army School System (TASS) faculty, followed by non-resident AOC or TTBM-4 AOC.

CGSOC Preparatory Courses

P910 International Military Student Preparatory Course (2G-F67X P910). This course is mandatory for all International Military Students (IMS). It is a 10-day course providing IMS survival skills needed to function in CGSOC, the local environment, and to begin the DoD Field Studies Program education process. (RESIDENT ONLY)

P930 Intermediate Level Education Preparatory Course. (2G-F68 P930) This 5-day, Army tactics and sustainment course is designed for all international officers, sister service officers, civilians, and career fields other than operations, operations support, and force sustainment. Select Reserve Component officers attend P930 on a space available basis. (RESIDENT ONLY)

P940 Army Branch Preparatory Course (2E-250 P940). This 5-day course is a preparatory course for Army Special Operations Forces (ARSOF) officers. P940 is designed to reinforce Special Operations Forces (SOF) specific competencies to enable ARSOF officers to contribute at the field grade level during CGSOC classes and exercises (RESIDENT ONLY).

P950 Intermediate Staff College Preparatory Course (1-250-C14 P950) is a two-week online course designed for U.S. Army officers selected by their component to attend other Department of the Army designated schools, other-than-Army (Sister Service) schools, or foreign Intermediate Level Education (ILE) by way of foreign military command and staff colleges (schools of other nations) instead of the Command and General Staff Officer Course. The P950 Preparatory Course provides opportunities for gaining or reaffirming knowledge of Army doctrine and land warfare at the strategic, operational, and tactical levels of war. Students actively participate in experimental learning exercises at the Joint Task Force land component, divisional, and brigade staff officer levels in an adult learning environment. Note: On 29 Oct 2024, the Director of the Joint Staff J-7 placed restrictions on awarding JPME I credit to U.S. officers who complete a resident international military college. The restriction states, "After 31 December 2025, U.S. officers graduating from an approved resident international military college program may receive JPME I credit on graduation if, prior to matriculation, the officer completed a Service-developed course which complies with Title 10, USC, Sections 2151, 2152, and 2154. All such courses will be approved by the Director for Joint Force Development." CGSC is currently working with the Joint Staff J-7 to audit the P950 Preparatory Course as a "Service-developed course" for Army officers selected to attend a resident international military college in consonance with Joint Staff J-7 guidance and compliance with Title 10, USC, Sections 2151, 2152, and 2154.

The CGSOC Common Core (CC)

The CGSOC Common Core consists of five primary blocks of instruction, the guest speaker program and three parallel blocks of instruction. It is designed to assist junior majors and senior captains as they move from a tactical-level focus to an operational-level perspective. It provides graduates with the skills, knowledge and attributes to adapt and dominate in Multi-Domain Operations in a range of operational environments. Areas of study include strategy, operations and tactics, logistics and force management, history, leadership and the human dimension.

FIGURE 10 CGSOC COMMON CORE PURPOSE, OUTCOMES AND TLO'S

<p>Purpose: To educate and train field grade leaders to serve as staff officers and commanders with the ability to build teams, lead organizations and integrate Multi-Domain Operations with joint, interagency, intergovernmental, and multinational partners in complex and uncertain environments.</p>	
<p>Graduates of the CGSOC Common Core:</p> <ul style="list-style-type: none"> • CGSOC graduates can demonstrate effective communication skills informed by critical analysis and appropriate to the audience and environment (Strategic Thinking and Communications). • CGSOC graduates can apply leadership principles, theories, and laws of the profession of arms to strengthen joint warfighting skills (The Profession of Arms). • CGSOC graduates can apply knowledge of the nature and character of war (The Continuum of Competition, Conflict, and War). • CGSOC graduates can assess factors impacting the security of current and future operational environments (The Security Environment). • CGSOC graduates can examine strategy and planning tools to develop a range of options for commanders (Strategy and Joint Planning). • CGSOC graduates can analyze the application of military power in globally integrated all-domain operations (Multi Domain Operations in the Context of Globally Integrated Operations). 	<p>Terminal Learning Objectives</p> <ul style="list-style-type: none"> • Analyze foundational skills, to include data literacy, required for successful field grade leaders. • Analyze the role of organizational-level leaders in improving organizations • Analyze the continuum of warfare within historical contexts. • Analyze warfare within the strategic environment. • Analyze unified action in all-domain operations across the competition continuum. • Apply U.S. Army Doctrine • Demonstrate Department of Defense Strategic Processes.

Common Core Block Descriptions

C100: Foundations of the Army Profession is a 28-hour block consisting of nine lessons designed to enhance the fundamental skills and knowledge necessary for success in CGSOC and as organizational-level leaders in the operational force. Focused on the Army Profession, digital-age thinking, effective communication, and leader development, C100 supports the Army's priority of strengthening the profession by preparing leaders for a complex and dynamic world. The block begins with an exploration of the Army Profession and the critical role of stewardship, laying the groundwork for candid discussions on issues such as leader development and contemporary military challenges. A key feature of C100 is the introduction of the Complexity Tool Kit, a set of interrelated skills—critical thinking, creative thinking, systems thinking, artificial intelligence, and data literacy—designed to help leaders navigate the unprecedented complexity, tempo, and lethality of modern large-scale combat operations. By equipping officers with these skills, C100 ensures they are prepared to lead agile, resilient, and effective forces in an increasingly uncertain operational environment.

C200: Strategic Context of Joint Warfighting C200 is a 26-hour block of instruction consisting of six lessons, designed to deepen students' understanding of the political and strategic environment in which a combatant commander operates. The block begins by examining the strategic environment, the international system, and key actors, followed by an exploration of the U.S. national security apparatus and the policies and concepts guiding the use of the military instrument of national power. The capstone of C200 is the C299 Practical Exercise, where students develop a strategic estimate, enabling them to appreciate how this tool helps combatant commanders and their staff interpret strategic guidance and better understand the operational environment.

C300: Unified Action C300 is a 37-hour block of instruction consisting of 14 lessons that build on the strategic-level concepts and systems perspective introduced in C200, focusing on joint warfighting and the integration of joint services and unified action partners to achieve the Joint Force Commander's objectives. The block explores how the joint force converges effects in time, space, and purpose to support corps and divisions in complex operational environments. It begins with the fundamentals of Joint Warfighting, including Joint Forces and Functions, the Joint Warfighting Concept, and Joint All-Domain Operations, emphasizing the integration and synchronization of resources across domains, operational areas, the information environment, and the electromagnetic spectrum. Students examine the roles, functions, capabilities, and limitations of the services, Special Operations Forces, multinational and interagency partners, conventional-nuclear integration, Joint Electromagnetic Spectrum Operations, and the U.S. Space Force. The block concludes with the C399 Practicum, a 4-hour practical exercise where students conceptually apply JADO fundamentals and JWC tenets to analyze joint forcible entry operations, integrating and synchronizing Unified Action capabilities to achieve convergence across domains.

C400: Demonstrate Multidomain Operations (MDO) Doctrinal Concepts C400 is a 36-hour block consisting of 10 lessons designed to deepen students' understanding of the U.S. Army's operational concept of MDO through the study of doctrine, organizations, and operations. The doctrine portion provides a foundation in MDO principles and the operations process, while the organizational lessons examine OPFOR doctrine, U.S. Army structures, and updates to ARSTRUC. The operations lessons cover a range of concepts, from offensive operations to defense support of civil authorities, applying them in practical scenarios. C400 builds on the complexity toolkit introduced in C100, emphasizing critical and systems thinking, while bridging tactical operations with strategic concepts from C200 and C300. It also continues discussions on U.S. Army organizations from C306 and lays the groundwork for the Joint Planning Process explored in C500. By the end of the block, students will have a solid grasp of MDO doctrine, enhanced communication skills, and a foundational understanding of the tools and processes needed for planning in multidomain environments.

C500: Operational Art and Joint Planning C500 is a 40-hour block consisting of two lessons that build on the foundational concepts introduced in C200 and C300, focusing on the application of operational art and the Joint Planning Process (JPP) and the Joint Warfighting Concept (JWC) at the operational level of war. In C501, students are introduced to the JPP, including operational art and design, to support the analysis and development of courses of action within a given scenario. C599 serves as the capstone exercise, where students apply their knowledge as members of a Joint Planning Group (JPG) focused on the USINDOPACOM region. By the conclusion of C500, students will be able to develop, analyze, and evaluate an operational approach with a doctrinally sound course of action, preparing them to effectively operate in complex joint environments.

F100: Introduction to Force Management F100 is an 8-hour block consisting of four lessons which is designed to educate and train field grade officers on how the Army provides land power capabilities to combatant commanders, equipping them with a broader perspective as they transition from company-grade operations to brigade and higher echelons. F100 introduces students to the Force Management Model, exploring key systems, concepts, and joint/Army processes of change management, as well as resource management to support capability integration and sustainment at the unit level. While not intended to produce professional force managers, the course provides a foundational understanding of how the Army evolves to meet future operational demands, highlighting decision forums and processes that drive change.

H100: Toward Modern Warfare: Adaptation and Innovation in War, 1789-1945 H100 is a 26-hour block consisting of 13 lessons designed to help field grade officers understand how militaries innovate and adapt to gain advantages over adversaries. Through historical case studies spanning the French Revolutionary and Napoleonic eras, the Industrialization period, and the World Wars, the block examines the evolution of warfare, exploring foundational concepts such as annihilation versus attrition, mass and interior lines, and the logistical demands of large-scale combat. H100 develops officers'

critical and creative thinking skills, enabling them to analyze the art and science of war, competition across domains, and the operational environment's complexity—including its history, culture, ethics, and geography. By integrating disciplines across the CGSOC curriculum, the block sharpens military judgment, enhances problem-solving, and fosters clear communication in written and oral forms. Students engage in discussions, group learning, and assessments like outlines and argumentative essays, using history as a tool to inform professional judgment, become self-reflective learners, and more lethal warfighters.

L100: Developing Organizations and Leaders L100 is a 26-hour block consisting of 11 lessons that prepare field grade officers to succeed as organizational-level leaders by examining how this role differs from direct leadership. As officers transition to senior command and staff positions, they must recognize that organizations are dynamic systems requiring leaders to adapt, act with purpose, and embrace broader perspectives and higher expectations. Leadership is defined by the Army as “the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization” (ADP 6-22, 2019, w/Change 2, 2025). It is an active endeavor that demands stewardship of the profession, care for people and resources, and preservation of customs and traditions. This block builds upon C101: The Army Profession, challenging officers to improve their organizations while accomplishing missions through indirect leadership, systems thinking, and fostering ethical climates. The curriculum emphasizes lifelong learning through case studies, reflection, and critical thinking, encouraging officers to assess their leadership strengths and weaknesses while grappling with complex questions central to organizational leadership. By engaging in dialogue and applying theory, doctrine, and personal experiences, officers develop the competencies, behaviors, and emotional intelligence essential for success at the organizational level.

S100: Sustaining the Competitive Advantage S100 is a 24-hour block consisting of eight lessons that educate and train emerging field grade officers on Joint and Army principles, processes, concepts, and capabilities essential for generating and sustaining combat power across strategic, operational, and tactical levels of warfare. This block introduces foundational sustainment domains, including sustainment principles, industrial base operations, joint logistics, operational contract support, medical logistics, human resources sustainment, reconstitution, and doctrinal frameworks. S100 builds on the critical and creative thinking skills from the C100 Foundations block while integrating and reinforcing principles from C200 through C500 and historical insights from H100. Designed to enhance professional development, this block equips officers with a comprehensive understanding of the sustainment continuum, directly applying this knowledge to challenges encountered in the Advanced Operations Course.

X100: Common Core Capstone Event X100 serves as the culminating, summative assessment for the Common Core program of the CGSOC, evaluating students' proficiency in critical areas before advancing to the Advanced Operations Course. This

transcript-recorded item, worth one credit hour, assesses cumulative knowledge, critical thinking, synthesis of core material, and effective communication skills. X100 consists of three components: a pass/fail azimuth check to ensure the selected research topic meets requirements, a 1,250–1,500-word research paper, and a 60-minute oral board conducted by a panel of three faculty members. Guided by the student’s chosen topic, the capstone challenges students to professionally represent themselves and demonstrate the achievement of Common Core learning objectives. Successful completion signifies a solid understanding of program learning outcomes and readiness to transition to the next phase of CGSOC.

The CGSOC Advanced Operations Course

Successful graduates of the AOC earn the Military Education Level Four (MEL-4) credential which identifies basic branch field grade officers that are able to serve effectively on general staffs and lead battalion and brigade-sized units in the execution of Multi-Domain Operations guided by mission command philosophy in joint, interagency, intergovernmental, and multinational environments.

FIGURE 11 AOC PURPOSE, OUTCOMES AND TLO'S

Purpose: AOC credentials Basic Branch Field Grade Officers to serve on general staffs and lead battalion and brigade-sized units in the execution of Multi-Domain Operations guided by mission command philosophy in joint, interagency, intergovernmental, and multinational environments.	
<ul style="list-style-type: none"> • AOC graduates can demonstrate effective communication skills informed by critical analysis and appropriate to the audience and environment (Strategic Thinking and Communications). • AOC graduates can apply leadership principles, theories, and laws of the profession of arms to strengthen joint warfighting skills (The Profession of Arms). • AOC graduates can apply knowledge of the nature and character of war (The Continuum of Competition, Conflict, and War). • AOC graduates can assess factors impacting the security of current and future operational environments (The Security Environment). • AOC graduates can examine strategy and planning tools to develop a range of options for commanders (Strategy and Joint Planning). • AOC graduates can analyze the application of military power in globally integrated all-domain operations. (Multi Domain Operations in the Context of Globally Integrated Operations). 	Terminal Learning Objectives <ul style="list-style-type: none"> • Examine how staff conduct the operations process at brigade level. • Demonstrate the roles and responsibilities of a US Army division and its enablers in developing and maintaining operational readiness and deploying in support of LSCO within MDO. • Apply Joint and Army doctrinal concepts for the reception, staging, onward movement, and integration of a division preparing for LSCO. • Apply division-level foundational concepts and integrating processes to enable decision-making. • Analyze division-level operations. • Analyze the commander’s role in leading brigade and larger units in modern warfare. • Assess the historical context of America’s quest for decisive victory since 1930 and its influence on today’s operational environment.

	<ul style="list-style-type: none"> • Incorporate advanced communication skills in the operations process leveraging current technologies and practices to support data-driven decisions.
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[AOC Module Descriptions](#)

W100: Advanced Warfighting W100 is a 48-hour block consisting of 10 lessons focused on planning and preparation activities at the brigade level, emphasizing the Military Decision-Making Process (MDMP) as outlined in FM 5-0, Planning and Orders Production (Nov 2024). Designed to prepare students to lead MDMP and serve effectively as staff officers on brigade-level or higher staffs, the block uses the Mojave Maneuvers (DATE-P) scenario introduced in C400 to support brigade-level planning. Through five lessons and a final assessment, students’ progress through the MDMP steps: receipt of mission and mission analysis, course of action (COA) development, COA analysis, comparison, and approval, orders production, and rehearsals. The block culminates in a practical exercise where students rehearse their plan and update their running estimate based on changes to the operational environment during the final assessment. Instructor-facilitated discussions and hands-on exercises ensure students develop doctrinal proficiency while leveraging tools from the complexity toolkit, including systems thinking, data literacy, and artificial intelligence. These tools enhance students’ ability to critically analyze data, understand the operational environment, and provide informed recommendations to commanders.

W200: Project the Force W200 is a 32-hour block consisting of four lessons that prepares students for division-level planning and execution of large-scale ground combat operations by integrating foundational training and deployment concepts with Joint Reception, Staging, Onward Movement, and Integration (JRSOI) principles. Students will analyze theater organizations and infrastructure supporting JRSOI, develop division movement plans from Theater Staging Bases to Tactical Assembly Areas, and address the challenges of positioning formations within their Areas of Operation. The course culminates in two practicums: a 12-hour Deployment Practicum applying the Army Operations Process to plan training and deployment operations, and a 16-hour Division Movement Practicum focused on creating a division movement table and AO occupation plan. The Complexity Toolkit, a framework emphasizing critical thinking, creative thinking, systems thinking, data literacy, and artificial intelligence — is woven throughout the block to enhance students’ ability to navigate uncertainty, adapt to changing conditions, and make informed decisions. Students engage in realistic scenarios that challenge assumptions, foster innovative solutions, analyze interdependencies, utilize data for decision-making, and explore AI applications in logistics and transportation.

W300: Corps Operations W300 is a 40-hour block consisting of eight lessons that focuses on the application of Army and joint doctrine for corps-level operations, emphasizing the integration of combat power in time, space, and purpose. The block

introduces key doctrinal concepts related to corps operations, enablers, information collection, joint targeting, and close air support. Students apply these concepts through four practicums, working within corps headquarters cross-functional staff organizations to integrate information collection, targeting, protection, and sustainment with higher, subordinate, and supporting organizations. These practicums challenge students to align staff efforts along critical paths to facilitate effective decision-making, efficient staff actions, and information management, ensuring proficiency in corps-level operational planning and execution.

W400: Division Operations I W400 is a 52-hour block consisting of eight lessons that equips students with the knowledge and skills to apply Army and joint doctrine in the conduct of division-level defensive operations during large-scale combat. Organized into three lines of effort (LOEs), the block focuses on division organization and command and control (LOE 1), integrating processes such as sustainment, urban operations, and targeting (LOE 2), and the Military Decision-Making Process (LOE 3), emphasizing critical and creative thinking to develop and analyze courses of action and produce optimal plans. Complementing doctrinal concepts introduced in C400 and W100, W400 prepares students for advanced application in W500 while integrating historical case studies and the Operational Environment 2024–2034 to contextualize past division defensive operations and their relevance to current doctrine. Emerging Army Structure (ARSTRUC) changes are incorporated to align with evolving Army structures, and the Complexity Toolkit—including systems thinking, critical thinking, and narrative intelligence—is applied throughout to address complex operational challenges. The block culminates in an extended practicum where students apply the Army operations process to division defensive operations, including detailed planning and course of action analysis through war gaming.

W500: Division Operations II W500 is a 106-hour block consisting of five lessons that focuses on enabling students to critically analyze division-level offensive operations during large-scale ground combat. Building on the foundational knowledge and skills developed in W400, W500 advances proficiency in applying the U.S. Army operations process to plan, execute, and assess division offensive operations. The block is organized into two lines of effort (LOEs): Division Operations and Planning During Execution (C2) (LOE 1), which emphasizes rapid decision-making, synchronization processes, and gap crossing operations to adapt plans during execution, and The Operations Process at the Division Level (LOE 2), which examines detailed planning, preparation, execution, and assessment to support the commander's decision-making process. As the CGSOC capstone block, W500 integrates doctrinal concepts, historical case studies, the Operational Environment 2024–2034, emerging Army Structure changes, and the Complexity Toolkit, incorporating systems thinking, critical and creative thinking, artificial intelligence, and data literacy to address complex operational challenges. Lessons and extended practicums progressively build expertise, requiring students to iteratively evaluate outcomes and refine recommendations based on assessments.

H400: The Quest for Decisive Victory: America’s Approach to War, 1930–2017 H400

is a 24-hour block consisting of 12 lessons that examines the evolution of American strategy, doctrine, logistics, leadership, operational art, combined arms, and ethical considerations in the context of large-scale combat operations, focusing on how the United States has leveraged its wealth and technological advantages in warfare since World War II. While emerging as a global superpower in 1945, the U.S. has often struggled to translate its strengths into decisive strategic victories in limited conflicts. Building on the foundation established in H100, this block explores historical precedents and challenges, analyzing how adversaries have countered U.S. strengths to obstruct policy objectives. The H400 course aims to produce officers who understand war, military history, the spectrum of conflict, geography, ethics, culture, and the implications of LSCO as outlined in TRADOC Pamphlet 525-92 The Operational Environment 2024-2034 (Art vs. Science of War, Annihilation vs. Attrition, Rapid Adaptation, Maneuver/Fires/Protection, and the Advantage of People). Through case studies of key campaigns, such as World War II’s Pacific operations and the liberation of Northwest Europe, students gain insight into the relationship between peacetime innovation and wartime adaptation, understanding the constraints and imperfect knowledge faced by historical leaders.

L400: Art of Command L400 is a 16-hour block consisting of eight lessons that builds on organizational-level leadership concepts by focusing on the perspective and responsibilities of commanders, complementing the technical and historical curricula of the Advanced Operations Course. This 16-hour graduate-level block, delivered across eight lessons, emphasizes the human dimension of warfighting—cognitive, social, cultural, and ethical factors—essential for effective command in complex operational environments. Aligned with enduring AOC themes such as Mission Command, The Operations Process, and Warfighting Function Integration, the block explores how commanders assess problems, make decisions, manage risk, and foster ethically aligned organizational cultures during large-scale combat operations. These lessons highlight the challenges of tolerating ambiguity, crafting sound plans, and synchronizing operations across time and space to achieve decisive results. Army Doctrine Publication 6-0 emphasizes that war is a human endeavor defined by the clash of wills and the application of force, and the Art of Command centers on the human dimension of warfighting—cognitive, social, cultural, and ethical factors—essential for effective leadership at the organizational level. Through its approach, L400 enhances students’ critical thinking, effective communication, and ability to learn from experience while fostering self-reflection on leadership strengths and weaknesses.

[CGSOC Additional Skill Identifier or Personnel Development Skill Identifier Programs](#)

These programs allow students to select courses to further professional growth in large scale combat operations (collective warfighting), hone and finish specific skills and attributes (branch warfighting) and fulfill personal interests (broadening). Students may

also apply for enrollment in a program of concentrated study in a specific subject area. Some of these programs lead to the awarding of an ASI or PDSI. Students who desire to enroll in a program must meet all specified requirements.

Every student enrolled in the CGSOC resident course at Fort Leavenworth must complete a minimum of 12 credit hours of elective courses. A comprehensive list of CGSS Warfighting Applications with full descriptions is available in the Warfighting Applications section of the bulletin

Department specific programs of study are designed to provide CGSOC students an opportunity to develop a greater depth of knowledge in a specific topic or area of study. These department-specific programs do not provide a skill identifier or external agency certificate, but many provide departmental certificates of completion. These certificates are not granted by CGSC, but by individual departments within the school and are not in a permanent diploma registry at CGSC. Additional information about each program can be provided by program managers through emails or other marketing mediums.

Additional Skill Identifier tracks

- **Operational Contract Support (SI 3C) Program** offers any officer the opportunity to be awarded the ASI – 3C, Operational Contract Support entry on their Soldier Talent Profile (STP) based on student coordination with HRC.
 - **Requirements:**
 - Students must successfully complete AOC and Common Core with a 'B' average
 - A496 Operational Contract Support
- **Joint Planner (ASI 3H) Program** identifies positions requiring personnel qualified in the Joint Operation Planning and Execution System (JOPES) and supporting information technologies.
 - **Requirements:**
 - **SECRET** clearance required
 - Resident CGSOC
 - Apply and be accepted into the ASI 3H JPP (selective admission)
 - A534 Joint Force Command
 - A535 Advanced Joint Operations Planning
 - A541 Advanced Global Command & Control System
- **Space Enablers (ASI 3Y) Program** provides in-depth understanding of space forces and how they support warfighting.
 - **Requirements:**
 - **U.S. Students ONLY**
 - **SECRET** clearance
 - Instructor permission required

- Resident CGSOC
 - A537 Space Orientation
 - A543 Space Operations (**TOP SECRET** clearance required)
- **Air Operations Officer (ASI 5U) Program** distinguishes officers qualified as Air Operations Officers.
 - **Requirements:**
 - Instructor permission required
 - Resident CGSOC
 - A866 Joint Firepower
- **Historian (ASI 5X) Program** gives the U.S. Army Human Resources Command visibility of those officers with the skills and qualifications to serve as organizational historians, military history instructors, and commanders of military history detachments. Officers from other U.S. Military services and international military officers who possess an advanced history degree, complete an MMAS in History while in residence at CGSC AND complete A625 will receive a letter addressed to their specific service attesting to completion of all U.S. Army requirements to be considered field historians.
 - **Requirements:**
 - Advanced degree (MA or PhD) in history from an institutionally accredited U.S. College OR completion of MMAS in history while in residence at CGSC
 - Successfully complete Army Field and Unit Historian Distance Learning course OR
 - A625 Army Unit and Field Historian
- **Strategic Studies (ASI 6Z) Program** challenges each student's aptitude, experience, education and interest in strategy formulation.
 - **Requirements**
 - Resident CGSOC Common Core and AOC OR Art of War Scholars program
 - A512 National Security Policy Formation
 - A 514 Current Strategic Concepts
 - ONE of the following
 - A308 Tactical Planning/Scenario Design
 - A551 Indo-Pacific Strategic Environment
 - A552 Korea and NE Asia Regional Security
 - A553 China: Military Art, Strategy and Conflict
 - A554 Middle East Strategic Studies
 - A558 USCENTCOM South, from the Levant to the Gulf
 - A560 European Security

- A562 Africa Strategic Studies
 - A565 Eurasia's Evolving Operational Environment
 - A567 South Asian Strategic Studies
 - A 568 LATAM/Caribbean Strategic Studies
- ONE of the following (not required if enrolled in History MMAS degree program with strategic studies focus)
 - A504 Homeland Security
 - A511 Dimensions of Strategic Thinking
 - A515 Introduction to Civil-Military Relations
 - A516 The Economic Instrument of Power
 - A517 Foreign Policy and National Security-Diplomacy in the Interagency Environment
 - A520 Security Cooperation
 - A521 Advanced Security Cooperation
 - A524 Introduction to Foreign Aid
 - A528 War: The Character of Contemporary Conflict
 - A529 Understanding Terrorism
 - A534 Joint Force Command
 - A698 Great Campaigns of Modern Warfare
 - A699 The Evolution of Military Thought
- **Red Teaming (ASI 7J or 7G) Program** the Red Team course emphasizes critical thinking skills, fostering cultural empathy, self-awareness and reflection, group think mitigation strategies, and Red Team methodologies.
 - **Requirements**
 - Instructor permission required
 - Successfully complete CGSOC
 - A341 Red Team Members
- **Joint Operational Fires and Effects (JOFEC)** is designed to bridge the gap and educate leaders from all services, multinational partners and other governmental agencies to employ Joint Fires and apply the Joint Targeting Process to achieve lethal and non-lethal effects to achieve objectives.
 - **Requirements**
 - Instructor permission required
 - Student must be MOS 13A
 - Successfully complete CGSOC
 - A530 Joint Operational Fires Effects Course
 - Score a minimum of 80% on FCOE L8 Final Exam

- **Theater Sustainment Planners Program (TSPP) SI P1 Program** was designed in conjunction with the Army Sustainment University (ASU) and Combined Arms Support Command. Students select a regional focus for their study.
 - **Requirements**
 - Successfully complete resident CGSOC
 - A483 Theater Sustainment Planners Program
- **The Tactical Information Operations Planner.** Supports the knowledge of information doctrine and techniques to plan for and achieve information advantage at the tactical level.
 - **Requirements**
 - Successfully complete resident CGSOC
 - A323 Tactical Information Operations Planners Course

Personnel Development Skill Identifier Tracks

- **PDSI D7A Defense Support of Civil Authorities Specialist** offers the opportunity to develop DSCA expertise in within the United States. Army students earn PDSI D7A. All DoD students earn NORTHCOM accredited DSCA Phase 1 and Phase 2 training certificates. The program is limited to U.S. students.
 - **Requirements**
 - **U.S. Students ONLY**
 - Successfully complete resident CGSOC
 - A328 Defense Support to Civilian Authorities
 - A504 Homeland Security
- **PDSI E9C Genocide Prevention** The focus of the course is to prepare the students for situations in which they could be advisors to senior commanders concerning the prevention of genocide or mass atrocities within any region.
 - **Requirements**
 - Successfully complete resident CGSOC
 - A734 Genocide and Mass Atrocities

Departmental Certification programs

- **The Support Operations (SPO) Certification** This program is offered under a Memorandum of Agreement with the Army Sustainment University (ASU) and results in the award of ALU Support Operations Course (SOC) PH II completion certificate and Army Training Requirements and Resources (ATRRS) credit for SOC PH II. For University of Kansas (KU) Supply Chain Management (SCM) students, A492/SPO counts as two of the four required DSFM warfighting applications courses.
 - **Requirements**

- **PRIOR TO ENROLLMENT**, complete online Support Operations Phase I offered through Army Sustainment University
 - A350 Brigade Tactical Application Course
 - A482 (A350 is Co-requisite)
 - A492 Support Operations

- **The Security Cooperation Program** helps students gain a fundamental understanding of how the U.S. conducts Security Assistance and Security Force Assistance to build partner capacity with host nations and other actors. Students select a country that interests them, and as part of a group, conduct research on current U.S. security cooperation goals and activities with that country. Initial research and presentation is at the unclassified level in A520, but a classified brief is required for A521.
 - **Requirements**
 - **U.S. Students ONLY**
 - **SECRET** clearance AND current SIPR token
 - A520 Security Cooperation
 - A521 Advanced Security Cooperation
 - ONE of the following, corresponding to AOR that is focus of research
 - A551 IndoPacific Strategic Studies
 - A552 Korea and Northeast Asia Regional Study
 - A553 China: Military Art, Strategy and Conflict
 - A554 Middle East Strategic Studies
 - A556 Southeast Asia Strategic Studies
 - A558 USCENTCOM South-From the Levant to the Gulf
 - A560 European Security
 - A562 Africa Strategic Studies
 - A565 Eurasia's Evolving Operational Environment060562
 - A567 South Asian Strategic Studies
 - A568 Latin America

- **Certificate in Inter-Agency Studies** Develop an advanced understanding of non-defense perspectives and problems inherent in the interagency system. The program disciplines students in concepts of national security policy in the executive branch of the United States government. It focuses on constitutional, national security, and interagency principles necessary to contribute to decision making in United States foreign and domestic policy operations that involve the Department of Defense and other United States Government agencies and cabinet departments.
 - **Requirements**
 - Successfully complete resident CGSOC
 - A512 National Security Policy Formation

- Any TWO of the following
 - A504 Homeland Security Studies
 - A517 Foreign Policy and National Security: Diplomacy in the Inter-Agency Environment
 - A519 Joint Humanitarian Operations
 - A520 Security Cooperation
 - A521 Advanced Security Cooperation
 - A524 Introduction to Foreign Aid and International Development
 - A545 Intelligence Challenges in the 21st Century

- **Homeland Security Studies** Interagency and military students analyze the domestic operational environment and learn the opportunities and limitations of civil-military cooperation in the homeland.
 - **Requirements**
 - U.S. Students ONLY
 - Instructor permission required
 - Successful completion of resident CGSOC
 - A504 Homeland Security
 - Any TWO of the following
 - A231 Thesis Completion, Research Methods III (homeland security MMAS ONLY)
 - A326 Planning for Disaster
 - A328 Defense Support of Civil Authorities
 - A430 Sustainment of DSCA Operations
 - A505 Insider Threats
 - A506 Homeland Security Planners Elective
 - A507 Domestic Terrorism
 - A525 Countering Weapons of Mass Destruction
 - A648 The History of Homeland Security

- **African Regional Studies Certificate (ARSCP)** is an interdepartmental initiative to provide resident CGSOC students a concentrated operational and regional study curriculum aligned with the U.S. Africa Command (USAFRICOM) area of responsibility. This initiative is primarily a flexible, student-determined program focused on developing an understanding of the African operational environment, U.S. interests in Africa, and the challenges and responsibilities faced by USAFRICOM and its service component commands.
 - **Requirements**
 - Successful completion of resident CGSOC
 - A520 Security Cooperation
 - A562 Africa Strategic Studies

- ONE of the following
 - A515 Introduction to Civil-Military Relations
 - A516 The Economic Instrument of Power
 - A522 Peace Operations
 - A524 Introduction to Foreign Aid
 - A534 Joint Force Command
 - A539 Multinational Operations
 - A666 The History of Genocide
 - A734 Genocide and Mass Atrocities Studies

- **Indo-Pacific Regional Studies Certificate (IRPSCP)** is designed to prepare officers for follow-on assignments within U.S. Indo-Pacific Command including one of the Joint or Army components including United States Forces, Japan; United States Forces, Korea; Special Operations Command, Pacific; the Joint Intelligence Operations Center; United States Army Pacific; U.S. Eighth Army; and United States Army Japan.

Students in the Red Team Member program can earn the Indo Pacific Regional Studies Certificate by taking A551 AND one of the following:

A552 Korea and Northeast Asia Regional Security
 A553 China: Military Art, War, Strategy and Conflict
 A556 Southeast Asia Strategic Studies

- **Requirements**
 - Successful completion of resident CGSOC
 - A551 Indo-Pacific Strategic Studies
 - ONE of the following:
 - A552 Korea and Northeast Asia Regional Security
 - A553 China: Military Art, War, Strategy and Conflict
 - A556 Southeast Asia Strategic Studies
 - ONE of the following (unless two selected from A552, A553, or A556)
 - A501 Research in Joint, Inter-Agency and Multinational Operations
 - A520 Security Cooperation
 - A521 Advanced Security Cooperation
 - A539 Multinational Operations
 - A650 The Korean War
 - A651 The Chinese Way of War
 - A653 Military History of the INDOPACOM AOR
 - A692 World War II: The Pacific
 - A695 The American Experience in Vietnam

- **European Regional Studies Certificate** explores the role of geopolitics, geo-strategy, region, society and religion in shaping planning and execution for this vital and volatile area.
 - **Requirements:**
 - Successful completion of resident CGSOC
 - A560 European Security
 - A565 Eurasia’s Evolving Operational Environment
 - ONE of the following:
 - A601 Greek and Roman Warfare
 - A610 Medieval European Warfare
 - A627 The Soviet German Conflict
 - A664 WWII, Occupation and Cold War
 - A685 Blood and Iron: German Military History

- **Middle East Regional Studies Certificate (MERSCP)** provides resident CGSOC students a directed and concentrated regional study curriculum focused on the Middle East/North Africa region. Students develop the skills and knowledge to comprehend the roles that factors such as geopolitics, geo-strategy, region, society, and religion play in shaping planning and execution for this perennially volatile and vital area.
 - **Requirements:**
 - Successful completion of resident CGSOC
 - A554 Middle East Strategic Study
 - A558 USCENTCOM South: Levant to the Gulf
 - ONE of the following:
 - A501 Research in Joint, Interagency and Multinational Operations
 - A520 Security Cooperation
 - A652 The Roots of Conflict in the Middle East
 - A670 Warfare in the Age of the Crusades
 - A672 Ideological Context of the Global War on Terrorism
 - A673 Operational History of the Global War on Terrorism

[Focused or Special Interest Warfighter Application Tracks](#)

- **SAMS Selectees Program**
 - **Requirements**
 - One A300 series elective
 - A698 Great Campaigns
 - A699 The Evolution of Military Thought

- **Tactical Coalition Warfare Program** develops expertise for warfighting functions in tactical U.S. and multinational operations by enhancing skills such as problem solving, decision making, leading a staff, functioning in the operations process, and applying mission command approach. This program has two options, prime and standard.
 - **Requirements PRIME:**
 - A340 Exercise Eagle Owl
 - A350
 - **Requirements Standard:**
 - A340 Exercise Eagle Owl
 - Any ONE of the following:
 - A301 Field Grade Role in MDMP
 - A302 Warfighting Integration
 - A303 Training Management for Operations Officers
 - A306 Advanced Engineer Operations
 - A307 Advanced Fires
 - A339 Tactical Intelligence
 - A343 Advanced Signal Operations
 - A483 Theater Sustainment Planners Program
 - A491 Logistics for Executive Officers

- **Defense Transportation Officer (DTO) Course Certificate Program** offers officers the opportunity to be certified as a Division Transportation Officer (DTO) on their Officer Record Brief. The program consists of two warfighting applications, A488 = DTO classroom activities and A489 = DTO Automation in computer lab. Additionally, this course involves a field trip to U.S. Transportation Command at Scott AFB.

[CGSOC Resident Student Advising](#)

CGSOC faculty members perform both formal and informal academic advising. Staff Group Advisors are faculty members from teaching teams who conduct counseling sessions during the ten-month course. These sessions are scheduled on the academic calendar and align with key transitional periods in the CGSOC academic year.

The initial session occurs within the first five weeks of the beginning of the academic year. The session is intentionally designed to address students' academic goals for the year, their individual development plan, initial student and faculty impressions from their diagnostic and self-awareness instruments, and personal concerns that have potential to impact academic performance.

The second session occurs mid-way through the core instruction. This session addresses a review of their assessments, contributions to learning, progress toward graduate

degrees (if appropriate), and potential for honors programs such as the CGSC Scholars or School for Advanced Military Studies (SAMS).

The third session occurs at the end of common core, and reviews students' performance through common core, progress toward graduate degrees (if appropriate), and previews program requirements and significant learning activities during the AOC block.

The fourth occurs toward the end of AOC and just prior to the start of warfighting applications. This session addresses results from the AOC block of instruction, as well as progress on graduate studies, and potential adjustments to students' elective selections.

The final session occurs about four weeks from graduation and provides students with their end of year observations and draft comments from their Academic Evaluation Report. Progress and goal achievement are addressed, as well as issues that may affect their transition back to the active or reserve forces.

In addition to formal counseling sessions, informal counseling and advising occur throughout the academic year. Students speak with their SGA prior to registering in warfighting applications to ensure desired and selected courses align with students' academic and career needs, and to confirm that graduation requirements are met. Additionally, specialized advising occurs for students desiring to compete for advanced and alternative learning programs (SAMS and Scholars), or those desiring to compete for academic awards. Both formal and informal coaching and counseling occur for students who fail to meet or marginally meet academic standards in accordance with CGSC policies and guidance.

[The CGSOC Guest Speaker Program](#)

The Guest Speaker Program is designed to complement the resident program curriculum by matching speakers and topics with CGSOC blocks, courses, and learning objectives. CGSS provides CGSOC students and faculty with guest speaker bios and read-ahead material if available. The CGSOC schedule frequently includes 30 minutes following a guest speaker presentation for staff groups and their Staff Group Advisor to process what they heard and tie it to the curriculum when appropriate. In accordance with the CGSC non-attribution policy, some resident CGSOC guest speaker presentations are recorded and archived on Blackboard where they remain accessible to non-resident students and faculty.

[CGSOC at the School of Professional Military Education \(SPME\), Western Hemisphere Institute for Security Cooperation \(WHINSEC\)](#)

CGSOC is also taught, entirely in Spanish, at the Western Hemisphere Institute for Security Cooperation (WHINSEC), located at Fort Benning, GA. Approximately 64 students from Western Hemisphere partner nations' militaries, law enforcement, and civilian agencies – together with U.S. Department of Defense personnel – attend the course every year. U.S. Army officers constitute approximately half of every CGSOC at

SPME class. Because the program is under the academic governance of the U.S. Army Command and General Staff College at Fort Leavenworth, students receive the same educational credentialing upon graduation as their Leavenworth counterparts, including academic transcripts, diploma, MEL-4, and JPME-1 certification.

SPME CGSOC students opt in or opt out of candidacy for the Masters in Operational Studies (MOS) just as Leavenworth resident students. CGSOC students at SPME may also pursue the Master of Military Art and Science (MMAS) degree. Candidates write their thesis in English or Spanish.

[CGSS Alternative Modality Learning](#)

The Tailored Talent Based Military Education Level IV (TTBM4) is a non-resident option for students to take AOC at Fort Leavenworth.

[CGSS's Department of Distance Education \(DDE\)](#)

The Department of Distance Education (DDE) within the Command and General Staff School (CGSS) delivers both the non-resident CGSOC Common Core Course and non-resident Advanced Operations Course to Reserve Component (RC), National Guard (NG), and Active Component (AC) officers around the world.

CGSOC-DL consists of the CGSOC Common Core and Advance Operations Course. Completion of both courses meets Army MEL-4 and CJCS JPME-1 certification requirements.

Depending on their basic branch, some Army officers complete the CGSOC Common Core and pursue a credentialing course other than CGSOC AOC.

Non-Resident CGSOC Common Core – Compo I (Active Army), Compo II (Army National Guard), and Compo III (Army Reserve) officers have three options for completing the non-resident CGSOC Common Core: (a) via asynchronous CC-DL; (b) from The Army School System (TASS) reserve officer faculty during a mix of two-week ADT and weekend IDT training sessions; or (c) by blending asynchronous DL and TASS faculty options.

Common Core Instructional Blocks

- Foundations
- Strategic Context of the Operational Art
- Unified Action
- Operational Art and Planning
- Apply US Army Doctrine
- History
- Leadership
- How the Army Runs

[CGSOC Common Core DL](#)

The asynchronous DL version of the CGSOC Common Core is taken in three phases. Students have eighteen months to complete the course. Learning is self-paced, and student driven. Course material is distributed – and course requirements are submitted, graded and returned – using Blackboard. Students receive substantial professional feedback from qualified faculty members. DDE faculty grade students' work and remain available to advise and mentor.

The TASS Option

TASS is provided by Reserve Component officers, all of whom have completed CGSC's Faculty Development Phases I and II before instructing. This TASS option features a blend of in-class and online instruction, where class meetings occur within two-week ADT periods and weekend IDT sessions.

CGSOC Common Core students can transfer between the DL and TASS options during specific windows in the course. This provides added flexibility for students, almost all of whom are working full-time in addition to meeting their intermediate-level Professional Military Education requirement.

CGSOC Advanced Operations Course DL

CGSOC AOC is a non-resident option for CGSOC, it is a cohort-based, faculty supervised, online course delivered by DDE faculty both synchronously and asynchronously.

Students are assigned to approximately sixteen-officer "virtual" or online staff groups led by a full-time AOC instructor. DDE intentionally seeks broad representation in branches and components within staff groups. Coursework is a blend of group work and individual assignments using Blackboard along with Blackboard Collaborate and web conferencing tools.

AOC Instructional Blocks

- Train/Deploy
- JRSOI
- Transition to the Offense
- History/Leadership

CGSC employs the same course outcomes, terminal learning objectives, and enabling learning objectives for resident and non-resident (DL and TASS) versions of the CGSOC Common Core and the Advanced Operations Course. While the delivery modality may require different instructional approaches between DL, TASS, and resident course instruction, the curriculum is the same. DDE's assessment of student learning stewarded by the Command and General Staff School (CGSS), assures department, school and college leaders that learning objectives are met. Comparability of resident and non-resident CGSOC curriculum is examined within the Process for Accreditation of Joint Education managed by Joint Staff J7, and the Army Accreditation Program managed by the Quality Assurance Office of the Transformation and Training Command (T2COM). During CGSS and SGM-A triennial program review meetings with the Deputy Commandant, the CGSS Director and SGM-A Commandant specifically address "Resident / Non-Resident Program

Students enroll in the distance learning course by first obtaining an ATRRS (Army Training Requirements and Resources System) reservation in the current fiscal year. Common Core enrollment occurs in discrete stages using the designated ATRRS Course ID and school code. Upon receiving an ATRRS reservation, students apply on the DDE website and submit a signed Ethics Form. DDE verifies student eligibility based on the information provided. ATRRS requires use of an Army-issued Common Access Card via a secure server.

For additional information on the CGSOC-DL enrollment process, visit the Department for Distance Education's (secure) SharePoint site at:

<https://armyusms.tradoc.army.mil/>

You may also call 913-758-3401 and ask to speak to DDE's Student Services division.

The DDE mailing address is:

**Command and General Staff College
Department of Distance Education (DDE)
290 Stimson Ave, Truesdell Hall, 2nd Floor
Fort Leavenworth, KS 66027-2314**

The School of Advanced Military Studies (SAMS)

The School of Advanced Military Studies (SAMS) was founded in June 1983, re-establishing a second year of study at Fort Leavenworth for selected CGSOC graduates to increase the competence of these officers, and then extend that competence across the force. That course is today's Advanced Military Studies Program (AMSP), described below.

The mission of SAMS is to educate select Armed Forces, Interagency, and Allied members to become critical and creative **thinkers**, agile and adaptive **leaders** and **masters of doctrine and operational art**, and to enable **senior leaders** to drive the **operations process** to achieve favorable strategic, operational and tactical outcomes.

The school executes its mission through three education programs: the Advanced Military Studies Program (AMSP), the Advanced Strategic Leadership Studies Program (ASLSP), and the Advanced Strategic Planning and Policy Program (ASP3).

FIGURE 12 SAMS ACADEMIC PROGRAMS

Course	Advanced Military Studies Program (AMSP)	Advanced Strategic Leadership Studies Program (ASLSP)	Advanced Strategic Planning and Policy Program (ASP3)
Purpose	Produce critical and creative thinkers, agile and adaptive leaders and masters of doctrine and operational art to enable senior leaders to drive the operations process to achieve favorable strategic, operational and tactical outcomes.	Develop future senior leaders for high-level policy, command, and staff responsibilities.	Prepare field grade officers as strategic thinkers through a combination of experience, PME, and doctoral study at a leading civilian university.
Description	Graduates serve as planners at Div, Corps, ASCC or Combatant Command HQs for utilization.	Senior Service College (SSC) program; includes extensive field study.	CSA initiative: Ph.D. program focused on producing strategic planners for the Army.
Length	10 Months – Resident	24 Months – Resident SSC Student for 1st year. SAMS Faculty for 2nd year.	9-year program: 3 years Ph.D. plus additional 6-year active-duty service obligation.
Frequency and Size	1 start each year (June-May).	1 start/year (June – May). 1 seminar of approximately 16 students.	New cohort each year. 10-13 students.

	Capacity is 120 students in nine 15-person seminar groups.		
Who Attends	Majors/CGSOC Grads; Selected RC; Sister Services; Int'l Officers; Interagency. ~ 20% are "field selects" who completed key developmental assignments.	Lieutenant Colonel and Colonel; SSC Selects; Experienced Leaders/Cdrs, Sister Services, International Officers, Interagency	U.S. Army officers with 12-21 years of service. Selected for professional and academic potential.
Students	AMSP 2025: 120 Total 80 Army, 5 ARNG, 3 Interagency/DOD, 9 IMS, 8 USAF, 10 USMC, 2 USN, 2 USCG, 1 USSF	ASLSP 2024: approximately 17 Total 8 Army, 1 ARNG, 1 USAR, 1 Interagency/DOD, 3 IMS, 2 USAF, 1 USMC, 1 USN	ASP3 2024: 10 cohorts, this year's group is 16 total

The Advanced Military Studies Program (AMSP)

AMSP is the largest and best-known education program in SAMS and is considered the second year in a three-year mid-career educational experience, with year one in CGSOC, and year three in a utilization tour in a critical billet at division, corps, Army Service Component Command, or Combatant Command level.

FIGURE 13 THE ADVANCED MILITARY STUDIES PROGRAM (AMSP) PURPOSE, OUTCOMES AND TERMINAL LEARNING OBJECTIVES

<p>Purpose: Produce critical and creative thinkers, agile and adaptive leaders and masters of doctrine and operational art to enable senior leaders to drive the operations process to achieve favorable strategic, operational and tactical outcomes.</p> <p>Earn a Master of Art in Military Operations.</p>	
<p>Graduates of the AMSP can:</p> <ul style="list-style-type: none"> Analyze and assess complex ambiguous operational environments; Lead and develop both inexperienced and senior staff; Understand, anticipate and adapt to emerging missions; Engage senior leaders to enable decision making and their ability to visualize, describe and direct; Master doctrine and operational art. 	<p>Terminal Learning Objectives (TLOs):</p> <ul style="list-style-type: none"> Integrate fundamental thinking, communication, and decision-making skills and employ as an Operational Planning Team (OPT) lead, G/J-5 officer, and commander Assess the theory, doctrine, and practice of Operational Art in the context of great power competition and conflict in the 21st century and its antecedents in the modern era. Design and present a strategic estimate for a great-power country that directly informs the development of strategic options that address current and predicted geopolitical challenges.

	<ul style="list-style-type: none"> • Evaluate the theory of operational art based on historical examples • Generate conceptual plans employing Design and systems thinking when faced with unfamiliar complex and chaotic problems. • Derive potential effects of the emerging Future Operational Environment on military and national security operations and strategies. • Compare viable options and plans to address complex ambiguous problems using a broad range of theoretical, historical, and doctrinal frameworks. • Compose a submission-worthy monograph on a relevant challenge facing the United States military and its partners.
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AMSP is a competitive admission program. AMSP has the capacity to educate 120 student officers and interagency partners at the graduate level. The academic model in AMSP includes graduate-level seminars, guest lectures, Joint and Army planning exercises.

Master of Arts in Military Operations

All AMSP graduates earn a Master of Arts in Military Operations. To earn their degree, students must pass an assessment in each course which includes contribution to group learning, satisfactory verbal and graphical presentation, and completion of a graded 3–5-page essay on a question developed by the teaching team. To satisfactorily complete the research course requirement, students must produce a graded prospectus, draft paper, and final research monograph of approximately 10,000 words which their professor, seminar leader, school leadership, and CGSC Office of Degree Programs have approved. All students must also pass a comprehensive oral examination administered by a faculty team. The military students must also meet their service height, weight, and physical fitness standards to graduate.

AMSP Courses

T100 Theoretical Foundations. Theoretical Foundations is a 42-hour class that lays the intellectual basis for the AMSP curriculum by providing concepts, theories, and insights into how individuals and groups view themselves and act within their environments. Synthesis of these fundamental lessons intends to generate the self-reflection necessary to lead and communicate across dissimilar audiences, consider frameworks to process and analyze information, and contemplate opportunities and challenges to enable decision-making. The ideas in this block should resonate throughout subsequent courses and through your interactions with others beyond graduation

M200 Operational Art & Multidomain Operations. This 91-hour course provides a strong historical, theoretical and doctrinal background on operational art, but also in each of the current domains: land, maritime, air, space and cyber as well as information and the electromagnetic spectrum. The course looks at FM 3-0 as well as previous conceptions of multidomain operations to provide an understanding of how the concept developed over time. The course examines classic war and warfare theorists to provide an analysis of the contributions to our understanding of war. Students then move on to discuss theories and conceptualizations of strategy and address the diplomatic and economic elements of national power. Then the history, theory, doctrine and operational art of each domain is examined. The course further examines the evolution of operational art in each domain, to understand and anticipate how the human, physical, and informational dimensions of each of the domains, and their interrelationships, are critical to the successful application of operational art in contemporary and future warfare.

D300 Design and Systems Thinking. The 60-hour Design and Systems Thinking (DST) course teaches the application of conceptual planning in environments that pose unfamiliar, complex military and socio-political problems. The course provides officers with reasoning and critical thinking methods that produce effective and adaptable operational concepts and plans. Using a variety of theoretical models, concepts, and military doctrine, the course fosters the small-group leadership and communication skills that are essential to approaching complex problems in highly fluid environments.

G400 Great Power Perspectives. This 50-hour course facilitates students' ability to formulate inquiry into any country/region over time from the perspective of another country or potential adversary in context. Ultimately, students should develop the ability to understand and frame contextual changes and to devise creative and unique approaches to complex military challenges that close the relevance gap between us and others – between our actions and expected outcomes, and the others' interpretation of our actions. Through focused and structured country study, the course will provide students with a method of questioning that will allow them to understand and frame the assumptions, interpretations, and strategic and military choices and behaviors of others.

F500 Future Operational Environment. This 52-hour course focuses on how we anticipate future conflicts, prepare for them, identify a range of alternative missions that might not require use of organized violence (humanitarian assistance or disaster response for example), and how we might prepare for such potential conflicts. The course is dedicated more to emerging concepts than to doctrine.

R600 Reflections in Operational Warfare. This 96-hour course has a two-fold purpose: a) provide historical cases for relevant theories and ideas presented in the other AMSP courses, and b) demonstrate the practice of operational art over time. To achieve these two aims, the course is divided into three blocks, with the first dedicated as preparation for a comprehensive campaign study and a week-long Western Theater Staff Ride opportunity on the American Civil War. The second block is integrated into the Operational Art and Multidomain Operations course and focuses initially on land combat but uses

selected campaigns to trace the modern development of Joint and Multi-domain warfighting from the time of the Civil War through the end of WWII. The third block examines conflicts from the end of WWII up into the 21st Century, being in a nuclear world and therefore of limited objectives and means, and with increased focus on Joint and Multi-domain operations with more modern technology, command structures, and operating concepts and doctrines.

R700 Research, Writing, and Communications. The 96-hour Research, Writing, and Communication course provides SAMS students with a framework for how to research a topic, apply critical and creative thinking skills to support an argument, and effectively communicate their findings and conclusions. The course takes a broader view than individual assignments, with each writing project, oral presentation, and monograph unique to every Advanced Military Studies Program (AMSP) student. Students will practice creating research questions, presenting an argument or thesis statement, providing evidentiary support, and analyzing material throughout the year at various stages, with differing requirements across the curriculum intended to hone students' ability to clearly and concisely convince the audience to accept their analyses.

X800 Applied Integrated Planning. The 64-hour exercises course is where students achieve program outcomes through practical application of joint and Army decision-making processes. Under the direction of SAMS leadership and faculty acting as Joint Force or Army operational unit commanders, students are asked to critically evaluate and synthesize the sum total of the theory, history, and doctrine taught in the course to develop viable solutions to operational and strategic problems to demonstrate a mastery of operational art. In AMSP exercises, doctrinal instruction, seminar leader-facilitated discussion on practical application, and the student's ability to draw from a broad range of theoretical constructs and historical examples help to further student skills in adaptive problem solving through critical and creative thinking, effective communication, and adaptive leadership.

O900 Final Oral Exam. The 3-hour capstone event to AMSP and students will complete a summative appraisal evaluating mastery of the program outcomes to assess cumulative knowledge, ability to critically think and synthesize course material and ability to communicate effectively.

[Advanced Strategic Leadership Studies Program \(ASLSP\)](#)

The Advanced Strategic Leader Studies Program (ASLSP) is a ten-month resident course developed and delivered by the School of Advanced Military Studies. As the senior-level program of CGSC, the purpose of ASLSP is to educate future senior leaders of the Armed Forces, allies, and the interagency for high-level policy, command, and staff responsibilities. The ASLSP curriculum provides a comprehensive, multifaceted focus at the theater-strategic level across the spectrum of joint and land force operations during peace, crisis, and war. The joint learning areas required for JPME II accreditation are an essential component for the design of the senior-level curriculum. ASLSP learning

objectives align with the JPME requirements under reference (w). The ASLSP curriculum consists of six courses: Strategy; Regional Studies; Joint Warfighting; 21st Century Conflict; Strategic Leadership; and Research and Writing. All ASLSP graduates earn a Master of Arts in Strategic Studies which requires students to pass three comprehensive assessments including a capstone exercise, research monograph, and an oral comprehensive examination.

Students in the ASLSP have successfully completed two years of battalion level command and were centrally selected by their service for this program. The ASLSP is a Senior Service College course composed of one seminar with approximately 17 students.

FIGURE 14 ASLSP PURPOSE, OUTCOMES AND TERMINAL LEARNING OBJECTIVES

<p>Purpose: Educate future senior leaders of the Armed Forces, allies and the interagency community for high-level policy, command, and staff responsibilities to achieve a Master of Art in Strategic Studies.</p>	
<ul style="list-style-type: none"> ASLSP graduates can design effective strategic concepts and communicate persuasively (Strategic Thinking and Communications). ASLSP graduates can appraise the role of strategic leadership in the JIIM environment (The Profession of Arms). ASLSP graduates can determine the military dimensions of a challenge using the theory, history, and doctrine of joint warfighting across the spectrum of cooperation, competition, and conflict (The Continuum of Competition, Conflict, and War). ASLSP graduates can assess factors impacting strategic competition and their effects on global operating environments (The Security Environment). ASLSP graduates can develop strategies and plans that support US, ally, and partner interests across the spectrum of conflict (Strategy and Joint Planning). ASLSP graduates can Evaluate the application of military power in globally integrated all-domain operations (Multi Domain Operations in the Context of Globally Integrated Operations). 	<p>Terminal Learning Objectives:</p> <ul style="list-style-type: none"> Evaluate considerations of strategy to attain national and theater-level objectives. Evaluate historical and contemporary political, economic, and military issues that shape US security interests and actions in selected regions. Evaluate how organizations, systems, and processes of the Department of Defense and interagency partners link strategic-level actions to the requirements of planning and conducting joint warfighting. Evaluate the nature of war and the changing character and conduct of warfare for the 21st century. Evaluate myriad aspects of leadership at the strategic level to prepare students with the competencies and awareness to assume leadership roles. Write and defend a monograph of publishable quality.
<p>Note: Those ASLSP graduates who remain a second year to serve as military faculty for AMSP and ASLSP are expected to coach and mentor students for professional confidence in senior HQs at Division, Corps, Service Component Headquarters, or Combatant Command and to teach U.S. Army and Joint doctrine.</p>	

Master of Arts in Strategic Studies

ASLSP students earn the Master of Arts in Strategic Studies. To earn their degree, students must pass an assessment that consists of contribution to group learning, satisfactory verbal and graphical presentation, a course assessment essay, the research monograph, and an oral comprehensive examination. Military students must also meet their service height, weight, and physical fitness standards to graduate.

ASLSP curriculum

F100 Strategy. Lessons in the 64-hour course examine four broad areas: foundations, national strategy, strategy in application and evaluation of theater strategy. Foundations of strategy considers strategy in the context of politics, policy, and operations as well as providing both historical context and an understanding of the international system and alliance politics. National strategy investigates the strategy making process, instruments of power and the agencies that wield them. Strategy in application considers the difficulties of strategy making at the national level and the challenges of applying it to the theater level and the role of civil-military relations in the process. The evaluation of theater strategy allows students to apply lessons learned in the course.

F200 Regional Studies. This 96-hour course covers Europe, Asia and the Pacific and provides a broad overview of historical, geographical, political and strategic issues, both from the local and the U.S. perspective. The course provides the ability to evaluate motives and actions of governments and assess the impact of U.S. policies from the perspective of other nations.

F300 Joint Warfighting. This 96-hour course evaluates how organizations, systems and processes of the Department of Defense and interagency partners link strategic level actions to the requirements of planning and conducting joint warfighting. Lessons in the course examine a theoretical foundation for joint warfighting, how services cooperatively combine to fight “jointly”, the instruments of power used to conduct joint warfare, joint capabilities and how they are arranged in a joint strategy or campaign, joint planning methods for operational art, design and assessment, and finally how joint warfighting impacts shaping and deterrence in a global operational environment.

F400 Strategic Leadership. This 80-hour course investigates leadership at the national level and the military’s role in developing and implementing national security policy. The course provides a range of tools for students to use while leading or enabling others who lead at the strategic level. The course addresses the unique challenges that come with effectively leading large organizations while managing complex problem sets. The course looks at different leadership roles and offers the students a range of perspectives on what makes effective strategic leaders.

F500 Twenty-First Century Conflict. This 80-hour culminating course, building off the previous courses, is designed to help students better understand the changing nature of warfare, the military’s role in adapting to these changes, and how to best prepare for an uncertain future. Students examine great power competition and conflict that arise with the

emergence of China and Russia as revisionist powers Students recontextualize the challenges of the past to meet the tasks of today as China and Russia seek to overturn the U.S.-led international order.

E600 Research and Writing. In this 96-hour course, students conduct research and write a monograph of approximately 10,000 words on a topic of strategic importance. Lessons in the course address analysis, data literacy, generative AI and deliberate approaches to avoiding buzzwords and jargon

X700 Integrated Planning Exercise. This week-long capstone exercise involves analysis and planning at the strategic level. Students are presented with a complex strategic problem and then asked to present their solution to a senior strategic leader.

X800 Oral Comprehensive Exam. This three-hour oral exam is the final requirement for graduation. The exam assesses whether students have mastered the materials and learning outcomes of the course and their ability to effectively answer a broad range of questions at the strategic level.

[Advanced Strategic Planning and Policy Program \(ASP3\)](#)

The General Andrew J. Goodpaster Advanced Strategic Planning and Policy Program (ASP3) is a competitive admission, multi-year program that develops field grade officers, including former battalion commanders, as strategic planners and as future senior leaders. Officers selected for the program are called Goodpaster Scholars.

An officer will be in the program for ten years: one year applying to graduate school, two years of coursework, a third year in a dissertation sabbatical, and six years working off the active-duty service obligation in command and in developmental or utilization assignments. The timing of assignments and the dissertation sabbatical depend upon ensuring that the officer remain as competitive as possible for further promotion and command selection.

FIGURE 15 ASP3 MISSION AND GOAL

Mission. The Advances Strategic Planning & Policy Program selects and develops field-grade officers as strategic leaders through a combination of practical experience, senior-level military education, and a doctorate from a university in a field of study related to strategy to produce broadly networked leaders with strategic acumen, skills, and credentials.

Goal. *Develop Officers who can:*

- Effectively *lead* American and foreign peers, subordinates, seniors, and teams.
- *Progress* “from the back bench to the table” — from advising senior leaders to becoming one.

- *Communicate* clearly, effectively, and memorably to domestic and foreign audiences.
- *Negotiate* and *collaborate* effectively with people from a wide range of institutions and cultures.
- *Leverage* a global network of experts and leaders across governments, academia, and business.
- *Understand* strategically relevant processes and temporal cycles of governments and institutions.
- *Assess, design, and execute* strategy, applying theory, history, specialized knowledge, and analytical methods.
- *Deliver products* that impress—rather than merely satisfy—senior elected, appointed, or commissioned leaders.
- *Contribute* to national security in each of these ways after transition from active service.

ASP3 Curriculum

ASP3 Goodpaster Lyceum. Focusing on grand, national, and military strategy, the six-week Lyceum uses theory, history, and doctrine to examine the development of national security policy and strategy, and the conduct of strategic decision-making. The Lyceum arranges its study using major themes that emerge from the practice and continuity of strategy throughout recorded history. Students will use historical insights to evaluate current practice and contemporary strategic issues.

Strategic Theory. The course provides a foundation in strategic theory, introducing theoretical tools for the evaluation of policy, strategy, plans, and doctrine. The course begins by examining the history of strategy and the various ways it has been defined or described. During the course, students will examine significant theoretical concepts and how proponents of warfare in each domain (land, sea, air, and space) have conceptualized strategy. Recognizing the dominance of Western strategic thought, the course will also examine non-Western theorists, searching for either conceptual continuity or cultural differences.

Strategic Art. The course uses history as a laboratory to study the practice of policy and strategy. It contributes to historical mindedness through case studies ranging from the Peloponnesian War to the modern era. Each seminar focuses on major strategic themes that help explain success or failure. Examples of themes include the primacy of policy, grand strategy, and civil-military relations.

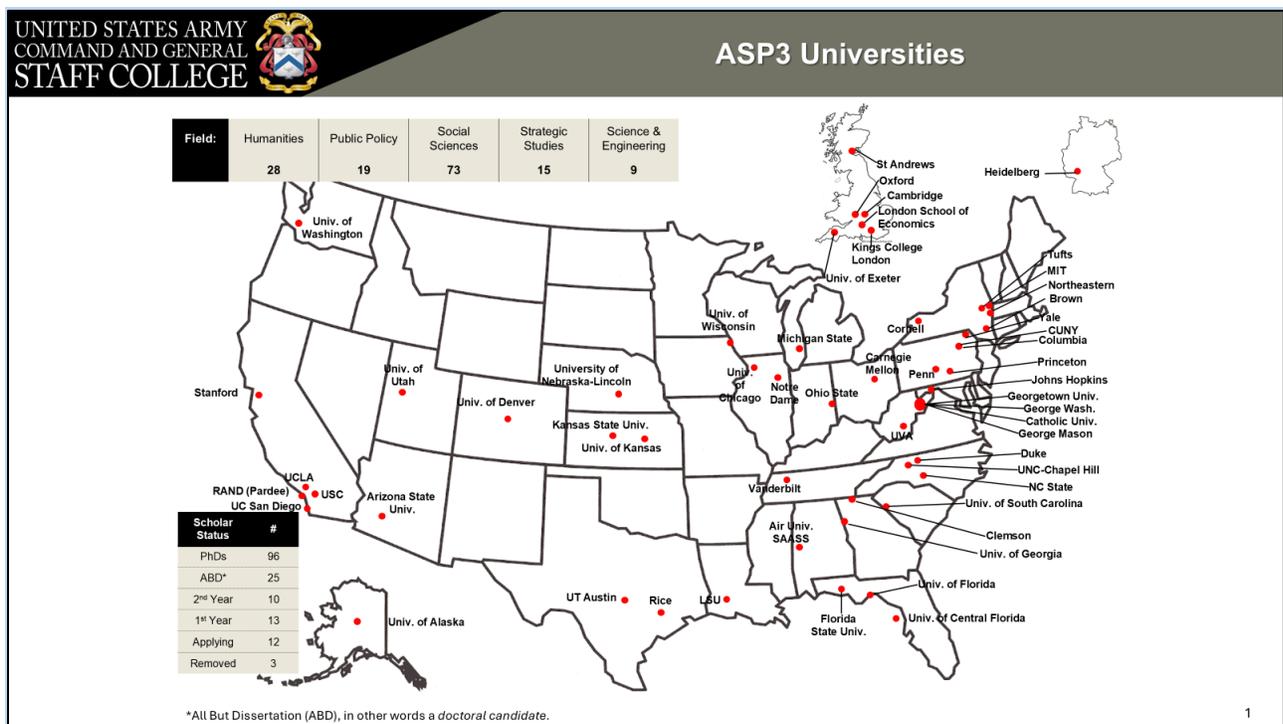
Doctoral Studies. The course prepares students for success in a doctoral program. Topics include establishing a scholarly reputation, knowledge management, comprehensive exams, human subjects research, writing the dissertation, and managing

relationships with a dissertation committee. The skills and methods introduced include reading books, quantitative research, data analysis, and archival research. The scope is defined by topics and skills essential for doctoral students regardless of discipline.

Essay Writing. Introduces skills that are essential to write effectively for senior leaders as a general staff officer. The scope is defined by the skills that are essential for clear long form (multi-page) argumentative writing such as analyzing a question, prewriting, and developing a thesis and its supporting claims. The same skills are essential for writing a publishable dissertation.

Entering Academic Year 2025-2026, ASP3 students are participating in doctoral programs at the following institutions:

FIGURE 16 ASP3 SCHOOLS



SAMS Program Selection Processes

- AMSP applicants are volunteers who must submit an application that indicates their military experience, civilian educational background, and future goals. Applicants also take an entrance exam that assesses the applicant’s understanding of military doctrine, basic military history, current geo-political events, and geography. This exam also includes an essay question to assess the applicant’s reasoning, argumentation, and writing abilities. Following completion of the exam, students interview with the SAMS Director, Deputy Directors, or select SAMS faculty. The results of the exam, interview, and supervisor assessment and recommendation for

the applicant are compiled into a file and presented before a locally convened selection board made up of senior field grade officers and leaders from AU and CAC. This board reviews the files and produces an Order of Merit List for review by AU's Provost and subsequent Department of the Army (DA) approval and sourcing. Selections for sister services, international military students, and other governmental agencies are coordinated with the respective service, country, or agency.

Federal Government Interagency Partner students are nominated by partner agencies, screened by the Interagency Student Division, then approved by the SAMS AMSP leadership. In addition to screening nomination packets provided by partner agencies, all IA SAMS nominees will be interviewed by phone or in person by SAMS leadership. IA students are not required to be graduates of an ILE course. The goal is to have one IA student in each AMSP seminar.

- ASLSP student selections begin when DA releases the Senior Service College (SSC) selection list. The SAMS leadership reviews the list and consults with senior leaders and other SAMS stakeholders across the Army for potential candidates. Based on these discussions the school produces a draft by-name request memorandum designed to get the best branch and experience among SSC selects interested in ASLSP. This memorandum is submitted to the Deputy Commandant for review and then to the Commanding General CAC for signature. It is then submitted to Human Resources Command (HRC) for DA approval and consideration by the DA/HRC SSC slating board. As with AMSP, selections for sister Services, international military students, and other governmental agencies are coordinated with the respective service, country, or agency.
- ASP3 selection timeline, criteria and instructions are published annually in a MILPER Message. Students submit an application, goals statement, ORB/SRB, last five OERs, undergraduate and graduate transcripts, ACFT score card, writing sample, and letters of recommendation. Applications are due each year around 15 April—or the Monday following if 15 April falls on a weekend. After initial screening, SAMS conducts interviews with qualified applicants and then convenes a selection board consisting of Army University faculty and staff and Goodpaster Scholars who have completed their doctorate. The CAC Commanding General has final approval authority for selectees. Once selected, officers apply to universities for admission as doctoral students. Appropriate academic disciplines are those related to strategy, including history, political science, international relations, public policy, security studies, economics, information science, systems engineering, public health, and international law.

SAMS Pedagogies and Student Evaluations

The SAMS academic model includes graduate-level seminars, guest lectures, Joint and Army planning exercises, written assignments, briefings, a 10,000-word monograph, and a final oral comprehensive exam. Individual courses integrate theory, history, doctrine, and the practice of operational art. Additionally, ASLSP Senior Service students travel extensively for engagements with other countries and visits to each of the Geographic Combatant Commands, as well as many functional commands such as TRANSCOM, STRATCOM, FORSCOM, and T2COM.

Seminar teaching teams assess students on their daily class performance, their performance during exercises, a variety of writing assignments, and their oral presentation abilities. Each AMSP course includes one or more of these assessment tools to measure the student's performance against the course terminal learning objectives and enabling learning objectives. Seminar teaching teams determine at the beginning of each course how student course work will be evaluated.

AMSP and ASLSP students are required to conduct individual independent research, which results in the completion of a research monograph of ten to twelve thousand words in length, appropriate for publication. Monographs focus on a topic relevant to the program in which the student is enrolled (AMSP – operational art; ASLSP – operational or theater strategic issues), address current military questions, and are intended to add to the body of professional literature. The monograph requires original research and analysis, and as such, must adhere to graduate academic standards of research, writing, and documentation. Students conduct this research, analysis, writing, and documentation under the supervision of a qualified instructor/professor in SAMS, who serves as the monograph director, the student's seminar leader, and an optional third reader who is a subject matter expert in the research area, approved by the monograph director. Completed monographs require approval from the Monograph Director, seminar leader, the SAMS Deputy Director for Academics, SAMS Director, and CGSC Assistant Dean of Academics for Degree Programs and Research.

SAMS oral comprehensive examinations provide the faculty with a final opportunity to evaluate student learning and provide the student with a challenging and stimulating opportunity to present a synthesis of the knowledge and understanding gained over the academic year. Questions evaluate what students know rather than what they do not know. The examination panel consists of a professor and military faculty who provide students with the chance to explore course materials in the development of their answers to display knowledge integration. Examiners use subsequent questions to keep the student properly oriented or to explore additional subject areas. Over the course of the examination, which may last anywhere from two to four hours, the oral comps panel determines the student's strengths and weaknesses in a non-adversarial yet academically rigorous manner.

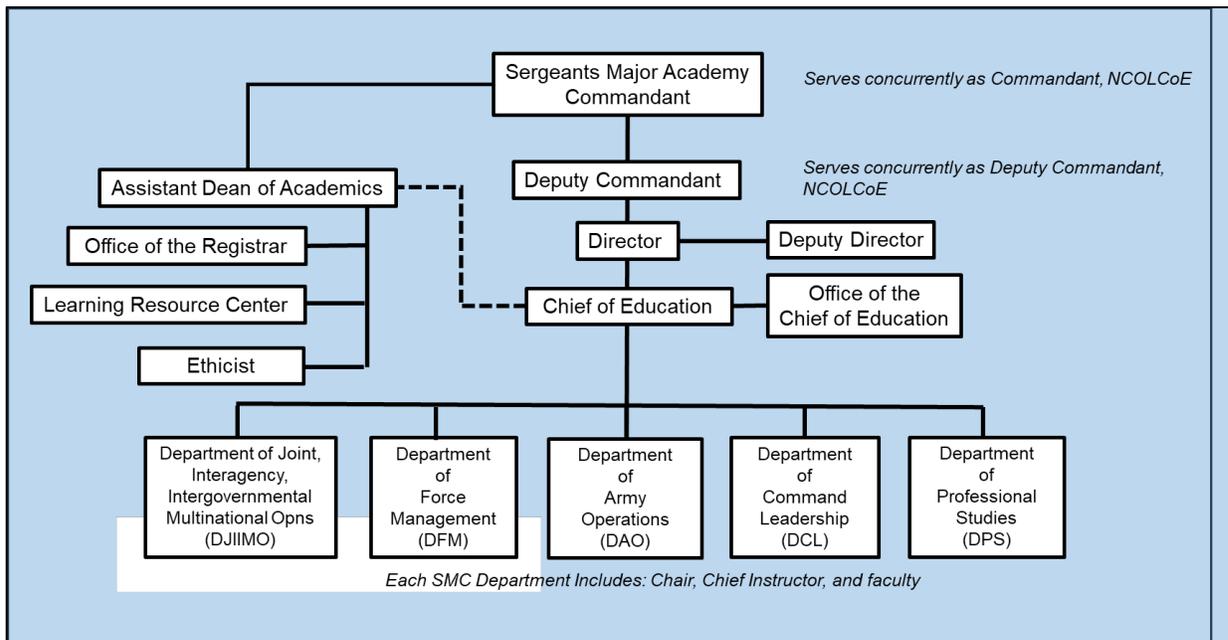
Student Advising

SAMS organizes AMSP into 16 student seminars. Seminar leaders are colonels or promotable lieutenant colonels teamed with a SAMS Ph.D. professor. Together, they provide day-to-day coaching, teaching, and mentoring. An additional SAMS faculty member is aligned with each seminar group to provide support. This academic advisor can provide advice to students on a range of academic issues, including monograph directors and research areas. He or she assists the seminar leader as requested. AMSP seminar leaders are all former battalion commanders or equivalents, as well as Senior Service College graduates, usually from the ASLSP program.

The Sergeants Major Academy (SGM-A)

The Sergeants Major Academy (SGM-A) formed in 1972 and began its program of instruction in January of 1973. The SGM-A became CGSC's fourth school in 2018. The Sergeants Major Course (SMC) is the capstone of the Army's Noncommissioned Officer Professional Development System (NCOPDS) and seeks to educate master sergeants and sergeants major to effectively assist commanders and field grade officers accomplish their units' missions. In addition to delivering resident and distance learning SMC, the SGM-A has curriculum oversight and delivers a four-week International Military Student Pre-Course (IMSPC).

FIGURE 17 SERGEANTS MAJOR ACADEMY (SGM-A)



The SGM-A consists of two administrative sections (academic governance and course execution) under the command of the SGM-A Commandant and Deputy Commandant. The CGSC Assistant Dean of Academics at the SGM-A oversees academic governance through supervision of the Office of the Registrar, Degree Programs, and the Learning Resource Center, as well as maintaining liaison with the Chief of Education. The SGM-A Director has oversight of course execution through the Deputy Director who is responsible for student services and the Chief of Education's supervision of the five teaching departments in the delivery of the SMC (resident and distance learning). The SMC consists of the Departments of Joint, Interagency, Intergovernmental, Multinational Operations (DJIIMO); Force Management (DFM); Army Operations (DAO); Command Leadership (DCL); and Professional Studies (DPS).

The SGM-A Advance Education Program

The SGM-A Advance Education Program (AEP) invites sergeant majors across the force to compete for up to 30 scholarships per year to attend full-time advanced civil schooling and complete a Master of Education in Lifelong Learning and Adult Education through Penn State University or a Master of Science in Instructional Design, Development and Evaluation from Syracuse University. Once selected, degree candidates make a permanent change of station (PCS) move to Fort Bliss and do coursework on the SGM-A campus. This one-year master’s degree program is conducted mostly online as a cohort. Graduates remain at the Academy for two or three years following graduation to serve as instructors for the Sergeants Major Course.

FIGURE 18 SERGEANTS MAJOR COURSE (RESIDENT/DISTANCE LEARNING)

Mission	To develop senior enlisted leaders of the joint force and allied partner nations to be agile, adaptive, and competent leaders of character capable of leading and advising organizations at the operational and strategic level.	
Course	Sergeants Major Course-Resident (SMC-R)	Sergeants Major Course – Distance Learning (SMC-DL)
Location/Modality	In residence at SGM-A, Ft Bliss, TX	Online (88.5%) In residence at SGM-A (11.5%)
Length	10 months	24 months (664DL+86 in-resident=750 hours)
Frequency	One class per year	Two phases concurrently; starts one class each year
Admissions Process	SGM-A does not recruit students for SMC-R or SMC-DL. U.S. noncommissioned officers are centrally selected by their Armed Service. Allied students are selected by their respective countries.	
Who Attends	<ul style="list-style-type: none"> • 100% of the U.S. students are Master Sergeants • 1-2% (7-11) are senior enlisted from other services (U.S. Marine Corps, U.S. Air Force, and U.S. Coast Guard) • 11% are International Military Students • 77% Active/7% Reserve Component (RC) and 3% National Guard (NG) 	<ul style="list-style-type: none"> • 94% are (E8s) Master Sergeants/1SGs and 6% are (E9s) Sergeants Major/Command Sergeants Major • 11% are Active Component. • 65% are Reserve Component (RC) • 24% are National Guard (NG). <p>Percentages fluctuate from one academic year to another based on promotion requirements.</p>
Annual Attendance	523 started in SMC-R Class (73) AY23 503 started in SMC-R Class (74) AY24 551 started in SMC-R Class (75) AY25 579 started in SMC-R Class (76) AY26	597 started in SMC-DL Class (49) AY22-24 637 started in SMC-DL Class (50) AY23-25 682 started in SMC-DL Class (51) AY24-26 665 started in SMC-DL Class (52) AY25-27
Notes	International military students arrive at Fort Bliss three months early to complete the IMSPC.	

As a Command and General Staff College school, SGM-A is subject to all academic governance policies and processes and all relevant bulletins. The CGSC Deputy Commandant and CGSC Dean of Academics chair the SMC Post-Instructional Conference provided by the SGM-A Commandant. Members of the SGM-A faculty may attend as well. The curriculum design, purpose, outcomes and terminal learning objectives are reviewed and approved each year by the SGM-A Commandant.

The SGM-A receives staff and logistics support from the NCOLCoE staff at Fort Bliss under what the Higher Learning Commission calls a “shared services model.” Services rendered by the NCOLCoE staff include personnel management, security, operations and visitor coordination, logistics/supply management and educational technology, simulations and IT support.

[SGM-A Preparatory Courses](#)

The International Military Students Preparatory Course (IMSPC) is an essential first step – the introductory phase – for international students attending the SMC. The four-week IMSPC delivered in 1:16 seminar groups by SMC faculty provides an SMC overview, clarifies course requirements, and previews general course content.

[Sergeants Major Course \(SMC\)](#)

The course provides tools to develop critical reasoning, creative thinking, and decision-making skills. The SMC provides students with an education that teaches them to enhance their character, self-expression, and strengthen their teamwork abilities. The course assists in the development of logical, practical, and original reasoning abilities necessary for problem solving.

Students analyze problems based on available information, arrive at logical solutions and decisions with reasonable speed, communicate reasoning and decisions, orally and in writing, and supervise to ensure proper execution. Intellectual honesty, integrity, and professional values and standards are heavily stressed.

[Instructional Areas](#)

Foundations -The Foundations curriculum affords students an opportunity to gain an understanding of the skills needed to succeed throughout the SMC and encompasses everything from how to learn as an adult to teambuilding, writing and formatting, physical wellness and briefing, as well as coaching and feedback.

Department of Joint, Interagency, Intergovernmental and Multinational Operations (DJIIMO) focuses on an overview of Joint Professional Military Education (JPME) and addresses select objectives from the Chairman of the Joint Chiefs of Staff with an emphasis on critical thinking, analysis, and problem solving to explore the application of joint doctrine and to develop an understanding of leadership at the operational and strategic level. The major areas of study are joint force capabilities, strategic concepts, and joint planning methodologies.

Department of Force Management (DFM) The Department of Force Management (DFM) provides an overview of how the Army runs. The major areas of study are Force Management, Force Sustainment, Force Generation, and Holistic Health and Fitness

Department of Army Operations (DAO) provides an overview of the Army’s operational concept and explains the combined arms employment of joint and Army capabilities to create and exploit relative advantages that achieve objectives, defeat enemy forces, and consolidate gains on behalf of joint force commanders. The major areas of study are the Army operational concept, large-scale combat operations, mission command, and planning for multidomain operations (MDO), students utilize, history, theory, doctrine and experiential learning.

Department of Command Leadership (DCL) The Department of Command Leadership (DCL) provides an overview of leadership doctrine, theory, and resilience. Students will enhance their critical and creative thinking skills to maximize influence beyond their chain of command to support the mission and goals of their organization. The students will use a blend of military and civilian case studies to analyze contemporary and historical leadership issues to gain a greater understanding of the challenges they will face as a Sergeant Major. The major areas of study are leadership theory, organizational leadership techniques, and resilience.

Department of Professional Studies (DPS) The Department of Professional Studies (DPS) provides an overview of select topics in history, human resource development, training management, and Army programs. Students will enhance their understanding of these areas through reflection on Noncommissioned Officer (NCO) history, military doctrine, organizational development, and self-awareness. The major areas of study are NCO History, leadership and workforce development, and organizational training requirements.

FIGURE 19 SERGEANTS MAJOR COURSE, PURPOSE, OUTCOMES AND TERMINAL LEARNING OBJECTIVES

<p>Purpose: The Sergeants Major Academy prepares master sergeants and sergeants major to elevate from a tactical level of thinking to an operational and strategic perspective thus preparing them for leadership positions in organizations executing multidomain operations. What Soldiers learn prepares them for leadership positions in joint, interagency, intergovernmental, multinational organizations (JIIM) as well as battalion, brigade, and division through echelons-above-corps (EAC) staff sergeants major command levels.</p>	
<p>Graduates of the SMC:</p> <ul style="list-style-type: none"> • Are prepared to assume warfighting duties and apply military capabilities and perspectives. • Understand the leadership and management requirements to supervise, train and lead the enlisted force. 	<p>Terminal Learning Objectives:</p> <ul style="list-style-type: none"> • Demonstrate the necessary skills to succeed throughout the Sergeants Major Course. (Foundations) • Analyze the Strategic and Operational Environment. (DJIIMO) • Analyze the operational concept. (DAO)

<ul style="list-style-type: none"> • Understand the Profession-of-Arms to interpret, implement, model, and correct professional military attributes of character, presence, and intellect. • Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of problems and solutions. • Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges. • Are critical and creative thinkers who can adapt to operate efficiently, strategically, and jointly in complex and ambiguous environments. • Are self-aware and motivated to continue learning and improving throughout their careers. 	<ul style="list-style-type: none"> • Analyze force management and force generation processes; to include the analysis of DoD policies, topics, and Joint functions and capabilities in an operational environment. (DFM) • Analyze how Sergeants Major assist in the development of organizations and leaders to achieve results by integrating leadership competencies and experience into an organizational-level leadership position. (DCL) • Examine topics to derive knowledge in leadership, workforce development and management areas which includes the analysis of leaders and managers throughout history, integration of leadership competencies, and the profession of arms. (DPS)
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Sergeants Major Course – Distance Learning (SMC-DL).

SMC-DL achieves the same learning outcomes as the SMC-R. Like the SMC-R, SMC-DL develops adaptability, critical reasoning, creative thinking, and decision-making skills. Soldiers receive an education that enhances their character and self-expression while highlighting teamwork skills through collaborative problem-solving exercises. This course supports the development of logical, practical, and unique reasoning abilities necessary for solving complex problems. Students analyze multifaceted issues based on comprehensive research, arrive at logical solutions, and prompt decisions, communicate reasoning and decisions both orally and in writing, and supervise to ensure proper execution. Intellectual honesty, integrity, and professional values and standards are highly stressed.

Bachelor of Arts in Leadership and Workforce Development

The BA in LWD is both a degree completion program for SMC students and a future pathway for more junior noncommissioned officers to gain college credit for work experience and NCO Professional Development System (NCOPDS) prior learning. Most

importantly, the BA in LWD is a degree program that helps the Army develop better NCOs, ready to lead and inspire soldiers and units.

The BA in Leadership and Workforce Development (BA in LWD) is a 120-credit hour bachelor's degree completion program offered by the Command and General Staff College at the Sergeants Major Academy (SGM-A) to noncommissioned officers attending the Sergeants Major Course.

“Leadership” and “workforce development” are core competencies and essential requirements for U.S. Army noncommissioned officers. The BA in LWD intentionally leverages the Army’s leader development program for NCOs, as well as individuals’ professional experience. Curriculum and SMC pedagogies and andragogy encourage students to “connect” learning with experience, and to draw on the experiences of peers and professors through the Socratic and dialectic method of instruction. An essential component of SMC instruction is the use of an electronic portfolio in CGSC Blackboard to capture reflections and demonstrate learning.

Figure 20 below depicts how the Sergeants Major Course (SMC) course outcomes are carefully nested with the BA LWD program outcomes and focus areas.

FIGURE 20 SMC AND BA LWD PROGRAM OUTCOMES

Sergeants Major Course (SMC) Outcomes Graduates of the SMC:	BA in Leadership and Workforce Development (BA-LWD) Program Outcomes Graduates with a BA-LWD:	Outcomes Alignment w/BA-LWD 4 Focus Areas
Are prepared to assume warfighting duties and apply military capabilities and perspectives.	---	---
Understand the leadership and management requirements to supervise, train, and lead an enlisted force.	Understand the leadership and management requirements to supervise, train, and lead an enlisted force. Demonstrate the capacity to integrate concepts from leadership, training / program management, military decision science, and communications.	<ul style="list-style-type: none"> • I Leadership • II Military Decision Science • III Training/Program Management • IV Communications
Understand the Profession-of-Arms to interpret, implement, model, and correct professional military attributes of character, presence, and intellect.	---	---
Are skilled in communication and capable of effectively communicating critical information	Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of problems and solutions.	<ul style="list-style-type: none"> • IV Communications • LWD Gen Ed Requirements

to reach a shared understanding of problems and solutions.		
Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.	Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.	<ul style="list-style-type: none"> • II Military Decision Science • LWD Gen Ed Requirements
Are critical and creative thinkers who can adapt to operate efficiently, strategically, and jointly in complex and ambiguous environments.	Are critical and creative thinkers who can adapt to operate critically, strategically, and jointly in complex and ambiguous environments.	<ul style="list-style-type: none"> • I Leadership • II Military Decision Science • LWD Gen Ed Requirements
Are self-aware and motivated to continue learning and improving throughout their careers.	Are self-aware and motivated to continue learning and improving throughout their careers.	<ul style="list-style-type: none"> • I Leadership • LWD Capstone Course

Each year, the SGM-A Commandant formally presents both the Sergeants Major Course and the BA in Leadership and Workforce Development program purpose, outcomes, and terminal learning objectives to the CGSC Commandant for approval for the coming academic year.

[Requirements for BA in Leadership and Workforce Development.](#)

Upon successful completion of the Sergeants Major Course, students are awarded 44 credit hours toward the BA in LWD. Students must also complete 36 credit hours from other institutionally accredited institutions, 30 credit hours of core curriculum and 10 hours of electives to be awarded the BA in LWD.

Upon selection to attend the Sergeants Major Course, an NCO may formally petition the CGSC Assistant Registrar or designated representative to: (a) accept credit hours from completed courses offered by other institutionally accredited institutions; and (b) audit that NCO's academic record for entry into the resident phase of the BA in LWD.

Should this audit identify credit hour gaps in pre-SMC preparation, a counselor will work to identify options for additional credit. This will be particularly important in the early years of program implementation.

FIGURE 21 BA LWD REQUIREMENTS

General Education Core	36
Electives	10
Leadership & Workforce Development Core	30
Completion of Sergeants Major Course	44
	120 total credit hours

General Education Core

Writing & Communication	9
Mathematics	6
Science (no lab requirement)	3
Ethical Reasoning	3
History	3
Humanities or Modern Language	3
Social Science	6
Physical Education	3
	36 total credit hours

FIGURE 22 GENERAL EDUCATION REQUIREMENTS AND LEARNING OUTCOMES FOR BA LWD

English Composition (6 credit hours)	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Apply basic skills and knowledge for English writing to craft essays and research papers. Apply various writing formats to understand and communicate ideas to specific audiences. Apply critical-thinking skills to all steps of process writing to differentiate among inadequate, adequate, and superior presentation of ideas. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>English Composition I English Composition II Introduction to Research Writing Introduction to Technical Writing Composition and Rhetoric</p> <p><u>Also:</u> CLEP Exam College Composition</p> <p>*English Composition I & II (must include research writing)</p>
College Mathematics (3 credit hours)	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them. Recognize and use connections within mathematics and between mathematics and other disciplines. Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>College Algebra College Geometry Introduction to Statistics Calculus Business Math</p> <p><u>Also:</u> CLEP Exam College Mathematics</p> <p>* College Algebra or higher</p>
Qualitative and Quantitative Reasoning (3 credit hours)	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Understand and describe the importance of logical and empirical methods to determine and express relationships between properties or concepts; Apply basic skills and knowledge using appropriate methods for gathering, analyzing and displaying data to draw conclusions. Solve complex, real-world problems through the application of appropriate strategies and the use of logical reasoning skills. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>Critical/Creative Thinking Critical Reasoning Qualitative Analysis and Reasoning Quantitative Analysis and Reasoning</p>
Public Speaking / Oral Communication (3 credit hours)	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Develop proficiency in oral discourse Evaluate an oral presentation according to established criteria. Research a topic, develop an argument, and organize supporting details. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>Public Speaking Argumentation and Debate Speech Communications</p> <p><u>Also:</u> DSST Test Principles of Public Speaking</p>
Ethical Reasoning (3 credit hours)	
<p><u>Learning Outcomes:</u></p>	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>Effective Personal Ethics</p>

<ul style="list-style-type: none"> ▪ Exhibit awareness and understanding of ethical dilemmas and standards for resolution of ethical questions. ▪ Apply emerging skills to address ethical dilemmas. ▪ Recognize and articulate the importance of social responsibility as an essential component of ethical reasoning. 	<p>Business Ethics Ethics and Social Responsibility</p> <p><u>Also:</u> DSST Test Ethics in America</p>
<u>Historical Perspectives (3 credit hours)</u>	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> ▪ Understand how past events and actions have influenced current events. ▪ Understand that knowledge is not fixed and that human beings continue to reinterpret the past based on current perspectives. ▪ Identify and describe appropriate systematic and scientific strategies to examine history. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>American History World History History of Religion Western Civilization European Civilization African Civilization</p> <p><u>Also:</u> CLEP Test History I or II CLEP Test Western Civ I or II</p>
<u>Natural /Physical Science (3 credit hours)</u>	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> ▪ Understand major concepts and facts related to the study of living systems and the physical universe. ▪ Apply scientific facts and ideas to real-world problems. ▪ Develop a beginning understanding of social, practical, and ethical significance of scientific knowledge and theory. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>General Biology General Chemistry General Physics Physical Science Physical Geology General Astronomy</p> <p><small>*Any physical or biological science class that has scientific reasoning in the curriculum.</small></p>
<u>Humanities/Modern Language (3 credit hours)</u>	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> ▪ Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program. ▪ Basic proficiency in the understanding and use of a foreign language. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>Any Foreign language I-IV Introduction to Art Appreciation Any World Culture Class Music Appreciation Religious Studies Urban Studies CLEP Language Test DSST Test Intro to World Religions</p> <p><small>*Language classes must be above conversational level</small></p>
<u>Social Science (6 credit hours)</u>	
<p><u>Learning Outcomes:</u></p>	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>Psychology</p>

<ul style="list-style-type: none"> ▪ Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another. ▪ Exhibit an understanding of the various social factors that influence. ▪ Identify and describe appropriate systematic and scientific strategies to examine current social issues and problems. 	<p>Sociology Philosophy Ethnic Studies Gender Studies Global Social Issues Ethics <u>Also:</u> CLEP Social Science Tests</p> <p>*One course must be psychology or sociology, the other can be an additional course in any other social science course.</p>
<u>Physical Education (3 credit hours)</u>	
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. • Analyze and evaluate performance of self and others across multiple movement forms • Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to improve movement performance. 	<p><u>Course Titles Include But Are Not Limited To:</u></p> <p>Introduction/Intermediate/Advanced athletic class Health Methods Personal Wellness Motor Skills Development ACE Credit *BCT or transfer</p>

Additional requirements

All transfer courses must be numbered 100 or above; developmental coursework is not transferable. Only classes with a final grade of “C” or better are transferable. No course may be applied in more than one area for credit and no course may be duplicated and receive credit. Students must score C or above on all LWD courses and achieve a minimum cumulative 2.0 GPA. Consult an academic advisor at the Sergeants Major Academy for guidance on transferability of coursework. Students may use any combination of courses transferred from institutionally accredited colleges or universities, JST credits, and CLEP/DSST exams.

BA LWD Major Courses

FIGURE 23BA LWD CORE REQUIREMENTS

Leadership	6
Decision Sciences	9
Program Management	6
Communication	3
Organizational Development	6
	30 total credit hours

<u>Leadership (6 credit hours)</u>	
<ul style="list-style-type: none"> ▪ Recognize a variety of leadership theories. ▪ Demonstrate the ability to use theories in the practice of leadership. ▪ Understand how to lead with integrity. ▪ Demonstrate a practice of ethical leadership. 	<p>Intro to Leadership Leadership Case Studies Moral and Ethical Leadership <u>Also:</u> DSST Test Principles of Supervision Prior Learning Assessment ACE Credit</p>
<u>Organizational Development (6 credit hours)</u>	
<ul style="list-style-type: none"> ▪ Analyze individual and group behavior. ▪ Understand the implications of organizational behavior in the process of management. ▪ Describe and assess the basic design elements of organizational structure. 	<p>Organizational Behavior Organizational Design and Behavior Organizational Change Management <u>Also:</u> DSST Test Organizational Behavior Prior Learning Assessment ACE Credit</p>
<u>Decision Science (9 hours)</u>	
<ul style="list-style-type: none"> ▪ Understand complex problem solving. ▪ Understand the use of quantitative and qualitative methods in decision making. ▪ Demonstrate the ability to use established decision-making methodologies. 	<p>Quantitative Decision Making Qualitative Decision Making Problem Solving Methods <u>Also:</u> ACE Credit</p>
<u>Program Management (6 credit hours)</u>	
<ul style="list-style-type: none"> ▪ Conduct Program Design. ▪ Demonstrate knowledge of complex program development. ▪ Conduct Project Planning and Integration. 	<p>Intro to Program Management Program Planning and Design Program/Project Management and Leadership <u>Also:</u> DSST Test Principles of Supervision ACE Credit</p>
<u>Communications Skills (3 credit hours)</u>	
<ul style="list-style-type: none"> ▪ Display competence in oral, written, and visual communication. ▪ Identify, evaluate and suggest solutions to problems encountered in group communication. ▪ Assess and articulate appropriate listening responses for a variety of situations/context. 	<p>Intro to Communications Leadership Communications Data Visualization <u>Also:</u> ACE Credit</p>

Resident Sergeants Major Core Curriculum

FIGURE 24 SERGEANTS MAJOR COURSE

	Course number	Course name	Credit hours
Focus Area I Leadership	LWD Course 411	Workplace Ethics	0.8
	LWD Course 412	Leading & Developing Organizations	3.2
	LWD Course 413	Building High Performance Teams	1.8
	LWD Course 414	Empowering Others to Lead Using Disciplined Initiative	0.9
	LWD Course 415	Coaching & Mentoring	2.5
	LWD Course 416	Sustaining Organizational Capacity	2.7
	LWD Course 417	Human Resource Management Processes and Systems	0.9
	Focus Area II Military Decision Science	LWD Course 421	Strategic Planning I: Solving Complex Problems
LWD Course 422		Strategic Planning II: Understanding Culture & Context	1.9
LWD Course 423		Strategic Planning III: Processes & Systems	5.1
Focus Area III Training Program Management	LWD Course 431	Managing Effective Training	0.8
	LWD Course 432	Adult Learning/Instruction Techniques	5.6
	LWD Course 433	Safety & Risk Management	1.1

	LWD Course 434	Sustaining a Values-Based Culture	0.9
	LWD Course 435	Building Resilience in Others	2.8
	LWD Course 436	Physical Wellness Program Management	0.9
	LWD Course 437	Measuring Workforce Efficiency	1.9
Focus Area IV: Communication Skills			
	LWD Course 441	Writing & Presentation Skills	1.1
	LWD Course 442	Writing & Analytical Skills Assessment	5.4
	LWD Course 443	LWD Course Capstone	2.8
Total credits earned			44.1
Below is additional coursework completed during the SMC-R that will be transcribed toward the LWD Major Courses-Military Decision Science and/or Electives.			
Additional Credit Earned during SMC-R Only			
	LWD Course 424*	Strategic Planning IV: MDS Block Assessment	3.0
	LWD Course 425*	Strategic Planning V: Processes and Systems II	3.0

[Course Descriptions](#)

LWD Course 411 Workplace Ethics (0.8 credit hours)

Students examine ethics in the workplace and the role of organizational leaders in fostering ethical behavior. Using case studies, small group discussion in the classroom and large group discussion with a military ethics counselor or military chaplain, self-assessment exercises, and reading assignments, students explore the basic frameworks of ethical dealings and moral leadership. This course emphasizes moral, ethical, and social responsibilities of organizational leaders and the linkage of responsibilities organizational leadership behavior and decision-making.

LWD Course 412 Leading and Developing Organizations (3.2 credit hours)

This course will use case studies, models and the examination of doctrine to expose students to the study of power and influence, ethics, and the principles and complex dynamics of organizational leadership. Students will gain an understanding of the

necessary leadership attributes and competencies required to effectively lead, build and develop individuals, teams and organizations.

LWD Course 413 Building High Performance Teams (1.8 credit hours)

In this course, students will examine the dynamics of the operational environment to build effective teams. The students will analyze various case studies to understand the range of organizations to set conditions and blend varied groups into effective organizational level teams.

LWD Course 414 Empowering Others to Lead Using Disciplined Initiative (0.9 credit hours)

In this course, students will learn how to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders.

LWD Course 415 Coaching and Mentoring (2.5 credit hours)

In this course, students will analyze the results of various self-assessment tools designed to improve human performance. The student will experience multiple mentoring sessions that will focus on identifying possible root causes of performance issues, which may go beyond a lack of skills and knowledge. Using various self-assessment tools designed to improve human performance, students will participate in multiple mentoring sessions to identify professional and personal goals. From these sessions students will develop a plan of action to achieve these goals and develop skills necessary to serve as an effective mentor to subordinates.

LWD Course 416 Sustaining Organizational Capacity (Personnel and Capacity) (2.7 credit hours)

In this course, students will examine the primary systems, concepts, and issues of organizational change. As executive management leaders, they will learn to lead, manage, and affect or implement change.

LWD Course 417 Human Resource Management Processes and Systems (0.9 credit hours)

This course focuses on the theory, methodology and application of human resource planning and development techniques, staffing analysis and planning, career management, management succession and development, and performance improvement.

LWD Course 421 Strategic Planning I: Solving Complex Problems (1.0 credit hours)

This course focuses on the use of critical and creative thinking while applying operational and mission variables, to identify and solve complex problems, through a logical decision-making process.

LWD Course 422 Strategic Planning II: Understanding Culture and Context (1.9 credit hours)

Students will use case studies, classroom discussions and the examination of doctrine to explore the impact of judgement, ethics and Civil Military Relations on the actions of an organizational leader operating within the context of a strategic environment.

LWD Course 423 Strategic Planning III: Processes and Systems (5.1 credit hours)

In this course, using discussion and collaboration, students will examine the Joint and Army Operations processes and explore the Army Design Methodology (ADM), the Military Decision-Making Process (MDMP), the Joint Intelligence Preparation of the Operational Environment (JIPOE) process and the transitioning of functions from operational to strategic staff personnel.

LWD Course 424 Strategic Planning IV: MDS Block Assessment (3.0 credit hours) (SMC-R ONLY)

Students will face an intensive 48-hour culminating exercise designed for the purpose of creating and applying strategies gleaned during the semester. Students are expected to perform as strategists who can solve complex problems, think critically, develop strategy, and implement and evaluate the effectiveness of their strategy in support of objectives

LWD Course 425-Strategic Planning V: Processes and Systems II (3.0 credit hours) (SMC R ONLY)

Using discussion and collaboration, students examine the Joint and Army Operations processes using the Digital Collaborating and Planning System to explore the Army Design Methodology (ADM), the Military Decision Making Process (MDMP), the Joint Intelligence Preparation of the Operational Environment (JIPOE) process and the transitioning of functions from operational to strategic staff personnel.

LWD Course 431 Managing Effective Training (0.8 credit hours)

This course focuses on research-based, scientifically validated strategies for teaching students. The course assists with conceptualization, measurement, and improvement of education performance and management. It features a variety of organizational patterns, practices, and approaches to instruction and their impact on students' learning.

LWD Course 432 Adult Learning and Instruction Techniques (5.6 credit hours)

This course provides students with the necessary instructor competencies described by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) and an overview of the Army Learning Enterprise and the Army Learning Concept 2020-2040. The course is designed to provide new instructors with the skills to engage adult learners by providing fundamentals of instruction, foundations of adult learning, foundations of instruction using the experiential learning model, formative practicums, and classroom management.

LWD Course 433 Safety and Risk Management (1.1 credit hours)

This course focuses on the ways in which businesses and society assess, control, and transfer risk. This process, known as the risk management process, is becoming an increasingly important tool in the management of business and personal financial health. An effective and efficient corporate risk.

LWD Course 434 Sustaining a Values-Based Culture (0.9 credit hours)

This course focuses on culture and values. By studying specific periods of history, students will be better able to understand how individual and social core values have been directed and misdirected throughout a sequence of time.

LWD Course 435 Building Resilience in Others (2.8 credit hours)

This course combines lectures, small group facilitation and hands on practical exercises to analyze the concept of resiliency, the correlation between positive psychology and resiliency, and how leaders develop.

LWD Course 436 Physical Wellness Program Management (0.9 credit hours)

Students will gain an understanding of the performance effectiveness of their team-members through proper physical wellness. This may include reviewing performance and assessment programs to identify variables that may negatively affect organizational readiness.

LWD Course 437 Work Measurement and Efficiency (1.9 credit hours)

Course Description: In this course students will learn to identify and understand gaps between the workforce and the human capital needs of the organization and develop strategies to close gaps in areas such as employee engagement, training/retraining, organizational adaptability, contracting out, succession planning, and organizational culture.

LWD Course 441 Writing and Presentation Skills Development (1.1 credit hours)

Course Description: In this course, students will learn to develop their oral and written communication skills, using a standardized and formal writing and speaking style.

LWD Course 442 Writing and Analytical Skills Assessment (5.4 credit hours)

In this course, students will use their personal experiences to improve organization performance by offering an opposing view to an existing organizational issue or capability gap. Additionally, students will participate in reflective learning by stepping back from their learning experience and honing their critical thinking skills to enable improvement on future performance by analyzing their experience.

LWD Course 443 LWD Capstone (2.8 credit hours)

Capstone is designed for students to demonstrate mastery of two outcomes (Leadership and Human Resource Management). Students will research, write, and revise parts of the BA in LWD Course Capstone paper throughout the academic year, using an approach commonly referred to as “scaffolding”.

The School for Command Preparation (SCP)

The School for Command Preparation (SCP) was established in 1984. More than 3,000 students graduate annually from one of the seven SCP courses. In addition to conducting resident courses, SCP synchronizes the Army's Command Preparation Program (CPP), manages the Army's Company Commander/1SG Pre-Command Course (CCFSPCC), and hosts the Army Strategic Education Program – Command (ASEP-C) course to provide the Army with competent, committed leaders of character prepared to lead change, prevail in Large Scale Combat Operations (LSCO) and ready to meet the Army's 21st century challenges.

The mission of the School for Command Preparation is to synchronize the Army's Command Team Preparation Programs and conduct SCA's Core Course for Battalion Command and Command Sergeants Major and Brigade Commanders, Battalion Commanders and Command Sergeants Major, their spouses, and Company Commanders/1SGs in order to provide formations with competent, committed leaders of character prepared to lead change, prevail in Multi Domain Operations and ready to meet the Army's 21st century challenges.

The School for Command Preparation vision: The Army's foremost school for the preparation of command teams, comprised of Army professionals dedicated to the development of current and future command teams across the total Army resulting in empowered, competent, and committed leaders better prepared to meet the Army's readiness challenges.

In addition to providing a state-of-the-art learning experience to future command teams, the School for Command Preparation:

- Provides commanders and command sergeants major in the field with “reach-back/push forward” resource material and subject matter expertise.
- Routinely provides policy input for AR 350-1, AR 600-20, DA PAM 600-3, and Army doctrine as appropriate.
- Supports command-related research initiatives across all components of the U.S. Army.

Three distinct training and education programs reside within SCP:

- The CSA Pre-Command Course (CSA-PCC) (BN and BDE)
- The Command Team Spouse Development Course (BN and BDE)
- The Advanced Tactical Commander Developmental Course (BN and BDE)

As directed by the Chief of Staff of the Army (CSA), the Brigade and Battalion CSA Pre-Command Course (CSA-PCC) courses are two-weeks for all Lieutenant Colonels and Colonels selected for Command at Battalion or Brigade levels, Command Sergeants Major selected for Battalion or Brigade levels, and Division Centrally Selected Key Staff and Acquisition Corps Project and Program Managers. The first week of the CSA-PCC focuses on the Art of Command with Army Senior Leader Guest Speakers including the Chief of Staff of the Army and the Sergeant Major of the Army, Transformation and

Training Command Team, Western Hemisphere Command Team, Army Materiel Command Team, Combined Arms Command Team, Chief of the USAR, Director of the ARNG, Holistic Health and Fitness, and Legal Orientation. The second week of the CSA-PCC begins with a branch-specific brief, followed by Command Tailored Tracks including Command Sergeants Major track, Functional Command Track, and Tactical Command Track. These CMD Tailored Tracks provide tailored executive level education for BN and BDE Commanders and Command Sergeants Major. All courses focus on better understanding the operational environment the students will experience as Command teams and the critical leadership skills necessary to facilitate Mission Command and succeed.

Additionally, SCP conducts the Command Team Spouse Development Program (CTSDP) for both Battalion (BN-CTSDC) and Brigade (BDE-CTSDC) spouses concurrent with week 1 of the CSA Pre-Command Course.

The Brigade Advanced Tactical Commander Development Course and the Battalion Advanced Tactical Commander Development Course provide an executive level educational experience in the application of the Army’s Mission Command approach for commanding formations in specific Command environments. These programs consist of individual courses designed and relevant to the level of Command our students will lead.

SCP also provides two other leader development courses – the Army Strategic Education Program – Command (ASEP-C) and the Company Commander/First Sergeant Pre-Command Course (CCFSPCC).

The Army Strategic Education Program – Command (ASEP-C) is a one-week course at Fort Leavenworth facilitated by SCP faculty for one and two-star generals assuming Commands.

The Company Commander/First Sergeant Pre-Command Course (CCFSPCC) is taught at all Army units and installations for new company-level Command teams using courseware developed by SCP in coordination with subject matter experts. The intent of both courses is to educate command team cohorts on relevant topics to assist them in meeting the challenges of today’s operational environment, and to provide a better understanding of their roles and responsibilities.

FIGURE 25 SCP ACADEMIC PROGRAMS AND COURSES

Course Title	Duration	Frequency /Location	Student Population	Remarks
BN CSA Pre-Command Course (BN CSA-PCC)	11 days	7 times/year (Ft Leavenworth, KS)	Future BN Commanders and future BN CSM	
BDE CSA Pre-Command Course (BDE CSA-PCC)	11 days	7 times/year	Future BDE Commanders and future BDE CSM	

		(Ft Leavenworth, KS)		
Command Team Spouse Development Course - Battalion (BN CTSDC)	5 days	7 times/year (Ft Leavenworth, KS)	Spouses of future Battalion Commanders and CSMs	
Command Team Spouse Development Course - Brigade (BDE CTSDC)	5 days	7 times/year (Ft Leavenworth, KS)	Spouse of Future Brigade Commanders and CSMs	
BN Advanced Tactical Commander Development Course (BN ATCDC)	5 days	7 times/year (Ft Leavenworth, KS)	Total Army MTOE BN Command Selects	
BDE Advanced Tactical Commander Development Course (BDE ATCDC)	5 days	4 times/year (Ft Leavenworth, KS)	Total Army MTOE BDE Command Selects	
Company Commander/First Sergeant Pre-Command Course (CCFSPCC)	5-10 days	As needed	Company Commanders and First Sergeants	SCP proponent, local CDRs shape
Army Strategic Education Program – Command (ASEP-C) Course	5 days	3 times/year (Ft Leavenworth, KS)	1- and 2-star General Officers prior to command	SCP facilitates; AWC program

Battalion CSA-PCC

The Army BN CSA-PCC is a two-week course, 11 days, conducted seven times a year by the U.S Army Command and General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS. Attendance is mandatory for all centrally selected active components, USAR, and ARNG battalion level command selectees, battalion Command Sergeant Major selectees, medical department designated command selectees, key billet selectees (Division G-1, G-2, G-6, G-8, PAO), and acquisition program/product managers.

FIGURE 26 BN CSA-PCC COURSE PURPOSE & LEARNING OUTCOMES

Purpose: To prepare Command teams to facilitate Mission Command and lead change within their Command operating environment.

Graduates of the CSA Pre-Command Course (CSA-PCC) and Command Team Spouse Development Course (CTSDC) are integrated stakeholders in the Army's future, understand and support the Army's vision for change and leader development.

Battalion CSA-PCC Graduates:

- Understand and apply their roles and responsibilities within the elements of Command (Authority, Responsibility, Decision Making, Leadership) to increase their units' readiness and generate positive command climates.
- Understand and apply current Army policy, regulations, doctrine, and programs to increase their units' readiness, generate positive Command climates, and strengthen the profession.
- Integrate the doctrinal foundations of Leader Identity and Mission Command to develop an organization vision and operational approach. Apply doctrine specific to their CMD Tailored Tracks to apply a Mission Command approach utilizing the Commander's activities (UVDDLA) in their operational environment for Commanders or advise the Commander on Mission Command, manning and strength development, and maintaining unit readiness for Command Sergeants Major.

CSACC has three areas of emphasis under the art of command:

- The Art of Command and Mission Command
- Leadership, leader identity and self-awareness
- Army policy, programs, and areas of special emphasis. The focus for the Art of Command and Mission Command is applying the principles of Mission Command to effect change in the Army.

The content of the course is predicated on mission command (ADP 6-0), leadership (ADP 6-22, AR 600-100, and FM 6-22) and the authority of command (AR 600-20) in to facilitate their responsibilities, lead change, develop leaders and gain an understanding of the Army's operational environment.

The BN CSA-PCC includes week one- The Art of Command and week two- Command Tailored-Tracks. Week one instruction includes small group seminars facilitated by SCP faculty (former battalion and brigade Commanders), with senior Army leadership guest speakers, to include the Chief of Staff of the Army and the Sergeant Major of the Army, Transformation and Training Command Team, Western Hemisphere Command Team, Army Materiel Command Team, Combined Arms Command Team, Chief of the USAR, and Director of the ARNG, followed by Legal Orientation. Week two Command Tailored Tracks begin with branch-specific information briefs and include the Command Sergeant

Major Track, Functional Command Track, and Tactical Command Track. Each track includes small group seminars facilitated by SCP faculty (former battalion and brigade commanders and command sergeants major) with various guest speakers.

The Command Sergeant Major Track is tailored to prepare Command Sergeants Major to assist the Commander in the facilitation of Mission Command, the development of Leaders and ensuring unit readiness, leading to graduates who are critical and creative thinkers, confident, competent, and adaptive leaders.

The Functional Command Track is tailored for commanders that will take commands outside of their basic branch, specifically recruiting, individual entry training (IET), acquisition, Army Medical Department (AMEDD), and contracting commands, focusing on application of the Mission Command approach utilizing the commander's activities(UVDDLA) in their operational environment and generate readiness across diverse formations of military and Army Civilians.

The Tactical Command Track is tailored for commanders who will take tactical commands, focusing on the application of mission command through the UVDDLA methodology in combined arms LSCO and developing tactical competency across their formations through leader development, training management, and unit readiness.

[Brigade CSA-PCC](#)

The Army BDE CSA Pre-Command Course (CSA-PCC) is a two-week-long course, 11 days, conducted seven times a year by the U.S Army Command and General Staff College, School for Command Preparation (SCP), at Fort Leavenworth, KS. Attendance is mandatory for all centrally selected active component, USAR, and ARNG Brigade command selectees, brigade command sergeant major selectees, medical department designated brigade command selectees, key billet selectees (Corps G-1, G-2, G-6, G-8, PAO), acquisition program/product managers, aviation brigade and special forces group commanders, and command chief warrant officers.

Figure 27 BDE CSA-PCC Course Purpose & Learning Outcomes

<p>Purpose: To prepare command teams to facilitate Mission Command and lead change within their Command's Operational Environment.</p> <p>Graduates of the BDE CSA-PCC and Command Team Spouse Development Course (CTSDC) are integrated stakeholders in the Army's future, understanding and supporting the Army's vision for change and leader development.</p>
<p>BDE CSA-PCC Graduates:</p> <ul style="list-style-type: none">• Understand and apply their roles and responsibilities within the elements of command (Authority, Responsibility, Decision Making, Leadership) to increase their units' readiness and generate positive command climates.• Understand and apply current Army policy, regulations, doctrine and programs to increase their units' readiness, generate positive command climates, and strengthen the profession. Integrate the doctrinal foundations of Leader Identity and Mission Command to develop an organization vision and operational approach. Apply doctrine specific to their CMD Tailored Tracks to apply a Mission Command approach utilizing the Commander's activities (UVDDLA) in their operational environment for Commanders or advise the Commander on Mission Command, manning and strength development, and maintaining unit readiness for Command Sergeants Major..

The course has three areas of emphasis:

- Army policy, programs, and areas of special emphasis.
- Leadership and self-awareness.
- The art of command and mission command.

BDE CSA-PCC includes week one – The Art of Command and week two- CMD Tailored Tracks. The Art of Command includes small group seminars facilitated by SCP Faculty (former brigade commanders) and senior Army Leadership Guest Speakers including the Chief of Staff, U.S. Army (CSA), the Sergeant Major of the Army (SMA), Transformation and Training Command Team, Western Hemisphere Command Team, Army Materiel Command Team, Combined Arms Command Team, Chief of the USAR, and Director of ARNG, followed by Legal Orientation. Week two CMD Tailored Tracks include Command Sergeant Major Track, Functional Command Track, and Tactical Command Track.

The Command Sergeant Major Track prepares Command Sergeants Major to assist the commander in the facilitation of Mission Command, the development of leaders, and ensuring unit readiness.

The Functional Command Track is tailored for commanders that will take commands outside of their basic branch. Specifically, garrison, recruiting, ROTC, individual entry training (IET), acquisition, AMEDD, and contracting commands

The Tactical Command Track prepares Commanders to apply Mission Command through the UVDDLA methodology in combined arms LSCO and develop tactical competency across their formations through Leader Development, Training Management, and Unit Readiness.

Battalion Command Team Spouse Development Course – (BN CTSDC)

The BDE CTSDC is a five-day course for the spouses of Active Army, ARNG, and USAR Brigade command selectees and Battalion Command Sergeants Major selectees and runs concurrently with the BN CSACC. Spouses must attend with their service member.

FIGURE 28 COMMAND TEAM SPOUSE DEVELOPMENT COURSE BATTALION PURPOSE AND LEARNING OUTCOMES

<p>Purpose: To prepare battalion-level command team spouses who are better prepared to exercise informal leadership, without authority, to effectively and positively contribute to the family, unit, and community environment and support unit and family readiness.</p> <p>The graduates of the CTSDC are better prepared to make positive impacts on families, the unit, and community in their capacity as informal leaders.</p>
<p>Battalion CTSDC Graduates are better prepared to:</p> <ul style="list-style-type: none">• Decide their level of involvement with the command.• Help facilitate a positive environment through informal leadership (building teams, developing trust, creating shared understanding and developing others).• Advise and assist family readiness groups in the organization.• Develop a personal/family approach for balance and resiliency.

Brigade Command Team Spouse Development Course (BDE CTSDC)

The BDE CTSDC is a five-day course for the spouses of Active Army, ARNG, and USAR Brigade command selectees and Battalion Command Sergeants Major selectees and runs concurrently with the BDE CSA-PCC.

FIGURE 29 COMMAND TEAM SPOUSE DEVELOPMENT COURSE BRIGADE PURPOSE AND LEARNING OUTCOMES

<p>Purpose: To prepare brigade-level command team spouses who are better prepared to exercise informal leadership, without authority, to effectively and positively contribute to the family, unit, and community environment and support unit and family readiness.</p> <p>The graduates of the CTSDPs are better prepared to make positive impacts on families, the unit, and community in their capacity as informal leaders.</p>
<p>Brigade CTSDC Graduates are better prepared to:</p> <ul style="list-style-type: none">• Decide their level of involvement with the command.• Help facilitate a positive environment through informal leadership (building teams, developing trust, creating shared understanding and developing others).• Advise and assist family readiness groups in the organization.• Develop a personal/family approach for balance and resiliency.

Battalion Advanced Tactical Command Development Course (BN ATCDC)

BN ATCDC is a five-day course conducted seven times a year and immediately follows the BN CSA-PCC. Attendance is mandatory for all active Army and AGR Modified Table of Organization and Equipment (MTOE) battalion command selectees. USAR and ARNG battalion command selectees attend on a space/funding available basis.

Figure 30 BATTALION TACTICAL COMMAND DEVELOPMENT COURSE PURPOSE AND LEARNING OUTCOMES

Purpose: Improve Commander's ability to drive the operations process utilizing the commander activities (UVDDLA) in combined arms operations and develop tactical competency across their staff and subordinate formations.
BN ATCDC Graduates: <ul style="list-style-type: none">• Demonstrate the ability to employ, integrate, and synchronize the battalion's warfighting functions in support of combined arms maneuver in Large Scale Combat Operations.• Demonstrate how Commanders train and develop tactical competencies across formations through training (individual/collective) and leader development.

BN-ATC has three areas of emphasis:

- Understanding of doctrinal functions
- Application of the Commander's role in driving the operations process
- Application of the Commander's role in training (individual and collective) and leader development

BN ATCDC develops and enhances battalion commander leader competencies and tactical knowledge for seizing, retaining, and exploiting the initiative to gain and maintain a position of relative advantage through driving the operations process. It also enables understanding how a commander trains and develops tactical competencies across formations through individual and collective training, and leader development. Instruction is led by SCP Faculty (former battalion and brigade commanders) on Doctrinal foundations, visualization and the Commander's role in the operations process, the Operational Environment and tactical scenario, threat doctrinal foundation, the fundamentals of Combined Arms Offense (Attack), Fundamentals of Combined Arms Defense, and the Commander's Role in Training Management and Leader Development. Guest Speakers include the CRCs, Training Management Directorate, CTC COGs, the Combined Arms Command CG, and the Combined Arms Command DCG. The course requires SECRET security clearance.

Brigade Advanced Tactical Commander Development Course (BDE ATCDC):

The BDE ATCDC is a five-day course conducted four times a year and immediately follows BDE CSA-PCC. Attendance is mandatory for all active Army and AGR Modified Table of Organization and Equipment (MTOE) brigade command selectees. USAR and ARNG Troop Program Unit (TPU) brigade command selectees attend on a space/funding available basis.

FIGURE 31 BRIGADE ADVANCED TACTICAL COMMANDER DEVELOPMENT COURSE PURPOSE & LEARNING OUTCOMES

<p>Purpose: To assist in developing and enhancing tactical level command designee's application of mission command, congruent with the Army leadership and decision-making doctrine so that you succeed as adaptive and innovative problem solvers in a complex, dynamic operational environment.</p>
<p>BDE ATCDC Graduates:</p> <ul style="list-style-type: none">• Commanders demonstrate the ability to synchronize and integrate all WfFs resident at the Brigade level into large-scale ground combat operations (LSCO), through Leader Development, Training Management, and Unit Readiness• Improve <u>Commanders'</u> ability to drive the operations process through the Understand, Visualize, Describe, Direct, Lead, and Assess methodology.•

BDE ATCDC emphasis:

- Increase leader competency with tactical and operational knowledge for executing Mission Command at the Brigade level in a decision action environment.

The course includes small group seminars focusing on Corps and Division Operations in LSCO, human domain of Mission Command, the fundamentals of Maneuver, Training Management/ Training Guidance/ Leader Development, and Fires Integration and Synchronization; and Guest Speakers from CADD, COEs, Risk Mitigation, Combined Arms Command CG, CTC COGs, and Current BDE CDRs and CSMs. The course requires SECRET clearance.

[Company Commander/First Sergeant Pre-Command Course \(CCFSPCC\)](#)

The CCFSPCC is a mandatory resident experience with supporting DL components. The resident experience will be conducted at the installation as a troop school and address mandated topics in accordance with AR 350-1. Senior commanders have extensive latitude to tailor mandated topics with their installation/command unique requirements as well as incorporate other topics they deem important for company level commander/first sergeant success.

Supporting DL lessons are available via Army Training Information System (ATIS) to provide "knowledge-level" learning to complement the face-to-face experience of the resident course. The School for Command Preparation maintains the mandatory topic list and proponent prepared lessons materials on the Army Training Network for installation course managers to download and use in the resident instruction. The DL option is available as a course on ATIS-Learning. The senior commander may designate specific lessons for company commander and first sergeant designees to complete prior to the resident course, or the senior commander may require completion of the course as a prerequisite for the resident course. All mandated tasks must be completed either in the resident course or by DL.

FIGURE 32 COMPANY COMMANDER/FIRST SERGEANT PRE-COMMAND COURSE PURPOSE & LEARNING OUTCOMES

<p>Purpose: To ensure company-level command teams know their responsibilities for Army command programs, policies, and procedures to provide effective leadership in garrison.</p> <p>The graduates of CCFSPCC are prepared to command and lead in garrison ensuring Soldier accountability, Soldier and Family care, and readiness of the company level formation.</p>
<p>CCFSPCC Graduates:</p> <ul style="list-style-type: none">• Can leverage installation resources and programs to assist soldiers and their families.• Understand their responsibilities for maintaining good order and discipline in the unit.• Understand their responsibilities for establishing and maintaining a positive command climate.• Understand company level administrative functions that they are responsible for.• Understand individual and unit medical readiness.

Army Strategic Education Program – Command (ASEP-C)

The ASEP-C is a one-week (five day) course facilitated by SCP faculty at Fort Leavenworth, KS, three times a year. It is a developmental course for select Brigadier Generals and Major Generals to enhance their leadership capabilities and competencies prior to assuming select 1- and 2-star level command assignments. The course is designed to complement Army and Joint GO educational courses by focusing on Army doctrinal concepts, systems and capabilities that enhance unit readiness and better prepare commanders to conduct Multidomain Operations. For more information on the Army Strategic Education Program, see <http://asep.armywarcollege.edu>.

FIGURE 33 AERIAL VIEW OF THE COMMAND AND GENERAL STAFF COLLEGE AT FORT LEAVENWORTH, KS



Educational Support Facilities, Extracurricular and Cocurricular Activities

Other Non-Resident CGSOC Instructional Venues

Bradley Hall on the Fort Benning, GA, campus of the Western Hemisphere Institute for Security Cooperation (WHINSEC), is home to the School for Professional Military Education (SPME) where resident CGSOC (CC, AOC and Warfighting Applications) is taught in Spanish to approximately 64 students from Western Hemisphere partner nations, together with U.S. Army and federal civilian (interagency partner) personnel. Students attending SPME's 47-week CGSOC are eligible to participate in the CGSC Graduate Degree Program.



Bradley Hall features sixteen (16) state-of-the-art classrooms almost identical in design and capability to those in Fort Leavenworth CGSC instructional facilities. CGSOC students at SPME have access to Maneuver Center of Excellence library and student support facilities, as well as online access to all CARL resources.

Total Army School System (TASS) locations – where Reserve Component (RC) faculty deliver the CGSOC Common Core to mainly RC and ARNG officers – meet common standards prescribed and maintained by the CGSC Dean of Academics.

Students earning their CGSOC Common Core diplomas via distance learning or TASS venues have the option of completing the AOC portion of their CGSOC coursework either online or through TTBM-4 but are not eligible to participate in the CGSC Graduate Degree Program.

Main Campus Instructional Facilities

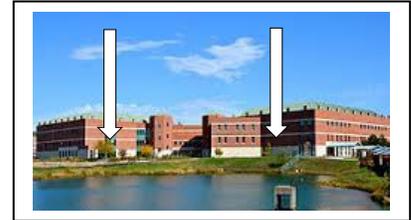
The Lewis and Clark Center is a 410,000 square foot instructional facility opened in August 2007. It features 96 general purpose classrooms, two auditoriums (seating 2,004 and 356), office space for 664 personnel, and support facilities including conference rooms, cafeteria, bookstore, barber shop, classified classrooms, and a Sensitive Compartmented Information Facility (SCIF).





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

The GIF and CARL. Eisenhower Hall is home to the Ike Skelton Combined Arms Research Library (CARL) and the School for Command Preparation (SCP). The building is divided into two major sections. The eastern half of Eisenhower Hall houses the CARL collection, while the western section is comprised of the General Instructional Facility (GIF). The GIF has 16 classrooms, eight seminar rooms, a Group Assembly Room, two conference rooms, and a cafeteria. Nine classrooms are designed to seat 32 students or be further divided to accommodate two groups of 16. DePuy Auditorium, located in the GIF, is the Group Assembly Room. It is a full-service auditorium seating 134, and the two conference rooms are designed to hold up to 30. While primarily used for SCP and SAMS, some CGSOC instruction is conducted in Eisenhower Hall as well.



Muir Hall and Flint Hall are home to the School for Advanced Military Studies (SAMS). Renovation completed in 2011 resulted in sixteen new state-of-the-art "general purpose classrooms," 46 office spaces, and a 204-student capacity partition-able exercise space.

Muir Hall



Flint Hall



Truesdell Hall

Truesdell Hall is home to the Department of Distance Education within the Command and General Staff School. Truesdell features 123 offices, two one-over-sixteen classrooms, and five conference rooms.



The Ike Skelton Combined Arms Research Library (CARL) serves CGSC resident and distance learning students, the Fort Leavenworth community, and researchers across Department of Defense.



CARL maintains 361,000 physical books and subscribes to more than 139 magazines and newspapers in print. Additionally, CARL provides digital access to over 250,000 e-books and subscribes to approximately 42 journal databases that include over 34,000 journals. CARL also subscribes to the discovery search tool Summon which allows the searching of all its databases, licensed and public, from one convenient interface.

Archives and Special Collections include rare and fragile books dating back to the 17th-Century, CGSC instructional materials back to the institution's inception in 1882, historical military doctrine and other valuable collections. The Government

Documents collection contains operations orders and after-action reports from WWII to present, as well as current doctrine and other military reports and publications. CARL's digital library contains student monographs and theses dating back to the start of the MMAS degree program. The CARL is actively digitizing and posting online its most unique and threatened documents for preservation purposes as well as to advance scholarship.

CARL is open 65 hours each week for the convenience of CGSC students and the Fort Leavenworth community. In-library services include a superb staff of service-minded reference librarians, 19 of which have master's degrees, accustomed to serving the research needs of MMAS students. Other in-library resources include Wi-Fi, computers, scanners, printers, and meeting rooms.

Reference librarians routinely assist non-resident students with their research needs while making accommodations for distance and limited local resources. Reference staff brief MMAS candidates and SAMS students on available library resources and how to start the research process. History students are also briefed on finding historical resources. Online resources are accessible twenty-four hours a day to anyone with a library account and web access.



CARL's home page provides a substantial list of specialized internet resources, to include contact information to request reference librarian help.



<https://carlkgsc.libguides.com>

CARL reference staff answer queries using both automated and manual resources available from inside and outside the library. Emphasis is on personalized intensive reference and research support with comprehensive literature searches, individualized bibliographic products, and regular follow-up to

ensure customer satisfaction. The reference staff provides one-on-one as well as group instruction on database searching for faculty and students. The CARL and its staff are frequently mentioned in theses, monographs, dissertations, and commercially published works for their assistance with research and unique resources.

In support of students' research, CARL has subscribed to several academic databases. This is in addition to the extensive licensed database support provided by the State Library of Kansas and the U.S. Army MWR Libraries. Interlibrary loan services enable patrons to obtain materials from other libraries CARL's Digital Library <http://cgsc.contentdm.oclc.org/cdm/> makes valuable historical documents from a consortium of other Army institutions available to researchers, students and the general public.

CARL's copyright office obtains permission for all copyright protected materials used in CGSC including MMAS theses, SAMS monographs and curriculum. CARL also provides information and guidance to faculty and students on copyright and copyright laws using <https://carl.cgsc.libguides.com/copyrights>.

The CGSC Learning Resource Center (LRC) is in Room 111 of the Ike Skelton Combined Arms Research Library. The LRC provides workshops, one-on-one coaching, and online resources to improve CGSC students' writing skills, verbal communication/presentation skills, critical thinking, study skills, and time management. The LRC also offers individual tutorials and group sessions, both in residence and online for the non-resident student population. The LRC maintains a site on CGSC Blackboard with presentations, short papers, videos, and hyperlinks to other universities' learning resources. Resource categories include Writing Resources, Reading & Note Taking, Briefing Resources, Critical Thinking, Time Management, Study Skills, and Workshop videos.

Laboratories Army University maintains several laboratories on the Fort Leavenworth CGSC Main Campus for use by staff and faculty of CGSC and students attending courses at CGSC. Unless reserved for specific use, they are available whenever Lewis and Clark, the General Instructional Facility or CARL is open (normal class hours). Three facilities are operated by the Directorate of Simulation Education (DSE). Two are operated by ATSD. Requests should be directed to the organization responsible for their use as indicated below. The facilities available are the Command and Control (C2) System Application Labs, a Simulation Lab, a Joint Command and Control (JC2) lab, and a SIPR-capable classroom.

- The Simulations Lab (DSE) is in Classroom 1534. The lab provides seventeen networked computers available for training students and instructors on the suite of simulations used within the college for conducting exercises. It also serves as a venue for simulation experimentation and research.

The student computer systems are supported by the Army's Common Battle Command Simulation Equipment program. The laboratory has a range of computer and analog simulations, two large display screens (80") as well as Command Post of the Future (CPOF) and the Command Post Computing Environment (CPCE) applications, available for faculty and student use. The room has VTC capability that is used to connect to other schools/centers for distributed exercises and various educational/development programs.



- Two Command & Control (C2) System Application Laboratories (DSE). The larger facility is in the General Instructional Facility (GIF 244/254) and provides 28 stations (26 student and 2 instructor) when operated for CPOF instruction (three-screen display). The room has six large (80") display screens and can currently support both CPOF and CPCE instruction, although other C2 applications can be added as needed. The smaller facility is in room 1533 of the Lewis & Clark Center and provides 11 stations (10 student and one instructor). The room has three 80-inch display screens and can currently support both CPOF and CPCE instruction, although other C2 applications can be added as needed. The room infrastructure and computers for both facilities are supported by the T2COM ECP and the Mission Command Arts & Sciences Program and were last refreshed in 2018.

CGSC use of state-of-the-art Learning Management Systems – together with wireless access to the commercial internet anywhere on campus – facilitates point of need access to information and CGSC learning content on both personal computing devices and Army computers. Blackboard, Canvas and Moodle support synchronous and asynchronous student collaboration and enable reach-back access to learning content by course graduates. Our LMS systems along with SharePoint, enable CGSC to rapidly distribute new curricular materials to non-resident (TASS) faculty around the world and ensure that the entire CGSC learning community is working with the most current course content.

[Instructional Facilities for the Sergeants Major Academy](#)

SGM-A facilities are in building 11293 on the U.S. Army Noncommissioned Officer Academy (USANCOA) at Fort Bliss, TX. It features 72 general purpose classrooms, two auditoriums (seating 738 and 120), office space for 300 personnel, and support facilities including conference rooms, food court, bookstore, and barber shop. Each state-of-the-art classroom seats up to 16 students and has two large, flat-screen, high-definition television sets that serve as multi-functional displays. Each student workstation has a built-in computer.

The Othon O. Valent Learning Resources Center (LRC) on the SGM-A Branch Campus at Fort Bliss maintains 40,686 print books, 84 physical media, and access to 413 print journals, magazines, and newspapers, current and back issues. Digital resources exceed 262,900 eBooks and over 10,000 active full-text journals and magazine titles and the LRC averages over 4700 digital/electronic database searches a month. The Valent Center’s collection focuses on the NCO Corps, military leadership, personnel management, and military history. The LRC maintains 10 network workstations and 13 commercial internet workstations, and 2 commercial catalog stations for students, staff, faculty and visitors. SGM-A education counselors work from offices on the LRC second floor.



The Noncommissioned Officer (NCO) Heritage and Education Center collects, preserves, exhibits, and interprets historically significant Noncommissioned Officer property from 1775 to the present. About 1/3 of the more than 2,500 artifacts are displayed at any time. There is a staff of four who update and maintain them in the way that history is written – chronologically. Beginning with the first NCOs of the Civil War,



visitors are treated to a variety of displays – from

mockups using mannequins to stand-alone displays with insignia, ammunitions, and other military artifacts – that tell the story of the small unit leader, how NCO symbols and insignia progressed over time and the evolution of the NCO corps as a whole. Along the tour there are also video screens which play continuous slide shows of historical photos.

[Cocurricular and Extracurricular Activities for Students & Families](#)

[Fort Leavenworth](#)

Cocurricular Activities. The CGSC encourages cocurricular activities which provide opportunities for students to enrich their understanding of national security across an ever-changing operational landscape. Such activities broaden students’ knowledge and skills to inform decisions in line with the College’s mission which states, “to educate, train and develop leaders... to advance the art and science of the Profession of Arms in support of Army operational requirements.” The CGSC defines cocurricular as college-sponsored activities that contribute to students’ educational experiences and reinforce the College’s mission and learning outcomes and complement the formal curriculum. The CGSC distinguishes cocurricular into three categories:

- **Cocurricular Category 1:** Activities for students that support the learning outcomes of the formal curriculum, and one or more learning objectives of the activity are mapped to the formal curriculum. Examples of Category 1 activities may include

courses offered through the Warfighting Applications courses, simulation programs (i.e., Tactical Application Support Officer and Exercise Support Officer), field studies programs, and courses bearing on Joint Professional Military Education accreditation. Category 1 Assessment: Assessed in accordance with CGSC's Accountable Instructional System policy and reviewed in accordance with CGSC's Academic Program Review policy, enabling College leaders to make data-informed judgments about curricula effectiveness and continuing relevance. In addition to direct assessments, CGSC's Quality Assurance Office may conduct indirect assessments of student learning via focus groups or end-of-course surveys.

- **Cocurricular Category 2:** Activities for students that support the learning outcomes of the formal curriculum, but the learning objectives of the activity are not mapped to the formal curriculum and not assessed through CGSC's Accountable Instructional System policy. Examples of Category 2 activities may include support of internal or higher headquarters-level taskings (i.e., initiatives and pilot programs) and service school academic evaluation reporting requirements (i.e., Department of the Army Forms 1059, 1059-1, and 1059-2, which include assessments of physical fitness and other areas prescribed by Army policy). Category 2 activities typically have an associated assessment plan in place, such as service school academic evaluation reporting requirements which are formally assessed in accordance with the Army's evaluation reporting system. Category 2 Assessment: Assessed through an associated assessment prescribed by Army policy or assessment guidance (i.e., surveys, rubrics, focus groups, interviews) in consonance with tasking requirements.
- **Cocurricular Category 3:** Activities for students that support the learning outcomes of the formal curriculum, but the learning objectives of the activity are not mapped to the formal curriculum and not assessed through CGSC's Accountable Instructional System policy. Examples of Category 3 activities may include lecture/panel series (i.e., Cultural and Area Studies Office panel discussions), guest speaker programs, international military student briefs (i.e., Know Your World), professional development activities (i.e., Wake up with History and Lunch and Learns), self-assessment/improvement opportunities (i.e., Athena, Nelson-Denny assessment, individual development plan counseling), and study halls. Category 3 Assessment: No assessment required.

[Extra-Curricular Activities](#)

The CGSC recognizes that extracurricular activities are an essential part of a student's life; therefore, we encourage participation in a wide and diversified assortment of recreational, social, and religious activities.

CGSC Circular 350-4, Administrative Instructions for the Command and General Staff Officer Course, lists numerous on-post activities available to students and their family members. Facilities and services offered at Fort Leavenworth include the American Red Cross, Army Education Center, Child and Youth Services, outreach programs, English as a Second Language for international children, various religious activities supported by two

post chapels, Boy and Girl Scouts of America programs, various fitness centers and other outdoor recreational facilities.

Fort Bliss

Fort Bliss options include multiple state-of-the-art facilities that include youth activity centers, fitness centers, an arts and crafts center, auto shop (for self-repairs and restorations) and chapels. Fort Bliss Freedom Crossing is the first-ever open-air shopping center on a U.S. military installation. In addition to unique shops and restaurants, Freedom Crossing features a 10-screen, stadium seating, first run movie theatre, The Grand Theater. Throughout the year, Freedom Crossing is host to a full event calendar including a renowned summer concert series, Let Freedom Sing, monthly play dates, festivals, parties, and more.

The CGSC Scholars Program

The CGSC Scholars Program for competitively selected resident CGSOC students was started in 2009 as “COIN Scholars” to offer a chance to participate in intensive graduate-level seminars and conduct in-depth primary-source research leading to a MMAS thesis of publishable quality. After graduation, CGSC Scholars are a DoD resource for addressing complex problems and are prepared for advanced strategic studies with high potential for future doctoral level studies. They are also prepared for assignments requiring advanced critical-thinking and professional performance.

CGSC Scholar program goals:

- Enhance critical reasoning, research, and analytic abilities
- Increase comfort with uncertainty and dynamic systems
- Improve oral and written communication skills
- Develop full professional potential in selected scholars

The number and nature of CGSC Scholar seminar groups vary yearly. Groups form around topics generated by the faculty, or by Army leaders based on emerging complex problems. Areas studied by CGSC scholar groups have included:

- The Art of War – Strategy and operational art in context of modern military history
- Information Advantage – Leveraging the information dimension in modern and future warfare
- West Africa Studies – Strategic regional study
- Local Dynamics of War – How to develop workable interventions that involve lethal power, governance, economics, ethics and culture.
- Genocide and Mass Atrocity Prevention – Historical cases to identify nations on path to genocide/mass atrocities
- Homeland Security – Focused on the Southwest border region
- Operational Intelligence – Focused on the national intelligence community

- Irregular Warfare – Broad approach to study of irregular warfare in SOF context

The CGSC Interagency Program

The CGSC Interagency Program provides an opportunity for federal government departments and agencies to send their employees to attend CGSC courses. These courses include: the Command and General Staff Officer Course (CGSOC) at Ft. Leavenworth, KS; the Command and General Staff Officer Course offered in Spanish by the School for Professional Military Education (SPME) at the Western Hemisphere Institute for Security Cooperation, Ft. Benning, GA; the Advanced Military Studies Program (AMSP) and Advanced Strategic Leadership Studies Program (ASLSP) offered by the School of Advanced Military Studies (SAMS) in residence at Fort Leavenworth; and to one of the pre-command courses offered by the School of Command Preparation (SCP).

Participation by interagency students is authorized by formal agreement with each agency and encouraged in all three of these schools. This enables CGSC to share resources and educational experiences with various departments and agencies to focus on operational problems that require joint, interagency and intergovernmental (IA/IG) solutions. In addition, this provides a forum in which Army, other joint services, international and interagency personnel can learn and appreciate each other's processes, cultures, capabilities and constraints. Finally, the experiential learning gained by working IA/IG issues side-by-side creates an "educate as you operate" environment for use in stability and civil support operations. Overall, these exchanges provide an exceptional "broadening experience" for the IA students and for the Army students as well.

IA partners, at their discretion and when resources permit, nominate employees who meet CGSC enrollment requirements for attendance at CGSC. Selected employees must be in grades GS-12/13/14/15 (or equivalents) with sufficient knowledge and expertise to participate in small group, experiential learning discussions in the classroom. The employee should have a minimum current security clearance of SECRET.

CGSC International Students and the International Military Division (IMSD)

International Military Students

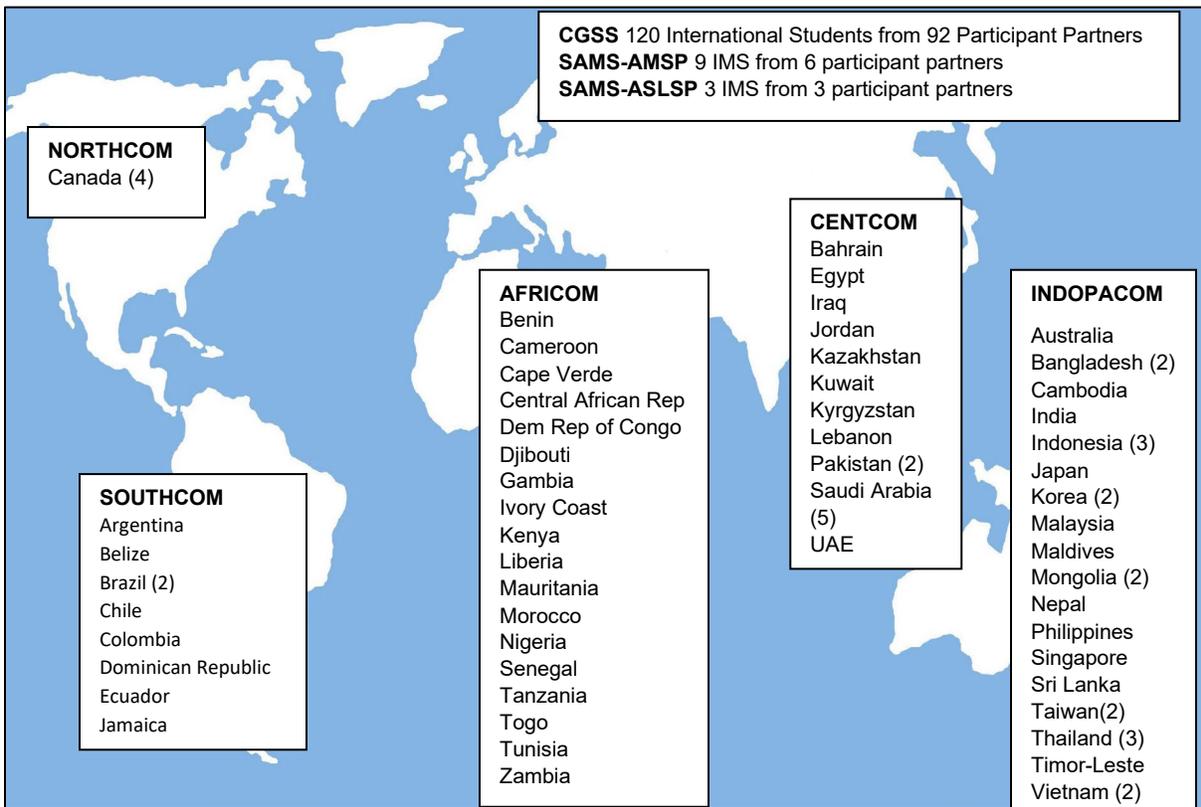
(IMS) are an essential part of the CGSC learning community, constituting almost 10% of resident student populations in the Command and General Staff Officer Course (CGSOC), Advanced Military Studies Program (AMSP), Advanced Strategic Leadership Studies Program (ASLSP), and Sergeants Major Course (SMC). International students contribute as much to the learning of their U.S. classmates as they themselves develop professionally and personally.

The International Military Student Office

(IMSO) in the Noncommissioned Officer Leadership Center of Excellence is responsible for the supervision, administration, and welfare of all International Military Students (IMS) and authorized dependents in resident courses at Fort Bliss, TX. Specific responsibilities of the IMSO at SGM-A include student administration, the International Writing Course, International Military Student Preparatory Course (IMSPC), IMS Sponsor Program, and the Department of Defense (DoD) Field Studies Program (FSP).

Both the International Military Student Division on CGSC's Fort Leavenworth main campus and the International Military Student Office within NCOLCoE at Fort Bliss, report directly to the Security Assistance Training Field Activity (SATFA) at Headquarters, U.S. Army Transformation and Training Command (T2COM), Austin, TX.

FIGURE 34 INTERNATIONAL MILITARY STUDENTS AT CGSS AY 2026



To date, CGSC international officer alumni include 27 former or present heads of state, over 300 cabinet ministers and over 300 chiefs of staff of their respective armies and armed services. Since 1894, over 8,400 foreign officers representing 166 countries have attended the Command and General Staff Officer Course.

[The International Military Student Division](#)

IMSD is responsible for the supervision, administration, and welfare of all International Military Students (IMS) and authorized dependents in resident courses at Fort Leavenworth. The IMS and their families receive help in all matters, as required.

Specific responsibilities include student administration, the International Military Student Preparatory Course (IMSPC), IMS Sponsor Program, Student Ambassador Program, Know Your World Program, and the Department of Defense Field Studies Program (FSP).

IMSD assists the IMS and their families, as appropriate:

It furnishes advice or assistance during:

- in-processing, registration, and out-processing
- Procurement of quarters
- Procurement of U.S. Uniformed Services Identification Cards and medical cards
- Orientation to on-post facilities, privileges, services, customs, and regulations

- Hospitalization, medical care, and dental care
- Personal, military, and legal problems, such as pay, orders, uniforms, traffic violations, claims, and visas
- Social activities
- Postal services
- Departure procedures

IMSD monitors academic status and provides advice and guidance as required.

(3) Through the Department of Defense Field Studies Program, IMSD arranges a variety of activities and functions including trips to commercial, industrial, civic, and educational institutions to assist the IMS in getting a balanced view and understanding of U.S. society, institutions, and way of life.

For more information about the International Military Student Division and services available to CGSC International military students at Fort Leavenworth, KS, see CGSC Circular 12-1 Information Booklet for INTERNATIONAL MILITARY STUDENTS Command and General Staff Officer Course (15 March 2015).

CGSC's Outreach Program and Partnerships with Other Institutions

Partnerships and Programs with Other Universities. CGSC sustains relationships with several academic institutions in our region to provide students, faculty and staff with additional opportunities to pursue graduate-level education.

Since 2011, the University of Kansas has provided an M.A. in Global and Interagency Studies for U.S. Army Special Forces officers and U.S. government civilian officials, most of whom are CGSOC students at Fort Leavenworth.

Since 2007, the School of Business at the University of Kansas has offered an M.S. in Supply Chain Management and Logistics for CGSOC students. This program began with partial funding from Congress and is now the largest national logistics curriculum program in the United States. CGSC students also have opportunities to participate in other University of Kansas master's programs that include an MS in Organizational Leadership, both an MBA and an MPA as well as a Master of Arts in Global and International Studies.

CGSC students and faculty also participate in several Kansas State University graduate programs: an M.S. and an Ed.D. in Adult Learning and Leadership; an M.A. or Ph.D. in Security Studies; and a Ph.D. in Military History.

CGSOC students also have opportunities to pursue a Master of Science in Administration with Central Michigan University. CMU MSA areas of concentration include General Administration, Public Administration, Human Resources Administration, and Leadership.

In 2022 CGSC, in a unique regional partnership, formed the Leavenworth National Security Education (LNSEC) Consortium. The purpose of this group is to strengthen national security education through sharing expertise, collaborative research and publishing, library integration, and certificate program development.

The LNSEC, which utilizes institutionally supported collaboration between faculty, departments, and programs as a transformational teaching and learning experience.

These transformational teaching and learning experiences in collaboration with partner-member institutions exponentially expand CGSC's reach across a myriad of academic programs, student learning outcomes, and areas of research.

Member institutions currently include Kansas State University (KSU), Park University (Parkville, MO), the University of Kansas (KU), the University of Missouri – Kansas City (UMKC), the University of Saint Mary (USM), Hampton University (HU) and the U.S. Command and General Staff College (CGSC). With diverse and unique history, programs of study, and educational outcomes, the allied member institutions come together to share not only best practices, but to extend reach for lecture series, symposiums, conferences, and other events of national security importance.

Governed by senior executives of each academic institution, the LNSEC enables individual university strategic priorities, while facilitating unified networking opportunities and professional discourse between faculty, staff and national security professionals.

Students receive more information about these programs during preparatory courses and program orientations.

International Outreach

CGSC actively supports the various Army service component commands in educational outreach. Participation in the Defense Education Enhancement Program comes from both the Command and General Staff School and School of Advanced Military Studies faculty. The Associate Dean of Academics represents the College in the administration of the Africa Military Education Program and faculty/staff from a variety of Army University entities support this joint Department of State/Department of Defense program.

Wherever possible, CGSC seeks other avenues to provide educational support to the Army Service Component Commands.

Warfighting Applications Course Descriptions

In addition to the elective programs offered in support of Additional Skill Identifiers or Personnel Development Skill Identifiers, the Command and General Staff Officer Course offers Warfighting Applications aimed at broadening the experience of our students. This includes MOS specific courses as well as general interest courses and several study abroad opportunities. Students are required to complete 12 credit hours of Warfighting Application to graduate.

International Military Student Division

A102 IMS Applied Leadership Lab (1.5 credit hours)

The IMS will function in positions of leadership, executing projects and taskings in support of cohort objectives and as required by the Director, IMSD. A102 credit is awarded to the Chief of Staff, Group Leads, and named committee members (Secretary, Treasurer, Class Gift, Yearbook, Fundraising, Sports, and others as approved by Director, IMSD).

A104 IMS Know Your World Presentation (1.5 credit hours)

During this course the IMS will plan, prepare, and execute a 45-minute audio-visual presentation about their home country/region. These presentations typically highlight historical, cultural, geographic, and other significant items of interest about the presenter's home country/region. Each IMS will work in support of other IMS presenters during the academic year

Directorate of Graduate Degree Programs

A205 Data Literacy in the Operations Process (1.5 credit hours)

The course provides an appreciation for the contemporary operational landscape which is marked by rapid technological advances and necessitates a robust integration of data literacy in military training programs. Students will identify the four characteristics of data

literacy, the four levels of analytics and demonstrate proficiency in the integration of data literacy into the UVDDLA framework of the operational process.

A211 Research Methods I (1.5 credit hours)

This is the first of three required courses to complete a Master of Military Art and Science (MMAS) degree. This course prepares students for the design and documentation of their MMAS research plan. Students explore the concepts and principles that guide effective research, research methodologies, and research ethics. After an overview of the MMAS program, study options, and research philosophy, lessons cover topic selection, problem definition, research question development, and other material. Subject matter experts will describe research resources available to students to develop an effective literature review. Research methodologists will expose students to different approaches to designing research studies and provide aids to determine the best fit to student research goals.

A212 Historical Research Methods I (1.5 credit hours)

This course will launch and sustain MMAS-Military History thesis research and writing, and introduce systematic methods of thinking about how to frame an historical question, write a thesis prospectus, and create a research plan. The course will also explain in detail the format for the history thesis, reference notes, and bibliography. Candidates will meet with their thesis advisors throughout the course and begin to present their research and thesis to their chair. These classes prepare the candidates for more rigorous research and writing in later terms.

A221 Thesis Seminar Research Methods II (1.5 credit hour)

This is the second of three courses required to complete a Master of Military Art and Science (MMAS) degree. This course prepares students to complete and defend their thesis as they refine their research plan, begin research, draft their thesis, and prepare a mock thesis defense. Students will be assigned to a faculty member who will work with a small group to continue the thesis refinement and conduct mock thesis defenses. All students will be able to conduct at least one mock defense and provide feedback to others during this period.

A222 Historical Thesis Seminar (1.5 credit hours)

This course will continue MMAS-Military History thesis research and writing begun in A212 as students build on research conducted during the A212 process and produce a finished, polished chapter of the thesis and provide feedback in seminar sessions for student peers on their own chapters. This chapter will be drafted by the student, edited and refined in consultation with peers and instructors, and re-written until ready to be included in the eventual final thesis and then used as a template for the remaining chapters. Students are expected to maintain currency with writing and sharing requirements and to provide substantive feedback to peers in small-group meetings and sessions and to present their work to small groups and give and receive feedback from instructors and peers.

A231 MMAS Thesis (3.0 credit hours)

During this course, students will complete research and finalize the master's thesis in consultation with the thesis committee, defend the thesis before the research committee, and prepare the thesis for publication in accordance with published standards.

A205 Data Literacy in the Operations Process (1.5 credit hours)

Students gain an appreciation for the contemporary operational landscape which is marked by rapid technological advances and requires a robust integration of data literacy within military training paradigms. Specific focus is on the four characteristics of data literacy, the four levels of analytics and how data informed decision-making leads to an insight that then leads to a decision.

A250 Deputy Judge Advocate Course (1.5 credit hours)

Review and discuss common issues encountered as you move into leadership positions.
Judge Advocates ONLY

A254 Military Law for Leaders (1.5 credit hours)

A254 addresses common military law issues encountered by commanders, staff officers and leaders generally. Topics include command authority, military justice, adverse administrative actions, administrative investigations, financial liability investigations, line of duty determinations, fiscal law, administrative separations, ethics and other legal issues.
U.S. Students ONLY

A256 "Street Law" A Brigade Judge Advocate Primer (1.5 credit hours)

The focus here is on providing practicable, actionable, legal advice to commanders; creating work products that ease administrative burdens on office and clients and streamlining processes. You will explore command authority, military justice, adverse administrative actions, administrative investigations, financial liability investigations, line of duty determinations, fiscal law, administrative separation, ethics and other issues.
Judge Advocates ONLY

[Department of Army Tactics](#)**A301 Field Grade Role in the Military Decision-Making Process (MDMP) (1.5 credit hours)**

The course assumes prior MDMP knowledge and will focus on how to train and implement MDMP using TTP's, shared student experience and instructor experience. The course addresses the field grade officer's role and responsibilities in the Military Decision-Making Process to include how to educate and train staff, manage staff through conduct of MDMP and articulate inputs, outputs and results of MDMP.

A302 Warfighting Integration (1.5 credit hours)

This course prepares field grade officers to integrate and coordinate warfighting functions in LSCO, to include information collection, targeting, air-ground integration, command and control and engineer integration at the battalion and brigade levels. Students also learn to

identify challenges to warfighting functions, analyze methods to employ these functions and identify integration requirements. Appropriate for operations and executive officers.

A303 Training Management for Operations Officers (1.5 credit hours)

Students will learn to apply U.S. Army training management doctrine to support multi-domain operations. Students evaluate how to plan, resource, execute and assess training at the field grade level. The course explores the role of an S3, training management tools currently available, training prioritization, resources, training exercise design, evaluation and assessment. It is appropriate for students expecting to be battalion or brigade S3 with training management responsibilities or XO's who will have oversight of training functions.

U.S. ARMY students ONLY

A304 Tactical Decision-Making for Commanders (1.5 credit hours)

A304 focuses on the application of decision-making concepts to complex problems facing commanders. Students practice mission command skills (Understand, Visualize, Describe, and Direct) over multiple iterations to improve intuitive decision-making skills. The course examines the Commander's Estimate process and utilizes practical exercises using simulation-driven scenarios to exercise and improve decision-making skills. Exercises use the Decisive Action Brigade Level (DABL) simulation.

A305 Air Ground Operations (1.5 credit hours)

This course explores Air Defense, Fires, Rotary Wing Aviation, Joint/Fixed Wing Aviation, Unmanned Aerial Systems (UAS), Cyber Electromagnetic (CEMA) operations, and Air Traffic Service staff cells at the U.S. Army division and brigade levels to increase field grade officer understanding of AGO and air space management. The focus is on integrating the enabling war fighting functions that provide simultaneity of effects at the decisive point on the battlefield.

Students who are participating in a foreign exchange, staff ride or A519 course may not enroll.

Instructor permission required.

U.S. Students ONLY

SECRET Clearance

A306 Advanced Engineer Operations (1.5 credit hours)

This class introduces engineer field grade officers to current doctrine, best practices, and emerging TTPs at all levels of command and in large scale combat operations. Role and function of engineer field grade officer are examined as well as exploration of challenges of time, space, purpose, resources, complex operating environments, situational ambiguity and human nature. Students will analyze and evaluate effectiveness of engineer operations in the employment of multi-domain operations.

A307 Advanced Fires (1.5 credit hours)

A307 explores current and emerging fires and targeting doctrine and examines complex problems at the tactical level. Students learn to plan and synchronize lethal and non-lethal fires in LCO using discussion and practical exercises.

Instructor permission required.

A308 Develop Force Field Artillery Operations/Counterfire Order and Field Artillery Support Plan (1.5 credit hours)

Students from fires, intelligence and sustainment will act as an Operational Planning Team to develop a Field Artillery Support Plan (and other products) for the Common Scenario Exercise Program using the DATE-IP and utilizing Army Design and the MDMP.

Instructor permission required.

A309 Profession of Arms Independent Study (1.5 credit hours)

This unstructured elective is designed to allow you to work on a meritorious, graduate-level, academic project that does not conform to the requirements for other elective courses. The project must contribute to your professional development and benefit the Army through contribution to the body of knowledge. Students submit detailed proposals through staff group advisor to the DTAC chief of curriculum for approval.

Instructor permission required.

A310 Army Operations Independent Study (3 credit hours)

This unstructured elective is designed to allow you to work on a meritorious, graduate-level, academic project that does not conform to the requirements for other elective courses. The project must contribute to your professional development and benefit the Army through contribution to the body of knowledge. Students submit detailed proposals through staff group advisor to the DTAC chief of curriculum for approval.

Instructor permission required.

A311 Brazil Exchange (4.5 credit hours)

Students will attend doctrine and teaching methodology seminars as well as conduct an urban operations staff ride and multi-national planning exercises on LSCO, urban operations and refugee operations. Topics for doctrine exchange may change yearly and have included MDO, intelligence operations, refugee operations, urban operations and exercise simulations. Students will travel to Brazil for approximately 10 days.

Instructor permission required, competitive selection course.

U.S. Students ONLY

SECRET CLEARANCE and valid DTS account with government travel card

U.S. tourist passport required.

A312 France Exchange (6.0 credit hours)

Students will travel to French Staff College – Land in Paris for a staff planning exercise where they will integrate into French staff groups to conduct French tactical level planning methodology (MEDOT) for a French-led NATO force executing LSCO. In addition, there is a staff ride of the Normandy landing sites. Officers lead group discussions in support of the staff ride. During exercise CAVAGNIAL, French officers visit CGSC. Students coordinate professional, cultural and social activities for French counterparts during the exercise.

Instructor permission required, competitive selection course.

U.S. Students ONLY

SECRET CLEARANCE

Valid DTS account with government travel card

U.S. tourist passport required.

A314 German Armed Forces General Staff College Exchange- Exercise Determined Effort (6.0 credit hours)

Students are assigned to a German led planning staff to apply large unit operational problem-solving skills. Students will plan, prepare and host their German counterparts on a reciprocal visit where they alternate between German and U.S. Army planning processes to gain a better understanding of the complexities of planning at the large-unit level in Multinational and Joint Force environment while comparing German, U.S. and NATO planning processes.

Instructor permission required, competitive selection course.

U.S. Students ONLY

SECRET CLEARANCE

Valid DTS account with government travel card

U.S. tourist passport required

A315 United Kingdom Exchange (6.0 credit hours)

Students will spend about 15 days in the UK and France and participate in an exercise and major combat operation analysis in Europe. Students will understand the UK Combat Estimate and assume different responsibilities in the planning and execution of the exchange visit where they will act as “ambassadors” for Exercise Eagle Owl. Students gain an understanding of WWII Operations OVERLORD, GOODWOOD and Falaise Pocket.

Instructor permission required, competitive selection course.

U.S. Students ONLY

SECRET CLEARANCE

Valid DTS account with government travel card

U.S. tourist passport required

A317 Australia Exchange (6.0 credit hours)

Students will expand problem solving skills by participating in small group discussions, lectures, military historical and cultural briefings as well as multinational planning exercises to enhance understanding of complexities and interoperability challenges and opportunities associated with policy and its relationship to INDOPACOM. You will also travel to Australia to participate in classes, a strategic think tank policy and U.S. Embassy discussions as well as represent the U.S. at Anzac memorial events. CGSC students provide MDMP instruction and doctrinal concepts to their Australian counterparts.

Instructor permission required, competitive selection course.

U.S. Students ONLY

SECRET CLEARANCE

Valid DTS account with government travel card & U.S. tourist passport required

A320 Refugees and Displaced Persons in the Operational Environment (1.5 credit hours)

Understand the military role in dealing with refugees/displaced persons in an operational environment. Explore current doctrine, best practices and emerging TTP's of units who deal with the complexities of refugee populations. Students explore how to plan, coordinate and conduct operations for refugees as they examine challenges of time, space, purpose, resources, complex operating environments, situational ambiguity and

human nature. Other topics include legal instruments, human trafficking, planning for refugees/IDP's, security issues, crime, gangs, gender-based violence and working with NGO's/PVO's/OGA's as well as a simulation of running a refugee camp.

A321 Battlefield Surprise (1.5 credit hours)

The course aims to inoculate leaders against the effects of hybrid warfare, asymmetric threats and battlefield surprise focusing on technological and doctrinal surprise, not tactical surprise. Students will assess the applicability of case studies, integrate battlefield surprise into training and readiness programs, learn to develop both individual and collective flexibility to overcome battlefield surprise and analyze how Army force development can improve a unit's ability to overcome battlefield surprise across DOTMLPF-P.

A322 Knowledge Management for Organizational Leaders (1.5 credit hours)

Explore how to integrate and coordinate knowledge management from brigade to Army level staff as a key enabler in exercising mission command. Co-taught by DTAC and the Army Knowledge Management Proponent Office with a focus on mission command, knowledge management process, strategy and assessment, knowledge mapping

A323 Army Information Operations Planning (1.5 credit hours)

Gain a working knowledge of information capabilities and how to integrate and synchronize them into operations processes in support of LSCO and other tactical operations. Students will analyze the information dimension, develop an information course of action in support of a maneuver plan, complete an information synchronization matrix, execute information operations in a complex environment and assess the results. CGSOC Resident Core Curriculum and Advanced Operations Course are required for admission to this course

A326 Planning for Disaster (1.5 credit hours)

Examine domestic consequence management operations in response to a CBRNE incident. Understand the CBRNE Response Enterprise, domestic threat analysis, apply critical thinking and problem-solving skills as you prepare to take on a role as planner or leader within divisions, BCT's or other organizations that support domestic disaster response.

U.S. Students ONLY

A328 Defense Support of Civil Authorities (1.5 credit hours)

As part of the Homeland Security Studies Program, A328 explores the missions that U.S. Army organizations conduct in support of civilian authorities. Students will examine support to disaster response, support to homeland security and law enforcement and other forms of support. Students will also complete FEMA certification online.

U.S. Students ONLY

A330 Urban Operations (1.5 credit hours)

Plan division and brigade level operations for an urban environment and address the fundamentals of urban environment and tactical implications of urban operations. Students conduct practical exercises on urban operations planning and the tactics, techniques and procedures required to succeed in that environment.

A331 Reconnaissance and Security Operations (1.5 credit hours)

A331 integrates reconnaissance and security into the construct of multi-domain operations and explores how cavalry squadrons, brigades and divisions plan, prepare, execute and assess those operations. Students will interact with leaders and SME at Combat Training Centers regarding trends and emerging capabilities and synthesize reconnaissance and security with lessons learned in AOC and Common Core during practical exercises.

A332 Professional Credentialing Independent Study I (1.5 credit hours)

This is the opportunity to focus on research, independent study, preparation and completion of a professional certification, or activities to maintain a current certification. Credentials must be supported by your branch as professional development. You will coordinate with and gain approval from the DTAC SME's and the curriculum operations team. Non-Army students will coordinate with relevant department branch SME's to gain approval. Credentials enhance professional growth and benefit the Army. While you may begin before the warfighting applications start, you must complete the certification before graduation day of the academic year.

Instructor permission required.

A333 Professional Credentialing Independent Study II (1.5 credit hours)

This is the opportunity to focus on research, independent study, preparation and completion of a professional certification, or activities to maintain a current certification. Credentials must be supported by your branch as professional development. You will coordinate with and gain approval from the DTAC SME's and the curriculum operations team. Non-Army students will coordinate with relevant department branch SME's to gain approval. Credentials enhance professional growth and benefit the Army. While you may begin before the warfighting applications period, you must complete the certification before graduation day of the academic year.

Instructor permission required

A334 Engineer Professional Practicum (1.5 credit hours)

A334 is a pass/fail course where students are embedded with the U.S. Army Corps of Engineers Kansas City District office. Students learn operations and business processes for project management as you visit HQ, Smithville Lake and dam, sites on the Missouri River and engage with the Commander, Kansas City District. The class culminates in an independent study coordinated with the KC District office and faculty advisor. Students comply with all USACE safety standards and complete an executive summary at the conclusion.

Instructor permission required.

A335 Protection Integration and Synchronization for Warfighters (1.5 credit hours)

Learn to integrate the protection warfighting function into the operations process to improve readiness and effectiveness while safeguarding personnel and resources. Students build on current understanding by examining protection tasks, protection planning factors and their integration into targeting and information collection process and

sustainment activities while examining current and emerging doctrine, best practices and TTP's at the corps and division levels. Understand threats and hazards in the operational environment, prioritize requirements and commit capabilities and resources in accordance with priorities.

A337 Intelligence Support to Decisive Action (1.5 credit hours)

A337 reinforces military intelligence requirements within the MDMP process. Focus on event templating, collection management planning and military intelligence support to targeting. Students interact with SME's on threat areas, discuss intelligence disciplines by echelon and examine tactics, techniques and procedures to use at division and corps levels.

Instructor permission required

U.S. Students ONLY
SECRET CLEARANCE

A338 Advanced Intelligence Seminar (1.5 credit hours)

Develop and understanding of echelons-above-corps intelligence perspectives, resources and capabilities. Class utilizes SME's from various intelligence disciplines and echelons to facilitate discussion on current intelligence operations and tactics, techniques, procedures and threats.

Instructor permission required

U.S. Students ONLY
TOP SECRET CLEARANCE required

A339 Tactical Intelligence (3.0 credit hours)

Explore current intelligence doctrine and emerging tactics, techniques and procedures for leading the intelligence warfighting function at Army tactical echelons. Special emphasis on the challenges of leveraging national to tactical intelligence and fighting for intelligence during LSCO. Students will analyze how intelligence warfighting function supports commanders by accessing the greater intelligence community and leveraging national-level to tactical-level intelligence capabilities.

U.S. Military and Interagency students ONLY

TOP SECRET CLEARANCE (TS/SCI clearance) required

A340 Exercise Eagle Owl (4.5 credit hours)

This security cooperation exercise brings together officers from the CGSOC and the U.K. Intermediate Combined Staff College (Land) for the largest Combined Staff College Exercise in T2COM. Exercise EAGLE OWL is a two-week exercise where a combined group of U.S. and U.K. officers acting as a plans staff are taught by an instructional team consisting of three U.S. instructors, and a U.K. instructor utilizing the Decisive Action Training Environment – Europe scenario to conduct the planning of Large-Scale Combat Operations focusing multi-national offensive operations conducted at the division level. Exercise Eagle Owl as a graduate level exercise forces the student staff to conduct each country's operations process and planning to address unique tactical problems in an ever-changing Operational Environment.

Instructor permission required.

A341 Red Team Member Course (6.0 credit hours) (PASS/FAIL)

Students in A341 learn to anticipate change, reduce uncertainty and improve operational decision making using structured tools and techniques to help ask better questions, challenge both explicit and implicit assumptions, expose overlooked information and develop alternatives. Skilled practitioners, under charter from leadership, help students cultivate mental agility to shift between perspectives and develop a fuller appreciation of complex situations and environments to make better decisions, protect from inherent biases, improve critical thinking skills, foster cultural empathy, mitigate group think and utilize Red Team methodologies.

Instructor permission required

A343 Advanced Signal Operations (3.0 credit hours) (PASS/FAIL)

Explore all facets of Advanced Signal Operations from tactical to strategic levels with focus on tactical radio planning and employment, emissions control, G6/S6 network operations management, COMSEC management, network services planning, signal focused training and maintenance, strategic network operations, and theater support.

Mandatory co-requisite of A340 for term II students

U.S. Students ONLY

A350 Brigade Tactical Application Course (4.5 credit hours)

Students will lead peers through the operations process and decision making with a focus on MDMP, in tactical battles against peer classrooms by integrating and synchronizing combined arms in large scale combat operations with U.S. Army Brigade Combat Teams using Division Exercise Training and Review System and Command and Control Information Systems. *There is overlap in A350 and A331 course materials, consult the A350 Course Author for more information prior to enrollment.

Instructor permission required

A351 Brigade Exercise Integration (6.0 credit hours)

Get hands-on exercise design and management experience as you become an adjunct faculty member as part of the A350 course faculty team in this immersive experience in developing or refining digital simulations of multiple command post exercise-like events. You will manage simulations, facilitate after action reviews and serve as an exercise control director.

Instructor permission required

[Directorate of Simulation Education](#)

A360 Application of CPCE in Support of the Operations Process (1.5 credit hours)

Learn to apply fundamental concepts of the Command Post Computing Environment while exploring basic CPCE applications and fundamentals, current operations mode using maps, graphics and C2 application, transitioning plans and orders graphics to current operational graphics, creating a CPCE spine in current operations mode, establishing a COP and sharing to higher headquarters through management mode and integration of external feeds through data dissemination services such as AFATDS, TAIS, AMDWS and JBC-P.

U.S. Army students ONLY.

A361 Modern C2IS in LSCO (1.5 credit hours)

Engage with the latest developments in Command-and-Control Information Systems technology to understand the impact on LSCO. Emerging technologies include Tactical Assault Kit, Mounted Mission Command, MAVIN as well as other systems used in the operational Army and joint community.

U.S. Students ONLY
SECRET clearance.

A363 JBC-P in Support of the Operation Process (1.5 credit hours)

Students learn basic user fundamentals of Joint Battle Command-Platform software and how to apply them in planning, preparing, executing and assessing Army operations in LSCO. Hands-on lessons include basic JBC-P skills, development of plans and orders, how to maintain a common operational picture, support to decision making, knowledge management and information integration and limitations and planning considerations.

U.S. Students ONLY
TOP SECRET CLEARANCE required
MCNET logon required

A371 Tactical Application Support Officer (1.5 credit hours)

Receive extensive instruction on the current Command and Control applications supporting staff groups. Both Command Post Computing Environment and Joint Planning Services are utilized. Students will serve as first level support in staff group classrooms. Focus is on how to use the application to support the operations process and exercise products used in Core and AOC curricula.

U.S. Students ONLY

A380 Wargaming for Leader Professional Development (LPD) (1.5 credit hours)

Learn to conduct an effective LPD with wargames by teaching your peers. Learning and playing wargames gives students the tools to run an interesting and meaningful LPD class to both impart lessons and develop adaptive expertise. Individual simulations highlight MDMP, decision making, sustainment and LSCO.

A381 Exercise Design (1.5 credit hours)

Students in A381 learn the Joint Event Life Cycle, key task identification, participants and roles and resources available for constructive simulation driven exercises at battalion level and above. You will plan, prepare, execute and assess exercises.

A382 Fundamentals of Wargaming Design (1.5 credit hours)

Wargaming is used in planning, training, education, forecasting or experimentation. Students in A382 will discuss processes and tools and then create and test a prototype manual wargame during the course.

A384 Wargaming Multidomain Operations (1.5 credit hours)

Wargames are used to teach the fundamentals of multi-domain operations, bringing together air, land, sea, space and cyber domains in a highly distributed and deeply integrated operational environment. Students face the practical challenges of executing MDO in multiple environments as teams coordinate in a multidomain environment while

they consider logistics and leverage joint capabilities. The course supports leader professional development, exercises MDMP and joint planning processes.

A385 MMAS Wargame Design Seminar (1.5 credit hours)

This seminar is for students enrolled in the MMAS Wargaming Track. Students will learn the fundamentals of wargame design, explore several wargames relevant to their project, and create their initial draft design.

A386 Simulation Support to Home Station Training (1.5 credit hours)

A386 is designed for students who will assume battalion or brigade level operations or executive officer positions, or modeling and simulation officers responsible for training management oversight.

U.S. Students ONLY

A388 Exercise Support Officer (1.5 credit hours)

Support the AOC exercise as the planner and technical lead while learning to operate, edit, troubleshoot and effectively utilize the simulation. Students also support the faculty lead in planning the exercise by answering common technical support questions, planning and running the simulation as well as teaching other students to be simulation operators.

Nomination by staff section AOC lead is required for admission.

A389 Simulation Independent Study (1.5 credit hours)

Students propose, research and write on a modeling and simulation-related topic of their choice. A formal proposal must be submitted for approval to the DSE Director before enrollment. Final product may vary, but possibilities include summary, template or guides or briefing.

A390 Army Modernization (1.5 credit hours)

Primarily designed for AF57 officers, the course provided an understanding of how the Army modernizes across the DOTMLPF framework to achieve dominance in large scale combat operations in a multi-domain operational environment. Students will explore how capability identification generates capability development requirements and then how the Army harnesses the economic power of the United States to turn those requirements into materiel solutions and implement change.

[Department of Sustainment and Force Management](#)

A401 Research into Sustainment Problems – I (1.5 credit hours)

Submit research proposal through DSFM director prior to enrollment. Students conduct independent research and are monitored and evaluated by faculty as they work to produce pre-approved products. Products have included research papers, briefings and software.

Instructor permission required

A402 Independent Research: AI and the Complexity Toolkit (1.5 credit hours)

Students research applied Artificial Intelligence (AI) solutions to complex or chaotic problems in conjunction with the Complexity Toolkit which consists of the integration of five tools: creativity, systems thinking, data literacy, artificial intelligence and critical

thinking. Focus should be on the development of personal, practical solutions to challenging problems with Army/DoD AI tools that can run on Army networks. Submit proposals through DSFM Deputy Director for approval prior to enrollment.

Instructor permission required.

A405 Certified Defense Financial Management (CDFM) (1.5 credit hours) (PASS/FAIL)

This self-directed course develops breadth and depth of knowledge in all FC disciplines as students prepare for the Department of Defense Certified Defense Financial Manager exams. CDFM is highly recommended for Army Financial Management Officers and those who have mastered strategic and policy making aspects of FC in the DoD.

Instructor permission required.

U.S. Students ONLY

A407 Defense Acquisition Workforce Improvement (DAWI) I (1.5 credit hours) (PASS/FAIL)

This independent study allows students to pursue certifications in their respective areas and each requires pre-approval through DSFM Deputy Director and DSFM Branch Representative. Students must “pass” each in the timeframe and progress is monitored and evaluated through a faculty member.

Instructor permission required.

U.S. Students ONLY

A408 Defense Acquisition Workforce Improvement (DAWI) II (3.0 credit hours) (PASS/FAIL)

This independent study allows students to pursue certifications in their respective areas, and each requires pre-approval through DSFM Deputy Director and DSFM Branch Representative. Students must “pass” each in the timeframe and progress is monitored and evaluated through a faculty member.

Instructor permission required.

U.S. Students ONLY

A409 Healthcare Management IS-I (1.5 credit hours) (PASS/FAIL)

A409 is a distributed learning course that leverages existing training on Joint Knowledge Online. This course establishes a baseline block of instruction that prepares U.S. medical officers to serve in medical treatment facilities by providing focused training in the critical competencies recognized by the Defense Health Agency as essential to the medical professional.

Instructor permission required.

U.S. AMEDD officers only

A410 Healthcare Management IS- II (3.0 credit hours) (PASS/FAIL)

A410 is a distributed learning course that leverages existing training on Joint Knowledge Online. This course establishes a baseline block of instruction that prepares U.S. medical officers to serve in medical treatment facilities by providing focused training in the critical competencies recognized by the Defense Health Agency as essential to the medical professional.

Instructor permission required.

U.S. AMEDD officers only

A411 Continuing Medical Education/Certifications IS-I (1.5 credit hours) (PASS/FAIL)

This independent study, self-directed course is designed for students interested in attending continuing medical education or certification courses. Certifications must be approved by the DSFM AMEDD Branch Representative. Students completing independent study courses towards certification are monitored and evaluated by a faculty member and must complete the certification course with a "Pass" grade in the agreed upon time frame.

Instructor permission required.

U.S. AMEDD officers with a licensure requirement only

A412 Continuing Medical Education/Certifications IS-II (3.0 credit hours) (PASS/FAIL)

This independent study, self-directed course is designed for students interested in attending continuing medical education or certification courses. Certifications must be approved by the DSFM AMEDD Branch Representative. Students completing independent study courses towards certification are monitored and evaluated by a faculty member and must complete the certification course with a "Pass" grade in the agreed upon time frame.

Instructor permission required.

U.S. AMEDD officers with a licensure requirement only

A417 Garrison Operations and Functions (1.5 credit hours)

A417 defines the role of U.S. Army installations in support of readiness and topics include Garrison Commander, Deputy to the Commander, CSM duties and responsibilities, resource management, human resource management, family morale, welfare and recreation, plans, training and mobilization, installation support, emergency services and religious and legal support.

A420 EOD Operations (1.5 credit hours)

EOD Operations is designed to provide operational planning and EOD-focused Force Management education to Explosive Ordnance Disposal field grade officers in all services.

Instructor permission required

U.S. Students ONLY

SECRET clearance required

A430 Sustainment of Defense Support to Civil Authorities (DSCA) Operations (1.5 credit hours)

The focus is on support provided by U.S. Federal military forces, Department of Defense civilians, Department of Defense contractors and other forces required to save lives, alleviate suffering and protect property in an all-of-nation approach to incident management. Explore the unique considerations necessary for DSCA operations support based on legal and policy requirements as well as how requirements are calculated.

U.S. Students ONLY

A431 Contested Logistics in the Homeland (1.5 credit hours)

A431 will explore how sustainment forces must be prepared to operate under continuous surveillance and influence from adversaries as logistics operations, facilities and activities become the targets in a large-scale combat operation in the homeland.

U.S. Students ONLY

A442 Human Resources Operations Course (3.0 credit hours)

Examine the data driven roles, responsibilities, functions and systems of the Army Human Resources enterprise. Understand the broad framework of human resources operations, its reliance on data literacy and the role of HR in talent management. Enhance your knowledge, skills and behaviors to succeed at the brigade, division, corps and theater echelons.

U.S. AG students ONLY

A455 Quantitative Tools for Staff Officers (1.5 credit hours)

Learn to use appropriate quantitative methods to support tactical, operational and strategic planning and course of action analysis. Gain an understanding of fundamental operations research techniques as you prepare for multi-domain and LSCO. An overview of systems and techniques the Army uses in decision support and management of money, manpower and materiel is provided.

SUGGEST: mathematical competency beyond Algebra II

A459 Understanding Industry (Business Acumen) (3.0 credit hours)

This course covers industry orientation, organization, cost and financial planning, business strategy/development, supplier management, incentives and negotiating strategies. Students will explore the alignment of company strategies, finances and operations that motivate decisions to meet business goals a gain fair and reasonable profits while providing the best taxpayer value to the government.

Acquisition and Contracting Officers ONLY

A467 Army Health Systems Operations (1.5 credit hours)

Examine how Army Health System plans are developed, and organizations are employed. The courses use III Corps orders information and IID orders information from the AOC and focuses on planning for Army Healthy System support in a large-scale combat operation.

U.S. Students ONLY

A483 Theater Sustainment Planner Program (TSSP) (4.5 credit hours)

This course further develops operational sustainment concepts from Core and AOC. Explore how the integration of operational logistics organizations is determined and employed to ensure successful tactical logistical support in theater. Students will expand knowledge specific to setting the theater, sustainment preparation of the operational environment and planning for theater distribution. Various automated planning tools are used to calculate theater logistics requirements, interpret operational logistics unit capabilities, construct a theater logistics concept of sustainment, perform an analysis of the sustainment preparation of the operating environment and build a theater logistics task organization.

Instructor permission required.

A488 Division Transportation Officer (1.5 credit hours)

The course provides a working level knowledge for integrating movement functions using strategic and operational transportation management processes to support LSCO.

Discuss senior transportation staff officer role and responsibilities, critical division and

supporting staff relationships, the Defense Transportation System, and Army doctrinal concepts for transportation planning and operations.

A491 Logistics for Executive Officers (1.5 credit hours)

The relationships and engagements between the executive officer, commander and staff are explored in addition to logistics system administration and staff management processes. Students develop an understanding of how to build internal systems and leverage the Army system of record to build readiness and combat power through data literacy.

A492 Support Operations (3 credit hours)

YOU MUST COMPLETE ONLINE PHASE I Distance Learning prior to enrollment.

The course is adapted from the Support Operations course at Army Sustainment University and examines the responsibilities and key relationships of the multifunctional battalion support operations officer in the BSB or DSSB. Topics include tactical support operations, maintenance operations, supply and field services operations, medical operations, logistics estimation tools, movement and distribution management operations, ammunition and POL operations.

U.S. Students ONLY

A493 Leading Sustainment Operations (1.5 credit hours)

Develop the requisite skills to lead sustainment operations through a deeper appreciation and detailed application of field grade competencies that focus on how sustainment impacts operational reach and endurance in LSCO. Students explore mission command principles as they relate to sustainment operations and interpersonal relationships with critical stakeholders on and off the battlefield.

U.S. students ONLY

A494 Brigade S-4 Operations (1.5 credit hours)

The course examines the responsibilities and key relationships of the Brigade (BDE) S-4. Topics include role and responsibility of BDE S-4 in property accountability, command supply discipline, budget, contract management, dining facility management, organizational inspections, readiness reviews, sustainment concepts and planning, and the relationship and interaction with Battalion Executive Officers, the Support Operations Officer, Division Staff and installation agencies.

U.S. Students ONLY

A496 Operational Contract Support (OCS) (3.0 credit hours)

A496 prepares students to function in assignments involving the management, forecasting and administration of contract support in a contingency environment. Investigate OCS Doctrine, integration of contract support requirements in MDMP, how to build acquisition ready requirements that include performance work statements and independent government estimates, integrate contract requirements into an overall spend plan, manage contracts and contract officer representatives, build contract management files, build quality assurance surveillance plans and avoid common pitfalls associated with outsourcing requirements.

U.S. Students ONLY

A497 Joint Logistics (1.5 credit hours)

Develop an understanding of logistic functions at the joint force headquarters level as you survey examples of current joint force headquarters, executive agent requirements, Title 10 requirements and current joint force logistics doctrine.

A499 Force Management and Military Reform (1.5 credit hours)

Students explore the complex world of operational and strategic force management and the decisions confronting national leaders as they allocate constrained resources in response to national strategic aims. Completion of the Defense Acquisition University Joint Capabilities Integration and Development System is required in the class.

[Department of Joint, Interagency and Multinational Operations](#)

A501 Research in Joint, Interagency and Multinational Operations (1.5 credit hours)

Students will submit research proposal for pre-approval through DJIMO instructor and conduct focused research on strategic, operational and/or regional issues related to U.S. National Security that are not currently covered in an elective course.

Instructor permission required.

A502 Military Deception (1.5 credit hours)

Students learn to plan, execute and support deception planning as they gain a comprehensive understanding of deception theory and fundamental concepts and demonstrate proficiency in planning, conducting and assessing military deception, tactical deception and deception in support of operations security across a range of military operations in accordance with doctrine, policy and authorities.

U.S. Students ONLY

SECRET clearance required

A504 Homeland Security (1.5 credit hours)

A504 familiarizes students with concepts, challenges and issues of homeland security at the national strategic, theater strategic and federal level. Topics include strategic direction, NORAD/NORTHCOM Combatant Command and its security cooperation activities, interagency capabilities, the chemical biological, radiological and nuclear weapons threat, National Guard capabilities and relationships, legal constraints and restraints integral to domestic military operations. In addition, students explore the integration of the Department of Homeland Security, other federal agencies and Department of Defense capabilities to secure the homeland.

U.S. Students ONLY.

A505 Insider Threats (1.5 credit hours)

Investigate ongoing threats to Department of Defense assets and forces as you explore the agenda of organizations who target the military from within as well as indicators and methods of attack, legal responsibilities and obligations in preventing attacks, intelligence capabilities and vulnerabilities and finally the way ahead.

U.S. Students ONLY.

A506 Homeland Planner's Course (1.5 credit hours)

In this course students will act as staff officers of a National, Combatant Command or ARNORTH Commander's Staff, to develop and execute joint and interagency plans that strategically meet the challenges and uncertainties of protecting the homeland.

A507 Domestic Terrorism (1.5 credit hours)

Examine the significant characteristics of U.S. domestic terrorism by looking at academic and governmental definitions, relevant history of political violence in the United States, the psychology of terrorism, the radicalization process, domestic terrorist strategy, organizational approaches and attack methodologies. Explore interagency and whole of society efforts to combat domestic terrorism.

U.S. Students ONLY

A509 Climate Change and National Security: Implications for the Military (1.5 credit hours)

Students will develop an understanding of the impacts and of climate change on global security as they focus on the role of DoD in addressing security threats arising from increased migration and heightened conflict risk, especially in fragile states, and thus develop ideas on mitigation and adaptation. The course also addresses how DoD (and other national defense departments) can reduce greenhouse gas emissions and adapt to pressure on bases, logistics centers, ports, and other infrastructure and installations.

A511 Dimensions of Strategic Thinking (1.5 credit hours)

Explore cognitive and affective components of strategic thinking to further self-development and future learning using Vietnam as a case study.

A512 National Security Policy Formulation (1.5 credit hours)

Students examine, analyze and experience the interagency national security policy formulation process with a focus on policy formulation at the National Security Council interagency group level, not interagency policy execution in the field. You will explore context of national security policymaking, roles of the President, National Security Council, State Department, Office of the Secretary of Defense, Joint Chiefs, intelligence communities, economic agencies, congress and those outside the government as you role play the process to solve a national security problem.

A514 Current Strategic Concepts (1.5 credit hours)

Understand current strategic concepts, analyze national security strategy documents and evaluate how strategic concepts shape policy choices. Students will then analyze the current administration's National Security Strategy and consider how the U.S. should approach grand strategy.

A515 Introduction to Civil-Military Relations (1.5 credit hours)

The focus here is chiefly on the relationships of the military to the state, the branches of government, the people and how these affect the development of policy and strategy. Students will explore both the theories of civil-military relations and how those relations influence and affect the development of policy and strategy with an emphasis on the

interactions between senior political and military leaders. Lastly, the class explores civil-military relations in other representative nations and regions.

A516 The Economic Instrument of Power (1.5 credit hours)

Examine the economic instrument of power and its application in support of national security objectives in a complex international environment. You will evaluate the organization, functioning and utility of the various domestic and international institutions involved in economic activity that influences U.S. national security interests and identify strategies for using the economic instrument of power in concert with other instruments of power to enhance and achieve U.S. security objectives.

A517 Foreign Policy & National Security: Diplomacy in the Interagency Environment (1.5 credit hours)

Analyze and evaluate how the United States government pursues a foreign policy agenda through all entities of the national security apparatus. The focus is on the relationship between diplomatic and military actors and the recognition that diplomacy takes many forms and requires close coordination to effect coherent security policy. Students will examine how the government is organized to conduct diplomacy, what tools the U.S. uses to conduct diplomacy, current policy issues and how the military instrument interacts.

A519 Joint Humanitarian Operations Course (1.5 credit hours)

Become familiar with U.S. government disaster response structures, policies, mandates, roles and responsibilities as you identify areas of cooperation and coordination between civilian and military organizations. Students will also study the international disaster response system to include the role of host countries and the roles and responsibilities of international and non-governmental organizations. Students completing the course will receive the USAID Joint Humanitarian Operations Course certificate.

A520 Security Cooperation (1.5 credit hours)

A520 introduces students to U.S. security cooperation and provides a basic understanding of how programs like Foreign Military Sales, Direct Commercial Sales, Building Partner Capacity, Security Force Assistance and other U.S. Security Cooperation programs function. You will investigate key security cooperation organizations and leaders, responsibilities, legislation, funding, regulations, planning process and policy.

A521 Advanced Security Cooperation (1.5 credit hours)

In-depth study of U.S. Security cooperation at the classified level. Building on the knowledge gained in A520, working in teams of two, students will select a country and then research and analyze the national, theater, regional and country strategies, determine how objectives support each other and describe how security cooperation objectives for your country support Combatant Commander and national objectives and then brief the results.

Instructor permission required
U.S. Students ONLY
SECRET clearance required
SIPR account required

A522 Peace Operations (1.5 credit hours)

The full range of peace operations is examined, from peacekeeping and peace enforcement to peace building. Using case studies, students examine the planning, training and conduct of modern complex operations and consider issues in multidimensional peace operations.

A523 Afghanistan and U.S. Strategy (1.5 credit hours)

The course is designed to expose officers to the strategic context of U.S. operations in Afghanistan from 2001-2021 using primary source U.S. and NATO source material. Students will develop informed conclusions regarding U.S. military activities and future implications while capturing strategic and operational lessons learned.

A524 Introduction to Foreign Aid (1.5 credit hours)

A 524 explores how development and humanitarian assistance can serve as tools of statecraft alongside traditional elements of national power while seeking to demystify foreign assistance, assist in the creation of positive working relationships with the aid and development community and explore the ends, ways, means and risks associated with foreign assistance.

A525 Countering Weapons of Mass Destruction (1.5 credit hours)

This course serves as an introduction to the complexities of combatting weapons of mass destruction on the large-scale combat operations battlefield with a focus on strategy and policy, the threat posed by weapons of mass destruction, proliferation, terrorism, technical capabilities, domestic consequence management and methods to counter WMD on the battlefield.

A527 Counterinsurgency: Current Doctrine and Practice (1.5 credit hours)

A527 examines current insurgency/counterinsurgency conflicts, including causes, types, and approaches. Students will compare both U.S. and non-U.S. doctrinal approaches, analyzing advantages, disadvantages, limitations and utility.

A528 War: The Character of Contemporary Conflict (1.5 credit hours)

Examine the nature of conflict and conflict resolution through the prism of philosophy, political science, history, sociology and psychology. Investigate how violent conflicts begin and sometimes end. Using case studies of contemporary conflicts since the end of the cold war, you will focus on the theories, processes and dynamics that lead groups to violent struggle and processes and dynamics contributing to de-escalation.

A529 Understanding Terrorism (1.5 credit hours)

Students will develop a critical understanding of terrorism in the contemporary operational environment as they begin to tailor an operational approach to specific problems of terrorism rather than standardized solutions as they cultivate a more holistic understanding of the problem.

A530 Joint Operational Fires and Effects Course (JOFEC) (3.0 credit hours)

A530 examines joint-fires related processes, capabilities and targeting to create lethal and non-lethal effects. Students gain baseline knowledge of joint services fires doctrine,

platform, the Joint Targeting Cycle, Air Operations Center operations to include the Joint Air Tasking Cycle, capabilities and processes.

Instructor permission required

U.S. Students only

SECRET clearance required

A534 Joint Force Command (1.5 credit hours)

A534 examines U.S. Joint Force Command from World War II to the present. Students analyze the emergence of joint commands, evaluate the leadership of flag and general officers, assess the characteristics of effective joint staff officers and joint planners, and examine the enduring challenges confronting joint commands.

A535 Advanced Joint Operations Planning (1.5 credit hours)

Students will learn to plan and execute a joint, multinational interagency campaign plan after an analysis of multiple crises and by utilizing joint doctrine as they develop exercise inputs to produce JOPES products.

A537 Space Orientation (1.5 credit hours)

Course provides a basic understanding of U.S. and international space policy, the physical characteristics of space and an in-depth understanding of space forces and systems to support warfighting while examining the organization and missions of U.S. Space Forces and their capabilities and limitations. Students also investigate civil, commercial, foreign and international space systems.

U.S. Students only

SECRET clearance required

A538 Communicating to Senior Leaders (1.5 credit hours)

A538 provides opportunities to refine and practice various mediums and communication techniques to communicate with general officers and senior civilians. Students will interact with and gain feedback from senior leaders as available and practice information papers, decision papers, informal and formal briefing, talking points and draft correspondence.

A539 Multinational Operations (1.5 credit hours)

Students will develop a critical understanding of multinational operations as they focus on the complexities of command and control during the conduct of multinational operations. Survey the concepts, principles and actions inherent in the conduct of multinational operations and develop a better understanding of actions of a multinational force commander and their staff to gain unity of effort.

A540 Consolidation of Gain and Transitional Governance (1.5 credit hours)

Examine the Army function of military government, analysis of the human domain and governance network development while you focus on the importance of planning and executing stability operations. Students develop a foundational knowledge of consolidation of gains and transitional governance requirements across the competition continuum in support of multi-domain and large-scale combat operations.

Instructor permission required.

A541 Advanced Joint Planning Systems (1.5 credit hours)

Become familiar with a portfolio of Joint applications supporting adaptive planning at the Joint Staff, Combatant Commander, Joint Task Force and Army component levels. This hands-on course provides Joint Operations and Execution System (JOPES) accounts on national servers where students will update and analyze information on a pending operation throughout the course. Students will be exposed to JOPES editing tool, Rapid Query Tool, Single Mobility System, Joint Capabilities Requirements Manager, JPEC Collaboration Tool and the ORION Decision Support Platform to gain broader understanding of how Combatant Commanders plan and execute strategic and operational movement in support of warfighting.

U.S. Students ONLY
SECRET Clearance required
SIPR PKI token required

A542 Amphibious Operations (1.5 credit hours)

Students are introduced to amphibious operations, land force operations originating from the sea, through analysis of Joint and Army doctrine as they examine the five types of amphibious operations, compare the principles in the doctrinal readings to the specifics of a case study and discuss future implications for 21st century Army operations.

A543 Space Operations (3.0 credit hours)

A543 provides knowledge of space to enable officers to function as a staff officer in space-related positions. Examine how space systems and capabilities enhance the precision lethality, survivability and agility of terrestrial-based operations and how to consider those capabilities in joint planning. Students also explore the role of space in future military operations and examine topics related to the military integration and application of space capabilities for warfighting in a realistic world employment.

Instructor permission required
U.S. Students ONLY
TOP SECRET CLEARANCE required

A545 Intelligence Challenges in the 21st Century (1.5 credit hours)

This survey of the intelligence community provides an overview of agencies and missions, budgeting and oversight processes, basic intelligence tools and tradecraft and a deep dive into emerging threat topics while serving to improve awareness and skills for managing and consuming intelligence as part of a military staff.

U.S. Students ONLY

A548 Modern Espionage (1.5 credit hours)

A548 is a history of human intelligence and counterintelligence. Students examine a series of espionage case studies from WWII to the present day as they compare and contrast tradecraft, technology and threat actors. You will learn to identify how human intelligence actors are detected, avoid detection, operational impacts from human intelligence compromise and how to identify the profiles of individuals engaged in human intelligence.

U.S. Students ONLY
SECRET clearance required

A551 IndoPacific Strategic Studies (1.5 credit hours)

A551 examines U.S. policies and issues in the INDOPACOM AOR and improves awareness and knowledge of the region and its diverse geography, cultures, economies, political systems and national military capabilities. We critically examine U.S. interests and objectives, country-to-country and regional relationships, policies, programs, military activities and actions.

A552 Korea and Northeast Asia Regional Security (1.5 credit hours)

Improve awareness and knowledge of the Republic of Korea, the Democratic People's Republic of Korea, the People's Republic of China, Taiwan, Japan and Pacific Russia as you explore its diverse geography, cultures, economies, political systems and strategic/operational goals. The course also examines U.S. policies and issues in the region.

A553 China: Military Art, War, Strategy and Conflict (1.5 credit hours)

This course explores the nature of Chinese military thought; its wars and revolutions in modern Chinese history (1839 to present); its society and culture; and the development of the People's Liberation Army (PLA) from its earliest days to projections about its future modernization and strategy and examines trends in China's national security strategy and policy.

A554 Middle East Strategic Study (1.5 credit hours)

Gain a greater appreciation of how contemporary regional dynamics affect and challenge U.S. policy, strategic objectives and interests. Discuss and evaluate political, social, economic, cultural, religious, demographic and geographic factors in the contemporary regional environment of the Middle East/North Africa with a focus on the major contemporary issues that challenge U.S. foreign policy makers and the significant underlying factors that must be considered to formulate effective policies to achieve or advance U.S. interests.

A555 Conflict and Competition in the Middle East (1.5 credit hours)

A555 concentrates on the principal ongoing interstate competitions of the Middle East/North Africa region focusing on the conflicting interests, policies and goals of the principal state aspirants for dominant influence in the region. U.S. foreign policy responses that result from the need to integrate and synchronize defense strategy and security cooperation with national strategy as well as how the Arab-Israeli conflict shapes security dilemmas for U.S. vital interests, are also explored.

A556 Southeast Asia Strategic Studies (1.5 credit hours)

A556 examines the U.S and Chinese legacies and contemporary competition in the region as well as how that is managed by individual countries and collectively in the region. This survey course also introduces the Association of Southeast Asian Nations member countries as students analyze peoples, cultures, histories and political systems of the region.

A558 USCENTCOM South: From the Levant to the Gulf (1.5 credit hours)

Broaden your understanding of the worldview of selected cultures in the Middle East as you examine regional history, nature of society, politics and economy, counterinsurgency theory, insurgency history and the linkages between the operational and tactical level operations.

A560 European Security (1.5 credit hours)

Connect to contemporary events, organizations, trends and challenges affecting European security in the current international context and assess their impact on U.S. foreign policy and multi-domain operations. The class also provides in depth focus on the North Atlantic Treaty Organization, the European Union, the European Political Community and the Organization for Security and Cooperation in Europe as well as their relations with the U.S. European Command.

A562 Africa Strategic Studies (1.5 credit hours)

This survey course focuses on the entire African continent as students develop a greater understanding of the natural, cultural, and historical environment of Africa and the unique position of Africans in the 21st century. Students assess U.S. national interests and strategic policy options as they examine a specific African sub region to gain a greater awareness of the African operational environment, opportunities and challenges, to determine current and future American interests.

A565 Eurasia's Evolving Operational Environment (1.5 credit hours)

This survey course examines the issues and security concerns that affect the nations of the former Soviet Union and their relations with each other and the United States. Students will be introduced to geography and history, peoples, cultures, religions, Russian domestic concerns, Russian military issues, Russian foreign relations, Russian "near abroad", Belarus, Ukraine, Moldova and western Balkans, the Caucasus, Turkey and Iran, Central Asia and the Shanghai Cooperation Organization, Russian far East and China, the Baltics, Scandinavia and the Arctic.

A566 Cyberspace Operations (1.5 credit hours)

A566 provides a foundation for officers to operate competently in an increasingly cyber-reliant environment. Students will develop a working definition and understanding of cyberspace and gain situational awareness of how modern operations work with, rely on and fight through cyberspace and expand their understanding of DODIN operations, DCO, OCO and electronic warfare as well as current cyber threats and targeting procedures at the TS/SCI classification level.

U.S. Students ONLY

TOP SECRET/ SCI clearance required

A567 South Asian Strategic Studies (1.5 credit hours)

Improve awareness and knowledge of the South Asian region and its diverse geography, cultures, economies, political systems and national military capabilities as you examine U.S. interests and objectives, country to country and regional relationships, Asia and

Middle Eastern influences, policy and programs and military activities. This course specifically includes Afghanistan, Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka.

A568 Latin America and Caribbean Studies (1.5 credit hours)

Students are introduced to the cultural, historical, geographic and political environment of Latin America and Caribbean countries and current U.S. partner nation challenges. You will examine U.S. interests in the region, analyze broad strategic policy options, identify current challenges and those projected in the near future.

A570 Special Operations Independent Research (Joint SOF CBI's) (1.5 credit hours)

This computer-based course provides opportunities to enhance SOF education and background as a self-paced program to improve your SOF knowledge.

A572 SF Company Commander Course (1.5 credit hours)

This course is a focused program of instruction for SF officers preparing to return to operational assignments. Class covers organizational leadership in ARSOF organizations, relevant U.S. Army and USASOC doctrine, regulations, policies, legal and ethical considerations, ARSOF commander decision making process, SOF organizational readiness and property and personnel management.

A573 SOF Language Independent Research (1.5 credit hours)

Special Operations officers are required to maintain proficiency in their trained language. To facilitate this, you must enroll in a monitored self-study course (GLOSS/SOFTS) and continue your language education.

A574 CA Company Commander Course (1.5 credit hours)

A573 examines the nature and characteristics of Civil Affairs (CA) support to conventional and special operations forces at the strategic, operational and tactical levels. Students will review Army civil affairs and joint civil-military operations doctrine and discuss developing, historical and COE applications of those concepts as they gain enhanced understanding of the relationships between and among CA core tasks and functional specialty skills during engagement with military forces, indigenous populations and institutions, intergovernmental organizations, nongovernmental organizations, host nation and the interagency.

A575 Special Operations Campaign Planning (1.5 credit hours)

Overview of how strategic guidance is translated into planning and informs TSOC plans and operations. Discussions include strategic planning and end-states, Title 10, the Joint Force's integration of the guidance from the highest civilian and military leaders. The course concludes with an examination of SOCOM's campaign plan and select CGG campaign plans.

Instructor permission required
TOP SECRET clearance required

A576 Unconventional Warfare (1.5 credit hours)

A576 addresses unconventional warfare as both a core operation conducted by U.S. Special Operations Forces and a strategic policy option available to both the U.S. and its adversaries. The course seeks to develop understanding of what unconventional warfare is and its application on the part of the U.S. or its adversaries in a global operational environment. Students examine support to resistance and methodologies to develop resilience in vulnerable allied populations.

Instructor permission required

U.S. Students ONLY

SECRET clearance

A577 SO Independent Research: Language Regional (3.0 credit hours)

Special Operations officers are required to maintain proficiency in their trained language. To facilitate this, you must enroll in a monitored self-study course (GLOSS/SOFTS) and continue your language education

A580 PO Company Commander Course (1.5 credit hours)

This course reviews Army MISO and Joint MISO doctrine and discusses developing, historical and current applications. Students consider the unique capabilities, limitations and employment of PSYOP units in the full range of military operations as they learn to appreciate the ways that PSYOP forces can both enhance the mission and advance foreign policy objectives and national interests. Course examines PSYOP core tasks and functional specialty skills during engagement with military forces, indigenous populations and institutions, intergovernmental organizations, nongovernmental organizations, host nation and the interagency.

U.S. Students ONLY

SECRET clearance (SCIF/SCI clearance)

A582 SOF Independent Studies/Research (1.5 credit hours)

Students are expected to contribute new perspective on topics such as SOF readiness, culture, transformation and modernization, integration with Army and JIIM partners or activities across the competition continuum. Students may consult the 2023 Joint Special Operations University Special Operations Research Topic list for inspiration or may select a topic in consultation with the course director. This is a guided research effort; all students will discuss and select a prospective topic with the course director and develop a plan prior to beginning research.

A590 Irregular Warfare (1.5 credit hours)

This course expands the practitioner's appreciation for the role of irregular warfare and the military instrument in support of policy, strategic and operational objectives. The course seeks to inculcate a mindset necessary for campaigning in strategic competition. Students examine irregular warfare as a historical phenomenon of statecraft and conflict and analyze IW as a Joint Force core competency for gaining enduring advantage against adversaries across all strategic contexts.

U.S. Students ONLY

SECRET clearance

A601 Greek and Roman Warfare (1.5 credit hours)

Examine warfighting in LSCO across the Greek Mycenaean, Dark Ages, Archaic, Classical and Hellenistic periods and the Roman Republic, Revolution, Principate, High Empire and Late Empire periods. Analyze equipment, tactics, operational and strategic level warfare as well as the social and political structures that produced the militaries in each period, including leadership attributes and models and logistics and sustainment.

A610 Medieval European Warfare (1.5 credit hours)

This course examines the major military figures, armies, states, events and texts of the medieval period with a focus on the geographical area of Western Europe, France, Italy, the Holy Roman Empire, Scandinavia, Spain and the British Isles. Students gain an understanding of regional operations at tactical and strategic levels as they explore warfighting functions, military technology, defensive fortifications, siege warfare and military theory.

A620 The History of Modern Urban Operations (1.5 credit hours)

This survey course is designed to acquaint the student with the major urban operations that military forces have conducted since 1940 with an emphasis on significant trends characterizing urban operations and the identification of new aspects of the urban warfare environment as they developed in the last half of the twentieth century. There is a focus on urban operations in WWII, the Korean War, counterinsurgency in Algeria, Northern Ireland and Iraq, hybrid operations in Iraq and operations in both Gaza and Ukraine.

A623 Critical Viewing: Understanding Military History Through Film (1.5 credit hours)

A623 focuses on the images associated with war in film and how film is used to communicate war to populations as part of narrative war. Students develop critical viewing skills, understand the representation of war, battle, conflict and the impact on society through film while recognizing the symbols used to communicate story and narrative.

A625 Army Field and Unit Historian: A “How to” for S3s and XO’s (1.5 credit hours)

A625 prepares field grade officers at the battalion and brigade level to effectively supervise subordinates designated to act as unit historians, and to employ and support military history detachments while deployed. The course will also prepare students to serve as unit historians themselves. Instruction includes familiarization with the Army History Program, incorporation of history considerations in the planning process, production of unit historical reports, collection and management of documents and artifacts, planning and execution of staff rides, and oral history techniques.

A627 The Soviet German Conflict (1.5 credit hours)

Students analyze the largest mechanized conflict in modern history, the struggle between the Soviet Union and Nazi Germany from 1941 to 1945. The course critically examines objectives, doctrine, plans, capabilities, organizations, allies, operations, and evolution of the two key belligerents. We also consider ground, air, and sea components as well high intensity and guerilla operations.

A632 Irish Revolutions and Insurgencies: 1900 - Present (1.5 credit hours)

A632 examines the Irish Revolution and the “Troubles” from both sides, exploring the developments in doctrine during and after the struggles and attempts to identify the origins. We examine the possible role of religion and ethnicity. How did the struggle develop and spread? How do you combat those things? Topics include sources and issues in the conflicts, the connection to international terrorism, the foundations of British counterinsurgency doctrine and the role of outside factors.

A640 The History of Military Logistics (1.5 credit hours)

Examine the nature, theory, and evolution of logistics and the interdependence of logistical and combat operations. History is used to analyze and evaluate the critical role logistics plays in the shaping of campaigns and battles. The course examines the strategic, operational, and tactical levels of war for a wide variety of operations from early industrialization to the present, with the major focus on the 19th century and later.

A648 The History of Homeland Security (1.5 credit hours)

This comprehensive overview of the issues and challenges of Homeland Security examines the historical, legal and constitutional basis for contemporary Homeland Security theory and practice. Students investigate the U.S. military’s involvement in border security, counterterrorism, support to civil authorities and disaster response.

A650 the Korean War (1.5 credit hours)

A650 examines the strategic and operational problems inherent in fighting a limited war including challenges like coordinating political and military objectives within a multinational coalition, execution of joint and combined operations, force projection and mobilization, the nature of combat on the Korean peninsula and the complexities of conflict termination under limited war conditions. Students analyze the Korean War and assess decision making at the strategic, operational and tactical levels.

A651 The Chinese Way of War (1.5 credit hours)

The Chinese Way of War introduces students to how the Chinese thought about and conducted war over 3,000 years of history. We begin with the war between Shang and Zhou kingdoms and ends with potential areas of conflict between China and the United States as we analyze key theorists, wars, campaigns and battles from the ancient, dynastic and modern eras in Chinese military history.

A652 The Roots of Conflict in the Middle East (1.5 credit hours)

Discover the people, ideas and events that shaped the Middle East as an operational environment from the end of the Ottoman Empire to the Global War on Terrorism. Using a cultural framework, the course explores the role of violence in settling disputes and the role of the United States as an arbiter of peace.

A653 Military History of the INDO-PACOM AOR (1.5 credit hours)

Examine key military conflicts and interventions that have shaped the security landscape of the United States Indo-Pacific Command Area of Responsibility. Students will analyze the historical trajectory from early European encroachments in the Indian and Pacific

oceans to the revolutionary and anti-colonial movement following WWII. Identify the legacies of these conflicts, exploring the roles of external powers and regional actors.

A654 The American Civil War (1.5 credit hours)

A comprehensive overview of the American military experience in the Civil War. Students will consider the evolution of the “old” U.S. Army organization and doctrine, political and cultural forces that destroyed the Union, use of force to restore the Union and the war’s great campaigns and commanders. There is an emphasis on operational art and fighting large formations on campaign and the lessons learned that were then applied to the future of American warfare.

A657 Independent Study (1.5 credit hours)

This unstructured history focused independent study serves as the vehicle for students to pursue a project that contributes to the professional development of the student.

A658 Sioux Wars Staff Ride (1.5 credit hours)

A658 explores the dynamics of irregular warfare using two campaigns of the Sioux Wars, culminating in travel to the original campaign areas for field study. Students investigate the role of the U.S. Army in preparation for and conduct of operations against irregular forces and reflect on the principles of war and military leadership, the complexity of conducting asymmetric warfare against an irregular opponent, the influence of culture on warfighting, the effects of environment and technology on campaigning and how the Army adapted (or failed to adapt) to this operating environment.

U.S. Students ONLY.

A659 Modern Theory and History of Sea Power (1.5 credit hours)

Building on the concepts of tactical, operational and strategic levels of war introduced in common core, the course studies the theory, concepts and principles of the operational and strategic levels of war from a naval and joint warfighting perspective. After a review of naval history, we begin an historical examination of Trafalgar, the Russo-Japanese War, the Dreadnought Revolution, Jutland, Battle of the Atlantic, Pacific War, Cold War and the Falklands. Students will assess current U.S. Naval strategy, warfare concepts, and force structure through the lens of theory and history.

Prerequisite: successful completion of common core

A660 The American Civil War for International Officers (1.5 credit hours)

A660 begins with a brief overview of American history to 1860 and the Battle of Gettysburg, exploring the war’s causes, conduct and reconstruction. The central component of the course is a staff ride of the Battle of Gettysburg that includes a systematic preliminary study and visit to the battlefield.

A664 WWII, Occupation and Cold War (1.5 credit hours)

A664 is a case study in soft power, the elements of national power and conflict termination and stability operations. Students explore instances of humanitarian problems during and after WWI, the Allied planning process for postwar occupation of German and rehabilitation of Europe and discuss accuracy of those projections. The course concludes with an assessment of the initiation of the Marshall Plan, currency reform in Germany, the

creation of NATO and the creation of West Germany, the ultimate use of soft power and leveraging elements of national power.

A670 Warfare in the Age of the Crusades (1.5 credit hours)

The course will focus on the military history of the Crusades and examine the intellectual concepts undergirding practiced notions of Christian Just War and jihad. Students consider medieval military theory, joint operations, logistics and the other warfighting functions, coalition warfare, medieval power projection, medieval strategy through a consideration of DIME and end/ways/means/risk and the distinctive varieties of military tactics and operations for the Crusaders, especially cavalry, infantry, siege warfare and naval warfare, their Muslim adversaries and the Byzantine Empire. The course assesses both western and eastern warfare in the period.

A672 Ideological Context of the Global War on Terrorism (1.5 credit hours)

A672 focuses on the people, ideas and events that shaped the Islamist ideology as evidenced by groups like ISIS, al-Qaeda, Hezbollah and the Taliban that animated the Global War on Terrorism and continue to shape the global threat environment. Students examine the events of the GWOT in the context of Middle East and global perspectives as they assess experiences of the U.S. military in the Middle East.

A673 Operational History of the Global War on Terrorism (1.5 credit hours)

This course provides an opportunity to understand recent events in the Middle East from both a global and Middle Eastern vantage point. Students consider the experiences of the U.S. military in the Middle East as delve into their understanding of that operational environment and discuss whether they have distilled the lessons learned as they plan for future possible conflicts there.

A678 Women at War (1.5 credit hours)

This course surveys theoretical debates over the use, experience, and effects of women in war. While exploring the history of women at war in a global context, it focuses primarily upon women at war in the Western world, with a particular emphasis on American women from the Revolution to the present. Through an examination of women's historical experience of war, students will appreciate that women have always played a role in war, thus influencing – even if indirectly – the development of military policy, revolutions in military affairs, and the conduct and termination of war.

A681 History Through Wargaming: Case Studies in Decision Making (1.5 credit hours)

Students examine historical decision making in the physical simulation environment and experience the evolution of tactics and the operational art across time in large-scale combat operations as they make tactical and operational level decisions within the context of a wargame set in an historical conflict ranging from thirteenth-century Northern Crusades to WWII. Each is prefaced by an introduction to the time period and an after-action report as students use various models, frameworks and other tools to cultivate their own decision making, leadership, creative and critical thinking skills.

A683 Thinking and Writing About the Evolution of Military Thought (1.5 credit hours)

A683 improves critical reasoning, analytical skills and writing as students critically analyze a specific selection of classical war theorists and what they had to say about war and its conduct and evaluate those theories in terms of immediate contexts and purpose and enduring value for present and future.

SAMS select students ONLY

A685 Blood and Iron: German Military History (1.5 credit hours)

A685 examines the methods of warfare, military culture, and political-military relationships within Prussia and Germany since 1618. Along with analysis of success and failure on the battlefield, the course emphasizes the unique role of militarism in shaping the destiny of the German nation. The course also gives particular attention to the question of how a nation supposedly gifted with a 'genius for war' could have such a disastrous military experience in modern times; how did the military contribute to Germany's two national catastrophes in the Twentieth Century?

A687 The Cold War: Roots of Today's Security Environment in Europe (1.5 credit hours)

The focus here is threefold, the first is to provide a basic understanding of the diplomatic, informational, military and economic actions that shaped the period 1945-1991 as the United States and the Soviet Union engaged in an ideological global struggle to gain and influence allies. The second is to provide a detailed understanding of actions taken by the U.S. and the Soviet Union during the Cold War as they attempted to gain strategic advantage while interacting with one another and non-aligned nations. Lastly, students are provided with a contextual understanding of the contemporary security environment in Europe.

A691 World War II: Europe (1.5 credit hours)

A691 surveys the NW European theater of WW II from an American perspective as students analyze the actions of Corps and Field Armies fighting on the operational battlefield from June 1944 to May 1945. This campaign, the largest concentration of American combat power since the Civil War, still serves as a doctrinal and cultural touchstone within the American Army. The course emphasizes ground operations and considers naval, air, amphibious, and joint operations with discussions on the Combined Bomber Offensive, Operation Market Garden, the Battle of Aachen, and the Battle of the Bulge.

A692 World War II in Asia (1.5 credit hours)

A692 examines the evolution of joint, combined and coalition warfighting operations in the Pacific Theater during WWII by providing a comprehensive overview of operations from 1918-1945. There is a focus on strategic and operational concerns as well as technical and doctrinal developments in land, air and sea operations.

Prerequisite: successful completion of common core

A695 The American Experience in Vietnam (1.5 credit hours)

This course examines the origins, events and consequences of America's lost war in Vietnam to include the military, political and diplomatic dimensions. Students discuss and analyze the ends, ways, means, risks and outcomes of American military intervention and Washington's failed attempt at nation building in Southeast Asia. A695 also explores the political objectives, military strategies and diplomatic initiatives pursued by Hanoi and the National Liberation Front as students consider the character of protracted revolutionary warfare.

A698 Great Campaigns (1.5 credit hours)

Explore the application of operational art in five major campaigns that occurred during the period of modern warfare. Students examine and discuss how competing commands planned, executed and terminated major military operations within specific social, economic and political paradigms as tactical, organizational, doctrinal and technological trends evolved.

A699 The Evolution of Military Thought (1.5 credit hours)

Students are introduced to a selection of military books and theories to improve critical reasoning and analytical skills. Students critically evaluate a specific selection of classical war theorists and what they had to say about war and its conduct and evaluate those theories both in terms of immediate contexts and purpose, and enduring value for present and future.

[Department of Command and Leadership](#)**A710 Holistic Fitness: The Leader's Mind, Body and Spirit** (1.5 credit hours)

This course provides leaders with a learning experience that educates, inspires, and equips them to enact sustained, positive changes in their units, families, and in their personal lives. The course provides participants with a thorough understanding of the five domains, what it means to be fit in those domains and methods to achieve fitness in each. A710 covers useful skills for increasing self-awareness, thinking accurately and communicating effectively. We also explore the impact of physical fitness on cognitive functioning as well as alternative forms of physical fitness like nutrition and sleep habits.

A713 Mentoring (1.5 credit hours)

Become a better leader, mentor and mentee as you evaluate the nature of mentoring, why people view it so differently and how self-awareness can influence successful mentoring. Students develop an informed strategy toward developing others and continuing their own development. Critical issues such as options, relationships, determining relationship fit, ethics, assessing the nature and efficacy of the relationship and transitioning to other dynamics or mentors are discussed.

A715 Professional Writing Made Simple (1.5 credit hours)

A715 is designed for those who want to hone writing skills and contribute to professional discourse through writing and publishing. The course is driven by the writing process itself and explores the use of digital writing tools such as AI.

A716 Leadership: A Force for Change (1.5 credit hours)

Study and evaluate leadership involved in leading change and develop a broadened perspective of change issues facing the military. Students will identify and study the factors that influence these change issues and then focus on leadership techniques used in changing organizations as they complete an analysis of leading a specific issue of change in an organization.

A718 Negotiations for Leaders (1.5 credit hours)

Improve bargaining and negotiation skills with an emphasis on interpersonal and inter-group conflict, interpersonal influence techniques and tactics and strategies that you will apply in negotiation simulation exercises. Students will identify their preferred negotiating style and those of your negotiating partners to become more astute observers of the process and therefore better negotiators.

A722 Emotional Intelligence for Leaders (1.5 credit hours)

A722 helps leaders understand and use emotional intelligence to become better leaders as they develop the skills to understand emotions in yourself and others and how to apply them to become a better leader. Students will ascertain how to lead with emotional intelligence and identify its role in self-development, self-management, relationship building, influence, decision making, leadership, resilience and organizational development and change.

A724 Organizational Leadership Case Studies in Combat (1.5 credit hours)

Students analyze leadership skills, competencies and attributes of organizational-level leaders and the outcomes of their decision-making in combat or combat preparation using case studies. This approach allows students to contextualize future roles in LSCO and to become self-aware of the lessons learned in previous leadership experiences, to identify strengths and flaws in behavior and decision making as well as the leader competencies and behaviors necessary for self-development and finally, to garner valuable insight from the lessons of others.

A734 Genocide and Mass Atrocities Studies Seminar (4.5 credit hours)

Using an interdisciplinary framework, students examine different aspects of genocide, mass atrocities and crimes against humanity focusing on future prevention through understanding of the past. Using the multiple lenses of history, international law, conflict and war, economics and social psychology, students consider perpetrators, bystanders and interveners, the Responsibility to Protect doctrine, United Nations functions related to Responsibility to Protect, and the legal framework derived from the UN Convention on Genocide and the Rome Statutes as well as policy makers and DoD. We also examine the economics of genocide and the history of different conflicts that resulted in genocide,

mass atrocities or crimes against humanity. Students will travel to the United States Holocaust Memorial Museum.

Instructor permission required
U.S. Students ONLY

A741 Ethical Leadership (1.5 credit hours)

Students will develop, analyze, synthesize and conceptualize their own personal moral-ethical leadership philosophy as they explore key dimensions of ethical leadership with specific focus on ethical requirements of military leaders. Students consider the significance of a leader's ethical identity and competency, explore theoretical and practical approaches to ethics and investigate the nature and scope of ethical organizational leadership. Other topics include historical theories of ethics, ethics-based leadership theories, nature and influence of a leader's character, correlations between emotional intelligence and morality, moral courage in the face of evil and those factors inherent to fostering an ethical organizational climate.

A799 Independent Study in Leadership (1.5 credit hours)

Students conduct independent research and study in leadership and should submit proposals addressing topic, thesis statement, and scope of the paper through leadership instructor.

[Sister Services](#)

[U.S. Navy](#)

A850 Navy Research Project I (1.5 credit hours)

Students conduct original in-depth research on a topic of interest or in support of Navy or parent communities, Naval Historical Center, Navy Warfare Development Command or other commands associated with concept development. Some students will be selected to teach the "U.S. Navy and U.S. Coast Guard Roles, Functions, Capabilities and Limitations" lesson.

U.S. Students ONLY

[U.S. Air Force](#)

A862 Joint Air Mobility Operations (1.5 credit hours)

A862 explores the origins of air mobility, including airlift and the role of interservice airlift during WWII and Vietnam and considers joint and service specific doctrine, joint command and control, airfield operations, capabilities and limitations of inter and intra theater airlift operations, aerial refueling and aeromedical evacuation. Students analyze the role of joint air mobility in past and current conflicts and examine future implications on use of air mobility in a theater of operations.

A863 The Application of Unmanned Aircraft Systems in the Joint Operating Environment (1.5 credit hours)

After learning the origins of unmanned flight, students will explore the role of unmanned aircraft in support of U.S. operations. Students are exposed to joint and service specific doctrine, joint command and control, airfield operations, the capabilities and limitations of unmanned aircraft, FAA integration and UAS training, legal and moral implications of the

use of unmanned aircraft, precision strike capabilities as well as both partner and adversary capabilities, intelligence, reconnaissance and surveillance functionality, electromagnetic warfare implications and discuss the emerging role of unmanned aircraft to meet DOD needs.

U.S. Students ONLY
SECRET clearance required

A864 Evolution of Airpower Theory (1.5 credit hours)

This course examines the development of air and space power theory from inception to present and beyond as students study airpower theorists, examine airman culture, discuss relevant and contemporary issues of air and space power application across a continuum of competition.

A865 Air Force Research Project (1.5 credit hours)

A865 is a forum for independent research on topics benefiting the student and USAF. Students submit proposals through the Director or Deputy Director Air Force Element for approval.

U.S. Students ONLY
Instructor permission required

A866 Joint Firepower Course (1.5 credit hours)

Based on the Joint Firepower resident course curriculum, this course includes enhanced study of the elements of the Theater Air Control System, Army Air-Ground System, Strike Coordination and Reconnaissance, Suppression of Enemy Air Defense, airspace planning and joint fire support integration. The course provides historical and doctrinal perspectives for integrating fires in a joint environment and explores operational level tactics, techniques and procedures for planning, coordinating and executing joint fires.

Instructor permission required.

A868 Nuclear Enterprise (1.5 credit hours)

Develop an understanding of the nuclear weapons effects and nuclear weapon employment across all domains as you hear from professionals at Sandia, Los Alamos, Lawrence Livermore National Laboratories and U.S. Strategic Command and explore strategic deterrence, the nuclear triad and nuclear command and control. Students will also examine the physics of nuclear weapons, nuclear weapons effects and environments, the nuclear stockpile, nuclear command, control and communications, nuclear deterrence theory and practice both as a stand-alone topic and as a component of integrated deterrence.

Instructor permission required
U.S. Students ONLY
SECRET clearance required (TERM 1) TOP SECRET clearance required (TERM 2)

[United States Marine Corps](#)

A879 USMC Research Class (1.5 credit hours)

A879 is a self-paced research opportunity for Marine Corps students who wish to conduct research that will benefit the Marine Corps. Additionally, selected students will research, edit and update C308 course material for the next academic year to include updates in

doctrine, USMC TTP's and any other significant information pertaining to the TLO's and ELO's of C308.

USMC Students ONLY

Special Topics

A981 Writing for Publication Independent Study (CGSS) (1.5 credit hours)

A981 is intended for those who wish to distinguish themselves from their peers through professional writing and publications that contribute to the body of knowledge. Select students research and write for publication in a peer reviewed professional journal. Students work with faculty who both coach and model scholarship, leadership and practice necessary to steward the military profession.

U.S. Students ONLY

NON-U.S. Officers by permission ONLY

A986 Initial Instructor Qualification Course (FDP-1) (3.0 credit hours)

This competency-based course provides knowledge and skills to teach, train, and facilitate learning in an education-focused adult learning environment. Students are introduced to different adult learning philosophies and theories, Army instructor competencies, the Experiential Learning Model and its correlation to Kolb's Learning Styles, the ADDIE design model, Blooms Taxonomy, the Accountable Instruction System, teaching/learning models, use of rubrics and professional and ethical standards. Students will also consider learning domains, critical/creative thinking, classroom management techniques, communication strategies and groupthink mitigation.

Instructor permission required, competitive selection course

U.S. Students ONLY

Glossary of Terms and Acronyms

AC	Active Component
ACD	Accreditation Coordination Division
ACE	American Council on Education
ADL	Advanced Distributed Learning
ADM	Army Design Methodology
ADP	Army Doctrine Publication
AEAC	Army Education Advisory Committee
AER	Academic Evaluation Report
AFATDS	Advanced Field Artillery Tactical Data System
AFELM	Air Force Element within CGSC
AI	Artificial Intelligence
AIS	Accountable Instructional System
ALAC	Assessing Leadership Attributes and Competencies
ALM	Army Learning Model
AMDWS	Air Missile Defense Workstation
AMEDD	Army Medical Department
AMSP	Advanced Military Studies Program
AOC	Advanced Operations Course
AOP	Academic Outreach Program
AP	Advanced Placement
APR	Academic Performance Review
AR	Army Regulation
ARB	Academic Review Board
ARNG	Army National Guard
ARSOF	Army Special Operations Forces
ARSTRUC	Army Structure
ASCC	Army Service Component Command
ASEP-C	Army Strategic Education Program - Command
ASI	Additional Skill Identifier
ASLSP	Advanced Strategic Leadership Studies Program

ASP3	Advanced Strategic Planning and Policy Program
ASU	Army Sustainment University
ATIS	Army Training Information System
ATRRS	Army Training Requirements and Resources System
AUSA	Association of the United States Army
AV	Audio Visual
AY	Academic Year
BA	Bachelor of Arts
BCT	Brigade Combat Team
BDE	Brigade
BDE ATCDC	BDE Advanced Tactical Commander Development Course
BDE CTSDC	BDE Command Team Spouse Development Course
BN	Battalion
BN CTSDC	BN Command Team Spouse Development Course
BoV	Board of Visitors
C2	Command and Control
CA	Civil Affairs
CAC	Combined Arms Command
CARL	Combined Arms Research Library (also known as the Ike Skelton Combined Arms Research Library)
CASO	Culture and Area Studies Office
CC	Common Core
CC ADL	Common Core Asynchronous Distance Learning
CCFSPCC	Company Commander/First Sergeant Pre-Command Course
CCIR	Commander's Critical Information Requirements
CDR	Course Design Review
CG	Commanding General
CGSC	Command and General Staff College
CGSOC	Command and General Staff Officer Course
CGSS	Command and General Staff School
CHEA	Council on Higher Education Accreditation

CJCS	Chairman of the Joint Chiefs of Staff
CMD	Command
CMDT	Commandant
COA	Course of Action
COIN	Counter-Insurgency
CoS	Chief of Staff
COTS	Commercial Off-the-Shelf
CPCE	Command Post Computing Environment
CPOF	Command Post of the Future
CPP	Army's Command Preparation Program
CSA	Chief of Staff, United States Army
CSM	Command Sergeant Major
CSMC	Command Sergeants Major Course
CSMDP	Command Sergeants Major Development Program
CSS	Combat Service Support
CTC	Combat Training Centers
CTS	Command Team Seminar
DA	Department of the Army
DABL	Decisive Action BDE Level
DANTES	Defense Activity for Non-Traditional Education Support
DATE	Decisive Action Training Environment
DBST	Digital Battle Staff Trainer
DC	Deputy Commandant
DCGS-A	Distributed Common Ground System-Army
DCL	Department of Command and Leadership within CGSS
DDE	Department of Distance Education within CGSS
Disenroll	An action to remove a student from a given AY program/class that allows for the possibility of reenrollment at some point.
Dismissal	An ARB recommendation that removes the student from the school with no recourse

DJIIMO	Department of Joint, Interagency, Intergovernmental & Multinational Operations (at SGM-A)
DJIMO	Department of Joint, Interagency and Multinational Operations (at CGSS)
DL	Distance Learning/Non-Resident
DLDC	Digital Leader Development Center
DLI	Defense Language Institute
DMH	Department of Military History
DOA	Dean of Academics
DoD	Department of Defense
DOS	Department of State
DOTMLPF	Doctrine, Organization, Training, Material, Leadership, Education, Personnel, Facilities
DP&R	(Assistant Dean of Academics for) Degree Programs and Research
DPS	Department of Professional Studies
DSCA	Defense Support of Civil Authorities
DSFM	Department of Sustainment and Force Management
DTAC	Department of Army Tactics
DTIC	Defense Technical Information Center
DTO	Division Transportation Officer
DTRA	Defense Threat Reduction Agency
DV	Distinguished Visitor
ECE	Excelsior College Examination Program
ECP	Enterprise Classroom Program
ELM	Experiential Learning Model
ELO	Enabling Learning Objectives
EN	Engineer
EOD	Explosive Ordnance Disposal
FDD	Faculty Development Division
FORSCOM	United States Army Forces Command
FSP	Field Studies Program
GIF	General Instruction Facility

GPA	Grade Point Average
G1	Human Resources
G3	Operations
G4	Logistics
G6	Technology Support
HLC	Higher Learning Commission
HRC	Human Resources Command
IASD	Interagency Student Division
IBSTPI	International Board of Standards for Training, Performance and Instruction
IG	Intergovernmental
ILE	Intermediate Level Education
IMS	International Military Student
IMSD	International Military Student Division
IMSO	International Military Student Officer
IMSPC	International Military Student Preparatory Course
INDOPACOM	Indo-Pacific Command
IPRSCP	Indo-Pacific Regional Studies Certificate Program
IO	Information Operations
JADO	Joint All-Domain Operations
JBC-P	Joint Battle Command Platform
JIIM	Joint, Interagency, Intergovernmental, and Multinational
JIPOE	Joint Intelligence Preparation of the Operational Environment
JLDC	Joint Leader Development Center
JOFEC	Joint Operational Fires and Effects
JOPEs	Joint Operation Planning and Execution System
JPEC	Joint Planning and Execution Community
JPME	Joint Professional Military Education
JPME-1	Joint Professional Military Education Phase 1
JPME-2	Joint Professional Military Education Phase 2
JPP	Joint Planning Process

JRSOI	Joint Reception, Staging, Onward Movement and Integration
JST	Joint Services Transcript
JWC	Joint Warfighting Concepts
KSU	Kansas State University
KU	University of Kansas
LLM	Large Language Models
LOE	Lines of Effort
LPD	Leader Professional Development
LRC	Learning Resource Center
LSCO	Large-Scale Combat Operations
LWD	Leadership and Workforce Development
MAMO	Master of Arts in Military Operations
MASS	Master of Arts in Strategic Studies
MCELM	Marine Corps Element
MCNet	Mission Command Network
MDMP	Military Decision-Making Process
MDO	Multi-Domain Operations
MEAAC	Military Education Assessment Advisory Committee
MECC	Military Education Coordination Council
MEL	Military Education Level
MEP	Master Evaluation Plan
MERSCP	Middle East Regional Studies Certificate Program
MI	Military Intelligence
MMAS	Master of Military Art and Science
MOS	Masters of Operational Studies
MTOE	Modified Table of Organization and Equipment
NATO	North Atlantic Treaty Organization
NAVELM	Navy Element
NCCRS	National College Credit Recommendation Service
NCOLCoE	Noncommissioned Officer Leadership Center of Excellence

NCOPDS	Noncommissioned Officer Professional Development System
NET	No earlier than
NG	National Guard
NGA	National Geospatial Agency
NORTHCOM	Northern Command
NCO	Noncommissioned Officer
OBME	Outcomes-Based Military Education
OCS	Operational Contract Support
ODP	Office of Degree Programs
OPART	Operational Art
OPMEP	Officer Professional Military Education Policy
OPT	Operational Planning Team
PAJE	Process for Accreditation of Joint Education
PAO	Public Affairs Office
PCC	Pre-Command Course
PDSI	Professional Development Skill Identifier
PICs	Post Instructional Conferences
PME	Professional Military Education
POC	Point of Contact
QAO	Quality Assurance Office
RC	Reserve Component
RM	Resource Management
RSS	Really Simple Syndication
SAM	Senior Assignments Officer
SAMS	School of Advanced Military Studies
SATFA	Security Assistance Training Field Activity
SCIF	Sensitive Compartmented Information Facility
SCM	Supply Chain Management
SCP	School for Command Preparation
SGA	Staff Group Advisor

SGM-A	Sergeants Major Academy
SGS	Secretary of the General Staff
SIG	Signals
SIGINT	Signals Intelligence
SIPR	Secure Internet Protocol Router
SMC	Sergeants Major Course
SMC-DL	Sergeants Major Course – Distributed Learning
SMC-R	Sergeants Major Course – Resident
SMDC	Space and Missile Command
SOF	Special Operations Forces
SPME	School of Professional Military Education
SPO	Support Operations Officer
SSC	Senior Service College
STP	Soldier Talent Profile
STRATCOM	Strategic Communications
T2COM	Transformation and Training Command (formerly TRADOC, Training and Doctrine Command)
TASM	Trusted Area Security Manager
TASS	The Army School System
TBD	To be determined
TCDC	Tactical Commanders Development Course
TCH	Total Credit Hours
TECEP	Thomas Edison State College Examination Program
TGP	Transcript Reportable Items Grade Points
TLO	Terminal Learning Objectives
TPU	Troop Program Unit
TRADOC	United States Army Training and Doctrine Command (T2COM as of OCT 2025)
TRI	Transcript Reportable Item
TSOC	Theater Special Operations Commands
TTBM-4	Tailored Talent Based Military Education Level 4

UAS	Unmanned Aerial System
U.K.	United Kingdom
UMKC	University of Missouri – Kansas City
U.S.	United States
USA	United States Army
USAF	United States Air Force
USAFRICOM	U.S. Africa Command
USANCOA	U.S. Army Noncommissioned Officer Academy
USAR	United States Army Reserve
USEUCOM	United States European Command
USINDOPACOM	United States Indo-Pacific Command
USMC	United States Marine Corps
USN	United States Navy
USSD	United States Student Detachment
UVDDLA	Understanding, Visualizing, Deciding, Directing, Leading and Assessing
VCO	Visitor Coordination Office
VTC	Video Tele-Conference
WfF	War Fighting Functions
WHINSEC	Western Hemisphere Institute for Security Cooperation