



UNITED STATES MARINE CORPS
MARINE CORPS UNIVERSITY
EDUCATION COMMAND
2076 SOUTH STREET
QUANTICO, VA 22134

IN REPLY REFER TO:
1500
CG

From: Commanding General, Education Command
To: All Hands

Subj: EDUCATION COMMAND ACADEMIC YEAR 2026 - 2029 CAMPAIGN PLAN

Ref: (a) "Developing Today's Joint Officers for Tomorrow's Ways of War," *The Joint Chiefs of Staff Vision and Guidance for Professional Education & Talent Management* (01 May 2020)
(b) *Training and Education 2030* (January 2023)
(c) *Marine Air Ground Task Force Warfighting Exercise 5-24 Final Exercise Report*, Marine Air-Ground Task Force Training Center (MAGTF-TC) (2024)
(d) "Commander's Intent," Commanding General, Training and Education Command (2025)
(e) *Joint Warfighting Concept* (published at higher levels of classification)
(f) *Artificial Intelligence Implementation Plan*, United States Marine Corps, Version 1.0 (FY 2025 – 2030) (2025)

Encl: (1) Campaign Plan Operational Graphic
(2) Campaign Plan Synchronization Matrix
(3) Line of Effort (LOE) #1: Joint All-Domain Officer (JADO) Education Program Driver Tree
(4) LOE #2: International Military Students and Integrated Deterrence ("IMS Next") Driver Tree
(5) LOE #3: Enlisted Professional Military Education (EPME) Continuum Driver Tree
(6) LOE #4: Asynchronous Learning, Artificial Intelligence, and Disruptive Technology Driver Tree

1. **Overview.** Education Command and Marine Corps University's (EDCOM/MCU) campaign plan focuses on the transformation of military education to meet current and emerging challenges. The increased importance of the space and information domains and the rise of peer competitors necessitate a fundamental shift in PME. The Joint Staff's publication of the "Joint Warfighting Concept" and "Fundamentals of Joint All-Domain Operations" are indicative of this shift. Foundational and consequential information resources classified at higher levels are equally driving the need for extensive change in PME modalities. EDCOM/MCU must skillfully address burgeoning enemy capabilities as well as emerging and disruptive technologies to achieve its mission, and it must do so in a fiscal environment with considerable resource limitations. EDCOM/MCU will unhesitatingly confront these new challenges to provide the educational experience which enable the Marine Corps, Joint Force, and our Allies and Partners to prevail in combat. Through this Campaign Plan, EDCOM/MCU will focus on four lines of effort to keep pace with the changes in the operating environment, the enemy, and the friendly situation. These lines of effort do not capture the whole of what EDCOM/MCU provides, but emphasize areas of growth, investment, change, and prioritization.

2. **Orientation.**

a. *"We require leaders at all levels who can achieve intellectual overmatch against adversaries."*

- *The Joint Chiefs of Staff Vision and Guidance for Professional Education & Talent Management* (May 2020)

b. *"The current [training and education] system is not preparing the Marine Corps for the future operating environment."*

c. *“Technology gaps, lack of doctrinal currency, and latent school curriculums are gaps that require closure to alleviate FMF reliance upon on-the-job training and experience as the primary sources of professional understanding.”*

- “Marine Air Ground Task Force Warfighting Exercise
5-24 Final Exercise Report”

d. *“We must [enhance our Corps’ lethality at every echelon] with an eye on the evolving character of war, to include the multi-domain nature of combined arms that includes new lethal technologies and non-lethal effects...Organizations that learn faster – that gather and synthesize information to derive meaning at speed and use it to drive change – will have a marked advantage in the next conflict.”*

- Commanding General, Training and Education
Command, “Commander’s Intent” (2025)

3. Situation.

a. Assessment of Initial Conditions.

(1) An examination of professional military education’s development over the last century reveals external pressures forcing continual change to how the U.S. military educates its leaders. In 2023, the Joint Force released their foundational publication, *The Joint Warfighting Concept* as a classified document. That same year, the Commanding General, Training and Education Command (CG TECOM) directed, “To maintain our intellectual edge, we will increase the rigor and relevance of our PME, reinforce the culture of life-long learning, and modernize enlisted PME.” (ref. (b)) Today’s competitors are now capable of challenging American ability to project military power in defense of our national interests. Air, sea, space, and cyber domains are contested. We have no rear area sanctuary to marshal forces and strike on our timeline. No longer can physical distance keep our secrets safe. Twenty first century military headquarters, organized as Joint Task Forces (JTF), must therefore synchronize operations, at time-relevant speeds, across interdependent domains within top secret networks while presenting a low signature. To win, Joint Forces must operate in all domains from home stations - forward. As the nation’s original multi-domain service, the Marine Corps is uniquely situated to serve as the base element for several critical JTFs worldwide. With only a few exceptions, neither service nor joint universities have firmly tackled the challenges of educating officers to fight and win in the emerging all-domain contested environment.

(2) Combining the military capabilities of allies and partners offers the potential to create a larger, more powerful, and more capable force than any single nation can marshal. Combined JTFs (CJTFs) can deliver significant combat power by sharing resources to reinforce strengths and mitigate weaknesses, which creates exponentially greater effects as participants gain familiarity and practice in interoperability. Capitalizing on EDCOM’s existing programs could improve U.S. and international military students’ ability to understand, build, and employ effective combined forces. Once MCU students are educated to fight in a CJTF, the university struggles to maintain long-term relationships with a continuous alumni program.

(3) The Marine Corps’ non-commissioned officer (NCO) has long been considered an asymmetric advantage of the U.S. military over potential adversaries and competitors. Within the U.S. military, Marine NCOs and staff non-commissioned officers (SNCOs) are entrusted with more responsibility and authority than enlisted members of any other service. Well-trained and educated NCOs and SNCOs enable Marine units to execute mission-type orders down to the lowest level. They also

uphold standards and exercise the practical wisdom and leadership that form the core of cohesive, high performing units.

(4) Military success relies on two key factors: (1) an ability to conceive, communicate, and lead tactical, operational, and strategic actions and (2) an ability to adroitly adapt to changing situations while decisively executing plans, consistent with a commander's intent. Effective execution and adaptation emerge from an understanding and adoption of emerging and disruptive technologies. Artificial intelligence, the employment and defense of unmanned systems, and assured data must be understood and applied to operational art.

b. Opportunity for EDCOM. The service turns to Education Command (EDCOM) and Marine Corps University (MCU) to address the above conditions with our professional military education (PME) and related programs. Mindful of our warfighting legacy while relentlessly pursuing novel ideas and technology, we will develop the most capable, sought-after leaders in the ever-evolving landscape of conflict. We will lead a twenty-first century PME revolution.

(1) Enemy capabilities demand we fight by synchronizing at the Top Secret (TS) classification level across all domains as joint task forces (JTFs) and combined joint task forces (CJTFs). By expanding existing curriculum and infrastructure to include TS classification, EDCOM can produce leaders with joint all-domain operations (JADO) expertise, who can create feasible, achievable joint plans with little oversight or time, making them capable of serving in critical J3/J4/J6 roles on JTFs.

(2) We are amid global competition. Like-minded partners must nest their hard and soft power together to deter conflict. To promote these collaborations, EDCOM has an opportunity to invest in strengthening our robust resident and non-resident international student populations, in increasing our global-netted wargames, and in developing our more integrated and widely-serving alumni program.

(3) Advancements in research and application in the cognitive enhancement of neural networks that feed decision-making, communication, and teamwork can be harnessed to further push the aptitude of our noncommissioned officers. Education Command (EDCOM) has a critical opportunity to demonstrate its value to the service by developing enlisted graduates who not only are imbued with a culture of standards and discipline, but also advanced cognitive skills to adapt, innovate, and prevail in complex combat environments. By leveraging existing internal and external resources, employing innovative teaching methodologies, and fostering partnerships with other military and civilian institutions, EDCOM can super charge enlisted education at the staff academies.

(4) In the twenty-first century era of great power competition, the scope and pace of change in the character of warfare is unprecedented. The rapid proliferation of technologically advanced weaponry, ubiquitous communications and surveillance, and maturing artificial intelligence (AI) and machine learning (ML) capabilities increase complexity, fluidity, and uncertainty in modern all-domain battle. Education Command (EDCOM) is positioned to capitalize on significant AI infrastructure at the Naval Postgraduate School (NPS) and at the School of Advanced Warfare (SAW) to create cross-university learning. Educating students to leverage technology for warfighting advantage ensures the service develops relevant capabilities for the Fleet and joint force. Marine Corps University will align faculty, students, and research to enhance student learning and to explore how emerging and disruptive technologies impact competition and conflict.

4. Mission. EDCOM/MCU educates Marines to prevail in combat.

5. Execution.

a. Commander's Intent (Principles). In all curricula, MCU schools must prioritize warfighting, leadership, international relations and history, while leading a transition to TS/Special Compartmented Information (TS/SCI)-level joint all-domain operations where appropriate and also study the effect on competition and conflict of emerging and disruptive technology.

- We must educate our students to understand competitor (red) and joint force (blue) capabilities, how those capabilities interact across domains, and logistical and communication interdependencies. These factors must be understood at the TS/SCI and Secret levels.
- We must develop and maintain a curriculum that builds and then reinforces our graduates' understanding of allied/partner nation capabilities and a program of instruction which increases trusted relationships while enhancing competencies to build, fight, and win with CJTFs.
- We must recruit and develop educators to be top-notch teachers and contributors to the growing body of knowledge on classified operational planning. As appropriate for their coursework, educators must be able to conduct TS/SCI instruction and research in secure spaces and networks.
- We must be biased towards practical application and wargaming of student learning objectives and engage each rank with role-appropriate coursework corresponding to their expected contributions to the art of war.
- We must experiment with cutting edge cognitive enhancement technology while also inspiring and reinforce enthusiastic commitment to our Corps, bolstering our zealous adherence to standards.
- We must continue to invest in and expand classified, distance, and asynchronous learning while also broadening opportunities for international students at our blended seminars.
- We must sustain the legacy of excellence of our resident enlisted and officer PME schools, as well as at our College of Distance Education and Training (CDET) regional campuses, which are responsible for educating Marines whose career path or operational commitments do not enable them to complete their PME at a brick-and-mortar school.
- We must increase wargaming as a methodology for developing operational prowess, testing understanding and applying the multi-domain operations.
- We must develop a holistic strategy that incorporates the Brute Krulak Center for Innovation and Future Warfare, Lejeune Leadership Institute, Commandant's Fellows Program, and our sister services to increase the service's understanding of emerging and disruptive technologies and capitalizes on investments at NPS, SAW, and related graduate education programs.
- We must continue to inspire and showcase the values of honor, courage, and commitment which underpin all we do as United States Marines through the National Museum of the Marine Corps and the History Division
- We must, through the Marine Corps Press, continue to educate all Marines, the public, and critical constituencies.

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- We must, in our budget-constrained environment, continue to depend on the benevolence and generosity of the Marine Corps University Foundation, the Marine Corps Heritage Foundation and the Marine Corps Association.

b. Concept of Operations. MCU will execute these principles along four lines of effort (LOE).

(1) LOE #1 - Constructing, implementing, and executing a joint all-domain officer (JADO) education program. The Command and Staff College (CSC) provides the main effort for developing this curriculum. The College of Distance Education and Training (CDET), Marine Corps War College (MCWAR), School of Advanced Warfighting (SAW), and Expeditionary Warfare School (EWS) will conduct additional and supporting efforts.

Effects/Metrics:

- Sixteen students will graduate from the JADO resident curriculum at CSC in academic year 2025 (AY-25). With the appropriate adjustment of resources, the number of JADO curriculum graduates will increase each academic year, until the program has 96 graduates in AY-29.
- SAW and MCWAR will increase higher classification study and wargames.
- By AY-26, MCU will establish a table of organization/equipment that includes the authorization to hire and develop faculty with JADO subject-matter expertise, able to teach, research, and publish at TS/SCI-level.
- By AY-27, uniformed and civilian faculty will read, write, and research at the SECRET and TS/SCI-level. These faculty will also enable students to also read, write, and research at the SECRET and TS/SCI-level while still earning a master's degree in military, operational, and strategic studies.
- In AY-26, CDET will continue its JADO pilot programs at I MEF, II MEF, and Quantico as CSC Blended Seminar Program (CSCBSP) enhancements. As resources become available, CDET will explore opportunities to expand JADO education programs to other locations and up to the TS/SCI classification level. In addition, CDET will continue to offer JADO education to MEF officers, including those not enrolled in CDET PME programs.
- Other service schools will create JADO courses inspired and informed by MCU curriculum.

(2) LOE #2 – Investing in an international military student (IMS) curriculum that when developed and executed fully incorporates partner and allied capability into warfighting education to build a foundation of trust within US/international partner relationships. CSC will be the primary participant in the first year of execution. In the following years, MCWAR and EWS will expand their activities while conducting additional and supporting efforts.

Effects/Metrics:

- Beginning in AY-26, increase U.S. military student knowledge and incorporation of allied and partner capabilities, which will benefit Marines during CJTF education and wargaming.
- Beginning in AY-26, expand the Field Studies Program (FSP) to foster deeper understanding of US hard and soft power. Develop learning outcomes for each FSP trip, and sequence FSP trips to follow key lessons on US elements of national power (Diplomatic, Information, Economic).
- Beginning in AY-26, create synchronization points between the MCU IMS student sponsors and appropriate country attaché teams to ensure alignment on Marine Corps operations, activities, and investments. Steady state is to create at least three annual synchronization points.

- In AY26, develop at least one trip book for a MEF or Marine Forces commander visiting a partner/ally nation.
- In AY-27, begin to engage with and facilitate international engagements annually through IMS alumni connections: Alumni support official U.S. delegations, exercises, or key leader engagements by leveraging personal relationships and professional access in their home countries. These engagements enhance operational access, joint training opportunities, and crisis coordination.
- Beginning in AY-26, establish and energize an active and vibrant IMS alumni program that applies the resources of MCU and USMC international allies-/partners-focused offices and the talents of resident IMS students and sponsors to increase active user enrollment by one hundred enrollees and users every year from 2025 through 2029.

(3) LOE #3 - Improve enlisted professional education to return higher performing, disciplined, and capable graduates to the whole of the Marine Corps. The College of Enlisted Military Education (CEME) in coordination with the College of Distance Education & Training (CDET) will focus on the development of enlisted leaders across the continuum who understand the importance of their critical role within the Corps. Graduates of the enlisted schools and seminars will be leaders who understand, internalize, and maintain our highest service standards and are capable of warfighting in accordance with USMC doctrine. After prioritizing the development and launch of the Staff Noncommissioned Officer Leadership School (SLS), CEME will then turn to enhancing scholastic programs across the continuum, starting with efforts to update Sergeants School.

Effects/Metrics:

- For AY-26, enhancement and incorporation of practical leadership in Sergeants School.
- In AY-26, enhanced educational modalities and artificial intelligence feedback mechanisms employed for EPME E-5 through E-7.
- For AY-27, establish better communication using official means and updated command-to-command channels to inform the Service's Commands of seat allocation for all Enlisted Military Education continuum courses. Additionally, consistently investigate opportunities for course and seat growth based on demand in the SLS and Sergeants School programs.
- In AY-27, incorporation of human performance with cognitive enhancement in conjunction with the execution of the updated Sergeants School.
- Assess and update as necessary current enlisted PME metrics that support curriculum and program review decisions.

(4) LOE #4 – EDCOM/MCU will build and execute a holistic strategy to increase study and knowledge across resident and non-resident schools and the education diaspora outside traditional MCU schools (e.g., Fellows, foreign PME, Marines at sister service schools and Naval Postgraduate School) to support the Deputy Commandant, Information's *Artificial Intelligence Implementation Plan* (ref. (f)) by developing planning templates to employ and defend against unmanned systems; and to increase education on other emerging and disruptive technologies utilizing asynchronous teaching methods.

Effects/Metrics:

- In AY26, 66% of research projects across EDCOM are aimed at issues and topics highlighted or submitted from the Deputy Commandant, Information's office, and from commands across the Marine Corps related to emerging and disruptive technologies.
- By the end of AY26, one major command and one critical partner asks for assistance in developing doctrines and planning templates for the utilization of disruptive technologies.
- No later than FY27, each MEF and MARFOR will have one educated Marine to serve in an Artificial Intelligence task force.

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- For use in AY27, Lejeune Leadership Institute, CMC Fellows, and MCU programs are ~~synchronized in the development of leaders with an understanding and education in disruptive technology.~~
- Broaden distance education opportunities on disruptive technology through the eLearning environment.
- Utilize artificial intelligence to enhance education at MCU.

c. Desired Future State. Creating an educational product that is sought after by the primary customer – the Fleet Marine Force and the entire Marine Corps – is the desired future state. Commanders should be able to perceive a change in behavior and performance when one of their Marines completes a course offered by EDCOM. Secondly, when other Professional Military Education institutions begin to emulate and imitate our curriculum and methodologies, we will know we are approaching our desired future state. MCU's Institutional Research, Assessment, and Planning Team will measure progress toward our future state using the following metrics.

- Goal #1 – annually producing 96 officers who are a hybrid J-3/5, J-4, and J-6 no later than AY-29. MCU aims to develop JADO graduates with JADO expertise and the following characteristics/capabilities:
 - An officer fluent in Operations/Targeting, Logistics, and Command and Control (C2) who can formulate and articulate the construction of appropriate annexes linked to a Theory of Victory.
 - An officer who can build/make recommendations for cogent C2 structures enabling unity of command and time relevant decision-making.
 - An officer able to advise on size/scope/span of control of an Area of Operations based on understanding of Blue capabilities.
 - An officer who can synchronize all fires across all domains, with maneuver and logistics.
 - An officer who can construct and utilize a multi-domain movement corridor.
- Goal #2 – graduating enlisted Marines who are better educated, mission-focused, highly skilled leaders by exemplifying grade-appropriate operational expertise, practical wisdom, and unwavering commitment to the Corps' values and culture.
- Goal #3 – deepening bonds of trust and understanding between allies and partners and the Marine Corps while rehearsing synchronized employment of Combined-Joint Task Forces.
- Goal #4 – a holistic strategy in execution to increase the entire service's knowledge of, and use of data, artificial intelligence, and disruptive technology.

d. Coordinating Instructions.

1) As consistently as possible, this Campaign Plan, its Enclosures, and the activities and reporting it generates will be based on an Academic Year (AY) Calendar, June 1 – May 31.

2) Campaign Plan and LOE activities, progress, and resource support will be updated on a regular basis, through the President's Meeting and other battle rhythm events.

3) Timeline: Requirements for this campaign plan will follow consistently updated Enclosures (1) and (2).

4) Enclosures ((3-6), Driver Trees) will include timeline information and are intended to drive faster, more efficient, and more effective action.

6. Administration and Logistics (Budget). Under the constraints of the current budget situation, we will first prioritize the annual budget and plan for the longer-term Program Objectives Memorandum/ Future Years Defense Program to support this campaign plan.

a. Budget

- We will prioritize our budget to orient on those learning outcomes that best align to our mission statement of educating Marines to prevail in combat.
- We will prioritize funding faculty development, large language model licenses, wargaming, distance learning, and cognitive enhancement experimentation.
- We will continue the process of working with RCO Quantico to select a contract partner for the new Distance PME contract which will go into effect in July 2026. We will ensure the contractor is capable of supporting JADO education up to the TS/SCI level.
- We will seek to better utilize the generosity of the Marine Corps University Foundation (MCUF) and the Marine Corps Heritage Foundation (MCHF) to execute the campaign plan.
- We will seek to capitalize on experimentation funding through the Office of Naval Research.
- We will seize the opportunities offered by our sister service institutions such as Naval Post Graduate School.
- We will seek to support the FMF and Fleet with real world planning events.
- We will continue to support the museum and travel for our historians.

b. Administration. Executing this campaign plan requires hiring the personnel required to support TS curricula from a security perspective and rewriting and aligning personnel descriptions to reflect curricular changes. See the driver trees (Enclosures 3-6) for additional personnel requirements for each line of effort.

7. Command and Signal.

a. LOE Leads

- LOE 1 Lead will be the Director of Command and Staff College.
- LOE 2 Lead will be Special Operations Chair and Regional IMSO.
- LOE 3 Lead will be the Director of the College of Enlisted Military Education.
- LOE 4 Lead will be the Director of Expeditionary Warfare School.

b. Effective upon receipt of this signed plan, LOE leads will execute their lines of effort utilizing the driver tree methodology in order to drive action and coordination across university. Updates and action items will be presented at alternating President's Meetings, coordinated by the CG's front office.

c. For coordination of requirements and execution of this Campaign Plan, contact EDCOM/MCU G-3/-5, Colonel NaTasha Everly at natasha.everly@usmcu.edu.


M. W. TRACY
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