



# Marine Corps University

## Course Catalog

### AY25-26



# **MARINE CORPS UNIVERSITY**

The Marine Corps University (MCU) Catalog is an official publication of the Marine Corps University. Other documents and publications that include information on Marine Corps University are referenced throughout. This catalog serves as a source of information for students, faculty, and staff.

The MCU Catalog provides a brief description of the colleges, schools, programs, and educational support establishments that make up Marine Corps University. The University reserves the right to alter academic conditions such as the arrangement of courses and degree requirements. Other provisions affecting students may be changed as necessary.

This catalog and other information about MCU organizations and functions are available on the World Wide Web at the Marine Corps University Home Page: [www.usmcu.edu](http://www.usmcu.edu)

Marine Corps University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Marine Corps University.

The Commission's website is [www.sacscoc.org](http://www.sacscoc.org). Normal inquiries about the University, such as admission requirements, educational programs, etc., should be addressed directly to the University and not to the Commission's office. The Commission is to be contacted ***only*** if there is evidence that appears to support the University's significant non-compliance with a requirement or standard.

**MARINE CORPS UNIVERSITY**

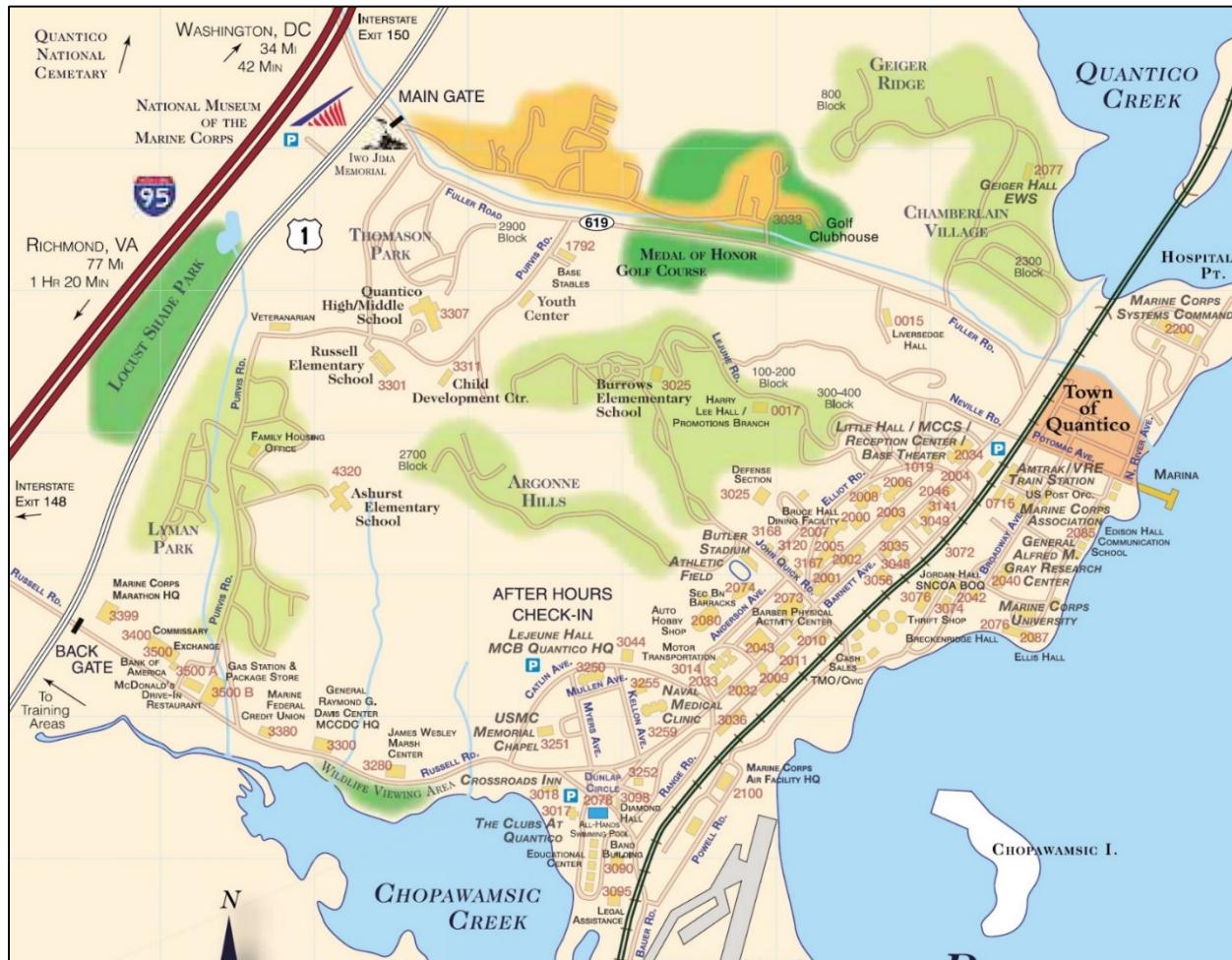
Established 1989

2076 South Street, Quantico, Virginia 22134

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# MARINE CORPS UNIVERSITY



2076	Breckenridge Hall – MCU HQ
2048	Dunlap Hall (connected to Breckenridge Hall) – Marine Corps War College
2084	Marine Corps Warfighting Laboratory
2082	Ellis Hall
2040	General Alfred M. Gray Research Center (GRC)
2044	John W. Warner Center
3076	Jordan Hall, Staff Non-Commissioned Officer Academy Barracks
3077	Conde Hall, Staff Non-Commissioned Officer Academy, Quantico
2077	Geiger Hall – Expeditionary Warfare School
3078	Billet Hall – College of Enlisted Military Education and Marine Corps Senior Enlisted Academy
13201	Purvis Road - Lincoln Military Housing
1775	National Museum of the Marine Corps

# MARINE CORPS UNIVERSITY

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# MCU MISSION, VALUES, AND VISION

**Mission:** We educate Marines to prevail in combat.

**Values:** We value heritage, innovation, and decisiveness:

- **Heritage** – Upholding our legacy as an elite fighting force, we preserve and present the history of the United States Marine Corps to our successors and the public.
- **Innovation** – We educate Marines to be pioneers and lifelong learners of critical thinking, collaboration, initiative, and leadership.
- **Decisiveness** – Highly disciplined in planning, decision making, and execution, we develop Marines to deliver timely, relevant, and compelling solutions to complex problems.

**Vision:** Be the premier institution where warfighters explore history's lessons, integrate novel technology, and emerge as the most capable, sought-after leaders in the ever-evolving landscape of conflict. We are dedicated to fostering a culture of continuous professional military education, strategic thinking, and excellence, equipping our graduates to face future challenges with resilience and to lead with unwavering honor, courage, and commitment.

# MCU HISTORY

Marine Corps University was founded on 1 August 1989 by order of the Commandant of the Marine Corps, General Alfred M. Gray. Its schools claim a much longer history, beginning in 1891 with 29 company grade officers attending the School of Application. Today's MCU is the vision and legacy of Generals Lejeune, Butler, Breckinridge, and Gray.

Efforts of the Marine Corps to give its personnel formal military schooling date back to 1891, when the School of Application was established as the first resident school for Marine officers.



This school, becoming the Officers Training School in 1909, eventually relocated to Quantico immediately following America's entry into World War I where it became the nucleus of Marine officer instruction. Throughout the remainder of World War I, experienced veterans returning from France were employed to train those preparing to deploy.

World War I had demonstrated to Major General Lejeune the need for the education of Marines of all ranks. Gleaning valuable lessons from the experience of World War I, General Lejeune insisted adequate time be allotted for the study of weapons and their proper tactical employment. As a result, in the fall of 1919, the Marine Corps Officers Training School was opened at Quantico. Brigadier General Butler, realizing the importance of military education for the core of professional officers, continued General Lejeune's concepts by developing plans for two additional courses of instruction. The first, called the Field Officers Course, welcomed its first students in October 1920. The second, the Company Grade Officers Course, convened its first class in July 1921. These two courses, along with the basic Marine Corps Officer Training School, formed the foundation of what General Lejeune termed "Marine Corps Schools." It was this beginning that formed the basis of the Marine Corps University as it exists today.



During the interwar years, key visionaries like Major Earl Hancock Ellis and Colonel Robert H. Dunlap, whose names grace Marine Corps University buildings today, foresaw the need for studies in amphibious warfare. In the late 1920s, comprehensive instruction in amphibious operations increased dramatically as the Corps foresaw the need to train its officers in this new mission. To expand the audience of the expanding Marine Corps Schools, correspondence courses were established to parallel the resident courses.

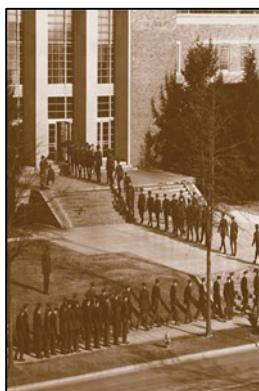
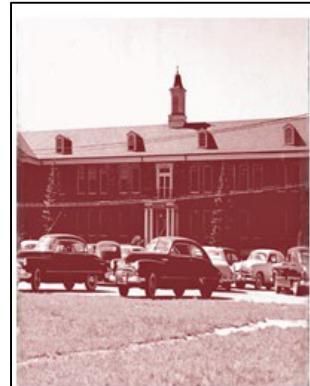
Beginning in 1930, special groups were formed from selected Field Officers School graduates and students to work on amphibious doctrine and requirements. Brigadier General James C. Breckinridge, who rewrote the entire curriculum to a strictly Marine Corps orientation, championed the new science of amphibious warfare and close air support. Breckinridge required his officers to become skilled instructors, specialists in the new "Marine Corps Science." So important was this new concept, the Field Officers School was temporarily discontinued so its staff and students could devote their full time to developing the new doctrine. To reflect the importance of the Marine Corps' new mission, two schools were redesignated Amphibious Warfare Senior and Junior Courses for Field Grade and Company Grade

# MCU HISTORY

officers, respectively. The study and innovative actions at Quantico in the 1920s and 1930s led to the dramatic amphibious successes of World War II.

Due to manpower shortages during World War II, both courses suspended classes. The students and staff assumed those duties necessary to support a quickly expanding Marine Corps. In 1943, an operationally oriented three month “Command and Staff Course” opened at Quantico based on the need for school-trained, field grade officers with commensurate skills to serve in the Pacific Theater.

In 1946, the Marine Corps reestablished the three-tiered, professional military education system. Lessons learned from World War II and new concepts based on atomic warfare theory were quickly added to the curricula of the Amphibious Warfare Senior and Junior Courses. In the 1950s, shortly after the Corps introduced vertical envelopment, the curricula at both schools were again modified to include the use of helicopters in amphibious warfare.



In 1964, the Senior Course was re-designated Command and Staff College and the Junior Course became Amphibious Warfare School. Amphibious operations remained the theme in both courses throughout the 1970s. On 16 February 1971, the first course of the Staff Noncommissioned Officer Academy at Quantico, Virginia, convened. In 1981, the Noncommissioned Officer Basic Course was established at 18 sites, and the Senior Course for Staff Sergeants was implemented at Quantico, Virginia. The following year, the Advanced Course for First Sergeants and Master Sergeants was implemented at Quantico, Virginia.

Dynamic refinement of the Corps’ professional military education system brought significant curriculum changes in the late 1980s. Maneuver warfare theory was introduced and a focus on Marine Air Ground Task Force (MAGTF) operations was implemented. In 1989, under the direction of then Commandant of the Marine Corps, General Alfred M. Gray, five independent Marine Corps schools were organized into the Marine Corps University.

In 1990, the Art of War Studies program was created and, one year later, matured into the Marine Corps War College as the Corps’ senior-level officer professional military education school. Also in 1990, the enlisted Advanced Course became a course for Gunnery Sergeants.

Throughout the 1990s, MCU adjusted itself to fit the needs of the Marine Corps. In 1993 the Commanders’ Program was established for all Lieutenant Colonels and Colonels slated for command; in 1994, annual E-8 Seminars and E-9 Symposiums were established; in 1995, the Logistics Instruction Branch was created to teach all ranks the art of logistics; in 1996, the First Sergeants course was established; and in 1997, the College of Continuing Education was created and directed to integrate all officer distance education programs within a single college.

Recent events demonstrate how MCU has continued its impressive list of developments and accomplishments: In 1999, MCU was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award a Masters of Military Science degree for Command and Staff College; in 2001 MCU was accredited to award a Masters of Strategic Studies to

## MCU HISTORY

graduating students of the Marine Corps War College; in 2003 MCU was accredited to award a Masters of Operational Studies to graduates of the School of Advanced Warfighting. In 2002, the Amphibious Warfare School and the Command and Control Systems Course merged to become the Expeditionary Warfare School with the first class graduating in 2003. Also in 2003, the Logistics Instruction Branch was renamed the School of MAGTF Logistics (SOML) and the Senior Leader Development Program (SLDP) was created to manage General Officer education.

In 2000, Training and Education Command was created at Quantico as the Marine Corps University's higher headquarters. Over time, Officer Candidates School, The Basic School, Command and Control Systems School, the College of Continuing Education, and SOML were realigned to report to the Commanding General of Training Command, and the SLDP has since grown into the Executive Education Program as part of Lejeune Leadership Institute, responsible for the development of leadership programs across the Marine Corps. In 2010, the MAGTF Instructional Group was established under the cognizance of the Vice President for Academic Affairs, and in 2012 the Center for Advanced Operational Culture Learning was moved under the cognizance of the President, MCU. In 2013, the College of Continuing Education, now known as the College of Distance Education and Training, was again re-aligned within the University in order to integrate all aspects of a Marine's professional military educational development. Most recently, in 2017 MCU established what is now named the Brute Krulak Center for Innovation and Future Warfare to support its Quality Enhancement Plan for improving student creative problem-solving skills.

From a humble beginning arose a tradition of study and innovation that continues to this day. The University's focus, as Education Command, is clearly on the education of leaders in our Corps of Marines. In 2015 MCU's ability to award regionally accredited graduate degrees was reaffirmed by the Southern Association of Colleges and Schools Commission on Colleges thereby attesting to the University's continued academic excellence in the realm of Professional Military Education.



# **MCU ACCREDITATION**

In addition to certifying students for completion of the professional military education requirements mandated by the Commandant of the Marine Corps for the total Marine Force, Marine Corps University is accredited to award master's degrees and to certify military graduates of certain programs as having met Department of Defense requirements towards qualification for designation as Joint Qualified Officers.

## **Master's Degrees**

The Commission on Colleges of the Southern Association of Colleges and Schools has accredited the Marine Corps University to grant the following degrees:

**Master of Strategic Studies – Marine Corps War College**  
**Master of Operational Studies – School of Advanced Warfighting**  
**Master of Military Studies – Resident Command and Staff College**

All credits toward the University's master's degrees are earned through instruction offered by the University. Marine Corps University does not accept transfer credit from any institution.

## **Joint Professional Military Education (JPME)**

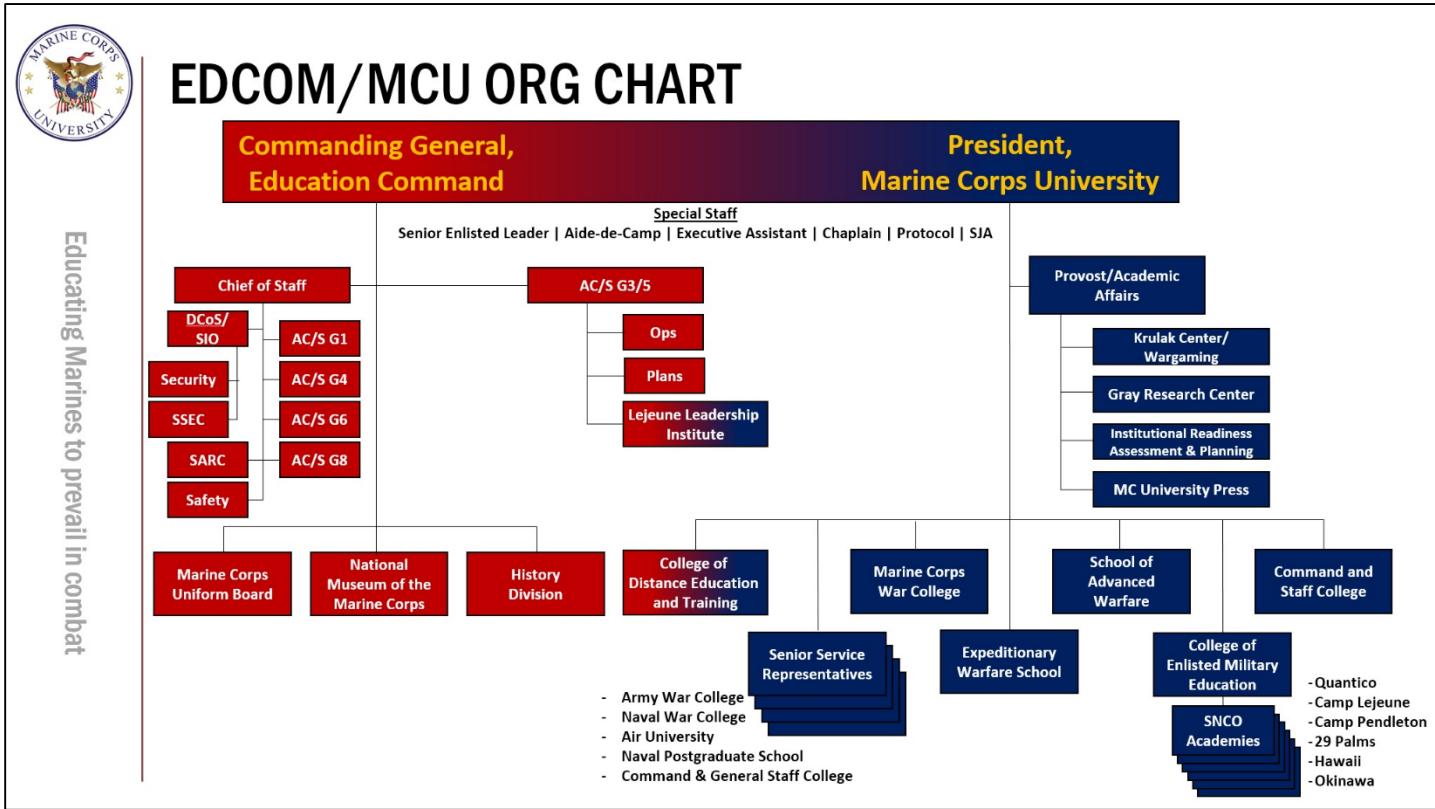
The Marine Corps War College, Command and Staff College, and the College of Distance Education and Training are accredited by the Joint Staff J-7 through The Chairman of the JCS recently added Outcomes Based Military Education (OBME) Milestone Process overseen by the J-7. Each is measured against criteria standards, and specific JPME learning areas and objectives as defined in the governing instruction, CJCS Instruction 1800.01 series, Officer Professional Military Education Policy (OPMEP). The OBME Milestone Process is guided by accepted civilian accreditation standards and practices tailored to the needs of the JPME system.

JPME requirements are divided into two phases: Phase I and Phase II. JPME Phase I is taught at service intermediate level PME programs while JPME Phase II is taught at service senior level PME programs.

The Command and Staff College and the College of Distance Education and Training's CSC Distance Education Programs curricula currently include the first of the two-phased Joint Qualified Officer education mandated by the Chairman of the Joint Chiefs of Staff. As a result, graduates of these programs receive JPME Phase I qualification upon graduation. The Marine Corps War College transitioned from a JPME Phase I focus to a JPME Phase II focus during Academic Year 2005-2006. Graduates of this program receive JPME Phase II qualification.

In all three programs, the JPME learning areas and objectives are integrated into the curricula rather than taught as separate subjects. The JPME Phase I and Phase II learning areas and objectives are described in greater detail in the Command and Staff College and Marine Corps War College portions of this catalog, respectively.

# MCU ORGANIZATIONAL CHART



# MARINE CORPS WAR COLLEGE



## Mission

*The Marine Corps War College® (MCWAR), as the senior PME institution of the Marine Corps, educates selected military and civilian professionals in order to develop critical thinkers, military strategists, joint warfighters, and strategic leaders who are prepared to meet the challenges of a complex and dynamic security environment.*

## Program Outcomes

MCWAR graduates are:

- **Prepared to be strategic advisors.**
  - Evaluate national security strategies, policies, decision making criteria, and joint warfighting campaigns and plans.
  - Develop effective reading and thinking skills.
- **Prepared to be critical and creative thinkers.**
  - Integrate information and arguments.
  - Create national security strategies, national military strategies, and campaign plans.
- **Prepared to be military strategists.**
  - Integrate the framework of ends, ways, means, and risk.
  - Evaluate the integration of all instruments of national power.
  - Evaluate the employment or threat of force in the pursuit of political objectives.
- **Prepared to be senior joint warfighters.**
  - Evaluate the changing character and enduring nature of war.
  - Evaluate the planning and conduct of campaigns and major operations.
  - Evaluate essential leadership and decision-making attributes.

## Educational Philosophy

The War College employs active adult teaching methods to provide a professional educational experience where students are accountable to both the faculty and their peers for their contribution. The small student body and low student-to-faculty ratio enhance this active learning experience. Instructional methods and techniques include extensive reading, seminars, formal and informal presentations, tutorials, field studies, research, writing, war games, practical applications, and examinations.

The War College acknowledges that senior military and civilian leaders must complement competence in national defense matters with an understanding of the political, economic, social, and informational environments, which influence the formulation of national strategy. Domestic and international field study travel provides opportunities to meet with senior government and civilian leaders who share responsibility for formulating national policy and strategy. Integrated throughout the curriculum, such travel complements the four core courses of the curriculum. This travel provides a global perspective and framework upon which students can base their analysis, assessment, formulation, and application of national and military strategy.

These active learning methods require diligence, self-discipline, and time for preparation and reflection. Accordingly, well-planned *professional study and preparation time* (PSPT) is a vital aspect of the War College's curriculum. PSPT is integrated throughout each academic course as time students may use to prepare for each class.

### **Joint Professional Military Education (JPME)**

Service Senior Level Colleges (SLC) focus on national military strategy as derived from national security strategy and policy, and its impact on strategic leadership, force readiness, theater strategy and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the development of joint attitudes and perspectives.

The War College transitioned to a Congressionally-mandated JPME Phase II institution and achieved JPME Phase II certification during Academic Year 2005-2006 and was fully accredited in 2008-2009. MCWAR renewed its accreditation in 2017. To retain accreditation, the War College's curriculum must meet the guidelines set forth by Chairman of the Joint Chiefs of Staff (CJCS J7). In CJCS Instruction 1800.1F, *Officer Professional Military Education Policy (OPMEP)* the Chairman directs JPME II institutions to address the following six joint learning areas:

- Strategic Thinking and Communication
- The Profession of Arms
- The Continuum of Competition, Conflict, and War
- The Security Environment. Joint officers effectively and continuously assess the security implications of the current and future operational environment. Using appropriate inter-disciplinary analytical frameworks, they evaluate historical, cultural, political, military, economic, innovative, technological, and other competitive forces to identify and evaluate potential threats, opportunities, and risks.
- Strategy and Joint Planning
- Globally Integrated Operations

### **Degree**

All MCWAR students who meet degree program admission requirements and successfully complete the MCWAR curriculum earn a regionally accredited Master of Strategic Studies (MSS) degree.

### **Curriculum**

#### **MCWAR's curriculum consists of:**

- Campaigning and Warfare
- Deterrence, Diplomacy, and Warfare
- National Security
- Joint Warfighting
- Advanced Studies Program

MCWAR courses have learning outcomes designed to support the school's mission and its program outcomes. The following learning outcomes are common to all MCWAR courses:

- Demonstrate an ability to think and read critically at the strategic level, including an

- emphasis on examining assumptions, evaluating alternative courses of action, assessing evidence, making logical inferences, and using appropriate analogies.
- Demonstrate creative reasoning and problem solving at the strategic level, including the robust generation of imaginative proposals to address complex problems, especially those with interagency, multi-national, and cross-cultural dimensions.
- Demonstrate sound strategic judgment and decision-making, with an emphasis on communication, negotiation, consensus building, implementation, and assessment.

### **Advanced Studies Program (ASP)**

The Advanced Studies Program (ASP) allows students to deepen their mastery of a particular topic within the core curriculum. With the exception of JW, each course at MCWAR holds a semester-long ASP that allows students the opportunity to read more deeply on their chosen topic, engage with faculty in a smaller setting (often 4-8 students), and develop a project of their choosing. Students are offered the option of taking one of the offered ASPs or conducting research in their own area of study as part of the Independent Research Project (IRP).

#### Student Learning Outcomes:

- Create defensible, well-stated positions to address complex strategic issues.
- Develop scholarly written and oral projects.
- Demonstrate an ability to think and read critically at the strategic level, including an emphasis on examining assumptions, evaluating alternative courses of action, assessing evidence, making logical inferences, and using appropriate analogies.

### **Deterrence, Diplomacy, and Warfare (DDW)**

The Deterrence, Diplomacy, and Warfare (DDW) course explores the “D” in DIME, albeit with a heavy focus on political-military and security issues. The course is chiefly aimed at competition with two great power rivals – China and Russia. The DDW course also includes study of nuclear issues, such as the Nuclear Posture Review, the modernization of the US nuclear triad, nuclear weapons force structure and strategy, deterrence strategy, and arms control. Historical case studies illuminate (and pair with) a brief look at theoretical and methodological approaches to diplomatic and security policy. These “foundational” seminars foster the development of analytical techniques that will be applied during the rest of the year, and perhaps in future jobs.

#### Student Learning Outcomes:

- Evaluate past, present, and likely future policy and security environments and decision-making contexts using analytical frameworks, techniques, and lenses (e.g., culture).
- Formulate new or revised policy objectives (ends) and policy actions (ways and means) for strategic-leaders and decision-makers, using appropriate instruments of national power.
- Evaluate possible second-and-third order effects, demonstrating judgment of risk and uncertainty.
- Assess leadership and decision-making in a dynamic joint, intergovernmental, interagency, and multinational environment.
- Evaluate the impact of economic considerations on national security, strategic decision-making, and warfare.

### **Joint Warfighting (JW)**

The Joint Warfighting (JW) course complements the other courses of MCWAR by connecting strategic ideas and concepts to the application of military force in pursuit of national strategic objectives. Drawing from in-depth exploration of the Joint Strategic Planning System and its

current key documents, joint doctrine, discussions with key senior leadership, and wargaming, the JW course explores the nexus between strategy and operations to aid students in developing the analytical tools required to think critically and act decisively within an ambiguous environment. Fundamentally, the course teaches how the military instrument of power is created, maintained, and employed in support of national strategy.

#### Student Learning Outcomes:

- Evaluate current US strategic direction documents as frameworks for integrated operational decision-making in contemporary and future operating environments.
- Evaluate current doctrine, capabilities, and operating concepts of US military services and principal threat actors.
- Evaluate the effectiveness of the Joint Strategic Planning System in translating strategy into outcomes and developing globally integrated military advice, and addressing the dynamics of the Competition Continuum in multi-domain operations.
- Create military strategies and operational designs, integrating legal and ethical considerations, to support the achievement of national security objectives in complex contemporary and future operating environments.

#### National Security (NS)

The NS course helps students to develop an in-depth understanding of the development of national security strategies. The course has three primary foci. The first is on the various aspects of *The Marine Corps War College Strategy Primer (Expanded Edition)*. From the *Strategy Primer*'s page 21, figure 1, NS will lead discussions on the strategic environment (domestic context); national interests; threats and opportunities; ends; the problem set; ways; means; integrating ways/means; compare, test, and select a course (or courses) of action; policy approval; and, evaluation and revision. The second is on the actors, cultures, policies, and processes that make up the national security enterprise. Simulations comprise the third focus area.

#### Student Learning Outcomes:

- Evaluate national security principal actors' cultures, incentives, characteristics, and relationships.
- Evaluate the formal and informal governmental processes and frameworks that contribute to national security strategy, policy development, and implementation.
- Evaluate how historical, contemporary, and future security environments affect strategies in support of national objectives.
- Evaluate the impact of economic considerations on national security, strategic decision-making, and warfare.

#### Campaigning and Warfare (CW)

The Campaigning and Warfare (CW) course complements the Joint Warfighting and National Security courses of MCWAR through the employment of connecting theory, history, wargaming, and discussions of strategic ideas and concepts to the application of military force in the future environment. Drawing heavily from the great strategic theorists and military history, CW explores both the strategy of competition and conflict from the perspective of military strategy, as well as taking deep dives into various historical campaigns. One of the course's key goals is to help students think critically about the development and execution of "campaigns for strategic impact."

#### Student Learning Outcomes:

- Evaluate traditional and non-traditional principles of war at the strategic and operational levels of war.

- Assess national security policies, national military strategies, and associated theater campaigns and operations.
- Evaluate the relationship between elements of national power and the achievement of operational objectives and strategic end states.
- Appraise the impact of cultural, social, and political factors on the design, development, and execution of military operations and strategy.

## **Admissions Policy**

Admission to MCWAR is based on allocations granted by the Commandant of the Marine Corps. The admissions policy supports the mission of the College and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff. The student body consists of three distinct student populations: U.S. military officers, international military officers, and Federal Government civilian employees. Invitation, nomination, and admission to the College vary by student type: U.S. military officers are admitted through their services' selection/assignment processes; International officers are admitted by invitational nomination through Headquarters, Marine Corps; Federal Government civilian employees are admitted through an invitational nomination and approval process.

### **Admission Requirements**

Eligibility prerequisites for MCWAR are established by the military services by the military services and are identified in the applicable service regulations and requirements for attendance at a senior-level PME institution. Specific admissions prerequisites for MCWAR are as follows:

- Grade: O-5/O-6 (LtCol/Col, CDR/CAPT) for military officers; GS/GM-14/15 for Federal Government civilian employees.
- Possess a Top Secret clearance that will not expire during the academic year.
- Possess an official business or diplomatic passport that will not expire during the academic year.
- Professional experience that will allow the student to interact in interagency discussions.
- Suitability for future service and increased responsibility. MCWAR expects that sponsoring agencies will select students who have demonstrated leadership, skill, and resourcefulness in difficult assignments, and have demonstrated sound performance in an academic environment.
- Marine Corps officers must meet PME requirements as identified in Marine Corps Order P1553.4B.
- A regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English. Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty. All international students are required to have achieved a TOEFL score of 560/220/83 prior to their selection.

### **Physical and Skill Requirements**

MCWAR's curriculum is dynamic and interactive. Students are required to travel and actively participate in various educational forums. Specific physical and skill requirements are as follows:

- Small-group interaction in war games and practical application exercises, which require individual and group military, planning, and briefing skills.
- Meet the physical fitness and height and weight requirements for their respective military service or Federal Government agency.

- Active participation in battlefield staff rides, which includes walking, hiking, and conducting on-site, oral briefs.

NOTE: Nominees with special medical needs are advised that medical care may not be available while traveling or conducting battlefield staff rides at remote and overseas locations.

### **Student Evaluation**

MCWAR's evaluation system emphasizes high academic standards appropriate to graduate-level education. Grading by Course Directors is based on a variety of oral and written evaluations with an emphasis on quality seminar contribution. Grading standards are:

Numerical Grade	Letter Grade	Meaning
97-100	A+	Exceptional Performance (comparatively rare)
94-96	A	Exceptional Performance
90-93	A-	
87-89	B+	High Quality Performance
83-86	B	Quality Performance
80-82	B-	Meets Minimal Expected Performance

Students who receive a course grade of C+ or lower are counseled by the specific Course Director and are required to remediate to bring the grade up to at least a B-. IRPs are graded on a high pass/pass/fail standard. No more than 20 percent of students may receive a high pass.

### **Student Body**

School seats are based on allocations granted by the Commandant of the Marine Corps that support the mission of the College and reflect the requirements of the United States Marine Corps. Additionally, requirements support the JPME criteria set forth in the CJCS instruction 1800.01F, Officer Professional Military Education, and interagency agreements with Federal Government agencies. The AY25-26 student body consists of:

U.S. Marine Corps Officers	13
U.S. Navy Officers	2
U.S. Air Force Officers	3
U.S. Army Officers	4
U.S. Space Force Officers	1
Coast Guard	1
International Officers	5
U.S. Federal Government Civilians	6
<b>TOTAL</b>	<b>35</b>

**Direct all inquiries to:**  
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FAX: (703) 784-2384  
<https://www.usmcu.edu/MCWAR/>

# SCHOOL OF ADVANCED WARFIGHTING



## Mission

*The School of Advanced Warfighting develops lead planners and future commanders with the will and creative intellect to design and execute joint campaigns and naval expeditionary operations.*

## Educational Philosophy

SAW is a problem-solving and decision-making course, rather than a planning course, although planning is used as a vehicle for study and preparation. The majority of the learning exercises of the School of Advanced Warfighting can be described as follows: The student is presented with a mass of information and given a problem to solve. The problem may be to answer a discussion question, devise a campaign plan, make decisions in a wargame, craft a brief or point paper, conduct a staff study, or carry out additional research for an essay on an assigned topic. The process becomes iterative: break the problem into its elements, solve these, relate the partial solutions to the greater problem, identify the question on which the whole problem turns, and finally, resolve that question or problem. Implied is the potential for an inherently greater tempo and experience in recognizing and then discarding distracting, non- critical information.

The study of military history develops the analytic mind of the officer, enhances the understanding of military issues, and facilitates the officer's future decision-making efforts. Historical studies are not used didactically; rather, they are approached without bias so that the conclusions resulting from a thorough analysis of established facts can then be evaluated without prejudice. Unable to anticipate all the problems that the graduates might face in their further military service, SAW seeks to equip them to solve any problem that might arise.

## Program Outcomes

SAW graduates will be able to:

- Create solutions to complex problems and apply operational art in an uncertain geostrategic security environment.
- Apply knowledge of the operational level of war, the art of command and ethical behavior in warfighting.
- Quickly and critically evaluate a situation, determine the essence of a problem, fashion a suitable response and concisely communicate the conclusion in oral, written and visual forms.
- Apply the competence, confidences, character and creativity required to plan, lead and command at high-level service, joint and combined headquarters.
- Create, design, plan and implement adaptive concepts to meet current and future challenges.

## Degree

Students who complete the curriculum receive Marine Corps University's Master of Operational Studies degree. United States Marine students earn the 0505 Operational Planner and 0506 Red Team Military Occupational Specialty (MOS).

## Curriculum

### **SAW's curriculum consists of:**

Operational Art	15
Operational Planning	15
Changing Character of Conflict	6
<b>Total Credits:</b>	<b>36</b>

### **Operational Art (15 Credit Hours)**

This course uses campaign analysis to introduce students to the decisions of past planners and commanders. Students will devise alternate solutions to the historical examples studied. This course examines military theory in the historic context in which it developed. Finally, students will consider the impact of ethics, national values, and military culture on the development and execution of military campaigns.

Student Learning Outcomes:

- **Apply** historical insights from cases and military theory to assess the interrelationship between strategy, operations, and tactics and how it shapes campaign planning and decision-making.
- **Analyze** factors influencing how military organizations and strategic leaders assess the operational environment and make decisions that affect campaign and institutional design.
- **Evaluate** how commanders understand and visualize the link between strategic objectives and tactics through operational design.
- **Create** concise and compelling written, oral, and visual campaign plans, assessments and analysis.

### **Operational Planning (15 Credit Hours)**

This course provides students with an in depth understanding and appreciation of Service and Joint planning processes for use when developing campaign plans against transregional, all domain, all-functional military problems across the competition to conflict continuum.

This course explores the translation of political goals into military objectives when creating global campaign, contingency, and crisis plans.

Student Learning Outcomes:

- **Apply** knowledge of operational art and planning methodologies to complex contemporary and future military problems.
- **Analyze** the operational environment and elements of operational design in developing an appropriate operational approach.
- **Evaluate** how strategy, operational art, tactics, military history, military theory and doctrine inform and frame campaign design and planning.
- **Create** concise and compelling written, oral, and visual campaign plans, assessments and analysis.

### **Changing Character of Conflict (6 Credit Hours)**

This course introduces students to academic literature on international crises, competition, and conflict vital to understanding the operational environment and developing contemporary campaign plans. The course explores how military organizations generate power, respond to change, and create response options for strategic decision makers. The course is research intensive

and provides students with an understanding of how to conduct case studies, basic quantitative analysis and evaluate alternative futures.

Student Learning Outcomes:

- **Apply** different methods to analyze the changing character of competition and conflict.
- **Analyze** factors influencing how military organizations and strategic leaders assess the operational environment and make decisions.
- **Evaluate** the different factors and trends shaping how military organizations, innovate and adapt.
- **Create** concise and compelling written, oral, and visual campaign plans, assessments and analysis

## **Admissions Policy**

Admission to SAW is based on allocations granted by the Commandant of the Marine Corps.

### **Application Procedures**

Student applications to SAW are processed annually in the following manner: the SAW selection process begins in the summer with the release of a MARADMIN (Marine Corps-wide administrative correspondence) to inform potential applicants about the course, requirements, and deadlines. The MARADMIN provides a link to the SAW website from which applications can be downloaded.

The application includes three pages: personal information, faculty or reporting senior endorsements, and a topical essay requirement. The application forms change each year in order to update the essay question. Military faculty advisors endorse resident ILS students' applications, and reporting seniors and either CDET regional coordinators or adjunct faculty advisors endorse non-resident ILS student applications.

In August and September, the Director of SAW briefs all students attending Marine Corps Command and Staff College, U.S. Naval War College, U.S. Air Force Command and Staff College, and U.S. Army Command and General Staff College about the SAW program and application requirements.

### **Deadline**

Those applying must submit completed and endorsed applications to the Director, School of Advanced Warfighting by the deadline announced in the MARADMIN.

### **Selection**

Selection of USMC, sister service and international students is identical. A board appointed by the SAW Director interviews each applicant. Most interviews are conducted in person, but video teleconference or telephone interviews are conducted for distant applicants when required.

Applicants currently attending other resident ILS courses are interviewed at their schools following the information brief in August-September. Recommended selections are forwarded to each services headquarters for final authority to enroll. Nominated international officers are invited through the International Military Training office, which in turn coordinates with the officers' military assignment staff. Once approved, all applicants are notified of the selection results.

## **Admission Requirements**

General eligibility prerequisites for the School of Advanced Warfighting are those regulations and requirements established by the military services to select active duty, military students to attend an advanced intermediate-level professional military education (PME) institution.

Specific admissions prerequisites for the School of Advanced Warfighting are as follows:

- US active-duty officers and international military officers.
- Grade: A promoted O-4 (Major/LCDR) and must not have previously failed selection for O-5. A Marine officer must not be a selected or promoted Lieutenant Colonel at the time of application to SAW. If in zone for selection at the time of application to SAW, failure for selection to Lieutenant Colonel terminates SAW eligibility.
- Marine Corps officers must meet O-4 PME requirements as identified in the USMC PME Order (MCO P1553.4B). College of Distance Education and Training (CDET) applicants must be graduates of the 8800-series seminar based CDET course.
- Currently enrolled CDET students may apply provided their commanding officer or College of Distance Education and Training (CDET) regional coordinator certifies that the applicant can reasonably complete the 8800 series program no later than two months prior to commencement of the upcoming academic year.
- Security Clearance: For U.S. officers, a SECRET clearance that will not expire during the academic year. USMC officers must have or be eligible to obtain a Top Secret/Special Compartmentalized Information (TS/SCI) clearance for post- graduation assignments.
- Approval from service personnel assignment section.
- Professional experience that will allow the student to interact in discussions involving the operational level of war and ensure suitability for future assignments involving significant responsibilities, including selection for and command at the O-5 level.
- SAW battlefield staff rides require international travel and applicants should possess a current passport prior to commencement of the academic year.
- Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty.
- A regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English.

## **Physical and Skill Requirements**

The SAW curriculum requires students to be able to travel extensively and participate actively in various educational forums to include battlefield site studies involving moderate to rigorous hikes over rough terrain and in remote sites overseas. Since all students are active-duty military, all must meet the mandatory physical fitness and height/weight requirements for their respective military service.

## **Student Evaluation**

The intent of the evaluative mechanism is to signal to the student measurable strengths and weaknesses in order to allow for improvement through the school year.

The seminar is central to the conduct of the academic year and ensures success in meeting lesson objectives. In preparation for a seminar, the seminar leader, a faculty member, or visiting scholar organizes a set of readings that enable the student to examine the issues under study. Alternative viewpoints or interpretations, conflicting data, etc., are also presented.

In conjunction with the readings, discussion questions are posed to further guide the students in their preparation for the upcoming seminar. These questions are designed to provoke debate and, ultimately, to foster a comprehensive understanding of the underlying issues. Seminar participation, planning team leadership, two oral examinations, frequent written requirements and several oral presentations constitute the graded output of the School.

As part of the University's Quality Enhancement Plan goal of "Strengthening Leadership through Enhancement of Communication Skills," the SAW writing program is designed to develop sound and effective research skills; produce well-reasoned, coherent and supportable conclusions; advance an argument and convincingly defend a position; and develop the ability to condense information into a compact, effective written product.

Oral communication is enhanced through a series of formal briefings and frequent, less formal contributions in seminar. The intent of the latter is to require students to offer well-organized comments that reflect intellectual synthesis and effectively contribute to seminar discussions. The SAW faculty evaluates written and oral requirements using guidelines developed and approved by the University.

### **Student Body**

Generally, the annual composition of the student population is similar to the following:

U. S. Marine Corps Officers	19
U. S. Army Officers	1
U. S. Air Force Officers	2
International Military Officers	4
<b>TOTAL</b>	<b>26</b>

### **Direct all inquiries to:**

School of Advanced Warfighting  
Marine Corps University  
Warner Hall, 2d Deck, Office 2122  
2044 South St, Quantico, VA 22134  
Phone #1: (703) 784-6800  
Phone #2: (703) 784-5121  
<https://www.usmcu.edu/SAW/>

# COMMAND AND STAFF COLLEGE (RESIDENT)



## Mission

*The Marine Corps Command and Staff College provides graduate level education and training in order to develop critical thinkers, innovative problem solvers, and ethical leaders who will serve as commanders and staff officers with Marine Air Ground Task Forces (MAGTF) and with service, joint, interagency, intergovernmental, and multinational organizations confronting complex and uncertain security environments.*

## Educational Philosophy

Since the goal of professional military education is to develop officers who can employ innovative thinking when confronted with changing situations, Command and Staff College (CSC) provides a learning environment that encourages officers to cast a critical eye on traditional or accepted concepts. The primary instructional methodology is the Socratic seminar/guided discussion conducted by the Faculty Advisor Team in the conference group setting to foster a learning environment that encourages active and thoughtful participation on the part of each student.

Scheduled study and research days (SRDs) are incorporated into the regular schedule to provide the opportunity to read, write, reflect, and conduct required research during normal school hours. SRDs supplement, rather than replaces, study and research conducted after normal working hours. Other instructional methodologies employed include historical case studies, practical application planning and decision exercises, battlefield staff rides, presentations by faculty and guest lecturers, and tutorial sessions between students and faculty members. Emphasis on improving written and oral communication skills is integrated within the curriculum through a series of requirements -- oral presentations, point papers, analytical essays, and more traditional research-based efforts -- to build the ability to communicate effectively in a variety of situations, to critique and refine one's own work, and to improve speaking and writing skills.

## Joint Professional Military Education (JPME)

CSC is accredited by the Department of Defense through the Process for Accreditation of Joint Education (PAJE) from the Chairman of the Joint Chiefs of Staff (CJCS). CSC was last accredited as a Phase I course in 2014. The curriculum includes the first of the two-phased Joint Specialty Officer (JSO) education mandated by the CJCS. Graduates receive JPME Phase I certification upon graduation. Six primary learning areas constitute the JPME Phase I program:

- Area 1: Strategic Thinking and Communication
- Area 2: The Profession of Arms
- Area 3: The Continuum of Competition, Conflict and War
- Area 4: The Security Environment
- Area 5: Strategy and Joint Planning
- Area 6: Globally Integrated Operations

## **Program Outcomes**

In keeping with the College's mission to produce skilled warfighting leaders able to overcome diverse 21<sup>st</sup> century security challenges, and to meet the expectations set by the Chairman of the Joint Chiefs of Staff, the CSC College faculty have designed a curriculum focused on accomplishing a set of overarching goals. The outcomes are to ensure that graduates:

- (1) **War & Conflict:** Analyze the enduring nature and changing character of competition, conflict, and war to develop a historically informed perspective on current and future military competition and conflict.
- (2) **Strategy & Policy:** Analyze the evolving security environment and its implications for U.S. and adversary strategy and policy to inform the application of national power across the competition continuum.
- (3) **Doctrine & Capabilities:** Analyze U.S. and adversary military doctrine and capabilities across the competition continuum to employ Marine, naval, and joint warfighting forces to deter and defeat adversaries.
- (4) **Thinking & Problem Solving:** Apply cognitive tools, systemic approaches, planning processes, and communication skills to create solutions to complex and uncertain problems that commanders and high-level staff officers are expected to face.
- (5) **Leadership:** Apply leadership theories, principles, and skills consistent with the values, ethics, and standards of the Profession of Arms to enhance performance as commanders and high-level staff officers.

## **Curriculum**

<b>CSC's curriculum consists of:</b>	
Foundations	1
Leadership in the Profession of Arms I	2
Leadership in the Profession of Arms II	3
Evolution of Modern War	3
Military Strategies and Deterrence	3
National Security Strategy and Global Power Competition	3
Modern Conflict and the Instruments of National Power	3
Warfighting Fundamentals	2
Joint Planning & Operations I	3
Joint Strategic Planning System	2
Joint Planning & Operations II	2
CJTF Operations	2
CJTF Planning & Execution	5
Master of Military Studies Part I	1
Master of Military Studies Part II	2
Electives Program	1-2
<b>Total Credits:</b>	<b>38-39</b>

## **Foundations (1 Credit Hour)**

The course provides a foundation of essential tools, concepts, and approaches needed for graduate level study throughout the Academic Year (AY) at Command and Staff College. During the first two weeks of the AY, seven lessons will (1) establish a deeper understanding of the Profession of Arms and the field grade officer's role in the institution, (2) analyze ways of thought that are advantageous to both a graduate school students and military/inter-agency professionals, and (3) set conditions for further study across the various War Studies, Security Studies, Warfighting, and Leadership curricula.

### Student Learning Outcomes:

- Analyze the global security environment and U.S. and adversary strategy, policy, and culture, identifying challenges to U.S. national interests and means of countering adversaries.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.
- Analyze the role and obligations of military professionals through historical and contemporary civil-military contexts to reinforce US military ethics.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.
- Apply leadership and communication approaches to inform, persuade, and promote collaboration toward advancing organizational objectives.

## **Leadership in the Profession of Arms I (2 Credit Hours)**

This course develops students' ability to provide ethical and effective leadership to large organizations by expanding the study of professional ethics, morals, and decision making. Students will examine leadership theories and principles of organizational behavior, applied in a variety of contexts and operational environments, with a focus on leading change. Additionally, this course develops the student's ability to communicate in both written and oral form in a clear, concise, and professional manner.

### Student Learning Outcomes:

- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.
- Analyze the role and obligations of military professionals through historical and contemporary civil-military contexts to reinforce US military ethics.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.
- Analyze theories and practices that promote resilient leadership and ethical decision-making under conditions of crisis, complexity, and moral and physical stress.
- Analyze Law of War principles, military ethics, and human behavior as they affect operational effectiveness, and command climate, discipline, and cohesion.

- Apply leadership and communication approaches to inform, persuade, and promote collaboration toward advancing organizational objectives.

### **Leadership in the Profession of Arms II (3 Credit Hours)**

The course develops the student's ability to provide ethical and effective leadership to large organizations by studying the concept of human behavior, leadership philosophy, and organizational communications in a variety of contexts and operational environments. Additionally, this course develops the student's ability to communicate, both in the written form and orally, in a clear, concise, and professional manner.

#### Student Learning Outcomes:

- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.
- Analyze the role and obligations of military professionals through historical and contemporary civil-military contexts to reinforce US military ethics.
- Analyze theories and practices that promote resilient leadership and ethical decision-making under conditions of crisis, complexity, and moral and physical stress.
- Analyze Law of War principles, military ethics, and human behavior as they affect operational effectiveness, and command climate, discipline, and cohesion.
- Apply leadership and communication approaches to inform, persuade, and promote collaboration toward advancing organizational objectives.

### **Evolution of Modern War (3 Credit Hours)**

The military professional's study of history reinforces the intent of the CSC Mission Statement to "develop critical thinkers, innovative problem-solvers and ethical leaders," drawing upon the past to inform student decision-making for the present and future. Through the study of history, students will better understand the connections between war and national policy, as well as the connection between the dynamics of change and the influence of culture and technology on military operations.

The development of modern warfare is a complex and ever-evolving narrative, shaped by a dynamic international system, the continual advance of technology, societal shifts, and doctrinal innovation. Beginning in the early nineteenth century and continuing through the advent of the nuclear age, this course investigates how states and armed forces have navigated the demands of competition, conflict, and war. Central to this exploration are detailed case studies, including both World Wars, interwar periods of planning and innovation, and the emergence of the Cold War. The course emphasizes the integration of new technologies, the evolution of strategic thinking, and the practice of multi-domain operations. Students will critically assess how military organizations innovate during peace and adapt during conflict, how strategy bridges political objectives and tactical realities, and how institutions and ideas drive transformation in warfare. By tracing these enduring and evolving patterns, students will develop a historically informed framework to better understand and address contemporary and future military challenges.

#### Student Learning Outcomes:

- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.
- Analyze the role and obligations of military professionals through historical and contemporary civil-military contexts to reinforce US military ethics.

- Analyze theories and practices that promote resilient leadership and ethical decision-making under conditions of crisis, complexity, and moral and physical stress.
- Analyze Law of War principles, military ethics, and human behavior as they affect operational effectiveness, and command climate, discipline, and cohesion.

### **Military Strategies and Deterrence (3 Credit Hours)**

Through an examination of the American military experience from the end of World War I to the end of the Vietnam War and the establishment of the All-Volunteer Force, this course develops the student's ability to understand the enduring nature and changing character of war and the spectrum of conflict. To do so, the course explores the development of an American way of war through an analysis of the theories and conduct of competition, conflict, and war, as well as the cultural, economic, socio-political, and technological driving forces and trends that affect and shape war, along with civil-military relations, and the translation of policy to planning. The course focuses on primary themes of adaptation and innovation, strategic competition, peer conflict and war, total war, and future war. In doing so, the course explores how various theorists and practitioners throughout the period applied and leveraged evolving technologies and theories by examining the evolution and practice of war within its historical context.

#### Student Learning Outcomes:

- Analyze the enduring nature and evolving character of military competition, conflict, and war, as a product of interrelated political, military, economic, social, and technological activities with inherent uncertainty and surprise.
- Analyze classic and recent theories of competition, conflict, and war.
- Evaluate the practice of strategy and operational art in history, and the linkages between strategy, campaigns, and tactics.
- Evaluate historical processes of innovation and adaptation by military organizations.

### **National Security Strategy and Global Power Competition (3 Credit Hours)**

National Security Strategy and Global Power Competition develops student fluency with important concepts, theories, and analytical perspectives that inform national security professionals and decision-making. Students will be able to demonstrate knowledge of ideas and stakeholders that influence U.S. security and defense strategy, as well as provide reasoned and informed analysis of U.S. national security processes and approaches. Students will also develop awareness of significant factors that shape the actions and intentions of strategic competitors, such as strategic culture and the implications of military capabilities, as well as examine the roles of allies and partners in countering U.S. adversaries and advancing national interests in a complex global security environment.

#### Student Learning Outcomes:

- Analyze the global security environment and U.S. and adversary strategy, policy, and culture, identifying challenges to U.S. national interests and means of countering adversaries.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

### **Modern Conflict and the Instruments of National Power (3 Credit Hours)**

This course begins with an introduction to the instruments of statecraft other than military capabilities, representing the tools of national power available to national security decision-makers as they face a complex range of challenges around the world. The course then explores how competition and conflict manifests below the threshold of great power war, through a discussion of resource competition, gray zone, proxy war, and cyber activities. The course surveys challenges to national security posed by transnational threats such as terrorism and transnational criminal networks. The course also provides a foundational introduction to conflict within states, including key concepts related to the causes of internal conflict, political violence, as well as practices related to conflict termination efforts. Finally, the course integrates concepts and capabilities introduced in previous lessons to illustrate how strategic competitors leverage their power to attain regional influence. Students in this course will be able to describe the instruments of national power, as well as concepts and practices relevant to U.S. and adversary irregular warfare approaches.

#### **Student Learning Outcomes:**

- Analyze the global security environment and U.S. and adversary strategy, policy, and culture, identifying challenges to U.S. national interests and means of countering adversaries.
- Analyze the contributions of all instruments of national power that affect the application of the military instrument within Joint, Interagency, Intergovernmental, and Multinational Operations.
- Analyze U.S. adversary and adversary irregular warfare approaches.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

### **Warfighting Fundamentals (2 Credit Hours)**

This course introduces the roles, missions, and capabilities of each U.S. service by the domains in which they operate. It also includes the service capabilities of our Allies and Partners assigned to each CG. After having gained an understanding of U.S. forces and applicable Allies and Partners, follow-on material covers the People's Republic of China (PRC) equivalent by service and domain. Exposure to friendly and adversary capabilities enables students to compare the two in a way relevant to their service and experience. This course then bridges the gap between U.S. service components and U.S. combatant commands. In doing so, students are exposed to the command relationships and the authorities that coincide with their assignment. Lastly, this course culminates by introducing the Marine Corps Planning Process and practical application of planning in support of a Combined/Joint Forcible Entry Operation exercise – Pacific Challenge – INDOPACIFIC-A (PC-IP-A).

#### **Student Learning Outcomes:**

- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.

- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

### **Joint Planning & Operations I (3 Credit Hours)**

This course emphasizes the ability to prevail in combat and strengthen ties with our allies and partners through a major planning exercise within the CSC Exercise Continuum: Exercise Pacific Challenge Indo-Pacific Bravo. Students will serve on a Combined Joint Force Landing Component Command (CJFLCC) staff to plan offensive operations in a contested environment while enabling collaboration and interoperability with joint and allied forces.

The course introduces the Joint Planning Process while reinforcing methodologies from the Marine Corps Planning Process, building on critical thinking and exercise planning skills. Students will delve deeper into developing an operational approach and crafting an assessment plan to measure progress in planned operations. By the end of the course, students will have a foundational understanding of the Joint Planning Process and enhanced skills as members of a Combined Planning Group (CPG), also known as an Operational Planning Team (OPT).

#### **Student Learning Outcomes:**

- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Apply critical and creative thinking informed by theories, models, and tools of recognition.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

### **Joint Strategic Planning System (2 Credit Hours)**

This course provides a comprehensive overview of the Joint Force's functions, emphasizing the integration of Joint All Domain Operations (JADO) and the critical importance of maintaining lethality in contested environments. It focuses on the Joint Strategic Planning System (JSPP), exploring how the Joint Force plans, develops, and designs an organization within a larger system. Additionally, the course highlights the indispensable role of allies and partners in achieving operational success and advancing strategic objectives.

The JSPP serves as the primary system used by the Chairman of the Joint Chiefs of Staff (CJCS) to fulfill responsibilities for strategic direction, planning, and assessment. It aligns military planning with national strategic objectives and integrates efforts across combatant commands (CCMD), services, and agencies. Key components of the JSPP include:

**Strategic Direction:** Translating the National Security Strategy (NSS), National Defense Strategy (NDS), and other strategic documents into actionable guidance for the Joint Force.

**Global Integration:** Synchronizing military actions across time, space, and purpose to address transregional, all-domain, and multifunctional challenges.

**Planning Frameworks:** Utilizing tools like the Joint Strategic Campaign Plan (JSCP) to operationalize strategic vision and provide integrated planning guidance.

**Resource-Informed Planning:** Balancing readiness, resource constraints, and availability to support campaigns and contingency plans effectively.

**Assessment:** Continuously evaluating the effectiveness of plans and operations to inform adjustments and future planning.

By combining an understanding of the JSPS with the operational realities of JADO and the value of allied and partner contributions, this course equips participants with the knowledge to navigate and contribute to the Joint Force's strategic planning and execution processes.

Student Learning Outcomes:

- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Apply critical and creative thinking informed by theories, models, and tools of recognition.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

### **Joint Planning & Operations II (2 Credit Hours)**

The course provides students with a comprehensive understanding of irregular warfare with an emphasis on stability operations and its critical role in joint all-domain operations. Through this lesson on Irregular Warfare and Stability Operations, students explore the complexities of maintaining or reestablishing secure environments in fragile states while leveraging the capabilities of allies and partners to enhance mission success. These planning actions are applied in the Pacific Challenge Indo Pacific Exercise Charlie (PC-IP-C), where students engage in planning stability operations at the Combined Joint Force Land Component Command (CJFLCC) level. This exercise sharpens their ability to balance military lethality with the collaborative efforts required to achieve stability in post-kinetic environments, ensuring alignment with the broader objectives of joint and coalition operations. This course culminates with the Future War I lesson, reinforcing students' understanding of SLO 3.1 by integrating insights on emerging threats, technologies, and the evolving character of warfare into their operational planning and decision-making processes.

Student Learning Outcomes:

- Analyze current military and technological developments that may shape the character of future competition.
- Analyze the contributions of all instruments of national power that affect the application

of the military instrument within Joint, Interagency, Intergovernmental, and Multinational operations.

- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Analyze U.S. and adversary irregular warfare approaches.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

### **CJTF Operations (2 Credit Hours)**

This course includes one planning exercise and serves as the warfighting culminating event for the academic year. Student learning outcomes assessed during previous exercises will be reinforced throughout this evolution; however, students will be evaluated on SLO 4.3 associated with theories of planning. As a culmination event, this course will include a requirement that plans at multiple echelons simultaneously while covering all domains and all warfighting functions. Additionally, this course will integrate the use of artificial intelligence and wargame simulations to better enable informed planning with efficiency.

#### **Student Learning Outcomes:**

- Analyze current military and technological developments that may shape the character of future competition.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize mission command, tempo, and decision-making within all-domain operating environments.
- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.
- Apply Leadership and communication approaches to inform, persuade, and promote collaboration toward advancing organizational objectives.

### **CJTF Planning & Execution (5 Credit Hours)**

This course includes the culmination of the CSC exercise continuum which enables students to demonstrate critical and creative thinking skills, interpersonal, and communication skills while they plan and exercise joint warfighting in a complex all domain environments.

### **Master of Military Studies Part I (1 Credit Hour)**

Offered in the fall semester, this course is the first half of the coursework aligned with the Command and Staff College (CSC) Master of Military Studies (MMS) program. It is designed to develop research and writing skills. In order to earn the MMS degree, students need to successfully complete the Master of Military Studies I course, the Master of Military Studies II course offered in the spring semester, and submit a final research essay (approximately 5000 words) that is deemed acceptable by the primary mentor and the second reader.

In this course, students will choose their topic, identify a faculty mentor, and begin the process of analyzing resources as they shape their thesis and organize their argument. Upon completion of this course, the sources acquired, and outline created will provide the foundation for the writing process within the subsequent Master of Military Studies II course.

#### Learning Outcomes:

- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

### **Master of Military Studies Part II (2 Credit Hours)**

This course is the second half of the coursework aligned with the Command and Staff College (CSC) Master of Military Studies (MMS) program. It is designed to develop research and writing skills. To earn the MMS degree, students need to successfully complete the Master of Military Studies I course, the Master of Military Studies II course, and submit a final research essay (approximately 5000 words) that is deemed acceptable by the primary mentor and the second reader.

In this course, students will author their Initial Drafts and continue to work with their mentors on revising their products to submit to a second reader from the faculty for further revision. After a consultation with both faculty members, the student will submit a Final Draft and need to receive a grade of above 83% to meet the necessary requirements for the MMS degree.

#### Learning Outcomes:

- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

### **Admission Policy**

Admission to the Marine Corps CSC is based on allocations granted by the Commandant of the Marine Corps. The CSC Admissions Policy supports the mission and purpose of the College and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy. The CSC student body consists of three distinct student populations: U.S. Marine/Joint military officers, international

military officers, and Federal Government civilian employees. Invitation, nomination, and admission to the College vary by student type: U.S. military officers are admitted through their services' selection assignment processes; international officers and Federal Government civilian employees are admitted through an invitational nomination/approval process.

Student nominations for the CSC are processed as follows:

- U.S. military student nominations are processed by the responsible military manpower department which screens all eligible officers in accordance with their regulations for intermediate-level school selection. They must provide CSC with a roster of officers' names by 1 March for the succeeding academic year which begins in July or August.
- Foreign military student nominations are provided by those countries invited to participate in a professional military officer education exchange program sponsored by the Department of Defense. This program includes not only attendance at CSC, but also participation in an American Culture Field Studies Program for which special lectures, trips, and social activities are scheduled throughout the academic year.
- Civilian, U.S. Federal Government employee nominations are to be processed by the nominating agency's professional development office. Invitations to submit nominees are forwarded to agencies/departments by the MCU Registrar. Final review/approval is reserved for the Director, CSC, for final review and approval. Nomination letters must be received by 1 April for the succeeding academic year. Note: Civilian agencies are responsible for any and all expenses associated with any special needs for their personnel attending CSC.

## **Admission Requirements**

General admission requirements for the CSC include:

- Grade: O-4 (Major/LCDR) for military officers; GS/GM-12/13 for Federal Government civilian employees.
- Security Clearance: U.S. applicants require a Secret clearance that will not expire during the academic year.
- Undergraduate degree: All U.S. officers and civilians must have a regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty.
- A career record that demonstrates proven leadership and management successes with a potential to serve in future positions of increased responsibility.
- Marine Corps officers must meet O-3 PME requirements as identified in the USMC PME Order (MCO P1553.4B).
- Federal Government civilian employees are required to have an undergraduate degree from an accredited college or university and operational experience that will enhance the educational interaction between military and interagency students (operational experience includes intelligence or security related positions at overseas posts, national or international intelligence or law enforcement positions, or agency liaison officer positions serving with U.S. or international military organizations).

International Military Officers must meet English proficiency requirements with a minimum score of 83 on the Defense Language Institute's English Comprehension Level (ECL) test.

## **Physical and Skill Requirements**

The CSC curriculum is dynamic and interactive. Students are required to travel and actively participate in various educational forums. Specific physical and skill requirements are as follows:

- Small-group interaction in wargame scenarios and practical application exercises, which requires individual and group military planning, map reading, and briefing skills.
- Must meet the physical fitness and height/weight requirements for their respective military service or Federal Government agency.
- Active participation in battlefield staff rides, which includes walking, hiking, and analyzing the battlefield's terrain, role-playing, and conducting on-site, oral briefs.
- Nominees with special medical needs are advised that medical care may not be available while traveling or conducting battlefield staff rides at remote and overseas locations. This should be considered prior to nomination.

## **Student Evaluation**

The aim of all evaluations is to determine whether a student has achieved the Learning Outcomes associated with each course of instruction. All evaluations require a practical application solution or a narrative/essay response. In some cases, oral briefings are used to amplify/defend the student's solution/answer.

Faculty Advisor Teams will evaluate all graded requirements and assign a grade (A, B, or C) in accordance with the criteria defined in the CSC policy letters. Students are evaluated based on their seminar participation, essays, in-class exams, oral communication skills, and practical applications in planning exercises and staff rides. A mid-year assessment is an essay examination administered as an at-home open-book effort towards the end of the Fall semester. It allows the faculty to evaluate each student's understanding of fundamental concepts in order to identify those students who require additional mentoring to succeed in the remainder of the core curriculum.

As a graduate-level institution, it is the policy of the CSC that a grade below B constitutes unacceptable performance and requires remediation. Remediation is the responsibility of the officer, with the Course Director and Faculty Advisor Team assisting throughout the remediation process.

## **Student Body**

School seats are based on allocations granted by the Commandant of the Marine Corps which support the mission/purpose of the College and reflect the requirements of the United States Marine Corps; the joint/multinational education criteria for other U. S. military students; the Department of Defense and Department of State agreements on foreign military student education exchange programs; and interagency agreements with other Federal Government agencies. Quotas for admission to the CSC are distributed as follows:

U.S. Marine Corps and Marine Corps Active Duty Officers	88
U.S. Marine Corps and Marine Corps Reserve Officers	7
U.S. Navy and Navy Reserve Officers	14
U.S. Army, Army Reserve, and Army National Guard Officers	19
U.S. Air Force, Air Force Reserve and Air National Guard Officers	18
U.S. Space Force Officers	2
U.S. Coast Guard Officers	2
International Military Officers	36

**Direct all inquiries to:**

Command and Staff College

Marine Corps University

Warner Hall, 2d Deck,

2044 South St, VA 22134

Phone #1: (703) 784-1069 (Operations)

Phone #2: (703) 784-1120 (Admin Office)

<https://www.usmcu.edu/Colleges-and-Schools/Command-and-Staff-College/>

# EXPEDITIONARY WARFARE SCHOOL (RESIDENT)



## Mission

*Expeditionary Warfare School educates and trains company grade officers in order to prepare them mentally, morally, and physically for billets of increased leadership responsibility across the Fleet Marine Force and the Joint Force, with emphasis on the warfighting capabilities of a Marine Air Ground Task Force operating within a complex and distributed Naval expeditionary environment.*

## Educational Philosophy

Expeditionary Warfare School (EWS) delivers its curriculum in a post-graduate setting, where our students bring as much to the learning environment as our instructors. The method of delivery is primarily conference group discussion and presumes a degree of individual due diligence and an informed position prior to engagement. The onus is on the student to invest intellectual humility, curiosity, and time in bringing an informed perspective to the discussion. The curriculum challenges students to think critically as Marine Air-Ground Task Force (MAGTF) officers by providing them with a firm doctrinal foundation, augmented with the exchange of practical experiences, and reinforced with extensive practical application and numerous planning exercises. Most of the learning occurs within a conference group setting, which consists of approximately 16 captains of various military occupational specialties (MOS), joint military services, and partners and allies. Each conference group is mentored by an experienced major, who serves as its Faculty Advisor (FACAD). Throughout the academic year, the FACAD models tactical, technical, and professional MAGTF officer skills; mentors and guides students; facilitates conference group discussion; and assesses student performance.

## Program Outcomes

- **LEAD** with the Marine Corps' Core Values and ethical standards expected of commissioned officers.
- **FIGHT** with a Maneuver Warfare Mindset.
- **EMPLOY** a MAGTF in a naval expeditionary environment.
- **DEMONSTRATE** MOS credibility.

## Student Learning Outcomes

A student learning outcome (SLO) is a concise statement that describes what students are expected to learn after completing a course or program of instruction. The statement begins with an action verb that indicates the desired level of learning in accordance with accepted educational taxonomies. The action verb is followed by an explanation of the specific subject matter to be learned. Each Student Learning Outcome forms the basis for student feedback.

## Curriculum

### **EWS's curriculum consists of:**

The Armed Forces Officer Course	4
Military Adaptation and Innovation Course	3
USMC Doctrine Course	2
USMC Planning Course	5
MAGTF Operations Ashore Course	9
MAGTF Operations Afloat Course	9
<u>Occupational Field Expansion Course</u>	<u>6</u>
<b>Total Credits:</b>	<b>38</b>

The EWS SLOs (Student Learning Outcomes) are grouped by the Program Outcomes they primarily support and are introduced, reinforced, and assessed during seven EWS core courses: The Armed Forces Officer, Military Adaptation and Innovation, USMC Doctrine, USMC Planning, MAGTF Operations Ashore, MAGTF Operations Afloat, and the Occupational Field Expansion Course.

### **The Armed Forces Officer Course (4 Credit Hours)**

The Armed Forces Officer (AFO) course analyzes the officer corps' role in the profession of arms via *The Armed Forces Officer* (2017) book by Richard Swain and Albert Pierce and consists of three subcourses. The Officership subcourse focuses on the “practice of *being* professional officers and leaders” (pg 31). The Professional Communication subcourse develops and refines student skills in both oral and written communication through the application of critical thought, logic, reasoning, research, and synthesis. Finally, the Total Force Fitness subcourse reinforces the physical, emotional, and spiritual wellness of individuals and organizations. Students are assessed via seminars, writing assignments, a team research project, and various physical activities throughout the curriculum. Additionally, students can apply for the Research Fellowship Program, a strenuous project that allows exploration of areas of student passion. Select students possessing a Top-Secret clearance with SCI eligibility may also apply for the EWS Joint All Domain Officer Fellowship.

#### Student Learning Outcomes:

- Demonstrate officership to enable professionalism and leadership.
- Apply skills to assess and cultivate effective command climates and organizational cultures.
- Develop effective professional communication.
- Understand the skills necessary to assess and develop personal and organizational fitness.
- Apply critical and innovative thinking skills to make effective decisions in competitive environments.

### **Military Adaptation and Innovation Course (3 Credit Hours)**

The Military Adaptation and Innovation (MAI) course prepares students to solve problems in future wars. New technologies, doctrines, and threats will require our nations' militaries to constantly adapt and innovate to win the next conflict. As military leaders, students must understand that they are responsible for leading their formations—up and down the chain of command—through these changes. This course empowers students to take on this challenge. The MAI Course has three sub-courses. The Historical Studies sub-course examines the past to develop insights into future conflicts. The sub-course exposes students to various education methodologies

to develop their military judgment, derive lessons from past battles, and understand how the Nature of War affects decision making. The Strategic Competitor Series sub-course introduces students to the problems that today's military must solve. Lastly, the Innovation and Future War sub-course exposes students to emerging concepts that offer solutions to the problems of modern military professionals. Students are assessed via discussions, writing assignments, oral presentations, and other experiential learning modalities.

#### Student Learning Outcomes:

- Examine the historical development of the Marine Corps as part of the naval force.
- Demonstrate officership to enable professionalism and leadership.
- Apply critical and innovative thinking skills to make effective decisions in competitive environments.
- Understand the role of tactical actions in strategic environments throughout the conflict continuum.
- Use historical studies to explain the current context and inform the future application of combat power.
- Examine the concepts, considerations, and challenges of expeditionary advance based operations and littoral operations in contested environments.

#### USMC Doctrine Course (2 Credit Hours)

The USMC Doctrine course introduces students to key Marine Corps doctrinal concepts contained in principle doctrinal publications to include MCDP 1 *Warfighting*, MCDP 1-0 *Operations*, MCDP 1-3 *Tactics*, MCDP 5 *Planning*, MCWP 5-10 *Marine Corps Planning Process*, and MCDP 6 *Command and Control*. The USMC Doctrine Course is taught via seminar discussions (including tactical decision games) and faculty and guest lectures. The course begins with readings from primary sources that informed and influenced the U.S. Marine Corps' maneuver warfare philosophy. Theorists include Sun Tzu, Jomini, Clausewitz, and Boyd. Through the lens of maneuver warfare, cornerstone doctrinal tenets include the troop leading steps, main effort, commander's intent, and center of gravity. Students are assessed via a formal assessment (exam), three practical exercises, a tactical decision game, a written five paragraph order, and seminar participation.

#### Student Learning Outcomes:

- Develop effective professional communication.
- Describe the nature and theories of war and their relationships to maneuver warfare philosophy.
- Apply critical and innovative thinking skills to make effective decisions in a competitive environment.
- Understand the role of tactical actions in strategic environments throughout the conflict continuum.
- Use historical studies to explain current context and inform future applications of combat power.
- Apply the MCPP and Marine Corps doctrine to develop a combined arms, multi-domain tactical plan for a land-based MAGTF.

#### USMC Planning Course (5 Credit Hours)

The USMC Planning course focuses on understanding the nature and theory of planning contained in MCDP 5 *Planning*. Students further their understanding through applying the Marine Corps Planning Process (MCPP) to a tactical scenario. FACADs guide students through introduction seminars, the Intelligence Preparation of Battlespace (IPB), and the six steps of MCPP.

Throughout this course, FACADs assess student knowledge of key concepts and linkages through group contributions and planning reflections. These planning reflections are seminars where the students provide feedback to the group and assess their understanding of MCPP. A computer-based decision-making exercise (DMX) reinforces student learning prior to the assessment. The practical exercise, DMX, and reflection seminars culminate with an individual comprehensive assessment that uses MCPP as the vehicle to test the application of Marine Corps Doctrine within the context of a detailed tactical scenario based on peer adversary capabilities and doctrine. Students will then execute a hasty planning exercise that leverages their foundational knowledge of MCPP. The group evaluated scenarios force students to employ planning fundamentals against unfamiliar tactical scenarios within a time competitive environment.

#### Student Learning Outcomes:

- Develop effective professional communication.
- Apply critical and innovative thinking skills to make effective decisions in competitive environments.
- Integrate the warfighting function capabilities of a combined arms Marine Air Ground Task Force (MAGTF).
- Apply the Marine Corps Planning Process (MCPP) and Marine Corps doctrine to develop a combined arms, multi-domain tactical plan for a land-based MAGTF.

#### **MAGTF Operations Ashore Course (9 Credit Hours)**

The Marine Air-Ground Task Force (MAGTF) Operations Ashore course enables students to apply doctrinal concepts to different elements of the MAGTF. Students will understand how MAGTF works together and synergizes across warfighting functions in a way that enables how the Marine Corps fights, using maneuver warfare. The course builds on the foundations established in the Doctrine and Planning Courses and leverages student specialties that are refined during the Fall Occupational Field Expansion Course (OFEC) period. Completion of this course prepares students to engage in more complex sea-based MAGTF planning during the MAGTF Operations Afloat Course. Course outcomes and educational objectives are accomplished through a mix of formal lectures, seminar discussions, and significant time dedicated to application during practical exercises. The Warfighting Functions of Command and Control and Information are integrated throughout the course.

Following several introductory lectures, students rotate through 4, four-day rotational sub- courses as conference groups:

1. Intelligence
2. Fires
3. Logistics
4. Aviation

Following the rotational sub-courses, students rotate through two culminating, five-day, competitive practical exercises:

1. MAGTF in the Offense
2. MAGTF in the Defense

#### Student Learning Outcomes:

- Develop effective professional communication.
- Apply critical and innovative thinking skills to make effective decisions in competitive environments.

- Integrate the warfighting function capabilities of a combined arms Marine Air Ground Task Force (MAGTF).
- Apply the Marine Corps Planning Process (MCPP) and Marine Corps doctrine to develop a combined arms, multi-domain tactical plan for a land-based MAGTF.
- Understand how the MAGTF integrates into combatant commands and joint task forces.

### **MAGTF Operations Afloat Course (9 Credit Hours)**

The MAGTF Operations Afloat Course enables students to examine MAGTF operations at sea and provides exposure to the diverse naval expeditionary environment. It emphasizes the complexities of amphibious operations in contested littorals, the integration required between Navy and Marine Corps forces as part of a combined naval expeditionary force, and combat operations ashore. The curriculum accomplishes this by analyzing the current and future maritime operating environments; exploring amphibious doctrine; lessons and practical exercises that provide practitioner-level knowledge, understanding, and skills at the ARG/MEU level; and planning and wargaming repetitions during Exercise PACIFIC GUARD.

By the end of the course, students should: 1) Understand the Naval service's organization and how it conducts operations across the competition continuum within the maritime expeditionary environment.; 2) Understand the Marine Corps' role in supporting naval campaigns and joint operations; 3) Understand the capabilities of the ARG/MEU; and 4) Apply Navy and Marine Corps doctrine, maneuver warfare philosophy, and MCPP to solve complex problems in contested maritime terrain.

The MAGTF Operations Afloat course includes four subcourses: Naval Expeditionary Environment, Littoral Operations and Concepts, Amphibious Operations, and Amphibious Planning Exercises. Each subcourse provides the means to achieve the designated course outcomes through formal lectures, seminar discussions, individual and group assignments, and assessments.

#### **Student Learning Outcomes:**

- Develop effective professional communication.
- Apply critical and innovative thinking skills to make effective decisions in competitive environments.
- Understand the role of tactical actions in strategic environments throughout the conflict continuum.
- Integrate the warfighting function capabilities of a combined arms Marine Air Ground Task Force (MAGTF).
- Understand how the MAGTF integrates into combatant commands and joint task forces.
- Examine the concepts, considerations, and challenges of expeditionary advance based operations and littoral operations in contested environments.
- Describe the organization, command and control, and capabilities of an amphibious task force and other naval capabilities in support of naval expeditionary operations.
- Apply naval and joint doctrine to develop a combined arms, multi-domain tactical plan for a sea-based MAGTF.

### **Occupational Field Expansion Course (OFEC) (6 Credit Hours)**

Specialized military occupational specialty (MOS) or occupational field training known as OFEC make EWS unique in the Officer PME continuum. As a career-level school, EWS is tasked with educating and training the students at the tactical level. Unlike the schools an officer attends later in the Officer PME continuum, MOS training is included as part of the EWS Curriculum. This course reinforces the education delivered during the remainder of the curriculum and is intended

to enhance the students' ability to blend military art (education) with military science (training) to increase their proficiency as MAGTF Officers.

The EWS students and faculty are assigned to an OFEC subcourse based on their military occupational specialty. This group will last the academic year but may interact with other OFECs when there is mutually beneficial training. The conduct of the OFEC is divided into a one-week fall session, six two-hour sessions during the year, and a three-week spring session. The fall OFEC period is three days long and focuses on refreshing and expanding the students' knowledge within their individual MOS. This training period is vital as many of the students arrive at EWS from a non-operational tour with atrophied MOS skills. The Fall OFEC prepares students to think critically about how their MOS contributes to the MAGTF and to act as functional and element planners in later curricular exercises. The six two-hour sessions during the year focus on training management and leadership specific to various occupational fields. The Spring OFEC is three weeks long and further develops the students' MOS proficiency as they prepare to re-enter the Fleet Marine Force, joint force, or their home nation military and assume greater responsibilities.

Each group of MOSs follows a different OFEC curriculum tailored to that group. Various groups travel to military bases and stations across the country to attend existing courses offered by other Marine Corps or service schools or to take advantage of training facilities available to support field or simulation training. In each case, the students spend an average of at least 30 hours per week engaged in classroom instruction, participating in discussions, or engaged in some form of practical application or planning exercise. An average of 60 hours of classroom instruction/discussion and 60 hours of some form of practical application/planning exercise determines a fair average for determining credit hours.

#### Student Learning Outcomes:

- Apply skills to assess and cultivate effective command climates and organizational cultures.
- Demonstrate tactical occupational field proficiency.
- Understand occupational field requirements for continued professional education, career progression, and personal development.

### **International Military Student Program**

Each year, the EWS student body includes approximately twenty to twenty-five international military student (IMS) officers. In addition to the academic curriculum, international students participate in the Marine Corps Field Studies Program (FSP). The FSP is designed to familiarize the IMS with the responsibilities of governments, militaries, and citizens to protect, preserve, and respect the rights of every individual. The FSP is also specifically designed to provide the IMS with awareness and functional understanding of internationally recognized human rights standards and the American democratic way of life. A one-week orientation course, which is not part of the academic program, precedes the resident EWS course and includes an English language component. Each IMS gives a presentation on his or her home country as part of the curriculum.

### **Admission Policy**

The EWS Admissions Policy supports the mission and purpose of EWS and reflects the needs of the U.S. Marine Corps, and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy appropriate for Company Grade Officers. Invitation, nomination, and admission to the school vary by student. U.S. military officers are

admitted through their services' selection/assignment processes and international officers are admitted through an invitational nomination/approval process at the Headquarters Marine Corps level.

## **Student Assessment**

The Expeditionary Warfare School evaluates student performance through both objective and subjective means. The institution's assessment program serves two purposes: It evaluates the student's understanding of the material presented, and it provides information relative to the effectiveness and quality of the EWS educational experience.

### **Student Assessment**

Faculty individually assess each learning objective using standardized rubrics and standardized applications. Faculty advisors (FACAD) use the results of evaluations to regularly counsel students on their progress and provide remedial instruction if required.

### **Standard Assessment Instruments**

Student performance is evaluated on a 100-point system. A minimum score of 80 percent is required to graduate. A standardized rubric is used for each type of assessment.

Communication Program: Faculty advisors evaluate students for their ability to express themselves effectively orally and in writing, and evaluate student communication in content, critical thinking, organization, format, and delivery.

Marked Requirements: There are various marked requirements throughout the academic year. They consist of assignments requiring narrative and written answers, or a graphic portrayal of solutions on worksheets, maps, and overlays or combination of all of these.

Planning Exercises, Capstone Exercises, Formal Briefings and Discussion Participation: Assessment of student performance is based on the judgment of the FACAD or designated evaluator who provides the student with a narrative summary of observations using the appropriate rubric. These assessments are made based on a student's contribution as a seminar member, performance in OFEC training, planning exercises, capstone exercises, staff rides, battle studies, war games, and simulations.

### **Unsatisfactory Grades**

Students will remediate any assignment where they fail to achieve a minimum of 80 percent. The remediation of a student who fails a particular subject area is the responsibility of the FACAD. The FACAD ensures that appropriate remedial instruction, direction, and guidance are provided. Remediation is to ensure student comprehension; initial grade remains unchanged.

### **Fitness Reports**

In accordance with the current edition of MCO P1610.7, FACADs prepare observed academic fitness reports on all USMC students at the end of the school year. Reports on other service students are submitted on the forms required by their respective services. In the case of international military students, FACADs prepare a report of successful completion of the course for transmission to each student's country.

## **Student Body**

Students are captains or other service equivalents. Selection to EWS is based upon careful screening of an individual's record by their manpower assignment departments. School seat quotas are based on allocations granted by the Commandant of the Marine Corps, the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students, and the Department of Defense and Department of State agreements on foreign military student education exchange programs.

U.S. Marine Corps Officers	172
U.S. Navy Officers	3
U.S. Army Officers	23
U.S. Air Force Officers	15
International Military Officers	22
<b>TOTAL</b>	<b>235</b>

**Direct all inquiries to:**  
Expeditionary Warfare School  
Marine Corps University  
2077 Geiger Road  
Quantico, Virginia 22134-5068  
Phone: (703) 784-1864 (Administrative Office)  
FAX: (703) 784-2582  
<https://www.usmcu.edu/EWS/>



*“This school is a revolution....*

*We want to make this post and the whole Marine Corps a great university.*

*We want to find out who our most capable men are and  
to give them opportunities accordingly.”*

Brigadier General Smedley D. Butler, USMC Commander,  
Marine Corps Schools, 1920