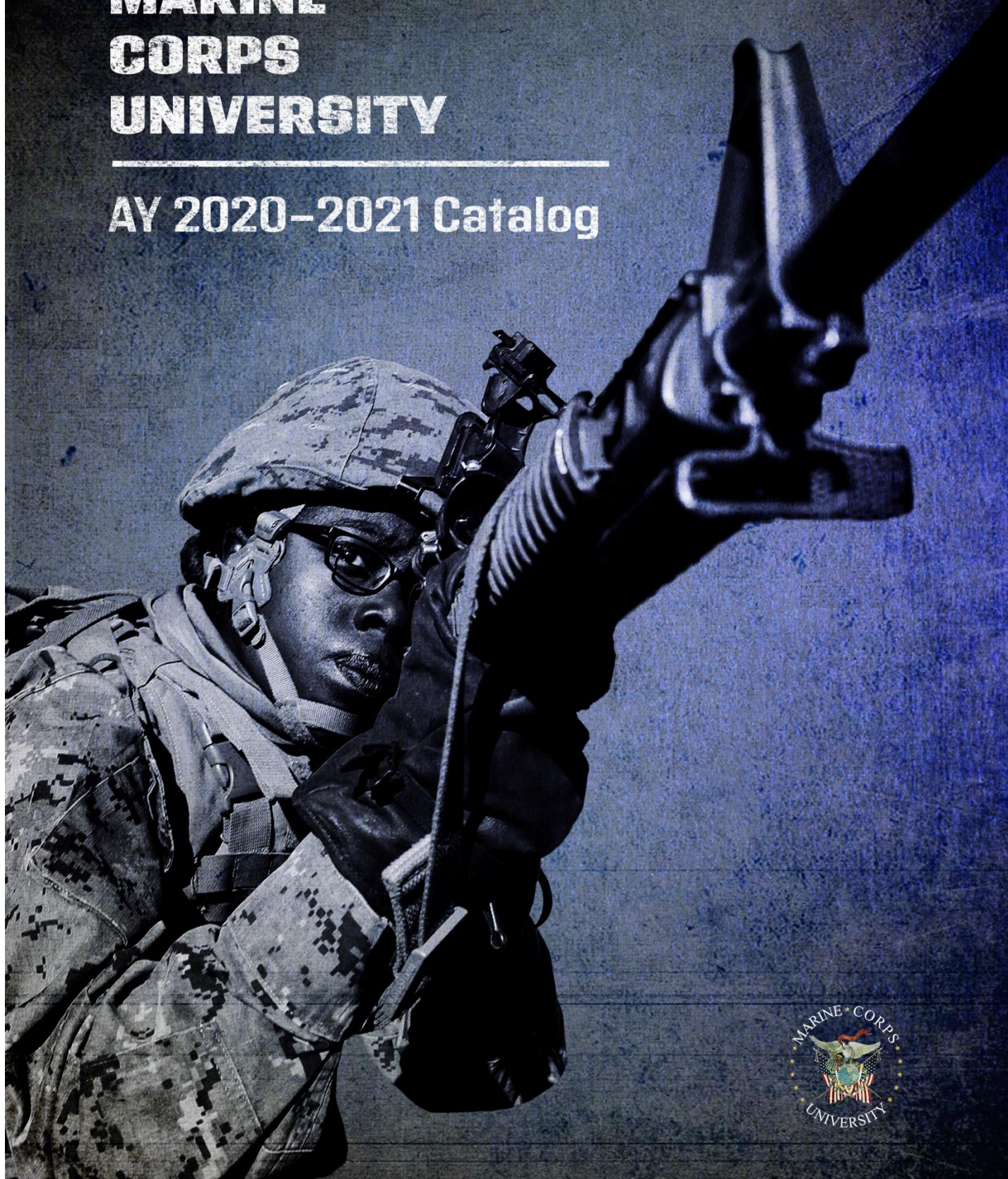


# MARINE CORPS UNIVERSITY

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AY 2020–2021 Catalog



**Front Cover:** Courtesy of Mr. Jeremy Gooch,  
Graphic Designer, College of Distance Education and Training  
**Inside Pictures:** Official Marine Corps Pictures





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 (SACSCOC) to award masters degrees. Questions about the accreditation of Marine Corps University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

## **MARINE CORPS UNIVERSITY**

Established 1989

2076 South Street, Quantico, Virginia 22134

[www.usmcu.edu](http://www.usmcu.edu)

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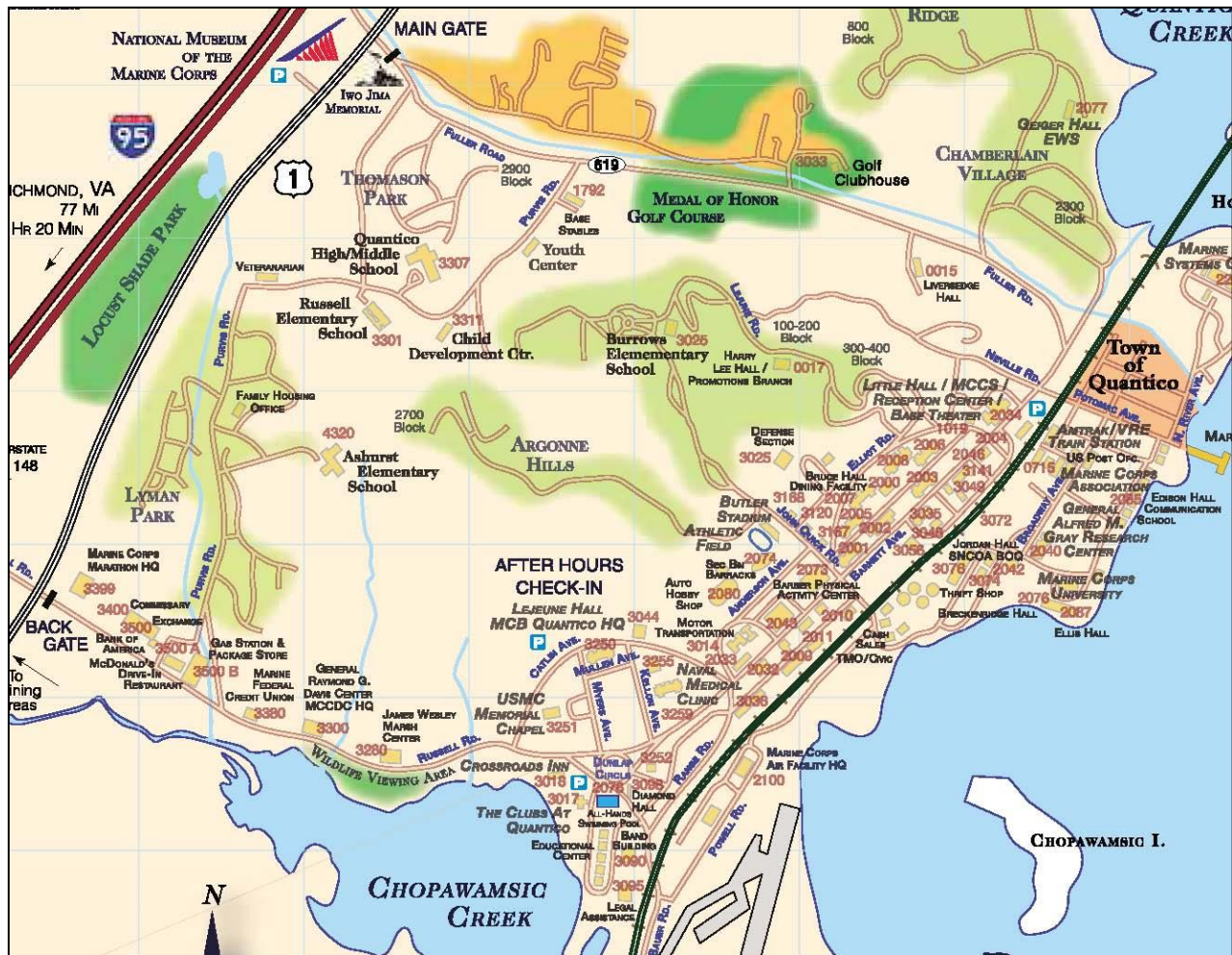
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## **AY 20-21 Calendar**

Inside back cover

# MARINE CORPS UNIVERSITY



## Building

2076	Breckinridge Hall – MCU HQ
2048	Dunlap Hall – Marine Corps War College
2084	Battle Staff Training Facility
2040	Ellis Hall
2082	General Alfred M. Gray Research Center (GRC)
2044	John W. Warner Center
2041	Staff Noncommissioned Officer Academy, Quantico
2077	Geiger Hall - Expeditionary Warfare School
13201	Purvis Road - Lincoln Military Housing

# **MCU OVERVIEW**

## **MCU MISSION STATEMENT**

Deliver Professional Military Education and training through resident and distance learning programs, while also preserving and presenting the history of the Marine Corps, in order to prepare leaders to meet current and future security challenges and inform the public of the service's role in national defense.

## **MCU VISION STATEMENT**

Advance the legacy of Marine Corps warfighting excellence through a forward-thinking military academic institution that delivers world class education to develop professional leaders.

### **John Warner Center for Advanced Military Studies**





# 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 students in Officers Course, courses, along with formed the "Marine Corps basis of the Marine



During the interwar and Colonel Robert University amphibious

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.

years, key visionaries like Major Earl Hancock Ellis H. Dunlap, whose names grace Marine Corps buildings today, foresaw the need for studies in warfare. In the late 1920s, comprehensive

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

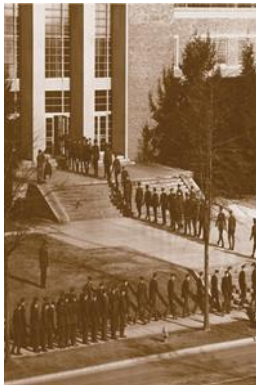
# MCU HISTORY

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 re-designated Amphibious Warfare Senior and Junior Courses for Field Grade and Company Grade 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.



# MCU HISTORY

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 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; In 2003, the Logistics Instruction Branch was renamed the School of MAGTF Logistics (SOML) and the Senior Leader Development Program (SDLP) was created to manage General Officer education.

In 2000, the 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 SDLP has since grown into the 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 of 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 the Brute Krulak Center for Innovation and Creativity 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 Service Officers.

## **Master's Degrees**

Marine Corps University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award masters degrees. Questions about the accreditation of Marine Corps University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

Master of Strategic Studies	(Marine Corps War College)
Master of Operational Studies	(School of Advanced Warfighting)
Master of Military Studies	(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.

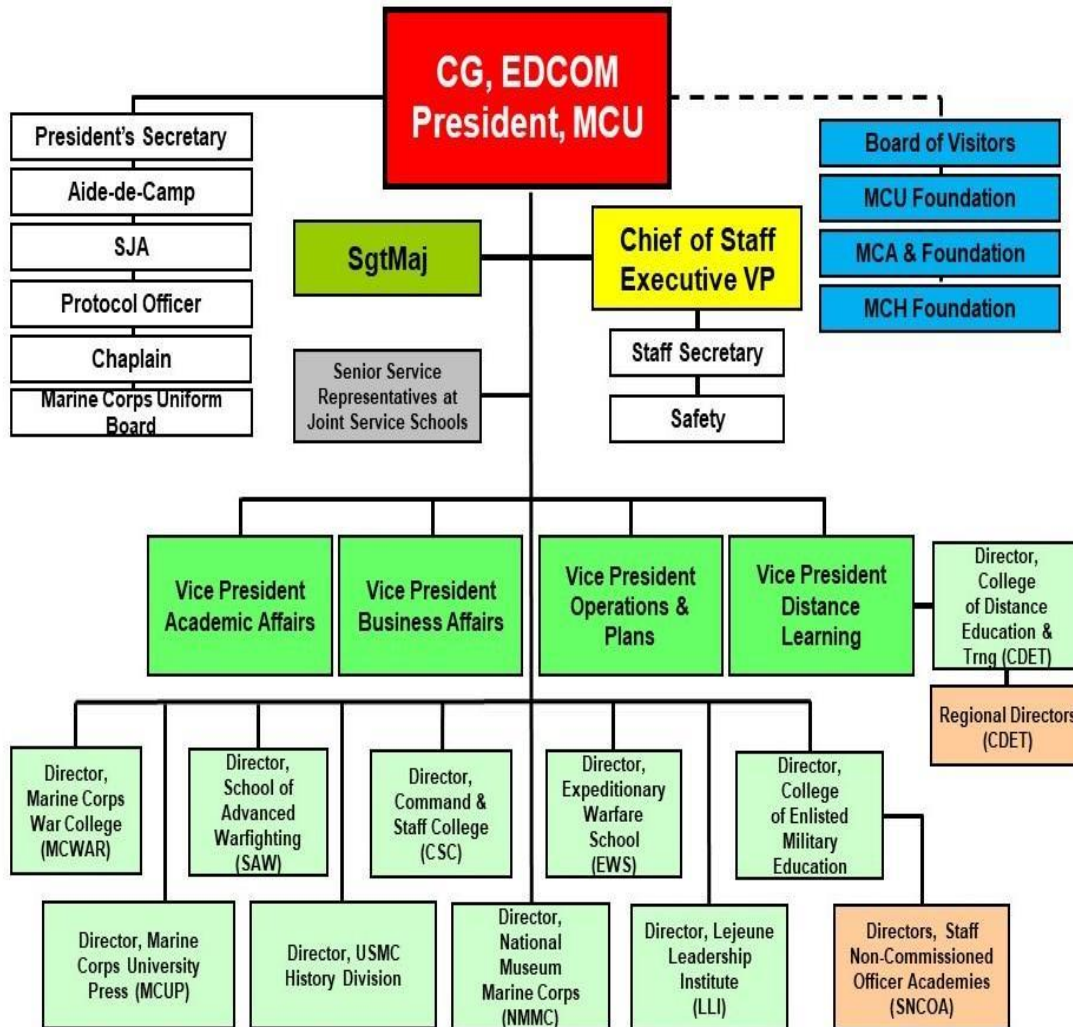
## **Joint Professional Military Education (JPME)**

The Marine Corps War College, Command and Staff College, and the College of Distance Education and Training are accredited by the Department of Defense through the Process for Accreditation of Joint Education (PAJE) from the Chairman of the Joint Chiefs of Staff (CJCS). Each is measured against criteria standards, and specific JPME learning areas and objectives as defined in the governing instruction, CJSC Instruction 1800.01 series, Officer Professional Military Education Policy (OPMEP). The PAJE 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 Specialty 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.





# 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 will be able to:

- Serve as critical and creative thinkers, able to frame ambiguity, evaluate information and arguments, ask the right questions, challenge assumptions, and find creative solutions to the challenges of a complex and dynamic security environment.
- Serve as military strategists, able to apply the framework of ends, ways, means, and risk; evaluate the integration of all instruments of national power; and evaluate the utility (and limitations) of employing force or the threat of force in the pursuit of political objectives.
- Serve as joint warfighters, able to evaluate the changing character and enduring nature of war; and apply the art and science of planning and conducting campaigns and major operations in a joint, interagency, intergovernmental, and multinational environment.
- Serve as strategic leaders, able to evaluate the challenges of leading large organizations and building trust in an environment of change and uncertainty, who demonstrate the essential attributes and ethical grounding necessary to succeed in senior leadership positions within their service or agency.

## **Educational Philosophy**

MCWAR employs active adult teaching methods to provide a professional educational experience where students are accountable to both the faculty and their peers for their contributions. 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, case studies, research, writing, war games, decision exercises, and examinations.

MCWAR 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. This educational experience is further enhanced by domestic and international field study travel that provides opportunities to meet with senior government and civilian leaders responsible for formulating national policy and strategy. Integrated throughout the curriculum, such travel complements the five 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

# MARINE CORPS WAR COLLEGE™

aspect of MCWAR's curriculum. PSPT is, therefore, 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) address the development and application of military power in support of national objectives in joint, interagency, intergovernmental, multinational environments. SLC subject matter is inherently joint; JPME at this level focuses on the development of joint attitudes and perspectives.

MCWAR achieved JPME Phase II certification during Academic Year 2005-2006, was fully accredited in 2008-2009, and re-accredited in 2012 and 2018. This program of joint instruction addresses the six primary learning areas identified in the Chairman of the Joint Chiefs of Staff Instruction 1800.01 (series), Officer Professional Military Education Policy (OPMEP):

- National Security Strategy
- National Military Strategy
- Joint Warfare, Theater Strategy, and Campaigning in a Joint, Interagency, Inter-governmental and Multinational Environment
- National and Joint Planning Systems and Processes
- Integration of Joint, Interagency, Inter-governmental and Multinational Capabilities
- Joint Strategic Leadership

## 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 ten-month curriculum consists of:	
Warfighting and Economics	8
Diplomacy and Statecraft	6
Joint Warfare	7
Leadership and Ethics	4
National Security	5
Advanced Studies Program	3
Total credits: 33	

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.

# MARINE CORPS WAR COLLEGE™

- Demonstrate sound strategic judgment and decision-making, with an emphasis on communication, negotiation, consensus building, implementation, and assessment.

## **Advanced Studies Program (ASP). (3 credit hours)**

The Advanced Studies Program (ASP) allows students to deepen their mastery of a particular topic within the core curriculum. With the exception of ENP, 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 will take two different ASPs. One ASP in the Fall and one in the Spring. Students are also 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 (In addition to core course SLOs):

1. Create defensible, well-stated positions to address complex strategic issues.
2. Develop scholarly written and oral projects.
3. 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.

## **Diplomacy and Statecraft (DS). (6 credit hours)**

The Diplomacy and Statecraft (DS) course explores international relations and political, economic, social, and cultural interactions in Asia and the Pacific, Europe, Latin America, the Middle East, and Africa. DS curriculum is spread across the academic year. They exploit the expertise of visiting scholars, civilian policymakers, foreign government officials, and military leaders. DS examines American foreign policy toward several key countries, but the goal is less to build familiarity with country-specific policies than it is to enhance analytical and conceptual expertise among participants. Ideally, participants develop – and continually practice throughout the year – analytical tools they can use in the future.

Student Learning Outcomes:

1. Evaluate past, present, and likely future policy and security environments and decision-making contexts using analytical frameworks, techniques, and lenses (e.g., culture).
2. 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.
3. Evaluate possible second-and-third order effects, demonstrating judgment of risk and uncertainty.
4. Assess leadership and decision-making in a dynamic joint, intergovernmental, interagency, and multinational environment.

## **Joint Warfare (JW). (7 credit hours)**

The Joint Warfare (JW) course complements the War, Policy, and Strategy and National Security courses of MCWAR by connecting strategic ideas and concepts to the application of military force in pursuit of national strategic objectives. Drawing heavily from joint doctrine, discussions with key senior leadership, and examination of historical case studies, the JW course explores the nexus between strategy and operations, to aid students in the development of the analytical tools required to think critically and act decisively within an ambiguous environment.

Student Learning Outcomes:



# MARINE CORPS WAR COLLEGE™

1. Evaluate joint warfare processes, strategies, and operational plans.
2. Demonstrate strategic perception by evaluating current and future joint topics in terms of an ends/ways/means/risk construct.
3. Evaluate, explain, and effectively advocate for positions on strategic and operational issues.
4. Evaluate ambiguous environments and create effective structures and mental frameworks to operate within them.

## **Leadership and Ethics (L&E). (4 credit hours)**

The Leadership and Ethics (L&E) course builds on students' status as mature, experienced professionals. This course asks students to think deeply about using their existing skills and competencies in new interagency, joint, intergovernmental, and multinational environments, where leadership is often complex and uncertain. It also develops new skills to enable students to thrive in the complicated strategic environment where there are possibly no right answers, only difficult decisions.

Student Learning Outcomes:

1. Evaluate effective strategic leadership.
2. Assess the ethical and moral dilemmas strategic leaders face.
3. Evaluate the impact of legal and ethical considerations associated with the use of military force in a complex and dynamic security environment.

## **National Security (NS). (5 credit hours)**

The NS course helps students to develop an in-depth understanding of the development of national security strategies. The curriculum begins with an in-depth study of the US Constitution and the "American Way of War" and explores how that translates into our national security organization, strategies, and policies.

Student Learning Outcomes:

1. Evaluate national security principle actors' cultures, incentives, characteristics and relationships.
2. Evaluate the formal and informal processes and frameworks that contribute to national security strategy, policy development, and implementation.
3. Evaluate how historical, contemporary, and future security environments affect strategies in support of national objectives.

## **Warfighting and Economics (WE). (8 credit hours)**

Joint Professional Military Education is based, in part, on developing the student's ability to analyze complex, abstract problems relating to war, policy, and strategy. The Warfighting and Economics (WE) course does precisely this. Since it is impossible to duplicate the vague, incomplete, and contradictory events that shape the practice of war, the study of history can be a guide. Through seminars and war games, students engage in the active analysis of historical cases that provide the material from which superior military leaders emerge.

Student Learning Outcomes:

1. Evaluate traditional and non-traditional principles of war at the strategic and operational levels of war.
2. Assess national security policies, national military strategies, and associated theater campaigns and operations.
3. Evaluate the relationship between elements of national power and the achievement of operational objectives and strategic end states.

# MARINE CORPS WAR COLLEGE™

4. Appraise the impact of cultural, social, and political factors on the design, development, and execution of military operations and strategy.
5. Analyze the fundamentals of monetary, fiscal, and trade policy.
6. Evaluate the strategic impact of economic forces on the global security environment.
7. Evaluate the impact of economic considerations on national security, strategic decision-making, and warfare.

## **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.
- Security Clearance: Possess a Top Secret clearance that will not expire during the academic year.
- Passport: 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.

# MARINE CORPS WAR COLLEGE™

## 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:

Grade	Letter Grade	Meaning
97-100	A+	Exceptional Performance (comparatively rare)
93-96.9	A	Exceptional Performance
90-92.9	A-	
87-89.9	B+	High Quality Performance
83-86.9	B	Quality Performance
80-82.9	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 Corp. Additionally, requirements support the JPME criteria set forth in the CJCS instruction 1800.01E, Officer Professional Military Education, and interagency agreements with Federal Government agencies. The AY20-21 student body consists of:



# MARINE CORPS WAR COLLEGE™

U.S. Marine Corps Officers	12
U.S. Navy Officers	2
U.S. Coast Guard Officers	1
U.S. Air Force Officers	4
U.S. Army Officers	5
International Officers	4
U.S. Federal Government Civilians	<u>4</u>
TOTAL	32

**Direct all inquiries to:**  
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Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
Phone: (703) 432-4545/4637  
Military DSN 378-4545/4637  
FAX: (703) 784-2384  
**[www.usmcu.edu/mcwar](http://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

- 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 and the 0505 Operational Planner and 0506 Red Team Military Occupational Specialty (MOS).

# SCHOOL OF ADVANCED WARFIGHTING

## Curriculum

SAW's eleven-month curriculum consists of:

Operational Art	16
Operational Planning	16
Changing Character of Conflict (C3)	4
Total credits:	36

### Operational Art (16 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.

#### Learning Outcomes:

1. **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.
2. **Analyze** factors influencing how military organizations and strategic leaders assess the operational environment and make decisions that affect campaign and institutional design.
3. **Evaluate** how commanders understand and visualize the link between strategic objectives and tactics through operational design.
4. **Create** concise and compelling written, oral, and visual campaign plans, assessments and analysis.

### Operational Planning (16 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.

#### Learning Outcomes:

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

### Changing Character of Conflict (C3) (4 Credit Hour)

# SCHOOL OF ADVANCED WARFIGHTING

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.

## Learning Outcomes:

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

## Organization

The Director of SAW is a USMC Colonel who is a SAW graduate, post-06 command, and has attended top level school. The Director is assisted in performing those duties by a Deputy Director who is an Advanced Intermediate Level (A-ILE; SAW, SAMS, SAASS or MAWS) graduate and post-05 command as well as the Operational Planning Course Director with a similar academic and operational background as the Deputy Director. SAW also has three civilian faculty members, a civilian administrative program manager and an active duty enlisted Marine for administrative and operational support.

## 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.



# SCHOOL OF ADVANCED WARFIGHTING

**Deadline:**

Those applying must submit completed and endorsed applications to the Director, School of Advanced Warfighting by the deadline announced in the MARADMIN; applications are normally due in early October.

**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 service's 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 officer.
- 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

# SCHOOL OF ADVANCED WARFIGHTING

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.

# SCHOOL OF ADVANCED WARFIGHTING

## Student Body

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

U. S. Marine Corps Officers	18
U. S. Navy Officers	0
U. S. Army Officers	2
U. S. Air Force Officers	2
U. S. Coast Guard Officers	1
International Military Officers	3

TOTAL 26

### Direct all inquiries to:

School of Advanced Warfighting  
Marine Corps University  
Warner Hall, 2d Deck, Office 2122  
2044 South St, Quantico, VA 22134  
(703) 784-6800  
(703) 784-5121

**[www.mcu.usmc.mil/saw](http://www.mcu.usmc.mil/saw)**

# COMMAND AND STAFF COLLEGE



## Mission

*The Marine Corps Command and Staff College (CSC) 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 in 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, CSC provides a learning environment that encourages officers to cast a critical eye on traditional or accepted concepts. The primary instructional methodology is the 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 time (SRT) is incorporated into the regular schedule to provide the opportunity to read, write, reflect, and conduct required research during normal school hours. SRT supplements, 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 Command and Staff College faculty have designed a curriculum focused



# COMMAND AND STAFF COLLEGE

on accomplishing a set of overarching goals. The outcomes are to ensure that graduates:

1. War and Conflict: Analyze the continuum of competition, conflict, and war and the practice of operational art.
2. Policy and Doctrine: Analyze national policy and strategy, joint and Marine Corps Doctrine, and their application in the current and future security environment.
3. Culture: Understand the effects of culture on military operations and security matters.
4. Thinking, Solving, and Communicating: Apply critical thinking, and innovative solutions to complex issues with clarity and precision in both oral and written forms.
5. Change: Anticipate change, recognize opportunity and risk, and lead transitions.
6. Leadership in the Profession of Arms: Lead in an ethical manner while serving as commanders and staff officers.
7. Operations in the Information Environment: Gain an information advantage by applying the power of information and understanding its effects.

## Curriculum

CSC's ten-month curriculum consisting of eleven core courses and an electives program:

Leadership in the Profession of Arms I	4
Evolution of Warfare to 1945	3
National Security Affairs and the International System	3
Joint and Marine Corps Operations	2
Marine Corps Planning Process	8
The Origins and Evolution of Contemporary Great Power Competition	2
Evolution of National Security Concerns and Operations	2
Leadership in the Profession of Arms II	3
Complex Operational Problem Solving and Design	4
Exercise PACIFIC CHALLENGE X	4
Electives Program	1-2
Master of Military Studies	3
Total CSC credit hours:	39-40

Optional Gray Studies Program consists of the CSC core and Master's curricula and at least 2 additional hours of advanced focus study for a total of at least 42 credit hours.

### Leadership in the Profession of Arms I (4 Credit Hours)

This course develops the student's ability to provide ethical and effective leadership to large organizations by studying the concept of professional ethics, moral development and decision making, the principles of organizational behavior, and leadership in a variety of contexts and operational environments, with a focus on leading change. Additionally, this course develops the student's ability to communicate, both in the written form and orally, in a clear, concise, and professional manner.

#### Learning Outcomes

- Analyze leadership approaches suitable to the situation and an individual's personal leadership style.

# COMMAND AND STAFF COLLEGE

- Lead individuals and teams from diverse organizations with or without formal authority.
- Evaluate techniques for developing ethical and effective leaders.
- Make sound and morally courageous decisions in response to complex ethical and legal challenges.
- Apply the principles of life-long learning and demonstrate effective joint leadership and followership.
- Apply effective oral communications techniques and styles appropriate to the audience, venue, and purpose.
- Create well-organized, clear, and concise written documents, in formats appropriate to their audience and purpose.

## **Evolution of War to 1945 (3 Credit Hours)**

This course develops the student's ability to understand the enduring nature and changing character of war, the spectrum of conflict, and the practice of operational art by analyzing the theories and conduct of and context for war and conflict from the Early Modern era to 1945.

### **Learning Outcomes**

- Analyze classical and emerging theories of the enduring nature and changing character of war.
- Analyze the nature and character of war as interrelated military, political, economic, and social activities.
- Assess existing paradigms and fluid environments in order to anticipate change and its attendant risks and opportunities.

## **National Security Affairs and the International System (3 Credit Hours)**

This course develops the student's ability to understand national policy and strategy and their application in the global context by examining the workings of the national security enterprise, and the implementation of U.S. strategy within the structure and norms of the international system. It takes an interdisciplinary approach to examining great power competition as well as the role of lesser powers and rogue states.

### **Learning Outcomes**

- Analyze the relationship between the Range of Military Operations (ROMO) and the continuum of competition, conflict, and war across all domains.
- Evaluate historical precedents illustrating the linkages between tactics, operations, and strategy.
- Analyze the impact of deterrence (strategic and conventional) and managing escalation / mitigation in the current security environment
- Analyze the concept and facets of national power as well as the stakeholder functions in national security decision making.
- Analyze the global security environment and U.S. strategy and policy within their historical context.
- Define culture, its key components, and its applicability to tactics, operations, and strategy.

# COMMAND AND STAFF COLLEGE

- Assess the effects of organizational culture on DoD and interorganizational operations.
- Analyze the strategic culture and intentions of partners, allies, and competitors.
- Apply critical and creative thinking to complex problems.
- Apply systematic research methods to inform analysis and evaluate the data, assumptions, and logic that underlie analysis.
- Analyze cognitive processes that affect decision making.
- Apply insights from history and other academic disciplines to enhance decision making.
- Apply the Marine Corps Planning Process, the Joint Planning Process, and other planning approaches to develop collaborative solutions to complex operational problems.
- Create well-organized, clear, and concise written documents, in formats appropriate to their audience and purpose.
- Apply the concepts of risk analysis and risk mitigation in planning military operations.

## **Joint and Marine Corps Operations (2 Credit Hours)**

This course develops the student's ability to analyze and apply joint and Marine Corps doctrine by examining key documents, emerging doctrinal concepts, the global security environment, and the roles of defense and military stakeholders and their cultures as they affect the planning and execution of the full spectrum of joint operations.

### **Learning Outcomes**

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **The Marine Corps Planning Process (8 Credit Hours)**

This course develops the student's ability to apply the Marine Corps Planning Process to collaborative operational problem solving by participating in Operational Planning Teams that develop plans for large expeditionary forces engaged in joint conventional warfare.

### **Learning Outcomes**

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Integrate appropriate instruments of national power using the Marine Corps Planning Process and other planning approaches to achieve operational objectives.
- Apply appropriate modes of cross-cultural interaction to planning, programming, and operations.
- Recognize the complexity and nature of problems.
- Apply insights from history and other academic disciplines to enhance decision making.
- Frame problems critically and creatively.
- Apply the Marine Corps Planning Process and other planning approaches to develop collaborative solutions to complex operational problems.
- Apply leadership approaches suitable to the situation and an individual's personal leadership style.

# COMMAND AND STAFF COLLEGE

- Lead individuals and teams from diverse organizations with or without formal authority.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

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

This course develops the student's ability to lead and influence with and without direct authority. It does so by analyzing how to influence human behavior, command climate, and organizational culture as they relate to the performance and ethical conduct of organizations. Additionally, this course studies techniques for persuading and informing others through strategic communication, negotiations and media engagements. Additionally, this course continues to develop the student's ability to communicate, both in the written form and orally, in a clear, concise, and professional manner.

### **Learning Outcomes**

- Analyze cognitive processes that affect decision making.
- Evaluate techniques for developing ethical and effective leaders.
- Apply effective oral communications techniques and styles appropriate to the audience, venue, and purpose.
- Evaluate different organizational cultures and their effects on performance and ethical behavior.
- Apply the principles of life-long learning and demonstrate effective joint leadership and followership.
- Create well-organized, clear, and concise written documents, in formats appropriate to their audience and purpose.

## **The Origins and Evolution of Contemporary Great Power Competition (2 Credit Hours)**

This course develops the student's ability to understand the enduring nature and changing character of war, the spectrum of conflict, and the practice of operational art by analyzing the theories and conduct of and context for war and Great Power competition since 1945.

### **Learning Outcomes**

- Analyze classical and emerging theories of the enduring nature and changing character of war.
- Analyze the nature and character of war as interrelated military, political, economic, and social activities.
- Evaluate historical precedents illustrating the linkages between tactics, operations, and strategy.
- Analyze evolving concepts of operational art.
- Evaluate the practice and application of operational art.

## **Evolving National Security Concepts and Operations (2 Credit Hours)**

This course develops the student's ability to understand evolving 21st century national security policy, strategy, doctrine, and their application by analyzing current doctrine, emerging security concepts, threats and opportunities, and efforts to address them through inter organizational operations. It takes an interdisciplinary approach to understanding transnational issues that challenge the sovereignty of state actors.



# COMMAND AND STAFF COLLEGE

## Learning Outcomes

- Analyze the impact of deterrence (strategic and conventional) and managing escalation / mitigation in the current security environment.
- Analyze the global security environment and U.S. strategy and policy within their historical context.
- Analyze naval, joint, and Marine Corps doctrine and emerging concepts, and their application within naval, joint, interagency, and multinational operations.
- Understand Irregular Warfare capabilities and concepts, and their role in integrated campaigning against both great power competitors and violent extremist organizations.
- Analyze the purpose and role of globally integrated joint operations in support of U.S. strategic objectives.
- Define culture, its key components, and its applicability to tactics, operations, and strategy.
- Assess the key aspects of culture affecting planning, programming, and operations.
- Analyze the dynamic interaction between cultures in conflict across the Range of Military Operations.
- Apply critical and creative thinking to complex problems.
- Apply systematic research methods to inform analysis and evaluate the data, assumptions, and logic that underlie analysis.
- Analyze cognitive processes that affect decision making.
- Apply insights from history and other academic disciplines to enhance decision making.
- Apply the Marine Corps Planning Process, the Joint Planning Process, and other planning approaches to develop collaborative solutions to complex operational problems.
- Create well-organized, clear, and concise written documents, in formats appropriate to their audience and purpose.
- Analyze the factors involved in leading and implementing transitions.
- Evaluate the role and impact of emerging technologies and technological change in the planning and conduct of military operations.

## **Complex Operational Problem Solving and Design (4 Credit Hours)**

This course develops the student's ability to adapt the Marine Corps Planning Process and integrate design concepts into collaborative operational problem solving by participating in Operational Planning Teams that develop plans for task forces engaged in irregular warfare.

## Learning Outcomes

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Integrate appropriate instruments of national power using the Marine Corps Planning Process and other planning approaches to achieve operational objectives.
- Apply appropriate modes of cross-cultural interaction to planning, programming, and operations.
- Recognize the complexity and nature of problems.
- Apply insights from history and other academic disciplines to enhance decision making.
- Frame problems critically and creatively.

# COMMAND AND STAFF COLLEGE

- Apply the Marine Corps Planning Process and other planning approaches to develop collaborative solutions to complex operational problems.
- Apply leadership approaches suitable to the situation and an individual's personal leadership style.
- Lead individuals and teams from diverse organizations with or without formal authority.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **Exercise PACIFIC CHALLENGE X (4 Credit Hours)**

This course develops the student's ability to lead within diverse organizations that create collaborative solutions to complex security problems. Students analyze U.S. strategic guidance and interests in the context of the present day security environment of a select region. The objective of this analysis is to develop operational plans that integrate military efforts with those of a diverse range of U.S. government and non-governmental agencies.

### **Learning Outcomes**

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Integrate appropriate instruments of national power using the Marine Corps Planning Process and other planning approaches to achieve operational objectives.
- Apply appropriate modes of cross-cultural interaction to planning, programming, and operations.
- Recognize the complexity and nature of problems.
- Apply insights from history and other academic disciplines to enhance decision making.
- Frame problems critically and creatively.
- Apply the Marine Corps Planning Process and other planning approaches to develop collaborative solutions to complex operational problems.
- Apply leadership approaches suitable to the situation and an individual's personal leadership style.
- Lead individuals and teams from diverse organizations with or without formal authority.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **CSC Electives Program (1-2 Credit Hours)**

To complement the core curriculum, students are also required to take two elective courses.

(Note: IMS students who are not in the MMS Program are required to only take one elective.)

The College's Electives Program is an integral part of the curriculum where students are able to exercise the "freedom of choice" and take courses that augment research efforts for their master's paper or take a course that hits upon a specific area of interest. The electives program brings together specialized classes that are drawn from War Studies, Security Studies, Leadership, and Warfighting courses. The array of elective topics enables students to target specific intellectual interests. The slate of electives includes a wide variety of topics that range from the war studies in the mid-nineteenth century to stability operations and military ethics. Electives are taught by War Studies, Security Studies and Military faculty, adjunct faculty, and other Marine Corps University chaired professors. In keeping with the College's rigorous academic standards, all electives are seminar-based and taught at the graduate level.

# COMMAND AND STAFF COLLEGE

## **Masters of Military Studies (3 Credit Hours)**

Earning the Degree of Master of Military Studies (MMS) provides an opportunity to research, analyze, and present conclusions on a topic of professional significance, and maximizes critical and adaptive thinking, the application of intellectual rigor, and the ability to convey complex information effectively. U.S. students (Marine Corps, Joint, and Interagency) selected for Resident Command and Staff College are required to complete the MMS degree, which comprises a paper written according to scholarly standards for the presentation of evidence and citation of authorities, and the defense of that paper before an oral defense committee made up of civilian and military faculty and subject matter experts. The degree is accredited by the regional academic accrediting agency, the Southern Association of Colleges and Schools, Atlanta, Georgia.

### **Learning Outcomes**

- Apply critical and creative thinking to complex problems.
- Apply systematic research methods to inform analysis and evaluate the data, assumptions, and logic that underlie analysis.
- Analyze cognitive processes that affect decision-making.
- Apply insights from history and other disciplines to enhance decision making.
- Create well-organized, clear, and concise written documents, in formats appropriate to their audience and purpose.
- Apply effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **Gray Scholars Program (2 Credit Hours)**

Select students may apply for the Gray Scholar's Program (GSP). The program's mission is to connect these student volunteers seeking additional opportunities for research and engagement with other constituencies in the defense community in order to examine contemporary operational problems in a manner that fosters increased creativity, innovation, and adaptation. The program is designed to offer an estimated 45 contact hours (estimated 3 additional credits) beyond the standing MMS program.

## **Admission Policy**

Admission to the Marine Corps Command and Staff College (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. 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 Command and Staff College are processed as follows:

# COMMAND AND STAFF COLLEGE

- 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 the Command and Staff College with a roster of officers' names by 1 March for the succeeding academic year which begins in 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 the Command and Staff College, but also participation in an American Culture Field Studies Program for which special lectures, trips, and social activities are scheduled throughout the academic year. Background on students nominated under this program must be submitted to the College by 1 July for the succeeding academic year which begins in August.
- Civilian, U.S. Federal Government employee nominations are to be processed by the nominating agency's training office with a letter providing background information on the individuals forwarded to the Director, Command and Staff College, for final review and approval. Nomination letters must be received by 1 April for the succeeding academic year which begins in July/August. Note: Civilian agencies are responsible for any and all expenses associated with any special needs for their personnel attending CSC, e.g., medical, handicap requirements, etc. Since this is a U.S. Military institution, all attendees must meet the physical requirements for deployable military personnel or bear the expense for any exceptions.

## Admission Requirements

General admission requirements for the Command and Staff College 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 P1553.4A).
- 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).



# COMMAND AND STAFF COLLEGE

- 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 Command and Staff College 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 educational objectives of a 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. In the case of the MMS paper, students will be evaluated on both the paper itself and an oral defense addressing the content of the paper.

Graded Evaluations – 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 Standing Operating Procedure. 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 Command and Staff College 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 Command and Staff College are distributed as follows:

U.S. Marine Corps and Marine Corps Reserve Officers

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## COMMAND AND STAFF COLLEGE

U.S. Navy and Navy Reserve Officers	16
U.S. Army and Army Reserve Officers	20
U.S. Air Force, Air Force Reserve and Air National Guard Officers	21
U.S. Coast Guard Officers	1
International Military Officers	30
Civilians, U.S. Federal Government	18
<u>TOTAL</u>	<u>215</u>

**Direct all inquiries to:**

Command and Staff College  
Marine Corps University  
Warner Hall, 2d Deck,  
2044 South St, VA 22134

Phone: (703) 784-1069 (Operations), or (703) 784-1120 (Admin Office)

**[www.usmcu.edu/csc](http://www.usmcu.edu/csc)**

# EXPEDITIONARY WARFARE SCHOOL



## 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 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. While there are seldom right or wrong answers, there are certainly more and less informed perspectives. The onus is on the student to invest the 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. The majority of learning occurs in the conference group, which consists of approximately 16 captains of various military occupational specialties (MOS), joint military services, and nationalities. Each conference group is mentored by an experienced major, who serves as the 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

- Exhibiting the Marine Corps' Core Values and standards in keeping with the highest level of professionalism expected of commissioned officers.
- Demonstrating critical and creative thinking, ethical decision making, effective communication as leaders, and a maneuver warfare mindset.
- Integrating all warfighting functions across a combined aims MAGTF in Naval and Joint operations.
- Demonstrating proficiency in their respective MOSs, prepared for continued career progression, personal development, and professional education.

## Student Learning Outcomes

A student learning outcome (SLO) is a concise statement that describes what students are expected to learn as a result of completing a program or course of instruction. The statement begins with an action verb that indicates the desired level of learning (in accordance with accepted educational taxonomies) and corresponding type of assessment. The action verb is followed by an explanation of the specific subject matter to be learned. The assessment measure(s) associated with each Student Learning Outcome form the basis for student feedback.

# EXPEDITIONARY WARFARE SCHOOL

## Curriculum

The EWS Student Learning Outcomes are grouped by the Program Outcomes they primarily support and are introduced, reinforced, and assessed during six EWS core courses: Profession of Arms, Military Adaptation and Innovation, Warfighting, MAGTF Operations Ashore, MAGTF Operations Afloat, and the Occupational Field Expansion Course.

### **Profession of Arms (POA) Course (7 Credit Hours)**

Expeditionary Warfare School defines the Profession of Arms (POA) as our collective endeavor together in our vocation comprised of varied and willing experts, under civilian authority and within codified ethics, toward a higher and entrusted purpose of defending the Constitution under a contract of unlimited liability through the controlled and ordered application of tangible and intangible elements of combat power. To achieve these goals, the POA course takes a holistic approach among its three sub courses. The Officership subcourse focuses on the legal, ethical, and moral mandates of our profession through the lenses of commandship and climate, leading Marines, and examining various personal and group perspectives. The Professional Communication subcourse develops and refines student skills in both oral and written communication through the effective application of logic, reasoning, research, and synthesis. Finally, the Total Force Fitness subcourse teaches physical, emotional, and spiritual wellness of individuals and organizations by creating positive holistic fitness climates. The POA course is linked together during the preparation for and execution of staff rides to the Antietam National Battlefield and Gettysburg National Military Park. Students are assessed via an essay, a research paper, graded ethical case study seminars, a commandship group project, and various physical activities throughout the curriculum. Additionally, students have the opportunity to apply for the Research Fellowship Program, a strenuous project that allows exploration of areas of student passion.

#### Student Learning Outcomes

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day.
- Apply critical thinking skills to challenge assumptions, accepted norms and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly.
- Develop the skills necessary to cultivate a culture of total fitness that encourages a healthy and fit lifestyle.
- Describe leadership skills necessary to cultivate effective command cultures, climates, and ethical subordinates.
- Describe the nature and theory of war and their relationship to Marine Corps doctrine and maneuver warfare philosophy.

### **Warfighting Course (7 Credit Hours)**

The Warfighting Course includes the Doctrine and Planning Subcourses. The Doctrine subcourse introduces students to key Marine Corps doctrinal concepts contained in principal doctrinal publications to include MCDP 1 *Warfighting*, MCDP 1-0 *Operations*, MCDP 5 *Planning*, MCWP

# EXPEDITIONARY WARFARE SCHOOL

5-10 *Marine Corps Planning Process*, and MCDP 6 *Command and Control*. The Doctrine Course is taught via a combination of seminar discussions (which includes tactical decision games) and both faculty and guest lectures. Students initiate the Doctrine subcourse by reading from primary sources that informed and influenced the U.S. Marine Corps' maneuver warfare philosophy. Theorists include Sun Tzu, Jomini, Clausewitz, Boyd, and Von Moltke. Through the lens of maneuver warfare, cornerstone doctrinal tenets include battlespace framework, main effort, commander's intent, and center of gravity. Students are assessed via a formal writing assignment, informal writing assignment, a formal assessment (exam), and three practical applications.

The Planning Subcourse focuses on the foundational understanding of the nature and theory of planning, as described by MCDP 5 *Planning*. This understanding is further developed through the application of the Marine Corps Planning Process (MCP) in the context of a tactical scenario. Faculty Advisors (FACADs) guide students through the Intelligence Preparation of the Battlespace (IPB) and the six steps of MCP. Throughout the planning subcourse, FACADs assess student knowledge of key concepts and linkages through weekly planning assessments. These assessments culminate with a comprehensive assessment that uses MCP as the vehicle to test the application of Marine Corps Doctrine within the context of a detailed tactical scenario. A decision forcing case marks the end of the Warfighting course. This group-oriented evaluated scenario forces students to employ the fundamentals of the nature and theory of planning within a time competitive environment.

## Student Learning Outcomes

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day.
- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps. Apply Marine Corps doctrine and maneuver warfare philosophy in the planning and execution of tactical operations.
- Explain the fundamentals of joint warfare, JTF organization, and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Describe leadership skills necessary to cultivate effective command cultures, climates, and ethical subordinates.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly.
- Describe the nature and theory of war and their relationship to Marine Corps doctrine and maneuver warfare philosophy.
- Apply Marine Corps doctrine, maneuver warfare philosophy, and the Marine Corps Planning Process (MCP) to tactical planning for the integration of a combined.
- Explain the ROMO and the characteristics, principles, and challenges associated with past, present, and future conflicts as we fight at sea, from the sea, and ashore.

# EXPEDITIONARY WARFARE SCHOOL

## **MAGTF Operations Ashore Course (7 Credit Hours)**

The MAGTF Operations Ashore Course educates students on the elements of the MAGTF through the lens of the Single Battle Concept using our Maneuver Warfare philosophy. The course familiarizes students on the elements and enablers of the MAGTF and the synergy amongst them that defines how we fight as a Marine Corps. The MAGTF Operations Ashore Course is instrumental in building student knowledge and confidence on the basic principles of how an integrated MAGTF fights as a combined arms team. Completion of this phase of the curriculum prepares students for planning the employment of a more complex sea-based MAGTF during MAGTF Operations Afloat Course. The end state is that while operating within a joint environment, EWS graduates are able to plan for the doctrinal employment of a MAGTF using expeditionary enablers to execute complex and distributed expeditionary operations.

The MAGTF Operations Ashore Course has four rotational sub-courses: Command, Control, Computers, and Communications (C4); Intelligence, Surveillance and Reconnaissance (ISR); Fires; and Logistics. Following the rotational sub-courses, students' progress through two culminating Situational Training Exercises (STEXs): MAGTF in the Offense and Defense, and Marine Air Assault Task Force (MAATF). Each sub-course/STEX is executed in 3-day iterations and provides the means to achieve the designated course outcomes through formal lectures, seminar discussions, and group practical applications.

### **Student Learning Outcomes**

- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps.
- Explain the fundamentals of joint warfare, JTF organization and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services.
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly.
- Apply Marine Corps doctrine, maneuver warfare philosophy, and the Marine Corps Planning Process (MCP) to tactical planning for the integration of a combined arms MAGTF, incorporating considerations across all warfighting functions.
- Apply an integrated tactical plan, across all five domains, grounded in warfighting doctrine for an integrated combined arms shore or sea-based MAGTF.
- Describe the cultural, geographic, and military aspects of the expeditionary environment.
- Explain the ROMO and the characteristics, principles, and challenges associated with past, present, and future conflict as we fight at sea, from the sea, and ashore.
- Examine the complex security environment and the employment of a 21st Century MAGTF across all five domains in the contemporary and future expeditionary environments.

## **MAGTF Operations Afloat Course (12 Credit Hours)**

The MAGTF Operations Afloat Course provides instruction on sea-based MAGTF operations through the lens of maneuver warfare, single battle, and Amphibious Readiness Group (ARG) and



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Marine Expeditionary Unit (MEU) integration using amphibious operations doctrine and amphibious tactics, techniques, and procedures. The course reinforces the foundations of who we are as Marines, continuing the emphasis on the Marine Corps' ethos, values, history and naval character, coupled with our roles and missions within the Joint Force. The Marine Corps' maneuver warfare doctrine is the lens through which we view the enduring nature and evolving character of warfare, whether we fight at sea, from the sea, or ashore. Specific emphasis is placed on 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 sustained, combat operations ashore. The curriculum accomplishes this through analysis of the current and future maritime operating environments; exploration of amphibious doctrine; and lessons and practical exercises that provide a practitioner knowledge, understanding, and skill sets through planning repetitions during Exercise ANGKOR CROSS. The end state is that while operating within a joint environment, EWS graduates are able to plan for the doctrinal employment of a MAGTF, both ashore and afloat, using expeditionary enablers to execute complex and distributed naval expeditionary operations.

The MAGTF Operations Afloat course includes four sub-courses: Maritime Expeditionary Environment, Planning and Embarkation, Rehearsal and Movement, and Action. 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

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and naval character from its origin to modern day.
- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps.
- Explain the fundamentals of joint warfare, JTF organization and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other services.
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Apply an integrated tactical plan, across all five domains, grounded in warfighting doctrine for an integrated, combined arms shore or sea based MAGTF.
- Describe the organization, roles, responsibilities, and capabilities of an amphibious task force and other naval capabilities in support of an expeditionary operation.
- Employ the capabilities, principles, and planning considerations associated with sea basing, prepositioning operations, and expeditionary advanced bases.
- Describe the cultural, geographic, and military aspects of the expeditionary environment.
- Explain the ROMO and the characteristics, principles, and challenges associated with past, present, and future conflict as we fight at sea, from the sea, and ashore.
- Examine the complex security environment and the employment of a 21st Century MAGTF across all five domains in the contemporary and future expeditionary environments.

## **Military Adaptation and Innovation (MAI) Course (4 Credit Hours)**

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The pace of change continues to accelerate. In order to better prepare ourselves for decision-making in the future operating environment, it is critical to understand who we are, where we came from, and how we got here. This fundamental idea informs the construct of the Military Adaptation and Innovation (MAI) course at EWS. The MAI course includes three core sub-courses: Historical Studies, Global Security Environment, and Future Warfare. Each sub-course provides greater understanding and skills to the officer through formal lectures, seminar discussions, case studies, and battle studies. The examination of history, the global security environment, and future warfare will allow for the comparison and analysis of the past, present, and future operating environment. This education will aid students in synthesizing and anticipating future aspects of the complex and distributed naval expeditionary environment across all warfighting functions and domains.

## Student Learning Outcomes

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day.
- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps.
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly.
- Describe the nature and theory of war and their relationship to Marine Corps doctrine and maneuver warfare philosophy.
- Describe the organization, roles, responsibilities, and capabilities of an amphibious task force and other Naval capabilities in support of an expeditionary operation. Employ the capabilities, principles, and planning considerations associated with sea basing, prepositioning operations, and expeditionary advanced bases.
- Describe the cultural, geographic, and military aspects of the expeditionary environment.
- Explain the ROMO and the characteristics, principles, and challenges associated with past, present, and future conflict as we fight at sea, from the sea, and ashore.
- Examine the complex security environment and the employment of a 21st Century MAGTF across all five domains in the contemporary and future expeditionary environments.

## 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 the military art (education) with the 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 entirety of the academic year but may interact with

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other OFECs when there is mutually beneficial training. The conduct of the OFEC is divided into a one week fall session and a three week spring session. The fall OFEC period is one week in length and focuses on refreshing and expanding the students' knowledge within their individual MOS. This training period is vital as many of the students come to EWS from a non-operational tour and their MOS skills may have atrophied. 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 spring OFEC is three weeks in length and is intended to further develop the students' MOS proficiency as they prepare to re-enter the Fleet Marine Force and joint force and assume greater responsibilities, especially those headed to company and battery command.

Each group of MOSs follows a different OFEC curriculum tailored for that group. Various groups travel to military bases across the country to attend existing courses offered by other Marine Corps or other 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**

- Demonstrate Occupational Field proficiency in MAGTF and joint operations and readiness to re-enter the operating forces and supporting establishment.

## **International Military Student Program**

Each year the EWS student body includes approximately 20 international military student officers (IMS). 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 two-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.

## **Assessment Policy**

The Expeditionary Warfare School evaluates student performance through both objective and subjective means. The institution's assessment program serves two purposes: It evaluates the

# EXPEDITIONARY WARFARE SCHOOL

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 application. 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 both orally and in writing and evaluate student communication in terms of 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 the minimum 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

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Document for other U. S. military students, and the Department of Defense and Department of State agreements on foreign military student education exchange programs.

Quotas for admission to the EWS are currently distributed as follows (numbers are approximate):

U.S. Marine Corps Officers	179
U.S. Navy Officers	16
U.S. Army Officers	22
U.S. Air Force Officers	15
International Military Officers	20
Civilians, U.S. Federal Government	0
<u>TOTAL</u>	<u>236</u>

**Direct all inquiries to:**

Expeditionary Warfare School  
Marine Corps University  
2077 Geiger Road  
Quantico, Virginia 22134-5068  
Phone: (703) 784-1864/2536 (Administrative Office)  
FAX: (703) 784-2582  
**[www.usmcu.edu/ews](http://www.usmcu.edu/ews)**

# COLLEGE OF ENLISTED MILITARY EDUCATION (CEME)

## Mission



*The College of Enlisted Military Education provides a continuum of education to improve leadership, sharpen critical and creative thinking skills, and deepen Marine's understanding of warfighting concepts in distributed/joint environments in order to foster ethical, professional leaders who make sound decisions in complex operational situations.* **Courses, Schools, and Program Outcomes**

## Courses and Program Outcomes

### Leading Marines Leadership and Ethics Seminar

Required for Lance Corporals. Graduates will be able to serve as principled warriors, educated in warfighting doctrine, Marine Corps ethos, organizational roles and responsibilities, and the foundations of Marine Corps leadership. The command-sponsored five-day seminar is produced by the College of Enlisted Military Education and led by units at the local level.

### Corporals Course

Like the Lance Corporals Leadership and Ethics Seminar, the Corporals Course was developed by the Enlisted College, but is taught by units locally. Corporals are required to complete either the command sponsored course or the distance education program course for promotion to sergeant. Graduates will be able to:

- Serve as ethical leaders, educated in the foundations of Marine Corps leadership and the Marine Corps ethos who comprehend the difference between ethical decision making based on organizational values and situational ethics.
- Serve as professional warfighters, educated in the nature of war, organizational roles and responsibilities, who comprehend the basic structure of the U.S. defense department.
- Serve as sound decision makers, educated in diverse decision making processes which promote and support organizational values and leadership philosophies within the profession of arms. The Corporals Course has a 15-day academic schedule.

### Sergeants School

The Sergeants School develops students' ability to think critically, solve problems, and communicate effectively as a leader of Marines. During the 25 academic-day schedule, faculty advisors develop students' cognitive abilities, academic and professional research skills, and written and oral communication skills. Additionally, this school introduces fundamental concepts for analyzing problems.

The Sergeants School facilitates this growth by allowing students to initiate the learning process through interactive seminars, Socratic seminars, and practical applications. Each student is encouraged to bring their own interpretations and energies to the product of which is a creative mind. Instruction places emphasis on leadership development, warfighting, sustaining the transformation, and communication skills necessary to lead Marines. It builds upon the



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knowledge gained in the Distance Education Program. Graduates of the Sergeants School will leave with enhanced knowledge to think more critically and make decisions to successfully act as small unit leaders and professional warfighters. Students will be able to argue, defend, sway, and persuade others using critical and creative thinking skills that have been enhanced during the school. Marines will be required to communicate effectively and translate doctrinal concepts and ideas into feasible, suitable, acceptable, and easily understood orders. The Sergeants School curriculum is designed to provide an environment where students can mature professionally and intellectually. It is a college-level educational environment with appropriate rigor and teaching methodologies. The curriculum is composed of the following courses: Communication, Warfighting Philosophy, Sustaining the Transformation, and Leadership Philosophy. The students of the Sergeants School will participate in the Marine Corps Physical Fitness Program in accordance with MCO P6100.14.

## **Career School**

The Career School builds upon the Sergeants School curriculum to further develop students' ability to think critically, solve problems, and communicate effectively as leaders of Marines. It does so by developing cognitive abilities, academic and professional research skills, and written and oral communication skills. Additionally, the school, which is 33 academic days in length, reinforces the skills they have learned to analyze problems and provide sound courses of action.

The Career School facilitates this growth by allowing students to be part of the learning process through interactive seminars, Socratic seminars, and practical applications. Students are encouraged to share their experiences and lessons learned with their peers to expand everyone's mindsets.

Instruction places emphasis on leadership development, warfighting, Profession of Arms, and communication skills necessary to lead Marines. The Career School curriculum is designed to provide an environment where students can mature professionally and intellectually. It is a college-level educational environment with appropriate rigor and teaching methodologies. The curriculum is composed of the following courses: Communications, Warfighting Philosophy, Profession of Arms, and Leadership Philosophy. The school culminates with a Capstone project in which students analyze a difficult problem and offer a course of action in the form of a paper, presentation, and an oral defense of their work.

The students of the Career School will conduct physical training in accordance with MCO P6100.14.

## **Advanced School**

The Advanced School provides Marine Corps Gunnery Sergeants and Gunnery Sergeant Selectees with the knowledge and skills necessary to assume leadership roles of greater responsibility. Instruction places emphasis on leadership development and warfighting skills necessary to lead Marines in combat and builds upon the knowledge gained in the distance education program. Graduates of the Advanced School will have enhanced knowledge and skills necessary to act in senior enlisted billets at the company and battalion level. They will be able to evaluate and develop the unit's physical readiness program, conduct briefs, and coordinate a

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unit's training requirements. They will be able to advise senior and junior Marines in matters of personal administration, stress management, the performance evaluation system, and financial planning. They will be knowledgeable in those contemporary issues facing the Corps and will be capable of evaluating a unit's readiness and recommending corrective action. Graduates of the school, which lasts 33 academic days, will be capable of communicating with the skills necessary to write and edit a variety of documents.

In Warfighting, Advanced School graduates will have the knowledge and skills necessary to effectively apply the fundamentals of Warfighting tactics in offensive and defensive operations at the company and battalion level. They will be able to function as a staff member of a battalion operations center, request close air support, and develop a casualty evacuation plan.

Additionally, they will be able to advise commanders on operating in Military Operations Other Than War, Operations in Urban Terrain, rear area environments, and in planning combat service support. They will have the ability to understand the principles of communication at the battalion level. Additional skills will enhance unit training on weapon systems organic to the infantry battalion and coordinate their employment. The students of the Advanced School will conduct physical training a minimum of 3 hours a week per P6100.13A w/chg 1/2.

## **Regional First Sergeant and Master Sergeant Seminar**

Attendees of the five-day seminar gain a unique perspective on current issues through interaction with key personnel as well as their peers. Seminars will include briefs on the following areas: operations, personnel, leadership, training, joint operations, regional trends, and ongoing initiatives within our Corps.

## **Senior Enlisted PME (SEPME) Course**

This course is designed to equip Marines in the ranks of master sergeant through sergeant major with the critical thinking and adaptability skills necessary to function at the operational and strategic levels of war. After completing the 25 academic-day schedule, graduates will be able to:

- Serve as ethical leaders, educated in the theories behind joint or coalition organizational leadership, who can employ a program to enhance a positive command climate in supporting the accomplishment of organizational mission.
- Serve as professional warfighters, educated in fundamentals of how MAGTFs are organized and conducts operations, who comprehend service-unique capabilities and limitations, employment, doctrine, and command structures that contribute to joint operations, and can identify the roles that factors such as society, culture and religion play in shaping, planning, and execution of joint force and MAGTF operations.
- Serve as sound decision makers, educated in the challenges of leadership development within an organization, of translating policy into action, who possess the critical thinking and adaptability skills necessary to function in the contemporary operating environment while serving independently as enlisted assistants to commanders in the administrative, technical, and tactical requirements of the organization.

## **First Sergeants Course**

This course (10 academic days) is designed to provide newly selected or promoted first sergeants (and master sergeants serving as senior enlisted advisors) with the requisite skills, knowledge, and tools required to carry out the duties and responsibilities of the senior enlisted advisor to the commander. Graduates of the First Sergeants Course will be able to serve as principle advisors,

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who are educated in organizational behavior theories, philosophies, techniques, and practices required to advise and assist battalion/squadron level commanders, and who possess the competencies and ethical grounding to serve in senior leadership positions.

## **Sergeants Major Course**

While attending Cornerstone: the Commandant's Combined Commandership Course which is led by the Lejeune Leadership Institute, sergeants major simultaneously complete the Sergeants Major Course. Graduates of the Sergeants Major Course will be able to serve as principal advisors, who are educated in organizational behavior theories, philosophies, techniques, and practices required to advise and assist battalion/squadron level commanders, and who possess the competencies and ethical grounding to serve in senior leadership positions.

## **Staff Noncommissioned Officer Academies**

Resident schools (Sergeants, Career and Advanced) are provided at the University's Staff Noncommissioned Officers Academies, located at Quantico, VA; Camp Lejeune, NC; Twentynine Palms (Sergeants School only), CA; Camp Pendleton, CA; Marine Corps Base Hawaii (Sergeants School only); and Marine Corps Base Okinawa, Japan. All Academies offer the Regional First Sergeants and Master Sergeants Seminar.

Resident school dates are executed on a fiscal year basis (1 October – 30 September) and announced via Marine Administrative message (MARADMIN).

	DSN	Commercial
• SNCOA Quantico, VA:	278-3138	(703) 784-3138
• SNCOA Camp Lejeune, NC	751-1941	(910) 450-1941
• SNCOA Camp Pendleton, CA	365-4077	(760) 725-4077
• SNCOA Twentynine Palms, CA	230-6265	(760) 830-6220
• SNCOA MCB, Hawaii	457-2600	(808) 257-2600
• SNCOA Okinawa, Japan	315-623-4912	011 (81) 611-723-4912

## **CEME Distance Education Programs**

Distance education program courses are provided by the College of Distance Education and Training via its MarineNet platform.

**Direct all inquiries to:**  
Enlisted Professional Military Education  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5067  
Phone: (703) 432-5261 DSN: 378  
FAX: (703) 784-1150  
<https://www.usmcu.edu/CEME/>

# THE COLLEGE OF DISTANCE EDUCATION AND TRAINING



## Mission

*The mission of the College of Distance Education and Training (CDET) is to design, develop, deliver, evaluate, and manage distance learning products, programs, and resources across the training and education continuum, in order to increase operational readiness.*

Through a variety of distance learning delivery systems, CDET provides distance education and training opportunities for all Marines, government employees, and family members. CDET's programs are accessible globally, preparing graduates to perform more effectively in service, joint, and multinational environments, in situations ranging from humanitarian assistance to combat. The online learning management system, MarineNet, provides education to all Marines wherever they are stationed. CDET's worldwide seminar program supports the Professional Military Education (PME) Distance Education Programs (DEP) through a network of satellite campuses and learning resource centers (LRCs).

CDET's programs and courses concentrate on the leadership, warfighting, and staff development skills of the nation's military, and feature the educational standards, learning areas and learning objectives of the joint professional military education (JPME) program required by the Chairman of the Joint Chiefs of Staff.

CDET provides multiple Distance Education Programs (DEPs) whereby Marine officers, service counterparts, and Department of Defense civil servants can earn professional academic accreditation to advance their careers. The four DEPs are the Weekend Seminar Programs, Blended Seminar Programs, and weekday and online DEPs.

## Command and Staff College Distance Education Program (CSCDEP)

The CSCDEP 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 in Service, joint, interagency, and multinational organizations confronting complex and uncertain security environments. Courses are:

- 8901: Theory & Nature of War
- 8902: National & International Security Studies
- 8903: Operational Art
- 8904: Joint Warfighting
- 8905: Small Wars
- 8906: MAGTF Expeditionary Operations
- 8907: Amphibious Warfare
- 8908: Operation Planning and Final Exercise

## Expeditionary Warfare School Distance Education Program (EWSDEP)

The Expeditionary Warfare School Distance Education Program (EWSDEP) educates and trains company grade officers in order to prepare them mentally and morally for billets of increased

# **THE COLLEGE OF DISTANCE EDUCATION AND TRAINING**

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.

EWSDEP is delivered weekly, both onsite and online, and in onsite weekend seminars:

- Prerequisite
- 8671: Warfighting
- 8672: Functional Employment of the MAGTF
- 8673: MAGTF Operations
- 8674: MAGTF Operations Practical Exercise

- Prerequisite (self-paced) completion required for enrollment.

Seminars for each course are sixteen weeks in duration and are offered each fall and spring in order to maximize student flexibility.

## **Weekend Seminar Programs (WSP)**

The WSPs represent unique opportunities for all officers to take advantage of weekend hours to fulfill their (PME) requirements. The current WSP formats include CSC and EWS. The programs support Reserve Component officers (via funded orders) and Active Component officers. Reserve Component officers historically represent the majority of the student body while with Active Component officers participate on a space available basis. The WSP construct is 18 months in length, October to June, for two (2) nine-month semesters. This construct is an academic mirror image of the more traditional weekday DEPs that convene one evening a week aboard Marine Corps Installations as well as the online DEPs.

## **Blended Seminar Programs (BSP)**

The CSC and EWS BSPs deliver the entire distance education curriculum to either the CSCDEP or EWSDEP student in a single academic year as opposed to two academic years for the traditional onsite or online seminars by combining resident education periods at Quantico, VA; Camp Lejeune, NC; Camp Pendleton, CA; and Okinawa, Japan, with an intervening online, non-resident period of instruction. After an initial resident seminar, students complete the required online instruction and return for a final seminar culminating in graduation with the University's resident CSC and EWS programs. BSPs include international military students and select government agency civilian students.

## **Enlisted PME Distance Education Programs**

CDET provides the following enlisted PME Distance Education Programs (DEP) and Seminar Programs via MarineNet and Moodle learning support systems:

### **Advanced Course DEP**

The Advanced Course DEP serves as the prerequisite for enrollment in either the resident Advanced School at a SNCO Academy or the Advanced School Seminar Program. This DEP will

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enhance the students' knowledge of the United States Marine Corps and the strategy behind how we train, fight, and win. The Advanced Course DEP is available as a MarineNet Curriculum (EPME7000AA).

## **Advanced School Seminar Program (ASSP)**

The Advanced School Seminar Program (ASSP)—EPME7500AZ—is an intermediate level fifteen-week course for Marine gunnery sergeants that will enhance the practical knowledge and skills gained from the Advanced Course Distance Education Program (EPME7000AA). The curriculum for ASSP is derived from and parallel to the College of Enlisted Military Education curriculum for the resident Advanced School delivered at the SNCO Academies and achieves the same learning outcomes. The focus of this course is to increase the students' ability to translate policy into action while enhancing their positive influence on the command climate as enlisted advisors. ASSP students will continue to learn—at a more progressive level—about the various aspects of ethical leadership, professional warfighting, and sound decision making. This course will improve leadership, sharpen critical thinking skills, and deepen the students understanding of warfighting concepts in distributed and joint environments.

## **Career Course DEP**

The Career Course Distance Education Program (DEP) serves as the prerequisite for enrollment in either the resident Career School at a SNCO Academy or the Career School Seminar Program. The Career Course DEP provides staff sergeants with the knowledge and information necessary to assume leadership roles of greater responsibility. This DEP emphasizes the leadership, warfighting, training, and communication skills necessary for a staff sergeant to lead and mentor Marines. The Career Course DEP is available as a MarineNet Curriculum (EPME6000AA).

## **Career School Seminar Program (CSSP)**

The Career School Seminar Program (CSSP)—EPME6500AZ—is an intermediate level fifteen-week course for Marine staff sergeants that will enhance the practical knowledge and skills gained from the Career Course Distance Education Program (EPME6000AA). The curriculum for CSSP is derived from and parallel to the College of Enlisted Military Education curriculum for the resident Career School delivered at the SNCO Academies and achieves the same learning outcomes. This school is intended to enable Marines to serve as ethical leaders, professional warfighters, and to become sound decision makers. This school educates students on obstacles that affect Marine cohesion and compliance with institutional values, Marine Corps warfighting doctrine, and decision-making processes.

## **Sergeants Course DEP**

The Sergeants Course Distance Education Program (DEP) serves as the prerequisite for enrollment in either the resident Sergeants School at a SNCO Academy or the Sergeants School Seminar Program. This DEP provides sergeants with the knowledge and information necessary to assume leadership roles of greater responsibility. The instruction places emphasis on leadership, warfighting, training, and communication skills that are necessary for a sergeant to lead and mentor junior Marines. It focuses on providing sergeants with the knowledge that allows them to successfully perform the duties of a small unit leader with confidence and decisiveness. The Sergeants Course DEP is available as a MarineNet Curriculum (EPME5000AA).



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## **Sergeants School Seminar Program (SSSP)**

The Sergeants School Seminar Program (SSSP)—EPME5500AZ—is a primary-level, fifteen-week program for Marine sergeants. The SSSP is derived from and parallel to the College of Enlisted Military Education curriculum for the resident Sergeants School delivered at the SNCO Academies. The SSSP builds upon the knowledge gained in the Sergeants Course Distance Education Program (EPME5000AA) and provides Marine Corps sergeants with the knowledge and skill necessary to assume leadership roles of greater responsibility. The goal of the SCSDEP is to enable Marine sergeants to serve as ethical leaders, professional warfighters, critical thinkers, and sound decision makers.

## **Corporals Course DEP**

The Corporals Course Distance Education Program (DEP) serves as the prerequisite for completion of the Command-sponsored Corporals Course (CSCC). Upon completion of this DEP, Marines will be better prepared to complete the CSCC and maximize the learning opportunities available. Additionally, they will be better equipped to deal with those issues facing today's Corps and pass on the history, customs, and traditions which sustain the Corps' heritage. The Corporals Course DEP is available as a MarineNet Curriculum (EPME4000AA).

## **Leading Marines DEP**

The Leading Marines Distance Education Program (DEP) serves as the foundation of the Professional Military Education (PME) building block program and supports the development of the requisite leadership skills for our future leaders. This DEP serves as a prerequisite to the command-sponsored Lance Corporal Leadership and Ethics Seminar. The goal of this DEP is to prepare the student for the responsibilities of being a non-commissioned officer. This DEP will support and enhance the students' development of requisite leadership skills and the ability to think critically and make sound, ethical decisions. The primary audience is Marine Lance Corporals who have completed their initial increments of Marine Training, to include MOS training. The Leading Marines DEP is available as a MarineNet Curriculum (EPME3000AA).

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

College of Distance Education and Training  
Marine Corps University  
2076 South Street  
Quantico, VA 22134  
Phone: (703) 784-2999  
<https://www.usmcu.edu/CDET/>

## INTERNATIONAL PROGRAM

The Student Services Office at Marine Corps University coordinates support for all international military students (IMS) at Marine Corps Combat Development Command in Quantico. Each year, it supports approximately 120 international students from 50 allied nations.

The IMS arrive at the University up to one month prior to the start of the regular courses. This early arrival allows for an orientation to the Quantico area, tours of the University, an introduction to personal computers/e-mail systems, and an orientation to the use of Marine Corps Base Quantico's base services. Additional classes provide the student a foundation in U.S. and Marine Corps history, politics, government, and human rights.

Volunteers from among the University classmates sponsor the international students while they attend one of the resident courses. These military sponsors provide assistance to the students and their families as they arrive into the Quantico area and then throughout the academic year. Sponsors are often true "lifesavers" as they help their international classmates adapt to U.S. life, culture, and the academic rigor of the University.

Organized social activities for the international students generally break down into one of six categories: official college or base functions, informal class parties, conference group parties, Informational Program activities, civilian sponsor activities, and IMS informal parties. Official functions include the Fall Reception, hosted by the President, MCU, the Marine Corps Birthday Ball in early November, the Spring Family Social, which is also hosted by the MCU President, Mess Nights, and, in the spring, Graduation. Informational Program activities may include but are not limited to: visits to national parks and local area monuments, luncheons with guest speakers and faculty, an evening at the Kennedy Center, the Prince William County Holiday Party, trips to the Pentagon, Capitol Hill, Supreme Court, the Commandant of the Marine Corps' house and trips to various state and local governments.

The Marine Corps University Field Studies Program is provides opportunities for IMS to further their knowledge and understanding of U.S. governmental theory and practice, the rule of law and the furtherance of human rights, and develop an appreciation for the "American way of life." Events include visits to federal entities such as the U.S. Supreme Court and Pentagon, state and local governing bodies such as Stafford County Courthouse and Prince William County Police Department, nearby historical venues such as Colonial Williamsburg and Monticello. Nations wishing to send students to Marine Corps University should make application through their office of defense cooperation to the U.S. Department of State and the Department of Defense. Invitations are issued each year to fill the limited seats available on a case-by-case basis.

**Direct all inquiries to:**  
Student Services Office  
Marine Corps University  
Warner Center Room 1182  
2044 Broadway Street  
Quantico, VA, 22134  
Phone: (703) 784-3156 or 3157

## ADDITIONAL PROGRAMS AND RESOURCES

Marine Corps University offers several additional Academic Programs and Resources to enable  
and assist with student academic goals.

Alfred M. Gray Research Center (GRC)

Brute Krulak Center for Creativity and Innovation

Fellows and Foreign Professional Military Education

History Division

Leadership Communications Skills Center

Lejeune Leadership Institute

MAGTF Instructional Group (MIG)

Marine Corps University Alumni Association

National Museum of the Marine Corps

## Marine Corps University 2020-2021 Academic Calendar

Date	Event
27 Jun	SAW reporting date
4 Jul	Holiday: Independence Day
7 Jul	SAW classes begin
23-27 Jul	International Military Student (IMS) reporting window
24-25 Jul	SAW Yorktown Staff Ride
18 Aug	MCU IMS orientation
19 Aug	School IMS orientation
24 Aug	Sister service reporting window
24 Aug	Sister service administrative join and MCU orientation
24 Aug	MCWAR convenes; classes start
24 Aug	CSC and EWS reporting and check-in date
26 Aug	CSC and EWS classes start
7 Sept	Holiday: Labor Day
9 Sep	MCU Convocation
15 Sept	AY21-22 SAW applications due
28-30 Sep	EWS Spring Occupational Field Enhancement Course
8 Oct	CSC MMS formal paper proposal due
14 Oct	Holiday: Columbus Day
15 Oct	MCU Lecture Series Event 1
6 Nov	MCU Marine Corps Birthday Ball
10 Nov	Marine Corps Birthday
11 Nov	Holiday: Veterans' Day
28 Nov	Holiday: Thanksgiving Day
TBD	MCU Lecture Series Event 2
25 Dec	Holiday: Christmas Day
1 Jan 2015	Holiday: New Year's Day
12-29 Jan	SAW European Battlefield Staff Ride
18 Jan	Holiday: Martin Luther King, Jr. Day
25 Jan – 22 Feb	CSC Elective class period
15 Feb	Holiday: President's Birthday
9 – 15 Mar	MCWAR Campaign Strategic Field Studies Program
TBD	MCU Lecture Series 3
21 Mar - 09 Apr	SAW Asia-Pacific Battlefield Staff Ride
25 Mar – 12 Apr	EWS Spring Occupational Field Enhancement Course
23 April	Final grades due to Registrar (EWS)
6 May	EWS Graduation
16 May	AY Credit Hour Report due (MCWAR, SAW, CSC)
22 May	Final grades due to Registrar (MCWAR, SAW, CSC)
31 May	Holiday: Memorial Day
14 Jun	MCU Awards Ceremony
16 Jun	MCU Commencement (MCWAR, SAW, CSC, CSCDEP)

## Marine Corps University 2020-2021 Academic Calendar

(Back cover placeholder)

*“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**