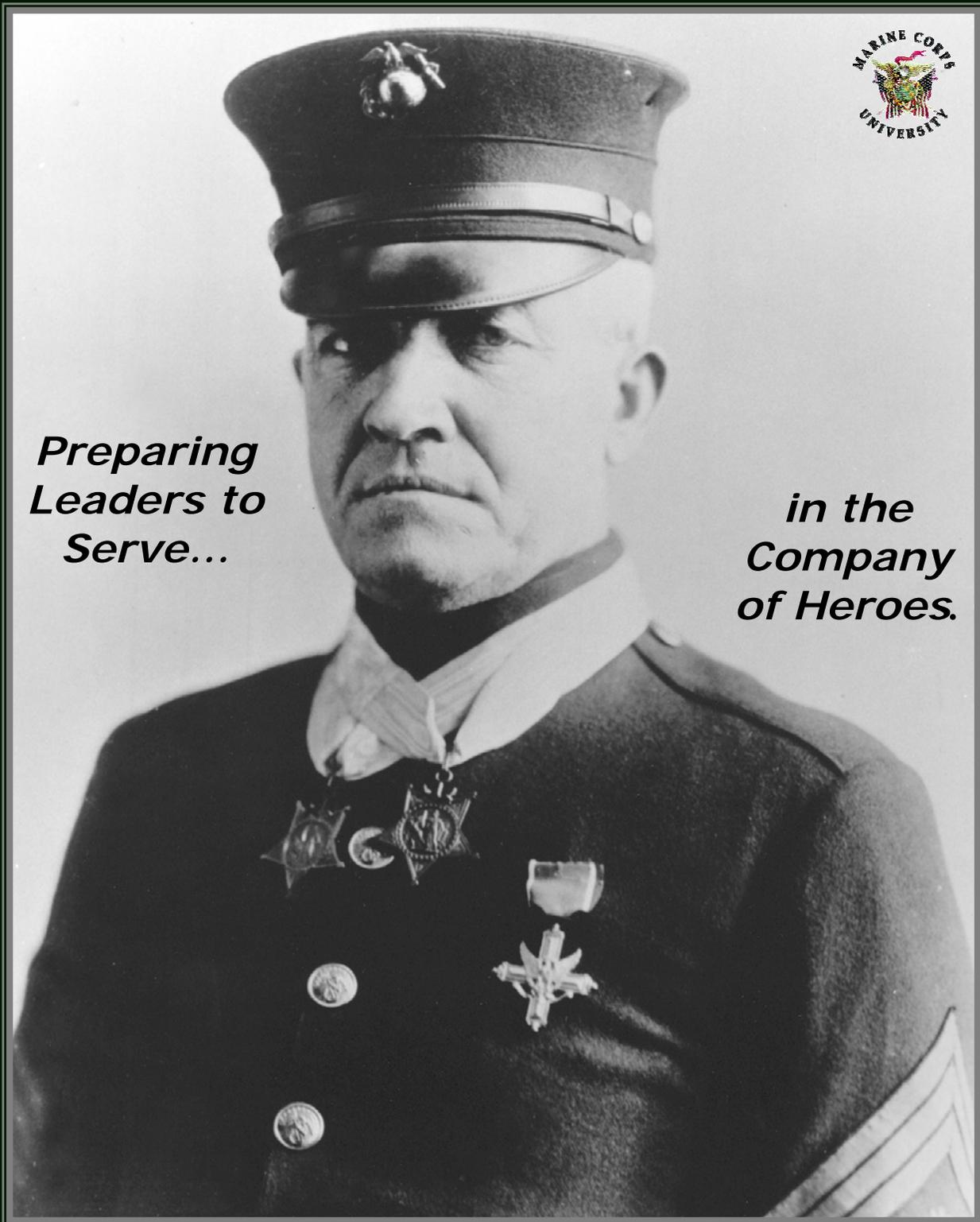


*U.S. Marine Corps University Catalog  
Academic Year 2004-2005*



*Preparing  
Leaders to  
Serve...*

*in the  
Company  
of Heroes.*

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

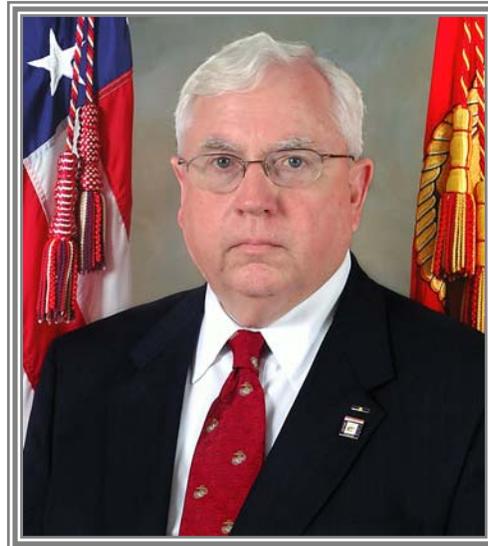
*Cover photograph:*

***Sergeant Major Daniel J. (Dan) Daly  
U.S. Marine Corps  
1873-1937  
Twice Awarded the Medal of Honor***



***"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 people are and to give them opportunities accordingly."***

***Brigadier General Smedley Butler, USMC  
Commander, Marine Corps Schools, 1920***



Welcome to the Marine Corps University! I am confident you will discover an institution dedicated to providing our students a relevant and top-quality education. The Training and Education Command, located here at Quantico, is the heart of the Marine Corps' training and educational efforts. The University supports these efforts with comprehensive programs of education for all Marine leaders and their colleagues throughout the globe.

As students, you will find the curricula to be challenging and rewarding. We will provide you opportunities to better your leadership skills, expand your warfighting knowledge, develop your ability to solve problems, and to share your experiences with fellow students from other specialties, services, agencies, and countries.

Our superbly qualified faculty and staff will enrich your time at Marine Corps University. Once you complete your course of instruction, we are confident you will have enhanced your leadership and problem-solving skills and be better prepared to handle the future challenges of an uncertain world.

Welcome aboard!

DONALD R. GARDNER  
Major General, U.S. Marine Corps (Retired)  
President, Marine Corps University



## **Preface**

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.

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.mcu.usmc.mil](http://www.mcu.usmc.mil)

### **MARINE CORPS UNIVERSITY**

2076 South Street  
Quantico, Virginia  
22134

Marine Corps University is accredited by the Commission on Colleges  
of the Southern Association of Colleges and Schools  
to award Master's Degrees

COC SACS  
1866 Southern Lane, Decatur, Georgia 30033-4097  
404-679-4501



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## **MCU MISSION STATEMENT**

Develop, deliver, and evaluate professional military education and training through resident and distant education programs in order to prepare leaders to meet the challenges of operational environments.

## **MCU VISION STATEMENT**

To parallel the excellence of our Corps with an educational institution that facilitates the continuing development of our leaders, skilled in the arts and sciences of war and capable of critical and creative thinking, sound judgment, and reasoned decision-making.

## **MCU STATEMENT OF PURPOSE**

As the Marine Corps proponent for professional military education, Marine Corps University develops the professional competence of Marines and other leaders. The University's curricula focus on development of leadership, warfighting, and staff operations skills. Graduates of its colleges and schools are prepared to perform in service, joint, interagency, and multinational environments at the tactical, operational, and strategic levels. The six goals of the University's 2004-2009 Strategic Plan support the statement of purpose.

### **GOAL 1 – Academic Programs.**

MCU will develop and deliver accredited, certified, and/or recognized resident and distance PME programs, educationally challenging the student body and enabling its graduates to successfully perform subsequent assignments of increasing responsibility.

### **GOAL 2 – Institutional Research and Effectiveness.**

MCU will develop timely and comprehensive techniques to accurately assess the effectiveness of MCU policies and programs, with special emphasis on educational programs and student learning.

### **GOAL 3 – Faculty Development and Enrichment.**

MCU will build an organizational structure and supportive environment that promotes and fosters life long learning, faculty and professional staff development and personal enrichment.

### **GOAL 4 – Technology Resources.**

MCU will increase the use of state of the art technologies as appropriate to maximize and integrate the educational opportunities in the most effective and efficient manner for the most students.

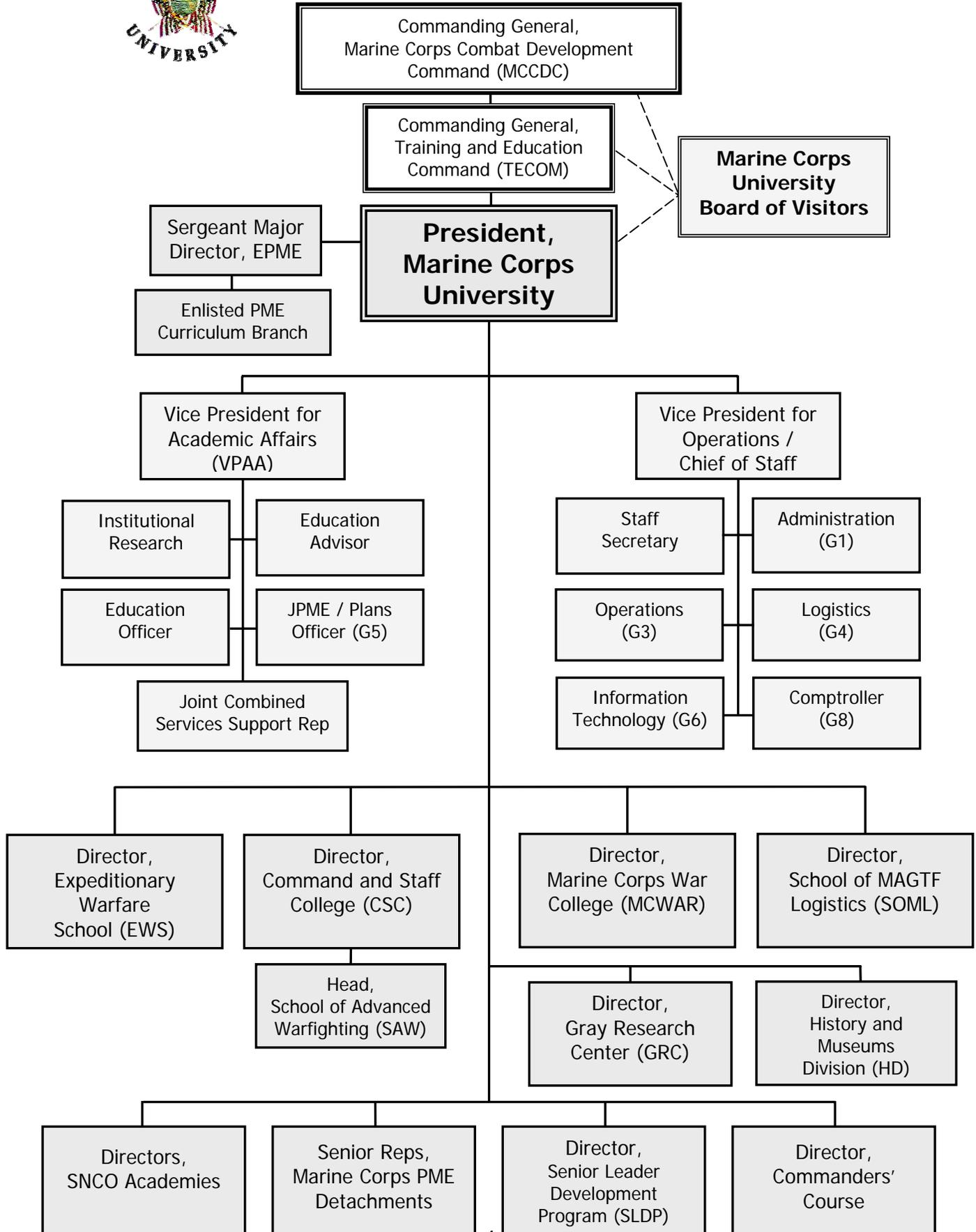
### **GOAL 5 – Fiscal Resources.**

MCU will secure sufficient fiscal resource allocations to ensure systematic and continuous improvement in and growth of the educational process.

**GOAL 6 – Facilities Resources.** MCU will pursue every avenue and opportunity to expand and improve the facility resources required to promote the learning environment.



# MCU Organization





# Marine Corps University

## *Academic Calendar for 2004-2005*

**Academic Year 2004-2005**

\*Events marked with asterisks are tentative

<u>START</u>	<u>END</u>	<u>EVENT</u>	<u>PARTICIPANTS</u>
01 Jul 04	29 Jul 04	MSgt / 1 <sup>st</sup> Sgt Seminar	EPME
04 Jul 04	04 Jul 04	<u>Independence Day</u>	ALL
07 Jul 04	08 Jun 05	SAW Classes Start	SAW
12 Jul 04	23 Jul 04	Tactical Logistics Operations Course 3-04	SOML
02 Aug 04	03 Aug 04	One Stop Check-in: EWS, CSC, MCWAR	ALL
06 Aug 04	07 May 05	EWS Classes Start	EWS
09 Aug 04	08 Jun 05	CSC Classes Start	CSC
09 Aug 04	08 Jun 05	MCWAR Classes Start	CSC
10 Aug 04	10 Aug 04	MCU Convocation	MCU
06 Sep 04	06 Sep 04	<u>Labor Day</u>	ALL
30 Sep 04	30 Sep 04	MCU Constitution Day Lecture	ALL
04 Oct 04	22 Oct 04	Advanced Logistics Operations Course 1-05	SOML
04 Oct 04	24 Nov 04	SNCOA Advanced Course 1-05	SNCOA
11 Oct 04	11 Oct 04	<u>Columbus Day</u>	ALL
12 Oct 04	21 Oct 04	Commanders' Program	Dir, CP
13 Oct 04	02 Dec 04	SNCOA Career Course 1-05	SNCOA
19 Oct 04*	22 Oct 04	Fall Erskine Lecture	ALL
19 Oct 04	08 Dec 04	Sergeants Course 1-05	SNCOA
10 Nov 04	10 Nov 04	<u>USMC 229<sup>th</sup> Birthday</u> ; Birthday Balls	ALL
11 Nov 04	11 Nov 04	<u>Veterans Day</u>	ALL
25 Nov 04	25 Nov 04	<u>Thanksgiving Day</u>	ALL
25 Dec 04	25 Dec 04	<u>Christmas Day</u>	ALL
01 Jan 05	01 Jan 05	<u>New Year's Day</u>	ALL
04 Jan 05	23 Feb 05	SNCOA Advanced Course 2-05	SNCOA
05 Jan 05	24 Feb 05	SNCOA Career Course 2-05	SNCOA
06 Jan 05	25 Feb 05	Sergeants Course 2-05	SNCOA
17 Jan 05	17 Jan 05	<u>Dr. Martin Luther King, Jr. Birthday</u>	ALL
07 Feb 05	25 Feb 05	Advanced Logistics Officer Course 2-05	SOML
21 Feb 05	21 Feb 05	<u>Washington's Birthday</u>	ALL
28 Feb 05	15 Apr 05	SNCOA Advanced Course 3-05	SNCOA
03 Mar 05	20 Apr 05	SNCOA Career Course 3-05	SNCOA
08 Mar 05*	10 Mar 05	Spring Erskine Lecture	ALL
14 Mar 05	29 Apr 05	Sergeants Course 3-05	SNCOA
15 Mar 05*	25 Mar 05	Commanders' Program	DIR, CP
04 Apr 05	15 Apr 05	Tactical Logistics Operations Course (OFEC)	EWS
20 Apr 05	08 Jun 05	SNCOA Advanced Course 4-05	SNCOA
27 Apr 05	15 Jun 05	SNCOA Career Course 4-05	SNCOA
07 May 05	07 May 05	EWS Graduation Ceremony	EWS
30 May 05	30 May 05	<u>Memorial Day</u>	ALL
05 Jun 05	18 Jun 05	Reserve Sergeants Course R1-05	SNCOA
07 Jun 05	07 Jun 05	CSC, MCWAR, SAW Graduation Ceremony	ALL
04 Jul 05	04 Jul 05	<u>Independence Day</u>	ALL



## Marine Corps University 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, and became the nucleus of Marine officer instruction in Quantico. 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 working up plans for two additional courses of instruction. The first, called the Field Officers Course, welcomed its first students in October 1920. The second, the Company Grade Officers Course, convened its first class in July 1921. These two courses, along with the basic Marine Corps Officer Training School, formed the foundation for what General Lejeune termed "Marine Corps Schools". It was this beginning that formed the basis of the Marine Corps University as it exists today.

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

Beginning in 1930, special groups were formed from selected Field Officers School graduates and students to work on amphibious doctrine and requirements. Brigadier General James C. Breckinridge, who rewrote the entire curriculum to a strictly Marine Corps orientation, championed the new science of amphibious warfare and close air support. Breckinridge required his officers to become skilled instructors, specialists in the new "Marine Corps Science." So important was this new concept, the Field Officers School was temporarily discontinued so its staff and students could devote their full time to developing the new doctrine. To reflect the importance of the Marine Corps' new mission, two schools were redesignated Amphibious Warfare Senior and Junior Courses for Field Grade and Company Grade 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 redesignated Command and Staff College and the Junior Course became Amphibious Warfare School. Amphibious operations remained the theme in both courses throughout the 1970s. On 16 February 1971, the first course of the Staff Noncommissioned Officer Academy at Quantico, Virginia, convened. In 1981, the Noncommissioned Officer Basic Course was established at 18 sites, and the Senior Course for Staff Sergeants was implemented at Quantico, Virginia. The following year, the Advanced Course for First Sergeants and Master Sergeants was implemented at Quantico, Virginia.

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

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

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

Recent events demonstrate how MCU has continued its impressive list of developments and accomplishments: in 1999, MCU was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award a Master's of Military Science degree for Command and Staff College; in 2001 and 2003, MCWAR and the School of Advanced Warfighting, respectively, were subsequently accredited for their master's degree programs; 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 and the Senior Leader Development Program was created to manage General Officer education.

From a humble beginning arose a tradition of study and innovation that continues to this day. Most recently, the Training and Education Command was created at Quantico as the Marine Corps University's higher headquarters. Officer Candidates School, The Basic School, Command and Control Systems School, and the College of Continuing Education now report to the Commanding General of Training Command. The University's focus is clearly on the education of leaders in our Corps of Marines.

## ***The lifelong study of the profession of arms***



***for all Marines...***

## **Marine Corps University Policies**

### **Academic Freedom**

Academic freedom is essential to successful top-level education and is an institutional precept at the Marine Corps University. The University believes academic freedom for its faculty and students is fundamental and essential. Without academic freedom, the uninhibited search for insight and knowledge is not possible. The effective amalgam of academic freedom and individual responsibility that flows from that freedom is embodied in the following principal elements:

- Freedom to teach, conduct research, and publish research findings.
- Freedom to discuss in a classroom any material relevant to the subject matter as provided in the course objectives.
- Freedom to seek changes in academic and institutional policies.
- Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.
- Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry.
- Responsibility to encourage and nurture innovative critical thinking, discussion, and writing concerning national security issues and the enhancement of the standing and credibility of professional military education.

### **Faculty Participation in Academic Affairs**

Marine Corps University offers a unique blend of training and educational experiences for those who attend its schools and colleges. Central to the development, conduct, assessment, revision, and adaptation of the curricula of these schools and colleges within the University are its faculty. Carefully selected because of their operational expertise or academic excellence, these military and civilian professionals are the collective “center of gravity” of the University. Within each of the University’s schools and colleges, they are the hub of all power and movement, on which everything depends. The faculty “own” the curricula, and through a variety of processes within each school or college, the faculty are the primary engine through which MCU retains its curriculum standards, quality, and relevance.

### **Entrance Requirements and Procedures**

Individual college, school, and program admissions requirements can be found under their respective sections in this catalog. MCU upholds the highest standards in education with regards to its admissions policies for its three master’s degree programs. To be admitted to a MCU master’s degree program, a student must meet individual college and school admissions requirements, hold a regionally accredited undergraduate degree, and meet English proficiency requirements.

## **Student Rights and Responsibilities**

### **Student Rights:**

1. Right to be free from discrimination on the basis of race, gender, color, religion, and national origin.
2. Right to open and free expression of thoughts and concepts in an environment of academic freedom.
3. Right to ownership of appropriate intellectual property.
4. Right to due process and/or request mast.
5. Right to be free from sexual harassment.
6. Right to submit a written complaint on University policies, procedures, or actions through the MCU Chain of Command.

### **Student Responsibilities:**

1. Responsibility to abide by the academic policies and procedures of the University.
2. Responsibility to respect the opinions of other students.
3. Responsibility to prepare adequately for each class.
4. Responsibility to perform student leadership duties as assigned by faculty and administrators.
5. Responsibility to uphold academic integrity.
6. Responsibility for US military members to abide by the standards of the *Uniform Code of Military Justice*, and for non-US military students to abide by appropriate department or agency rules, regulations, and standards of conduct.

## **Student Complaint Procedures**

Students will attempt to resolve complaints starting at the lowest level in the chain of command. Generally, the students' assigned Faculty Advisors will serve as the lowest level. Others in the chain of command include course directors, deans, deputy directors, and directors. The President, Marine Corps University, will serve as the final adjudicating authority for resolving students' complaints. If students feel the situation cannot be properly addressed through their Faculty Advisors and/or their chain of command, the formal Marine Corps Request Mast procedure is available to all students. The Request Mast procedure is a formal means for students to communicate directly to, and receive a timely response from, a College Director or the Marine Corps University President. Additionally, Marine Corps University endorses and adheres to the Commission on Colleges policy statement "Complaint Procedures for the Commission or its Accredited Institutions."

## **Academic Chairs for 2004-2005**

**Dr. Jon T. Sumida** assumes the **Major General Matthew C. Horner Chair of Military Theory** for Academic Year 2004-2005. Dr. Sumida comes to Marine Corps University from the University of Maryland, College Park, where he served as an Associate Professor in the Department of History. He is the author of *Inventing Grand Strategy and Teaching Command: The Classic Works of Alfred Thayer Mahan Reconsidered*; *In Defence of Naval Supremacy: Finance, Technology and British Naval Policy, 1889-1914*; and *The Pollen Papers: The Privately Circulated Printed Works of Arthur Hungerford Pollen, 1901-1916*, Publications of the Navy Records Society, vol 124. Dr. Sumida will teach an elective at Command and Staff College and continue his research to complete his books-in progress.

**Mr. H. Roy Williams** continues as the Marine Corps University **Guy P. and Vivien Wyser-Pratte Humanitarian Operations Chair** for Academic Year 2004-2005. His work with the Office of U.S. Foreign Disaster Assistance, Bureau for Humanitarian Response (BHR/OFDA) of the U.S. Agency for International Development (USAID), the International Rescue Committee, the Center for Humanitarian Cooperation, and the International Organization for Migration (IOM) provides the University expertise on topics and issues related to humanitarian operations, non-governmental organizations, disaster response, and operations other than war. Mr. Williams visits East and West Coast commands for teaching purposes, as well as lecturing at the University's colleges. He is also a member of Training and Education Command's Humanitarian Operations Board. In addition, Mr. Williams serves as an Adjunct Professor at the School of International and Public Affairs at Columbia University.

**Dr. Paolo G. Tripodi** continues as the inaugural chairholder for the **Donald Bren Chair of Ethics and Leadership** for Academic Year 2004-2005. Dr. Tripodi served as a Resident Fellow at the Center for the Study of Professional Military Ethics, U.S. Naval Academy in Annapolis, MD, as well as the Assistant Professor in Defense Studies at the Pontificia Universidad Catolica de Chile, Institute of Political Science, Santiago, Chile. Dr. Tripodi is responsible for researching and developing ethics and leadership training for incorporation into the University's curriculum, as well as an outreach program of ethics and leadership training into the Operating Forces. He teaches a Command and Staff College elective "The Ethical Dimension of the Military Profession."

**BGen Thomas V. Draude**, USMC (Ret.) will serve as the **Robert A. Lutz Distinguished Chair of Military Studies** for academic year 2004-2005. General Draude has extensive military experience, including ten personal awards for combat, including two Silver Stars and the Purple Heart for service in Vietnam. He served as Assistant Division Commander, responsible for Marine deception operations in Desert Shield/Desert Storm. In addition to his military service, General Draude has ten years of business experience at leadership posts within a Fortune 500 company. Additionally, General Draude has taught classes on the Vietnam War and the strategy of war at Saint Leo University in Tampa, Florida.

**COL Edward C. O'Dowd**, USA (Ret.) continues as the **BGen H.L. Oppenheimer Chair of Warfighting Strategy** for Academic Year 2004-2005. Col O'Dowd completed thirty years of Army service in a variety of infantry, military police, and military intelligence positions. He brings the University expertise in East Asia having served as the U.S. Defense Attache to the Socialist Republic of Vietnam, U.S. Army Liaison Officer in Hong Kong, and Secretary of the UN Command Military Armistice Commission in Panmunjom, Korea. Col O'Dowd teaches an elective entitled "China's

Military Affairs" for Command and Staff College, lectures at the University's other schools, and supports PME programs at East and West Coast commands.

**Mr. H. Gayland Lyles** continues as the **Central Intelligence Agency Chair** for the University for Academic Year 2004-2005. Mr. Lyles has twenty years experience with the CIA and teaches the classified elective "Intelligence and the Military" for Command and Staff College. He also supports the Command and Staff College Warfighting curriculum with lectures and by participating in practical application exercises, as well as lecturing at the University's other colleges.

**Dr. Stephen R. Rounds** continues as the **Department of State Chair** for Academic Year 2004-2005. He is a career member of the United States Senior Foreign Service, having joined the U.S. Foreign Service in 1977. Dr. Rounds oversees the Regional Studies course at the Marine Corps War College as well as lecturing at the University's other colleges. Dr. Rounds served as the Minister Counselor for Public Affairs of the American Embassy in Seoul, Korea in 2000-2003. From 1998 to 2000, Dr. Rounds served as the Counselor for Public Affairs at the U.S. Embassy in The Hague, the Netherlands. Previous assignments included service as the Assistant Cultural Affairs Officer in Athens and Deputy Public Affairs Officer at the U.S. Embassy in Bonn.

**Col David Hudson** will serve as the **Chief of Staff of the Air Force Chair** for Academic Year 2004-2005. Colonel Hudson is a graduate of the United States Air Force Academy and received his Masters of Strategic Studies from Air War College. His experience includes all levels of squadron, group, wing, headquarters, and joint support as an executive officer, wing planner, requirements officer, operations center chief, and war fighting flying squadron commander. Additionally, he has served as an Assistant Branch Chief for the Office of the Secretary of the Air Force, Office of Legislative Liaison, and as a Joint Command operations center chief. He will co-direct the MCWAR course on National Security and Joint Warfare at MCU.

**LTC Roger Griffin** serves as the **Special Operations Chair** for Academic Year 2004-2005. LTC Griffin has served as Commander, 3<sup>rd</sup> Battalion, 1<sup>st</sup> Special Forces Group (Airborne) and deployed the 3<sup>rd</sup> Battalion to the Philippines for Operation Enduring Freedom-Philippines. Prior to assuming command, he served as the Operations Officer 1<sup>st</sup> Special Forces Group (Airborne), Battalion Executive Officer and Commander of A Company, 3<sup>rd</sup> Battalion, 1<sup>st</sup> Special Forces Group (Airborne). The Special Operations Chair is responsible for ensuring Marine leaders and decision makers educated at Marine Corps University are prepared for the scope and complexity of Special Operations Forces and their employment. LTC Griffin teaches at Command and Staff College and lectures at the University's other colleges.

**Donald Bren Chair of Innovation and Transformation** is unfilled for Academic Year 2004-2005 at time of catalog printing. The inaugural chairholder will focus on research and course development for the fall semester while teaching opportunities, as a guest lecturer, will be encouraged. The focus of the spring semester will be an elective course addressing the military's current innovation and transformation initiatives.



## ***Board of Visitors Appointed by the Secretary of the Navy***

The Marine Corps University Board of Visitors was established when Congress provided a provision in the 1995 Defense Authorization Act for an advisory board for the University. The Board of Visitors meets semiannually to provide assistance and recommendations to the Marine Corps University President. The by-laws of the MCU Board of Visitors mandate it "serve as the advisory committee to the CG, MCCDC to assist him in serving as the Governing Board for the University."

**Dr. David G. Carter (Chair)**

Ph.D. (Educational Development & Educational Administration)  
President, Eastern Connecticut State University  
Willimantic, Connecticut

**BGen Clara L. Adams-Ender, USA (Ret.)**

MSN (University of Minnesota)  
MMAS (U.S. Army Command & General Staff College)  
President/CEO, CAPE Associates, Inc.  
Lake Ridge, Virginia

**Dr. Sidney C. Adkins**

Ed.D. (Counseling Psych & Admin of Higher Education)  
Dean of the School of Business  
Irving H. Wainright Professor of Business  
Meredith College  
Raleigh, North Carolina

**Dr. George A. Baker III**

Ed.D. (Education Administration)  
Distinguished University Professor Emeritus  
North Carolina State University  
Raleigh, North Carolina

**Dr. Maureen A. Hartford**

Ed.D. (Higher Education Administration)  
President, Meredith College  
Raleigh, North Carolina

**Dr. Susan R. Hatfield**

Ph.D. (Speech Communication)  
Coordinator of Assessment, Winona State University  
Winona, Minnesota



**Dr. E. Bruce Heilman**

Ph.D. (Higher Education Administration)  
USMC Service in WWII  
Chancellor, University of Richmond  
Richmond, Virginia

**Dr. Ronald K. Lingle (Chair Elect)**

Ph.D. (Higher Education Administration)  
President, Coastal Carolina Community College  
Jacksonville, North Carolina

**Dr. Calvin M. Morris**

Ed.D. (Counseling Psychology)  
Lieutenant Colonel, USMC (Ret.)  
Principal, The HR Group  
Charlottesville, Virginia

**Dr. Ernesto Ramirez, Jr.**

Ph.D. (Educational Administration/Higher Education)  
Director of the Office of Public School Programs  
Maricopa Community College District  
Tempe, Arizona

**Dr. Carol Reardon**

Ph.D. (History)  
Associate Professor of History  
Pennsylvania State University  
University Park, Pennsylvania

**Dr. Paul E. Roush**

Ph.D. (Education)  
Colonel, USMC (Ret.)  
Retired Professor of Ethics, United States Naval Academy  
Annapolis, Maryland

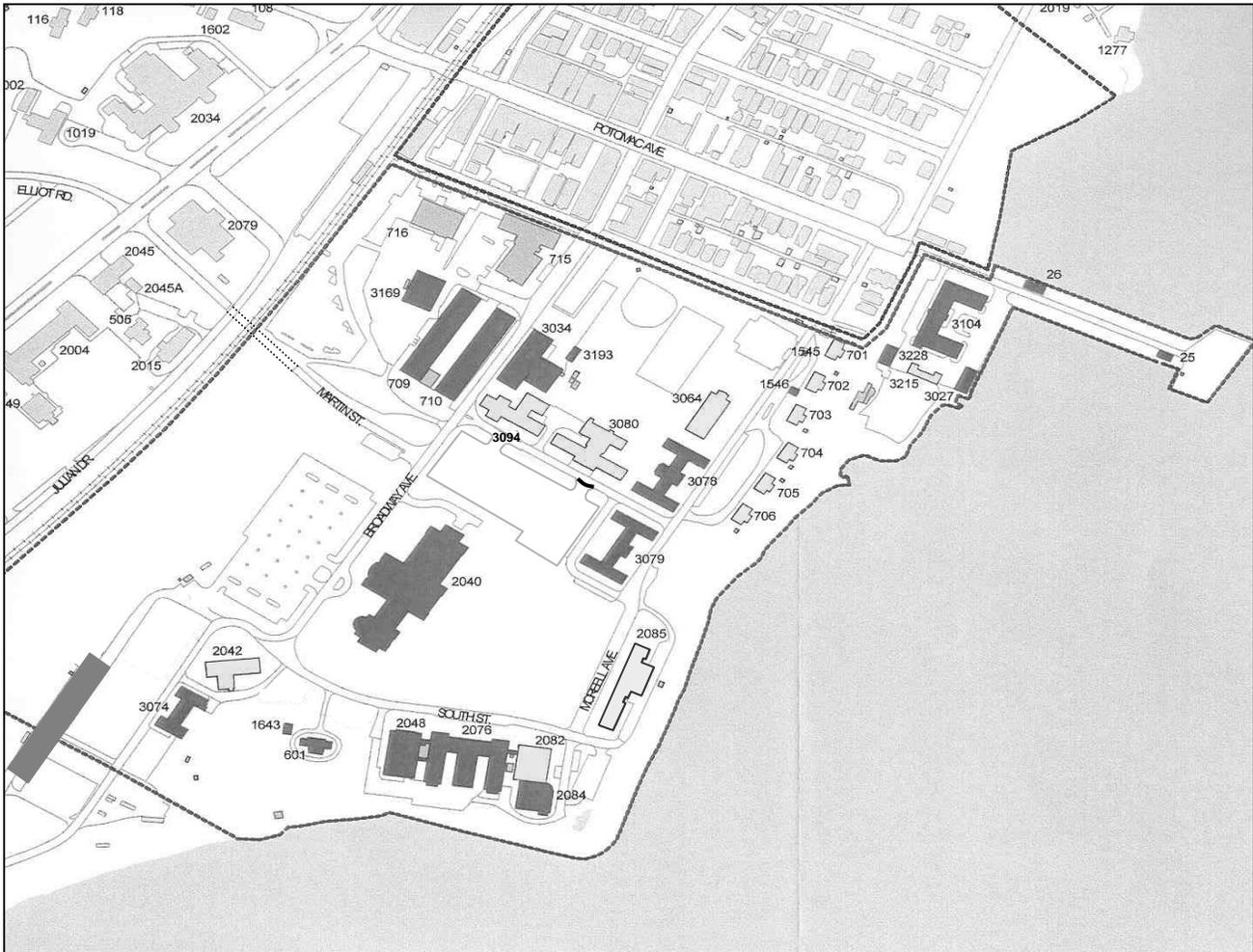
**Dr. John J. Salesses**

Ph.D. (English Literature)  
Major General, USMCR (Ret.)  
Chair of the English Department, Salve Regina University  
Vice President Emeritus for Academic Affairs, Rhode Island College  
Providence, Rhode Island

**Dr. David Tucker**

Ph.D. (History)  
Associate Professor  
Co-Director, Center on Terrorism and Irregular Warfare  
Naval Postgraduate School  
Monterey, California

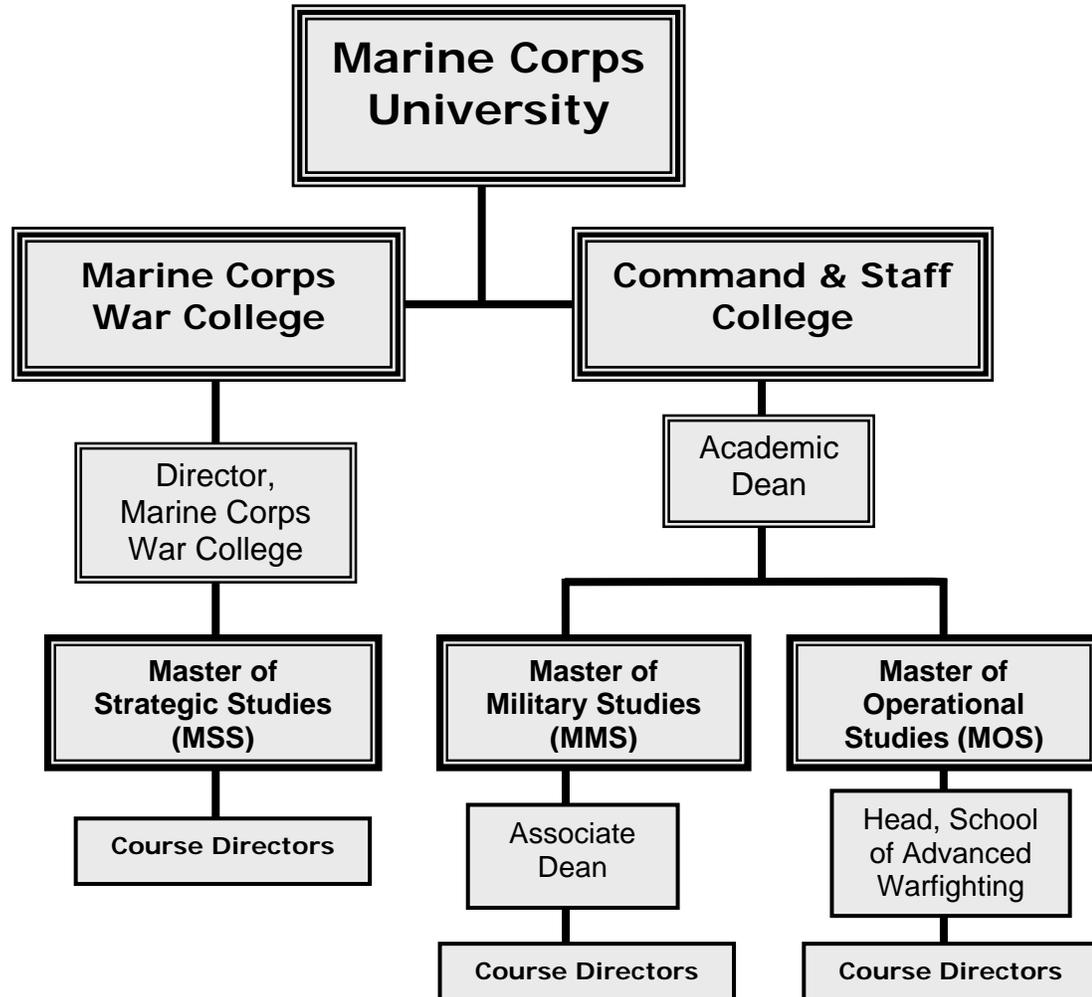
# MCU Main Campus



- 2076 Breckinridge Hall – MCU HQ & Command and Staff College**
- 2048 Dunlap Hall – Marine Corps War College**
- 2084 Battle Staff Training Facility**
- 2082 Ellis Hall – Expeditionary Warfare Demonstrator**
- 2085 Edson Hall – Command and Control Systems School**
- 2040 Gen Alfred M. Gray Research Center (GRC)**
- 3078 Staff Noncommissioned Officer Academy, Quantico**
- 2041 Barrett Hall -- Training Command**
- 3094 Security Cooperation Education and Training Center**
- 3034 Museum Exhibit Fabrication Shop**
- 3169 SNCOA Supply Warehouse**
- 3064 SNCOA Career Course Barracks**
- 3080 SNCOA Barracks (completion planned for May 2005)**
- 2077 Geiger Hall - Expeditionary Warfare School (Not Shown)**



# MARINE CORPS UNIVERSITY MASTER'S DEGREE PROGRAMS



## **Regional Accreditation**

Marine Corps University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; (404) 679-4501) to award Master's Degrees. The following degrees are awarded:

- Marine Corps War College – Master's in Strategic Studies
- School of Advanced Warfighting – Master's in Operational Studies.
- Marine Corps Command and Staff College – Master's in Military Studies.

## **Joint Professional Military Education (JPME) Phase I Accreditation**

Command and Staff College and MCWAR 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) as JPME Phase I courses. Each is measured against common criteria, six standards, and specific JPME learning areas and objectives as defined in the governing instruction, CJSCI 1800.01A/B, Officer PME Policy. The PAJE is guided by accepted civilian accreditation standards and practices tailored to the needs of the JPME system. MCWAR was last accredited as a Phase I course in 2000 and Command and Staff College in 2002.

# *Marine Corps War College*



## **MISSION**

*The mission of the Marine Corps War College is to educate selected senior officers and civilians for decision-making during war and military operations other than war in a joint, interagency, and multinational environment. Marine Corps War College graduates are prepared to assume senior leadership positions of increasing complexity through the study of national military strategy, theater strategy and plans, and military support to those strategies within the context of national security policies, decision-making, objectives, and resources.*

## **DEGREE**

Marine Corps War College graduates receive a Master of Strategic Studies (MSS) degree.

## **EDUCATIONAL OBJECTIVES**

- Provide an encompassing and pragmatic intellectual foundation from which to apply the art and science of war in assessing past, present, and future national security and national military strategies.
- Analyze, evaluate, and apply the relationships among policy and strategy; political, economic and social forces; and the application of joint military power within the global context of national security issues.
- Develop students sensitive to, and skilled in, the employment of joint and multinational military forces to achieve national objectives.
- Provide graduates a war college education focusing on combining operational competence with sound military judgment, decision making skills, and strategic thinking.

## **EDUCATIONAL PHILOSOPHY**

The Marine Corps War College employs active teaching methods to provide a professional educational experience where students are accountable to both the faculty and their peers for their contribution. The small student body and low student-to-faculty ratio enhance this active learning experience.

Instructional methods and techniques include extensive reading, seminars, formal and informal presentations, tutorials, case studies, research, writing, war games, decision exercises, and examinations.

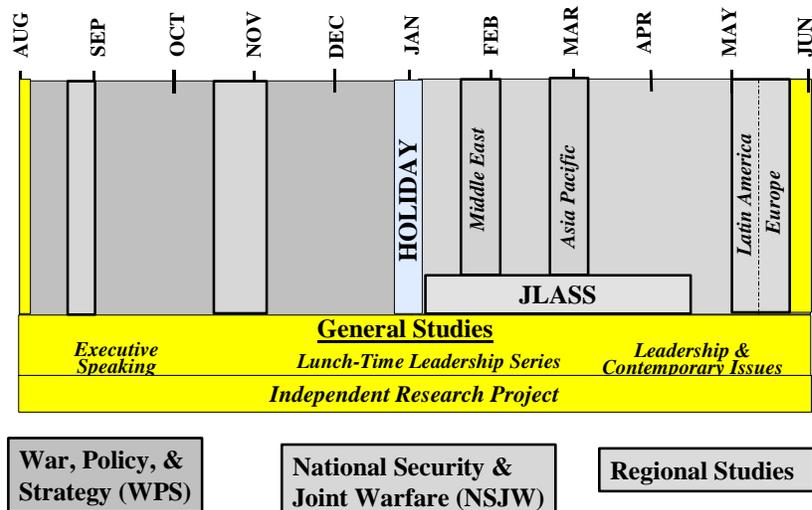
The College acknowledges that senior military and civilian leaders must complement competence in national defense matters with an understanding of the political, economic, social, and informational environments, which influence the formulation of national strategy. Domestic and international travel provides opportunities to meet with senior government and civilian leaders who share responsibility for formulating national policy and strategy. Such travel, integrated throughout the curriculum, complements the National Security and Joint Warfare course and the Regional Studies course. This travel provides a global perspective and framework upon which students can base their analysis, assessment, formulation, and application of national and military strategy.

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

## **CURRICULUM**

The Marine Corps War College's curriculum consists of:

- War, Policy and Strategy
- National Security and Joint Warfare
- Regional Studies
- General Studies



### **War, Policy and Strategy**

The War, Policy and Strategy course is about critical analysis and judgment primarily at the strategic level of war. It emphasizes the relationship between moral and physical dynamics of war, and between national military power and other elements of national power, as factors contributing to national success or failure in war.

Sir Michael Howard and President Dwight Eisenhower offer the following admonitions on the strategic level of war:

- "Wars are not tactical exercises writ large. They are ... conflicts of societies, and they can be fully understood only if one understands the

nature of the society fighting them. The roots of victory or defeat often have to be sought far from the battlefield, in political, social, and economic factors....” (Howard)

- “No mastery of command can substitute for an intelligent comprehension of the economic goals, the political impulses, the spiritual aspirations, that move tens of millions of people....” (Eisenhower)

War, Policy and Strategy emphasizes “holistic” strategic and military effectiveness – i.e., that individual actions and applications of national power, and especially national military power, at all levels of war (strategic, theater-strategic, operational and tactical) must act collectively in a synergistic manner, instead of working at cross purposes. Otherwise, so-called smart and clever moves at the lower levels of war can have decisive adverse psychological and psychosocial consequences at the strategic level of war. War, Policy and Strategy emphasizes that successful national strategies in all types of conflicts – including conventional war – are made up of a political and a military component tailored to enemy and friendly strengths and weaknesses.

This construct is commonly understood in counterinsurgency strategies and campaigns (e.g. the Vietnam War); it is less commonly understood by senior military officers as an explanation for Napoleon’s defeats in the Peninsular War and in Russia, for Union and Confederate successes and failures in the Civil War, for ultimate German defeat in World War I, and for German and Japanese defeat in World War II.

War, Policy and Strategy therefore stresses the importance of senior political and military leaders asking the right questions at the outset (or early stages) of any conflict: What do we know about the enemy nation – its culture, society, history, economy, psychology? This involves looking beyond enemy orders of battles and traditional indicators of military strength. What is the true nature of the conflict? What are the likely limitations of military power in this conflict? What is the relation between the military and political end states? Is the enemy’s concept and definition of defeat the same as ours? Is our national strategy and national military strategy in harmony with the requirements of holistic strategic and military effectiveness? Do we have a viable military strategy of perception control? These and similar associated questions define an intellectual process at the strategic level of war which we at the Marine Corps War College call “Capital W War.” A persistent recurring historical theme is that when Capital W War thinking is out of balance, operational and tactical successes are more difficult to achieve and/or may be irrelevant.

War, Policy and Strategy stresses that national success in war and conflict requires not only a sound strategy but *the practical application of that strategy at the operational and tactical levels* – and that strategic thinkers and decision-makers bear some responsibility for formulating strategies which can be successfully executed at the operational and tactical levels. It does little good, for example, to address (and attempt to fix) British “strategy” associated with the 1915 Dardanelles campaign without also addressing causes for the dismal tactical and operational failures which will be forever associated with the word “Gallipoli”.

War, Policy and Strategy is not a traditional military history course, but instead uses selected wars, strategies and campaigns as vehicles for critical

analysis and assessment, with the objective of developing sounder and keener instincts at the strategic level of war.

### **National Security and Joint Warfare**

History demonstrates that to formulate and implement successful national security policies, senior national leaders must be able to wisely orchestrate the four elements of national power: diplomatic, informational (psychological), military, and economic (DIME). It is essential that senior military leaders develop an in-depth understanding of the interplay of these elements so that proper military advice is provided to civilian leadership and a sound military strategy is developed.

For the Marine Corps War College, developing an in-depth understanding begins in the War, Policy and Strategy (WPS) course and carries through the Regional Studies Program where students broaden their understanding of national power in a theater/regional or multinational context. Both of these courses complement the National Security and Joint Warfare (NSJW) Course, designed to provide students with an in-depth understanding of both national security affairs (focusing on the national security decision-making process) and joint warfare (focusing on the role of the military in national security). The NSJW course examines the relationship between the National Security Strategy and national military objectives and strategy as delineated in the National Military Strategy. In doing so, NSJW explores the context within which military advice is rendered, policy and strategy decisions are made, and military operations are carried out. Key to this are command and personal relationships at the highest levels of the U.S. national security establishment (President, Vice President, Secretary of Defense, Secretary of State, the Joint Chiefs of Staff, the Joint Staff, and the unified command Combatant Commander), during peace, war, and small-scale contingencies.

The economics portion of NSJW introduces students to macroeconomics and the interrelationships of economic security and national security. A nation's economic condition heavily impacts its ability to apply national power and thus, impacts national security. The importance of a nation's domestic economic condition as it relates to the viability of its military power and capacity to mobilize for conflicts is explored both in NSJW and throughout the academic year in the following themes:

- Central role of economic strength in maintaining and projecting national power.
- Growing interdependence of the global economic environment and impact of this interdependence on national power.
- Global move to the market system and free enterprise.

As the world grows more interdependent, economic power will increasingly share center stage with military power as supporting instruments for diplomatic influence abroad. NSJW delves into the relationships between the strategic and operational levels of war and the procedures by which a commander translates national policy objectives into theater-strategic military objectives. Current Joint and Service doctrines, the factors influencing their development, and conflicts between Service and Joint doctrine are examined with discussion revolving around resolution of any such conflict(s). NSJW includes an assessment of capabilities and limitations of the U.S. Armed Forces and the national military command structure/system.

During the NSJW course, students are provided ample opportunity to explore and assess joint planning procedures and the ability of combatant commanders to reconcile national objectives and available means. Students develop commander's estimates of the situation, commander's concepts, and theater-level campaign plans for joint and multinational operations in various theater contexts. A major portion of the NSJW course is devoted to a wargame known as the Joint Land, Aerospace, and Sea Simulation (JLASS) with participation from all Senior Service College. Students plan for and play the roles of The Joint Staff, warfighting regional Combatant Commanders, and service components in this dynamic, seven-day wargame conducted at Maxwell AFB, Alabama. JLASS provides students a unique opportunity to apply principles and concepts learned during the academic year.

The NSJW course takes advantage of the Marine Corps War College's close proximity to Washington D.C. by traveling to the Pentagon, the State Department, the Congress, and think-tanks to discuss issues with civilian and military leaders.

The next generation of senior officers and leaders must be prepared to think critically and creatively in the broad arena of challenging issues associated with our national security—to lead and perform in an environment of accelerating change. NSJW and the other courses offered in the Marine Corps War College curriculum are aimed at graduating officers better prepared for the challenges of joint and coalition operations.

### **Regional Studies**

The Regional Studies Program takes a strategic look at the Middle East, Latin America, Europe, and the Pacific Rim. The program is integrated throughout the academic year and focuses on the cultures, politics, economics, and U.S. national objectives within vital regions of the world. The course uses military leaders, visiting scholars thoroughly attuned to world dynamics, and visits to and discussions with the nation's foremost military leaders and civilian authorities to provide a multi-dimensional perspective for the intelligent analysis of U.S. global interests, regional policy objectives, and the formulation of effective strategies.

Interwoven throughout the Regional Studies courses are visits to several combatant commands (CONUS & OCONUS), Asia, and Europe. These trips are conducted concurrently with or augment previous regional studies and give the students an opportunity to examine theater warfare from the perspective of a combatant commander and his service component.

### **General Studies**

General Studies combines the remainder of the academic curriculum under one course director. General Studies includes an independent research project, executive speaking course, lunchtime leadership series, and a Leadership and Ethics course. These studies address relationships between leadership skills and organizational success. The curriculum is designed to provide opportunities for discussion with key civilian and military leaders.

The Independent Research Project provides each student the forum to develop, analyze, and assess issues relevant to the Marine Corps War College curriculum. The research and resulting paper are scholarly efforts drawing original conclusion(s) from the author's extensive research. This project reflects the author's ability to research, organize, analyze, and effectively communicate through the written medium—skills essential to leadership.

The paper should be suitable for publication in a professional journal (e.g., Joint Force Quarterly or Proceedings).

The Executive Speaking course is an intensive skill-building workshop in advanced oral communications. The focus is directed at organized, focused, action-oriented, and persuasive presentations. The course includes videotaped presentations, techniques of dealing with the media, and individualized delivery techniques.

The lunchtime leadership series provides a forum for students and invited guests to explore and exchange views on leadership, current or emerging issues, experiences, and philosophies. These opportune leadership seminar-style lunches are conducted throughout the academic year with focus on national and military policies and programs relating to topical interests and issues.

The Leadership and Ethics course provides a discussion of contemporary leadership issues, an examination of Just War Theory, and capstone discussion of the duties of a professional military Officer.

### **Joint Professional Military Education**

Integrated into the Marine Corps War College curriculum is the first phase of the two-phased Joint Specialty Officer (JSO) education mandated by the Chairman of the Joint Chiefs of Staff. As a result, all graduates of the College are "JPME Phase I" qualified in terms of JSO designation.

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

This program of joint instruction is described in a separate syllabus titled "Joint Professional Military Education (JPME)" which addresses the six primary learning areas identified in the Chairman of the Joint Chiefs of Staff Instruction Officer Professional Military Education Policy:

- National Security Strategy
- National Planning Systems and Processes
- National Military Strategy and Organization
- Theater Strategy and Campaigning
- Information Operations, Command and Control and Battle Space awareness
- Joint Strategic Leader Development

### **Recurring Themes**

Recurring themes maintain student orientation and focus, bind together educational and developmental goals, and establish clear relationships between diverse aspects of individual course and the overall objectives of the curriculum.

The following themes are representative of those that guide critical thinking, analysis, and application throughout the College curriculum:

- Nature and dynamics of war/military operations other than war.
- Application/relevance of military theory.
- Causes of conflict.
- Relationship of the elements of national power to the application of military power in the international environment.
- Principles of War (W/w - strategic and operational levels of war).

- Holistic military effectiveness and the relationship among the political, strategic, operational, and tactical levels of war.
- Joint/multinational/coalition warfare/campaigning.
- Role of the United States Armed Forces in national security.
- Lessons learned for future development.
- Military leadership and professional ethics.
- Total Force planning and employment.

### **MASTER OF STRATEGIC STUDIES**

All MCWAR students who successfully complete the MCWAR curriculum earn the Master of Strategic Studies degree.

*The requirements for acceptance into the Master of Strategic Studies degree program are identical to the College's admissions requirements.*

### **STUDENT EVALUATION**

The College's evaluation system parallels other Service Senior Level Colleges by establishing and emphasizing 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. Grades of A, B, C, D or Incomplete may be assigned. However, only an A or B represents an acceptable level of performance. A course grade of B- is considered the minimal acceptable grade to complete a course. A grade of C+ or less is considered below the level of performance expected. Students who receive a course grade below B- are counseled by the specific course director and require remediation.

### **AWARDS**

- **Distinguished Graduate Program.** The Marine Corps War College's Distinguished Graduate Program is designed to recognize superior achievement and encourage the highest degree of excellence. At the end of the academic year, the Marine Corps War College faculty selects the top two officers in the class, based upon a holistic evaluation of the officer's leadership qualities and superior academic performance, with emphasis on academic performance. These officers are recognized during the graduation ceremony, awarded a cash prize from the Marine Corps University Foundation, and their official records are appropriately annotated.
- **Faculty Writing Award.** The Faculty Writing Award is presented to the Marine Corps War College student whose research paper is determined to be most suitable for publication in a professional journal for that academic year. All Marine Corps War College student research papers will be considered for this award. The winner will be presented the Faculty Writing Award (i.e., a plaque and a gift certificate to the MCA bookstore) at the graduation ceremony.

### **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 of the Officer Professional Military Education Policy

Document for other U. S. military students; and inter-agency agreements with other Federal Government agencies. Quotas for admission to the Marine Corps War College are distributed as follows:

U.S. Marine Corps Officers	7
U.S. Navy Officers	2
U.S. Coast Guard Officers	1
U.S. Air Force Officers	2
U.S. Army Officers	2
Civilians, U.S. Federal Government*	2
<b>TOTAL</b>	<b>16</b>

\*Civilian Federal Government employees (usually from the Department of State, Federal Bureau of Investigation, or Central Intelligence Agency). MCWAR encourages civilian participation in its programs to promote dialogue and understanding among all members of the United States interagency community.

## **REQUIREMENTS**

**GENERAL:** Eligibility prerequisites for the Marine Corps War College are those regulations and requirements established by the military services to select students to attend a senior-level professional military education (PME) institution. Specific admissions prerequisites for the Marine Corps War College 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/Special Compartmentalized Information (TS/SCI) 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 O-4 PME requirements as identified in the USMC PME Order (MCO P1553.4A).

**ACADEMIC:** Instruction at the Marine Corps War College is at the graduate-level using rigorous, interactive, adult learning techniques based on an inquiry-driven educational philosophy. Inherent is the development of critical thinking and problem-solving skills. An active conference/seminar based learning environment is intentionally structured to promote intellectual growth and to allow for varied input during student dialog and discussion. The faculty-led small group interactions are the strength of the Marine Corps War College educational experience. Students are required to synthesize large amounts of information, present solutions to complex problems, and participate actively in graduate-level educational forums. Students can also expect to directly interact with national and international leaders. Specific academic requirements are as follows:

- A regionally accredited undergraduate degree (United States bachelor's degree or its equivalent).

- Graduate-level capabilities to read, comprehend, speak, and write in English\*
- Upon successful completion of the MCWAR curriculum, graduates will be awarded a Master of Strategic Studies degree.

\*Up to 50% of a course grade is determined by a student’s seminar participation, which includes small group discussion, debate, and oral briefings.

**PHYSICAL AND SKILL REQUIREMENTS:** The Marine Corps War 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.

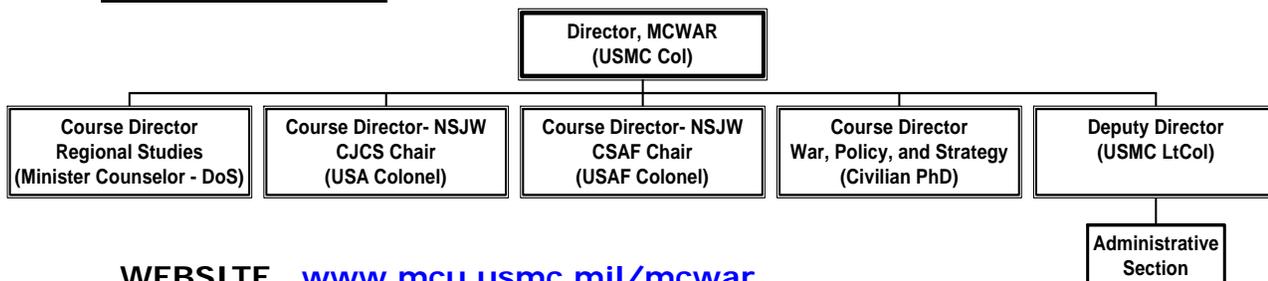
### **ADMISSIONS POLICY**

Admission to the Marine Corps War College (MCWAR) is based on allocations granted by the Commandant of the Marine Corps. The MCWAR 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 MCWAR student body consists of two distinct student populations: U.S. 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; Federal Government civilian employees are admitted through an invitational nomination and approval process.

All inquiries regarding admission should be directed to:

Director, Marine Corps War College  
 Marine Corps University  
 2076 South Street  
 Quantico, Virginia 22134-5068  
 Phone: (703) 784-4081 FAX: (703) 784-2384 Military DSN 278-4082

### **ORGANIZATION**



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

# Command and Staff College



## MISSION

*To provide intermediate and advanced-intermediate professional military education to field grade officers of the Marine Corps, other services, and foreign countries to prepare them for command and staff duties with Marine Air-Ground Task Forces (MAGTFs) and for assignment with joint, multinational, and high-level service organizations.*

## DEGREE

Command and Staff College offers students the option of completing the requirements for a Master of Military Studies (MMS) degree.

## EDUCATIONAL OBJECTIVES

- Analyze the theory and nature of war and their relationship to the application of the elements of national power.
- Think strategically and explore the relationship between national political interests and goals, and the utility of military power supporting those goals.
- Analyze strategic guidance and translate it into operational direction in the form of a campaign plan designed to accomplish military objectives.
- Assess the relationship between the operational and the tactical levels of war and to orchestrate tactical battles and engagements as a part of campaigns designed to create military conditions accomplishing strategic goals.
- Plan and execute the employment of MAGTF's anywhere along the spectrum of conflict and articulate the capabilities of MAGTF's within the joint/multinational environment with primary focus at the Marine Expeditionary Force level.
- Instill the ability to critically analyze war and apply sound military judgment in an academic environment as well as when called upon to do so in war.

**EDUCATIONAL PHILOSOPHY**

Since the goal of professional military education is to develop officers who can employ innovative thinking when confronted with changing situations, it is imperative the College provide a learning environment that encourages officers to cast a critical eye on traditional or accepted concepts. Such an environment requires an educational setting that demands active student participation to the greatest extent possible.

The primary instructional methodology for the Command and Staff College curriculum is the seminar/guided discussion conducted by the Faculty Advisor Team in the conference group setting. This methodology fosters a learning environment that encourages active and thoughtful participation on the part of each student.

A key element to the success of the seminar discussions is scheduled professional study and preparation time (PSPT). These periods are incorporated into the regular schedule to provide officers the opportunity to read, write, reflect, and conduct required research during normal school hours. PSPT supplements, rather than replaces, study and research conducted after normal working hours.

Other instructional methodologies employed in support of the curriculum 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.

Integrated within the curriculum is the College’s emphasis on improving communication skills. The purpose of this effort is to build the student’s ability to communicate effectively--both orally and in writing. Through a series of requirements, including a variety of oral presentations, “point papers,” analytical essays, and more traditional research-based efforts, officers improve their speaking and writing skills as well as their ability to critique and refine their own work.

**CURRICULUM**

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>The Art and Science of War</b>					<b>Warfighting... From the Sea</b>					
<b>Theory and Nature of War</b>	<b>Strategy and Policy</b>	<b>Operational Level of War</b>	<b>Warfighting</b>			<b>Exercise OPEN ACCESS</b>		<b>Military Operations Other Than War</b>		
<b>Art of Command</b>										
<b>JPME (Phase I)</b>										

The first semester is entitled **THE ART & SCIENCE OF WAR** and includes the **Theory and Nature of War**, **Strategy and Policy**, **Art of Command**, and **Operational Level of War** courses.

The **Theory and Nature of War** course opens the academic year and our first semester on the art and science of war. It is a course on aspects of military theory, military history, and military affairs of the present. The course concentrates on, but is not limited to, the modern Western world. Classes generally follow a chronological path, but we make a few digressions. Most notably, instead of beginning with Thucydides' history of the Peloponnesian War, we use this classic at the end, as a bridge to the next Fall course called Strategy and Policy. The book is profoundly useful for service in both capacities. The educational objectives of the course are to:

- Consider the enduring *nature* of all war, and explore the ways it is always enmeshed with politics, will, passion, uncertainty, chance, and interaction with the enemy.
- Appraise the forces and factors—social, political, ideological, moral, economic, and technological—that cause a given war, shape its particular *character*, bring about its end, and determine its historical impact.
- Explore theoretical concepts that military historians, analysts, and practitioners have found valuable over the years in comprehending, analyzing, and evaluating the events and trends of military affairs.
- Gain a solid grounding in military history.

The **Strategy and Policy** course explores the principal issues surrounding and informing strategic thinking and decision-making as they contribute to achieving national security objectives. The emphasis of this course is on the thoughtful integration of theory and evidence and the development of critical analytical skills. The overarching goal is to educate you, the Command and Staff College student, about the nature of strategy and policy and their impact on the operational level of war in order to prepare you for any future role in making, analyzing, or executing military strategy. This course provides no more than an introduction to these vast subjects; therefore, along with the rest of the curriculum, it seeks not only to offer a broad overview of the relevant theories and evidence, but also, and more importantly, to help provide you with the analytical skills required to continue this educational process in subsequent courses in the curriculum, and, ultimately, beyond the confines of Marine Corps University. The educational objectives are to:

- Sharpen the student's ability to think strategically.
- Enable the students to think critically about strategy throughout their military career and develop their own and analyze others' theories and assertions about the political effectiveness of military force.
- Introduce the wide variety of factors that influence the formulation and outcome of national strategies.
- Explore the interplay of these factors.
- Examine the process by which strategic decisions are made.
- Analyze the strategic choices made by past decision-makers.
- Evaluate those choices in terms of their success or failure.
- Employ the framework provided to assess the current strategic landscape.

The **Operational Level of War** course studies operational warfare and campaigning. It seeks to integrate the previous study of theory, doctrine, and strategy and to improve a student's ability to draw operational insights from any situation and exercise sound judgment in order to achieve success on the battlefield. The course opens with presentations and seminars on campaigning and the operational level of war providing a format for analysis. Analysis is then applied to various case studies that are supported by selected readings,

lectures, seminars, and the requirement to write a research paper on a joint campaign. The final component of the course, Operational Level of War, Part II, focuses on preparing the student for the in-depth study of "Warfighting...from the Sea" by developing a common understanding of the operational aspects of joint forces and the ties to national agencies. The goal of Part II is to increase the students' understanding of Joint Force employment at all levels of war. The educational objectives are to:

- Analyze the operational level of war in relation to the strategic and tactical levels of war and the responsibilities of the operational commander.
- Evaluate theory, doctrine, operational functions and concepts, and principles of the operational level of war through historical case studies.
- Interpret service and joint warfighting philosophies as they relate to the systems, agencies, and command relationships involved in the conduct of operational planning and execution.
- Analyze campaign design and execution.

The second semester is entitled **Warfighting...From the Sea** and includes five blocks/courses of instruction on warfighting, Exercise **Open Access**, and **Military Operations Other Than War**- The goal of these courses is to educate students in the composition, functioning, and planning methodologies of the Marine Air-Ground Task Force (MAGTF) with emphasis on: the Marine Corps Planning Process; offensive and defensive operations; current joint expeditionary and landing force doctrine; and the requirements of joint and multinational operations. The methodology used to achieve these goals is a combination of self-study, lecture, seminar, and practical application exercises in planning MAGTF operations within the context of a joint campaign plan. Additionally, this course enables students to appreciate the MAGTF as a dynamic and flexible organization that derives its strength and potential from the synergistic relationships of its elements.

**Joint Warfighting (Block I)** serves as a link between the previous Operational Level of War instruction and the remainder of the "Warfighting...From the Sea." Prior to focusing on the MAGTF, Expeditionary Operations, and Contemporary Joint and Multinational Warfare, the students must have a solid foundation in the basics of Joint Warfighting and Joint Doctrine. The focus of this block is to expand the student's understanding of joint force doctrine and employment at the operational and tactical levels of war. The goal of this instruction is to prepare students for the challenges of present and future operational environments while serving as future commanders and staff officers in a joint environment and enhance their ability to incorporate a joint perspective into their tactical, operational and strategic thinking.

**MAGTF Organization (Block II)** links previous (Operational Level of War and Joint Warfighting) instruction with the remainder of "Warfighting...From the Sea." Prior to focusing on the Marine Corps Planning Process, Expeditionary Operations, and Contemporary Joint and Multinational Warfare, the students must have a solid foundation in the basics of MAGTF Organization. The focus of this block is twofold. It is designed to enhance the student's ability to:

- Analyze the organization of MAGTFs in relation to employment anywhere along the spectrum of conflict.
- Articulate the capabilities of the MAGTFs within the joint and multinational environment with primary focus at the Marine Expeditionary Force (MEF) level.

The goal of this instruction is threefold:

- To prepare students for the challenges of present and future operational environments while serving in command and staff duties with the MAGTF or in assignments with joint, multinational and high-level service organizations. More specifically, this goal includes:

- To provide greater understanding the capabilities and potential roles of the MAGTF.
- To expand the student's understanding (from a Marine Corps perspective) of joint force employment at the operational and tactical levels of war.

**MAGTF Planning And Operations (Block III)** links the previous joint and MAGTF instruction with the remainder of "Warfighting...From the Sea." Prior to focusing on Expeditionary Operations and Contemporary Joint and Multinational Warfare, the student will gain a solid foundation in MAGTF deployment, the Marine Corps Planning Process (MCP), and warfighting functions. The focus of this block has three parts. It is designed to prepare the student with the ability to:

- Plan and execute the deployment and employment of MAGTFs anywhere along the spectrum of conflict.
- Apply the Marine Corps Planning Process steps in the development of an operation order.
- Articulate the warfighting capabilities of the MAGTF within the joint and multinational environment with primary focus at the Marine Expeditionary Force (MEF) level.

The goal of this instruction is twofold. It is designed to:

- Further develop the student's critical thinking skills by requiring the application of decision-making and problem solving in an exercise scenario.
- Prepare students for the planning challenges of present and future operational environments while serving in command and staff duties with the MAGTF or in assignments with joint, multinational, and high-level service organizations.

**Expeditionary Operations (Block IV)** links previous joint and MAGTF instruction with the remainder of "Warfighting...From the Sea." Prior to focusing on Contemporary Joint and Multinational Warfare, the students will gain a solid foundation in Expeditionary Operations. The focus of this block is to provide the student with an in-depth understanding of:

- The capabilities of US forces with respect to expeditionary operations.
- The current and future concepts of deploying and employing US Expeditionary forces.
- The relationship of MCP to expeditionary operations and the planning requirements peculiar to forcible entry operations.

The goal of this instruction is to prepare the students for the planning challenges of present and future expeditionary operations while serving in command and staff duties with the MAGTF or in assignments with joint, multinational, and high-level service organizations.

**Contemporary Joint & Multinational Warfare (Block V)** links the previous "Warfighting...From the Sea" instruction (Joint Warfare, MAGTF, and Expeditionary Operations) to both "Open Access" (the final exercise) and the following block in "Military Operations Other Than War (MOOTW)." The focus of this block is to provide the student with a working knowledge of very specific topic areas that are at the forefront of emerging issues in contemporary joint and multinational warfare. The goal of this instruction to prepare students for the challenges of present and emerging operational environments while serving as future commanders and staff duties with the MAGTF or in assignments with joint, multinational and high-level service organizations.

**Exercise OPEN ACCESS** serves as the culmination of the Warfighting portion of the curriculum and as an evaluation mechanism for both the faculty and the students. The vehicle for this exercise is a force-on-force, computer assisted, Joint Task Force (JTF)-level Command Post Exercise (CPX). The exercise uses a current, realistic scenario wherein a national strategy, campaign plan, and supporting plans provide for deployment and employment of a JTF. The faculty

evaluates virtually all aspects of the instruction presented to the students during the academic year. Each officer participates in an assigned billet in a JTF, Service or functional component, or multinational headquarters. The overall objective is to exercise and evaluate the students' ability to: develop a campaign plan for a multinational/joint force; write the necessary supporting plans; conduct an amphibious assault in support of expeditionary operations; and prosecute combat operations ashore to support the Joint Task Force mission.

**Military Operations Other Than War (MOOTW)** begins with a two-day block of instruction exploring some of the classic texts of small wars: Jomini, C. E. Callwell, and the *USMC Small Wars Manual*. The course then proceeds to deal with a series of case studies involving modern armies and internal insurrections. The course devotes an instructional block (a day of lecture or film and a seminar) to the British experience in Malaya, the French experience in Algeria, the American experience in Vietnam, the British experience in Northern Ireland, the Australian-American mission in East Timor, and the UN experience in Somalia. Each of these case studies embraces a range of MOOTW missions and complex social conflicts that proved difficult for armies to address. Each experience gave rise to a body of writings that sought to codify what the military had learned. Taken collectively, these case studies and the writings they generated have shaped contemporary American MOOTW doctrine. The course discusses the ongoing "war against terrorism," the military operations against the transnational terrorist organization al Qaeda and the problems of homeland defense associated with such threats. It concludes with a lesson on the interagency and coalition efforts to rebuild Iraq while quelling violence directed against Americanism, NGO employees, and Iraqi "collaborators."

This course and its writing assignment provide an understanding of how current US doctrine for MOOTW developed and how this doctrine may apply to current operations in Iraq and Afghanistan, as well as military assistance provided to countries as different as Colombia, the Philippines, Pakistan, and Bosnia. Doctrine does not provide detailed procedures or tactics for such operations. Rather, the study of the selected case studies sensitizes students to the complexities of MOOTW. Involving sociology as much as warfighting, counterinsurgency, and counter-terrorism is tough but not impossible. The intended learning outcomes of this course are that students demonstrate, orally and in writing, knowledge of the principles associated with the conduct of MOOTW, and an understanding of the ambiguities and complexities of the MOOTW environment. Educational objectives are:

- Analyze the development of contemporary thinking on MOOTW and its impact on Command and Staff students.
- Understand the role of tribal, religious, social, and ethnic conflicts in MOOTW.
- Evaluate the effectiveness of joint and multinational forces in UN peace operations.
- Comprehend the experience of modern armies in Small Wars and determine how these conflicts affected modern MOOTW strategy and doctrine.
- Analyze the Marine Corps' theory of Warfighting in unconventional combat.
- Comprehend the interaction among strategy, operations, and doctrine in MOOTW, as opposed to conventional mid- and high-intensity conflicts.

**Art of Command** is an enduring core course that underpins the “command” aspect of the College’s curriculum is Art of Command (AOC). The AOC course is designed to examine and impart the critical aspects of military leadership, ethics, and Core Values. These topics serve as enduring themes throughout the CSC curriculum. To support this concept, the Art of Command (AOC) is scheduled in nine blocks, ranging from one to five days, spanning the academic year. Some of the AOC blocks directly support and complement the instruction presented in the other core courses by building on the topics being studied, but with a focus on leadership and ethical decision making. Other blocks are presented as discrete packages that focus on topics such as combat leadership, contemporary leadership challenges, and topical policy issues that confront military leaders. The Art of Command blocks are: Chancellorsville; Law of War and the Just War Theory; Civil-Military Relations; Gettysburg: A Study In Command; Military Leadership at the Tactical Level; Commander and Organizational Culture; Media Operations; Military Leadership at the Operational Level; and Military Leadership in Military Operations Other Than War.

**Media Operations** (included in Art of Command) are covered during the year as they relate to operational planning and execution. Students are trained to prepare for, and participate in, television-type interviews on a wide range of relevant military topics and scenarios. The annual Media Symposium includes professional media representatives in a forum designed to promote better understanding for both the military and media professionals about the position each holds in our democracy.

#### **Joint Professional Military Education**

Integrated into the Command and Staff College curriculum is the first phase of the two-phased Joint Specialty Officer (JSO) education mandated by the Chairman of the Joint Chiefs of Staff. As a result, all graduates of the College are “Phase One” qualified in terms of JSO designation. This program of joint instruction is described in a separate syllabus titled “Joint Professional Military Education (JPME)” which addresses the five primary learning areas identified in the *Officer Professional Military Education Policy Document*:

- National Military Capabilities and Command Structure
- Joint Doctrine
- Joint and Multinational Forces at the Operational Level of War
- Joint Planning and Execution Processes
- Information Operations (IO) and Command, Control, Communications, and Computers (C<sup>4</sup>)

**The Electives Program:** During the second semester students take one elective course. Electives are designed to complement the core curriculum and offer additional intellectual challenge to students by responding to their interests. The College publishes a separate elective syllabus during the Fall semester. Several of the electives are classified (Secret), thus are not open to all students.

#### **MASTER OF MILITARY STUDIES**

There are two ways a resident College student may seek graduate credit hours for the academic year. One is to be accepted into, and complete the work for, the *Master of Military Studies Program*, initiated in academic year 1993-94. The President of Marine Corps University grants this degree.

A second possibility for graduate credit is transferring Command and Staff College "hours" to a graduate program at another college or university. In the past, institutions have accepted a limited number of credit hours towards a master's degree. The number of transferable hours varies according to (1) the graduate program itself, and (2) the determination of the receiving College or University.

Over 1,000 students have subsequently elected to seek the Master of Military Studies degree since initiation of the program, for which there are several requirements beyond the core curriculum. *The Master of Military Studies is a voluntary program; "Distinguished Graduate" status is unaffected by a student's decision to enter into, or withdraw from, the MMS program.*

### **MASTER OF MILITARY STUDIES DEGREE REQUIREMENTS**

Although admission requirements to Command and Staff College are generally controlled by each service's manpower department, admission to the College's Master of Military Studies Program is limited to those officers who also meet the following prerequisites:

- The candidate must hold a bachelor's degree and must ensure the institution sends an official transcript to the Command and Staff College Registrar by the designated date. Candidates should make similar arrangements for transcripts of any graduate-level education they may have.
- The candidate must speak and write English with demonstrable proficiency. International Officers must attain a minimum score of 95 percent on the qualifying examination administered by the Command and Staff College.
- Candidates, including International Officers, must earn an unremediated "B" in all Command and Staff College courses, including electives.
- The candidate must, at the time of application, have signatures of concurrence from both Conference Group Faculty Advisors.
- The candidate must meet the prescribed deadlines for progress on the master's paper.

This MMS is available through the resident College course only.

### **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.

Graded Evaluations- Faculty Advisor Teams will evaluate all examinations and assign a grade (A, B, or C) in accordance with the criteria defined in the CSC Standing Operating Procedure. 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.

## **AWARDS**

**Distinguished Graduate Program.** The Distinguished Graduate Program provides an opportunity for the College to appropriately recognize those graduating officers who have made the most significant contributions, both academically and professionally, during the academic year. Approximately twenty percent of the class will be recognized as Distinguished Graduates.

**Writing Awards.** Six professional writing awards are presented at graduation each year:

- **The Colonel Franklin Brooke Nihart Award.** Presented in honor of Colonel Franklin Brooke Nihart, U. S. Marine Corps, Retired, by his family and the Marine Corps University Foundation to the student who writes the best Master of Military Studies paper. Award: \$500 check and certificate.
- **The Colonel Bevan G. Cass Awards.** Presented in honor of Colonel Bevan G. Cass, U. S. Marine Corps, by the Marine Corps Association to the students whose papers are determined to be the best on a topic concerned with the profession of arms bearing directly on the Marine Corps. Awards: First place, \$500 check and certificate; second place, \$400 check and certificate.
- **The Lieutenant General John A. Lejeune Award.** Presented by the Marine Corps League in memory of Lieutenant General John A. Lejeune, U. S. Marine Corps, the thirteenth Commandant of the Marine Corps, to the student whose paper is determined to be the best on a military topic. Award: \$500 check and plaque.
- **The Lieutenant General Edward W. Snedeker Award.** Presented by the Armed Forces Communication and Electronics Association Educational Fund in honor of the late Lieutenant General Edward W. Snedeker, U. S. Marine Corps, to the student whose paper is determined to be the best on a topic related to command and control, communications, information systems or intelligence and suitable for publication in a professional journal. Award: engraved desk clock.
- **Intelligence Writing Award.** Established by the Central Intelligence Agency's (CIA), Office of Military Affairs in 1996, this award is presented to the student whose paper on intelligence or an intelligence-related topic is judged to be most outstanding. Award: engraved medallion.
- **The Brigadier A. W. Hammett Award.** Presented in memory of Brigadier A. W. "Tony" Hammett, AM, Royal Australian Regiment, by the members of his U. S. Marine Corps Command and Staff College Class of 1975-76 to the International Military Student whose paper is considered most outstanding on a subject of value to the individual student's country. Award: engraved clock.
- **The Dean's Writing Award.** Presented to the student who writes the best Master of Military Studies paper on a subject related to an instrument of national power other than the military, e.g., diplomatic, economic, political, etc. Award: \$250 check.

## **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 of the Officer Professional Military Education Policy

Document for other U. S. military students; the Department of Defense and Department of State agreements on foreign military student education exchange programs; and inter-agency agreements with other Federal Government agencies. Quotas for admission to the Command and Staff College are distributed as follows:

U.S. Marine Corps Officers	99
U.S. Navy and Coast Guard Officers	25
U.S. Army, Army Reserve and Army National Guard Officers	14
U.S. Air Force Officers & Air National Guard	14
International Military Officers	26
Civilians, U.S. Federal Government	12
<u>TOTAL</u>	<u>190</u>

*The President, Marine Corps University, can approve increases in allocations on a one-time basis. The Commandant of the Marine Corps must approve permanent changes to this allocation.*

### **REQUIREMENTS**

**GENERAL:** Eligibility prerequisites for the Command and Staff College are those regulations and requirements established by the military services to select students to attend an intermediate-level professional military education (PME) institution. Specific admissions prerequisites for the Command and Staff College are as follows:

- 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.
- A career record that demonstrates proven leadership and management successes with a potential to serve in future positions of increased responsibility.
- Federal Government civilian employees are required to have 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).
- Marine Corps officers must meet O-3 PME requirements as identified in the USMC PME Order (MCO P1553.4A).
- Certain CSC elective courses require international travel to conduct battlefield staff rides and applicants are encouraged to possess a current passport.

**ACADEMIC:** Instruction at the Command and Staff College is at the graduate-level using rigorous, interactive, adult learning techniques based on an inquiry-driven educational philosophy. Inherent is the development of critical thinking and problem-solving skills. An active conference/seminar based learning environment is intentionally structured to promote intellectual growth and to allow for varied input during student dialog and discussion. The faculty-led small group interactions are the strength of the Command and Staff College educational experience. Students are required to synthesize large amounts of information, present solutions to complex

problems, and participate actively in graduate-level educational forums. Specific academic requirements are as follows:

- A regionally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- International officers must meet English proficiency requirements as determined by the Department of Defense and Department of State (minimum grade of 80 on the Defense Language Institute's English Comprehension Level (ECL) test).
- Graduate-level capabilities to read, comprehend, speak, and write in English\*

The CSC Master of Military Studies program is available to those qualified students who wish to seek a professional master's degree. Application procedures are detailed in the annual CSC publication *Master of Military Studies Requirements for the Degree*.

\*Up to 50% of a course grade is determined by a student's seminar participation, which includes small group discussion, debate, and oral briefings.

**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.

### **ADMISSIONS 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 varies 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 in the following manner:

- 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.

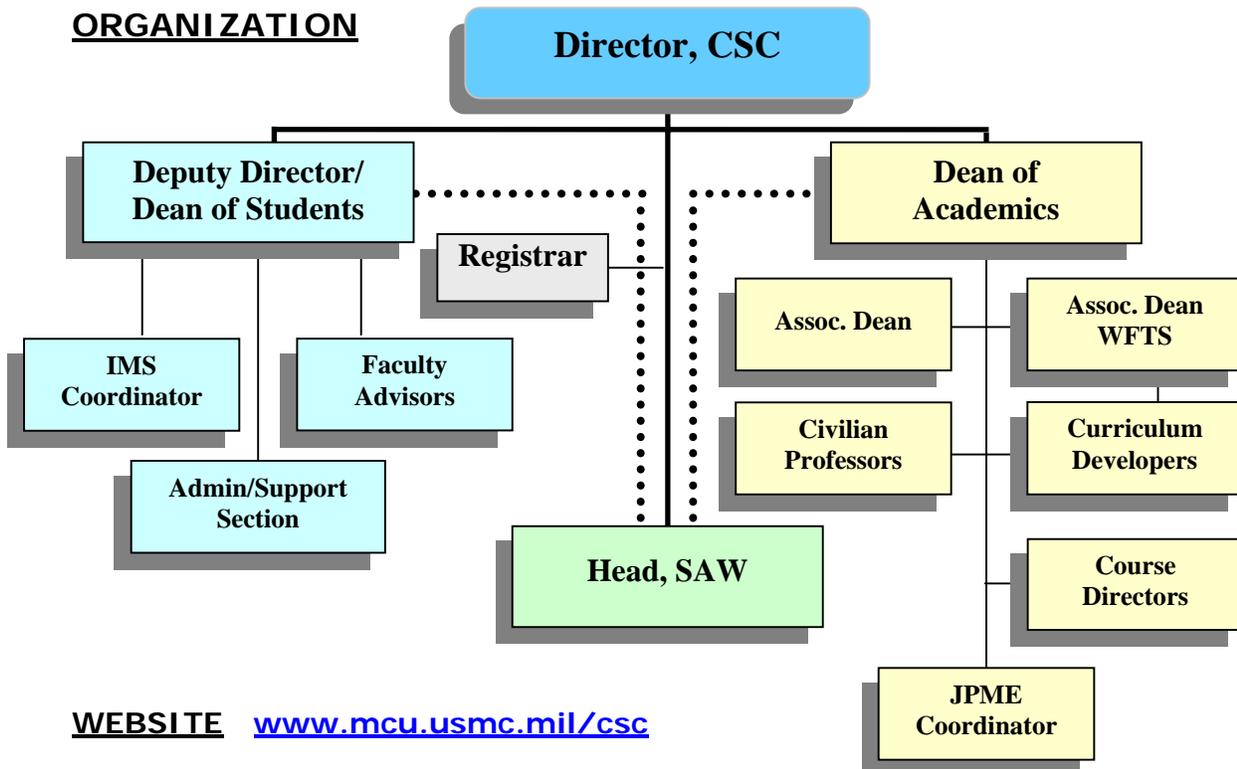
They must provide the Command and Staff College with a roster of officers' names by 1 March for the succeeding academic year which begins in August.

- 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 and managed by the Department of State. This program includes not only attendance at the Command and Staff College, but also participation in an American Culture Information 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 March for the succeeding academic year which begins in August.

All inquiries regarding admission should be directed to:

Director, Command and Staff College  
 Marine Corps University  
 2076 South Street  
 Quantico, Virginia 22134-5068  
 Phone: (703) 784-1069 (Registrar), or  
 (703) 784-1120 (Administrative Office)  
 FAX: (703) 784-2628 Military DSN 278-xxxx

**ORGANIZATION**



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

# School of Advanced Warfighting



## MISSION

*The School of Advanced Warfighting provides a follow-on, graduate-level professional military education for selected field grade officers who have completed the Marine Corps or sister service command and staff college course. The course develops complex problem solving and decision making skills that can be used to improve the warfighting capabilities of an organization at the operational level of war.*

## DEGREE

School of Advanced Warfighting graduates receive a Master of Operational Studies (MOS) degree.

## EDUCATIONAL OBJECTIVES

The School's intent is to concentrate – in selected field grade officers – decision-making and complex problem solving experience at the operational level using historical and contemporary issues as a framework and building blocks. In so doing, these officers are preparing for appropriate high-impact, MEF-level and higher service, joint and multinational billets. Distinctive, positive, long-term influence in both command and staff billets is anticipated.

Curriculum goals are derived from the mission and intent of SAW and define the broad topic areas the curriculum is designed to address. The three courses of study in the curriculum are designed to enable SAW graduates to:

### **Foundations of the Operational Art**

- Analyze the influence of key American national values on contemporary military institutions.
- Understand the relationship between political and military goals, and how national-level institutions prepare for and fight wars.
- Be able to analyze the basis of the mission, organization, doctrine, or policies of a military organization.
- Understand how the Joint Chiefs of Staff, the unified and specified commands, and other elements of the operational command structure

actively contribute to the preparation for, and execution of, joint and combined military campaigns.

- Understand the nature of “people’s war” as a form of recurring conflict and its implications for planners and commanders.
- Understand the nature of “small wars” and the strategic and operational implications of U. S. national strategy, regional conflicts, and local culture for planners and commanders preparing for such operations.

### **Operational Planning**

- Understand campaign design and operational decision making.
- Apply enhanced military judgment to mission analysis and the development of operational-level concepts of operations during planning exercises.
- During battlefield campaign rides, apply the results of classroom study of a campaign to observation of the actual terrain in order to develop a clearer appreciation of operational issues.

### **Future Warfighting**

- Understand how military organizations innovate, adapt, and change.
- Describe the likely implications for a military organization when one or more of that organization’s basic tenets changes.
- Determine those cultural and political characteristics of a region that should be considered when developing strategic and operational objectives for future deployment and employment of military forces.
- Study the nature of “revolutions in military affairs” in order to develop insights into the changing patterns of warfighting.

## **EDUCATIONAL PHILOSOPHY**

SAW is a “problem-solving and decision-making” course, rather than a “planning” course, although planning is something studied and practiced extensively. 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 briefing, submit a 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.

## **CURRICULUM**

The curriculum is distinguished by three interrelated courses of study:

**Foundations of the Operational Art**  
**Operational Planning**  
**Future Warfighting**

The lessons in **Foundations of the Operational Art** are concerned with the campaigns, military innovations and contemporary institutions which, taken together, permit analysis of the evolution of the (primarily) American military. Beginning with America's Revolutionary War, the distinct set of national values that continue to exert influence on our nation's approach to defense and war is examined. Where appropriate, case studies of conflicts involving other sets of belligerents are also examined. These not only provide examples of similar problems in dissimilar environments but also highlight the sources of many of the imported aspects of the American approach to war. The study of military innovation allows the student to appreciate better the impact of changing conditions on the evolution of operational art. Finally, contemporary institutions, both political and military, are considered in terms of their evolution, their approach to problems in the recent past, and how the attendant experiences exert their influence now.

**Operational Planning** consists of a series of planning problems during which students execute selected steps of the staff planning process. Emphasis is placed on mission analysis and course of action development that are further refined into a sound and functional concept of operations. The Marine Corps Planning Process, as presented by members of the MAGTF Staff Training Program, provides the framework for plan development in each exercise. The SAW students act as Operational Planning Team and facilitators in teaching the Marine Corps Planning Process to the Command and Staff College students. In the course of the school year, three *Campaign Rides* are made to areas that lend themselves to the study of warfare at the campaign level. During the fall, several battlefields of the 1864 Virginia Campaign are studied; in the winter, several European battlefields and other points of interest are visited; and in the spring, a trip to the Asia-Pacific region is conducted. Thorough study of the operational issues is made of each campaign beforehand in order to maximize the value of the field studies. These Campaign Rides give the students an opportunity to carry out a most important aspect of campaign studies: walking the ground after in-depth study.

**Future Warfighting** deals with the importance of recognizing the possibility (if not probability) of existing paradigms losing their relevance under the pressure of changing conditions. While several lessons under **Foundations of the Operational Art** offer illustrative evidence of "future war past" and how change has been confronted, this section also provides the students with readings on, and exposure to, existing agencies and institutions and their efforts to anticipate and prepare for change and the future. In conjunction with these subcourses, each student is required to develop a formal paper dealing with the consequences of significant change negating underlying assumptions concerning doctrine, operational practice, equipment, or organization.

## **MASTER OF OPERATIONAL STUDIES**

All SAW students who successfully complete the SAW curriculum earn the Master of Operational Study degree. Since initiation of the program in AY 2003, 42 students have earned the degree.

*Requirements for acceptance into the Master of Operational Studies degree program are identical to the School's admissions requirements.*

## **STUDENT EVALUATION**

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, whether a faculty member or visiting scholar, organizes a set of readings that enable the student to examine the issue 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 following seminar. These questions are designed to provoke debate and, ultimately, foster a comprehensive understanding of the underlying issues.

Seminar participation, two oral examinations, written requirements, and frequent oral presentations constitute the graded output of the School. The goal of the SAW Writing Program is to develop the student's written communication skills such that they write with increased clarity, crispness, conciseness and focus in a manner that facilitates each student's individual style of expression. Writing assignments are 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 presentations take the form of formal briefings and less formal contributions in seminar. The intent is to provide frequent experience in offering well-organized comments that reflect intellectual synthesis and contribute synergistically to seminar-oriented discussions. The faculty of the School of Advanced Warfighting evaluates written and oral requirements using guidelines established by the Director, Command and Staff College. 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.

## **AWARDS**

**The Clifton B. Cates Award.** Presented in honor of General Clifton B. Cates, U.S. Marine Corps, the 19th Commandant of the Marine Corps, by the Navy League to the two SAW students whose sustained demonstration of problem-solving capabilities far exceed their military experience and are considered most outstanding as exhibited by written assignments, participation in practical exercises, and in the exchange of ideas. Nominations come from fellow students and are approved by the Head of SAW. The first place winner receives an engraved watch; second place, a \$100 savings bond.

## **SYUDENT BODY**

Quotas to each annual School of Advanced Warfighting class are not assigned. The annual composition of the student population is similar to the following:

U. S. Marine Corps Officers	16
U. S. Navy Officers	2
U. S. Army Officers	2
U. S. Air Force Officers	2
International Military Officers	2
<u>TOTAL</u>	<u>24*</u>

\* Civilian Federal Government employees are not invited to attend the School of Advanced Warfighting.

## **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:

- Active duty U.S. or international military officers.
- Grade: A promoted O-4 (Major/LCDR) and must not have previously failed selection for O-5. A Marine officer must not be a promoted lieutenant colonel or lieutenant colonel-select at the time of application to SAW. If in zone for selection at the time of application to SAW, failure to select for lieutenant colonel terminates SAW eligibility.
- Approval from service personnel assignment section.
- Marine officers selected for assignment as recruiting station commanding officers during the upcoming academic year are not eligible to attend SAW during that time period.
- 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.
- Professional experience that will allow the student to interact in discussions involving the operational level of war and ensure suitability for future assignments involving significant responsibilities, including selection for and command at the O-5 level.
- Marine Corps officers must meet O-4 PME requirements as identified in the USMC PME Order (MCO P1553.4A). Distance Education Program (DEP) applicants must be graduates of the 8800-series seminar based CSC DEP course. Non-seminar CSC DEP students may apply for a waiver, which will be granted on a case-by-case basis. Currently enrolled DEP students may apply provided their commanding officer or College of Continuing Education (CCE) 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.
- SAW battlefield staff rides require international travel and applicants are encouraged to possess a current passport prior to commencement of the academic year.

**ACADEMIC:** The SAW curriculum is rigorous and dynamic, and requires students 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. Specific academic requirements are as follows:

- A regionally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English\*

Upon successful completion of the SAW curriculum, graduates will be awarded a Master of Operational Studies degree.

\* A majority of a course grade is determined by a student's contribution during seminars, which includes small group discussion, debate, and oral briefings.

**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.

### **ADMISSIONS POLICY:**

Admission to the School of Advanced Warfighting (SAW) is based on allocations granted by the Commandant of the Marine Corps.

Student applications to the School of Advanced Warfighting 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 DEP and other service ILS 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 personal 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 CCE regional coordinators or adjunct faculty advisors endorse non-resident ILS student applications.

In August and September, the Head of SAW briefs all students attending Marine Corps Command and Staff College about the SAW program and application requirements, and travels to other service ILS at Newport, Rhode Island (U.S. Naval War College), Maxwell Air Force Base, Alabama (U.S. Air Force Command and Staff College), and Ft. Leavenworth, Kansas (U.S. Army Command and General Staff College) to brief interested students there as well.

**Deadline:** Those applying must submit completed and endorsed applications to the Head of School of Advanced Warfighting by the deadline set each year in early October.

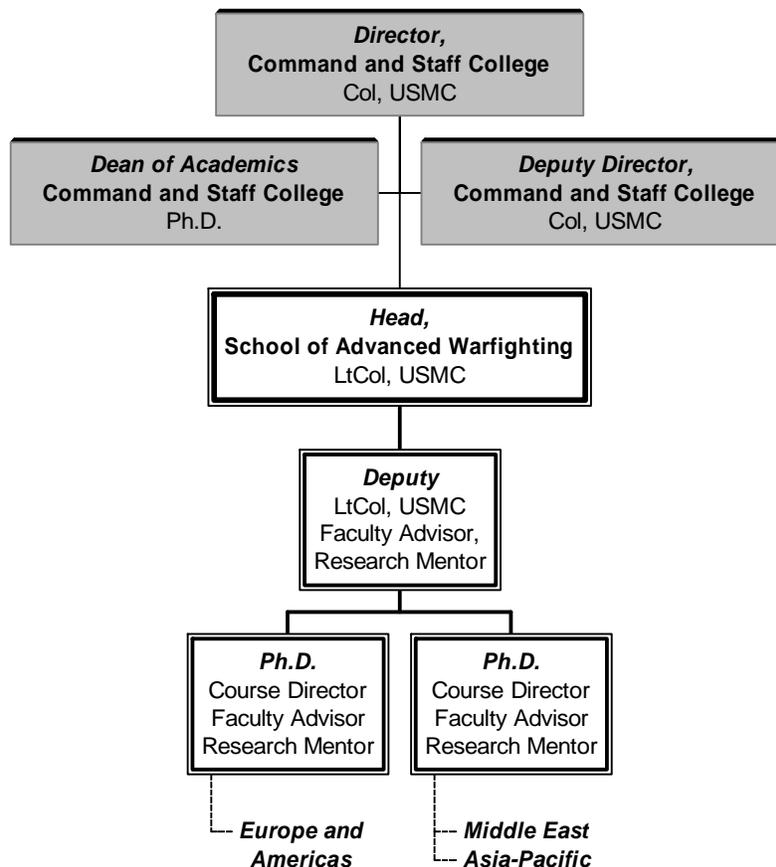
**Selection:** Selection of USMC, sister service and international students are identical. Each resident and nonresident Command and Staff College applicant is interviewed in mid-October by a board, appointed by the Director, Command and Staff College and consisting of the Command and Staff College Deputy Director, Dean of Academics, the Head of SAW, the Deputy of SAW, and at least one SAW Professor. Most are conducted in person, but video

teleconference or telephone interviews are conducted for distant applicants when required. Other service resident ILS applicants are interviewed at their schools following the information brief in August-September.

The recommended selections are forwarded to the Director of Command and Staff College and the President of Marine Corps University. Endorsements are forwarded to each service's headquarters for a final check of the applicants' records and 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.

## **ORGANIZATION**

The Head, School of Advanced Warfighting is a Marine Corps Lieutenant Colonel who is responsible to the Director, CSC, and coordinates through the CSC Dean of Academics for curriculum matters and the CSC Deputy Director for personnel issues. The Head of SAW is typically a post-battalion/squadron command, active duty USMC Lieutenant Colonel. The of Head is assisted in his responsibilities by an active duty military faculty member, the school's two civilian faculty members, and the Command and Staff College Department of Academics and Support staff.



**WEBSITE:** [www.mcu.usmc.mil/csc/sawmsn.htm](http://www.mcu.usmc.mil/csc/sawmsn.htm)

# Expeditionary Warfare School



## MISSION

***EWS provides career-level professional military education and oversees professional military training to all Marine Captains on command and control, MAGTF operations ashore, and Naval expeditionary operations in order to enable them to command or serve as a primary staff officer in their MOS, integrate the capabilities resident within their element of the MAGTF, integrate their element within the MAGTF, and understand the functioning of the other elements of the MAGTF.***

## EDUCATIONAL OBJECTIVES

To produce EWS graduates who are officers that Marines would lead, follow, or want on our flank under the most difficult of circumstances. They are to be experts on the deployment, tactical employment, and sustainment of the Marine Air Ground Task Force. They are to be conversant in the tactical level of war, imbued with a firm historical foundation as well as the spirit of our Corps. Graduates must be knowledgeable of all aspects of the MAGTF, its organization, functioning, and its employment in joint environs, as well as its unilateral capabilities as part of the Navy team. The Corps' expeditionary and amphibious nature is always the point of departure for our instruction. Our end state should be a graduate we provide a commander and point to with pride.

## EDUCATIONAL PHILOSOPHY

Instruction at Expeditionary Warfare School challenges students to think critically and provides them with doctrinal precepts, augmented with the exchange of practical experiences, reinforced with extensive practical exercises. The basis for the majority of the instruction is the conference group consisting of 14 to 16 captains of various military occupational specialties, mentored by a seasoned major, acting as a faculty advisor.

Throughout the course, the faculty advisor (FACAD) guides the learning process; monitors / evaluates student progress and challenges students to broaden their education and professional competence.

### **GOALS FOR THE GRADUATE**

- Command in their MOS
- Serve as a primary staff officer in their MOS
- As a staff officer, integrate capabilities within their element
- As a junior major, integrate their element within the MAGTF
- Understand other element functionality and how they integrate in the MAGTF

### **CURRICULUM**

The course is divided into four phases:

- (a.) Phase I is dedicated to an examination of fundamental warfighting concepts, the warfighting functions, command and staff planning and MAGTF organization concepts, and a detailed examination of command and control principles and systems. The cornerstone of this phase is the Battle Captain curriculum, which begins in Phase I and is reinforced throughout the year. It consists of education and training in: C2 doctrine, collaborative tools, C2 philosophy, information management, and the Marine Corps Planning Process (MCP). All graduates receive a 9985 Information Management secondary MOS upon graduation.
- (b.) Phase II focuses on MAGTF tactical operations ashore up to the Marine Expeditionary Brigade level.
- (c.) Phase III addresses the Marine Corps' role in expeditionary operations. This includes an introduction to expeditionary operations, the capabilities and limitations of the MEU (SOC), MAGTFs in amphibious operations and Maritime Prepositioned Force (MPF) operations, and the MAGTF in Military Operations Other Than War.
- (d.) Phase IV is eight weeks of MOS specific skill progression training in an officer's occupational field.

Additional blocks of instruction which support the mission of the school are listed below:

**Leadership and Ethics.** The Leadership package examines the nature of contemporary military leadership in terms of ethical and moral development. It is designed to enhance leadership skills and ethical decision making through a combination of readings, lectures and symposia featuring modern day heroes and renowned academic scholars. It will specifically address the elevation in the leadership progression model from skill based leadership dominated by the presence of the officer to knowledge based leadership where the officer becomes dependent upon his subordinate leaders. The program's two goals are to establish a framework to develop subordinate leaders and inspire a bias to lead within an ethical framework.

**Communications.** This evaluated program is a comprehensive application of English skills across the spectrum of oral and written communications. This new program of instruction develops critical thinking skills through practical applications and functional written communication assignments. The goal is to produce students who can think critically and effectively express their thoughts, verbally or in writing.

**Occupational Field Expansion Courses.** Targets MOS specific professional military training targeting students at their present grade, and

oriented on the most likely assignments in that grade. OFEC is conducted in two 4 week blocks. The first is based in Geiger Hall, conducted prior to the MAGTF operations ashore, and is designed to elevate the students knowledge to that expected of a Captain representing the occupational field across the MAGTF. The second block is conducted in the spring and targets practical application of occupational skills at the MAGTF training center in 29 Palms, California and the Mountain Warfare Training Center in Pickle Meadows, California.

Marked Requirements. Student academic performance is evaluated following completion of the following programs: Warfighting, Command and Control, Offense, Defense, and Expeditionary Operations.

### **Warfighting**

This package establishes the philosophy of Warfighting as set forth in MCDP-1 as the foundation for all further instruction. The focus of instruction is on the doctrine of maneuver warfare, the nature of war and the theory and the role of the Marine Corps in national defense.

### **Command and Control**

This package provides an in depth understanding of the nature and application of the Command and Control process. Emphasizing the deliberate planning process, it provides a point of departure for further instruction in recognition decision making and rapid planning models. The integration of current command and control systems and applications are also emphasized.

### **MAGTF Operations Ashore**

This program of instruction is focused on MAGTF operations ashore and emphasizes how the major subordinate commands of a Marine Expeditionary Brigade fight or sustain the MAGTF. It involves offensive operations focusing on the development of sound military planning/execution and is designed to enable the student to apply an understanding of MAGTF organization and employment, integration of supporting arms and Combat Service Support operations in offensive operations. The defensive portion of the sub-course complements the MAGTF Offensive operations instruction by emphasizing the planning/execution of MAGTF defensive operations.

### **Expeditionary Operations**

Instruction on MAGTF operations including MEU (SOC) operations, amphibious operations at the MEB level, Maritime Prepositioning Forces (MPF) operations, and Military Operations Other Than War (MOOTW) provide the student with the knowledge of how to deploy and employ the MAGTF as part of an Expeditionary Force or in a joint or combined environment across the spectrum of conflict.

### **Amphibious Operations**

The Amphibious Operations portion of the Expeditionary Operations package offers an in-depth exposure to the planning requirements, command and control considerations, coordination complexities and planning documents required for the conduct of an amphibious landing.

### **FSCAC**

An off-site training evolution conducted at MCAGCC, 29 Palms, California as part of the OFEC. The FSCAC provides an opportunity to apply Combined Arms concepts and procedures in a live fire, mechanized scenario.

### **Capstone Exercise**

The culminating exercises of the EWS program incorporate all learning objectives of the academic year into two large scale, computer assisted exercises: one amphibious forcible entry, the other deployment of a Maritime Prepositioning Force. It includes the use of collaborative tools and C2 systems resident in the MAGTF.

### **International Military Student Program**

A comprehensive program designed to familiarize the IMOs with American culture, political processes, education, public and social welfare, the Constitution and Bill of Rights and family life. A two-week Orientation Course, which is not part of the academic program, precedes the convening date for the resident EWS course.

### **Marine Corps Issues**

A series of classes and discussions covering command responsibilities, techniques, admin procedures, legal considerations and family preparedness issues designed to equip company grade officers for successful company/battery level command. It also includes supply, training management and maintenance instruction.

## **STUDENT EVALUATION**

The Expeditionary Warfare School evaluates student performance primarily through both objective and subjective instruments. The institution's evaluation program serves two purposes; it evaluates the student's understanding of the material presented and provides information relative to the quality of the educational process.

### **Evaluation of Students**

**Policy.** The School ensures subjective testing instruments evaluate each educational objective. Instructors regularly employ the results of the evaluations to counsel students on their process and to make appropriate revisions to instructional materials.

**Standard Evaluation Instruments.** Student performance is evaluated on the four point (A-D) grading system:

(1) Communications Program. (Evaluated by both the Faculty Advisor and the Instructor of Rhetoric and Exposition). This program consists of required papers that support the curriculum as well as a contemporary issues paper written on a topic chosen by the student and approved by the faculty advisor.

(2) Marked Requirements. There are various marked requirements during the academic year. They consist of a series of subjective questions requiring narrative answers or a graphic portrayal of solutions on work sheets, maps or overlays.

(3) Non-Standard Evaluations. Non-Standard evaluation of student performance is based on the judgment of the evaluator who provides both the student and the appropriate faculty advisor with a narrative summary of his observations on the Student Performance Report form. Non-Standard Evaluations will be provided on a student's:

- Contribution as a seminar member.
- Performance in the Occupational Field Expansion Course (OFEC).
- Performance during practical application exercises, wargames and simulations.

**Unsatisfactory Grades.** The retest of those students who fail to attain a passing grade in a particular subject area will be the responsibility of the primary instructor. The primary instructor will ensure that appropriate remedial instruction, direction, and guidance are provided to afford the student a reasonable opportunity to obtain a passing grade in a remedial evolution. Students who cannot attain a passing grade in a remedial evolution will be referred to the Chief Instructor and the Deputy Director. The Deputy Director will convene a student performance evaluation board (SPEB) to consider the matter and make recommendations to the Director regarding disposition of student referrals.

**Fitness Reports.** Fitness reports on all USMC students are prepared at the end of the school year by faculty advisors and reviewed by the division heads in accordance with the current edition of MCO P1610.7. The reports will not contain any comments with respect to class standing, since such statistics are not maintained. Reports on other service students are submitted on the form required by their respective services. In the case of International Military Students, a report of successful completion of the course is prepared for transmittal to each student's country.

### **AWARDS**

The **Honor's Program** recognizes the top graduate of the course. Additionally, up to 10% of the student body may receive recognition as a member of the Commanding General's Honor Roll. The top student from the specialties representing Ground Combat Arms, Aviation, Combat Service Support, the Supporting Establishment and the top international military officer, respectively, is also recognized. Selection to all awards is by an honor's board. The writing program has an award that includes cash honorariums for papers judged by the Marine Corps Association, and the Naval Institute Proceedings to be the most meritorious. All award recipients are recognized during the graduation ceremony and their official records are appropriately annotated.

### **STUDENT BODY**

All students are captains or other service equivalents. Attendance at the school is based upon selection after careful screening of records by service manpower assignment departments. School seat quotas are based on allocations granted by the Commandant of the Marine Corps to support United States Marine Corps' requirements; the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students; and the Department of Defense and Department of State agreements on foreign military student education exchange programs. Quotas for admission to the Command and Staff College are currently distributed as follows:

U.S. Marine Corps Officers	190
U.S. Navy and Coast Guard Officers	3
U.S. Army & Army National Guard Officers	21
U.S. Air Force Officers & Air National Guard	6
International Military Officers	20
Civilians, U.S. Federal Government	0
<b><u>TOTAL</u></b>	<b><u>240</u></b>

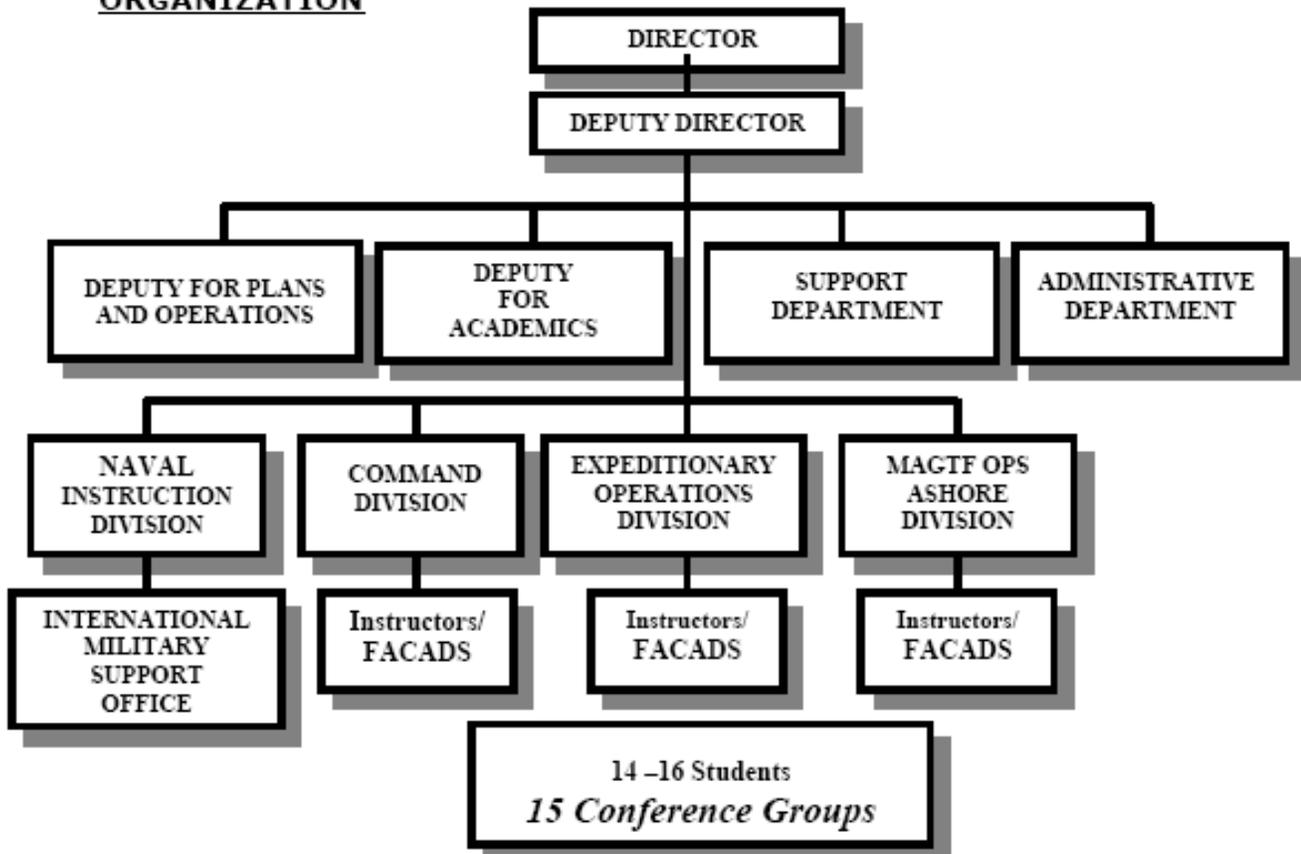
## **ADMISSIONS POLICY**

Admission to the Expeditionary Warfare School (EWS) is based on allocations granted by the Commandant of the Marine Corps. The EWS Admissions Policy supports the mission and purpose of the School 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 appropriate for Company Grade Officers. The EWS student body consists of three distinct student populations: U.S. Marine Corps officers, U.S. officers from sister services, and international military officers. Invitation, nomination, and admission to the School varies by student type: U.S. military officers are admitted through their services' selection/assignment processes and international officers are admitted through an invitational nomination/approval process.

All inquiries regarding admission should be directed to:

Director  
Expeditionary Warfare School  
Marine Corps University  
2077 Geiger Road  
Quantico, Virginia 22134-5068  
Phone: (703) 784-1864/2536 (Administrative Office)  
FAX: (703) 784-2582 Military DSN 278-xxxx

## **ORGANIZATION**



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

# Enlisted Professional Military Education



## MISSION

**To develop, evaluate, inspect, and manage the Program of Instruction for professional military education curriculum within our academies and reserve component. Our focus is on teaching leadership and core competencies through resident and distance education programs to prepare students for the challenges of the operational environment.**

## EDUCATIONAL OBJECTIVES

- Provide the best-trained faculty advisors and staff to create an environment conducive to higher learning.
- Analyze the nature of war through the study of past battles and conflicts and apply the lessons learned to the tactics used today.
- Improve verbal and written communication skills through classes taught by college professors and also through the use of practical application.
- Provide the highest quality education, geared towards tactical thinking, leadership, and mentoring directly linked to the next higher grade.
- Continue to develop curricula to support current and future Marine Corps Doctrine.

## EDUCATIONAL PHILOSOPHY

PME is designed to foster continual professional development of all Marines. The focus of PME is to develop professional competence in Leadership and Warfighting Skills at all levels of war and crises, ranging from humanitarian assistance to combat.

Administering nearly 10,000 students a year worldwide -- including foreign students and reserves -- the SNCOA plays a major role in shaping the future of the Marine Corps.

## **CURRICULUM**

### **The Sergeants Course**

**Prerequisites for Sergeants Course.** Nominees must be in full-duty status, possess all required uniforms, and meet Marine Corps fitness and height/weight standards. Marines must have the minimum obligated service upon completion of the Sergeants course. Completion of the Sergeants distance education program is required prior to acceptance for the resident program.

The initial increment of Enlisted Resident Professional Military Education, is the Sergeant's Course. This course focuses on enhancing the student's individual leadership qualities to discharge the duties and responsibilities of a Noncommissioned Officer in the Marine Corps. It is administered six times a year for Active Duty Marines and two times during the summer for reserve Marines. Each class is 33 training days, the reserves is 12 training days, and each student gains insight regarding military knowledge and recognition of the need for continued self-improvement. The Sergeants Course culminates with a field exercise and a student-led Mess Night. The course contains the following instructional areas:

- Combat Organization of Marine Corps.
- Leadership and Counseling.
- Military Training - Drill, Techniques of Military Instruction, Physical Training, Uniforms, Customs and Courtesies.
- Unit Training Management.
- Weapons Employment.
- Warfighting Skills and Tactics.

### **The Career Course**

**Prerequisites for Career Course.** Nominees must be in full-duty status, possess all required uniforms, and meet Marine Corps fitness and height/weight standards. Marines must have the minimum obligated service upon completion of the Career course. Completion of the Career distance education program is required prior to acceptance for the resident program.

The second increment of Enlisted Resident Professional Military Education, is the Career Course. This course provides a level of professional military education for staff sergeants, or selectees, from all occupational fields. It is administered six times a year for Active Duty Marines and once each summer for reserve Marines. Each class is 33 training days (two-week course for reservists) and provides study and application of a variety of academic subjects, as well as a series of guest lectures, which allows the students an insight into current developments in reply to: concepts and equipment. Just as with the Sergeants Course, the Career Course culminates with a field exercise and a student-led Mess Night. The course focuses on enhancing the student's skills of individual leadership qualities to discharge the duties and responsibilities of a Staff Noncommissioned Officer in the Marine Corps. The student gains insight regarding military knowledge and recognition of the need for continued self-improvement.

The Career Course contains the following instructional areas:

- Military Training - Company Drill, Techniques of Military Instruction, Physical Training, Uniforms, Administration, Customs and Courtesies.
- Leadership and Counseling.
- Weapons Employment.
- Warfighting Skills and Tactics.
- Tactical Communication.
- Effective Written Communication.
- Military Justice- Law of Warfare, Lawful Search & Seizure, Preliminary Inquiries

### **The Advanced Course**

**Prerequisites for the Advanced Course.** Nominee must be a Gunnery Sergeant or Gunnery Sergeant select. Nominees must be in full-duty status, possess all required uniforms, and meet Marine Corps fitness and height/weight standards. Marines must have the minimum obligated service upon completion of the Advanced Course. Completion of the Advanced Distance Education Program is required prior to acceptance for the resident program.

The final increment of Enlisted Resident Professional Military Education, the Advanced Course, provides an advanced level of professional military education for Gunnery Sergeants or selectees from all occupational fields. A course that is presented over a 33-day training schedule administered six times a year for active duty Marines, and a two-week class is conducted once during the summer for reserve Marines. They provide study in a variety of academic subjects as well as a series of guest lectures, which allows the students an insight into current developments in concepts and equipment.

The course focuses on enhancing the student's skills of individual leadership, warfighting skills, functioning as a member of the commander's staff, and effectively communicating both verbally and in writing with seniors, subordinates and peers. The student also gains insight regarding military knowledge and recognition of the need for continued self-improvement. The course contains the following instructional areas:

- Leadership and Counseling.
- Effective Communication and Military Briefs.
- Military Training - Drill, Ceremonies, Administration, Physical Training Management, Military Justice.
- Unit Training Management.
- Supporting Arms and Tactics.
- Maneuver Warfare and Battle Studies.
- Combat Service Support.
- Command Post Operations and Rear Area Security.

Students conduct three separate battle studies that are site dependent. Students also sponsor a professional dinner near the end of the course; a suit and tie or dress is required.

## **STUDENT EVALUATION**

The SNCOA emphasizes high academic standards very much like that of the senior commissioned officer schools. All students' must maintain a GPA of 80% or risk academic disenrollment. Student's are graded by two methods: first is by the use of a comprehensive examination; secondly through performance evaluation

## **AWARDS**

**Honor Graduate.** Students from the Sergeants, Career, and Advanced Course who finish with a final average of 95% or better are placed on the President, Marine Corps University's Honor roll and will Receive a letter from the President, Marine Corps University, Education Command. The number one honor graduate of each course will receive an NCO sword awarded by the Board of Governors of the Marine Corps Association.

**Gung Ho Award.** The students from each class nominate one of their own for this award. Nominations are based on who showed the most motivation and esprit-de-corps through the course. The award is presented by the Marine Corps Reserve Fleet Association.

**Sergeant Major of the Marine Corps Writing Award.** Each course has a writing requirement with the top essay for the Sergeant's Course, Credo for the Career Course, and Professional Article for the Advanced Course receiving a certificate from the Marine Corps Association.

**Sergeant Major of the Marine Corps Annual Writing Award.** Each course submits the top essay for the Sergeant's Course, Credo for the Career Course, and Professional Article for the Advanced Course to the Enlisted Professional Military Education Branch. The Enlisted Professional Military Education Branch convenes a board to determine the top award for each course. The winners will receive a monetary prize and certificate from the Marine Corps Association.

## **STUDENT BODY**

The student body consists of enlisted Marines from the ranks of Sergeant through Gunnery Sergeant. The prerequisites for these courses include: quality of professional military record, must have all professional military education for their current grade completed prior to arriving, must meet Marine Corps height and weight standards and meet the Marine Corps physical fitness standards. Students are selected by their commanding officers based on school seat allocations published by Marine Corps University to attend one of the three courses.

## **ORGANIZATION**

### **Enlisted Professional Military Education Branch**

The Enlisted PME Curriculum Branch of the Marine Corps University is responsible for developing and maintaining course materials for the:

- Command Sponsored Corporals Course
- Resident Sergeants Course
- Resident Career Course
- Resident Advanced Course

Additionally, guidance and oversight is provided in the development of the Enlisted Distance Education Programs. Furthermore, the Enlisted PME Curriculum Branch assists in the support of the:

- First Sergeants Course
- First Sergeant/Master Sergeant Regional Seminars
- Russell Leadership Conference

**Contact Information:**

Director of Enlisted Professional Military Education  
DSN 278-3515 Commercial (703) 784-3515

Deputy Director of Enlisted Professional Military Education  
DSN 278-2514 Commercial (703) 784-2514

**Global Points of Contact            DSN            Commercial**

**Staff Noncommissioned Officer Academy, Quantico, Vir.**

Director	278-2875	703-784-3138
Deputy Director	278-2875	703-784-3246
Academic Chief	278-6503	703-784-6503

**Staff Noncommissioned Officer Academy, Camp Lejeune, N.C.**

Director	750-0301	910-450-0301
Deputy Director	750-0301	910-450-0301
Academic Chief	750-0302	910-450-0302

**Staff Noncommissioned Officer Academy, Camp Pendleton, Cal.**

Director	361-0213	760-725-0213
Deputy Director	361-0214	760-725-0214
Academic Chief	361-0217	760-725-0217

**Staff Noncommissioned Officer Academy, Okinawa, Japan**

Director	315 623-4970	011-81-611-723-4970
Deputy Director	315 623-4970	011-81-611-723-4970
Academic Chief	315 623-4665	011-81-611-723-4665

**Staff Noncommissioned Officer Academy, 29 Palms, Cal.**

Director	230-6265	760-830-6265
Deputy Director	230-6265	760-830-6265
Academic Chief	230-6222	760-830-6222

**Staff Noncommissioned Officer Academy, Kaneohe Bay, Hawaii**

Director	457-2600	808-257-2600
Deputy Director	457-2600	808-257-2600
Academic Chief	457-3109	808-257-3109

**WEBSITE** [www.mcu.usmc.mil/sncoa/index.cfm](http://www.mcu.usmc.mil/sncoa/index.cfm)

# School of MAGTF Logistics



## MISSION

*The School of MAGTF Logistics (SOML) develops, coordinates, integrates, and provides logistics education programs for officer, enlisted and civilian logisticians in order to prepare them to meet the dynamic logistics challenges of present and future operational environments.*

### Educational Philosophy

To provide professional military education for Marine Corps logisticians of all ranks to prepare them for a wide range of key logistics leadership, executive, and staff positions within the Marine Corps and the Department of Defense logistics community. The logistics courses managed by SOML provide education for the full spectrum of logistics from tactical and operational to strategic, both within the Marine Corps, and in a joint environment.

### Curriculum

The courses coordinated or managed by SOML include the following: Tactical Logistics Operations Course (TLOC), Advanced Logistics Operations Course (ALOC), Marine Corps Logistics Education Program (MCLEP), Logistics and Technology (LOGTECH), and Logistics Support of Joint Operations. These courses are described in detail in the following paragraphs and cover the broad spectrum of tactical, operational, and strategic levels of logistics.

### Tactical Logistics Operations Course (TLOC)

TLOC provides career-level professional military education to prepare Marine Corps officers (WO-CWO3, 1stLt, Capt), Staff Noncommissioned Officers (SSgt and GySgt), and civilian logisticians (GS09-12), for logistics command and staff duties within the Marine Corps and the Department of Defense. The course focuses on tactical-level combat service support operations and current issues that will help prepare our logisticians to assume active roles at the battalion and squadron level and above.

TLOC is a two-week course that serves as the Marine Corps tactical level logistics course to help prepare and expose logisticians to a wide

range of key logistics command and staff positions. The course provides insight into the wide range of tactical-level logistics operations, considerations, and logistics multi-functional areas with integration into the overall logistics combat service support.

TLOC integrates student logistics functional skills and knowledge through the study of Marine Corps tactical logistics, doctrine, theory, and capabilities. The course is designed to foster critical thinking and interchange ideas regarding Marine Corps tactical logistics issues, concepts, and doctrine between students, faculty, and guest speakers. Subject matter experts drawn from throughout the Marine Corps, the Department of Defense, and the private sector to present classroom instruction.

The intent of the curriculum is to broaden student understanding of Combat Service Support in the Marine Corps. It also provides a conceptual framework for the understanding and practice of effective tactical logistics; educates students in the relationships between, and complexities associated with the strategic, operational, and tactical levels of logistics; practical application of Marine Corps logistics doctrine to build a flexible and largely self-sufficient battlefield Combat Service Support system; and assess the logistics core capabilities necessary to generate, deploy, and sustain Marine units.

### **Advanced Logistics Operations Course (ALOC)**

ALOC provides intermediate professional military education to prepare Marine Corps officers (LtCol, Maj, CWO4-CWO5), Staff Noncommissioned Officers (MSgt, MGySgt), and civilian logisticians (GS13-15), for logistics command and staff duties within the Marine Corps and the Department of Defense. The course focuses on understanding strategic and operational level logistics and current issues that will help prepare logisticians to assume active roles at the Marine Expeditionary Force level and above.

ALOC is a three-week course that provides Marine Corps civilians, Staff Noncommissioned Officers, and field grade logistics officers with intermediate level education through in-depth study and understanding of the Marine Corps logistics core capabilities. This curriculum assumes the student has a well-grounded foundation in the tactical level of logistics and has come to recognize the strategic, operational, and tactical levels of logistics function as a coordinated whole, not as independent activities. In this regard, the course places emphasis on how the Marine Expeditionary Force conducts tactical logistics, interfaces with operational logistics units, and how joint staffs and Services address strategic logistics issues. Subject matter experts are drawn from the Marine Corps, the Department of Defense, and the private sector to present classroom instruction.

The intent of the curriculum is to broaden student understanding of operational level logistics and the relationships to tactical and strategic logistics elements. It also provides a conceptual framework for the understanding and practice of effective logistics; educates students in the relationships between, and complexities associated with the strategic, operational, and tactical levels of logistics; applies the Marine Corps Planning Process for logisticians to build a logistics system; and assesses the logistics core capabilities necessary to generate, deploy, and sustain Marine Expeditionary Forces.

### **Marine Corps Logistics Education Program (MCLEP)**

MCLEP is an intermediate level course offered by Penn State University that educates Marine Corps military and civilian logisticians on commercial logistics and related disciplines. The two-week course is designed to familiarize Marine Corps logisticians with cutting edge civilian industries best practices so they may better perform their duties as commanders or as executive level logistics managers on staffs of senior service, component, Marine Expeditionary Force headquarters, and Marine Air Ground Task Force staffs in a joint environment. MCLEP introduces students to new and innovative commercial logistics concepts and processes that can be incorporated into Marine Corps Logistics across the full spectrum of conflict.

### **Logistics and Technology (LOGTECH)**

The primary mission of the Center of Excellence in Logistics and Technology (LOGTECH) is to leverage global best practices and explore leading-edge logistics technologies to prepare logisticians for advances that will drive logistics and supporting technologies in the future. A one-week strategic level logistics course that takes place at Chapel Hill, NC, LOGTECH achieves this mission through a series of integrated and sustained opportunities for "shoulder-to-shoulder" exchanges between the military, private sector and academic logistics communities.

### **Joint Logistics Education**

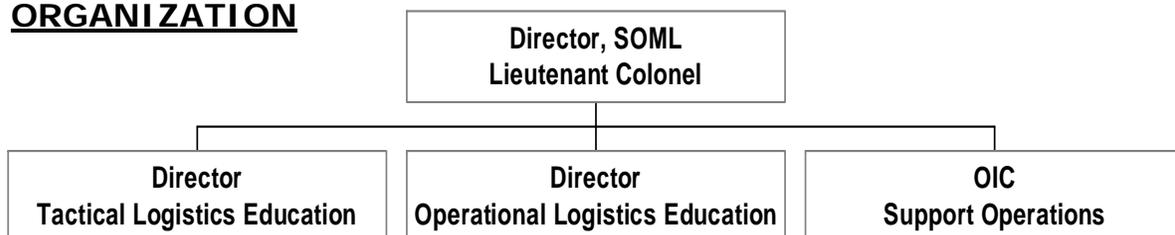
SOML also coordinates logistics courses with other services. Specifically, SOML manages the quotas and funding for the Logistics Support of Joint Operations course that is conducted for two weeks at the U.S. Army Logistics Management College (ALMC), Fort Lee, VA. The course is executive education principally aimed at field grade officers and mid-level civilians with logistics occupational specialties that require joint logistics knowledge. Due to the intended scope of this course, attendees should be enrolled or already completed Joint Professional Military Education (JPME I).

### **ADMISSIONS**

All inquiries regarding admission should be directed to:

Director, School of MAGTF Logistics  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
Phone: (703) 784-6839, (703) 784-5860, or (703) 784-6992  
Military DSN 278-xxxx

### **ORGANIZATION**



**WEB SITE** [www.mcu.usmc.mil/SOML/default.htm](http://www.mcu.usmc.mil/SOML/default.htm)

# Commanders' Program



## MISSION

**To provide prospective commanding officers information and a course of instruction to enhance their performance as commanders. The course is issue focused and provides information on current USMC policies and programs. The program includes a Spouses Workshop that is designed to provide the commanders spouses information on the programs and support assets available to them as well as enhance the skills necessary to assist them in their role. The Spouses Workshop focuses on issues likely to arise in connection with command responsibilities and provides information on maintaining the communication links between the command, families, community, and service providers.**

## CURRICULUM

The Commanders' Program is eight days in length and consists of a series of presentations given by the various Deputy Commandants of the Marine Corps and HQMC program directors, MSTP Senior Mentors, small group leadership discussions, a General Officer Leadership Symposium, Safety and ORM overviews, and Level III Anti-Terrorism and Force Protection training. The Spouses' Workshop is four days in length and includes presentations on Communications, Conflict Resolution, Speaking with the Media, Tragedy Assistance Program, Personal and Family Readiness, Family Team Building, KVN, Relationships with Enlisted Spouses, Time and Stress Management, and the Social Side of Command.

Training and Education Command is the executive agent and Marine Corps University hosts the program semiannually in the spring and fall.

**WEBSITE** [www.mcu.usmc.mil/commanders/commanders.htm](http://www.mcu.usmc.mil/commanders/commanders.htm)

# Senior Leader Development Program

The Senior Leader Development Program enables General Officers and Senior Executive Service personnel to continue their professional growth and better prepare them for the issues and challenges associated with current and future assignments. The diagram below illustrates the framework for educational forum at different grades.

## SLDP Framework

	Brigadier General <sup>1</sup>	Major General <sup>1</sup>	Lieutenant General <sup>1</sup>	General <sup>1</sup>
<b>Core Courses</b>	BG Select Orientation Conference (BGSOC)	Joint Flag Officer Warfighting Course (JFOWC)	Executive Off-Sites	
	GO Warfighting Program		Leadership at the Peak	
	CAPSTONE / APEX		Pinnacle	
	Executive Business Course			
	Strategic Leadership Seminar (SLS) in Conjunction with GOS/EOS Sessions			
<b>Complementary</b>	Joint Force Air Component <sup>2</sup> Commander (JFACC) Course	Program For Senior Executives in National & International Security (Harvard University)		
	Combined Force Air Component <sup>2</sup> Commander (CFACC) Course	Senior Info Warfare Applications Course (SWAC)		
	Joint Force Land Component Commander (JFLCC) Course			
	LOGTECH Executive Course			
	National Security Leadership Course (Syracuse University)			
	National Security Decision Making Seminar (Syracuse University)			
	Georgetown Leadership Seminar			
	Aspen Institute Executive Seminar			

1 – SES equivalents apply

2 - Aviation general officers will take either JFACC or CFACC as a core course.

## Senior Leader Development Program



WEBSITE [www.mcu.usmc.mil/sldp](http://www.mcu.usmc.mil/sldp)

# MARINE CORPS UNIVERSITY



## International Programs

The International Military Student Support Office (IMSO) at Marine Corps University coordinates support for all international students at Marine Corps Combat Development Command in Quantico. Each year, approximately 75 international students from 50 allied nations are supported.

The International Military Students arrive at the University up to one month prior to the start of the regular courses. This early arrival includes an orientation to the Quantico area, tours 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. history, politics, government, and human rights.

Volunteers from among the U. S. classmates sponsor the international students while they attend the University. These military sponsors provide assistance to the student 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. Additionally, local Rotary Clubs volunteer to sponsor international students throughout the academic year to provide them a civilian perspective on life in the U.S.

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 College and Base functions include the Autumn Reception, hosted by the MCU President, the Marine Corps Birthday Ball in early November, the Farewell Reception, which is also hosted by the MCU President, Mess Nights, and, in the spring, Graduation. Parties include the initial class picnics, the MCU Splashdown Party, a Halloween Party, a Christmas Party, assorted Sports Days, and a Graduation Picnic. Informational Program activities include 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, and trips to various state and local governments. Civilian Sponsor Activities include the Belmont Reception and the Spring Family Picnic. Additionally, a non-profit International Officers' Wives' Club has been in existence at Quantico since 1969 to promote interactions and support amongst the international students' spouses.

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.

International Military Students Office  
703-784-3156/7

**WEBSITE** [www.mcu.usmc.mil/imso/imso.htm](http://www.mcu.usmc.mil/imso/imso.htm)

# ***General Alfred M. Gray Marine Corps Research Center***



## **MISSION**

***The mission of the GRC is to support the study of expeditionary and amphibious warfare throughout the Marine Corps by providing comprehensive storage, retrieval, analysis, and distribution of warfighting-related information.***

The Gray Research Center (GRC), which opened in May of 1993, is the culmination of a vision to establish a first-class library-archives complex at Quantico that would support not only the resident students of the Marine Corps University but also serve the information needs of Marines worldwide. Its intent is to provide worldwide patrons with ready access to an extensive collection of monographs and journals, historically significant archival documents, products of current scholarly research, and operational lessons learned in order to support professional military education and stimulate the development and implementation of concepts, doctrine, tactics, techniques, and procedures.

The GRC consists of three Branches:

- The MCU James Carson Breckinridge University Library
- The MCU Research Archives
- The MCU Conference Center

The Quantico Family Library is also housed in the Research Center and is under the operational control of the University Library.

### **The MCU Breckinridge Library**

The mission of the University Library is to serve the students, faculty, and staff of the Marine Corps University as well as Marine Corps patrons throughout the world in their pursuit of excellence in academic and research projects. The Library acquires, identifies, accesses, organizes, publicizes, and disseminates

research information and resources with its broadly based multi-disciplinary collection of books, serials, on-line databases, and other non-print media.

The library's collections of books, journals, and reports are selected for relevancy to the Gray Research Center's mission and University interest areas. In addition to a superb collection of expeditionary and amphibious warfare materials, the library also has exceptionally strong collections in the new sciences, leadership, Civil War history, World War II, and general military science. The library includes approximately 150,000 volumes, 700 periodicals, and 120,000 microforms. The Library subscribes to a variety of CD-ROM, online and web-based databases, and information resources. Some are available to the public and others are available only to students and faculty of the university.

Located on the first deck are over 50 patron computer work-stations, group study rooms, a reading room containing current journals, the reference and index collection, a small map collection, non-circulating military manuals, the bound journal and microform collections, and a Marine Corps lessons-learned collection. The Quantico Family Library, also located on the first deck, offers a broad range of materials including popular fiction and non-fiction books, educational CD-ROM software, children's literature, and audio books.

The second deck contains the circulating collection of the University Library as well as a Special Collections room with volumes of rare and unique Marine Corps related materials.

The University Library is a selective Federal Depository and regularly receives shipments of print, microform, and CD-ROM publications from the US Government Printing Office and federal agencies. The scope of these materials is limited to the research needs of the Marine Corps University, and the number of documents maintained is relatively small. Anyone who comes to the Library may use the materials.

The Library Reference Staff is available to help patrons locate information both in the Library and from other resources. They will assist patrons in using print, microform, CD-ROM, on-line, and Internet resources. With advance scheduling they will provide specialized briefings, based on specific need, for individuals or groups on resources available within our collection and through the library's electronic outreach. Students are encouraged to make contact with the Reference Staff early in the school year in order to make the research process easier and more efficient.

The Library actively borrows and lends materials through a nationwide Interlibrary Loan cooperative. Most items not available in-house can be borrowed from another library. The Library has a cooperative agreement with the National Defense University (NDU) Library enabling MCU students and faculty to hand carry Interlibrary Loans between the two libraries. Students and faculty should stop by the Library before visiting the NDU Library to pick up the appropriate paperwork. The Library also has an agreement with the FBI Academy Library enabling MCU students to check out items directly from the FBI Academy Library.

The Marine Corps University Library is a member of the Military Education Coordinating Council (MECC) Library Working Group (LWG) consisting of the libraries for the following institutions:

- |   |  |
|---|--|
| <a href="#">Air University</a>          | <a href="#">Joint Forces Staff College</a>               |
| <a href="#">Marine Corps University</a> | <a href="#">National Defense University</a>              |
| <a href="#">Naval War College</a>       | <a href="#">U. S. Army War College</a>                   |
| <a href="#">U.S. Naval Academy</a>      | <a href="#">Naval Post Graduate School</a>               |
| <a href="#">U.S. Military Academy</a>   | <a href="#">U.S. Coast Guard Academy</a>                 |
| <a href="#">U.S. Air Force Academy</a>  | <a href="#">Army Command &amp; General Staff College</a> |

The MECC LWG is a consortium that works jointly on interlibrary loans, purchasing database access, and in the development and maintenance of the Military Education Research Library Network (MERLN), located at <http://merln.ndu.edu> a web-based search engine allowing searching of either individual or groups of MECC Library catalogs.

The Library homepage contains a variety of links, including ones to:

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <a href="#">Library Catalog</a>     | <a href="#">Journal – Magazines</a> |
| <a href="#">Online Publications</a> | <a href="#">Sites of Interest</a>   |

Students are encouraged to review the Library Home Page when conducting research: [www.mcu.usmc.mil/MCRCweb](http://www.mcu.usmc.mil/MCRCweb).

#### Library Hours of Operation

Mon – Thurs 0730-1945  
Friday 0730-1745  
Saturday 1000-1745  
Sunday Closed

#### Library Telephone Numbers

Reference and Interlibrary loan 703-784-4409/4411  
FAX 703-784-4306  
Family Library 703-4348/4353

### **MCU Research Archives**

The mission of the Marine Corps University Research Archives is to support the Professional Military Education [PME] requirements of the Marine Corps University [MCU] and the Marine Corps worldwide. To accomplish this mission, the Research Archives collects copies of Marine Corps documents in support of PME research and writing. These documents include, but are not limited to, correspondence, reports, operation plans, after action reports, studies, photographs, films, videos, sound recordings, diaries and maps and span Marine Corps activities from 1775 to the present time.

The Research Archives, which holds approximately eight million original documents, consists of the following areas:

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <a href="#">Official Documents</a>  | <a href="#">Digitized Collection</a> |
| <a href="#">Personal Papers</a>     | <a href="#">Oral Histories</a>       |
| <a href="#">Visual Information</a>  | <a href="#">Student Theses</a>       |
| <a href="#">Research Collection</a> |                                      |

These areas offer a comprehensive collection of historical and primary resources not only to MCU and MCCDC personnel, but also to Marines and civilians worldwide. The MCU Research Archives does not circulate its collection, but can reproduce any of its unclassified holdings upon request.

Contents of the official documents collections include, but are not limited to: the schools' collections dating from the School of Application [1891] to the

Marine Corps War College (MCWAR) [1998]; original documents from the Civil War, Spanish-American War, WWI, WWII, Korea, Vietnam, and the Gulf War; Military Operations Other Than War (MOOTW); research and development, including history of landing craft, development of helicopters, light armed vehicles, remotely piloted vehicles; leadership styles; development of advanced bases and advanced base problems; the Hogaboom Report; and post-war reorganization of the Marine Corps.

By direction of the CMC, the MCU Research Archives is the official repository for personal papers collections of the United States Marine Corps and houses approximately 4,000 collections. A representative sample of these collections includes the personal papers of most of the CMCs and Assistant CMCs; the papers of Smedley D. Butler, Louis B. "Chesty" Puller, O. P. Smith, James C. Breckinridge, and Robert L. Meade; as well as WWI aviation records. Additionally, this section holds personal papers of Marines of all ranks who served during WWI, China, WWII, Korea, and Vietnam.

The Visual Information Repository (VIR) serves as the visual archives for the Marine Corps and contains approximately 6,000 films and videos and over 100,000 slides dating from WWI to the present day. Included in this collection are visuals of Belleau Woods and other battles of the American Expeditionary Force, early training at Quantico [1929-1930], and Marines in Nicaragua, Panama, WWII, Korean War, Vietnam War, and Beirut.

The Classified Documents section holds approximately 1,200 documents representative of activities of the Marine Corps from the Gulf War to the present time. Proper clearance and a need to know are required for access to this area of the MCU Research Archives.

Currently, the MCU Research Archives staff is scanning selected documents from the official and personal collections for placement on the Internet. Some of these can be viewed at the Archives' Digitized Collection link along with related documents from other sites. The Archives Home Page also contains a variety of Archival Links. Students are encouraged to review these links when conducting their research.

### **Archives Hours of Operation**

The MCU Research Archives is located on the second deck, GRC, Rooms 207-215, and is open:

Mon/Wed-Fri: 0730-1700

Tues: 0730-1945

Sat: 1<sup>st</sup> and 3<sup>rd</sup> Saturdays  
1000-1400

Sun: Closed

### **Archives Telephone Numbers**

Main Number: 703-784-4685/4538

FAX: 703-784-4306

VIR: 703-784-1997

VIR FAX: 703-784-3266

### **MCU CONFERENCE CENTER**

The Gray Research Center houses a state-of-the-art conference facility that includes a 250-person auditorium and modular seminar rooms that can support an additional 100 people. Each modular unit can accommodate up to 30 people. An additional 9 smaller rooms located throughout the building can support seminar groups and breakout sections. The Conference Center is able to support video-teleconferencing.

# ***History and Museums Division***



## **MISSION**

**The mission of HD is to collect items of permanent value to the history of the Corps, preserve them for future use, and distribute the history of the Corps through exhibits, publications, and other programs, in order to aid combat and non-combat decision making, support PME, motivate Marines, and inform the American public.**

### **HISTORY BRANCH**

The History Branch sections are Archives, Reference and Writing, and is the central repository for command chronologies, operational reports, oral histories and a large collection of maps and overlays. The reference section is responsible for the Unit Honors and Lineage Program, Commemorative Naming, holds a large file of unit diary and morning reports, a robust collection of photographs and the invaluable casualty cards from WWII, Korea and Vietnam. The HD library began in 1843 and was at one time CMC's personal reference section. The library now contains over 40,000 volumes ranging from cruise books, unit histories and volumes detailing Marine and Naval history, the development of amphibious warfare and related subjects. Archives, Research and the Library respond to over 14,000 requests for help every year, across a wide range of researchers and the collections are available to MCU students for research and writing projects.

### **MUSEUMS BRANCH**

HD operates the Marine Corps museum in Building 58 on the Washington Navy Yard. The Museum is open from 1000-1600, Monday through Friday, year-round; and during the summer parade season at Marine Barracks, from 1600 – 2000 Friday nights. Artifacts on display include the flag made immortal by Joe Rosenthal's photograph from the top of Mt Suribachi, Iwo Jima. In the Special Exhibits Gallery is the Korean War 50th anniversary commemorative exhibit, and the changing exhibit space displays movie, recruiting and home front posters from WWII. The museum is designed to be self-guided; a guide is available on request. The museum is an excellent method to introduce resident students and individual Marines to their history and heritage. The old Air-Ground Museum at Quantico is closed and the space now used as climate control artifact storage.

## **FIELD HISTORY BRANCH**

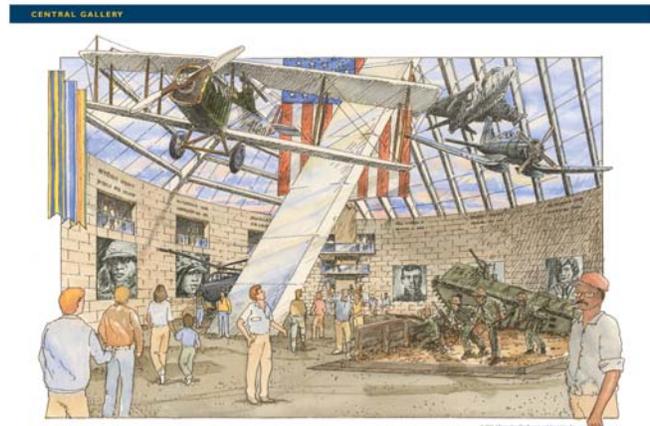
The Field History Branch gathers Marine Corps history as it happens. An IMA Detachment, reporting to the Director, Field History deploys historians with the major combat commands and sends those Marines out to the front lines to record history in the making. During primary combat operations for OEF/OIF, Field History deployed 11 Marine historians and 2 combat artists to the different commands, including one historian to the Horn of Africa. These historians collect and generate the raw data that becomes the primary sources for topical monographs and official Marine Corps history publications. The primary mission is to collect oral history interviews from a wide variety of perspectives from the Marine executing the plan and from the commander and the planner, with the aim of capturing all aspects of the operation from all command levels. The field historian also collects written plans, orders, maps, overlays and as much of the operational message traffic as possible. The history collects both classified and unclassified material. On occasion, the historian collects 3-dimensional artifacts from the battlefield or the Marines involved. Equipped with digital recorders and cameras, laptops and fax lines, the emphasis is on getting the material back to the rear as soon as possible so that processing begins in a timely fashion with the information quickly ready to use. Presently, the Branch has two historians deployed in theater, on six-month rotations and two others standing by to take the next go-round.

## **NATIONAL MUSEUM OF THE MARINE CORPS**

The major project for HD is the planning and construction of the new National Museum of the Marine Corps (NMMC). Located on 135 acres just outside the main gate at MCB Quantico, groundbreaking was on 25 September 2003, with the grand opening scheduled for 10 November 2006. NMMC is a public private venture, with the Marine Corps working closely with the Marine Corps Heritage Foundation.



Artist's rendition of entrance to the NMMC

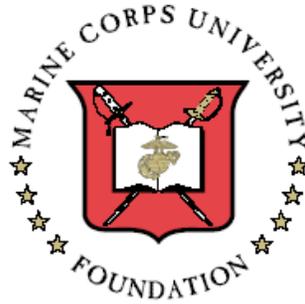


Artist's rendition of the central gallery

HD stands ready to assist operating force commanders in developing historical programs to promote unit cohesion, esprit, and a greater sense of unit history. We encourage commanders to contact HD to identify specific requirements. MCO P5750.1G explains in detail the support and assistance available to the commander.

**WEBSITE** <http://hqinet001.hqmc.usmc.mil/HD/>

# Marine Corps University Foundation



The Marine Corps University Foundation is a private organization operated for the purpose of helping enhance and enrich the advanced Professional Military Education and leadership development of United States Marines through financial support of the Marine Corps University, Operating Forces, and supporting establishment. The Foundation was incorporated in the Commonwealth of Virginia, June 25, 1980, as The Marine Corps Command and Staff College Foundation.

The focus of Marine Corps education has always been on fostering effective leadership. Since its inception, the Foundation has supported this objective by sponsoring numerous educational programs, such as, The Major General John H. Russell Leadership Conference, The General Graves B. Erskine Distinguished Lecture Series, The Major General Matthew C. Horner Chair of Military Theory, The Brigadier General H.L. Oppenheimer Chair of Warfighting Strategy, The Guy P. and Vivien Wyser-Pratte Humanitarian Operations Chair, The Robert A. Lutz Distinguished Chair of Military Studies, and the Donald Bren Chairs of Ethics and Leadership, and of Innovation and Transformation. Additional support is provided for The Marine Corps Media Symposium, The General Gerald C. Thomas Endowment Fund for Amphibious Warfare Research, The Basic School "Reflections" Series, and the Sergeant Walter K. Singleton Distinguished Lecture Series. The Foundation also sponsors several student and faculty awards for research and teaching excellence.

The activities of the Foundation are directed by its Board of Trustees, distinguished American leaders in business, education and the military, and is managed by the Chief Executive Officer located at Quantico. More information about the Foundation can be obtained by writing to:

Chief Executive Officer  
Marine Corps University Foundation, Inc.  
P.O. Box 122  
Quantico, VA 22134-0122  
(703) 640-6835  
[www.mcuf.org](http://www.mcuf.org)



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## Erskine Lecture Series



Named in honor of General Graves B. Erskine and sponsored by the Marine Corps University Foundation, the semi-annual Lecture Series features speakers of international repute, covering a variety of contemporary topics. Below is a list of previous speakers:

President George H. W. Bush.  
"Core Values"

Dr. Henry Kissinger, former U.S. Secretary of State.  
"Force and Diplomacy in the 21st Century: A Global Perspective"

The Honorable Madeleine K. Albright, United States Ambassador to the United Nations. - "U.N. Missions for U.S. Forces: The Challenges Ahead"

Congressman Les Aspin, Chairman, House Armed Services Committee.  
"Force Structure Options: Drawing Specifics From a New Methodology for Sizing U.S. Conventional Forces"

The Honorable James A. Baker III, Secretary of the Treasury.  
"The Impact of Economic Interdependency on National Security"

The Honorable Vernon A. Walters, Chief United States Representative, to the United Nations and Member of President Reagan's Cabinet.  
"An Overview of the United States in The United Nations"

Mr. Robert C. McFarlane, Assistant to the President for National Security.  
"National Security Strategy in the Space Age"

Mr. Lawrence Eagleburger, President of Kissinger Associates, Inc.  
"America's Foreign Policy: Challenges to the Close of the Century"

Mr. James H. Webb, Jr., Former Secretary of the Navy.  
"Loyalty: Asking Tough Questions"

Vice Admiral James B. Stockdale, USN (Ret), Senior Research Fellow at the Hoover Institution and Chairman of the President's Commission on White House Fellowships. - "Moral Courage"

Admiral William J. Crowe, Jr., USN (Ret), Former Chairman of the Joint Chiefs of Staff, currently Professor of Geopolitics at the University of Oklahoma. - "Defining the U.S. Role in the Middle East"

General John M. Shalikashvili, USA, Chairman of the Joint Chiefs of Staff.  
"Into the Next Century: U.S. Armed Forces in Operations Other Than War"

General Henry H. Shelton, USA, Chairman of the Joints Chiefs of Staff.  
"Warfighting and the Joint Arena in the 21st Century"

General Sir Michael Rose, Adjutant General of the British Army and former Commander U.N. Protection Force Bosnia-Herzegovina Command.  
"Bosnia -A Commander's Perspective"

Admiral Bobby Inman, USN (Ret), Former Director of the National Security Agency, currently President and CEO of Microelectronics and Computer Technology Corporation. - "Protecting National Security Information in a Free Society"

Lieutenant General Brent Scowcroft, USAF (Ret), Vice Chairman of Kissinger Associates, Inc. - "Arms Control"

His Royal Highness, Prince Bandar Bin Sultan Bin Abdulaziz, Ambassador of the Kingdom of Saudi Arabia to the United States. - "The Middle East: A Region in Crisis"

Ambassador El Sayed Abdel Raouf El Reedy, Ambassador of Egypt to the United States. - "Prospects for Peace in the Middle East"

Ambassador Vladimir P. Lukin, Russian Ambassador to the United States. "After the Cold War - A Vision of Russia's Role in Europe and the New World Order"

His Excellency, Nuzhet Kandemir, Ambassador of the Republic of Turkey to the United States. - "The U.S., Turkey and the Balkans: Prospects for Peace on NATO's Southern Flank"

Senator John P. McCain III, United States Senator from Arizona. "National Service Ramifications for the Military"

Senator Sam Nunn, United States Senator from Georgia. "The Role of Congress in Establishing U.S. Foreign Policy"

Senator Alfonse M. D'Amato, United States Senator from New York. "The Armed Forces and the Counter-Narcotics Challenge"

Congressman Ike Skelton, Representative, Fourth District, Missouri. "Civil/Military Relations and the Widening Gap Between the U.S. Military and Society"

The Honorable Philip C. Habib, Former U.S. Special Middle East Envoy. "Strategy for Peace in the Middle East"

The Honorable Richard L. Armitage, Presidential Special Negotiator to the Philippines. - "The New World Order (Or Disorder?)"

The Honorable Robert B. Oakley, The President's Special Envoy to Somalia. "Update Somalia: Lessons for the Next Peacekeeping Mission"

The Honorable Max M. Kampelman, Counselor of the Department of State and Ambassador and Head of the U.S. Delegation to the Negotiations on Nuclear and Space Arms in Geneva. - "Arms Control and Soviet Relations"

The Honorable Louis A. "Pete" Williams, Assistant Secretary of Defense for Public Affairs. - "A Free Press and National Security"

Mr. David R. Gergen, Editor of U.S. News and World Report. "Government Media Relations: Interdependence Between Adversaries"

Mr. Louis J. Freeh, Director, Federal Bureau of Investigation. "International Organized Crime and its Impact on National Security"

General John R. Galvin, USA (Ret), The John M. Olin Distinguished Professor of National Security Studies at the U.S. Military Academy, West Point. - "Winning the Peace: Structures for Stability After the Cold War"

The Honorable Robert H. Pelletreau, Jr., Assistant Secretary of State for Near Eastern Affairs. - "Protecting U.S. Interests in the Middle East"

Father Theodore M. Hesburgh, President of Notre Dame.  
"Preserving Core Values and Institutional Excellence: The Challenge of the 21st Century"

Mr. John R. Silber, President of Boston University.  
"Where the Dominoes Stop: The United States and Central America"

Mr. Jack Anderson, Pulitzer Prize Winning Investigative Reporter.  
"The News Behind the Headlines"

Mr. Harrison Salisbury, Pulitzer Prize Winning Journalist.  
"America In Crisis"

Dr. John C. Lawn, Drug Enforcement Administrator.  
"The Military's Role in Drug Enforcement"

Dr. Graham T. Allison, Dean of Harvard University's JFK School of Government. -  
"United States' Defense Strategy"

Dr. Donald Kagan, Hillhouse Professor of History and Classics at Yale University. -  
"History, the Social Sciences and the Clutch Hitting of Ted Williams"

Ms. Claire Sterling, An American Foreign Correspondent.  
"International Terrorism Network"

Mr. Hugh Sidey, Washington Journalist, Contributing Editor, Time.  
"The Presidency"

Mr. Robert A. Lutz, Chairman and Chief Executive Officer, Exide Corporation. -  
"Strong Companies for a Strong Country"

Mr. James Carville, Political Consultant.  
"Making Good Decisions and Sticking to Them"

General Peter Pace, Vice Chairman Joint Chiefs of Staff.  
"The Global War on Terrorism".

The Honorable Richard C. Holbrooke, U.S. Ambassador to the United Nations. -  
"United States – United Nations Relations"

The Honorable Sandra Day O'Connor, Associate Justice, U.S. Supreme Court. -  
"Reflections"

General Anthony Zinni USMC (Ret).  
"The Role of Generals "

Mr. George Will, Writer and Columnist.  
"Public Affairs and Public Policy"

Lieutenant General J. P. Kiszely, MC, Commander Regional Forces, Headquarters Land Command, British Army. - "Multi-National Operations: A British View"



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- Dr. J. W. Wilson**, COL USA (Ret), *Director of Institutional Research*, Ph.D., SUNY; M.S., Florida State University; B.S., Jacksonville State University.
- Dr. D. F. Bittner**, LtCol, USMCR (Ret.), *Professor of Military History (CSC)*, Ph.D., M.A., & B.S. Ed., University of Missouri.
- Dr. J. P. Cann**, Capt, USNR (Ret), *Associate Professor of National Security Affairs (CSC)*, Ph.D., University of London; M.A. Georgetown University; M.B.A. & B.A., University of Virginia.
- Dr. N. L. Cigar**, *Professor of Strategic Studies (CSC)*, D.Phil., University of Oxford; M.S., Defense Intelligence College; M.A., Columbia University; B.A., State University of New York.
- Dr. R. L. DiNardo**, *Professor of National Security Affairs (CSC)*, M.Phil. & Ph.D., CUNY Graduate Center; B.A., Bernard Baruch College.
- Dr. J. W. Gordon**, Colonel, USMCR (Ret.), *Professor of National Security Affairs (CSC)*, Ph.D., & M.A., Duke University; B.A., The Citadel.
- Dr. C. C. Harmon**, *Professor of International Relations (CSC)*, Ph.D. & M.A., Claremont Graduate School; B.A., Seattle University.
- Dr. M. H. Jacobsen**, *Professor of Military History (CSC)*, Ph.D. & M.A., University of California-Irvine; B.A., Reed College.
- Dr. W. R. Johnson**, Lt Col, USAF (Ret.), *Professor of Strategic Studies (CSC)*, Ph.D., Florida State University; M.S., Troy State University; B.A., Southwest Texas State University.
- Dr. J. M. Klinger**, *Professor of National Security Affairs (CSC)*, Ph.D., University of California, Berkeley; M.A., University of South Carolina; B.A., Northern Illinois University.
- Dr. J. B. Matthews**, LtCol, USMC (Ret.), *Associate Dean of Academics (CSC)*. Ph.D. & M.A., Washington State University; B.A., University of Notre Dame.
- Dr. C. D. McKenna**, LTC, USA (Ret), *CSC Dean of Academics*, Ph.D. & M.A., Duke University; B.S. United States Military Academy.
- Dr. B. J. Meyer**, *Professor of Military History (SAW)*, Ph.D. & M.A., Ohio State University; B.A., Cornell University.
- Dr. M. Moyar**, *Associate Professor of International Relations (CSC)*, Ph.D., Cambridge University; B.A., Harvard University.
- Dr. S. R. Rounds**, *Professor of Regional Studies, Asia/Pacific (MCWAR)*, Ph.D., Indiana University; B.A., Hamilton College
- Dr. G. W. Rudd**, LTC, USA (Ret), *Professor of Strategic Studies (SAW)*, Ph.D. & M.A., Duke University; B.A., Virginia Polytechnic Institute.
- Dr. J. L. Strange**, *Professor of Strategic Studies (MCWAR)*, Ph.D., University of Maryland; M.A. & B.A., Mansfield University, Pennsylvania.
- Dr. C. A. Swanson**, LtCol USMCR (Ret), *Associate Professor of International Relations (CSC)*, Ph.D., University of Maryland, College Park; M.A., University of San Diego; A.B., University of California at Berkeley.
- Dr. P. G. Tripodi**, *Donald Bren Chair of Ethics and Leadership*, Ph.D., Nottingham Trent University; M.A., University of Kent, United Kingdom; B.A., University of Messina, Italy.
- Dr. J. T. Sumida**, *MGen Matthew C. Horner Chair of Military Theory*, Ph.D. & M.A., University of Chicago; B.A., Stevenson College, UC, Santa Cruz.

## Academic Chairs

For academic year 2004-2005, Marine Corps University has ten Academic Chairs that serve as resources to both the University and the Marine Corps. Of the ten Academic Chairs, the Marine Corps University Foundation supports the University by sponsoring six.



The **Major General Matthew C. Horner Chair of Military Theory** is designed to provide Marine Corps University a resident scholar of national or international repute with expertise in military history, national security affairs, international relations or the military art. In addition to serving on the faculty of Marine Corps University, the Chair is charged with conducting significant and scholarly research and completing a book during his/her tenure as the Horner Chair. The Marine Corps University Foundation funds the Horner Chair of Military Theory through the generous donation of Mr. and Mrs. Thomas Saunders in honor of Mrs. Saunders' father, the late General Horner.



The **Guy P. and Vivien Wyser-Pratte Humanitarian Operations Chair** provides the University a visiting scholar with expertise in the complexities of humanitarian assistance and disaster relief operations. The Chair prepares Marines to be successful participants in the execution of National Military Strategy in the context of humanitarian operations and ensures Marine leaders and decision makers are fully prepared for the scope and complexity of humanitarian operations. This Chair supports MCU schools and colleges, as well as PME programs of the operating forces and supporting establishment commands with related, contingency support missions. The Marine Corps University Foundation funds the Humanitarian Operations Chair through a gift restricted for this specific purpose from Mr. Guy Wyser-Pratte, President of Wyser-Pratte Company, Inc.



The **Robert A. Lutz Distinguished Chair of Military Studies** provides Marine Corps University a resident military historian and strategic scholar. The Marine Corps University Foundation maintains the Chair through funding donated by Mr. Robert A. Lutz, former Marine aviator and current Chairman of Product Development, GM Corporation.



The **Donald Bren Chair of Ethics and Leadership** provides the University a resident scholar with a focus on the moral and ethical aspects of war, military service, service to a free democratic society, and Just War Theory. The Chair incorporates professional military ethics into the varied curricula for all ranks within the Marine Corps' educational continuum and advises the President, MCU on all matters relating to military ethics. The Marine Corps University Foundation maintains the Donald Bren Chair of Ethics and Leadership through the donations of Mr. Donald Bren, a former Marine and Chairman of The Irvine Company.



The **Donald Bren Chair of Innovation and Transformation** represents a new Academic Chair at Marine Corps University and is not filled for academic year 2004-05. When established, the Chair will provide the University a scholar possessing significant experience and knowledge in innovative thinking, process reengineering, technology insertion, and organizational reform. The Marine Corps University Foundation will maintain the Donald Bren Chair of Innovation and Transformation through the

donations of Mr. Donald Bren, a former Marine and Chairman of The Irvine Company.



The **Brigadier General H. L. Oppenheimer Chair of Warfighting Strategy** is the oldest established Chair at Marine Corps University. It provides Marine Corps University a noted scholar for one semester each academic year with expertise in an area of current focus for the Marine Corps. The Chair supports all schools within MCU, in addition to the support it provides to the professional military education programs of Marine commands within the continental United States. The Chair was named after General Oppenheimer who served with distinction in the Marine Corps Reserve in World War II. The Marine Corps University Foundation maintains the Oppenheimer Chair of Warfighting Strategy through the donations of the Oppenheimer family.



The **Central Intelligence Agency Chair** enhances the interaction and mutual understanding between the CIA and the future leaders of the Marine Corps and other military services with students at MCU. Additionally, the Chair provides increased understanding of CIA capabilities, missions and functions, and contributes to the formulation of joint and Marine Corps intelligence doctrine consistent with CIA and Intelligence Community interests. The Central Intelligence Agency Chair is maintained through a Memorandum of Agreement between MCU and the CIA.



The **Department of State Chair** provides instruction in international affairs and foreign policy related curricula at Marine Corps University. Additionally, the Chair enhances interaction and mutual understanding between the State Department and the students and faculty and contributes to the understanding of the interagency process within the U. S. Government. The Department of State Chair is maintained through a Memorandum of Agreement between the University and the Department of State.



The **Chairman of the Joint Chiefs of Staff Chair** maintains currency in the role of the CJCS and the Joint Staff in the formation and execution of instruction related to national security policy and strategy during peace and war at Marine Corps University. Additionally, the Chair provides assessments, as appropriate, on the preparation of officers for joint duty. The Chair participates in curriculum reviews and stays current on changes to joint doctrine, revision of joint policies and procedures or new legislative requirements. This Chair is mandated under provisions of the "Officer Professional Military Education Policy," 1 December 2000.



The **Special Operations Forces Chair** was created to prepare MCU students to be successful participants in the execution of National Military Strategy with regards to special operations. This Chair, in conjunction with corresponding emphasis in the University's curricula, helps ensure Marine leaders and decision makers are fully prepared for the scope and complexity of special operations forces and their employment, as well as the capabilities and resources of the United States Special Operations Command (USSOCOM). The Special Operations Forces Chair is maintained through a Memorandum of Agreement between MCU and the USSOCOM.

## **COMPENDIUM OF AWARDS**



### **Marine Corps University** **The Elihu Rose Faculty Award.**

The Rose Award for teaching excellence honors the best teacher among the faculty of the Marine Corps University's schools. All of the University's candidates receive an appropriate certificate that reflects their teaching excellence for their efforts at their respective schools. This prestigious award is sponsored by the Marine Corps University Foundation (MCUF) in honor of its founders, Dr. Elihu Rose.



### **Marine Corps War College** **Distinguished Graduate Program.**

The Marine Corps War College's Distinguished Graduate Program is designed to recognize superior achievement and encourage the highest degree of excellence. At the end of the academic year, the Marine Corps War College faculty selects the top two officers in the class, based upon a holistic evaluation of the officer's leadership qualities and superior academic performance, with emphasis on academic performance. These officers are recognized during the graduation ceremony, awarded a cash prize from the Marine Corps University Foundation, and their official records are appropriately annotated.

#### **Faculty Writing Award.**

The faculty Writing Award is presented to the Marine Corps War College student whose research paper is determined to be most suitable for publication in a professional journal for that academic year. All Marine Corps War College student research papers will be considered for this award.



### **Command and Staff College** **The Colonel Franklin Brooke Nihart Award.**

Presented in honor of Colonel Franklin Brooke Nihart, U. S. Marine Corps, Retired, by his family and the Marine Corps University Foundation to the student who writes the best Master of Military Studies paper. Award: \$600 check and a framed certificate.

#### **The Colonel Bevan G. Cass Awards.**

Presented in honor of Colonel Bevan G. Cass, U. S. Marine Corps, by the Marine Corps Association to the students whose papers are determined to be the best on a topic concerned with the profession of arms bearing directly on the Marine Corps. Awards: First place, \$600 check and a certificate; second place, \$400 check and a certificate.

#### **The Lieutenant General John A. Lejeune Award.**

Presented in memory of Lieutenant General John A. Lejeune, U. S. Marine Corps, the thirteenth Commandant of the Marine Corps by the Marine Corps League to the student whose paper is determined to be the best paper on a military topic. Award: \$500 check and plaque.

#### **The Lieutenant General Edward W. Snedeker Award.**

Presented in honor of the late Lieutenant General Edward W. Snedeker, U. S. Marine Corps, Retired, by the Armed Forces Communication and Electronics Association Educational Fund to the student whose paper is determined to be the best on a topic related to command and control, communications, information systems or intelligence and suitable for publication in a professional journal. Award: engraved desk clock.

### **Intelligence Writing Award.**

Established by the Central Intelligence Agency's (CIA), Office of Military Affairs in 1996, this award is presented to the student whose paper on intelligence or an intelligence-related topic is judged to be most outstanding. Award: engraved medallion.

### **The Brigadier A. W. Hammett Award.**

Presented in memory of Brigadier A. W. "Tony" Hammett, AM, Royal Australian Regiment, by the members of his U. S. Marine Corps Command and Staff College Class of 1975-76 to the International Military Student whose paper is considered most outstanding on a subject of value to the individual student's country. Award: engraved clock.



### **School of Advanced Warfighting**

#### **The Clifton B. Cates Award.**

Presented in honor of General Clifton B. Cates, U.S. Marine Corps, the 19th Commandant of the Marine Corps, by the Navy League to the two SAW students whose sustained demonstration of problem-solving capabilities far exceed their military experience and are considered most outstanding as exhibited by written assignments, participation in practical exercises, and in the exchange of ideas. First place presented with an engraved watch; second place, a \$100 savings bond.



### **Expeditionary Warfare School**

#### **Honor's Program.**

Recognizes the top graduate of the course. Additionally, up to 10% of the student body may receive recognition as a member of the Commanding General's Honor Roll. The top student from the specialties representing Ground Combat Arms, Aviation, Combat Service Support, the Supporting Establishment and the top international military officer, respectively, is also recognized. Selection to all awards is by an honor's board. The writing program has an award that includes cash honorariums for papers judged by the Marine Corps Association, and the Naval Institute Proceedings to be the most meritorious.



### **Staff Noncommissioned Officers Academy**

#### **Honor Graduate.**

The top ten percent of each class is placed on the President's Honor Roll. The honor graduates of the Sergeants and Career Courses and the Advanced Course receive a Noncommissioned Officer Sword. This award is provided by the Marine Corps Association.

#### **Gung Ho Award.**

The students from each class nominate one of their own for this award. Nominations are based on who showed the most motivation and esprit-de-corps through the course. This award is presented by the Marine Corps Reserve Fleet Association.

#### **Sergeant Major of the Marine Corps Writing Award.**

Each course has a writing requirement with the top essay for the Sergeant's Course, Credo for the Career Course, and Professional Article for the Advanced Course receiving a certificate from the Marine Corps Association.

#### **Sergeant Major of the Marine Corps Annual Writing Award.**

Each course submits the top essay for the Sergeant's Course, Credo for the Career Course, and Professional Article for the Advanced Course to the Enlisted Professional Military Education Branch. The Enlisted professional Military Education Branch convenes a board to determine the top piece for each course. The winners will receive a monetary prize and certificate from the Marine Corps Association.



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-MCU Policy Letters are published and distributed via the Internet.

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### **MCU POLICY LETTER 8-03 - ACADEMIC FREEDOM AND NONATTRIBUTION POLICY**

References: (a) DoD Directive 5230 (Clearance of DoD Information for Public Release); (b) DoD Directive 5500.7 (Standards of Conduct)

Background:

a. Academic freedom is the ability of faculty, students, and staff within the University to pursue knowledge, speak, write, and explore concepts. Academic freedom is a key tenet at Marine Corps University and is fundamental and essential to the health of the academic institution.

b. The time-honored tradition of free speech carries with it profound individual responsibility as well. Academic integrity requires that anyone who writes for publication must pursue factual accuracy and safeguard classified information. Reference (a) describes procedures for release of information officially endorsed by an academic institution, as well as those for individuals acting in a private capacity, and not connected with their official duties.

c. The powerful amalgam of academic freedom and individual responsibility contributes to the institutional integrity of the University and includes the following principal elements:

- (1) Freedom to teach, conduct research, and publish research findings
- (2) Freedom to discuss in a classroom, any material or ideas relevant to the subject matter, as provided in the course objectives
- (3) Freedom to seek changes in academic and institutional policies
- (4) Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching

(5) Responsibility to encourage faculty, students, and colleagues to engage in free discussion, publication, and inquiry

(6) Responsibility to encourage and nurture innovative critical thinking, discussion, and writing concerning national security issues and the enhancement of the standing and credibility of professional military education

d. A key component of learning requires that an open expression of thoughts and opinions exist in an atmosphere of academic freedom. Open expression requires trust that those thoughts and opinions will not appear subsequently in other environments where the speaker may encounter consequences if those remarks are attributed to that speaker. Nonattribution is the treating of statements made in a school forum as privileged information not to be attributed to a specific individual.

Policy:

a. Academic Freedom

(1) Authors/researchers and school and college directors will ensure material which carries the endorsement of the school satisfies the writing and scholarly standards of the school and meets security requirements.

(2) Authors shall ensure appropriate disclaimers accompany all publications they produce in a private capacity, where they are identified with MCU or any of its components. An appropriate disclaimer is as follows:

**“The views expressed in this article are those of the author and do not necessarily reflect the official policy or position of the Department of Defense, United States government, United States Marine Corps, or the Marine Corps University.”**

(3) Personnel who prepare manuscripts for publication on a subject in which they have had access to classified material should submit the manuscript through appropriate channels for security clearance prior to release to any publisher.

(4) All school and college directors shall provide an appropriate mechanism through which a proper security review may be conducted. If there is any question on the security aspects of material, it shall be submitted for security review in accordance with reference (a).

(5) Uniformed faculty and students are limited in the manner in which they may publicly criticize senior officials. However, as an academic institution, MCU recognizes and encourages full and open discussion and debate of any policies within the classroom and under the umbrella of nonattribution, so long as such criticism and debate is done in a professional manner.

(6) Faculty members may not be separated for exhibiting academic freedom and candor in written and oral products, provided the provisions of references (a) and (b) are followed.

b. Nonattribution

(1) MCU encourages faculty, staff, and students to actively engage in free discussion and inquiry expressing their personal views in lectures or in seminar discussion groups without fear of attribution. At the beginning of each academic year or course of instruction, school and college directors are responsible for informing faculty, staff, and students of the MCU policy to maintain an atmosphere of free and open discussion while also adhering to the principles of nonattribution.

(2) Attendees at MCU guest speaker presentations will not record them verbatim, by any means, without express written permission in advance from the guest speaker and the school's or college's director or authorized representative. Those wishing to request permission should follow the example provided in enclosure (1). To facilitate candid expression and learning, the nonattribution policy applies to all MCU programs, sessions, and distributed materials in which guest speakers participate.

5. Applicability. The provisions of this policy apply to all faculty, staff, resident, seminar, and distance learning students, military personnel, and civilian employees assigned to or serving with Marine Corps University.

## **MCU POLICY LETTER 4-03 - FACULTY, STAFF, AND STUDENT COPYRIGHT POLICY**

References: (a) Title 17, United States Code, Copyright Act of 1976; (b) SECNAVINST 5870.6, Copyright in Works of Authorship Prepared by Department of the Navy Personnel, 8 September 1988; (c) Standards of Ethical Conduct for Employees of the Executive Branch, 5 C.F.R., Section 2635.807.

Background:

a. As noted in reference (a), section 102 of Title 17 states that, "Copyright protection subsists, in accordance with this title, in original works of authorship fixed in any tangible medium of expression . . . [to] include . . . literary works."

b. However, Section 105 of Title 17 limits the broad grant of protection and states that, "Copyright protection under this title is not available for any work of the United States Government." Section 101 defines a "work of the United States

Government" as "work prepared by an officer or employee of the United States Government as part of that person's official duties."

Policy:

a. Works of the government

(1) Any materials prepared as part of official duties are a work of the government. Materials originally produced as part of official duties cannot simply be "re-packaged" or "re-merchandised." They will still be treated as works of the government.

(2) No copyright can exist for such material for purposes of either use of the author or assignment to a publisher. Therefore, neither an author nor the government may receive compensation for the right to reproduce or publish materials classified as works of the government.

(3) Reference (b) offers the following general criteria when determining if works are prepared as part of official duties:

(a) Preparation of the work was within the employee's position, job or billet description. This includes a work properly self-assigned by the employee who was in a position to do so.

(b) Preparation of the work was properly assigned by the employee's supervisor.

b. Works owned by the author

(1) Any materials prepared by a government employee not as a part of that person's official duties belong to the author, and the author can receive copyright protection and usually reap any associated revenues for such material.

(2) A book or article written on a subject that the author is currently teaching or researching may receive copyright protection as long as the book or article was not the product of official duties (assigned or implied). The MCU hires instructors for their subject matter expertise, and they may use that expertise for their own benefit, as well as that of the government, in accordance with established guidelines and reference (c).

(a) Reference (b), paragraph 5.b states: "The fact (or absence of the fact) that there was a Government contribution in the preparation of the work is not, in and of itself, determinative of whether the work was prepared as part of official duties. (Examples of 'Government contributions' are use of Government time, facilities, equipment, materials, funds, or the services of other Government employees on official duty.)"

(b) Paragraph 5c of reference (b) further states: "An employee is not prevented from asserting a copyright in a work prepared at that person's own volition and clearly outside his or her official duties, even though the work includes knowledge or information derived from the employee's official duties or relates to the professional field of the employee."

(3) The essential test is whether the work is at the author's *own initiative*, not *at the government's behest*.

c. The production of articles and manuscripts is fully supported and encouraged by MCU. Nevertheless, the primary mission of MCU is to develop and guide the future leaders of the military. Potential authors must take care not to detract from this central mission.

Responsibilities: All MCU staff, faculty, and students must adhere to the guidance in this policy when making copyright determinations or when seeking copyright protection and before submitting articles/materials for copyrighted publication.

## **MCU POLICY LETTER 3-03 - PLAGIARISM POLICY**

### **Background**

a. Plagiarism is generally defined as the presentation of another's writing or another's ideas as one's own without appropriate citation or credit. It is a serious violation of ethics and scholarship and constitutes serious misconduct for a military member or government employee. Detection can therefore result not only in academic sanctions (e.g. dismissal from a program, adverse fitness report, denial of promotion, etc.) but also civil action and, under certain circumstances, criminal prosecution.

b. The misuse of writings of another author, even when one does not borrow exact wording, can be as unfair, as unethical, and as unprofessional as outright plagiarism. Such misuse includes the limited borrowing, without attribution, of another writer's distinctive and significant research findings, hypotheses, theories, rhetorical strategies, interpretations, as well as an "extended" borrowing even with attribution. Simply because material may exist in the public domain does not mean it can be used in an academic setting without proper citation.

### **Forms of Plagiarism**

a. The most common forms of plagiarism are:

(1) Appropriation of either whole papers or merely exact phrasing from another source, without quotation marks or footnote attribution.

(2) The presentation of other writers' unique ideas, which derive from previously published works but which are not acknowledged as derivative from those sources.

b. The clearest abuse is the presentation of another writer's work as one's own, or use of another's language without quotation marks and note citation. More subtle abuses include the appropriation of concepts, data, or notes, all disguised in newly crafted sentences, or reference to a borrowed work in an early note and coupled with extensive further use without attribution. Plagiarism also includes improper use of material extracted from the Internet, other electronic sources, and verbatim passages used in oral presentations without proper acknowledgment. All such tactics reflect an unworthy disregard for the contribution of others.

c. A less frequent, but equally unethical, form of plagiarism is submission of the same paper as original work to satisfy the requirements of more than one course.

d. The best defense against possible plagiarism is thorough documentation of the work. All MCU students will familiarize themselves with individual school or college policies as contained in the school's respective Standard Operating Procedures and the recommended style manuals that contain detailed examples of proper citation.

**Policy:** The following policies regarding plagiarism will be followed at MCU:

a. All University faculty, staff, and students must be vigilant against plagiarism violations and immediately report instances to their respective school or college leadership.

b. Student works will consist primarily of the student's own thoughts and words, expressed in his/her own phrasing.

c. When a writer uses ideas or wording that are not his or her own but presents them as if they were, he or she has committed plagiarism.

d. Instructors or faculty who believe they have detected plagiarism will request the convening of a Student Performance Evaluation Board (SPEB). If the Board determines that a student has committed plagiarism, that military member or government employee is liable to punitive action pursuant to the SPEB policy.

**Applicability:** This policy applies to all personnel of Marine Corps University.

## **MCU POLICY LETTER 5-03 - STUDENT PERFORMANCE EVALUATION BOARD**

Background: Marine Corps University (MCU) Student Performance Evaluation Boards (SPEB) are administrative in nature, not disciplinary. As such, the purpose of the SPEB is to provide a forum for resolution of a wide variety of student-related issues. These include, but are not limited to, extended absences, substandard academic performance, attitudinal problems, and violations of professional ethical standards or integrity issues. As an administrative proceeding, the SPEB serves both an institutional and an individual purpose. At the institutional level, the SPEB provides a review process for substandard performance and recommends appropriate action. At the individual level, the SPEB may assist the student by improving performance and monitoring progress. The ultimate goal of the SPEB is to determine what is best for the school, the student, and the Marine Corps, and recommend appropriate action.

Policy:

- a. Any MCU faculty or staff member may recommend to the Director, through the Deputy Director, that a SPEB be convened. However, the decision to convene the board rests solely with the Director. The SPEB will convene within five working days of the Director's decision that a board is required, or as soon as practicable.
- b. Directors will determine the exact composition of the board, and appoint all members in writing. A sample appointment letter is found at Enclosure 1. The senior member of the board will serve as the board president. Membership should consist of five members, with at least two impartial members. These two impartial members may be faculty or staff from another MCU school or the MCU staff. One member of the board will be designated as recorder. Personnel with expertise in the area to be investigated may also be invited to attend as advisors to the SPEB, but will not be allowed to vote. All five board members will have equal vote. In forming the board, the Director will consider the need to represent the diverse nature of the student body.
- c. The Director will notify the student in writing that a SPEB will convene, and direct him/her to appear before the board (sample notification letter is Enclosure 2).
- d. Students may seek legal advice and have legal counsel present as an advisor, but will not be represented by legal counsel during the conduct of the board.
- e. Enclosure 3 contains a preamble used to open the board, describe the general conduct of the proceedings, and advise the student of the range of options available to the board to recommend to the Director for resolution. The board will stress that the outcome of the board is a recommendation, as the Director is the approving official for any action.
- f. The SPEB may request statements, written or in person, from any individual with knowledge of the facts requiring the board. The student will be afforded the opportunity to make a statement and respond to questions of the board, but will not be present during board deliberations. The board president will determine whether the student may be present during all, or portions, of the fact-gathering phase of the board proceedings. All proceedings will be strictly confidential. A simple majority vote is required to adopt a recommendation.
- g. The standard of proof to justify an adverse recommendation by the board is "preponderant evidence." This is evidence a reasonable person would be willing to accept as sufficient to support the conclusion, and is a greater weight of evidence than supports any different conclusion.
- h. The board will submit a written report of their deliberations to the Director for approval and disposition. This report should be submitted within 24 hours (one duty day) of the board adjourning and should follow the format as outlined in Enclosure 4. Dissenting board members may, at their option, prepare a written minority recommendation to accompany the board report.

- i. Recommendations of the board may include, but are not limited to:
    - 1). Student continues in the course without prejudice
    - 2). Student is asked to resubmit a requirement
    - 3). Student is placed on academic probation
    - 4). Student receives formal counseling
    - 5). Student receives non-punitive letter of caution
    - 6). Student receives a certificate of attendance rather than a diploma
    - 7). Student is dropped from the course and dismissed from the university
    - 8). Other action as deemed necessary by the Director
  - j. The student may submit written matters for consideration by the Director, in conjunction with the board recommendations. These matters must be submitted to the Director no later than 24 hours (one duty day) after the conclusion of the board.
  - k. The Director will notify the student verbally, and in writing of his decision. A sample letter is provided in Enclosure 5. If a student is awarded anything less than full graduation honors due to substandard performance, the letter will be entered into the student's school record.
  - l. Students may submit a letter of appeal to the President, MCU, within five working days of notification of the decision of the Director.
- Applicability: This policy applies to personnel attending MCWAR, CSC, SAW, and EWS. Due to the unique nature of their curricula and/or the distributed delivery methodology, the Staff Noncommissioned Officer Academy will develop similar procedures, as appropriate.

### **MCU POLICY LETTER 7-03 - STUDENTS' ROLE & PARTICIPATION IN INSTITUTIONAL DECISION-MAKING**

Background: The Marine Corps University student body consists of professionals who are empowered to serve and lead within service, joint, and multi-national environments at the tactical, operational, and strategic levels of war. Incorporating student participation in the MCU decision-making processes allows the University to leverage the input of those that we educate. This policy letter publishes the MCU statement related to student governance.

Policy:

- a. It is the policy of this headquarters that students play an important role in institutional decision-making within the University, and that they should participate actively in that process. Regardless of the school or college within the University, student participation in institutional decision-making is important to the health of the University. The precise character of the role played by students is for the school or college director to determine, subject to review by Headquarters, MCU.
- b. Each school or college within MCU will define their students' role and participation in institutional decision-making. A logical place for that definition is the individual school or college Standing Operating Procedure or Academic Regulations. Areas in which school or college directors can define the role and participation of students in institutional decision-making include, but are not limited to, the following:
  - (1) Class Organization, including "chain of command" positions and their responsibilities
  - (2) Course Content Review Boards
  - (3) Academic and other awards
  - (4) Base support of activity requirements
  - (5) Academic freedom and non-attribution
  - (6) Plagiarism

Applicability: The provisions of this policy apply to all MCU school and college directors.



# Marine Corps University Chaplain



Welcome!

As the chaplain assigned to Marine Corps University, let me extend my warmest welcome to you and your family! Many of you come from a wide variety of religious backgrounds and perhaps seek opportunities to strengthen and enrich your personal and family lives through worship, counseling, fellowship, and religious education. If so, I encourage you to take advantage of what is available through the Marine Corps Base Quantico Command Religious Program.

The Protestant community currently has three weekly worship opportunities: a 0900 Lutheran Divine Service at the Religious Administration Center (RAC) Building 3043, a 1030 Traditional Worship Service at Marine Memorial Chapel (MMC), and a 1030 Family Worship Service at Diamond Hall (DH). Additionally, the Protestant Sunday School program takes place every Sunday at 0900 in Diamond Hall, and includes classes for a variety of ages.

The Roman Catholic community currently has two weekend worship services: a 0900 Sunday morning Mass at Marine Memorial Chapel and a 1200 Sunday noon Mass at MMC. Mass is also conducted at MMC, Monday through Friday, at 1145. In addition to its Masses, the Roman Catholic program features an excellent religious education program. Adult education classes and a vibrant Catholic Youth Ministry enable Catholics to enjoy the many aspects of their faith.

If you need any assistance, please feel free to visit me in my office down the hallway that is closest to Ellis Hall!

Grace and Peace to you and your family always!

Semper Fidelis!

Cmdr Dennis Young  
MCU Chaplain  
703-432-0486



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