Command and Staff College

- *Intermediate Level School for Majors -- one academic year in length.*
- *99 US Marine, 24 US Navy, 14 US Army, 14 US Air Force, 1 US Coast Guard, 12 Civilians, 24 International Officers.*
- *Prepares students for high-level command and general staff duties. Seminar, application, and lecture.*
- *Master of Military Studies Program.*

Colonel Craig S. Huddleston, USMC, Director

MISSION

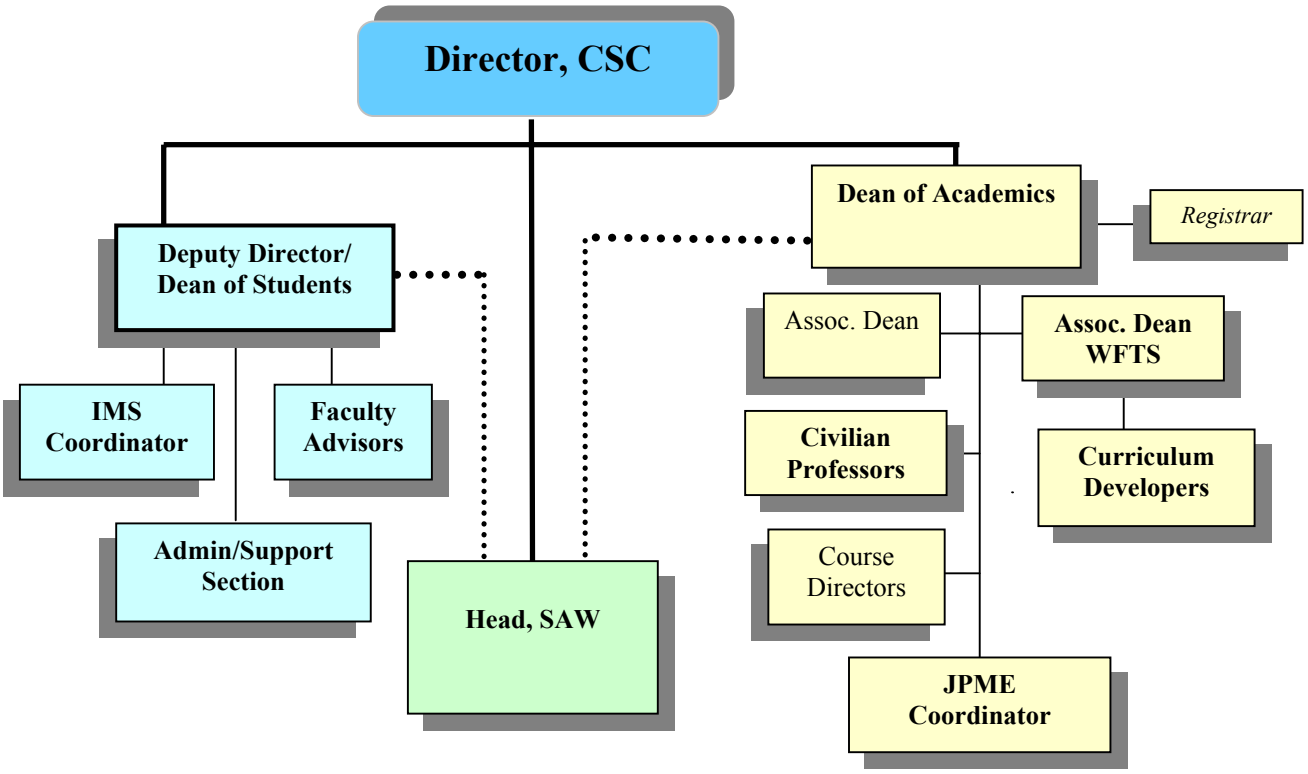
To provide intermediate and advanced-intermediate professional military education to field grade officers of the Marine Corps, other services, and foreign countries to prepare them for command and staff duties with Marine Air-Ground Task Forces (MAGTFs) and for assignment with joint, multinational, and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

Furthermore, the second-year program, the School of Advanced Warfighting (SAW) develops complex problem solving and decision-making skills that can be used to improve the warfighting capabilities of an organization at the operational level, without prejudice to their future command potential.

WEB SITE

http://www.mcu.usmc.mil/csc/default.htm

ORGANIZATION



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EDUCATIONAL PHILOSOPHY

Marine Corps Professional Military Education (PME) is designed to provide the philosophical foundation described in Marine Corps Doctrinal Publication 1, *Warfighting*. Command and Staff College has responsibility for resident and distance learning PME for all Marine Corps majors. Subsequently, the schools and courses designed, managed, and presented at Command and Staff College are integrated into the Marine Corps' overall PME framework.

Command and Staff College is a "college" in every sense of the word. As a military organization, CSC is the parent unit of the Officers, NCOs, and civilians who prepare, present, and support the programs of the "college." As an educational institution, the College is a combination of two *resident* schools (CSC and SAW), and the attendant programs that support development of the educational process.

The environment we wish to create combines rigorous academic challenges and freedom to speak and think. It capitalizes on the discipline and maturity of our students. Our goal is not to teach the student what to think, but instead to provide a decision-making framework for the situations he or she will face as service continues.

With support from the Marine Corps University and the Marine Corps Training and Education Command, we have curricula that expose the students to the foremost experts in the fields we study. Our close proximity to Washington, DC, enables the College to invite numerous speakers and policymakers to present the emerging thoughts and developments in their fields. Practical application exercises and wargames allow the student to evaluate the latest developments in doctrine. Writing and briefing opportunities enable our students to delve deeply into a particular interest or area of research.

We have found academic challenge and opportunities to speak, think, grow, and prepare for the rest of an officer's career are best served in small, informal settings. To this end, each of our schools has its student body organized into conference groups. These groups, normally 16-17 officers in size, are the heart of our effort. Officers from every service and civilians from several federal agencies are represented within the group. International Military Student Officers help bring a global perspective to group

development. Thoughts and information provided through readings, study, and our guest-speaker program are analyzed and discussed within the group. The diversity of backgrounds enables the group to enhance its own education; each member is expected to share his or her knowledge with the group.

Supporting the conference group in its efforts is the Faculty Advisor Team, consisting of a senior military officer and a civilian professor. The Faculty Advisor Team guides, directs, facilitates, and coordinates learning activities. They are the administrative link with other supporting agencies and the filter for external distractions that could potentially disrupt the group. They preside over the various professional and social groupings that make up the conference group experience. In addition, they evaluate student performance, counsel, and correct as necessary.

Command and Staff College is dedicated to preparing its students for the challenges that lie ahead. We take seriously our part in the Marine Corps and Joint PME processes that mandate continuous professional development to face these challenges.

EDUCATIONAL OBJECTIVES

Curriculum educational objectives are derived from the intent and define the broad topic areas to be addressed by the College. These educational objectives are to:

- 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.

STUDENT BODY

Admission to the Marine Corps Command and Staff College is by voluntary monitor assignment or military board selection for United States military officers, by invitation for foreign military officers, and by nomination by the sponsoring agency for civilian Federal Government employees. 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) 784-1120 or DSN 278-1120
FAX: (703) 784-2628

Eligibility prerequisites for the Command and Staff College are those regulations and requirements established by the military services for selection to attend an intermediate-level, graduate, professional military education institution; examples include a bachelors degree and prior completion of an appropriate career level school (for USMC). Prerequisites also include grade and time-on-station guidelines as directed by each individual service, a security clearance at the secret level for all U.S. students, selection of those officers best and fully qualified for future service and increased responsibility, and whose attendance will most benefit the individual and the service. Since selection for a resident intermediate-level college education is limited to approximately 20-25% of the officer population at the rank of major each year, it is expected that each officer selected will have demonstrated an ability to perform well in an academic environment and will have demonstrated leadership, skill, and resourcefulness in difficult and challenging assignments.

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
Foreign Military officers	24
Civilians, U.S. Federal Government	12
TOTAL	**188**

Increases in allocations on a one-time basis can be approved by the President, Marine Corps University. Permanent changes to this allocation must be approved by the Commandant of the Marine Corps.

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.

HISTORY

In 1920 the Command and Staff College (originally called The Field Officers' Course) welcomed its first students. Through the years, its name has changed as follows: Field Officer's School/Course (1920-33), the Second Year Class (1933-35), the Senior Course (1935-41), Command and Staff Course/School (1943-46), the Senior School (1946-64), and finally—the Command and Staff College (1964 to present). The course of study has always been that of an "academic year", which in reality has usually been between 8 and 10 months.

The school has suspended its course of study only once: In January 1941 the 1940-41 Academic Year graduated several months early and succeeding classes were suspended due to a need for field grade officers in a rapidly expanding Marine Corps. Between 1943-46, it was reopened as a 12-week "nuts and bolts" course with a mission of teaching basic staff techniques needed for a Marine Corps whose offensive combat elements would eventually grow into six divisions organized into two amphibious corps, four aircraft wings, and various support units. In 1946 the previous sequence of academic years resumed and has continued uninterrupted through three "wars" and many minor conflicts.

From the beginning the basic mission has been to prepare field grade officers for command and staff duties at their current and future grades. Essentially, this mission has remained since 1920, although the focus of the Marine Corps and its organization has changed considerably in the ensuing eight decades.

Originally the curriculum was modeled after the two institutions most familiar to its instructors and students in concept, organization, and content: The U.S. Army schools at Fort Benning and Fort Leavenworth, both with an infantry orientation in support of continental ground campaigns. An Army

presence also quickly appeared with the first soldier attending the 1921-22 course. The last pre-World War II Army student graduated in 1932; with another Army student not arriving until 1943.

Despite this initial Army focus, an embryonic naval perspective gradually appeared in the course of study. In 1925 the first U. S. Navy officer joined the faculty, and the first Navy officer students arrived for the 1928-29 Academic Year. Ten years later, in the 1938-39 course, seven of 29 students were U. S. Navy officers. Meanwhile, the push towards a stronger naval emphasis in the curriculum grew, and by the 1930-31 academic year 216 hours of instruction in "landing operations" were part of the course of study.

By then a struggle occurred for the "heart and soul" of the Marine Corps. Much of this struggle was waged at Quantico and within the professional educational system of the Marine Corps, most specifically within the College. The struggle focused on the development of an offensive amphibious mission for the Marine Corps. This meant a mission leading to the seizure of defended beaches as part of a naval campaign, and not just the defense of advanced naval bases.

By 1934 major changes had occurred at the College, reflecting what had occurred in the Corps. The instructional departments were patterned after the basic staff functions in the newly established Fleet Marine Force. More importantly, a revised course used instructional materials based on Marine Corps equipment, Marine Corps organizations, and Marine Corps problems set within a maritime operational scenario.

This led to a complete shift in the focus and content of the curriculum towards amphibious operations and away from its former predominantly Army orientation. Until 1941 this remained the focus of the College as it educated its officers for the war in the Pacific – a prospect that its faculty and students saw looming in the immediate future. Without exaggeration, it can be said that the College, and the Company Officers' Course which evolved into the Amphibious Warfare School (now the Expeditionary Warfare School), were the vehicles used to inculcate into the officer corps its new role, mission, and capability of amphibious warfare.

As World War II approached, the Marine Corps was forced to prioritize several competing needs. As it eventually expanded in size to six operational divisions, four aircraft wings, 19 defense battalions, and other supporting units, headquarters staffs, and training establishments, a need

arose to screen officer candidates, train company grade officers, and staff key positions in the Fleet Marine Force. These requirements assumed higher priorities than the mission of educating and training field grade officers. Thus, in January 1941, the College suspended classes and its staff and students assumed other duties associated with these new tasks. By 1943 the Corps recognized the need for school-trained, field grade officers with commensurate skills to serve in the Pacific Theater at regimental, division, and corps levels. Thus, an operationally oriented "Command and Staff Course," soon renamed "Command and Staff School," opened at Quantico.

Its 12, three-month courses, taught students the command and staff skills deemed immediately necessary in the Pacific Theater of Operations, with a primary focus on the amphibious assault and subsequent operations ashore. In a reversal of prewar policies, international officers also attended the school during the Second World War. During that conflict, officers from Australia, Canada, France, New Zealand, the Netherlands, and the United Kingdom graduated from the 12-week Command and Staff School.

After V-J Day, the Marine Corps confronted both demobilization and its new responsibilities in the postwar world. In 1946 it reestablished the former three-tiered, professional military education system that had previously served it so well. The initial, full-year academic course for the College, now named "Senior School" commenced in September 1946. The curriculum remained focused on the amphibious mission, with instruction now rooted in both theory and the lessons learned from actual combat operations in World War II. However, in these years the curriculum reflected the changed technology of the decade after the war as the implications of both the atomic age and the use of helicopters were incorporated into the course of study.

Into the 1960's, amphibious warfare remained the primary focus of the curriculum. However, the school in 1964, now officially named the "Command and Staff College," adjusted to events in a rapidly changing world. Counterinsurgency and computer instruction were added to the curriculum. Also, the teaching method shifted away from one relying solely on lectures to one combining them with the seminar mode of learning. This combined method, which has continued into the 1990's, has thus achieved the stated goal of the school's initial Director, Colonel John C. Beaumont, who wrote in 1920 to the Major General Commandant, John A. Lejeune, that this would be the desired method of instruction.

Through the 1970's and into the 1980's, amphibious operations retained their position as the heart of the College's course of instruction. However, in the 1982-83 academic year, major curriculum reforms occurred to enhance instruction. These included the return of military history (non-tactical) to the core curriculum, an execution phase to all operational problems, and extensive use of computers in operational and academic instruction.

By the 1989-90 academic year, further changes occurred in the curriculum—potentially the most significant since the 1930's. The course of instruction now rests on three foundations: military history, operational techniques, and operational and tactical doctrine, plus the integration of joint professional military education. Woven into this is instruction on the Marine Air Ground Task Force so all graduates will be cognizant in a detailed sense of MAGTF operations. To implement this, the first year curriculum of the College has been divided into the following major areas: Art and Science of War (Theory and Nature of War, Strategy and Policy, Operational Level of War); Warfighting From the Sea (Joint, Defensive, Offensive, and Amphibious Operations, and Military Operations Other Than War); and the Art of Command.

In the 80-plus years of its history, the Marine Corps Command and Staff College curriculum has evolved from one emulating the U.S. Army Command and General Staff College to one rooted in the Marine Corps' roles and missions in both Naval expeditionary force and Joint Task Force operations. The College educates its officers in the professional skills needed to function on the contemporary battlefield and with the knowledge necessary to place such operations within a larger national security context.

CURRICULUM

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: (1) The ancient Chinese theorist Sun Tzu will be paired with

Mao Tse Tung and taught after the World War Two class, because both these seminal thinkers are key to understanding the low intensity conflicts of the Cold War world; (2) 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. Those who successfully complete this course will be able 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.

- Study military history and analyze the manner in which the character of war has changed from one era to another, including the present.

The **Strategy and Policy** course examines the link between national military strategy and broader national security policy. Strategy and Policy takes as a starting point the recognition outlined in MCDP 1-1 that national strategy is "the art and science of developing and using political, economic, military, and informational powers. . .to secure the objectives of policy." Military strategy is necessarily subordinate to national security strategy and involves the art and science of using military force to achieve the objectives of national policy. As such, strategy broadly defined is the process of relating means and ends. Consequently, the course examines the means (tangible and intangible elements of power) at the disposal of policy makers. The course also examines the process by which national interests become articulated into the goals or ends of strategy. Because the use of military force is only one option among a menu of choices available to policy-makers, Strategy and Policy will provide an analytic framework that will enable students to evaluate the conditions under which military force is most likely to succeed. This course will enable students to:

- Compare relationships among national security interests, national

objectives, the nature of war, and the international security environment.

- Analyze how global and domestic institutions shape, influence, and constrain U.S. policy.

- Infer how national purpose, values, interests, objectives, and legal/ethical principles influence the formulation and conduct of policy.

- Analyze the principal participants and processes of U.S. national security policymaking and understand how strategy relates to policy.

- Evaluate the key elements of national power and be able to assess the utility, as well as the interrelationship among the elements, of national power.

- Formulate the essential elements of a military strategy and understand how national policy objectives are translated into national military strategy.

- Assess the nature of the threat to current U.S. national interests across the spectrum of conflict and evaluate various responses to those threats.

The **Operational Level of War** course studies operational warfare and campaigning. The course builds upon the material covered in previous courses on the Theory and Nature of War and the Strategy and Policy and in many respects is an extension of both. Sound operational planning relies upon sound theory; it is also subject to strategic guidance. The course is designed to enable students 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 doctrine as it relates to the systems, agencies, and command relationships involved in the conduct of operational planning and execution.

The second semester is titled **Warfighting . . . From the Sea** and includes **Warfighting,** the **Final Exercise**, and **Military Operations Other Than War**.

The goal of this course 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. At its conclusion, students will be able to:

- Comprehend the internal structure, functioning, capabilities, and limitations of all four elements of the MAGTF.

- Comprehend the MAGTF command and control system as it functions, internally and externally.

- Explain how the MAGTF connects with joint and multinational C^4I^2 systems and its relationship to doctrine for targeting and airspace management.

- Understand the concepts used by the MAGTF commander to employ aviation.

- Examine MAGTF combat service support (CSS) planning considerations in support of joint operations.

- Comprehend how the MAGTF commander sees and shapes battlespace employing the single battle concept.

- Comprehend the Marine Corps Planning processes and apply it in joint and multinational operational scenarios.

- Analyze the intelligence preparation of the battlespace (IPB) process and demonstrate an understanding of its relationship to operational planning.

- ♦ Understand the roles, missions, capabilities, limitations, and employment of the MAGTF in offensive and defensive operations.

- ♦ Analyze the role of the MAGTF in Operation Desert Shield/Storm.

- ♦ Understand the roles, missions, capabilities, limitations, and employment of the MAGTF in expeditionary operations.

- ♦ Comprehend how current Marine Corps doctrine for expeditionary, offensive, and defensive operations affects the other Services in joint and multinational operations.

- ♦ Evaluate the roles, missions, capabilities, limitations and employment of the MAGTF in joint and multinational operations.

- ♦ Comprehend the roles, functions, capabilities, and limitations of U.S. military forces and apply them in joint and multinational operational scenarios.

The 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, 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 component, MEF, MEF major subordinate command, 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.

The **Military Operations Other Than War** (MOOTW) course begins with a two-day block of lectures and seminar exploring the fundamentals of MOOTW as discussed by Clausewitz, Jomini, C. E. Callwell, and the writers of the USMC "Small Wars Manual." The first half of the course is organized around case studies that illustrate the development of post-1945

doctrine and practice in MOOTW: Malaya, Algeria, Vietnam, and Northern Ireland. The second half of the course has a more contemporary focus, dealing with the problems of peacekeeping, humanitarian operations, relations with non-governmental organizations, and trans-national threats. Students write one paper, analyzing a post-1945 operation in terms of the six principles of MOOTW developed in Joint Publication 3-07, *Joint Doctrine for Military Operations Other Than War*. At course end, students will be able to:

- Define and analyze the concept of MOOTW and its impact on Command and Staff students.

- Evaluate the potential for future MOOTW scenarios as a result of tribal, religious and ethnic conflicts.

- Evaluate the effectiveness of joint and multinational forces in UN peace operations.

- Comprehend the development of Small Wars and determine how they affected modern MOOTW strategy and doctrine.

- Analyze the Marine Corps' concept of Warfighting in unconventional combat.

- Comprehend the differences in strategy, operations and doctrine in MOOTW, as opposed to conventional mid-and high-intensity conflicts.

A 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, 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 AOC 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 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^4)

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 800 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.*

MMS PURPOSE: There are two purposes for the Master of Military Studies program. The first is to encourage the students to inquire deeply into an area of professional significance, academic importance, and personal interest. The second purpose is to improve the student's ability to conceive and execute an extended formal inquiry.

MASTER OF MILITARY STUDIES DEGREE

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 these requirements:

- 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 degree is available through the resident College course only.

EVALUATIONS

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.

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

There are six professional writing awards 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: $600 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, $600 check and certificate; second place, $400 check and 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 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, 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.