

# MARINE CORPS UNIVERSITY

Academic Year 2010 - 2011  
Catalog

## Past Marine Corps University Presidents



*Donald R. Gardner  
Major General (retired)  
2004-2009*



*Marvin T. Hopgood  
Brigadier General  
1995-1996*



*Thomas A. Benes  
Brigadier General  
2002-2004*



*Emil R. Bedard  
Brigadier General  
1994-1995*



*Leif H. Hendrickson  
Brigadier General  
2000-2002*



*Peter Pace  
Brigadier General  
1992-1994*



*James T. Conway  
Brigadier General  
1998-2000*



*James R. Davis  
Brigadier General  
1990-1992*



*Robert T. Blackman, Jr.  
Brigadier General  
1996-1998*



*Paul K. VanRiper  
Brigadier General  
1989-1990*



## A MESSAGE FROM THE PRESIDENT



Welcome to Marine Corps University and to the 2010-2011 Academic Year. We believe the next months will be both a challenging and rewarding experience for you, both professionally and personally. Although the curriculum is demanding we believe it will develop your abilities as a leader, a thinker and a problem solver. We will not tell you how to achieve these goals but through our “world class” faculty and staff, we will endeavor to create situations and opportunities for you to further develop and enhance those traits and skills you already possess.

While you spend this next year as a student, our Nation, your respective service and our allies remain in conflict with terrorism around the world. Take the time to think about this “contest” and what solutions you may develop or learn to be more effective when you “reengage” in this competition. This fight involves more than military capabilities but crosses diplomatic, economic, and most importantly, the area of information and ideas. Deepen your knowledge in all of these areas.

Again, welcome. Take advantage of this opportunity. Learn and share with your fellow students and our faculty. Commit to the task at hand. Always get better. The future is now! Best of luck.

Sincerely,

A handwritten signature in black ink that reads 'Robert B. Neller'.

Robert B. Neller  
Major General, USMC





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

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

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

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

**MARINE CORPS UNIVERSITY**  
2076 South Street  
Quantico, Virginia 22134

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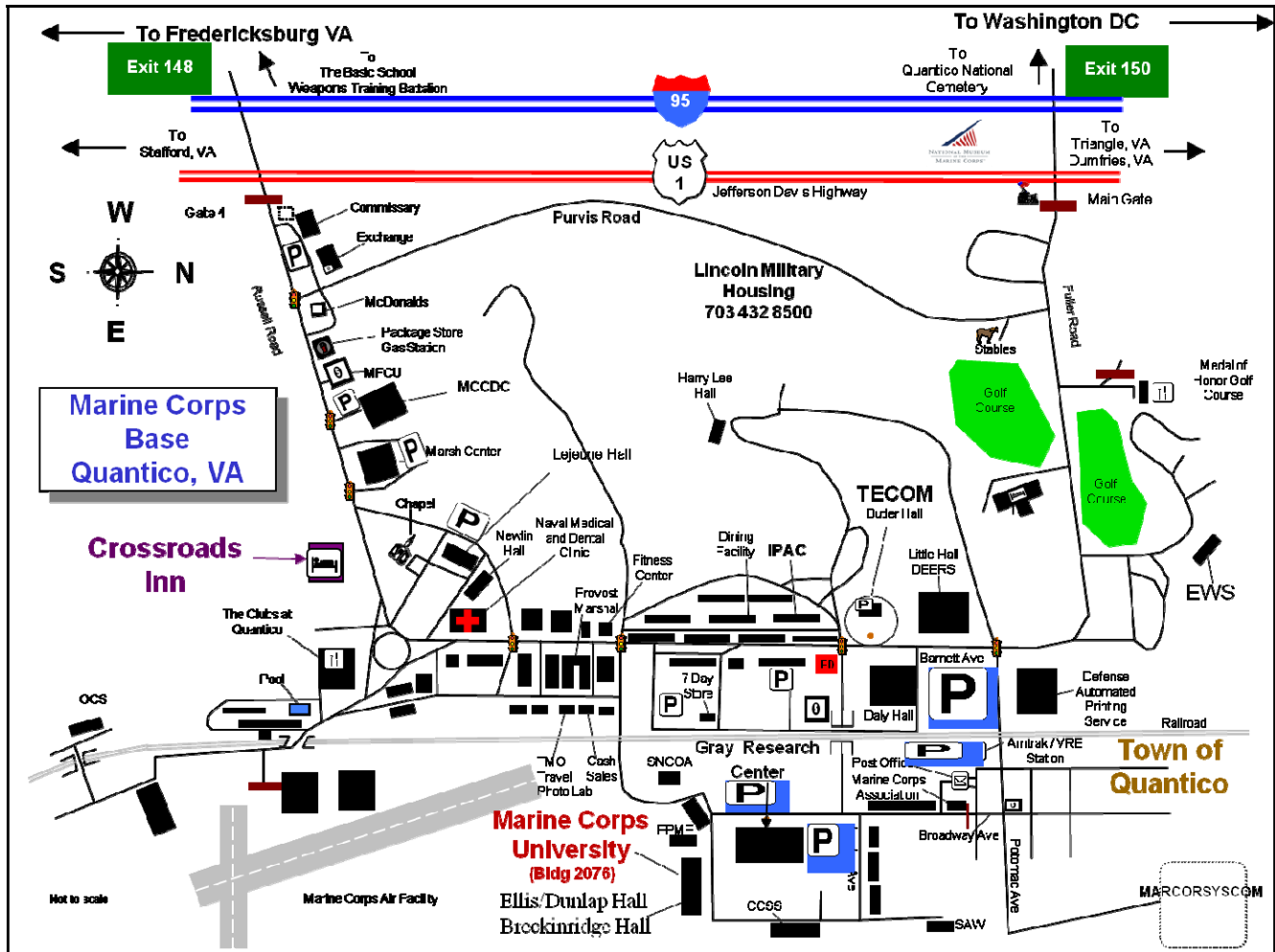
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# QUANTICO, VA



## Building

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



# MCU OVERVIEW

## MCU MISSION STATEMENT

Develop, deliver, and evaluate professional military education and training through resident and nonresident programs to prepare leaders to meet the challenges of the national security environment. Preserve, promote, and display the history and heritage of the Marine Corps.

## 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

The Marine Corps University develops the professional competence of its Marine, other service, international, and civilian students. As the Marine Corps proponent for professional military education, the University focuses on the development of leadership, warfighting, and staff operations skills of the nation's military forces through resident and nonresident learning programs. Graduates of its colleges and schools are prepared to perform with increased effectiveness in service, interagency, joint and multinational environments at the tactical, operational, and strategic levels of war, across the range of military operations. The goals of the University's Strategic Plan provide the foundation for the University's educational philosophy.

**GOAL 1:** Continue to improve programs that educationally challenge the student body and enable graduates to successfully perform subsequent assignments of increasing responsibility. (Academic Programs)

**GOAL 2:** Build an organizational structure that enhances learning by establishing an appropriate student and teacher ratio, building a dynamic headquarters and administrative support staff, and providing an environment that adequately promotes and fosters continuous learning, faculty and professional staff development, and personal enrichment. (Personnel and Organizational Structure)

**GOAL 3:** Leverage and integrate state-of-the-art information education technologies (IET) for curricula development, delivery, and management, including tactical software and hardware elements utilized by the Operating Forces for use in exercises and simulations, to provide students a relevant educational experience in the most effective and efficient manner. (Technology)

**GOAL 4:** Provide state-of-the-art facilities to promote student learning, as well as to promote the history and heritage of the Marine Corps. (Facilities)

**GOAL 5:** Strengthen the University's outreach, research, publishing, and conferencing capabilities in order to promote scholarship within the Marine Corps and impact perception, recruitment, retention, and policy. (Professional Scholarship and Outreach)

**GOAL 6:** Develop and Enhance PME opportunities by strengthening connections and support to the Operating Forces and the Civilian Marine Work Force. (Expanded and Enhanced PME Opportunities)

# DEGREE PROGRAMS

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

Master of Strategic Studies	(Marine Corps War College)
Master of Operational Studies	(School of Advanced Warfighting)
Master of Military Studies	(Command and Staff College)

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

MCWAR and Command and Staff College are accredited by the Department of Defense through the Process for Accreditation of Joint Education (PAJE) from the Chairman of the Joint Chiefs of Staff (CJCS). Each is measured against criteria standards, and specific JPME learning areas and objectives as defined in the governing instruction, 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 JPME Phase II program in January of 2009 and Command and Staff College's JPME Phase I accreditation was reaffirmed in September of 2008.

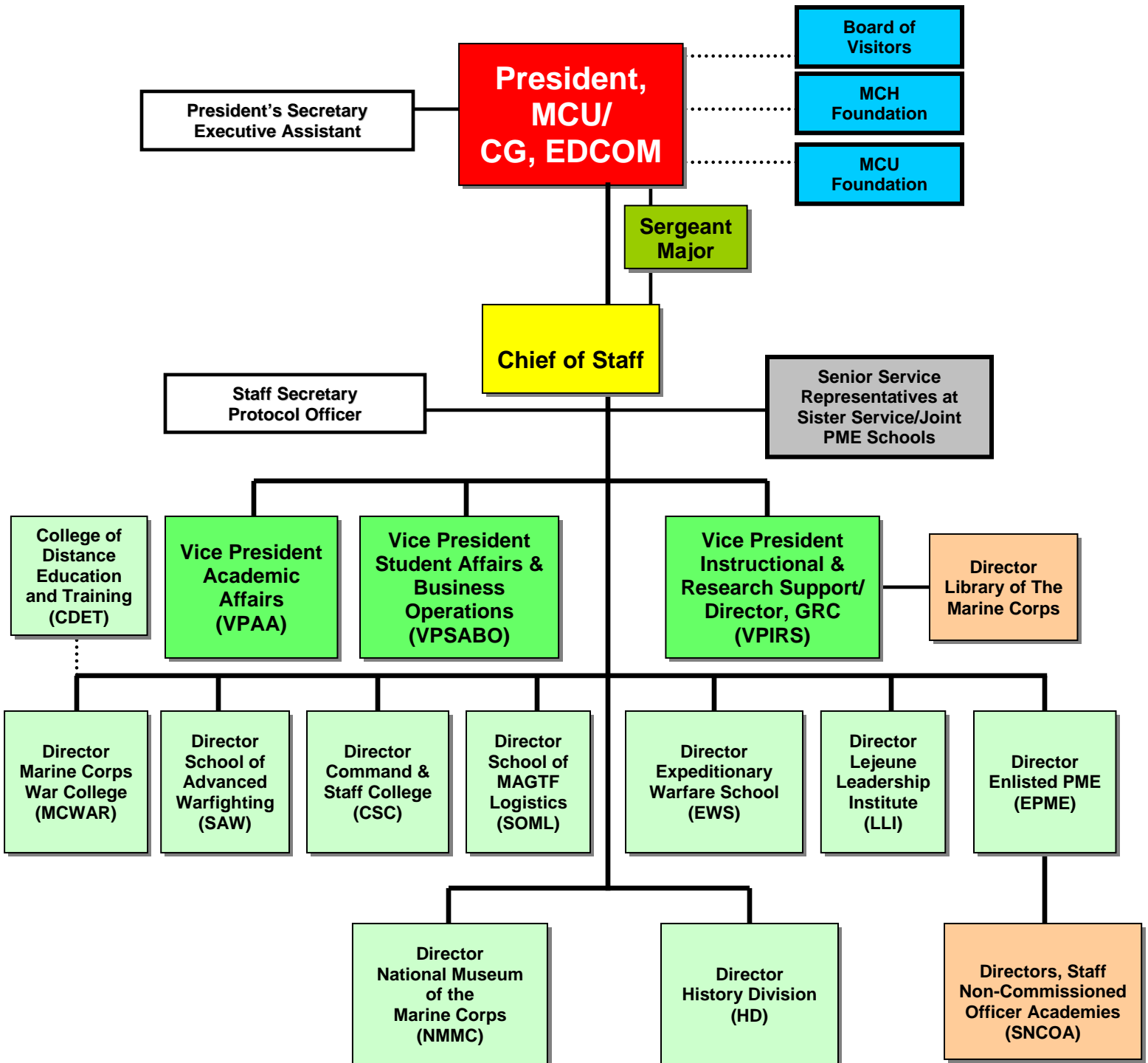
The Command and Staff College curriculum currently includes the first of the two-phased Joint Specialty Officer (JSO) education mandated by the Chairman of the Joint Chiefs of Staff. As a result, graduates of the College receive "JPME Phase I" qualification upon graduation. Command and Staff College is reaffirmed to confer JPME Phase I accreditation through 2014.

- National Military Capabilities and Command Structure, and Strategic Guidance
- Joint Doctrine and Concepts
- Joint and Multinational Forces at the Operational Level of War
- Joint Planning and Execution Processes
- Information Operations and Command and Control, and Battlespace Awareness

The Marine Corps War College transitioned from a JPME Phase I focus to a JPME Phase II focus during Academic Year 2005-2006. It is currently accredited to award JPME Phase II accreditation through September 2012. This program of joint instruction is described as "Joint Professional Military Education (JPME) Phase II" and addresses the seven primary learning areas identified in the Chairman of the Joint Chiefs of Staff Instruction Officer Professional Military Education Policy (OPMEP):

- National Security Strategy
- National Military Strategy and Organization
- Joint Warfare, Theater Strategy and Campaigning
- National and Joint Planning Systems and Processes
- Integration of Joint, Interagency, and Multinational Capabilities
- Information Operations, C2, and Battlespace Awareness
- Joint Strategic Leadership Development

# ORGANIZATIONAL CHART



# UNIVERSITY POLICIES

The following policies are described in more detail in Chapter 2 of the MCU EDCOM Staff Regulations:

## **Admission Requirements**

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 masters' degree programs. To be admitted to one of MCU's masters' degree programs, a student must meet individual college and school admissions requirements, hold a regionally or nationally accredited undergraduate degree, and meet English proficiency requirements.

## **Academic Integrity**

Academic integrity is a belief in academic honesty and an intolerance of acts of falsification, misrepresentation or deception. It is the standard at Marine Corps University for it rests upon an expectation that students and faculty will adhere to the core values and ethics embraced by the Marine Corps. Values such as honesty, trust, fairness, respect and responsibility form the basis of academic integrity. Honesty encourages a free exchange of ideas to achieve intellectual enlightenment. Trust fosters a willingness to engage collaboratively in the learning process, which involves sharing ideas in the quest for knowledge. Fairness is the foundation of educational inquiry. Respect allows for civility in public discourse. These values are fundamental elements sustaining the reputation and credibility of this institution's students and faculty, and the value of the education it delivers and the degrees it awards.

Components of academic integrity include:

- **Academic Honesty and Personal Integrity:** Students are expected to depict their educational credentials and professional backgrounds accurately and non-fraudulently. Student assignments are expected to be original efforts.
- **Collaboration:** Learning requires an exchange of ideas. Collaboration between students is essential to learning at MCU, and highly encouraged unless specifically prohibited for specific graded assignments.
- **Plagiarism:** Plagiarism is the presentation of another's writing or ideas as one's own without appropriate citation or credit. The misuse of another author's writings or ideas is unethical, academically dishonest, and will not be tolerated at MCU.

## **Academic Freedom**

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.

# UNIVERSITY POLICIES

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

- Freedom to teach, conduct research, and publish research findings
- Freedom to discuss in a classroom, any material or ideas relevant to the subject matter, as provided in the course objectives and learning outcomes
- 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, publication, 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. The faculty “owns” the curricula, and through a variety of processes within each school or college, the faculty is the primary engine through which MCU retains its curricula standards, quality, and relevance.

## **Sexual Harrassment / Equal Opportunity**

Sound leadership is the key to eliminating all forms of discrimination, and those in supervisory positions must foster an environment free of inappropriate behavior. All members of Marine Corps University will be treated fairly and with mutual respect. Sexual harassment is a form of discrimination that erodes morale and negatively impacts unit cohesion. Directors, supervisors, managers, and all others in leadership positions will neither tolerate nor fail to correct sexual harassment by their subordinates, nor will they allow the existence of hostile work environments. The impact of sexual harassment affects the individual through stress in the workplace, physical fitness, and retention. Sexual harassment affects the unit's productivity, readiness, and cohesion, and negatively impacts mission accomplishment. Sexual Harassment matters for military personnel will be handled in accordance with MCO 1000.9 and MCO P5354.1. This will be the standard, to include sister service personnel. If there is any conflict between the Marine Corps directive and a sister service directive, the sister service directive will take precedence. All civilian federal employees of Marine Corps University should contact their Human Resources



# UNIVERSITY POLICIES

and Organizational Management Employee Management Advisory Services Specialist to address all formal complaints related to sexual harassment and equal opportunity.

## Student Complaint Procedures

It is University policy to provide students with a procedure for questioning the application of any regulation, rule, requirement, or procedure as it applies to the individual student in his/her capacity as a student. All students have the right to make a written or oral complaint without fear of coercion, harassment, intimidation, or reprisal from the University or its personnel. Any interference with a University member's right to communicate a grievance/complaint or any attempt of reprisal against a University member who has communicated a grievance/complaint is prohibited. No faculty, staff member, or supervisor may suppress, or attempt to suppress another University member from initiating, writing, or forwarding a grievance. However, capricious charges made by a student against University personnel may make the student liable to charges under the Uniform Code of Military Justice or other action through appropriate federal statutes.

Specific references, guidance and procedures for filing a student complaint are described in detail in Chapter 2, Section 9 of the University Staff Regulations. All students wishing to file a complaint should review its provisions. In general, all military students have the right to use the procedures in Marine Corps Order 1700.23F (Request Mast) to formally address complaints. In addition, all students may raise complaints under MCU policy utilizing a four-step process.

- Step One. The student meets with the faculty advisor, instructor, or course director to attempt to resolve the issue at the lowest possible level of authority. This meeting should occur within ten working days of the issue in question.
- Step Two. If the issue cannot be resolved in Step One, the student has the option to submit a written complaint to the deputy director of the school or college within five working days of the conclusion of Step One. The Staff Regulations provide a format for the submission of a written complaint. The deputy director must meet with the student within three working days of receipt of the written complaint.
- Step Three. If the student is dissatisfied with the resolution of Step Two, he or she may submit the written complaint to the school or college director within five working days of the conclusion of Step Two. The director must meet with the student within three working days of receipt of the written complaint. If the issue involves the awarding of a grade, the decision of the director will be final.
- Step Four. As a final recourse, the student may file a petition for review to the President, Marine Corps University. This action may be taken if the student disagrees with the decision of the school director or alleges serious abuse of discretionary authority. If at all possible the President will address the complaint within ten working days.

These four steps ensure that the appropriate personnel will address the individual student complaints in a timely manner, and at the lowest possible level. Nothing in this policy precludes or limits a military member from exercising his or her right to request mast at any time.

# ACADEMIC CHAIRS AND SCHOLARS

MCU faculty is a unique blend of senior military officers and civilian professors. In addition to the permanent military faculty and Title 10 professors teaching at the University, several Service/Agency/MCUF sponsored Academic Chairs and Professors support MCU, providing expertise in military history, strategy, international relations, ethics and leadership, interagency operations, sister service operations, regional studies, cultural studies, terrorism, transformation, and the operational art of war.

## Service and Agency Academic Chairs

**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 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. Additionally, the Chair provides assessments, as appropriate, on the preparation of officers for joint duty. The Chair participates in curriculum reviews, maintaining currency 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 Chief of Staff of the Air Force General George C. Kenney Chair** provides an operational expert to liaise between Air Force officers assigned to the Marine Corps University and the various schools and colleges within the University. The Chair also interfaces with Sister Services to ensure the successful integration and application of Air Force doctrine and to enhance further understanding of the force enhancement/force multiplication capabilities of air and space power. The Chair serves as the senior mentor for the Air Force faculty members and students, ensuring they remain firmly connected with the Air Force while acting as air and space power ambassadors to their colleagues and classmates. The CSAF Chair is provided through an agreement between Headquarters, United States Air Force and the Marine Corps Combat Development Command.

**The Colonel Michael J. Godfrey Logistics Modernization Chair** develops initiatives for the professional military education of MCU students related to current logistics operations and emerging logistics concepts and strategies. The Chair serves in a non-resident capacity, advising curriculum developers, providing instruction, and serving as a military mentor for MCU students. In addition to faculty responsibilities, the Chair serves as a liaison between the Deputy Commandant, Installations and Logistics and MCU.

**The Defense Intelligence Agency Chair** was created to provide MCU students instruction in intelligence-related issues, including national U.S. intelligence collection, analysis, dissemination, and associated technology; foreign intelligence capabilities; DIA policy and procedures; and interagency support to military operations. The DIA Chair enhances the

## ACADEMIC CHAIRS AND SCHOLARS

interaction and mutual understanding between the DIA and the students and faculty of MCU, as well as contributing to the understanding of the interagency process within the U.S. Government. The Defense Intelligence Chair is maintained through a Memorandum of Agreement between the University and DIA.

**The Department of State Chair** acts as Advisor to the MCU President, faculty, and students; teaches within the Regional Studies component of MCWAR's curriculum; and delivers instruction in international affairs, foreign policy, and cross-cultural communication. The Chair enhances the interagency process within the U. S. Government by facilitating interaction and mutual understanding between the State Department and MCU, and by bringing senior officials and experts from all parts of government, the private sector, and think tanks to the University. The Department of State Chair is maintained through a Memorandum of Agreement between the University and the Department of State.

**The Lieutenant General Robert Eichelberger Army Chair** provides U. S. Army expertise to Marine Corps University and acts as military faculty within the Marine Corps War College. The Chair is named for General Eichelberger who, as the Commanding General of Eighth Army in the Pacific Theater during WWII, led that great fighting unit to over 50 successful amphibious operations, resulting in that unit being dubbed, "Amphibious Eighth!" In addition to faculty duties, the Chair is the senior Army advisor to the President of the Marine Corps University. The Chair is provided by agreement between Headquarters, U. S. Army and the Marine Corps Combat Development Command.

**The Special Operations Chair** was created to prepare MCU students to be successful participants in the execution of National Military Strategy with regards to special operations. The Chair, in conjunction with corresponding emphasis in the University's curricula, helps ensure that 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.

# ACADEMIC CHAIRS AND SCHOLARS

## MCU Academic Scholars

**The Professor of Advanced Operational Culture** provides Marine Corps University with a resident expert in cultural anthropology. The incumbent possesses the requisite background, education and experience in the fields of cultural anthropology, international relations, foreign languages, or regional studies to influence curriculum development relating to operational culture theory, principles and application. The Professor of Advanced Operational Culture assists MCU students in academic research projects related to operational culture and serves as a faculty member in general support of MCU and its schools, colleges, and programs.

**The Director of Middle East Studies** supports the University's Center for Strategic Studies by providing a resident scholar with expertise on Iran and the implications of Iranian policy for the region of SW Asia. The Director researches and publishes scholarly articles on Iran, including topics related to strategic assessments, regional security issues, diplomacy, alliance relations, technological and military developments, U.S. Policy, and the implications of developing issues for the USMC. In addition to scholarly research, the Director of Middle East Studies assists MCU students in academic research projects related to Iran and serves as a guest lecturer/seminar leader for the colleges and schools of the University.

**The Director of East Asian Studies** supports the University's Center for Strategic Studies by providing a resident scholar with expertise on China and its East Asian neighbors. The Director conducts scholarly research of events, policies, and programs related to China and East Asia, publishing the research results in scholarly journals and other venues to enhance DoD's knowledge and understanding of the area.

**Director of the Leadership Communication Skills Center** focuses on written and oral communication within MCU and provides support to MCU students, faculty, and staff in the process and assessment of effective written and oral communications. The Director participates in curriculum development and prepares and delivers instruction related to communication at all levels of MCU PME across the educational continuum, including facilitating a graduate-level master's paper program.

# ACADEMIC CHAIRS AND SCHOLARS

## **Marine Corps University Foundation supported Chairs and Scholars**

**The Donald Bren Chair of Innovation and Transformation** provides the University a non-resident scholar possessing significant experience and knowledge in innovative thinking, process reengineering, technology insertion, and organizational reform. The Chair teaches an elective course at the Command and Staff College and frequently lectures throughout the University on a wide range of topics to include: Combat Operations, Combat Leadership, Views of the Commander, and other professional military education and leadership topics. The Marine Corps University Foundation maintains 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 General Robert H. Barrow Distinguished Chair of Military Studies** provides Marine Corps University with a resident military historian, military practitioner, and strategic scholar. Established in July 2006, the Chair's primary teaching focus is an elective course at the Command and Staff College as a part of its Electives Program. As an experienced, retired Marine General Officer, the Chair is also engaged in various guest lecture, subject matter expert, panel, and seminar opportunities throughout the University. The Chair's experience is drawn upon in many different areas, to include: Information Operations, Public Affairs, Combat Leadership, Role of the Advisor, Women in the Military, and extensive Vietnam and Desert Storm combat operations insights and lessons learned topics.

**The Major General Matthew C. Horner Chair of Military Theory** is designed to provide MCU with 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 MCU, the Chair is charged with conducting significant and scholarly research towards the writing of 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 Matthew C. Horner.

**The Senior Fellow for Case Studies** is the in-house proponent of the case study methodology. Working with faculty members from all of the schools at the Marine Corps University, he demonstrates the case study methodology, develops instructional case studies, identifies opportunities for using the case study method, and assists others in developing case studies of their own.



# UNIVERSITY STAFF

## **President**

MajGen Robert B. Neller, USMC

## **Chief of Staff**

Col Paul L. Damren, USMC

## **Vice President, Academic Affairs**

Dr. Jerre W. Wilson, COL, USA (Ret)

## **Vice President, Student Affairs and Business Operations**

Col Darrell A. Browning, USMC (Ret)

## **Vice President, Instructional and Research Support Director, Gray Research Center**

Dr. Kurt A. Sanftleben

## **Sergeant Major**

SgtMaj William Skiles, USMC

## **Program Directors**

### **Senior Leader Development Program**

MajGen Robert B. Neller, USMC

### **Enlisted Professional Military Education**

Director: Col James J. Minick, USMC

Deputy Director: Mr. James Cohn

### **Marine Corps War College**

Director: Col Michael F. Belcher, USMC

Deputy Director: Dr. Robert J. Mahoney

### **School of MAGTF Logistics**

Director: LtCol Ty A. Simmons, USMC

Deputy Director: Maj Javier Vega, USMC

### **School of Advanced Warfighting**

LtCol David P. Casey, USMC

Deputy: LtCol Randall Hoffman, USMC

### **Lejeune Leadership Institute**

Dr. James I. Van Zummeren

Deputy: Ms. Dollie McCormick

### **Command and Staff College**

Col Thomas A. Gorry, USMC

Deputy: LtCol Sean P. O'Doherty, USMC

### **History Division**

Dr. Charles P. Neimeyer

Deputy: Mr. Paul J. Weber

### **Expeditionary Warfare School**

Col David L. Close, USMC

Deputy: LtCol John M. Butterworth, USMC

### **National Museum of the Marine Corps**

Director: Ms. Lin Ezell

Deputy: Mr. Charles Grow

### **College of Distance Education and Training**

Director, Col Terence Kerrigan, USMC (Ret)

Deputy Director, LtCol Timothy J. Devlin, USMC

## TERMINALLY DEGREED FACULTY

- Dr. D. F. Bittner**, LtCol, USMCR (Ret.), *Professor of Military History (CSC)*, Ph.D., M.A., and B.S. Ed., University of Missouri.
- Dr. R. B. Bruce**, *Associate Professor of Military History (CSC)*, Ph.D., Kansas State University; M.A. and B.G.S., University of Nebraska at Omaha
- Dr. A. C. Cobb**, *Professor of International Relations (CSC)*, Ph.D., University of Cambridge; M.A., Australian National University, B.A. Sydney University.
- Dr. R. L. DiNardo**, *Professor of National Security Affairs (CSC)*, M.Phil. & Ph.D., CUNY Graduate Center; B.A., Bernard Baruch College.
- Dr. E. J. Erickson**, *Associate Professor of Military History (CSC)*, Ph.D., University of Leeds, UK; M.A.T., Colgate University; M.Ed., Saint Lawrence University; B.S., Empire College, SUNY.
- Dr. P.D. Gelpi, Jr.**, *Associate Professor of Military History (CSC)*, Ph.D., University of Alabama; M.A. & B.A., University of New Orleans.
- Dr. J. W. Gordon**, Col., USMCR (Ret.), *Professor of National Security Affairs (CSC)*, Ph.D., & M.A., Duke University; B.A., The Citadel.
- Dr. B. Gudmundsson**, *Senior Fellow for Case Studies*, Ph.D., Oxford University, B.A., Yale College.
- Dr. C. C. Harmon**, *Major General Matthew C. Horner Chair of Military Theory*, Ph.D., 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. R. J. Johnson**, *Assistant Professor of National Security Affairs (CSC)*, Ph.D. and M.A., Georgetown University; B.A., University of Texas.
- Dr. W. R. Johnson**, Col, USAF (Ret.), *Professor of Military History (SAW)*, Ph.D., Florida State University; M.S., Troy State University; B.A., Southwest Texas State University.
- Dr. J. Lacey**, *Professor of Strategic Studies (MCWAR)*, Ph.D., Leeds University; B.A., The Citadel.
- Dr. R. J. Mahoney**, Col USAF (Ret.), *Dean of Academics/Deputy Director (MCWAR)*, Ph.D., George Washington University; M.S., Industrial College of the Armed Forces; M.A., Webster University; B.S., USAF Academy.
- Dr. F. H. Marlo**, *Assistant Professor of Strategic Studies (CSC)*, Ph.D. & M.A., Fletcher School of Law and Diplomacy, Boston, MA.; B.S., Georgetown University.
- Dr. C. D. McKenna**, LTC, USA (Ret), *CSC Dean of Academics (CSC)*, 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. W.M. Morgan**, *Professor of Strategic Studies (MCWAR)*, Ph.D. & M.A., Claremont Graduate University; B.A. Long Beach State University.
- Dr. E. C. O'Dowd**, *Director of East Asian Studies*, Ph.D., Princeton University; M.A., Old Dominion University; B.A., The Citadel.
- Dr. P. J. Otis**, *Professor of Security Studies (CSC)*, Ph.D. and M.A., University of Denver, M.A., University of Southern Colorado.
- Dr. J. F. Phillips**, *Associate Professor of Military History (CSC)*, Ph.D., University of North Carolina at Chapel Hill; M.L.A., Johns Hopkins University; B.A., University of North Carolina at Chapel Hill.

## TERMINALLY DEGREED FACULTY

- Dr. G. W. Rudd**, LTC, USA (Ret), *Professor of Strategic Studies (SAW)*, Ph.D. & M.A., Duke University; B.A., Virginia Polytechnic Institute.
- Dr. P. M. Scanlon**, *Director of the Leadership Communication Skills Center*, Ph.D., George Washington University, M.A., University of Oklahoma, B.A., University of Denver.
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- Dr. E. Shibuya**, *Associate Professor of Strategic Studies (CSC)*, Ph.D., Colorado State University, M.A., University of Oklahoma; B.A., University of Hawai'i.
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### **Professor Emeritus**

**Dr. John B. "Jack" Matthews**, Ph.D. & M.A., Washington State University, B.A, University of Notre Dame.

# BOARD OF VISITORS

The Board of Visitors was established when Congress provided for an advisory board in the 1995 Defense Authorization Act. The Board of Visitors is appointed by the Secretary of the Navy and meets semiannually to provide assistance and recommendations to the President.

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# MCU HISTORY

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

Efforts of the Marine Corps to give its personnel formal military schooling date back to 1891, when the School of Application was established as the first resident school for Marine officers. This school, becoming the Officers Training School in 1909, eventually relocated to Quantico immediately following America's entry into World War I where it became the nucleus of Marine officer instruction. Throughout the remainder of World War I, experienced veterans returning from France were employed to train those preparing to deploy.

World War I had demonstrated to Major General Lejeune the need for the education of Marines of all ranks. Gleaning valuable lessons from the experience of World War I, General Lejeune insisted adequate time be allotted for the study of weapons and their proper tactical employment. As a result, in the fall of 1919, the Marine Corps Officers Training School was opened at Quantico. Brigadier General Butler, realizing the importance of military education for the core of professional officers, continued General Lejeune's concepts by developing plans for two additional courses of instruction. The first, called the Field Officers Course, welcomed its first students in October 1920. The second, the Company Grade Officers Course, convened its first class in July 1921. These two courses, along with the basic Marine Corps Officer Training School, formed the foundation 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 re-designated Amphibious Warfare Senior and Junior Courses for Field Grade and Company Grade officers, respectively. The study and innovative actions at Quantico in the 1920s and 1930s led to the dramatic amphibious successes of World War II.

Due to manpower shortages during World War II, both Courses suspended classes. The students and staff assumed those duties necessary to support a quickly expanding Marine Corps. In 1943, an operationally oriented three month "Command and Staff Course" opened at Quantico based

# MCU HISTORY

on the need for school-trained, field grade officers with commensurate skills to serve in the Pacific Theater.

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

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

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

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

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

Recent events demonstrate how MCU has continued its impressive list of developments and accomplishments: In 1999, MCU was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award a Master's of Military Science degree for Command and Staff College; in 2001 MCU was accredited to award a Masters of Strategic Studies to graduating students of the Marine Corps War College; in 2003 MCU was accredited to award a Masters of Operational Studies to graduates of the School of Advanced Warfighting. In 2002, the Amphibious Warfare School and the Command and Control Systems Course merged to become the Expeditionary Warfare School; In 2003, the Logistics Instruction Branch was renamed the School of MAGTF Logistics (SOML) and the Senior Leader Development Program (SDLP) was created to manage General Officer education. The SDLP has since grown into the Lejeune Leadership Institute, responsible for the development of leadership programs for

# MCU HISTORY

In 2000, 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, the College of Continuing Education, renamed the College of Distance Education and Training, and, effective October 2010, SOML now report to the Commanding General of Training Command.

From a humble beginning arose a tradition of study and innovation that continues to this day. The University's focus, as Education Command, is clearly on the education of leaders in our Corps of Marines. In 2005 MCU's ability to award regionally accredited graduate degrees was reaffirmed by the Commission on Colleges of the Southern Association of Colleges and Schools, thereby attesting to the University's continued academic excellence in the realm of Professional Military Education.

# MARINE CORPS WAR COLLEGE



## **Mission**

*The mission of the Marine Corps War College is to educate selected senior officers and civilians for decision-making across the range of military operations in a joint, interagency, and multinational environment.*

## **Objective**

*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.*

## **Educational Philosophy**

The Marine Corps War College employs active adult teaching methods to provide a professional educational experience where students are accountable to both the faculty and their peers for their contribution. The small student body and low student-to-faculty ratio enhance this active learning experience. Instructional methods and techniques include extensive reading, seminars, formal and informal presentations, tutorials, 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 field study travel provides opportunities to meet with senior government and civilian leaders who share responsibility for formulating national policy and strategy. Integrated throughout the curriculum, such travel complements the five core courses of the curriculum. This travel provides a global perspective and framework upon which students can base their analysis, assessment, formulation, and application of national and military strategy.

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

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

Service Senior Level Colleges (SLC) focus on the development and application of military power in support of national objectives in a joint, interagency, intergovernmental, multinational environment. SLC subject matter is inherently joint; JPME at this level focuses on the immersion of students in that joint, interagency, intergovernmental and multinational environment and completes educational requirements for JQO nomination.

The Marine Corps War College achieved JPME Phase II certification during Academic Year 2005-2006 and was fully accredited in 2008-2009. This program of joint instruction addresses

# MARINE CORPS WAR COLLEGE

the six primary learning areas identified in the Chairman of the Joint Chiefs of Staff Instruction 1800.01D, Officer Professional Military Education Policy (OPMEP):

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

## Degree

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

## Program Goals

Overarching program goals of the College serve as a guideline for curriculum development and ensure the curriculum meets the needs of the Nation. These goals are:

- Provide a top-level education that forms an encompassing and pragmatic intellectual foundation from which to apply strategic, critical, and creative thinking and decision-making skills in the complex joint, interagency, and global environments.
- Analyze, evaluate, and apply the relationships among policy and strategy; political, diplomatic, informational, military, economic, cultural, and social forces; and the application of all forms of power within the global context of national security.
- Develop skills in the employment of joint, interagency, and multinational forces to achieve national objectives.

## Curriculum

<p>The Marine Corp War College's ten-month curriculum consists of:</p> <p>Economics</p> <p>Leadership and Ethics</p> <p>National Security and Joint Warfare</p> <p>Regional Studies</p> <p>War, Policy, and Strategy</p> <p>Independent Research Project</p>
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## Economics (3 Semester Hours)

Recognizing the growing significance of economics to global security, the College provides the students with an economics course that incorporates a brief view of fundamental macro-economic concepts, monetary and trade policy, acquisition challenges and globalization, topics particularly important to a full understanding of U.S. national interests and objectives. Included is a field study trip to the New York Stock Exchange, various financial centers, and the United Nations.

# MARINE CORPS WAR COLLEGE

## **Economics Learning Outcomes:**

- Apply fundamentals of monetary, fiscal, and trade policy.
- Analyze the impact of the global move to free market economies.
- Analyze the relationship between economic conditions and national security.
- Analyze the growing interdependence of the global economic environment and the impact of this interdependence on national power.

## **Leadership and Ethics (4 Semester Hours)**

MCWAR students study leadership in a fashion that also allows them greater mastery of leadership concepts, communications, decision-making, and ethics. Designed to expand on the solid leadership experience and education of senior-level students, the Leadership and Ethics course blends the study of theory with discussions with senior military and civilian practitioners of strategic leadership. The course begins with a study of complexity, critical, and creative thinking and decision-making tools. It then continues with seminars on the profession of arms, the ethical challenges confronting senior leaders in a complex strategic environment, collaborative decision-making, and strategic negotiations. The students also participate in a holistic Executive Leadership Feedback program conducted under the auspices of the Army War College, Carlisle, PA.

## **Leadership and Ethics Learning Outcomes:**

- Apply critical analysis skills to complex situations.
- Evaluate individual thought processes through systematic self-assessment.
- Contrast the creative thinking and creative problem solving methodology with the critical analysis methodology as viable approaches to complex situations.
- Analyze the differences in command and collaborative approaches of senior leaders in the joint, interagency and international environments.
- Analyze pertinent cultural contexts in order to operate and communicate effectively across cultural, joint, interagency and international environments.
- Evaluate the strategic ethical, legal and cultural issues confronted by strategic leaders.

## **National Security and Joint Warfare (16 Semester Hours)**

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. 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.

The National Security and Joint Warfare (NSJW) course is designed to develop an in-depth understanding of both the development of national security strategies and the execution of joint warfare. It begins with an in-depth study of the U.S. Constitution and the “American Way of War” and how that translates into our national security organization and the strategies, policies, and products developed in that system. The course focuses on the national security decision-

# MARINE CORPS WAR COLLEGE

making process, joint warfare, and the role of the military in national security. It incorporates visits to U.S.-based Combatant Commands and the use of case studies and exercises, including the multi-war college JLASS exercise, a capstone exercise with emphasis on interagency cooperation. NSJW also takes advantage of the College's proximity to the Greater Washington D.C. Metropolitan Area by traveling to the Pentagon, the State Department, Service and Interagency Headquarters, Capitol Hill, and various "Think-Tanks" to discuss topical issues with senior civilian, military, and government leaders.

## **NSJW Learning Outcomes:**

- Analyze relationships among the principal contributors to national security policy.
- Evaluate the formal governmental processes that contribute to the development of national security and defense policy.
- Apply joint and service warfare concepts and doctrine to strategic and operational planning.
- Evaluate the impact of current issues on national defense policy.

## **Regional Studies (10 Semester Hours)**

The Regional Studies course explores international relations and political, economic, social, and cultural factors in vital areas of the world to include Africa, Latin America, Europe, Asia-Pacific, and the Middle East. The program is integrated throughout the academic year and exploits the expertise of military leaders, visiting scholars, and many of America's and other nations' foremost civilian authorities to provide a multi-dimensional perspective for a deep analysis of U.S. global interests, regional policy objectives, and the complexities of formulating effective international strategies. Local visits include class trips to and seminars with, key personnel from the Greater Washington D.C. Metropolitan Area to include international diplomats, "Think Tanks", and the State Department. The keystone of the Regional Studies course is a robust international travel program which has included annual field study travel to visit with regional Combatant Commands and U.S. representatives and foreign dignitaries on three to four continents.

## **Regional Studies Learning Outcomes:**

- Analyze U.S. foreign policy in the context of national security.
- Synthesize strategies to protect and promote U.S. global interests in an increasingly globalized world.
- Analyze the impact of the use of U.S. forces on key regions of the world.
- Analyze causes of regional instability and conflict including an assessment of foreign military capabilities and intentions.
- Evaluate the risks and opportunities inherent in the relationships between the U.S. and foreign countries and their impact on U.S. policy.

## **War, Policy, and Strategy (5 Semester Hours)**

The War, Policy, and Strategy (WPS) course is about critical analysis and judgment primarily at the strategic level of war. It provides a study of the nature, theory, and conduct of war and emphasizes the relationship between moral and physical dynamics of war and between national

# MARINE CORPS WAR COLLEGE

military power and other elements of national power as factors contributing to national success or failure in war.

The course begins with a foundational in-depth look at the major theoreticians of western, eastern, and middle-eastern warfare. It uses historical case studies to develop and enhance the understanding of the “Clausewitzian” idea of warfare as a continuation of politics. The course then investigates the development of strategy using various models to include the alignment of ends, ways, and means. It continues with a study of the different levels of warfare by examining the continuum of peace and war.

## **War, Policy, and Strategy Learning Outcomes:**

- Apply traditional and non-traditional principles of war at the strategic and operational levels of war.
- Analyze national security policies, national military strategies, and associated theater campaigns and operations.
- Analyze the relationship between the components of national power (DIME) and the achievement of strategic end states.
- Analyze the impact of cultural, social, and political factors on the design, development, and execution of military strategy.

## **Independent Research Project (3 Semester Hours)**

A central element of the MCWAR curriculum is a year-long Independent Research Project (IRP), which provides a forum for developing, analyzing, and assessing an issue relevant to national policy and military strategy, culminating in a twenty page paper. This project reflects the student’s ability to research, organize, analyze, and effectively communicate through the written medium—skills essential to leadership. Students are also able to leverage this opportunity to participate in the Secretary of Defense National Security Essay Competition, the Chairman of the Joint Chief’s Strategic Essay Competition, and the Deputy Secretary of Defense Research program. Skills mastered throughout the year are employed when students present oral defenses of their projects at the conclusion of the academic year.

## **IRP Learning Outcomes:**

- Defend well-stated positions with clear logic and evidence.
- Develop scholarly, research-based written and oral projects.
- Derive research-based recommendations to address complex strategic issues.

## **Admissions Policy**

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



# MARINE CORPS WAR COLLEGE

## Admission Requirements

Eligibility prerequisites for the College are those regulations and requirements established by the military services to select students to attend a senior-level PME institution. Specific admissions prerequisites for the 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 Secret clearance that will not expire during the academic year.
- Passport: Possess an official business or diplomatic passport that will not expire during the academic year.
- Professional experience that will allow the student to interact in interagency discussions.
- Suitability for future service and increased responsibility. MCWAR expects that sponsoring agencies will select students who have demonstrated leadership, skill, and resourcefulness in difficult assignments, and have demonstrated sound performance in an academic environment.
- Marine Corps officers must meet PME requirements as identified in Marine Corps Order P1553.4B.
- A regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English. Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty. All international students are required to have achieved a TOEFL score of 540/213/80 prior to their selection.

## 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 war games and practical application exercises, which require individual and group military, planning, and briefing skills.
- Meet the physical fitness and height and weight requirements for their respective military service or Federal Government agency.
- Active participation in battlefield staff rides, which includes walking, hiking, and conducting on-site, oral briefs.

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

## Student Evaluation

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

# MARINE CORPS WAR COLLEGE

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.

## Student Body

School seats are based on allocations granted by the Commandant of the Marine Corps that support the mission of the College and reflect the requirements of the United States Marine Corp. Additionally, requirements support the JPME criteria set forth in the CJCS instruction 1800.01D, Officer Professional Military Education, and interagency agreements with Federal Government agencies.

U.S. Marine Corps Officers	9
U.S. Navy Officers	3
U.S. Coast Guard Officers	1
U.S. Air Force Officers	4
U.S. Army Officers	3
International Officers	3
U.S. Federal Government Civilians	<u>5</u>
TOTAL	28



MCWAR Class of 2010

**Direct all inquiries to:**  
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FAX: (703) 784-2384  
[www.mcu.usmc.mil/mcwar](http://www.mcu.usmc.mil/mcwar)

# SCHOOL OF ADVANCED WARFIGHTING



## **Mission**

*The School of Advanced Warfighting (SAW) provides a follow-on, graduate-level professional military education for selected field grade officers who have completed the Marine Corps Command and Staff College, sister service Intermediate Level School (ILS) programs, or non-resident ILS programs. Building upon the experience of ILS, SAW broadens and deepens the education of selected officers in preparation for high impact MEF / Corps level or higher planning billets at the service and joint level through rigorous development of decision-making and problem solving skills at the operational and theater strategic level of war.*

## **Educational Philosophy**

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

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

## **Degree**

Graduates receive a regionally accredited Master of Operational Studies (MOS) degree.

## **Program Goals**

The School’s intent is to concentrate – in selected field grade officers – decision-making and complex problem solving experience at the operational level of war using historical and contemporary issues as a framework and a building-block approach.

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.

# SCHOOL OF ADVANCED WARFIGHTING

## Curriculum

The School of Advanced Warfighting's eleven-month curriculum consists of:  
Foundations of the Operational Art  
Operational Planning  
Future Warfighting

### Foundations of the Operational Art (Op-Art)

The Op-Art course examines the art and science of war at the operational level. Op-Art sets and achieves intermediate goals that lead to the attainment of a "campaign" goal. The campaign goal is the "what" to be achieved and operational art is the "how." The campaign goal is set by strategy. Operational art focuses on the employment, arrangement, and synchronization of joint forces in terms of time, space, and purpose. This course, therefore, explores the principal issues surrounding and informing thinking and decision-making as they contribute to achieving campaign goals in support of strategic objectives. The emphasis of this course is on the thoughtful integration of theory and evidence and the development of critical analytical skills. The methodology employed is a case-study approach, informed by theory and doctrine.

#### Learning Outcomes:

- Analyze the influence of key American national values on contemporary military institutions.
- Analyze the relationship between the political and military goals of a military organization in terms of how it prepares for and conducts war.
- Evaluate the impact of operational command structure on the preparation for and conduct of joint and combined military campaigns.
- Examine the implications for operational planners and commanders of "People's War" and "Insurgency" as recurring forms of conflict.
- Assess the impact of local/regional culture on military campaigns and operations.

### Operational Planning

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. Additionally, recognizing that learning is reinforced through the requirement to teach, 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, the class visits several battlefields of the 1864 Virginia Campaign; in the winter, the class travels to several European battlefields; and in the spring, the class travels to the Asia-Pacific region.

Students thoroughly study the operational issues of each campaign beforehand in order to

# SCHOOL OF ADVANCED WARFIGHTING

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 to better see inside the minds of the decision makers.

## **Learning Outcomes:**

- Evaluate the impact of the actual terrain and local conditions on the conduct of military operations and campaigns.
- Develop operational level mission analyses, concepts of operations, and MEF-level operations orders.
- Assess the effectiveness of various historical and conceptual methodologies for campaign design and operational-level decision-making.
- Synthesize the inputs, processes, and outputs of the Marine Corps Planning Process and other planning/design methods in developing operational orders.

## **Future Warfighting**

Future Warfighting deals with the importance of recognizing the eventuality of existing paradigms losing their relevance under the pressure of changing conditions. While several lessons under the Operational Art offer illustrative evidence of “future war past” and how change has been confronted, this course also provides the students with readings on, and exposure to, existing agencies and institutions and their efforts to anticipate and prepare for the future. In conjunction with these sub courses, 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.

## **Learning Outcomes:**

- Evaluate how military organizations innovate, adapt, and change.
- Evaluate the nature of innovation and the changing character of war.
- Assess the likely implications for a military organization when basic tenets of that organization change.
- Analyze the impact of regional cultural and political elements on the employment of (future) military forces.

## **Admissions Policy**

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

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

# SCHOOL OF ADVANCED WARFIGHTING

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

## **Deadline:**

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

## **Selection:**

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

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

## **Admission Requirements**

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

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

- Active duty, reserve, or international military officer.
- Grade: A promoted O-4 (Major/LCDR) and must not have previously failed selection for O-5. A Marine officer must not be a selected or promoted Lieutenant Colonel at the time of application to SAW. If in zone for selection at the time of application to SAW, failure for selection to Lieutenant Colonel terminates SAW eligibility.
- Marine Corps officers must meet O-4 PME requirements as identified in the USMC PME Order (MCO P1553.4B). 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 Distance Education and Training (CDET) regional coordinator certifies that the applicant can reasonably complete the 8800 series program no later than two months prior to commencement of the upcoming academic year.
- Security Clearance: For U.S. officers, a SECRET clearance that will not expire during the academic year. USMC officers must have or be eligible to obtain a

# SCHOOL OF ADVANCED WARFIGHTING

Top Secret/Special Compartmentalized Information (TS/SCI) clearance for post-graduation assignments.

- Approval from service personnel assignment section.
- Professional experience that will allow the student to interact in discussions involving the operational level of war and ensure suitability for future assignments involving significant responsibilities, including selection for and command at the O-5 level.
- SAW battlefield staff rides require international travel and applicants are encouraged to possess a current passport prior to commencement of the academic year.
- Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty.
- A regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English.

## **Physical and Skill requirements**

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

## **Student Evaluation**

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

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

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

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

# SCHOOL OF ADVANCED WARFIGHTING

Oral communication is enhanced through a series of formal briefings and frequent, less formal contributions in seminar. The intent of the latter is to require students to offer well-organized comments that reflect intellectual synthesis and effectively contribute to seminar discussions.

The SAW faculty evaluates written and oral requirements using guidelines developed and approved by the University.

## **Student Body**

Quotas to each 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	20
U. S. Navy Officers	1
U. S. Army Officers	1
U. S. Air Force Officers	2
International Military Officers	2

TOTAL 26

## **Organization**

The Director of SAW is typically a USMC Colonel who is a SAW graduate, post-battalion/squadron command, and has attended top level school. He is assisted in his responsibilities by a Deputy Director with the same academic and leadership credential's who will, for the express purpose of program continuity, become the Director the following academic year. SAW also has three civilian faculty members, a civilian administrative program manager, and an active duty Marine.

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

School of Advanced Warfighting  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
(703) 784-6800  
(703) 784-5121

[www.mcu.usmc.mil/Pages/SAW.aspx](http://www.mcu.usmc.mil/Pages/SAW.aspx)



# COMMAND AND STAFF COLLEGE



## **Mission**

*Informed by the study of history and culture, CSC educates and trains its joint, multinational, and interagency professionals in order to produce skilled warfighting leaders able to overcome diverse 21st century security challenges.*

## **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 written and oral communication skills. The purpose of this effort is to build the student's ability to communicate effectively in a variety of situations. 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.

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

Command and Staff College is accredited by the Department of Defense through the Process for Accreditation of Joint Education (PAJE) from the Chairman of the Joint Chiefs of Staff (CJCS). Command and Staff College was last accredited, as a Phase I course, in 2008. The Command and Staff College curriculum includes the first of the two-phased Joint Specialty Officer (JSO) education mandated by the Chairman of the Joint Chiefs of Staff. As a result, graduates of the College receive "JPME Phase I" qualification upon graduation. Six primary learning areas constitute the JPME Phase I program:

# COMMAND AND STAFF COLLEGE

- Area 1: National Military Capabilities and Command Structure, and Strategic Guidance
- Area 2: Joint Doctrine and Concepts
- Area 3: Joint and Multinational Forces at the Operational Level of War
- Area 4: Joint Planning and Execution Processes
- Area 5: Joint Command and Control
- Area 6: Joint Operational Leadership

## **Degree**

Command and Staff College offers students the option of completing the requirements for a regionally accredited Master of Military Studies (MMS) degree accredited by The Commission on Colleges of the Southern Association of Colleges and Schools.

There are two ways a resident College student may seek graduate credit hours. One is to be accepted into, and complete the work for, the *Master of Military Studies Program*. The President of Marine Corps University grants this degree. The MMS program at CSC is voluntary and is open to all qualified students, to include International Officers. In addition to the course requirements of CSC, MMS candidates will also complete an analytical paper and pass an oral defense administered by a committee of two faculty members.

A second possibility for graduate credit is transferring Command and Staff College credits to another college or university. The number of transferable hours varies according to (1) the graduate program itself, and (2) the determination of the receiving college or university.

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.

## **Program Goals**

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

- 1) Graduates are proficient in their war-time professional responsibilities to plan military operations and lead military units within joint, interagency, and multinational environments.
- 2) Graduates value the importance of cultural considerations in military operations and appropriately apply such considerations when planning and executing operations throughout the spectrum of conflict.
- 3) Graduates consider a wide array of theoretical constructs and historical examples when conceptualizing and planning military operations.

# COMMAND AND STAFF COLLEGE

## Curriculum

The Command and Staff College's ten-month curriculum consists of:  
Warfighting . . . from the Sea (WFTS)  
Culture and Interagency Operations (CIAO)  
Operational Art (Op-Art)  
Leadership Course

### **Warfighting...from the Sea (WFTS)**

The purpose of the WFTS line of operation is to enhance the warfighting abilities of the students within the framework of joint and Marine Air-Ground Task Force (MAGTF) doctrine and in a joint, multinational, and interagency environment. The curriculum is designed with an understanding that graduates of the college must be equally adept in their ability to think creatively, reason critically, and act decisively. The course is focused on a specific set of learning outcomes and on the more general "recurring themes" that apply to all aspects of the CSC curriculum. Broadly speaking, the course is designed to enhance a student's ability to: 1) conceptualize and develop solutions to complex operational problems; 2) understand planning and execution methodologies within the framework of joint and MAGTF doctrine; 3) coordinate and apply a broad array of capabilities and resources that yield desired effects across the spectrum and levels of conflict; and 4) analyze contemporary issues and emergent challenges facing today's military professionals. The course seeks to achieve these objectives through a combination of seminar-based blocks of instruction and practical application exercises.

The focus on planning is a recurring theme throughout the academic year. The first planning experience introduces the Marine Corps Planning Process (MCP) and is designed to educate students, using a combination of lecture and practical application, on the Marine Corps' doctrinal planning process. This initial exposure to planning incorporates a Marine Expeditionary Brigade (MEB) amphibious scenario and establishes the intellectual framework for subsequent exercises. The subsequent series of exercises employ a building block approach and examine a variety of problems such as traditional combined arms applications at the Marine Expeditionary Force (MEF) level, Domestic Support to Civil Authority, and counterinsurgency campaign planning. Collectively, these exercises address a variety of conventional, irregular, and catastrophic threats while enhancing the students' ability to plan integrated MAGTF operations in a joint, interagency and multinational environment.

#### **Learning Outcomes:**

- Conceptualize solutions that create the military conditions necessary for strategic success for challenges generated at the strategic, operational, and tactical levels of war.
- Analyze doctrinal concepts that inform the employment of joint and MAGTF resources throughout the spectrum of crisis and conflict.
- Formulate an operational plan using the Marine Corps Planning Process.
- Employ the MAGTF throughout the spectrum of crisis and conflict, maximizing both lethal and non-lethal effects in a joint and/or multinational context.
- Discuss emerging and non-traditional concepts that are shaping the character of contemporary joint and multinational warfare.

# COMMAND AND STAFF COLLEGE

- Assess the impact of cultural issues throughout the planning and execution of military operations.
- Integrate interagency organizations into the planning and execution of military operations.
- Apply lessons learned from history to the planning and execution of military operations.

Students will be evaluated through a combination of written requirements and contributions made during seminars and exercises. Written assignments range from one page professional papers to 20+ page operation orders and campaign plans.

## **Culture and Interagency Operations (CIAO)**

The Culture and Interagency Operations (CIAO) Course is designed to improve our students' ability to understand and analyze regional cultures and the interagency components of national and international governments at the operational level of war.

The course is also structured to develop students' critical thinking and their understanding of small wars, peace operations, multinational operations, and strategy and policy. The primary vehicle in accomplishing the course's mission is the use of case studies. The CIAO course begins with a series of case studies, extending from the founding of the United States through the modern day, then focuses more particularly on three key regions of the world: Latin America, Asia and the Middle East. In addition, students have the opportunity to take elective courses which focus either on specific cultural regions or on specific aspects of interagency operations.

The course's educational objectives focus on the elements of national power, the structure and functioning of national power, peace and humanitarian operations, interagency operations, conflict termination, the ethnic and religious component to conflict, irregular warfare, and the complex relationships between social, political, ideological, and economic elements of war.

### **Learning Outcomes:**

- Analyze the impact of foreign culture in relation to confronting contemporary security challenges.
- Analyze interagency operations in terms of the employment of all instruments of national power.
- Evaluate the nature of insurgency and terrorism and the methods for combating them.
- Explain the process by which policy and strategic decisions are made and how the process is integrated with decisions made at the operational level of war.

Students will be evaluated by several written requirements and the contributions made during seminar. Written assignments range from one-page professional papers to a five page analytical essay.

# COMMAND AND STAFF COLLEGE

## **Operational Art (Op-Art)**

The Operational Art (Op Art) course examines the art and science of war at the operational level. Operational art sets and achieves intermediate goals that lead to the attainment of a “campaign” goal. The campaign goal is the “what” to be achieved and operational art is the “how.” Strategy determines the campaign goal.

The operational art focuses on the employment, arrangement, and synchronization of joint forces in terms of time, space, and purpose. Therefore, the Op Art course explores the principal issues surrounding and informing thinking and decision-making as they contribute to achieving campaign goals in support of strategic objectives. The emphasis of this course is on the thoughtful integration of theory and evidence and the development of critical analytical skills. The methodology employed is a case-study approach, informed by theory and doctrine.

Within the Op Art course, students will gain a solid foundation in the art of war at the operational level. They will gain an understanding of the relationship between strategic objectives, campaigns, and the operational art. They will develop an appreciation of the operational art in context of joint and multi-national operations; conventional and unconventional warfare; theory and doctrine; planning and campaign design; intelligence; logistics; and professional military education. In the Op Art course, students will explore historical campaigns and evaluate those campaigns in terms of their success or failure in light of current joint warfighting concepts.

### **Learning Outcomes:**

- Analyze campaigns and the operational art of warfare.
- Discuss the linkages among strategy, operations and tactics that inform and shape campaign planning and design.
- Explain the link between ends and means in strategy, operations and tactics.

Students will be evaluated by several written requirements and the contributions they make during seminar. Written assignments range from a one-page information paper to a ten-page joint campaign analysis paper.

## **Leadership Course**

The Leadership course provides leadership education to improve the abilities of Field Grade Officers to articulate, apply, and integrate Marine Air Ground Task Force (MAGTF) capabilities in joint, multi-national, coalition, and interagency environments. This program will be embedded throughout all blocks of instruction with particular emphasis placed on leading change, thinking creatively, developing subordinates, building consensus, making operational decisions, establishing command relations, and establishing command climates.

In the continuum of leadership development, this program will attempt to better define specific roles and responsibilities that challenge field grade officers on today’s battlefield. It is intended to provide the students with improved tools to enhance their warfighting capabilities.

Foreign language training is included within the Leadership course and is tied to the Negotiation Exercise. Students will participate in a week-long survival-level language course in Modern

# COMMAND AND STAFF COLLEGE

Standard Arabic, French, Dari, Pashto, or Chinese, immediately followed by the Negotiation Exercise.

During this exercise, students will be expected to introduce themselves and engage in appropriate, polite conversation in their assigned language before continuing their negotiations through an interpreter.

The leadership program objectives will be embedded throughout the Culture and Interagency Operations, Operational Art, and Warfighting Courses. For specific educational objectives that are not tailored to those blocks, discrete instruction will be offered and aligned appropriately.

## **Learning Outcomes:**

- Discuss various methodologies for establishing a combat-ready, professional command.
- Discuss the ethical and legal dimensions of warfighting leadership in a cross-cultural environment.
- Negotiate in a cross-cultural environment.
- Examine the differences and balance among Information Operations, Strategic Communications, and Public Affairs.
- Discuss methods to develop subordinate leaders.
- Analyze ethical, legal, and cultural issues within operational military leadership scenarios.
- Execute leadership decision-making skills associated with the operational level of warfare.
- Speak formally and informally, employing rhetorical strategies suited to the audience and occasion.

## **Admission Policy**

Admission to the Marine Corps Command and Staff College (CSC) is based on allocations granted by the Commandant of the Marine Corps. The CSC Admissions Policy supports the mission and purpose of the College and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy. The CSC student body consists of three distinct student populations: U.S. military officers, international military officers, and Federal Government civilian employees. Invitation, nomination, and admission to the College vary by student type: U.S. military officers are admitted through their services' selection assignment processes; international officers and Federal Government civilian employees are admitted through an invitational nomination/approval process.

Student nominations for the Command and Staff College are processed as follows:

- 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.

# COMMAND AND STAFF COLLEGE

- Foreign military student nominations are provided by those countries invited to participate in a professional military officer education exchange program sponsored by the Department of Defense. This program includes not only attendance at the Command and Staff College, but also participation in an American Culture Field Studies Program for which special lectures, trips, and social activities are scheduled throughout the academic year. Background on students nominated under this program must be submitted to the College by 1 July for the succeeding academic year which begins in August.
- Civilian, U.S. Federal Government employee nominations are to be processed by the nominating agency's training office with a letter providing background information on the individuals forwarded to the Director, Command and Staff College, for final review and approval. Nomination letters must be received by 1 April for the succeeding academic year which begins in July/August. Note: Civilian agencies are responsible for any and all expenses associated with any special needs for their personnel attending CSC, e.g., medical, handicap requirements, etc. Since this is a U.S. Military institution, all attendees must meet the physical requirements for deployable military personnel or bear the expense for any exceptions.

## **Admission Requirements**

General admission requirements for the Command and Staff College include:

- Grade: O-4 (Major/LCDR) for military officers; GS/GM-12/13 for Federal Government civilian employees.
- Security Clearance: U.S. applicants require a Secret clearance that will not expire during the academic year.
- Undergraduate degree: All U.S. officers and civilians must have an undergraduate degree from an accredited college or university.
- Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty.
- A career record that demonstrates proven leadership and management successes with a potential to serve in future positions of increased responsibility.
- Marine Corps officers must meet O-3 PME requirements as identified in the USMC PME Order (MCO P1553.4A).
- Federal Government civilian employees are required to have an undergraduate degree from an accredited college or university and operational experience that will enhance the educational interaction between military and interagency students (operational experience includes intelligence or security related positions at overseas posts, national or international intelligence or law enforcement positions, or agency liaison officer positions serving with U.S. or international military organizations).
- International Military Officers must meet English proficiency requirements with a minimum score of 80 on the Defense Language Institute's English Comprehension Level (ECL) test.

# COMMAND AND STAFF COLLEGE

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*. Admission to the College's Master of Military Studies Program is limited to those officers who also meet the following requirements:

- The applicant must hold a regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent) and must submit an official transcript to the Marine Corps University (MCU) Registrar by the designated date.
- International officers must take, prior to arrival at CSC, the Test of English as a Foreign Language (TOEFL) and obtain a score of 560 Paper-Based Test (PBT), 220 Computer-Based Test (CBT) or 83 Internet-based Test (iBT). Official paperwork with the test scores must be submitted to the MCU Registrar.
- The applicant must, at the time of application, have signatures of concurrence from both conference group faculty advisors.
- The applicant must meet the prescribed deadlines for progress on all MMS requirements.
- Candidates, including International Officers, must earn at least a grade of "B" for all Command and Staff College courses, including electives.

## **Learning Outcomes for MMS:**

- Analyze appropriate research sources to support written projects.
- Formulate reasoned, well organized oral and written arguments.

## **Physical and Skill Requirements:**

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

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

## **Student Evaluation**

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



# COMMAND AND STAFF COLLEGE

solution/answer. In the case of the MMS paper, students will be evaluated on both the paper itself and an oral defense addressing the content of the paper.

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

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

## Student Body

School seats are based on allocations granted by the Commandant of the Marine Corps which support the mission/purpose of the College and reflect the requirements of the United States Marine Corps; the joint/multinational education criteria 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	106
U.S. Navy and Coast Guard Officers	25
U.S. Army, Army Reserve and Army National Guard Officers	16
U.S. Air Force Officers & Air National Guard	14
International Military Officers	26
Civilians, U.S. Federal Government	12
<u>TOTAL</u>	<u>199</u>

### **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 (Operations), or (703) 784-1120 (Admin Office)  
FAX: (703) 784-2628  
[www.mcu.usmc.mil/Pages/CSC.aspx](http://www.mcu.usmc.mil/Pages/CSC.aspx)

# EXPEDITIONARY WARFARE SCHOOL

## Mission

*Expeditionary Warfare School provides career-level, professional military education and training to select officers in order to prepare them to serve as commanders and staff officers in the operating forces.*



## Educational Philosophy

EWS was formed for Academic Year 2003 by merging Amphibious Warfare School and the Command and Control Systems Course. EWS challenges students to think critically by providing them with a firm doctrinal foundation, augmented with the exchange of practical experiences and reinforced with extensive practical application and numerous practical exercises. The majority of learning occurs in the conference group, which consists of approximately 16 captains of various MOSs, military services and nationalities. Each conference group is mentored by a seasoned major, who acts as the captains' Faculty Advisor (FACAD). Throughout the academic year, each FACAD guides the learning process, monitors and evaluates the student's progress and challenges the student to broaden their education and professional competence.

## Program Goals

- Serve at company level commands or as a MAGTF staff officer up to and including the Marine Expeditionary Brigade.
- Understand the function and employment of each element of the MAGTF along with its command and control architecture according to the Marine Corps doctrine.
- While operating at the tactical level, integrate combined arms, the warfighting functions, principles of war, maneuver warfare doctrine and cultural factors across the range of military operations.
- Lead subordinates within the framework of ethical and legal principles.
- Plan amphibious or shore-based expeditionary operations in a joint environment across the range of military operations.
- Understand the nature and character of war through the study of the theory of warfare, military history and current Marine Corps doctrine.
- At the tactical level, lead an operational planning team using the Marine Corps Planning Process (MCP) and the Rapid Response Planning Process (R2P2).
- Apply critical thinking skills and express ideas clearly, both verbally and in writing.

## Curriculum

Expeditionary Warfare School is a career-level school that provides Marine Captains Professional Military Education and oversees their Professional Military Training in Command and Control, Marine Air Ground Task Force (MAGTF) Operations Ashore, and Naval Expeditionary Operations, Professional Studies and the Occupational Field Expansion Course (OFEC).

The curriculum is based on the core competencies of the Training and Education Command's training and education continuum. This education and training enables the captains to command

# EXPEDITIONARY WARFARE SCHOOL

or serve as primary staff officers in their Military Occupational Specialty (MOS), integrate the capabilities resident within their element of the MAGTF, integrate their element within the greater MAGTF, and understand the functions of the other elements of the MAGTF.

## **Command and Control.**

C2 is the initial course of instruction. In this course, the student is introduced and instructed in command and control theory and doctrine and introduced to the doctrinal decision-making process. Additionally, enduring principles, such as the theory and nature of war, are discussed in the context of the warfighting functions and Maneuver Warfare.

The C2 course of instruction begins with the introduction of Warfighting. The subsequent sub-courses within C2 include the following: C2 theory and doctrine, the Marine Corps Planning Process (MCP), Information Management (IM), C2 systems, and Information Operations. The method of instruction includes a combination of assigned readings from Marine Corps Doctrinal Publications (MCDP) 1-6, Marine Corps Warfighting Publications (MCWP), Marine Corps Reference Publications (MCRP), Joint Publications, self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, guest speakers, discussions, tactical decision exercises (TDEs), and practical exercises (PE). Course requirements include participation in seminars and practical exercises, a test at the conclusion of the warfighting and information management sub-course, and a practical application test at the conclusion of the MCP sub-course.

At the conclusion of the C2 portion of the curriculum, the student should possess a sound comprehension of the nature of war, the warfighting functions, and Maneuver Warfare. Also, the student should be grounded in the art and science of C2, IM, and IO as they relate to an operations center, planning, and the commander's decision-making process. In addition, the student should possess a thorough understanding of the doctrinal application of MCP.

## **Learning Outcomes:**

- Relate the nature and theory of war to the Marine Corps doctrine of Maneuver Warfare.
- Explain command and control of the MAGTF.
- Develop a tactical plan for the employment of a MAGTF afloat and ashore, using the Marine Corps Planning Process.
- Explain Information Management theory and doctrine as it relates to command and control of a MAGTF.
- Discuss the role of a MAGTF in a Joint Task Force (JTF).
- Describe the role of the Marine Corps within the joint, interagency, and multinational operating environment.
- Produce MAGTF Information Operations (IO) plans during combined arms offensive, defensive, and Phase IV operations.

## **MAGTF Operations Ashore**

MAGTF Operations Ashore is the second major course of instruction which builds on the foundations taught in C2 and centers on the enduring concepts, such as task organization, the single-battle concept, combined arms, integration and doctrinal employment generic to all sized MAGTFs. The MAGTF Operations Ashore course is divided into separate sub-courses that

# EXPEDITIONARY WARFARE SCHOOL

introduce each element of the MAGTF: the Command Element (CE), the Aviation Combat Element (ACE), the Ground Combat Element (GCE) and the Logistics Combat Element (LCE).

During the MAGTF Operations Ashore course the resources, doctrinal concepts, and warfighting capabilities associated with each element of the MAGTF are taught initially as a stand-alone element, then as part of a task-organized, synergistic MAGTF. The course also provides detailed instruction on the integration of the MAGTF's Major Subordinate Elements (MSE) within combined arms offensive, defensive, and support operations.

Common themes throughout the MAGTF Operations Ashore segment are the single-battle and combined arms concepts, IM and IO. The method of instruction includes a combination of assigned readings from doctrinal publications, lectures, seminars, discussions and tactical decision exercises. MAGTF Operation Ashore utilizes the "Pleasant Dancer" sequential PE and Barbary Dreadnaught PE as collaborative exercises to evaluate the students' comprehension and ability to apply the fundamentals taught during MAGTF Operations Ashore. During these planning exercises the students rotate through numerous MAGTF department billets, in and out of their MOS, to expose them to the full spectrum of the MAGTF. Each student is evaluated on their performance during each PE. At the conclusion of each sub-course of MAGTF Operations Ashore there is an associated test/marked requirement to further evaluate a student's comprehension of the material taught.

Additionally, within MAGTF Operations Ashore is the Current Operating Environment (COE) package. The purpose of this package is to focus the student's education on issues that are prevalent in the current operating environment. Students are introduced to Limited Contingency Operations. The COE sub-course emphasizes the enduring nature of the doctrinal themes and their applicability in current operations. The method of instruction includes a combination of assigned readings from doctrinal publications, lectures, seminars, discussions, and a capstone counter insurgency practical exercise.

At the conclusion of MAGTF Operations Ashore, the student possesses a robust understanding of the capabilities and limitations of a MAGTF and its MSEs. Ultimately, this knowledge will contribute to the student's ability to integrate the elements to create a synergistic effect.

## **Learning Outcomes:**

- Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.
- Execute a plan that integrates the MAGTF's major subordinate elements during combined arms offensive, defensive, and Phase IV operations.
- Produce an Information Management (IM) plan that supports the planning process and the commander's decision-making process.
- Execute leadership decision-making in a tactical scenario.
- Produce tactical plans in support of expeditionary operations that incorporate considerations of cultural factors.

## **Naval Expeditionary Operations**

The third major segment of the EWS curriculum is Naval Expeditionary Operations. Building

# EXPEDITIONARY WARFARE SCHOOL

upon the knowledge acquired from the previous courses of instruction, this portion of the curriculum addresses the role of the Marine Corps as an expeditionary force, specifically as part of a larger naval or Joint operation. This includes the MAGTF in amphibious operations and Maritime Prepositioned Force (MPF) operations.

The Naval Expeditionary Operations course of instruction develops proficiency in the Marine Corps' core competencies: expeditionary readiness, MAGTF combined-arms operations, expeditionary operations, sea-based operations and forcible entry from the sea. Naval Expeditionary Operations contains five sub-courses: Expeditionary Operations Foundations, The Landing Plan, Marine Expeditionary Unit (MEU) Operations, and Prepositioned Deployments. The method of instruction includes a combination of assigned readings from doctrinal publications, the use of Interactive Media Instruction, lectures, seminars, discussions, tactical decision exercises, and practical exercises.

Throughout Naval Expeditionary Operations, students are evaluated during several practical exercises, four short answer tests and a capstone planning exercise. At the conclusion of this course, the student should possess a comprehensive understanding of MEU, amphibious, and MPF operations. Furthermore, the student should be capable of planning and executing naval expeditionary operations.

## **Learning Outcomes:**

- Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- Produce a plan to accomplish an assigned MEU mission utilizing the Rapid Response Planning Process (R2P2).
- Explain the roles and responsibilities of the MAGTF, the Navy component, and the Joint community throughout a Maritime Pre-positioning Force operation.

## **Professional Studies**

Professional Studies, the fourth major segment in the curriculum, consists of the following sub-courses: Leadership & Ethics, Professional Communications, and Operational Culture. These sub-courses are interwoven throughout the syllabus and have a dual nature as stand alone periods of instruction and reinforcement to other portions of the curriculum.

***Leadership and Ethics.*** The goal of this sub-course is to develop the student's ability to design a strategy for developing a subordinate's leadership. Additionally, it is designed to inspire the student to lead within a framework of ethical values. Throughout the academic year the program demonstrates the challenges of leadership across the spectrum of conflict. Course requirements include the development of a leadership strategy for subordinates.

***Professional Communications.*** The goal of the Professional Communications program is to prepare students to communicate effectively in their occupational roles – initially as commanders and, subsequently, as staff and executive officers. To this end, this course of instruction focuses on developing critical thinking skills in concert with effective oral and written forms of communication. Although this course exists primarily to support other portions of the curriculum, such as written requirements in the command and control and MAGTF operations

# EXPEDITIONARY WARFARE SCHOOL

ashore segments, students are also required to submit a terminal (argumentative) contemporary issues research paper, or a decision paper.

***Operational Culture.*** This sub-course provides a foundation in understanding and analyzing culture, gives an historical perspective of Middle Eastern culture, and examines the COE from a cultural perspective in order to develop students capable of operating in a cross-cultural environment by mapping and understanding the human terrain as skillfully as they analyze and navigate physical terrain.

## **Learning Outcomes:**

- Analyze historical case studies, battlefield studies, and contemporary military issues.
- Analyze tactical military leadership and decision-making.
- Discuss the impact of cultural factors on the conduct of military operations.
- Discuss the ethical, legal, and cultural issues confronted by military leaders.
- Discuss the importance of character based leadership in establishing a command climate that develops subordinates.
- Prepare written military correspondence using proper grammar, format, and style.
- Analyze arguments and positions, both orally and in writing.
- Deliver effective oral presentations.

## **Occupational Field Expansion Course (OFEC)**

The purpose of this fifth portion of the curriculum is to prepare the student to command and/or to operate as a staff officer within the student's MOS and element of the MAGTF. OFEC is divided into two sessions, one in the fall and one in the spring.

The fall OFEC session is two-weeks in length and focuses on improving the student's depth of knowledge within the individual student's MOS and also to broaden the student's knowledge within their element of the MAGTF. The spring OFEC session is ten-weeks in length and concentrates on further developing the student's MOS proficiency with continued specific education and the introduction of practical application. In contrast to the fall OFEC, the spring OFEC contains a combined arms portion addressing fire support coordination, urban warfare and includes the Tactical MAGTF Integration Course (TMIC). TMIC will certify all GCE officers as Operations and Tactics Instructors and allow them to serve as operation officers within the Operating Forces.

## **Capstone Exercises**

MAGTF Operations Ashore and Naval Expeditionary Operations conduct Marine Expeditionary Brigade-level capstone exercises that incorporate the EWS program outcomes, course outcomes, and associated educational objectives. These school wide exercises include the use of collaborative tools and C2 systems resident in the MAGTF.

## **International Military Student Program**

In addition to the academic curriculum, all international military students (IMS) will be given the opportunity to participate in the Marine Corps Field Studies Program (FSP). The FSP is

# EXPEDITIONARY WARFARE SCHOOL

designed to familiarize the IMS with the responsibilities of governments, militaries, and citizens to protect, preserve, and respect the rights of every individual. The FSP is also specifically designed to provide the IMS with awareness and functional understanding of internationally recognized human rights and the American democratic way of life. A two-week orientation course, which is not part of the academic program, precedes the resident EWS course, and includes an English language component.

## **Admission Policy**

The EWS Admissions Policy supports the mission and purpose of EWS 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. Invitation, nomination, and admission to the school vary by student. U.S. military officers are admitted through their services' selection/assignment processes and international officers are admitted through an invitational nomination/approval process.

## **Student Evaluation**

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

## **Policy**

The school ensures testing instruments evaluate each educational objective. Instructors use the results of evaluations to regularly counsel students on their progress and to make appropriate revisions to instructional materials.

## **Standard Evaluation Instruments**

Student performance is evaluated on a 100-point system. A minimum score of a 75 is necessary to successfully complete graded requirements and graduate.

(1) Communication Program. Students are evaluated by their faculty advisors and the communication instructors for their ability to express themselves effectively both orally and in writing. Communication is evaluated in terms of content, critical thinking, organization, format/delivery, grammar & mechanics, and word choice.

(2) Marked Requirements. There are various marked requirements throughout the academic year. They consist of a series of questions requiring narrative answers or a graphic portrayal of solutions on worksheets, 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 FACAD with a narrative summary of observations on the Student Performance Report form. Non-standard evaluations will be provided on a student's contribution as a seminar member, performance in OFEC, and performance during practical PEs, war games, and simulations.

## **Unsatisfactory Grades**

The remediation of a student who fails a particular subject area is the responsibility of the FACAD. The FACAD ensures that appropriate remedial instruction, direction, and guidance are provided. Students who do not attain a passing grade in a remedial evolution may be referred to

# EXPEDITIONARY WARFARE SCHOOL

the Deputy Director. The Deputy Director determines whether or not to convene a Student Performance Evaluation Board to consider the matter and make recommendations to the Director regarding the student.

## **Fitness Reports**

In accordance with the current edition of MCO P1610.7, academic fitness reports are prepared on all USMC students at the end of the school year by their FACAD. Reports on other service students are submitted on the forms 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.

## **Student Body**

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

Quotas for admission to the EWS are currently distributed as follows:

U.S. Marine Corps Officers:	190
U.S. Navy:	3
U.S. Army & Army National Guard Officers:	22
U.S. Air Force Officers & Air National Guard:	6
International Military Officers:	22
Civilians, U.S. Federal Government:	0
<u>TOTAL</u>	<u>243</u>

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

Expeditionary Warfare School  
Marine Corps University  
2077 Geiger Road

Quantico, Virginia 22134-5068

Phone: (703) 784-1864/2536 (Administrative Office)

FAX: (703) 784-2582

[www.mcu.usmc.mil/Pages/EWS.aspx](http://www.mcu.usmc.mil/Pages/EWS.aspx)



# ENLISTED PROFESSIONAL MILITARY EDUCATION

## Mission



*The Enlisted Professional Military Education branch provides progressive educational opportunities to improve leadership, critical thinking capability and sound tactical skills for enlisted Marines throughout their careers. Our goal is to provide Marine Corps enlisted leaders with current operational information while emphasizing the Marine Corps' time-honored traditions. This education is designed to maximize the enlisted leader's ability to contribute to the warfighting capabilities of their units and provide excellent leadership to our younger Marines. Our approach uses formal resident courses as well as distant education programs.*

## Educational Philosophy

PME is designed to foster continual professional development of Marines. The focus of PME is to develop professional competence in leadership and warfighting skills at every operational level across the spectrum of operations.

## Program Goals

- Provide an environment conducive to academic and experiential learning facilitated by the best-trained faculty and staff possible.
- Provide the student with the highest quality education, geared toward tactical thinking, leadership, and mentoring, directly linked to the current and next higher grade.
- Enable students to successfully meet the demands of current operating environments by observing past strategies and tactics.
- Improve student communication skills through a variety of academic, practical, and performance applications facilitated by civilian and military faculty.
- Continue to develop curricula to support current and future Marine Corps Doctrine.

## Curriculum

### The Sergeants Course

**Prerequisites.** Nominees must be in a full-duty status, possess the required uniforms, and meet Marine Corps fitness and body composition standards. Marines must have the minimum of one year of obligated service upon completion of the Sergeants Course. Completion of the Sergeants Distance Education Program (8000, 8010, 8010A or 8010B MCI series) is required prior to attending the the resident course.

The course content focuses on enhancing the leadership qualities required to discharge the duties and responsibilities of a Marine sergeant. The Sergeants Course curriculum focuses on leadership and squad level activities to enhance operational and warfighting capabilities of the Marine sergeant.

The course is administered six times a year for Marines in the regular component and twice a year for the Marine Force Reserves. The course is comprised of 33 training days for the regular component and 12 training days for the reserve component. Each class covers a variety of academic subjects facilitated by civilian and military instructors as well as guest lecturers. The

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Sergeants Course culminates with a field exercise and a student-led mess night. The course contains the following content areas:

- Organization of the 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.** Nominees must be in a full-duty status, possess all required uniforms, and meet Marine Corps fitness and body composition standards. Marines must have the minimum of one year of obligated service upon completion of the Career Course. The Career Course Distance Education Program (7100, 8100 or 8100A MCI series) is required prior to attending the resident course.

The course goal is to provide professional military education for staff sergeants or staff sergeant selects. The course curriculum focuses on enhancing leadership competencies required to discharge the duties and responsibilities of a staff noncommissioned officer in the Marine Corps. The end-state is accomplished by addressing core knowledge, skills, and abilities to support operational and warfighting excellence. The course is administered six times a year for Marines in the regular component and once a year for the Marine Force Reserves. The curriculum consists of 33 training days for the regular component and 12 training days for the reserve component. Each class covers a variety of academic subjects facilitated by civilian and military instructors as well as guest lecturers. The Career Course culminates with a field exercise and a student-led Mess Night or Dining Out. The course contains the following content areas:

- Military Training - Company Drill, Public Speaking, Physical Training, Uniforms, Administration, and Mentors in Violence Prevention
- Leadership and Counseling
- Weapons Employment
- Warfighting Skills and Tactics
- Tactical Communications
- Effective Written Communications
- Military Justice – Law of Warfare, Lawful Search and Seizure, Preliminary Inquiries

## The Advanced Course

**Prerequisites.** Nominees must be gunnery sergeants or gunnery sergeant selectees. Nominees must be in a full-duty status, possess the required uniforms, and meet Marine Corps fitness and body composition standards. Marines must have a minimum of one year of obligated service upon completion of the Advanced Course. The Advanced Course Distance Education Program (7200 or 8200 MCI series) is required prior to acceptance into the resident course.

The Advanced Course curriculum focuses on leadership, warfighting skills, command staff

# ENLISTED PROFESSIONAL MILITARY EDUCATION

functions, and effective communications. The student is provided with insight into the amplified responsibilities of the Marine gunnery sergeant over subordinate leaders, Marines, operations, and the command climate. The course is administered six times a year for Marines in the regular component and once per year for the Marine Force Reserve. The curriculum consists of 33 training days for the regular component and 12 training days for the reserve component. Each class covers a variety of academic subjects facilitated by civilian and military instructors, as well as guest lectures. The Advanced Course culminates with a combat operation center exercise and a professional dinner. The course contains the following content areas:

- Leadership and Counseling
- Effective Communications and Military Briefs, Military Training - Drill, Ceremonies, Administration, Physical Training Management, Military Justice
- Supporting Arms and Tactics
- Maneuver Warfare and Battle Studies
- Combat Service Support
- Command Post Operations and Rear Area Security
- Student-conducted site-specific battle studies
- Unit Training Management

## **The Senior Enlisted Professional Military Education (SEPME) Course**

**Prerequisites.** Nominees must be master sergeants, first sergeants, master gunnery sergeants or sergeants major. Nominees must be in a full-duty status, possess the required uniforms, and meet Marine Corps fitness and body composition standards. Attendees must also have an active secret clearance validated in the Joint Personnel Adjudication System. Marines must have a minimum of two years of obligated service upon completion of the SEPME Course and completed the Joint Forces Staff College's Senior Enlisted Joint PME Course (accessible at <http://www.jfsc.ndu.mil>). Additionally, attendees who are first sergeants must have attended the First Sergeants Course.

The SEPME Course is designed to equip Marines in the grades of master sergeant through sergeant major with critical thinking and adaptability skills necessary to function up to the operational level of war. Completion of the course provides commanders with senior enlisted Marines who are knowledgeable in the core areas of MAGTF command and logistics, the Marine Corps Planning Process, C4I, communications and administration, thereby enhancing their ability to act independently as enlisted assistants to commanders in all administrative, technical and tactical requirements of the organization. The course is administered five times per year at Quantico, Va.

## **Student Evaluation**

The SNCOA emphasizes high academic standards comparable to those used at commissioned officer schools. All students must maintain a grade point average of 80 percent or risk academic disenrollment. Students are evaluated through a combination of comprehensive examinations and performance evaluations.

## **Student Body**

The student body consists of enlisted Marines in the ranks of sergeant through sergeant major/master gunnery sergeant across the spectrum of Marine Corps military occupational

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specialties.

## Organization

The Enlisted Professional Military Education Curriculum Branch, located at Marine Corps University, is responsible for developing and managing the curriculum content of the:

- Command Sponsored Corporals Course
- Sergeants Course
- Career Course
- Advanced Course
- Senior Enlisted Professional Military Education Course;

and assists in the development and facilitation of the:

- First Sergeants Course
- First Sergeant/Master Sergeant Regional Seminars via regional SNCO Academies

## Contact Information:

<b>EPME:</b>	<b>DSN</b>	<b>Commercial</b>
Director	378-5261	(703) 432-5261
Deputy Director	378-5262	(703) 432-5262
Operations	378-5263	(703) 432-5263
Director, Senior Enlisted Course	378-5276	(703) 432-5276
Curriculum Branch	278-4018/19	(703) 784-4018/4019
	Fax	(703) 784-1150

## Staff Noncommissioned Officer Academies' Points of Contact

	<b>DSN</b>	<b>Commercial</b>		<b>DSN</b>	<b>Commercial</b>
<b><u>Quantico, VA</u></b>			<b><u>Camp Pendleton, CA</u></b>		
Director	278-3138	(703) 784-3138	Director	365-4077	(760) 725-4077
Deputy Director	278-3246	(703) 784-3246	Deputy Director	365-4590	(760) 725-4590
Academics Chief	278-6503	(703) 784-6503	Academics Chief	361-0217	(760) 763-0217

<b><u>Camp Lejeune, NC</u></b>			<b><u>Twentynine Palms, CA</u></b>		
Director	751-1941	(910) 450-1941	Director	230-6265	(760) 830-6220
Deputy Director	751-1945	(910) 450-1945	Academics Chief	230-6260	(760) 830-6222
Academics Chief	751-1947	(910) 450-1947			

<b><u>MCB, Hawaii</u></b>		
Director	457-2600	(808) 257-2600
Deputy Director	457-1338	(808) 257-1338
Academics Chief	457-5619	(808) 257-5619

### **Okinawa, Japan**

Director	315-623-4912	011 (81) 611-723-4912
Deputy Director	315-623-4970	011 (81) 611-723-4970
Academics Chief	315-623-4916	011 (81) 611-723-4916

<http://www.mcu.usmc.mil/enlistedPME/default.aspx>

# THE SCHOOL OF MAGTF LOGISTICS



## **Mission**

*The School of MAGTF Logistics (SOML) develops, delivers, and evaluates logistics education for the Marine Corps, and manages the logistics education continuum in order to increase the combat effectiveness of Marine Corps operating forces, Marine Forces Reserve, the supporting establishment, and Headquarters Marine Corps.*

## **Program Goals**

To provide professional military education for Marine Corps logisticians 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, interagency, and multinational environment.

## **Joint Logistics Education**

SOML also coordinates logistics courses with other services. Specifically, SOML manages the quotas and funding for the two-week Joint Course on Logistics conducted at the U.S. Army Logistics Management College (ALMC), Fort Lee, Virginia. Students should be mid-level managers, active duty and reserve component military (O4-O5), warrant officers (CWO3-5), senior noncommissioned officers (E8-9), and civilian (GS-12 through GS/GM 14) 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).

Additionally, SOML coordinates quotas for the two-week Multinational Logistics Course at Ft Lee, Virginia. This program is for active or reserve military (Maj-LtCol), or civilians GS 12-14. Priority must go to those assigned to or enroute to a position that requires multinational logistics knowledge.

## **Curriculum**

The following courses are conducted by SOML: Tactical Logistics Operations Course (TLOC), Advanced Logistics Operations Course (ALOC), and Marine Corps Logistics Education Program (MCLEP). Additionally, SOML coordinates Marine Corps quotas for the following programs: Logistics and Technology (LOGTECH) Executive, Advanced, and MS Program; the Joint Course on Logistics (JCL); and the Multinational Logistics Course (MNC). The courses cover the broad spectrum of tactical, operational, and strategic level logistics curriculum.

## **Tactical Logistics Operations Course (TLOC)**

TLOC is a three-week course that provides career-level logistics education to prepare Marine Corps officers (WO-CWO3, 1stLt, Capt), Staff Noncommissioned Officers (GySgt), and civilian logisticians (GS09-12), for logistics command and staff duties within the Marine Corps and the Department of Defense.

The course focus is on tactical-level logistics operations in order to prepare logisticians to assume active roles within the Marine Air Ground Task Force (MAGTF). The course is conducted in Quantico, VA.

# THE SCHOOL OF MAGTF LOGISTICS

The course provides tactical-level logistics curriculum that includes doctrine; Tactics, Techniques, and Procedures (TTP) from MAGTF operations; logistics modernization; emerging concepts, and application of the Marine Corps Planning Process with a logistics emphasis. The course fosters critical thinking and exchange of ideas regarding Marine Corps tactical-level logistics issues, concepts, and doctrine between students, faculty, and guest speakers. Experts from throughout the Marine Corps, the Department of Defense, and the private sector present classroom instruction.

The intent of the curriculum is to broaden student understanding of tactical-level logistics in the Marine Corps. It also provides a conceptual framework for the understanding and practice of effective tactical-level logistics; educates students in the relationships between, and complexities associated with the tactical, operational, and strategic 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 is a four-week course that provides intermediate logistics education to prepare Marine Corps officers (LtCol, Maj, Capt (LDO), CWO3-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 focus is on operational and strategic level logistics operations and concepts in order to prepare logisticians to assume active roles throughout all elements and echelons of the MAGTF, at Marine component commands, or in the joint, interagency, and multinational environments. The course is conducted aboard MCB Quantico, VA.

ALOC coursework is focused on the flow of logistics through the operational-level logistic system which incorporates forward and intermediate support basing, prepositioning programs, host nation support, common user support, arrival and assembly support, theater distribution systems, and the command and control inherent to the Marine Logistics Command. ALOC coursework has been phased across the six primary functions of operational-level logistics (Force Closure, Theater Distribution, Arrival and Assembly, Sustainment, Intratheater Lift, and Reconstitution and Redeployment) as well as phases concentrating on “Joint-Interagency-Multinational Logistics,” “Logistics Advocacy & Modernization,” the “Marine Corps Planning Process,” “DoD/HQMC Programs & Processes,” and “Leadership.”

The curriculum requires each student to have an established foundation in tactical-level logistics, and recognize the tactical, operational, and strategic levels of logistics function as a coordinated whole. In this regard, the course places emphasis on how the Marine Expeditionary Force conducts tactical-level logistics, interfaces with operational-level logistics units and organizations, and how joint staffs and services address strategic logistics issues. Subject matter experts are drawn from the Marine Corps, other services, and throughout the Department of Defense, to present classroom instruction, mentorship, leadership, and interactive dialogue.

# THE SCHOOL OF MAGTF LOGISTICS

The intent of the curriculum is to broaden student understanding of operational-level logistics and the relationships to tactical and strategic logistics functions 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 as a framework to build a sustainable logistics system; and assesses the logistics core capabilities necessary to generate, deploy, and sustain a MAGTF.

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

MCLEP is offered in a two-week resident course and a one-week non-resident course, both of which provide intermediate logistics education to prepare Marine Corps officers (LtCol, Maj, CWO3-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.

MCLEP is coordinated among SOML, Headquarters Marine Corps, and a civilian academic institution to study and evaluate proven and emerging commercial and military supply chain management concepts and practices in order to facilitate Marine Corps Logistics Modernization, and to increase the effectiveness of Marine Corps and Department of Defense logisticians.

## **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. LOGTECH achieves this mission through a series of integrated and sustained opportunities for exchanges between the military, private sector and academic logistics communities with a one-week executive level logistics course that takes place at Chapel Hill, North Carolina. The LOGTECH Executive program is for General Officers and Senior Executive Service (SES) (O-6 by exception). The LOGTECH Advanced program is for Major through Colonel, and GS 13-15.

LOGTECH also offers a funded non-resident MS program at Syracuse University for Marine and civilian logisticians. It is a custom designed program for emerging military and private sector leaders who seek to further develop their general business and logistics expertise.

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

Director, School of MAGTF Logistics  
Marine Corps University  
2076 South Street

Quantico, Virginia 22134-5068

Phone: (703) 784-6839 / 5860 / 5861 (DSN prefix is 278)

FAX: 703-784-6842

[www.mcu.usmc.mil/Pages/SchoolOfMAGTFLogistic.aspx](http://www.mcu.usmc.mil/Pages/SchoolOfMAGTFLogistic.aspx)

# THE COLLEGE OF DISTANCE EDUCATION AND TRAINING



## **Mission**

*The mission of the College of Distance Education and Training (CDET) is to design, develop, deliver, evaluate, and manage distance learning products, programs, and resources across the training and education continuum, in order to increase operational readiness. As the service-level advocate and resource sponsor for all Marine Corps distance learning, the CDET applies distance learning strategies across the entire Marine Corps Training and Education Continuum, from entry-level training to career-long Professional Military Education (PME).*

A key part of CDET's mission is providing access to current and relevant PME to Marine Corps officers. To accomplish this, the Command and Staff College Distance Education Program (CSCDEP) and Expeditionary Warfare School Distance Education Program (EWSDEP) are administered utilizing various methods including printed courseware materials, electronic media, and seminars that are conducted online, onsite, and via video teletraining on the Marine Corps Satellite Education Network.

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

CDET administers the CSCDEP, which is JPME Phase I certified. Informed by the study of history and culture, the CSCDEP educates and trains its joint, multinational, and interagency professionals in order to produce skilled warfighting leaders able to overcome diverse 21st Century security challenges. CDET provides this education via onsite and online seminars, utilizing the Blackboard online learning environment, in order to ensure that every student benefits from the seminar experience and timely, relevant curricula reach all non-resident students at the right time and place.

This mission parallels that of the resident school's but recognizes the unique nature of the distance learning environment. CDET also maintains a strong relationship with resident and nonresident institutions within the JPME community.

The following are the CSCDEP courses:

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

## **Expeditionary Warfare School Distance Education Program (EWSDEP)**

CDET also provides the EWSDEP which gives Marine Captains career-level professional military education in command and control, MAGTF operations ashore, and naval expeditionary operations in order to enable them to command or to 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



# THE COLLEGE OF DISTANCE EDUCATION AND TRAINING

MAGTF. As with the CSCDEP branch, the EWSDEP mission parallels the resident school's but recognizes the unique nature of the distance learning environment.

The EWSDEP curriculum is divided into seven courses:

- Warfighting (8651)
- Command and Control and Information Management (8652)
- Marine Corps Planning Process (MCP) (8653)
- MAGTF Operations Ashore (Part I) (8654)
- MAGTF Operations Ashore (Part II) (8655)
- Expeditionary Operations (Part I) (8656)
- Expeditionary Operations (Part II) (8657)



**Direct all inquiries to:**  
USMC College of Distance Education and Training  
2300A Louis Road  
Quantico, VA 22134  
Phone: (703) 784-2999  
[www.tecom.usmc.mil/cdet](http://www.tecom.usmc.mil/cdet)

# 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 University candidates receive an appropriate certificate that reflects teaching excellence for their efforts at their respective schools. The Marine Corps University Foundation (MCUF) sponsors this award in honor of its former trustee, Dr. Elihu Rose.

## Marine Corps War College

### **Award for Academic Excellence**

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 an evaluation of leadership qualities and superior academic performance, with emphasis on academic performance. These officers are recognized during the graduation ceremony and awarded a cash prize from the Marine Corps Association. Award: \$250 gift certificate

### **Brigadier General Robert H. Dunlap 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 are considered for this award. Award: \$250 gift certificate.

### **Joint Service Planner Award**

The Joint Service Planner Award is awarded by the Military Officers Association of America (MOAA) and is awarded for outstanding student contribution to the joint planning exercise. Award: \$500 check and plaque.

## School of Advanced Warfighting

### **The General 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, clock with engraved plaque.

### **Joint Service Planner Writing Award**

The Joint Service Planner Award is awarded by the Military Officers Association of America (MOAA) and is awarded to the student whose paper most relates to joint warfare. Award: \$500 check and plaque.

# COMPENDIUM OF AWARDS

## Command and Staff College

### **The Colonel Franklin Brooke Nihart Award**

Presented in memory 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 a framed certificate.

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

Presented in honor of Colonel Bevan G. Cass, USMC, 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, 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 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.

### **Dean's Writing Award**

Presented from the Marine Corps University Foundation to the student whose research paper enables them to expand their breadth of knowledge beyond their area of expertise.

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

In memory of Brigadier A. W. "Tony" Hammett, AM, Royal Australian Regiment. This award is funded by Col. William G. Price, USMC (Ret), in honor of the members of his U. S. Marine Corps Command and Staff College Class of 1975-76. Presented 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 Streusand-Cooper Award**

The award is funded by Dr. Douglas E. Streusand and presented in memory of Mr. and Mrs. Alan L. Streusand and Lieutenant Colonel and Mrs. Francis L. "Gus" Cooper to the student who writes the best paper on information and operations or information as an instrument of national power. Award: plaque.

# COMPENDIUM OF AWARDS

## Expeditionary Warfare School

### **Honors Program**

Recognizes the top graduate of the course. Additionally, up to 10% of the student body may receive recognition as a member of the President's Honor Roll.

The top students from the specialties representing Ground Combat Arms, Aviation, Combat Service Support, the Supporting Establishment and the top international military officer, respectively, are 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**

Students with the highest grade point average and who demonstrate superior leadership are recognized as class honor graduates. Honor graduates of the Sergeants, Career, and Advanced Courses receive a Noncommissioned Officer Sword provided by the Marine Corps Association.

### **Distinguished Graduate**

Students attaining a grade point average of 95% or higher receive a Distinguished Honor Graduate certificate provided by the President, Marine Corps University.

### **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 throughout the course. Gung Ho recipients are awarded a plaque and K-Bar from the Fleet Reserve Association.

## College of Distance Education and Training

### **Major General Thomas S. Jones Distance Learning Instructor of the Year Award**

The MajGen Thomas S. Jones Distance Learning Instructor of the Year Award formally recognizes faculty members from each CDET region who have demonstrated superior performance as instructors and mentors for CSCDEP and EWSDEP seminar students.

### **Distinguished Graduate**

The CDET Distinguished Graduate Program lets the college appropriately recognize graduating CSCDEP students who have demonstrated academic excellence and made the most significant contributions during their participation in seminars. Approximately the top 20 percent of the students are recognized as distinguished graduates

# LEJEUNE LEADERSHIP INSTITUTE



The President, Marine Corps University established the Lejeune Leadership Institute in November, 2005. Tasked with advancing the study and practice of leadership throughout the Marine Corps, the Institute focuses on leader development founded upon our core values. The Institute accomplishes its mission by conducting research into the practice of leadership and moral development, holding regular conferences to explore leadership techniques, and by developing and delivering leadership, ethics and law of war curricula for the schools within Marine Corps University. The Institute's outreach efforts include operating force units, sister service units and schools, and public sector organizations interested in the ethos and culture of the U.S. Marine Corps. The Institute is responsible for the following programs:

## **Commanders' Program**

The Commandant of the Marine Corps established the Commanders' Program in 1993. The program identifies evolving and enduring issues, and provides relevant tools that prepare and assist commanders to lead their commands and institutions effectively. All Colonels and Lieutenant Colonels slated for command must attend the program prior to assuming command or shortly thereafter. The course is constantly revised and updated, focusing a variety of topical issues and incorporating the latest information on current USMC policies and programs. The program includes a Spouses' Workshop that provides the commanders' spouses information on the programs and support assets available to them as well as enhancing the skills necessary to assist them in their role. Like the Commanders' Program, the Spouses' Workshop focuses on issues likely to arise in connection with command responsibilities and provides specific information on maintaining the communication links between the command, families, community, and service providers.

In general, the ten-day long Commanders' Program consists of a series of presentations given by the various Deputy Commandants of the Marine Corps and HQMC program directors, MAGTF Staff Training Program Senior Mentors, small group leadership discussions, General Officer Leadership Symposia, Safety and ORM overviews, and Level III Anti-Terrorism and Force Protection training. The concurrent, five-day long Spouses' Workshop includes presentations on Communications, Conflict Resolution, Marine Corps Community Services, Personal and Family Readiness, Family Team Building, Family Readiness Program, Relationships with Enlisted Spouses, Time and Stress Management, and the Social Side of Command.

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

## **Professional Reading Program**

The Commandant of the Marine Corps established the Commandant's Reading List in 1988. At its core, the program's purpose is to enhance every Marine's understanding of the art and science of war. Marine Corps University assumed responsibility for the program in 2004 to encourage personal and professional development through focused reading, discussion, and critical thinking. Today, the Professional Reading Program compliments resident and non-resident professional military education, enhances occupational competence, and sustains the ethos of the

# LEJEUNE LEADERSHIP INSTITUTE

Marine Corps. The Program coordinates and disseminates the following reading lists:

- Commandant's Reading List
- Mission-oriented lists (e.g. irregular warfare)
- Function-oriented lists (e.g. intelligence)
- Geographic/Cultural Reading Lists (e.g. The Middle East)

## **Senior Leader Development Program (SLDP)**

The Commandant of the Marine Corps established the Senior Leader Development Program (SLDP) in 2003 in order to provide structure to the professional growth and assignment strategy for General Officers and Senior Executive Service (GO/SES) personnel. As a source for managing senior leader educational matters, the SLDP serves as the advocate for GO/SES continuing education opportunities.

The SLDP is located at Marine Corps University and is part of the Lejeune Leadership Institute (LLI). The Director of SLDP also serves as President of Marine Corps University. SLDP works closely with the Director Manpower and Reserve Affairs (M&RA) to study and match the competencies demanded of GO/SES personnel with the requirements of specific billets. SLDP, in conjunction with M&RA, publishes an annual academic slate. Recently, a thorough evaluation process has been developed within a web-based portal for obtaining student feedback and ensuring that all courses remain relevant and effective. The current SLDP website may be found at: [http://www.mcu.usmc.mil/lejeune\\_leadership/Pages/proprogbranch.aspx](http://www.mcu.usmc.mil/lejeune_leadership/Pages/proprogbranch.aspx)

The SLDP allows GO/SES personnel to fashion rich, strategic frames of reference for discharging their duties, by accomplishing the following:

- Study USMC organization and processes within the context of emerging strategic environments.
- Instill awareness of USMC, Joint, Interagency, Combined, and Industry issues and policies.
- Study innovation, business transformation, best practices, and resource management.
- Reflect on contemporary challenges and develop new and innovative solutions.
- Reshape critical thinking skills; refine decision-making and crisis-management practices.
- Consult senior leaders and distinguished speakers from the public, private, and higher education sectors.
- Consider emerging technological and procedural capabilities and their impact on the current operating environment.

The SLDP office and M&RA fully develop Senior Leader (GO/SES) educational matters and synchronize efforts with external and internal programs. Course descriptions and specific course requirements associated with each grade and assignments are illustrated on the MCU/SLDP Website. On 1 May 2006, M&RA became responsible for assigning General Officers and Senior Executive Service personnel to seats. SLDP remains the lead agency for all curriculum development and budgetary issues.

Currently, the SLDP offers 36 courses, workshops, seminars or symposiums in support of GO/SES PME. For further information please visit our webpage as noted above.

# LEJEUNE LEADERSHIP INSTITUTE



## Senior Leader Development Program General Officer/Senior Executive Service PME Progression

Brigadier General	Major General	Lieutenant General	General
<b>Core Courses</b>			
APEX			
Brigadier General Select Orientation Course (BGSOC)			
CAPSTONE <sup>1</sup>			
Enabling Battle Command Workshop (EBCW)			
Executive Business Course (EBC)			
General Officers Warfighting Program (GOWP)			
	Joint Flag Officers Warfighting Course (JFOWC)		
Leadership at the Peak (LAP)			
Program for Executives in Logistics Technology (LogTech)			
		Pinnacle	
<b>Complementary Courses</b>			
Arc of Crisis			
Black Sea Security Program (BSSP)			
Combined Force Air Component Commanders Course (CFACC) <sup>3</sup>			
Combined Force Land Component Commanders Course (CFLCC) <sup>4</sup>			
Combined Force Maritime Component Commanders Course (CFMCC)			
Defense Policy Seminar (DPS)			
Defense Strategic Leadership Program (DSLPL)			
Executive Business Course II (EBC II) <sup>2</sup>			
Executive Course on National & International Security (ECNIS)			
Higher Command and Staff Course (HCSC)			
Joint Force Air Component Commanders Course (JFACC) <sup>3</sup>			
Joint Force Land Component Commanders Course (JFLCC) <sup>4</sup>			
Joint Force Maritime Component Commanders Course (JFMCC)			
MIT Seminar XXI			
Program for Senior Executives in National and International Security (SEINS)			
Senior International Defense Management Course (SIDMC)			
Senior Joint Information Operations Application Course (SJIOAC)			
Senior Manager Course in National Security (SMCINS)			
Transnational Security Cooperation Senior Executive Course (TSCSEC) <b>New!</b>			
US-Russia Security Program (USRSP)			
<b>Additional Courses</b>			
Marshall Center Senior Executive Seminar (MCSES)			
NATO General/Flag Officers and Ambassadors Course (NGFOAC)			
<b>Events</b>			
General Officers Symposium (GOS)			
CMC Senior Leaders Seminar (SLS)			

<sup>1</sup> – Mandatory course for all general officers. Title 10 United States Code 663.

<sup>2</sup> – Executive Business Course (EBC) is the prerequisite to this course.

<sup>3</sup> – Aviation general officers will take either JFACC or CFACC as a core course.

<sup>4</sup> – Combat Arms general officers will take either JFLCC or CFLCC as a core course.

# LEJEUNE LEADERSHIP INSTITUTE

## **Major General J. H. Russell, Jr. Leadership Conference**

The Major General John Henry Russell, Jr. Leadership Conference is an annual venue for first line leadership to engage in a free exchange of ideas with Corps-wide and nationally recognized leaders in the fields of leadership, ethics, behavioral science and mental health. The desired end state is for officers – non-commissioned, staff non-commissioned, warrant and commissioned – to listen, discuss and contextualize best practices to continually “right their compass.”

## **Education Support Branch**

The education support branch provides administrative, fiscal, logistical and software applications support to the institute.

- Responsible for coordinating, establishing and implementing budgets to support all activities for the institute.
- This includes initiating supporting staff actions for annual budgets, strategic plans, travel authorizations and claims, and other recurring financial reports, staff actions and products.
- Coordinate all publication and distribution of materials with the Document Automation and Production Service (DAPS) and branch heads.
- Responsible for duties as the Institute's contractor's officer's representative (COR).
- Responsible for coordinating, writing and publishing the annual command chronology.
- Provide Blackboard and MarineNet support to the institute.

## **Civilian Leadership Branch**

The civilian leadership branch provides the leadership development curriculum based on Marine Corps core values.

- Define, build, deliver, evaluate, and revise the regional leadership curriculum that is founded on MCU approved learning outcomes that meet established leadership competencies for civilian Marines.
- Develop and implement a faculty development program with appropriate policies and products.
- Establish and manage a regional campus capability that includes student support, course scheduling, access to and participation in Blackboard and MarineNet
- Define, build, and implement the centrally managed leadership courses to include all administrative requirements of the board process, selected student participation
- In coordination with M&RA, write education policies on civilian leadership development per DOD, and DON guidance.

## **Ethics Branch**

The ethics branch advances the study and practice of ethics and law of war instruction throughout the Marine Corps while providing focused instruction to Marine Corps University resident colleges, schools and programs.

- Research, build, and teach professional military ethics and moral development of Marines to students at Marine Corps University and the operating forces
- Develop law of war curricula for MCU in conjunction with the Operational Law Branch (JAO), Judge Advocate Division, HQMC, and the Staff Judge Advocate, TECOM.



## LEJEUNE LEADERSHIP INSTITUTE

- Provide advice and guidance in support of the schools and colleges of Marine Corps University on advanced topics in law and military operations, through seminar presentations and practical application exercises.
- Provide subject matter expertise for topical presentations and faculty development.
- Attend and participate in selected conferences, professional panels, symposia, research summits and other formal events related to professional military ethics, moral development and law of war.

**Direct all inquiries to:**

Lejeune Leadership Institute  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
(703) 432-4675

**[www.mcu.usmc.mil/lejeune\\_leadership/default.aspx](http://www.mcu.usmc.mil/lejeune_leadership/default.aspx)**

# INTERNATIONAL PROGRAMS

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

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

Volunteers from among the University classmates sponsor the international students while they attend one of the resident courses. These military sponsors provide assistance to the students and their families as they arrive into the Quantico area and then throughout the academic year. Sponsors are often true "lifesavers" as they help their international classmates adapt to U.S. life, culture, and the academic rigor of the University. 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. Informational Program activities may include but are not limited to: visits to national parks and local area monuments, luncheons with guest speakers and faculty, an evening at the Kennedy Center, the Prince William County Holiday Party, trips to the Pentagon, Capitol Hill, Supreme Court, 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.

**Direct all inquiries to:**  
International Military Students Office  
2076 South Street, Room 26  
Quantico Va, 22134  
Phone: (703) 784-3156 or 3157

# GENERAL ALFRED M. GRAY MARINE CORPS RESEARCH CENTER



The Vice-President of Instructional and Research Support (VPIRS) of the Marine Corps University is responsible to the President, MCU for fiscal management and administration for the provision of learning resources in support of Marine Corps professional military education and lifelong learning programs. The VPIRS is dual-hatted as the Director of the Gray Research Center (GRC), which houses the Library of the Marine Corps as well a conference center and the VPIRS administrative office. The mission of VPIRS is to support the study and teaching of expeditionary warfare in a joint and/or coalition environment at all levels throughout the Marine Corps by providing comprehensive storage, organization, retrieval, and access to tactical, operational, and strategic warfighting as well as international relations information. VPIRS resources provide worldwide patrons with ready access to an extensive collection of monographs and journals, historically significant official and personal archival documents, products of current scholarly research, and operational lessons learned in order to support their professional military education and to stimulate the development and implementation of concepts, doctrine, tactics, techniques, and procedures.

## **The Library of the Marine Corps**

The Library of the Marine Corps (LoMC), housed in the Grey Research Center on the MCU main campus, consists of 4 branches:

**The USMC Research Library Branch** is the premier academic library within the Marine Corps. Its collections include approximately 140,000 books, 130,000 microforms, over 200 paper journal subscriptions, and access to thousands of journals, serials, news sources, and gray literature through a variety of electronic and digital databases. While the emphasis is on Marine Corps history and expeditionary warfare, all aspects of military arts and sciences and military history are covered in depth, with additional coverage or ancillary subject areas such as history, international relations, regional and area studies, geography, political and social sciences, and technology. (Catalog search) The library provides a complete range of reference, bibliographic, research and loan services to students, faculty, and staff of the MCU as well as to Marines and independent scholars worldwide. Research Reference Librarians are assigned by the Head of the Branch library to provide direct support to each of the major schools of the University. Direct Support includes: keeping office hours in the school houses, attending faculty meetings, developing web pages to support student and faculty research and school exercises, participating in staff rides, and working with faculty on special projects.

**The Archives and Special Collections Branch** collects, arranges, describes, maintains, and provides access to record copies of Marine Corps Unit Command Chronologies as well as non-record copies of valuable Marine Corps operational and administrative records in a variety of digital and non-digital formats, including, but not limited to: USMC official publications, oral histories, curriculum files, photos, videos, etc. The Archives also collects, arranges, describes, catalogs, maintains and provides access to special collections of historical value to the students, faculty and researchers of MCU, the Marine Corps and other historical researchers including, but not limited to: records deemed by NARA not to have permanent value but which have historical

# GENERAL ALFRED M. GRAY

## MARINE CORPS RESEARCH CENTER

and evidentiary value to the USMC, donated personal papers and manuscript collections of the Commandants and Marines from all ranks and time periods, oral histories, memoirs, rare books, maps, audiovisual and other specialized subject and/or format based collections, both digital and non-digital. All of these resources are available to students either on-site in the Archives or in digital format on the Web. Among the collections available in the Archives and Special Collections are:

- The Historical Amphibious File --- chronicles the development of amphibious doctrine
- WWI and WWII Operational Orders and Reports
- Inter-War Exercise Collection
- The USMC Korean & Vietnam War Collections
- Advanced Base Problems
- USMC Tables of Organization and Equipment
- Command & Staff, MCWAR, SAW, and EWS Research Papers

**The Virtual Library Branch**, although largely invisible to the public, creates and maintains a digital nexus among the collections and resources of the other branches of the LoMC. It provides technical oversight and management of all matters relating to the recommendation, purchase, licensing and use of software applications, leased and/or purchased digital information resources and the systems used to organize, catalog and provide access to the Library's collections. The Virtual Library ensures the effective delivery of digital information and research resources to the MCU campus and broader community of students, staff, and researchers throughout the University and the Marine Corps on the open Internet as well as through appropriate portals, intranets, extranets or other delivery methods. It continually updates and improves information and research support through evaluating new technologies and concepts for organizing and providing access to digital information and electronic resources as well as evaluating and recommending new digital information and research resources of value to the MCU and the USMC. The Virtual Library develops and maintains a focused dynamic and useful web presence and ensures that the Library's web site is responsive to the broad spectrum of Library of Marine Corps users.

The roster of databases available for student and faculty use varies from year to year and access to these databases is determined by licensing agreements established by the LoMC with the rights holders. Current listings of databases are available in the LoMC and can be found on the LoMC website.

**The Quantico Base Library Branch** is a recreational, educational and informational reading library used by military (active and retired), military family members, and civilians employed by tenants and activities of the Base. It supports off-duty education and is particularly focused on supporting the children of Base occupants and the international students, their spouses, and children who attend the various colleges and schools of the MCU. Although the Quantico Library is under the operational control of the MCU, funding for the library's collections and programs is supported by Marine Corps Base Quantico.

# GENERAL ALFRED M. GRAY MARINE CORPS RESEARCH CENTER

All of these branches work together to provide coordinated support and assistance to the students, faculty, staff, and their families of the MCU colleges and schools, Marines and their families stations at Quantico as well Marine Corps students and researchers world-wide.

## The Conference Center

The Facilities Branch of the VP-IRS supports MCU and other authorized patrons by operating the Conference Center located with the GRC. A 247-seat auditorium and three joinable 30-person seminar rooms are located in the Research Center's conference wing and numerous smaller meeting areas are available throughout the facility. The conference wing includes a small galley for food preparation and a small VIP office equipped with a secure telephone. When requested, the Facilities Branch will provide MCU schools and activities with audio-visual and teleconferencing advice and assist them in coordinating external support when needed.

Approximately 700 meetings a year, ranging from spontaneous student study groups to major conferences, are held in the Conference Center. Demand for use of the Conference Center is high; organizations that would like to use the conference center to host events should contact the scheduling office well in advance.

Room	Approx. Capacity	Room	Approx. Capacity
Auditorium	247 no food or drink	164	25-30 food/drink permitted
134	6-8 no food or drink	165	25-30 food/drink permitted
135	6-8 no food or drink	166	25-30 food/drink permitted
136	15-20 no food or drink	202	10-12 no food or drink
140	6-8 no food or drink	203	10-12 no food or drink
146	15-20 no food or drink	227	20-25 food/drink permitted
147	15-20 no food or drink	237	6-8 no food or drink

# HISTORY DIVISION



## **Mission**

*The mission of the History Division is to write, document and track the history of the Marine Corps across the entire spectrum of time. Historians collect documents and accounts of permanent value to the history of the Corps, preserve them for future use, and distribute the history of the Corps through publications, papers and other programs, in order to preserve history, aid combat and non-combat decision making, support PME, motivate Marines, and inform the American public.*

## **Director and Chief of Marine Corps History**

Dr. Charles P. Neimeyer

**Deputy Director**  
Mr. Paul J. Weber

**Chief Historian**  
Charles D. Melson

## **Histories Branch**

(Mr. Charles D. Melson)

The Histories Branch preserves and presents Marine Corps history through a variety of written products including monographs, articles, and conference presentations. The branch also includes an oral history section and maintains the Division's collection of working interviews. This activity ranges from cataloging recordings and related materials to transcribing and editing particularly noteworthy personal accounts. In addition to accessioning interviews submitted by field historians, the section also collects operational accounts from units based in the U.S. and conducts career-length interviews with individuals who significantly influenced Marine Corps doctrine, policy, and operations. The section is currently working to expand its scope of coverage to include documentation of key briefings and lectures, and the publication of topically related oral history anthologies and selected career-length interviews.

Present historical research includes background work on official Marine Corps histories covering Desert Shield, Desert Storm, Afghanistan, and the Frigate Navy. Works in progress include:

*U.S. Marines in Afghanistan*—Dr. Nate Lowrey

*Gulf War Oral History*—Mr. Paul Westermeyer

*Gulf War History*—Mr. Paul Westermeyer

*Marines in the Frigate Navy*—Mr. Rich Smith

*A Hundred Years of Marine Aviation, from 1975*—Dr. Fred Allison

*A Hundred Years of Marine Aviation, 1912 to 1975*—Dr. Tom Baughn

*OIF Anthology II*—Dr. Nick Schlosser

## **Historical Reference Branch**

(Mr. Robert Aquilina)

The Reference Branch holds extensive topical working files that cover five primary areas of interest to Marine Corps history. The topics are: biographical, subject, unit, geographical, and photographic files. Through these files, the branch tracks nearly all aspects of Marine Corps history and annually answers upwards of 8,000 inquiries from a wide range of customers, from

# HISTORY DIVISION

members of Congress and the Commandant's office, to young citizens writing about Marine Corps events or battles. One major task for branch historians is researching and verifying events to properly credit unit and command participation in various operations and deployments, leading to updated Unit Lineage and Honors Certificates.

This program maintains a running record of all reported participation in operations and campaigns, and credits Marine units with the proper campaign, service, and award streamers. In the Commemorative Naming Program, the branch researches Marine Corps history to ensure that Marine Corps buildings, facilities, and streets are named for deserving heroic, deceased Marines. The branch's holdings include a large collection of muster rolls, unit diaries, lineal lists, and casualty reports. The Reference Branch's files and holdings are available to researchers and MCU students for research and writing projects. The branch also maintains and enhances the History Division's public website, (<http://www.tecom.usmc.mil/HD/>), which logs more than 100,000 visitors annually, as well as taking the lead on the Division's SharePoint initiative which makes available many thousands of historical documents and images.

## **Field History Branch**

(Mr. Paul Weber)

This branch is focused on the collection and preservation of information important to the documentation of Marine Corps history. Although its focus is upon operational forces of the past and present, topics of institutional and doctrinal significance also fall easily within its purview. The Field History Section is staffed by reservists from the Division's Individual Mobilization Augmentee (IMA) detachment and Mobilization Training Unit (MTU). These Marines are experienced field grade officers and staff noncommissioned officers and are trained to deploy as participant observers during times of conflict. While attached to major operational commands, they collect interviews, documents, photographs, and artifacts that contain a record the unit's wartime experience. Following their return, the catalogued information is accessioned into collections at History Division, Marine Corps Archives and the National Museum of the Marine Corps to support both internal and external research. On occasion, members of the section use collected data to produce battle studies chronicling Marine operations that they have witnessed.

## **Editing and Design Branch**

(Mr. Kenneth H. Williams)

The Editing and Design Branch prepares the historical manuscripts produced by the History Division for publication; is the editorial office for *Fortitudine*, the quarterly bulletin of the Marine Corps Historical Program; and operates the Marine Corps University Press and *Marine Corps University Journal* (see below). Book publications include definitive histories, monographs, battle studies, and occasional papers. Books and the bulletin and journal are published through the Government Printing Office by way of ARDE at Headquarters Marine Corps. The Editing and Design Branch staff has scholarly and technical editors, visual information specialists, and a circulation assistant.

## **Marine Corps University Press**

(Mr. Kenneth H. Williams)

Launched in 2008, Marine Corps University Press seeks to further the vision, educational objectives, and curriculum of the university through scholarly dialogue not offered in other

# HISTORY DIVISION

forums. Its works advance knowledge of international security, strategy, and war fighting concepts. *Marine Corps University Journal*, a scholarly, peer-reviewed publication with its first issue in 2010, focuses on the same areas. This multidisciplinary journal features both contemporary and historical studies. Its goal is to stimulate thinking and discussion that are useful and relevant for education and preparation for all forms of military operations. The press and journal function as a component of the History Division, operated by the Editing and Design Branch. For more information on the press and journal, including guidelines for submitting book and article manuscripts for possible publication, see the MCU Press Web site (<http://www.tecom.usmc.mil/mcu/mcupress/>).

**Direct all inquiries to:**  
United States Marine Corps History Division  
3078 Upshur Avenue  
Quantico, Virginia 22134  
703-432-4877  
**<http://www.tecom.usmc.mil/HD/>**  
(including SharePoint portal access)



# NATIONAL MUSEUM OF THE MARINE CORPS



*The National Museum of the Marine Corps preserves the history of the U.S. Marine Corps by collecting and preserving in perpetuity artifacts that reflect the history of the Corps; by interpreting these artifacts in exhibitions for the public; by contributing to educational programs; by conducting collections-based research; and by supporting the recruitment, education, and retention of Marines. Collections stewardship responsibilities are divided among five broad categories of artifacts: ordnance, uniforms and heraldry, aviation, art, and general collections.*

The Museum's activities are centrally managed from Marine Corps Base Quantico in northern Virginia. The new National Museum opened in November 2006 just off base along I-95 and attracts more than 500,000 visitors annually. In 2009, the Museum hosted 35,000 students and teachers in formal education programs. The 60,000 objects in the National Collection are on display and in storage at multiple locations at Quantico and throughout the country on loan to other museums. Marine Corps Command Museums are located at Camp Pendleton, at Recruit Depots San Diego and Parris Island, and at Marine Corps Air Station Miramar. These field museums reflect the unique interests and objectives of those facilities.

The new National Museum is being constructed in phases. The first phase includes approximately 120,000 square feet. Immersive exhibits put visitors in the boot prints of Marines in battles from the pages of history. Aircraft, tanks, and other vehicles are prominently displayed. Period uniforms, weapons, medals, flags, and other artifacts help visitors trace the history of the Corps from 1775 to the present. Three additional historical galleries opened in 2010 to complete the initial exhibition program. A playground and chapel are also on the Museum grounds. Funding for the construction and exhibitions is being provided through a partnership with the Marine Corps Heritage Foundation. Future phases will add a giant-screen theater, classrooms, an art gallery and studios, visible storage, and more exhibition space to the flagship building. Also planned as part of this "heritage center" are a hotel/conference center, collections building, hiking trails and additions to Semper Fidelis Memorial Park.

# MARINE CORPS UNIVERSITY FOUNDATION, INC.



Incorporated June 25, 1980, as a 501(c) (3) nonprofit organization, the Command and Staff College Foundation was established to enhance and enrich the professional military education and leadership of Marines at the Command and Staff College by complementing federal funding. To better reflect the Foundation's mission, the name was changed to the Marine Corps University Foundation on November 10, 1996. Today the Foundation supports all the schools, colleges, academies, and programs of the Marine Corps University at Quantico, Virginia and extends to include support for command professional military education, reading programs, and battlefield studies in the Operating Forces and the Supporting Establishment. June 2010 marked 30 years of supporting the Professional Military Education and leadership at the University and throughout the Marine Corps.

As the Marine Corps looks to the future, the Commandant has emphasized professional military education as an essential element of follow-on training for all Marines. He has placed the requirement to meet the Corps' educational and leadership needs squarely on the Marine Corps University. The University continues to prepare students to meet the challenges of present and future operational environments and ensures the Corps maintains its elite status among the world's fighting forces. In 2009, the Marine Corps University received more than \$554,000 in support of academic chairs, symposiums, seminars, guest speakers, staff rides, battlefield studies and studies, and student and faculty research from the Marine Corps University Foundation. Command Support extended to the Operating Forces and the Supporting Establishment exceeded \$37,500. Listed below are the academic chairs and educational programs the Foundation supports:

*The Major General Matthew C. Horner Chair of Military Theory*  
*The Guy P. Wyser-Pratte Chair of French Studies - Suspended*  
*The General Robert H. Barrow Distinguished Chair of Military Studies*  
*The Donald Bren Chair of Ethics and Leadership - Suspended*  
*The Donald Bren Chair of Innovation and Transformation*  
*The Kim T. Adamson Chair of Insurgency and Terrorism - Suspended*  
*The Brigadier General H. L. Oppenheimer Chair of Warfighting Strategy - Vacant*  
*Major General John H. Russell Leadership Conference*  
*The Expeditionary Warfare School Command and Control Systems Symposium*  
*The Marine Corps Command and Staff College Media and the Military Symposium*  
*The Sergeant Walter K. Singleton Distinguished Lecture Series*  
*The General Graves B. Erskine Distinguished Lecture Series*  
*MCU Leadership Communication Skills Center*  
*Interactive Media Instructional Leadership Package*  
*Case Method Initiative*  
*"Counterinsurgency Leadership in Afghanistan, Iraq, and Beyond"*  
*Emerald Express Strategic Symposium Series – "Afghanistan: The Way Ahead"*  
*Emerald Express Strategic Symposium Series – "Korea"*

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The Board of Trustees, which is made up of distinguished leaders from business, education, and the military, directs the activities of the Foundation. The President/Chief Executive Officer and the Foundation Staff are located at the Foundation office at Quantico.

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## Marine Corps University 2010 – 2011 Academic Calendar

Date	Event
4 Jul 2010	Holiday: Independence Day
6 Jul	SAW reporting date
7 Jul	SAW classes begin
19 – 30 Jul	Sister service reporting window
19 Jul – 4 Aug	CSC International Military Student (IMS) orientation
29 Jul – 3 Aug	MCWAR check-in and orientation
2 Aug	EWS reporting date
3 Aug	CSC reporting date; EWS MCU check-in date
4 Aug	MCWAR and CSC MCU check-in date
5 Aug	CSC and EWS classes start
9 Aug	MCU Convocation Ceremony (MCWAR, SAW, CSC, EWS)
25 Aug	President, MCU's IMS Reception
31 Aug – 3 Sep	MCU Emerald Express Conference
2 Sep	MCU Erskine Lecture
6 Sep	Holiday: Labor Day
7 Sep	CSC MMS applications due
28 – 30 Sep	Modern Day Marine Military Exposition
1 – 15 Oct	EWS Fall OFEC
7 Oct	MCU Board of Visitors Fall Meeting
7 Oct	MCU Constitution Day Observance
11 Oct	Holiday: Columbus Day
24 – 28 Oct	MCWAR New York City Trip
29 Oct	CSC MMS formal paper proposal due
31 Oct	Marine Corps Marathon
5 Nov	CSC MMS applicant undergraduate transcripts due
8 Nov	Uniform Change: Winter season
10 Nov	235 <sup>th</sup> Marine Corps Birthday
11 Nov	Holiday: Veterans' Day
13 Nov	MCU Marine Corps Birthday Ball
25 Nov	Holiday: Thanksgiving Day
25 Dec	Holiday: Christmas Day
1 Jan 2011	Holiday: New Year's Day
8 – 26 Jan	SAW European Battlefield PME
14 Jan	CSC IMS White House/Capitol Field Studies Program
17 Jan	Holiday: Martin Luther King, Jr. Day
18 Jan	CSC Elective classes start
21 Feb	Holiday: Washington's Birthday
6 – 25 Mar	SAW Pacific Battlefield PME
14 Mar	Uniform Change: Summer season
14 – 25 Mar	MCU Commanders' Program
20 – 25 Mar	MCWAR Combatant Commanders Field Studies Program
21 Mar	CSC Final MMS papers due
10 – 16 Apr	CSC IMS Southwest PME
14 – 20 Apr	MCWAR JLIASS (Maxwell AFB, Alabama)
11 – 27 May	CSC Nine Innings Exercise
12 May	EWS Graduation
30 May	Holiday: Memorial Day
8 Jun	MCU Graduation (MCWAR, SAW, CSC)



*“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**



# **MARINE CORPS UNIVERSITY**

**Established 1989**

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