

**SYLLABUS**  
**CANADIAN FORCES COLLEGE (CFC)**  
**JOINT COMMAND AND STAFF PROGRAMME**  
**RESIDENTIAL (JCSP RESID)**  
**AND**  
**JOINT COMMAND AND STAFF PROGRAMME**  
**DISTANCE LEARNING (JCSP DL)**

**COMMANDER'S FOREWORD**

1. The Syllabus is the capstone document for the JCSP RESID and the JCSP DL. It describes:
  - a. The organization and content of the syllabus;
  - b. The programme goals, outcomes and objectives;
  - c. The detailed course outlines for each course; and
  - d. Student assessment methodology and marking rubrics.
2. The curriculum for the JCSP RESID and JCSP DL emphasizes military operations and operational planning, the study of leadership and command, and an understanding of the context of defence through national and international studies. Following a major rewrite of the structure of both the JCSP RESID and JCSP DL, it allows students to develop a more in-depth understanding of these broad themes through the introduction of three streams of minor curriculum: Advanced Joint Warfighting Studies, Institutional Policy Studies and Defence and Security Studies.
3. Officers responsible for curriculum development and delivery must read and study the appropriate sections of this document to ensure a clear understanding of the curriculum for these programmes.

J.G.E Tremblay  
Major-General  
Commander  
Military Personnel Generation

## **PREFACE**

1. This Syllabus is issued on the authority of the Commander, Military Personnel Generation (MILPERSGEN) and is effective upon receipt. It draws upon appropriate elements of the current Officer General Specification (OGS) and the Qualification Standard (QS) for Development Period 3, setting these in the context of professional military education delivered at the post-graduate level.
2. Questions of interpretation or application of this document, or recommendations for change, should be directed to (MILPERSGEN) through the Director of Programmes, CFC Toronto, in the first instance.

# JOINT COMMAND AND STAFF PROGRAMME

## SYLLABUS

### JCSP RESID AND JCSP DL

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## CHAPTER ONE

### PROGRAMME DESCRIPTION

#### PROGRAMME TITLE

1. This Programme is delivered in two variants: the Joint Command and Staff Residential (JCSP RESID) Programme and the Joint Command and Staff Distance Learning (JCSP DL) Programme.

#### PROGRAMME AIM

2. The aim of the JCSP is to prepare selected senior officers of the Defence Team for command and/or staff appointments in a contemporary operating environment across the continuum of operations in national and international settings.

#### PROGRAMME GOALS, LEARNING OUTCOMES AND OBJECTIVES

3. In accordance with the OPDS, the JCSP RESID and the JCSP DL are offered during Developmental Period 3, the Advanced Officer Developmental Period. Through a range of professional educational activities, the Programme develops officers to a level of knowledge and competence appropriate to the aim. Both variants of the JCSP are designed to educate and prepare military officers and other national security leaders to be effective in command and staff positions in complex joint, interagency, and multinational settings across the full spectrum of conflict. Emphasis is placed on the following themes or programme goals:

- a. C1 — Command & Leadership. The aim of Programme Goal C1 is to develop in each participant the requisite level of understanding of the conceptual foundations of leadership and command required to be effective in the institutional, operational and cross-cultural contexts across national and international settings.

Outcome Serial	Learning Outcome	Objective Serials	Learning Objectives	Learning Level
C101	At the end of the JCSP, students will be able to apply the conceptual foundations of leadership required to be effective in the institutional, operational, and cross-cultural contexts across national and international settings.	C101a	Analyze leadership using relevant theories, models, conceptual backgrounds and doctrine.	4
		C101b	Analyze the personal effectiveness aspects of leadership.	4
		C101c	Analyze the role and capacities required of a leader to influence others in the institutional, operational and cross-cultural contexts across national and international environments and to be a steward of the profession of arms.	4

Outcome Serial	Learning Outcome	Objective Serials	Learning Objectives	Learning Level
C102	At the end of the JCSP students will be able to apply the conceptual foundations of command required to be effective in the institutional, operational, and cross-cultural contexts across national and international settings.	C102a	Analyze command using relevant theories, models, conceptual backgrounds and doctrine.	4
		C102b	Analyze the institutional, multi-agency, and cross-cultural environment factors and constraints that influence command in complex, contemporary domestic and international operations.	4
		C102c	Analyze the key professional challenges influencing command in a complex, contemporary operational-level context.	4

- b. C2 — Communications Skills. The aim of Programme Goal C2 is to develop students' ability to research, apply problem-solving techniques, and communicate effectively with internal and external audiences.

Outcome Serial	Learning Outcome	Objective Serials	Learning Objectives	Learning Level
C201	At the end of each course students will have applied research, problem-solving, and decision-making techniques to defend a position or point of view using the professional oral and written communication skills and public affairs skills required to be effective in the institutional, operational and cross-cultural contexts	C201a	Apply effective writing skills and demonstrate the ability to clearly articulate the required concepts.	3
		C201b	Apply effective reading skills, by evaluating, appraising and analyzing assigned and supplementary reading material, and in researching new material.	3
		C201c	Apply effective listening skills by evaluating, appraising and analyzing lectures and discussions. This will also include the generation of thoughtful and insightful questions or comments on the material under consideration.	3

Outcome Serial	Learning Outcome	Objective Serials	Learning Objectives	Learning Level
	across national and international settings.	C201d	Apply effective speaking and presentation skills by giving briefings, seminars, and other presentations that demonstrate a clear understanding of the required topic. This will also include the generation of thoughtful and insightful questions or comments on the material under consideration.	3
		C201e	Demonstrate the ability for creative thinking and problem-solving techniques.	3
		C201f	Demonstrate the ability for logical reasoning, argument and analysis in written and oral work.	3
		C201g	Demonstrate the ability to apply multiple decision-making techniques in practical situations.	3

- c. C3 — Military Operations Planning. The aim of Programme Goal C3 is to develop students' ability to plan joint and combined operations at the operational level across the spectrum of conflict in support of federal government direction.

Outcome Serial	Learning Outcome	Objective Serials	Learning Objectives	Learning Level
C301	At the end of the JCSP students will be able to lead an element of an operational-level OPG in planning a military operation within the contemporary operating environment.	C301a	Integrate the interests of external stakeholders in the planning of operations at the operational level.	4
		C301b	Understand planning for operations and apply the CF OPP up to and including stage III.	3
		C301c	Understand the doctrine, organization and planning requirements of force generation for domestic and expeditionary operations.	2

- d. C4 - Component Capabilities. The aim of Programme Goal C4 is to develop students' understanding of component capabilities in joint and combined force operations.

Outcome Serial	Learning Outcome	Objective Serials	Learning Objectives	Learning Level
C401	At the end of the JCSP students will be able to apply capabilities of component power in a contemporary operating environment.	C401a	Analyze the fundamentals, functions and command of components and examine how they contribute to achieving desired effects.	4

- e. C5 — National Security and Defence Studies. The aim of Programme Goal C5 is to develop students' ability to analyze Canadian national security, foreign and defence policies, and the internal and external factors that influence them.

Outcome Serial	Learning Outcome	Objective Serials	Learning Objectives	Learning Level
C501	At the end of the JCSP, the student will be able to translate national security strategy into military responses in the contemporary operating environment.	C501a	Explain the conceptual underpinnings of national security; state power and its usage; and approaches to strategic studies.	2
		C501b	Describe the international context (factors, actors, and systems) within which Canadian national policies are generated and recognize how they affect the Canadian defence establishment.	2
		C501c	Examine the domestic and structural factors that influence Canadian governance, policymaking and response mechanisms.	4
		C501d	Illustrate the process by which national strategy is formulated and defence requirements are determined.	3
		C501e	Identify current Canadian national security-related policies; recognize their impacts on the Canadian defence establishment; and employ them in a whole-of-government approach.	3
		C501f	Critique Canada's current national defence strategy within the context of emerging strategic issues, challenges, and opportunities.	4

## PROGRAMME LENGTH

4. JCSP RESID. The JCSP RESID spans one academic year, inclusive of administration time and statutory holidays, but exclusive of opening and closing activities. The Programme consists of three rotations (Rotos) of classroom instruction, beginning in August and finishing in June. The JCSP RESID starts with a Foundation Course followed by nine courses, each accounting for one academic (DS) or Canadian Forces (CF) credit, except DS 569 which is a two-credit course.

- a. DS 555 — Leadership;
- b. DS 545 — Component Capabilities;
- c. One of DS/CF 501, or DS/CF 534 to DS/CF 543 — Complementary Studies;
- d. DS 544 — Basic Joint Operational Planning;
- e. DS 556 — Command;
- f. DS 540 — Domestic and Expeditionary Operations;
- g. DS 569 – International Security and Canadian Foreign Policy;
- h. One of DS 548 — Advanced Joint Warfighting, *or*  
DS 557 — Institutional Policy Analysis, *or*  
DS 567 — Global Power and Institutions; and
- i. One of DS/CF 549 — Advanced Topics in Campaign Design, *or*  
DS/CF 554 — Advanced Topics in Institutional Policy Development, *or*  
DS/CF 568 — Advanced Topics in International Security Studies.

Two Directed Research Project (DRP)-pattern alternatives to the course-based JCSP are detailed in the following section.

5. JCSP DL. The JCSP DL spans two academic years and is divided into two parts, DL1 and DL2. Following a Foundation Course, the JCSP DL consists of ten courses as follows:

- a. DL-1
  - (1) DS 555 — Leadership;
  - (2) DS 545 — Component Capabilities;
  - (3) DS 556 — Command;
  - (4) DS 540a — Domestic Operations; and
  - (5) DS 544 — Basic Joint Operational Planning;

- b. DL-2
- (1) DS 565 — Security and International Affairs;
  - (2) DS 540b — Expeditionary Operations;
  - (3) DS 566 — Canadian Security and Defence Strategy.
  - (4) One of CF 548 — Advanced Joint Warfighting, *or*  
CF 557 — Institutional Policy Analysis, *or*  
CF 567 — Global Power and Institutions;
  - (5) One of CF 549 — Advanced Topics in Campaign Design, *or*  
CF 554 — Advanced Topics in Institutional Policy Development, *or*  
CF 568 — Advanced Topics in Security Studies; and
  - (6) CF 502 — Directed Research Paper within assigned stream.

A two-week summer on-site session completes each academic year.

6. Stream Foci. As indicated in the course listings above, students will complete one of three streams in both the DL and RESID variants of the JCSP. The objective of these streams is:

- a. Advanced Joint Warfighting Studies (AJWS). Enhanced preparation for those students most likely to work as staff in, or supporting, key operational planning roles;
- b. Institutional Policy Studies (IPS). Further examination of key institutional components, such as personnel management, resource management, capability development, project management and CF policies, for those students most likely to work as staff in various L1 organizations; and
- c. Defence and Security Studies (DSS). Additional studies of geopolitical factors for those students most likely to work as staff supporting senior leaders who are working at the Pol-Mil interface, or who require assessments of regional defence and security issues.

All three streams lead to the PCSC qualification and the study of each stream is considered of equal value to the CF.

## **PROGRAMME COMPOSITION, COURSE TITLES AND DESCRIPTIONS**

7. The construct of the JCSP allows an equivalent programme to be delivered to both the DL and RESID variants of the JCSP. It also provides a number of options within the JCSP RESID providing maximum student choice. Each variant and option starts with a Foundation Course. All variants and options deliver the PCSC Professional Military Education qualification through the successful completion of ten course credits, seven of which are common to all and accredited at the graduate level by RMCC. The remaining three courses will be a combination of academic (DS XXX) courses accredited by RMCC and professional (CF XXX) courses which do not earn

graduate credits. Graduate credits may be earned towards the Master of Defence Studies (MDS) degree administered and awarded by the RMCC. The following list and subsequent paragraphs identify each possible version of the JCSP:

- a. JCSP DL — Non-MDS;
- b. JCSP RESID — Non-MDS;
- c. JCSP RESID — Course-based MDS;
- d. JCSP RESID — Research-based Directed Research Paper (DRP) MDS; and
- e. JCSP RESID — Internship-based DRP MDS.

8. JCSP DL — Non-MDS. The JCSP DL delivers ten courses over two years of part-time study. Successful completion results in the PCSC qualification. Of the ten courses required, seven are accredited at the graduate level by RMCC, while the remaining three are professional (CF) courses. By application, students may be admitted into the MDS programme at RMCC after completing JCSP. RMCC will confirm the work required to earn the additional three academic credits. Students taking the JCSP by DL will not normally be admitted to the MDS before having completed all JCSP studies:

JCSP DL1 delivers four graduate credits (DS 555, 545, 556 and 544) culminating in Tutorial Exercise *Jardin Entremers* which is delivered over two weeks at CFC Toronto. In JCSP DL2, students complete a fifth graduate credit (DS 540), two further graduate credits (DS 565 and DS 566), plus three CF credits within one of the following streams:

- a. Advanced Joint Warfare Studies (AJWS) — complete CF 548, CF 549, and the CF 502 DRP before attending a two-week residential Capstone Activity (*Shifting Sands*) alongside those in the JCSP RESID AJWS stream;
- b. Institutional Policy Studies (IPS) — complete CF 557, CF 554, and the CF 502 DRP before attending a two-week residential Case Study (*Crystal Mirror*) alongside those in the JCSP RESID IPS stream; and
- c. Defence & Security Studies (DSS) — complete CF 567, CF 568, and the CF 502 DRP before attending a two-week residential Case Study (*Look Out*) alongside those on the JCSP RESID DSS stream.

9. JCSP RESID — Non-MDS. JCSP RESID CF students are normally expected to take the MDS degree during the Programme. However, personal circumstances may prevent or negate this requirement, (e.g., in those cases where students do not have a suitable undergraduate degree or where students already have an equivalent graduate degree). Within this option of the JCSP RESID, therefore, two of the graduate (DS) courses are dual-annotated CF courses with the same course content but with a professional rather than an academic written deliverable requirement. CF-coded JCSP courses are not eligible for graduate credit towards RMCC degrees and will not be reflected on official RMCC transcripts. Participants completing non-credit courses receive recognition for course work completed on the JCSP Graduation Certificate as an alternative to receiving academic credit for course work satisfying RMCC graduate degree requirements which

are recorded on official transcripts. It is not possible to have academic credit awarded retroactively if students elect to participate in the professional rather than the academic variant of the stream-based and Complementary Studies courses. However, successful graduates of the non-MDS JCSP RESID can gain up to eight graduate credits which may be put towards the MDS (or, in some circumstances, other graduate degrees) subject to additional work at the discretion of the degree-granting institution.

10. JCSP RESID — Course-Based MDS. The curriculum has been written so that successful completion of all courses and associated written deliverables can satisfy the requirements of RMCC for a Master of Defence Studies (MDS) degree. Students with a suitable baccalaureate (undergraduate) degree and supporting transcripts can apply to be admitted to the MDS programme at RMCC; those who are admitted and maintain a minimum B- grade average (70%) throughout the Programme will graduate PCSC and convocate with an MDS degree.

11. JCSP RESID — Research-Based DRP MDS. Through competitive application, a limited number of students will be able to earn an MDS degree by successful completion of eight course-based credits plus a two-credit Directed Research Project, a comprehensive, independent, theory-based research project. This paper, of between 14,000 and 20,000 words on an approved topic, takes the place of both the Complementary Studies course (DS 501, or DS 534 to DS 543) and the Advanced Topics course of each stream (DS 549/DS 554/DS 568). Candidates for the MDS under this option will be supervised by a suitably qualified research project advisor in accordance with RMCC extant policy.

12. JCSP RESID — Internship-Based DRP MDS. Through competitive application, a very limited number of students will be able to earn an MDS degree by successful completion of eight course-based credits plus a 14,000- to 20,000-word report on an approved internship conducted in Roto 3 of JCSP. Applicants must present their proposals, including their proposed assessment programme and a description of the defence utility of their proposal, to the Commandant CFC by the end of September through their DS, Director of Programmes, and Director of Academics at CFC. Approved internships will take the place of the Core Minor course (DS 548/DS 557/DS 567), the appropriate Advanced Topics Minor course (DS 549/DS 554/DS 568) and the stream-specific Exercise/Case Study at the end of the JCSP.

13. Courses Offered. The following paragraphs outline the content of each JCSP course in three sections: Major Curriculum Common Courses, Major Curriculum Complementary Studies, and Minor Curriculum. Within the first two sections, courses are described in numerical, rather than chronological, order of delivery.

14. Major Curriculum Common Courses

a. CF 101 — Foundation Course

- (1) This course aims to prepare JCSP students for the programme ahead and to provide those fundamental activities which will underpin all future JCSP courses. Students will be introduced to critical thinking, academic research and writing; JCSP RESID students will be given a practical introduction to the services and facilities of the Information Resource Centre as well as an orientation to the CFC itself. . The Foundation Course is de-

livered by lectures and small group discussion for JCSP RESID and by DL activities for JCSP DL students. While integral to the programme, it does not constitute one of the ten course credits required to pass the JCSP.

b. DS 540 — Domestic and Expeditionary Operations

- (1) This course develops the advanced knowledge and skills for the planning and conduct of joint and combined operations across the spectrum of conflict at the operational level. The course is divided into three modules. The first module examines domestic operations, including a study of domestic threats. The second module examines expeditionary operations, involving a study of stability, peace support, and counter-insurgency operations. It includes consideration of the joint and multinational military forces available to the joint force commander to achieve effects across the spectrum of conflict, as well as the coordination required with Other Government Departments (OGDs) and non-government organizations (NGOs). The third module looks at issues of joint command and control and consideration of OGDs involved in domestic, continental and joint operations. Assessment is through student participation and two practical exercises; and
- (2) DS 540 consists of two principal modules, addressing the planning of operations in both the domestic and expeditionary context. Both modules illustrate SME-delivered lectures using contemporary case studies, and both culminate in practical syndicate-room exercises to bring out the key lessons. A final, single discussion, supported by readings, addresses the command of CF Joint Forces at the operational level.

c. DS 544 — Basic Joint Operational Planning

- (1) This course develops the basic knowledge and skills essential for the planning and conduct of joint and combined operations at the operational level within the context of the CF's application of the OPP to domestic and expeditionary operations. The first element of this course examines the significance of the operational functions in the conduct of contemporary warfare. The second element uses practical exercises during which students work in teams to develop operational designs and courses of action for operations in the contemporary operating environment. Assessment is by student participation, oral presentations, tutorials, and a course confirmatory exam; and
- (2) DS 544 uses a series of lectures and discussions to review each of the operational functions in turn, providing SME input to support student discussions. This leads into a wider discussion on operational art and the development of operational-level plans through the CF Operational Planning Process (CF OPP). Finally, students will participate in two DS-led practical tutorial exercises to introduce the terminology and methodology of the CF OPP and to develop the students' ability to deal with the inherent ambiguity of planning at the operational level. The DS 544 course exam is an individual activity

to confirm that all members of the JCSP have a functional grasp of the CF OPP and its constituent elements.

d. DS 545 — Component Capabilities

- (1) This course focusses on the characteristics, functions and fundamentals of the Maritime, Land, Aerospace and Special Operations components which form the combat power in joint and combined operations. Attention will be given to how each of the CF components has developed historically and doctrinally, as well as their ancillary roles in joint and combined operations. Assessment is through oral presentations and written confirmatory activities; and
- (2) DS 545 takes a similar approach to each of the components, starting with a brief review of the principal theorists and continuing through classroom discussions, guided by readings, addressing each component's functions, power and capabilities. These considerations are then applied to case studies to further develop understanding of the application of component capabilities at the operational level. Students provide confirmation of their individual understanding through oral presentation and a Service Paper.

e. DS 555 — Leadership

- (1) The course uses lectures, practical exercises, case studies, and small group discussions to explore leadership theory, cultural complexity, the profession of arms, critical thinking, and problem solving in order to enhance students' leadership effectiveness. Participants apply decision-making tools to resolve leadership scenarios, and subject matter experts provide evaluation and feedback based on experience and published research. Assessment is by participation in seminars and discussions, practical exercises and simulation, and written essays; and
- (2) DS 555 is divided into three modules, each of which culminates in a seminar at which students are given the opportunity to discuss, question and synthesize the various curriculum aspects covered in the module and apply them to practical situations. The first module provides an overview of leadership theory, including ethics, with an emphasis on Canadian Forces leadership doctrine. The second module covers personal aspects of leadership and leadership effectiveness, and includes participation in a 360-degree leadership survey and debriefing. The final module looks at leading at the operational level within organizations and the leadership environment. The course culminates in a research paper that requires students to analyze a historical leadership situation.

f. DS 556 — Command

- (1) The course uses lectures, case studies, and small group discussions to explore the theory of command, the command environment, decision-making,

negotiating, and legal constraints in order to enhance students' overall capacity to command. Participants apply tools to resolve command challenges, and subject matter experts provide evaluation and feedback based on experience and published research. Assessment is by participation in seminars and discussions, practical exercises and simulation, and a written essay; and

- (2) DS 556 is divided into three modules, each of which culminates in a seminar or case study at which students are given the opportunity to discuss, question and synthesize the various curriculum aspects covered in the module and apply them to practical situations. The first module provides an overview of theoretical approaches to command, including the basis of civil-military control. In the absence of Canadian Forces command doctrine, various analytical frameworks for command are introduced and applied. The second module covers the command environment and the various factors that influence command. The final module looks at commanding at the operational level, especially from a practitioner's perspective. The course culminates in a research paper that requires students to analyze the performance of an operational-level commander in a command situation.

g. DS 565 — Security and International Affairs (JCSP DL only)

- (1) This course introduces and analyzes strategic concepts and the international environment relating to national and international security. The first module provides the theoretical foundations for analyzing and understanding strategic studies, international relations, and state power. The second module looks at the world with an eye towards how the current global construct has evolved and how selected regions of the world function in the modern era. Assessment is by online work and participation, and a persuasive essay.

h. DS 566 — Canadian Security & Defence Strategy (JCSP DL only)

- (1) This course examines the process by which Canadian security policy and strategy are formulated. The first module introduces and examines selected strategic framework models to familiarize students with the mechanisms by which national security strategy is derived from national policy. The second module examines Canadian society, government, and players in the context of national security interests. The third module looks at current Canadian foreign, defence, and international development policies and gives students the opportunity to discuss these in light of the contemporary environment. The final module reviews the process by which DND develops its force structure to meet the demands of national policy and the national strategy which flows from that policy. Assessment is by online work and participation and case studies.

- i. DS 569 — International Security and Canadian Foreign Policy (JCSP RESID only)
  - (1) This course introduces and analyses strategic concepts and the international environment relating to national and international security and contains seven modules for this two-credit course. The first module provides the theoretical foundations for analysing and understanding strategic studies, international relations, and state power. The second module looks at the world with an eye towards how the current global construct has evolved including the role of the United Nations and Non-Governmental Organizations. The third module examines selected regions of the world to investigate security constructs, challenges and their impact on Canadian security. The fourth module examines Canadian society, government, and players in the context of the country's national security interests. The fifth module looks at current Canadian foreign, defence, and international development policies and gives students the opportunity to discuss these in light of the contemporary environment. The sixth module concentrates on Canadian national security, the security apparatus and the impact of the Canada – US relationship on Canadian security policy. The final module reviews the process by which DND develops its force structure to meet the demands of national policy and the national strategy which flows from that policy. Assessment is by presentations, class participation, case studies, and written essays.

15. Major Curriculum Complementary Studies. JCSP Residential students (other than those admitted to the research-based DRP option) are required to complete one of the Complementary Studies courses. Complementary Studies offer a variety of military, international affairs and leadership and management topics delivered at the post-graduate level. While topics may be stream-related, there is no compulsion for candidates to choose a topic within their preferred stream. Assessment will include class participation and will normally include a written paper, detailed presentation, or case study. For those students taking the MDS degree, the written requirement will be more comprehensive. For JCSP DL, this course will be replaced by CF 502 Directed Research Paper, delivered in the Winter term of JCSP DL2.

- a. DS/CF 501 – Modern Joint Air Campaigns
  - (1) This course is designed to give students a detailed examination of modern joint campaigns, operations, and missions with a significant aerospace power contribution. Particular types of joint air campaigns will be studied ranging from kinetic air superiority and strategic bombardment to more non-kinetic ones such as airlift support to disaster relief efforts and Search-and-Rescue operations. Emphasis will be on Canadian joint air campaigns, though other international examples will be examined in order to cover a wide range of both kinetic and non-kinetic applications of air power in a joint environment. For those who are air force officers, this course will be both a refresher and an opportunity to gain greater insight into their service's capabilities in modern military operations. For army and navy officers, this course will offer the opportunity to gain a greater

understanding of aerospace power and what it can offer to a joint environment. Readings will consist of academic and professional scholarly material in addition to doctrine and other official military publications to provide a strong academic-professional balance.

b. DS/CF 534 — Operational & Strategic Command Analysis

- (1) This course provides a solid foundation in analyzing various challenges to military decision-making at the operational and strategic levels. The organizational, institutional and societal dimensions of military decision-making are the main focus, but they are introduced through various historical and contemporary case studies. The case studies examine issues such as the impact of conventional mindsets in irregular warfare conflicts, the role of ideology and cognitive predispositions in military decision-making, institutional limits to military transformation, and resolving incompatibilities between political and military objectives.

c. DS/CF 535 — Global Politics, Culture and Conflict

- (1) The role of culture in international relations is a theme that is worthy of being studied and taught due to its sensitive quality and the confusion associated with it. In fact, since the end of the Cold War, successive attempts were made to account for these relations from an academic perspective. From the controversial thesis of the clash of civilizations to the more nuanced constructivist contributions, the first module of this course will provide us with the opportunity to review the overall majority of these theoretical attempts. The second module seeks to look at a series of geo-cultural sets which are a priori separate, such as the West, the Arab-Moslem world, China, etc., in order to test the cultural hypothesis according to which cultural identity determines the behaviour of states. The ultimate goal of this course consists of developing a critical approach that lends itself to demonstrating the complexity of the main issue pertaining to the subject matter, as well as outlining the limitations of cultural determinism.

d. DS/CF 536 — Case Studies in Canadian International Policy

- (1) This course is designed to introduce participants to the study of Canada's international policy. It uses history as a lens to assess contemporary issues and struggles. The early sessions of the course use historical case studies to facilitate the discussion and analysis of issues brought up in the weekly readings as well as to explore linkages between previous Canadian experiences with contemporary international policy themes. Towards the end of the course, participants research, design, and present their own contemporary cases. To understand the context of the international policy decisions taken in Canada, this course considers both the domestic situation and politics abroad, with specific reference to the policies of Canada's most significant allies.

- e. DS/CF 537 — Captors and Captives
- (1) This course compares British, Canadian and Japanese captivity experiences, with emphasis on military, leadership, cultural and legal dimensions. Historical illustrations highlight timeless dilemmas useful to understanding past and contemporary operations. Conduct will be through film, first-hand memoirs, prominent fictional works, case studies, and seminars.
- f. DS/CF 538 — Genocide, Conflict, and Justice
- (1) This course provides students with interdisciplinary intellectual frameworks for understanding and analyzing the numerous, complex and often emotional issues related to genocide, including legal, political, historical, psychological and sociological debates surrounding the definition, causes, and processes of genocide specifically and mass atrocity more generally. An examination of several major cases of genocide will provide the foundation for a comprehensive analysis that emphasizes both international and national dynamics, and especially 1) the historical intersections of changing international relations, great power politics, development, modernity, and the interstate/intrastate armed conflict; and 2) the relationship between ethnic inequality and violence, and the impact of nationalist population policies. Along with case studies, more general themes will be analyzed, namely the shifting roles of perpetrators, bystanders, witnesses and victims, emerging responses of the international community with respect to genocide prevention such as the Responsibility to Protect (R2P), existing domestic, international, and international criminal law, and the use of courts, tribunals, and alternative forms of justice in punishment and reconciliation, as well as lingering questions of historical/collective memory and genocide denial.
- g. DS/CF 539 — Intelligence Studies: Historical, Theoretical and Contemporary Dimensions
- (1) This course will address intelligence from the perspectives of history, theory and current debates. It will assess the differing types of intelligence, and the differing ways in which intelligence is utilized, including the organizational entities responsible for intelligence. Although the general international context will be examined, particular emphasis will be placed upon the Canadian experience with intelligence, in both military and civilian applications. It will conclude by examining current issues in intelligence in the contemporary security environment; and
- h. DS/CF 543 — War and Society
- (1) This course examines the shifts in the practice of warfare as a product of society. Topics to be addressed are Warfare and the Ancients, Early and Late Industrialism, Emergence of Operational Art and Into the Future —

Informationalism. Assessment is by a participation in seminars and discussions, practical exercises and simulation, and a written essay.

16. Minor Curriculum. In Roto 3 of JCSP (RESID) or Year 2 of JCSP DL, students will be assigned to one of three discrete streams, allowing them to pursue topics in greater depth. Collectively, these courses are known as the Minor Curriculum. Those students accepted into the Research-based DRP will take only the first course listed below pertinent to their stream — i.e., 548 for AJWS, 557 for IPS, and 567 for DSS. Students accepted onto the Internship-based DRP will not undertake any CFC course or activity within Roto 3. The following sub-paras outline the courses within the Minor Curriculum by stream.

- a. The Advanced Joint Warfighting Studies (AJWS) stream comprises two courses:
  - (1) DS/CF 548 — Advanced Joint Warfighting
    - (a) This course develops the advanced concepts, knowledge and skills essential for the planning and conduct of joint and combined operations at the operational level in the context of the application of campaign planning for domestic and expeditionary operations. It builds upon the theory and background of each component and joint military planning concepts to introduce a wider variety of approaches to operational planning; and
    - (b) Prerequisites: DS 544 (Basic Joint OPP), DS 545 (Component Capabilities), and DS 540 (Domestic & Expeditionary Ops).
  - (2) DS/CF 549 — Advanced Topics in Campaign Design
    - (a) This course introduces a range of more specialized topics related to the broad domain of campaign design and the conduct of joint and combined operations at the operational level for domestic and expeditionary operations. These topics (such as but not limited to: irregular warfare, targeting and the cyber domain) will provide further depth to an appreciation of joint and combined operations. Assessment will be through seminar participation and a major independent research paper addressing a topic of the student's choice; and
    - (b) Prerequisites: DS 544 (Basic Joint OPP), DS 545 (Component Capabilities), and DS 540 (Domestic & Expeditionary Ops).
- b. The Institutional Policy Studies (IPS) stream comprises two courses:
  - (1) DS/CF 557 — Institutional Policy Analysis
    - (a) This course provides an understanding of the methods used in the development of Defence programmes and policies through examination of the multiple perspectives that must be considered by those

working at the institutional level within Defence. The theories and analytical methods addressed will draw on the domains of public administration, strategic resource management, military capability development, human resource management, futures analyzes, and change management, with an emphasis on their applicability to Defence and, in particular, the Canadian Forces. These methods will be used to conduct critical analyzes of current or draft Defence policies or programmes; and

- (b) Prerequisites: DS 555 (Leadership), DS 556 (Command), and DS 566 (Canadian Security & Defence Strategy) for JCSP DL or DS 569 (International Security and Canadian Foreign Policy) for JCSP RESID.

(2) DS/CF 554 — Advanced Topics in Institutional Policy Development

- (a) This course provides focused consideration of specific topics in policy development, with a particular view on the interactions between the military institution and its parent society. Using a case study methodology, consideration will be given to how to develop policies which effectively address often conflicting requirements arising from government direction, societal expectations, and military professional perspectives. Topics to be addressed will focus on the development and implementation of various institutional policies such as the integration of women and minorities in the armed forces, the impact of new technologies on command culture and military capabilities, and the recruiting and integration challenges posed by the millennial generation. Assessment will be through seminar participation and a major independent research paper addressing a topic of the student's choice; and
- (b) Prerequisites: DS 555 (Leadership), DS 556 (Command), and DS 566 (Canadian Security & Defence Strategy) for JCSP DL or DS 569 (International Security and Canadian Foreign Policy) for JCSP RESID; and

c. The Defence and Security Studies (DSS) stream comprises two courses:

(1) DS/CF 567 — Global Power and Institutions

- (a) This course builds on DS 565 (JCSP DL) or DS 569 (JCSP RESID) material combined with the national security activities of Canada, the United States, and other key countries and international institutions in order to provide a general analytical view of the global system, its evolution, its basic characteristics, and the strategic implications for international interactions. By applying conceptual and empirical tools, the course develops a more active understanding of the major problems and challenges of the con-

temporary international system. Assessment is by oral presentations, seminar participation, and an applied case study examining a contemporary challenge from a Canadian perspective; and

- (b) Prerequisites: DS 565 (Security and International Affairs), and DS 566 (Canadian Security & Defence Strategy) for JCSP DL or DS 569 (International Security and Canadian Foreign Policy) for JCSP RESID; and

(2) DS/CF 568 — Advanced Topics in International Security Studies

- (a) This course applies conceptual and theoretical tools to analyze specific issues, powers, regions and institutions that form the strategic environment within which Canada's foreign and security policy are conducted. Emphasis is given to developing an understanding of the differing views that various stakeholders may take on a particular issue. The initial portion of this course will examine how international relations theories can be used to analyze the dynamics of specific security topics. The second component will apply a case study methodology to examine selected issues which are currently of importance in the contemporary security context. Assessment will be through seminar participation and a major independent research paper addressing a topic of the student's choice; and
- (b) Prerequisites: DS 565 (Security and International Affairs), and DS 566 (Canadian Security & Defence Strategy) for JCSP DL or DS 569 (International Security and Canadian Foreign Policy) for JCSP RESID.

## **PROGRAMME HOURS**

17. Contact Time. Within this Syllabus, contact time is taken to be the time spent in seminars, lectures, discussions or exercises, or on field trips, during which students are expected to be interacting with CFC Faculty or acting under the direct supervision of CFC Faculty.

18. JCSP RESID. The contact time for JCSP RESID is scheduled at approximately 700 hours; a further 900 hours are allocated to preparation time for specific activities.

19. JCSP DL. The contact time for the JCSP DL is 120 hours, which is achieved during the two on-site sessions scheduled at the end of each academic year. The DL portion of the Programme is based on 10 hours per week, except for formal academic breaks, for a total of 750 hours over two years.

## **PROGRAMME PREPARATION TIME**

20. CFC uses a model that calculates the available preparation time day by day to produce the total amount of time needed for students to read, research, reflect on, and prepare for each activity. This cumulative total of hours arises from both personal study time, known as Individual Prepa-

ration Time (IPT), and scheduled study time within programmed hours, referred to as Assignment Preparation Time (APT). In terms of IPT, residential students are expected to work, on average, three hours per weekday evening (Monday to Thursday) and six hours on the weekend. IPT is not normally assumed to be available during field trips and scheduled academic breaks.

21. The amount of preparation time required for syllabus activities is calculated using a rate of 20 pages per hour for reading plus an additional allocation of hours for the preparation of presentations, written and other work. The published number of preparation hours for each activity is an assessment of the total number of hours of work required for an average student to earn an average passing grade.

22. IPT on its own is insufficient to provide all the hours required to prepare for JCSP activities. As the CFC preparation time model identifies a shortfall of IPT hours available for students to meet the required tasks for forthcoming days, programmed activities are replaced with APT to provide students with enough time to meet the requirements of all activities.

23. JCSP RESID. For the JCSP RESID, APT has been programmed into the working week where needed as described above. The maximum IPT available in any given week is 18 hours on the basis of three hours per evening Monday through Thursday, plus a total of six hours on the weekend.

24. JCSP DL. As noted earlier, the JCSP DL Programme consists largely of self-regulated study, based on a nominal 10 hours per week. When on site at CFC, students are programmed according to the same model of IPT and APT as the JCSP RESID.

## **NATIONAL QUALIFICATIONS, IDENTIFICATION CODES AND INTERNATIONAL EQUIVALENCIES**

25. The following list indicates the National Qualification (NQual) and Identification (ID) Codes awarded for successful completion of the JCSP programmes:

a. Joint Command and Staff Programme (JCSP RESID):

- (1) ID Code: 116768;
- (2) NQual: AJGM — Senior Officer — CF Common Intermediate;
- (3) US Intermediate-Level JPME Credit 1\*; and
- (4) A minimum of 10 graduate credits are earned during JCSP RESID. Suitably academically eligible students (those with a suitable baccalaureate degree, accepted into the MDS programme by RMCC and maintaining a suitable grade average) will earn sufficient graduate credits to complete the requirements of a Master of Defence (MDS) degree from the Royal Military College. Other options to achieve an MDS degree are listed in the preceding sections;

- b. Joint Command and Staff Programme (JCSP DL AY 1 and 2):
- (1) ID Code: 117990 Yr 1; 117991 Yr 2;
  - (2) NQual: AJGM — Senior Officer — CF Common Intermediate; and
  - (3) Seven graduate credits are earned through successful completion of JCSP DL AY 1 and 2. Graduates of JCSP may be able to use these credits towards the completion of a Master of Defence Studies (MDS) or other post-graduate degree from the Royal Military College or another educational institute subject to the additional credits required by those universities; and
- c. Joint Reserve Command and Staff Programme (JCSP DL AY 1 only)
- (1) ID Code: 116775;
  - (2) NQual: AJGN — P Res Senior Officer; and
  - (3) Four graduate credits are earned through successful completion of JCSP DL AY 1 only. Graduates of JCSP DL AY 1 may be able to use these credits towards the completion of a Master of Defence Studies (MDS) or other post-graduate degree from the Royal Military College or another educational institute subject to the additional credits required by those universities.

\*In accordance with CM-0891-07, 21 June 2007, “Program for Joint Professional Military Education Phase 1 (JPME 1) Equivalent Credit”.

## CHAPTER 2

### STUDENT ASSESSMENT

#### GENERAL

1. Student assessment is an essential part of Staff College education at the Canadian Forces College. Assessment for both the JCSP RESID and the JCSP DL is carried out by members of the Faculty — Directing Staff (DS), resident Academic Staff (AS) and contracted Subject Matter Experts (SMEs). DS are responsible for maintaining Student Mark Sheets to record their students' progress; they are also responsible for their students' Course Reports and Programme Reports.
2. A key responsibility of CFC faculty is to determine whether students have met the prescribed learning outcomes and objectives. To achieve this, all courses require the student to complete confirmatory activities such as essays, papers, assignments, oral presentations, chairing of seminars and discussions, seminar participation, and exercise deliverables. The appropriate faculty member will assess each confirmatory activity and DS will record marks in the Student Mark Sheet. Written work is assessed by Academic Staff, DS or SMEs in accordance with the College academic instruction, based on RMCC policies.
3. Students are assessed relative to a common professional standard. The standard is that expected of a senior staff officer serving in a major headquarters. The Student Mark Sheet, Course Reports, and Programme Report provide a formal record of what the student has achieved on the JCSP.
4. The following terms are used:
  - a. **Assessment** — determining the learning level a student has achieved for each learning objective and recording that learning level, as a grade or as pass/fail. Assessment also has a programme evaluation function;
  - b. **Evaluation** — determining if the instructional methods and materials are accomplishing the established goals, outcomes and objectives, as well as determining learner satisfaction with the material provided for learning;
  - c. **Validation** — verifying that the programme has adequately prepared graduates to perform specific tasks or achieve specified DND goals; and
  - d. **Confirmatory activities** — activities such as tests, essays, presentations, seminars and exercises that serve the purposes of assessment, evaluation, and validation.

#### ASSESSMENT STANDARDS

5. Standards for student assessment are set and documented, including answer keys for tests and detailed rubrics for marking essay assignments. The Director of Academics carefully monitors assessment standards and maintains close contact with the Director of Programmes, the academic staff, and SMEs.
6. To help ensure standardization, the Director of Programmes and the Director of Academ-

ics will carry out random reviews of marked assignments. In addition, they will answer questions about marking as they arise and, if DS request or students appeal, review the marking of specific assignments. Further monitoring shall occur during regular reviews of student performance conducted by the Director of Programmes. Any problems should be resolved at Progress Review Boards.

## PROGRESS MONITORING

7. Regular monitoring of a student's progress is required throughout the JCSP to provide the following:

- a. A record of the student's participation in DP3 PME;
- b. Early warning of difficulties/deficiencies;
- c. Feedback on the effectiveness of the PME; and
- d. Information for Progress Review Boards (PRBs).

Students experiencing difficulty in any area of performance are to be counselled and closely monitored.

## ACTIVITY MATRIX AND ACTIVITY ASSESSMENT

8. The following table briefly describes each type of JCSP learning activity, where it fits in the Programme, and who marks it. The table lists only the formal assessment activities, those for which an assessment form is used. However, the DS must also monitor and informally assess the student's overall performance throughout the Programme. For example, in a discussion (DI) only one student, the Chair, is formally assessed; however, the performance of all the other student participants will be monitored, assessed and corrected when required.

Activity Code	Activity Description	Marking Responsibility	Chair Assignment
Discussion (DI)	A structured verbal exchange of information in syndicate, usually chaired by a student. Serves to reinforce previously covered material.	DS	The DS or a student will chair this activity. Student chair is formally assessed.
Seminar (SM)	A syndicate discussion which may be based on a presentation or a written deliverable prepared and distributed to syndicate members prior to the seminar.	DS (normally assisted by AS who will have responsibility for marking any paper forming the basis of the discussion)	The DS, an SME or a student will chair this activity. Student chair is formally assessed.
Lecture-Discussion	A lecture followed by a syndicate discussion of the presented material and related preparatory readings.	DS	The DS or a student will chair this activity. Student chair is formal-

<b>Activity Code</b>	<b>Activity Description</b>	<b>Marking Responsibility</b>	<b>Chair Assignment</b>
(LD)	A plenary Q&A normally follows.		ly assessed.
Lecture (LE)	A prepared oral presentation delivered by a staff member or one or more guest speakers, usually concluded with a question-and-answer period.	N/A	
Case Study (CS) (Discussion)	A syndicate discussion based on an analysis of an historic event, battle, campaign or situation for the purpose of reinforcing previously covered curriculum material. The analysis may be prepared and distributed to syndicate members prior to the discussion, as specified by the Learning Outcome Guide.	DS (sometimes assisted by AS or an SME)	The DS, an SME or a student will chair this activity. Student chair is formally assessed.
Case Study (CS) (Written)	A researched and detailed analysis of an historic event, battle, campaign or situation for the purpose of reinforcing previously covered curriculum material.	DS, AS or SME	N/A
Exercise (EX)	Analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario.	DS	All students will be assessed in the roles they are assigned.
Exam (XM)	An exam is a formal assessment instrument or device used to measure the performance, skill level or knowledge of a student on a specific subject matter. It is normally used at the conclusion of a course.	DS or AS	N/A
Essay (EY)	A literary composition that answers a question or argues a point of view. Briefer in scope and less formal in style than other activities such as the research paper (RP).	DS, AS or SME	N/A
Field Study (FS)	A collective visit to agencies or locales outside the College to provide an experiential opportunity to examine issues related to the programme curriculum, in a closer, more practical setting.	DS or AS	N/A
Lesson (LN)	An activity within a distance learning course executed in a self-learning mode, which may comprise several components. It will	DS (Instructor for DL), AS or SME	N/A

<b>Activity Code</b>	<b>Activity Description</b>	<b>Marking Responsibility</b>	<b>Chair Assignment</b>
	include informal assessment tools or written deliverables.		
Directed Reading (DR)	An activity that is executed in a self-learning mode which enables a student to explore, in depth, a particular topic or area of knowledge. Directed Readings are an integral component of course content and may build on and extend explorations commenced in other courses. An essay, quiz or assignment normally concludes a DR.	AS or SME	N/A
Quiz (QZ)	An activity designed to measure whether the student has understood and absorbed the material recently presented. The student must correctly answer a series of questions, either with short written answers or, in the case of a multiple-choice test, by choosing the correct answer. Can be formal or informal.	DS (Instructor for DL), AS or SME	N/A
Individual Research Paper (RP)	A written work that requires research and the preparation of an expository or persuasive essay using scholarly conventions.	DS, AS or SME	N/A
Symposium (SY)	A flexible activity that may combine several educational methodologies in order to explore a broad but defined issue, area or topic. Symposia may utilize lectures, seminars, research papers, case studies and other educational activities, alone or in combination. Symposia often involve significant contributions of outside participants.	DS, AS, or SME	The DS, an SME or a student will chair this activity. Student chair is formally assessed.
Threaded Discussion (TD)	An online activity in which a student posts a response to a question or questions, and then responds to other student responses.	DS (Instructor for DL), AS or SME	The DS, an SME or a student moderates this activity.
Tutorial (TU)	An activity utilized to teach a particular solution or approach to an issue. Discourse within a tutori-	DS	Tutorials are staff-led activities.

Activity Code	Activity Description	Marking Responsibility	Chair Assignment
	al is directed towards very specific ends.		

### STUDENT MARK SHEET

9. The student's performance in each activity is assessed using the applicable grading rubric, and the overall grade in that activity is entered into the Student Mark Sheet.

10. The Student Mark Sheet collates individual assignment marks, final course averages, and the final overall academic average. The minimum passing grade is 60% on the course confirmatory activity or activities and an overall average of 60% for the whole course. Students enrolled on the MDS Programme (or those who wish to use JCSP credits in pursuit of another graduate degree) must achieve at least a B- (70%) standing in each course.

### TURNITIN REQUIREMENTS

11. Turnitin is a commercial academic plagiarism checking website which identifies possible deliberate or accidental duplication of others' work. In taking the JCSP, students agree that their papers will be subject to submission to Turnitin for textual similarity review. Students will be permitted to submit drafts of their work to Turnitin and review the Turnitin Commonality Report prior to submitting their assignment for assessment. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the Canadian Forces College's use of the Turnitin service are described on the Turnitin web site.

### ACADEMIC APPEALS

12. Students who feel that they have grounds for complaint in academic matters (e.g., review of a grade) should, as a first step, approach the assigned DS, Academic Staff member, DL Instructor or contracted SME, through their DS. If the matter cannot be settled at this level, appeal is made formally through the student's DS to the Programme Officer who shall pass the appeal to the Director of Programmes for a ruling. When making an appeal the student must explain why he or she disagrees with the assigned grade and demonstrate where the marking is not in accordance with the grading rubrics and marking guides provided in the appropriate paragraphs below. In mounting an appeal, the student must understand that the work in question will be reassessed by a different staff marking team. There are three possible outcomes from an academic appeal: the mark originally assigned could remain unchanged; it could go up; or it could be reduced. The mark that is determined by the appeal process is considered final. There is no limit to the number of papers/activities that a student can appeal over the life of the Programme.

13. Key to this process is the expectation that disputed matters will be resolved as closely as possible to the level at which they originate, and as quickly as is consistent with careful review.

### COURSE REPORTS (CRs) AND PROGRAMME REPORTS (PRs)

14. The DS will write a CR and a PR on each student in their syndicate. The CR summarizes the student's performance at the end of each course, while the PR contains a narrative that details

each student's achievements and development throughout the JCSP. The DS will write the PR based on the relevant CRs, the Student Mark Sheet, and the student's professional performance. The DS will comment on the student's demonstrated leadership, verbal and written communication skills, officer-like qualities, and academic performance. Within the narrative, the DS will assign an overall assessment level using the following categories:

- a. Outstanding. A clearly exceptional performance, demonstrating outstanding intellect, professional knowledge, and personal attributes. Consistently contributed to all activities with a rare level of enthusiasm and capability, always exceeding the College standard and usually by a wide margin. Extremely high standard of leadership, projecting personality and character to inspire, direct and support peers. Outstanding potential to progress far in advance of peers. An officer in this category has exceptional leadership potential to command and to assume the most demanding staff appointments;
- b. Superior. An excellent performer, demonstrating high and at times outstanding intellect, professional knowledge, and personal attributes. Highly motivated and consistently exceeding the college standard. Repeatedly praised for leadership and teamwork. Superior potential to progress in advance of his/her peers. An officer in this category is highly suitable for command and demanding staff appointments;
- c. Good. A strong performance, demonstrating solid and, at times, high intellect, professional knowledge, and personal attributes. An officer who has demonstrated the requisite amount of initiative, enthusiasm and leadership to meet the high college standard and, in most cases, surpass it. Potential to progress alongside the majority of his/her peers. An officer in this category can fulfil routine or specialist staff appointments and should, in due course, develop the ability to undertake more demanding ones. Such an officer can also be trusted to rise to the occasion of a command; and
- d. Pass. A satisfactory performance, demonstrating adequate and, at times, good or very good intellect, professional knowledge and personal attributes. A competent and hard-working officer who has put forth a creditable effort and has met the requirements of the course. An officer in this category can fulfill routine or specialist staff appointments and might, in due course, develop the ability to undertake more demanding ones. Such an officer might also in due course develop the potential for command.

PRs are written for the Commandant's signature and, on completion, are forwarded for inclusion in graduates' PER files.

## **ASSESSMENT OF OFFICER-LIKE QUALITIES**

15. Within JCSP, Officer-Like Qualities are assessed as follows:

- a. Integrity. Is the candidate just, honest and honourable with respect to superiors, subordinates, peers, and his/her work assignments?

- b. Loyalty. Is the candidate faithful to his or her nation, superiors, subordinates, and peers?
- c. Conduct. Does the candidate's personal behaviour, both on and off duty, reflect credit on him/herself and the CF?
- d. Dedication. Does the candidate indicate a willingness to persevere under trying circumstances and exhibit a desire to successfully complete the task(s) at hand?
- e. Courage. Is the candidate courageous in resisting the temptation to abandon ideals or objectives in the face of danger or hardship? Does the candidate have the courage of his or her convictions?

Whether the student displays appropriate Officer-Like Qualities (OLQs) and a positive attitude will be observed throughout the Programme. A lack of OLQs may indicate that the candidate does not possess the necessary qualities to continue as an officer and may constitute grounds for failure and consequent release from the CF. Details shall be clearly documented in the officer's training file for action by a Progress Review Board (PRB) or Career Review Board (CRB).

### **UNSATISFACTORY PROGRESS**

16. Unsatisfactory progress is indicated by:

- a. Failure to pass a JCSP course or module;
- b. Failure to display appropriate OLQs; or
- c. Failure to demonstrate a positive attitude towards the Programme.

17. Advancement to Next Course. Students must satisfactorily complete all course requirements in order to continue with the Programme. Only on the substantiated recommendation of the applicable DS and Programme Officer will the Director of Programmes grant exceptions to this rule.

18. Failed Assignment. If a student fails a confirmatory activity, he/she is allowed one supplementary test, or in the case of an essay, a rewrite. The supplementary (or rewritten essay) mark awarded will be no higher than B- (70%). If the student fails the supplementary test or the essay rewrite, the student shall be placed on probation. The DS shall immediately notify the Programme Officer who will advise the Director of Programmes. The Director will decide whether the student may continue. In any case, a Progress Review Board (PRB) will be held to review the student's case.

### **ACADEMIC MISCONDUCT**

19. There are three categories of academic misconduct as follows:

- a. Cheating. Examples of cheating include the following:
  - (1) An act or attempt to give, receive, share or utilize unauthorized information or assistance before or during a test or examination;

- (2) Deliberate failure to follow rules on assignments, presentations, exercises, tests, or examination;
  - (3) Tampering with official documents, including electronic records;
  - (4) Falsifying research data;
  - (5) The inclusion, in footnotes, end notes or bibliographic listings, of sources that were not used in the writing of the paper or report; and
  - (6) The impersonation of a candidate at an examination;
- b. Plagiarism. Examples of plagiarism include the following:
- (1) Deliberately and knowingly using the work of others and attempting to present it as original thought, prose or work. This includes, for example, the failure to appropriately acknowledge a source, misrepresentation of cited work, and misuse of quotation marks or attribution; and
  - (2) Failure to adequately acknowledge collaboration or outside assistance; and
- c. Other Violations of Academic Ethics. Other violations of academic ethics include the following:
- (1) Deliberately not following ethical norms or guidelines in research;
  - (2) Failure to acknowledge that work has been submitted for credit elsewhere; and
  - (3) Misleading or false statements regarding work completed.

Penalties imposed upon students found guilty of academic misconduct may range from a mark of zero for the activity to dismissal from the Programme.

### **PROGRESS REVIEW BOARD**

20. In addition to the reasons detailed above, a PRB shall be convened any time it becomes apparent that:
- a. A student's progress is so far below the minimum standard that there is virtually no likelihood of his/her attaining the standard;
  - b. A DL student is so far behind the published schedule that he/she will not be able to get caught up within a reasonable time frame or the effort required to do so would be overly demanding in light of his/her other commitments;
  - c. A student's continued presence on the course is adversely affecting the training or morale of the remainder of the participants;
  - d. A student has been charged with academic misconduct; or

e. A student has stopped communicating with his/her DS or the JCSP DL staff.

21. Results of the PRB. The results of the PRB will be recorded and documented by the Registrar and conveyed to the Programme Officer for implementation. If a PRB determines that a student has failed the JCSP, that decision will be formally communicated by the Registrar to the student, the student's chain of command, and the Career Manager.

22. Role of the PRB. The PRB assists the Commandant in formulating and discussing policy on student academic performance. As well, the PRB considers incidents which may arise in relation to these policies, such as lack of progress or academic failure. The Board composition is:

- a. Chairperson: As appointed by Cmdt — normally the Director of Programmes;
- b. Members: Other Directors as appointed by the Chairperson; and
- c. Secretary: Registrar.

Other members of the staff, such as the Programme Officer, the Directing Staff, and/or the Director Information Resource Centre, may be invited by the Chairperson to participate in the Board's discussions in order to provide professional assistance as required.

23. The student who is the subject of the PRB will have the opportunity to "speak" on his/her own behalf either via a written submission or via attendance at the PRB depending on the circumstances and the nature of the progress review.

24. Conduct of a PRB. Normally a PRB will require a meeting attended by all Board members; however, depending on the circumstances and the nature of the review, the Board members may elect to conduct the PRB through secretaries.

## **WITHDRAWAL PROCEDURE AND POLICY**

25. If a student elects to withdraw from the residential programme or during a DL on-site phase, the student's DS will arrange for an interview with the Programme Director and the Commandant for final approval of the withdrawal.

26. To avoid being deemed to have failed, a student must communicate his/her desire to withdraw through his/her chain of command. Students contemplating withdrawal must first discuss the reason(s) with their DS. The faculty are very cognizant of the challenges the Programme imposes on both family and work routine. They are committed to students' professional military education and can offer flexible solutions that eliminate many workload problems.

27. If after discussing matters with his/her DS a student elects to continue with the withdrawal process and is completing a DL course (not currently on site at CFC), he/she must seek the concurrence of his/her parent unit's Commanding Officer or supervisor. An e-mail from the student's Commanding Officer/supervisor, which provides justification for the decision to withdraw and clearly concurs with that decision, is mandatory. The e-mail will be passed via the CFC chain of command to the Registrar for action.

28. When the formal request is received by the Registrar, it will be staffed to the Commandant for his approval. When the Commandant approves the withdrawal, the student’s progress (the last fully completed course) will be filed in the Registrar’s database and the Registrar will remove the student from the Programme.

29. All students who leave the Programme prior to graduation are required to complete an “Exit Survey” that is available on DND Learn.

## **GRADING STANDARDS**

30. Assessment of work on JCSP will be expressed in either numeric or letter form. Letter marks will be converted to their numerical equivalent and recorded in the student’s official mark record; the conversion is made using the table below, which is taken from the Graduate Studies Calendar from the Royal Military College of Canada (RMCC).

### **JCSP Letter-Percentage Grade Table**

<b>Letter Grade</b>	<b>Percentage Relationship</b>	<b>Letter-Number Conversion</b>
A+	94-100	95 (rarely — 100)
A	87-93	90
A–	80-86	83
B+	76-79	78
B	73-75	75
B–	70-72	72
C+	*66-69	*68
C	*63-65	*64
C–	*60-62	*61
Fail	*Below 60	

\*Failure in an RMCC graduate-level course.

## **GRADING RUBRICS AND MARKING GUIDES**

31. Rubrics are a simplified way to grade student participation and deliverables and help DS decide what mark a student should receive for his/her effort. Rubrics save time and facilitate the objective assignment of marks. More important than these two reasons, however, is that presenting rubrics to the students beforehand tends to result in the submission of better-quality work. The Canadian Forces College is committed to andragogical excellence and accountability in all aspects of its curriculum. There follows, therefore, a set of comprehensive assessment forms that shall be used for marking assignments or activities completed during the JCSP.

## SYNDICATE CHAIR ASSESSMENT TEMPLATE

	A	B	C	F
<b>Intellectual Rigour (30%)</b>				
Introduction	Provides summary of themes in readings, clear thesis statement, and road map of presentation.	Mentions readings and includes clear thesis statement.	Some sense of an argument indicated.	Provides no sense of where presentation is headed.
Understanding	Demonstrates very good understanding of the readings and their application to the thesis.	Readings are used to support thesis.	Some of the readings are used to support the thesis.	Does not reference the readings.
<b>Effective Communication (10%)</b>				
Delivery	Communicates ideas with some enthusiasm, proper voice projection, appropriate language and clear delivery while making some eye contact.	Communicates ideas clearly. No significant delivery problems.	Some difficulty communicating ideas due to problem with voice projection, language, or eye contact.	Ideas are not clear.
Organization	Very good organization and pacing. Meets time stipulations.	Generally organized but some difficulties meeting time stipulations.	Some difficulties in organization and/or meeting time stipulations.	No sense of organization. Presentation is far too long/short.
<b>Structure and Control (20%)</b>				
Impact on Discussion	Level of debate is clearly raised by the Chair's presentation (e.g., for seminar)/ direction (e.g., for LD or DI).	Debate is improved as a result of the Chair's presentation/direction.	Chair has little impact on the level of the debate.	Chair has no impact on the level of the debate.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
Direction	Discussion proceeded logically thanks to clear, implicit or explicit, direction from the chair.	Most of the discussion proceeded logically thanks to clear, implicit or explicit, direction from the chair.	Discussion jumped from issue to issue resulting in surface-level exchanges of opinions and ideas.	Topics covered in the discussion diverged significantly from the original outline.
Discussion Environment	Chair ensured that all students were involved in the discussion.	Chair was generally successful in providing all students with opportunities to speak.	Chair was only somewhat in control of the discussion environment.	Interventions were required by staff to maintain order.
<b>Flexibility (30%)</b>				
Response to Criticism	Chair welcomed opposing views and used them to further advance the discussion.	Chair welcomed and responded to opposing views.	Chair struggled to accommodate opposing views and tended to take them personally.	Chair's conduct actively discouraged opposing views.
<b>Synthesis (10%)</b>				
Summary of Views	Thoughtful, organized, and engaging summary of the discussion clearly added to the students' learning experience.	Summary of the discussion captured the major issues being considered.	Effort was made to summarize the discussion.	No summary at the end of the discussion.

### Guide to differentiating between the marks — Syndicate Chair

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that their colleague had received an A+, then that grade is not deserved.
- A/A– level work is clearly superior. The assessor must be absolutely convinced that had this particular student not given the presentation, the quality of the learning experience for the entire group would have been inferior.
- B+ and C+ level work should be reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. A student who chairs consistently, predictably and certainly acceptably but also demonstrates occasional flashes of excellence would receive a grade of B+. A relatively unprepared chair who demonstrates an occasional flash of

brilliance would receive a grade of C+.

- The grade B– is reserved for those instances when the assessor cannot be certain whether the faults in performance should be attributed to a lack of effort or to issues beyond the chair’s control at the coordination level, or to a lack of effort or a sincere misunderstanding at the analytical level.
- The grade C– is reserved for students who have achieved the absolute bare minimum as chair.
- To receive an F, the student must have performed as chair in a manner that clearly made the learning experience worse for all involved. There should be absolutely no hesitancy when it comes to the grade F.

### SYNDICATE PARTICIPATION ASSESSMENT TEMPLATE

GRADE	A	B	C	F
<b>Participatory Contribution (40%)</b>				
Participation	Actively expresses own views, supported by evidence from the required and supplementary readings, listens to peers, and challenges peers’ views.	Actively expresses own views, and listens to peers.	Limited interaction with peers.	No interaction with peers.
<b>Intellectual Contribution (30%)</b>				
Preparation	Arrives fully prepared, having read the required and some supplementary readings.	Arrives fully prepared, having read only the required readings.	Arrives noticeably less than entirely prepared.	Unprepared.
Delivery	Communicates ideas with enthusiasm, proper voice projection, appropriate language and clear delivery, while making some eye contact.	Communicates ideas clearly. No significant delivery problems.	Some difficulty communicating ideas due to problems with voice projection, language, or lack of eye contact.	Ideas are not clear.
Quality of Comments	Comments advance the level and depth of the dialogue (consistently).	Comments occasionally advance the level and depth of the dialogue.	When/where prepared, makes relevant comments based on the assigned material.	Demonstrates a noticeable lack of interest in the material.

Overall Impact (30%)				
Impact on Group Dynamic	Group dynamic and level of discussion are consistently better because of the student's presence.	Group dynamic and level of discussion are often better because of the student's presence.	Group dynamic and level of discussion are occasionally better (and never worse) because of the student's presence.	Group dynamic and level of discussion are harmed (perhaps significantly) by the student's presence.

### Guide to differentiating between the letters — Syndicate participation

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that their colleague had received an A+, then that grade is not deserved.
- A/A– level work is clearly superior. The assessor must be absolutely convinced that had this particular student not been present for the discussion, the quality of the learning experience for the entire group would have been inferior.
- B+ and C+ level work should be reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. A student who makes a generally consistent, predictable and certainly acceptable contribution but also demonstrates occasional flashes of brilliance would receive a grade of B+. A relatively unprepared student who demonstrates an occasional flash of brilliance would receive a grade of C+.
- The grade B– is reserved for those instances when the assessor cannot be certain whether the faults in performance at the analytical level should be attributed to a lack of effort or a sincere misunderstanding.
- The grade C– is reserved for students who have achieved the absolute bare minimum during the seminar.
- F-level work objectively does not fulfil the requirements or goals of the seminar. There should be absolutely no hesitancy when it comes to the grade F.

## ACADEMIC WRITTEN WORK ASSESSMENT TEMPLATE

GRADE	A	B	C	F
<b>Argument (45%–70%)</b>				
Organization	Essay proceeds logically from start to finish and is coherent throughout.	Essay includes some minor logical inconsistencies, but they hardly detract from the overall coherence of the argument.	Significant logical inconsistencies in parts of the paper make the overall credibility of the argument somewhat dubious.	The essay is illogical, incoherent, and as a result completely unconvincing.
Thesis Quality	Thesis, whether implicit or explicit, is absolutely clear and highly original.	Thesis, whether implicit or explicit, is clear and deliberate.	Thesis is identifiable in some form, with effort.	Essay does not contain — either implicitly or explicitly — a thesis.
Objectivity	Essay demonstrates a masterful grasp of all sides of the issue.	Essay effectively recognizes a variety of points of view.	Essay is clearly, albeit unintentionally, partial. It either fails to deal with contrary points of view out of ignorance or deals with them unfairly.	Essay is deliberately not impartial. The author has used the paper as a pulpit instead of as a framework for rigorous critical analysis.
Analysis	Analytical abilities on display are clearly superior and reflect an originality of thinking.	Analytical abilities on display demonstrate an ability to separate ideas into their component parts.	Analytical abilities on display are inconsistent. Some ideas are clear and fully understood; others are not.	Paper reproduces arguments from other sources with no evidence of understanding.
<b>Evidence (15%–40%)</b>				
Depth	Essay draws from sources that represent the best primary (if applicable) and most comprehensive secondary information on the subject. Quantity of sources exceeds expectations.	Essay draws from a legitimate variety of primary (if applicable) and relatively comprehensive secondary information. Quantity of sources meets or exceeds expectations.	While the essay may draw from a significant number of sources, the information obtained from those sources is largely surface-level (for example, encyclopedia entries and/or newspaper articles).	Essay is drawn largely, if not exclusively, from inappropriate material.

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
Breadth	Essay draws from an impressive variety of sources and perspectives.	Essay draws from an acceptable variety of sources and perspectives.	Sources either come largely from a single perspective or are quantifiably insufficient to meet the demands of the assignment.	Sources are excessively limited in quantity and represent an excessively limited point of view.
Synthesis	Presentation of the evidence demonstrates a masterful understanding of its themes, both specific and general.	Presentation of the evidence demonstrates a clear understanding of its themes, both specific and general.	Presentation of the evidence demonstrates a flawed understanding of either its specific or its general themes.	Presentation of the evidence demonstrates a flawed understanding of both its specific and its general themes.
Relevance	Evidence is directly applicable to the analysis throughout.	Evidence is largely applicable to the analysis throughout.	Some of the evidence is clearly tangential and detracts from the credibility of the argument.	Evidence does not contribute to a fulfillment of the goals of the assignment.
<b>Writing (10%)</b>				
Overall	Grammar, punctuation, and spelling are virtually flawless. Language and word choice are appropriate throughout.	Limited flaws in grammar, punctuation, and/or spelling do not detract from the overall message of the essay. Some minor problems with language and word choice are noted but not overly problematic.	There are significant flaws in some of grammar, punctuation, spelling, language and/or word choice.	Paper is incoherent because of flaws in grammar, punctuation, spelling, language, and/or word choice.
<b>Format (5%)</b>				
Overall	Essay follows CFC scholarly conventions, including	Only minor flaws in terms of CFC scholarly conven-	Significant flaws in terms of CFC scholarly conven-	Paper displays a blatant disregard for CFC scholar-

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
	proper citation methods, virtually flawlessly.	tions including citation methods.	tions (likely including citation methods).	ly conventions.

**Guide to differentiating between the letters — Academic written work**

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the reader to think, or see an issue, at least temporarily, in a new way.
- A and A– level work is clearly superior. If an assessor has difficulty determining whether a paper deserves an A– or a B+, then the paper should be awarded a B+. There should not be any hesitancy when it comes to grades of A– and above.
- B+ and C+ level work represent optimal achievement under reduced expectations. In other words, a B+ is the best B there can be.
- The grade B– is reserved for papers that, on the whole, clearly exceed the criteria for a C. At the same time, however, specific aspects of these papers deserve no more than C-range grades.
- The grade C– is reserved for papers whose redeeming features only barely allow them to pass.
- F-level work objectively does not fulfil the requirements or the goals of the assignment. There should be absolutely no hesitancy when it comes to the grade F.

**BRIEFING NOTE ASSESSMENT TEMPLATE**

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>ARGUMENT (70%)</b>				
Organization & Logic	BN flows logically from start to finish and is coherent throughout.	BN includes some minor logical inconsistencies, but they hardly detract from the overall coherence of the argument.	Significant logical inconsistencies in parts of the BN make the overall credibility of the argument somewhat dubious.	The BN is illogical, incoherent, disjointed and, as a result, completely unconvincing.
Clarity	Issue and argument are explicit, absolutely clear, and to the point.	Issue and argument are explicit, clear, and deliberate.	Issue and argument are identifiable in some form, with effort.	Issue is incomprehensible and the argument, either implicitly or explicitly, is unidentifiable.
Objectivity	BN demonstrates a masterful grasp of facts.	BN effectively recognizes the facts.	BN clearly, albeit unintentionally, contains non-factual opinion.	BN is deliberately void of factual information and weighs heavily on public opinion or personal, unprofessional views.
Analysis	Analytical abilities on display are clearly superior; writing style is concise.	Analytical abilities on display demonstrate an ability to separate ideas into their component parts.	Analytical abilities on display are inconsistent. Some ideas are clear and fully understood; others are not.	BN reproduces arguments from other sources without any evidence of understanding.
<b>WRITING &amp; FORMATTING (30%)</b>				
Overall	Grammar, punctuation, and spelling are virtually flawless. Language and word choices are exceptional.	Limited flaws in grammar, punctuation, spelling and/or formatting do not detract from the overall message of the BN.	Some minor problems with language, word choice, and/or formatting are noted but not overly problematic.	Paper is incoherent because of significant flaws in grammar, punctuation, spelling, word choice, and/or formatting.

## **Guide to differentiating between the marks — Briefing notes**

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the reader to think, or see an issue — at least temporarily — in a new way.
- A and A– level work is clearly superior. If an assessor has difficulty determining whether a paper deserves an A– or a B+, then the paper should be awarded a B+. There should not be any hesitancy when it comes to grades of A– and above.
- B+ and C+ level work represent optimal achievement under reduced expectations. In other words, a B+ is the best B there can be.
- The grade B– is reserved for papers that, on the whole, clearly exceed the criteria for a C. At the same time, however, specific aspects of these papers deserve no more than C-range grades.
- The grade C– is reserved for papers whose redeeming features only barely allow them to avoid failure.
- F-level work objectively does not fulfil the requirements or goals of the assignment. There should be absolutely no hesitancy when it comes to the grade F.

**EXERCISE AND TUTORIAL ASSESSMENT TEMPLATE  
JIPOE STEP 1-3, CF OPP STAGES ONE AND TWO**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>Mission Analysis (including Op Design) (70%)</b>				
Organization	Analysis proceeds logically from start to finish, is coherent throughout, and involves constant revisiting of previously assessed components of the Orientation stage.	Analysis includes some minor logical inconsistencies, and involves some revisiting of previously assessed components of the Orientation stage.	Significant logical inconsistencies in parts of the analysis make the overall credibility of the argument somewhat dubious. Little revisiting of previously assessed components of the Orientation stage.	The analysis is illogical, incoherent, and as a result completely unconvincing. No revisiting of previously assessed components of the Orientation stage.
Analytical Abilities	Analytical abilities on display are clearly superior and reflect an originality of thinking.	Analytical abilities on display demonstrate an ability to separate ideas into their component parts.	Analytical abilities on display are inconsistent. Some ideas are clear and fully understood; others are not.	Analytical abilities on display are weak. Ideas are not clear or fully understood.
Understanding	Demonstrates excellent understanding of the process and its application to the analytic process.	Demonstrates good understanding of the process and its application to the analytic process.	Demonstrates limited understanding of the process and its application to the analytic process.	Demonstrates little or no understanding of the process and its application to the analytic process.
Participation in Discussion	Enthusiastic and educated participation in all discussions.	Enthusiastic and educated participation in most discussions.	Little productive participation in discussions.	No productive participation in discussions.
Synthesis	Demonstrates a masterful understanding of relevant themes, both specific and general.	Demonstrates a clear understanding of relevant themes, both specific and general.	Demonstrates a flawed understanding of either specific or general themes.	Demonstrates a flawed understanding of both specific and general themes.

<b>Mission Statement and Commander's Intent Assignments (10%)</b>				
Written Summary	Meets all requirements and is generally free of typographical errors.	Meets almost all requirements and is generally free of typographical errors.	Meets some of the requirements but contains typographical errors.	Meets few of the requirements and contains typographical errors.
<b>Mission Analysis Brief (20%)</b>				
Content	Addresses all of the pertinent issues in an accurate and concise manner IAW the templates provided.	Addresses all of the pertinent issues in an accurate and concise manner.	Addresses most of the pertinent issues in an accurate and concise manner.	Addresses few of the pertinent issues in an accurate and concise manner.
Delivery	Communicates rehearsed ideas with confidence, knowledge of the material, proper voice projection, appropriate language, and clear delivery, while making some eye contact.	Communicates ideas clearly with knowledge of the material. No significant delivery problems.	Some difficulty communicating ideas due to lack of knowledge, voice projection or language problem, or lack of eye contact.	Briefing is delivered with little confidence or knowledge.
Organization	Very good organization and pacing. Meets time stipulations.	Generally organized but some difficulties meeting time stipulations.	Some difficulties in organization and/or meeting time stipulations.	No sense of organization. Presentation is far too long/short.

**Guide to differentiating between the letters — Exercises and Tutorials — JIPOE Step 1-3, CF OPP Stages One and Two**

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that the syndicate had received an A+, then that grade is not deserved.
- A and A– level work is clearly superior.
  - Syndicate. In order to achieve a grade of at least an A–, the participation by all members of the syndicate was noticeably better than average, the quality of the analysis, products and briefing skills was superb, all JOPG members learned a great deal from the analysis they conducted, and the overall excellent group effort was well orchestrated. If an assessor has difficulty determining whether the work deserves an A– or a B+, then the work

should be awarded a B+. There should not be any hesitancy when it comes to grades of A– and above.

- Individual. In order to achieve a grade of at least an A–, the student’s level of preparation and participation must be outstanding and show highly developed solutions that are supported by sound logical thought processes.
- B+ and C+ level work represent optimal achievement under reduced expectations.
  - Syndicate. A B+ is the best B there can be. B+ and C+ level work should be reserved for syndicates who are capable of exhibiting A-like qualities but fail to do so in a consistent manner.
  - Individual. A B+ is the best B there can be. B+ and C+ level work should be reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. The level of preparation was good to very good, showed well-developed solutions that were supported by good logical thought process, participation level was better than average, and the quality of analysis, of products, and of briefing skills was good to very good.
- The grade B– is reserved for work that, on the whole, clearly exceeded the criteria for a C. At the same time, specific aspects of the work deserved no more than C-range grades.
  - Syndicate. The grade B– is reserved for those instances in which the assessor cannot be certain whether the faults in performance should be attributed to a lack of effort or issues beyond the syndicate’s control at the coordination level, or to a lack of effort or a sincere misunderstanding at the analytical level.
  - Individual. This grade is reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. Level of preparation was good to very good, showed developed solutions that were supported by logical thought process, participation level was better than average, and the quality of analysis, of products, and of briefing skills was good to very good.
- The grade C– is reserved for presentations whose redeeming features only barely allow them to avoid failure.
  - Syndicate. The grade C– is reserved for the syndicate which has achieved the absolute bare minimum.
  - Individual. Level of preparation was satisfactory, showed barely adequate solutions based on flawed analysis, participation level was low, and the quality of analysis, of products, and of briefing skills was lower than expected.
- F-level work objectively does not fulfil the requirements or the goals of the assignment.
  - Syndicate. To receive an F, the syndicate’s performance must have clearly made the learning experience worse for all of those involved. There should be absolutely no hesitancy when it comes to the grade F.

- Individual. Level of preparation was inadequate, provided unworkable solutions based on faulty logic, participation level was unsatisfactory, and the quality of the analysis, of products, and of briefing skills was poor.

**EXERCISE AND TUTORIAL ASSESSMENT TEMPLATE  
JIPOE STEP 4, CF OPP STAGE THREE**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>COA Development, Refinement and Validation (70%)</b>				
Organization	Analysis proceeds logically from start to finish, is coherent throughout, and involves constant revisiting of previously assessed components of the Orientation stage.	Analysis includes some minor logical inconsistencies, and involves some revisiting of previously assessed components of the Orientation stage.	Significant logical inconsistencies in parts of the analysis make the overall credibility of the argument somewhat dubious. Little revisiting of previously assessed components of Orientation stage.	The analysis is illogical, incoherent, and as a result completely unconvincing. No revisiting of previously assessed components of the Orientation stage.
Analytical Abilities	Analytical abilities on display are clearly superior and reflect an originality of thinking.	Analytical abilities on display demonstrate an ability to separate ideas into their component parts.	Analytical abilities on display are inconsistent. Some ideas are clear and fully understood; others are not.	Analytical abilities on display are weak. Ideas are not clear or fully understood.
Understanding	Demonstrates very good understanding of the process and its application to the analytic process.	Demonstrates good understanding of the process and its application to the analytic process.	Demonstrates limited understanding of the process and its application to the analytic process.	Demonstrates weak understanding of the process and its application to the analytic process.
Participation in Discussion	Enthusiastic and educated participation in all discussions.	Enthusiastic, educated participation in some discussions.	Little productive participation in discussions.	No productive participation in discussions.
Synthesis	Demonstrates a masterful understanding of relevant themes, both specific and general.	Demonstrates a clear understanding of relevant themes, both specific and general.	Demonstrates a flawed understanding of either specific or general themes.	Demonstrates a flawed understanding of both specific and general themes.
<b>Information and Decision briefs (30%)</b>				

	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
Content	Addresses all pertinent issues in an accurate and concise manner IAW templates provided.	Addresses all of the pertinent issues in an accurate and concise manner.	Addresses most of the pertinent issues in an accurate and concise manner.	Addresses few of the pertinent issues in an accurate and concise manner.
Delivery	Communicates rehearsed ideas with confidence, knowledge of the material, proper voice projection, appropriate language and clear delivery, while making some eye contact.	Communicates ideas clearly with knowledge of the material. No significant delivery problems.	Some difficulty communicating ideas due to lack of knowledge, voice projection, language, or lack of eye contact.	Briefing is delivered with little confidence or knowledge.
Organization	Very good organization and pacing. Meets time stipulations.	Generally organized but some difficulties meeting time stipulations.	Some difficulties in organization and/or meeting time stipulations.	No sense of organization. Presentation is far too long/short.

**Guide to differentiating between the letters — Exercises and Tutorials — JIPOE Step 4 and CF OPP Stage Three**

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that the syndicate had received an A+, then that grade is not deserved.
- A and A– level work is clearly superior.
  - Syndicate. In order to achieve a grade of at least an A–, the participation by all members of the syndicate was noticeably better than average, the quality of the analysis, products and briefing skills was superb, all JOPG members learned a great deal from the analysis they conducted, and the overall excellent group effort was well orchestrated. If an assessor has difficulty determining whether the work deserves an A– or a B+, then the work should be awarded a B+. There should not be any hesitancy when it comes to grades of A– and above.
  - Individual. In order to achieve a grade of at least an A–, the student’s level of preparation and participation must be outstanding and show highly developed solutions that are supported by sound logical thought process.

- B+ and C+ level work represent optimal achievement under reduced expectations.
- Syndicate. A B+ is the best B there can be. B+ and C+ level work should be reserved for syndicates who are capable of exhibiting A-like qualities but fail to do so in a consistent manner.
- Individual. B+ and C+ level work reflects preparation that was good to very good, and showed well-developed solutions that were supported by good logical thought process. Participation level was better than average and the quality of the analysis, of the products, and briefing skills were good to very good.
- The grade B– is reserved for work that, on the whole, clearly exceeded the criteria for a C. At the same time, specific aspects of the work deserved no more than C-range grades.
  - Syndicate. The grade B– is reserved for those instances in which the assessor cannot be certain whether the faults in performance should be attributed to a lack of effort or issues beyond the syndicate’s control at the coordination level, or to a lack of effort or a sincere misunderstanding at the analytical level.
  - Individual. This grade is reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. Level of preparation was good to very good, showed developed solutions that were supported by logical thought process, participation level was better than average, and the quality of analysis, of products, and of briefing skills was good to very good.
- The grade C– is reserved for presentations whose redeeming features only barely allow them to avoid failure.
  - Syndicate. The grade C– is reserved for the syndicate which has achieved the absolute bare minimum.
  - Individual. Level of preparation was satisfactory, showed barely adequate solutions based on flawed analysis, participation level was low, and the quality of analysis, of products, and of briefing skills was lower than expected.
- F-level work objectively does not fulfil the requirements or the goals of the assignment.
  - Syndicate. To receive an F, the syndicate’s presentation must have clearly made the learning experience worse for all of those involved. There should be absolutely no hesitancy when it comes to the grade F.
  - Individual. Level of preparation was inadequate, provided unworkable solutions based on faulty logic, participation level was unsatisfactory, and the quality of the analysis, of products, and of briefing skills was poor.

## **ONLINE THREADED DISCUSSIONS AND DISTANCE LEARNING**

32. JCSP, as presented onsite at the CFC, includes a series of interactive, seminar-style learn-

ing activities. The distance education format (Distance Learning Programme) is designed to retain the essence of the Residential Programme as it is taught at the College. As the success of a seminar-style activity depends on the contributions and interaction of its participants, the JCSP DL places an emphasis on consistent, thorough student participation through web-based discussion forums. The idea is to stimulate an effective and thoughtful dialogue, so students, instructors and DS need to take responsibility both to contribute to the discussion and to keep it lively and ongoing.

### **GENERAL CONDUCT OF ONLINE THREADED DISCUSSIONS**

33. The JCSP DL approach to online seminar learning emphasizes a combination of original thinking, engaging participation, and personal reflection. Online discussions typically are divided into two parts.

- a. Students will focus on their own understanding of the readings and by the time designated by the course instructor, they will make an initial posting addressing the question(s) in the Learning Outcome Guide (LOG) and in accordance with any guidelines (e.g., word count) stipulated in the LOG. Participants must bear in mind that overly lengthy posts lose their effectiveness within venues such as threaded or online discussions. The initial posting might include points of agreement, points of contention, points giving rise to questions, etc. It should make explicit reference to the reading(s) under consideration. The readings should therefore be cited explicitly. (Due to the relatively informal nature of online discussions, *Chicago Manual of Style* footnotes need not be used. Instead, a parenthetical reference including the name of the article's author and the page number will be sufficient.) Students are free to refer to their own personal or professional experiences as they relate to the content of the readings after they have contributed the required word count of original thought based on the readings themselves. In other words, no matter how much prior knowledge they bring to the discussion, students must complete the readings in order to make their expected contribution; and
- b. The second part of the online discussion will focus on student responses to the postings of their peers. During a period of time designated by the instructor, students will post in direct response to postings made by others in the class. Students are encouraged to post multiple responses and thus contribute to a lengthier discussion thread. The best discussions are the ones that move beyond the simple questions and answers. Students will be rewarded for bringing up more challenging ideas and for trying to deal with them collaboratively with their peers. To do this effectively, students must have read all of the assigned material carefully.

34. The instructor and DS will also post to the discussion. These responses may be directed to an individual or to the class as a whole, depending on the nature and relevance of the comments.

### **ONLINE THREADED DISCUSSION RUBRIC**

35. In an online discussion, if students do not prepare effectively and contribute positively, their peer students miss out on a unique perspective and their learning experience suffers. For this

reason, evaluation of student performance is based in large part on whether they have improved the learning experience of their peers.

36. Supporting, engaging, and listening to one's peers does not mean that one must always agree with them. Rather, students should make a sincere effort to respond to comments in a professional exploration of the issues. Playing an active role in discussions involves volunteering one's opinion, asking questions, and reading all posts with care.

37. Negative, offensive, and disrespectful comments can do serious damage to the learning atmosphere. Such behaviour will necessarily result in a substantially lower grade.

38. As has been explained earlier, there are two elements to participation in a JCSP DL online threaded discussion. The first is the initial posting addressing the question(s) posed in the LOG or assigned by the Instructor. The second element is the series of responses to the comments made by other members of the class, particularly the responses to other responses, thereby creating a discussion thread.

39. In both cases, comments that are not posted in a timely manner will not contribute to shared learning and will not have improved the learning experience of the syndicate members. Consistently posting early or late, or missing deadlines completely, will result a lower assessment in the categories of 'Participatory Contribution' and 'Overall Impact'.

## ONLINE THREADED DISCUSSION ASSESSMENT TEMPLATE

GRADE	A	B	C	F
<b>Participatory Contribution (40%)</b>				
Relation to Peers	Actively and continually leads, supports, engages and responds to peers.	Makes a sincere and positive effort to interact and engage with peers.	Limited interaction with peers.	No interaction with peers.
Participation	Plays an active role in discussions as seen in the frequency and timeliness of stimulating postings.	Participates constructively in discussions as seen by posting to meet LOG requirements in an engaging manner.	When/where prepared, participates constructively in discussions.	Never participates.
<b>Intellectual Contribution (30%)</b>				
Preparation	Postings always reflect a solid grasp of required readings, with accurate linkages to related academic or professional material.	Postings reflect a good appreciation of LOG material.	Postings will refer to required readings, but will reflect a cursory understanding of the readings.	Unprepared.
Quality of Comments	Comments consistently advance the level and depth of the online dialogue.	Makes relevant comments based on the assigned material that keeps the online dialogue moving forward.	When/where prepared, makes applicable comments based on the assigned material.	Demonstrates a noticeable lack of interest in the material.
<b>Overall Impact (30%)</b>				
Impact on Group Dynamic	Group dynamic and level of discussion are often better because of the student's online presence.	Group dynamic and level of discussion are occasionally better (and never worse) because of the student's online presence.	Group dynamic and level of discussion are not affected by the student's presence.	Group dynamic and level of discussion are harmed (perhaps significantly) by the student's presence.

## Guide to Differentiating Between the Letters — Online Threaded Discussion

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected, and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that their colleague had received an A+, then that grade is not deserved.
- A/A- level work is clearly superior. The assessor must be absolutely convinced that had this particular student not been present for the online discussion, the quality of the learning experience for the entire group would have been inferior.
- B+ and C+ level work should be reserved for students who are capable of exhibiting ‘A-like’ qualities, but fail to do so in a consistent manner. A student who makes a generally consistent, predictable and certainly acceptable contribution but also demonstrates occasional flashes of brilliance would receive a grade of B+. A relatively unprepared student who demonstrates an occasional flash of brilliance would receive a grade of C+.
- The grade B– is reserved for those instances in which the assessor cannot be certain whether the faults in performance at the analytical level should be attributed to a lack of effort or to a sincere misunderstanding of the material.
- The grade C– is reserved for students who have achieved the absolute bare minimum during the online discussion.
- F-level work objectively does not fulfil the requirements or goals of the seminar. There should be absolutely no hesitancy when it comes to the grade F. If there is, the student’s performance in the seminar should be awarded a D.

## DISCUSSION NETIQUETTE

40. As a learning mechanism, the online format has benefits and drawbacks. There is no question that the opportunity to think and reflect before one posts, to participate at a time that is most convenient, and to have access to virtually unlimited academic resources during the seminar experience are tremendous bonuses.

41. Nevertheless, the online format also prevents individuals from appreciating aspects of oral communication such as body language, tone, and inflection that are often critical to understanding an individual’s meaning and intent. Sarcasm, for example, does not typically translate well on the computer screen.

42. It follows that there are a number of rules of ‘netiquette’ that should be taken into consideration by all seminar participants.

- a. To make the discussions engaging, participants should keep the discussion on topic;
- b. Participants should use the subject line in their initial posting as an advanced organizer to announce what their comments are about. This will help maintain the logical structure of the discussion;

- c. Participants should avoid the use of the pronoun ‘you’ in all of its forms in all postings. Instead, they should address comments to the group as a whole and refer to colleagues by their names. For example, rather than writing: ‘You have misinterpreted the author’s point,’ participants should use a construct such as: ‘I disagree with Jill’s interpretation of the author’s point;’
- d. Participants should use their first and last names in their postings, so that everyone knows who is making the comment;
- e. Participants should respond in a timely and considerate way to other students’ comments about their own messages;
- f. Participants must avoid CAPITAL LETTERS because they come across as shouting;
- g. Sarcasm is discouraged — it is too difficult to differentiate from genuine sentiment, particularly at the beginning of the course when members of the class are less familiar with one another;
- h. Spell-check contributions before posting — this is simple professionalism; and
- i. Write in complete sentences. Partial sentences often come across as antagonistic.

### **MAPPING OF JCSP SYLLABUS AGAINST QUALIFICATION STANDARD**

43. This section provides a linkage between the endorsed Qualification Standard (QS) and the Major (common) syllabus of JCSP. It aims to recognize where particular JCSP Professional Military Education (PME) provides the requisite learning to enable graduates to meet the stated Performance Objectives (POs) listed in the QS. The most recent endorsed QS (itself derived from the CF OGS) was released in 2010<sup>1</sup> and identified 29 Performance Objectives (POs) detailing tasks or competencies required across the five Developmental Periods, of which 15 are applicable at DP3. Their linkage with the JCSP Syllabus is listed below.

PO	Description	DP3 Requirement	Linkage with JCSP Syllabus
1	Lead Subordinates	Lead subordinates IAW CF leadership doctrine (C1.0.005), by: <ul style="list-style-type: none"> <li>a. applying greater focus on transformational leadership consistent with <i>Leading People</i> pp. 34-36; and</li> <li>b. applying Direct and Indirect Influence principles consistent with <i>Leadership Doctrine</i> pp 24-25.</li> </ul>	DS 555 Leadership

<sup>1</sup>Qualification Standard Officer Developmental Periods 1 to 5, *Canadian Defence Academy*, 16 October 2010.

		Motivate groups and senior/experienced personnel (C1.0.010) by changing emphasis from extrinsic to intrinsic motivators consistent with <i>Leading People</i> , p. 45.	DS 555 Leadership
		Direct personnel (C1.0.015) by: a. exercising distributed leadership consistent with <i>Leading People</i> pp. 8-9; and b. applying the Mission Command philosophy consistent with <i>Leading People</i> pp. 36-37.	DS 555 Leadership
5	Build Internal Integration	Build teamwork and cohesion (C5.0.025) consistent with <i>Leading People</i> Ch 6, <i>Canada First Defence Strategy</i> and <i>Civilian HR Strategy Horizon One</i> p. 2, and <i>IAW Interim Policy — Religious Accommodation, Employment Equity and Diversity Leadership — One Team, Many Faces A Tip Book for the CF</i> , by: a. supporting and creating initiatives for team-building; b. working towards collaborative solutions in teams (C5.0.020) by: (1) allowing civilized disagreement; (2) practising open communications; (3) allowing participation in decision-making; (4) exercising active listening; and (5) ensuring participation of the entire group; and c. providing accommodation for dif-	DS 555 Leadership DS 544 Basic Joint OPP DS 540 Domestic & Expeditionary Operations DS 566 Canadian Security & Defence Strategy/CNP & CGS or DS 569 International Security and Canadian Foreign Policy

		<p>fering religious practices and gender integration. (C5.0.015);</p> <p>d. appreciating cross-cultural differences; and</p> <p>e. integrating and motivating an effective team comprising Regular Force, Primary Reserve and Civilians (C5.0.010).</p>	
9	Sustain the Profession of Arms	<p>Promote the Canadian military professional ideology (B1.0.015) consistent with <i>Leading the Institution</i>, p. 7, by:</p> <p>a. honing judgement in decision-making at the operational level of war and non-operational activities;</p> <p>b. encouraging initiative and bold, thoughtful and decisive action among subordinates in the application of the professional body of knowledge; and</p> <p>c. contributing to the development and conduct of programmes and training which embody the specialized and unique body of military expertise.</p>	<p>DS 555 Leadership</p> <p>DS 544 Basic Joint OPP</p> <p>DS 540 Domestic &amp; Expeditionary Operations</p> <p>DS 545 Component Capabilities</p>
		<p>Explain the organization and functioning of the profession of arms in Canada within the institutional context established by the government (B1.0.005-Note 2) consistent with <i>Duty with Honour</i>, pp. 37-42, by:</p> <p>(1) adapting communication style to diverse audiences; and</p> <p>(2) distilling complex information for clear and succinct presentation.</p>	<p>DS 555 Leadership</p> <p>DS 545 Component Capabilities</p>
10	Build	Support unit- and higher-level succession planning by providing input into	DS 555 Leadership

	Institutional Leadership	higher-level succession planning (B2.0.005) consistent with <i>Leading the Institution</i> , p. 137, and IAW <i>Military HR Strategy 2020</i> and applicable <i>Environmental Orders (LFCO 11-79; ACOs 1000-7, 1000-8; 3371-5075-1; D Mar Strat/RDIMS #182365</i> , dated 19 October 2009 — <i>Navy Succession Planning Process/Policy</i> ).	
		Seek opportunities to mentor (C2.3.005), by: <ul style="list-style-type: none"> <li>a. recognizing individuals with potential;</li> <li>b. providing guidance in career development and progression (C2.3.010) IAW the <i>DND Mentoring Handbook</i>; and</li> <li>c. considering participation in DND Mentoring Programme for civilians.</li> </ul>	DS 555 Leadership
11	Ensure Member Well-being and Commitment  (at level of Institution)	Promote a culture of retention IAW <i>Military Personnel Retention Strategy 5000-1 (CMP)</i> 19 July 2009, and <i>CDS Guidance to COs</i> , Ch 25 (B3.0.030), by: <ul style="list-style-type: none"> <li>a. responding systemically to individual needs and expectations to make the CF an employer of choice;</li> <li>b. contributing to the development of policies, programmes and practices that reflect shared Canadian and CF values, and enhance member trust and confidence in the institution;</li> <li>c. affirming the importance and contribution of members through DND and CF recognition and awards programmes (B3.0.040) IAW <i>DAOD 5027-0 Recognition</i> and <i>DAOD 5027-1 Awards and Recognition Program</i>; and</li> </ul>	DS 555 Leadership  DS 566 Canadian Security & Defence Strategy/CNP & CGS  or  DS 569 International Security and Canadian Foreign Policy

		d. providing the leadership required for a positive working environment.	
12	Conduct Strategic Planning	<p>Support the development of the organizational vision (B4.1.005) consistent with <i>Leading the Institution</i> by:</p> <p>a. assessing the organization, what it is, and what it should be in the future (p. 82);</p> <p>b. critically examining and analyzing internal and external environments for factors affecting vision (B4.1.035) (pp. 82-84) and with <i>Conceptual Foundations</i>, p. 100, 103; and</p> <p>c. monitoring the effect of technological change on future security environment (A3.3.005) IAW <i>The Defence Science and Technology Strategy</i>, pp. 10-16.</p>	<p>DS 555 Leadership</p> <p>DS 545 Component Capabilities</p> <p>DS 565 Security &amp; International Affairs</p> <p>DS 566 Canadian Security &amp; Defence Strategy/CFD</p> <p>or</p> <p>DS 569 International Security and Canadian Foreign Policy</p>
		<p>Contribute to the development of a strategy to achieve the vision (B4.1.010) consistent with <i>Leading the Institution</i>, by:</p> <p>a. critically examining and analyzing internal and external environments for factors affecting strategy (B4.1.035) (pp. 82-84), and with <i>Conceptual Foundations</i>, pp. 100 and 103;</p> <p>b. identifying strengths, weaknesses, what must change, and what must stay the same (p. 84);</p> <p>c. proposing goals and objectives (B4.1.015), priorities (B4.1.025), courses of action, and resources (p. 87);</p> <p>d. proposing milestones from objectives that measure progress and</p>	<p>DS 555 Leadership</p> <p>DS 565 Security &amp; International Affairs</p> <p>DS 566 Canadian Security &amp; Defence Strategy</p> <p>or</p> <p>DS 569 International Security and Canadian Foreign Policy</p>

		<p>success (B4.1.030) (pp. 88-89, 101);</p> <p>e. developing performance metrics for organizational objectives (B4.3.005) (pp. 35-37, 97, 101); and</p> <p>f. developing a strategic plan leading to the desired end state (B4.1.020) (p. 87).</p>	
13	Lead Institutional Change	<p>Assess the potential impacts of policy change proposals (B4.2.040) consistent with <i>Leading the Institution</i>, Ch 5, by:</p> <p>a. identifying the cultural implications of change (pp. 82-83);</p> <p>b. determining potential barriers to change (pp. 86, 94-95, 101); and</p> <p>c. setting the conditions for change to establish strategic coherence and clarify expectations (pp. 86-87, 101).</p>	<p>DS 556 Command</p> <p>DS 566 Canadian Security &amp; Defence Strategy/CNS</p> <p>or</p> <p>DS 569 International Security and Canadian Foreign Policy</p>
		<p>Communicate the vision (B4.2.005) consistent with <i>Leading the Institution</i>, pp. 88-92, 101, by:</p> <p>a. speaking directly to subordinates with confidence, conviction and enthusiasm;</p> <p>b. linking change with mission success in a meaningful, transparent and flexible manner; and</p> <p>c. managing expectations associated with change.</p>	<p>DS 556 Command</p> <p>DS 555 Leadership</p>
		<p>Implement change (B4.2.015) consistent with <i>Leading the Institution</i>, pp. 92-94, 101, by:</p> <p>a. contributing to the development and modification of CF and DND policies (B4.2.030) in support of</p>	<p>DS 556 Command</p>

		<p>the change plan;</p> <p>b. providing dynamic and confident leadership to facilitate the effective implementation of change including strategies and plans (B4.2.010); and</p> <p>c. eliminating barriers to the effective implementation of change.</p>	
		<p>Sustain change (B4.2.020) consistent with <i>Conceptual Foundations</i>, p. 107-109, 113 and <i>Leading the Institution</i>, pp. 97-99, by:</p> <p>a. assessing achievement of objectives using identified metrics and survey feedback (B4.3.015);</p> <p>b. participating in policy reviews to ensure alignment of strategies, plans and supporting policies (B4.2.025);</p> <p>c. utilizing feedback to continuously adapt practices and identify systemic problems (B4.3.025);</p> <p>d. recommending adjustments to plan (B4.3.030) and associated resources based on progress in achieving objectives (B4.3.020);</p> <p>e. ensuring ongoing communication among stakeholders and change agents;</p> <p>f. acknowledging successes; and</p> <p>g. recommending higher recognition or rewards for successes.</p>	DS 556 Command
15	Conduct Force Development	<p>Contribute to Force Development consistent with the <i>Force Development and Capability-Based Planning (CFD Handbook)</i>, by:</p>	<p>DS 545 Component Capabilities (Environmental Chiefs of Staff)</p> <p>DS 566 Canadian Security &amp;</p>

		<p>a. determining capability gaps to include:</p> <ul style="list-style-type: none"> <li>(1) rationalizing identified capability gaps, deficiencies or improvements (B5.1.020);</li> <li>(2) prioritizing emerging requirements;</li> <li>(3) proposing capability requirement options (B5.1.015); and</li> <li>(4) proposing capability requirements for CF (B5.1.005); and</li> </ul> <p>b. contributing to the fielding of new capabilities (B5.2.005, B5.2.015, B5.1.040), by:</p> <ul style="list-style-type: none"> <li>(1) validating unit personnel position requirements in support of FD within the constraints of existing unit structure, including qualification requirements, terms of reference, and work descriptions (<i>Leading People</i>, Ch 4, p. 46);</li> <li>(2) submitting Establishment Change Proposals (ECPs) and Special Personnel Qualification Requirements (SPQRs) processes;</li> <li>(3) conducting operational testing and trials consistent with <i>Leading People</i>, Ch 4, p. 53; and</li> <li>(4) implementing conversion training.</li> </ul>	<p>Defence Strategy/CFD</p> <p>or</p> <p>DS 569 International Security and Canadian Foreign Policy</p>
16	Develop DND as a Learning Organization	Apply techniques of self-awareness, reflection, and critical thought to monitor and improve one's own performance and its impact on others to enhance individual and organizational effectiveness and to promote mission	DS 555 Leadership

		success (D4.0.005, D4.0.010, D4.0.015).	
17	Foster Relations with External Stakeholders	<p>Develop relationships between the CF and DND, government departments and agencies, NGOs, private industry and international military partners (B8.0.005) consistent with <i>Leading People</i>, pp. 85-86, by:</p> <ul style="list-style-type: none"> <li>a. identifying key players;</li> <li>b. explaining the roles and capabilities of your team to others;</li> <li>c. learning other teams' mandates, capabilities and command relationships;</li> <li>d. developing professional relationships with peers, colleagues and external counterparts;</li> <li>e. participating in inter-organizational relationships and networks; and</li> <li>f. consulting on defence interests (B8.0.010) consistent with <i>Leading the Institution</i>, p. 72.</li> </ul>	<p>DS 556 Command</p> <p>DS 544 Basic Joint OPP</p> <p>DS 540 Domestic &amp; Expeditionary Operations</p> <p>DS 565 Security &amp; International Affairs/GLO,</p> <p>DS 566 Canadian Security &amp; Defence Strategy/CNS, CGS</p> <p>or</p> <p>DS 569 International Security and Canadian Foreign Policy</p>
18	Develop Military Strategy, Policy & Doctrine	<p>Monitor the environment for factors affecting strategy, policy and doctrine (A5.0.005) IAW <i>Leadership in the Canadian Forces — Leading the Institution</i>, Ch 3, by:</p> <ul style="list-style-type: none"> <li>a. identifying factors that affect strategy, policy and doctrine; and</li> <li>b. analyzing factors to anticipate future requirements.</li> </ul>	<p>DS 556 Command</p> <p>DS 566 Canadian Security &amp; Defence Strategy</p> <p>or</p> <p>DS 569 International Security and Canadian Foreign Policy</p>
		<p>Recognize the evolution of military strategy (A5.0.010) IAW <i>Leadership in the Canadian Forces — Leading the Institution</i>, Ch 3.</p>	<p>DS 555 Leadership</p>
		<p>Participate in the development of</p>	<p>DS 555 Leadership</p>

		whole-of-government crisis prevention and crisis management policies/strategies (A5.0.035) IAW <i>Leadership in the Canadian Forces — Leading the Institution, Ch 3</i> , by acting as liaison officers.	DS 566 Canadian Security & Defence Strategy  or  DS 569 International Security and Canadian Foreign Policy
19	Plan operations IAW CF Doctrine	Apply the General System of War and Conflict through the application of the operational art (A4.1.080) (A5.0.010) within a joint environment IAW <i>Canadian Forces Operations</i> .	DS 544 Basic Joint OPP  DS 540 Domestic & Expeditionary Operations
		<p>Apply the OPP (A3.2.010, A3.2.005) at the operational level in a JIMP environment IAW <i>CF OPP Manual</i> including:</p> <ul style="list-style-type: none"> <li>a. assisting with the development of plans (A3.3.020) in the JIMP environment IAW CF OPP Manual Ch 2;</li> <li>b. applying linear, analytical thought (D.2.0.005);</li> <li>c. applying critical thinking (D2.0.010) IAW <i>The Guide to Critical Thinking</i>;</li> <li>d. applying creative thinking to generate and adapt ideas and concepts (D.2.0.020) IAW <i>The Guide to Lateral Thinking</i>;</li> <li>e. applying systems thinking (D.2.0.015) IAW <i>Leading the Institution</i> Ch 2;</li> <li>f. applying problem-solving processes (D.2.0.030);</li> <li>g. applying decision-making techniques (D.2.0.025);</li> <li>h. establishing measures of effectiveness (A3.2.020);</li> </ul>	DS 544 Basic Joint OPP  DS 555 Leadership

		<ul style="list-style-type: none"> <li>i. using military intelligence (A3.1.005);</li> <li>j. preparing contingency plans including those related to force planning scenarios (A3.2.015);</li> <li>k. preparing operations orders (A3.1.030); and</li> <li>l. contributing to sustainment planning for deployed operations (A3.1.020) IAW B-GJ-005-400/FP-000 <i>Support to CF Operations</i>.</li> </ul>	
		<p>Provide for the handling of casualties (A4.2.035) IAW B-GL-005-410/FP-000 <i>Health Services Support to Operations</i>, Ch 2, by employing the casualty evacuation system, which includes:</p> <ul style="list-style-type: none"> <li>a. in-theatre resources;</li> <li>b. intermediate medical facilities;</li> <li>c. post-theatre resources and care; and</li> <li>d. treatment for operational stress injuries.</li> </ul>	DS 544 Basic Joint OPP
		<p>Monitor the effect of technological change on operational doctrine and plans (A3.3.005) IAW <i>The Defence Science and Technology Strategy</i> pp. 10-16 including:</p> <ul style="list-style-type: none"> <li>a. change of enemy TTPs related to technology;</li> <li>b. change of allied TTPs related to technology; and</li> <li>c. adaptation of commercial technologies to enhance military capabilities.</li> </ul>	
		Contribute to the development of use	

		of force directive (including ROEs) (A3.1.010) IAW B-GJ-005-300/FP-000 <i>Canadian Forces Operations</i> , Ch 5.	
20	Command Military Operations	Issue orders for military operations (A4.1.030) for joint operations IAW <i>Staff Duties For Land Operations</i> , Ch 6 <i>B-GL-331-002/FP-001</i> .	DS 556 Command DS 544 Basic Joint OPP DS 540 Domestic & Expeditionary Operations
		Apply CF doctrine (A4.1.055) during the conduct of operational level operations IAW <i>CFJP01</i> .	DS 556 Command
		Prepare reports and returns (A4.2.005), by:  a. consolidating lower-level reports; and  b. preparing reports for higher headquarters.	
		Analyze reports and returns (A4.2.010) in order to prioritize requirements IAW commander's priorities.	
		Conduct After-Action Review (A6.0.005) within a joint environment IAW <i>After-Action Review Aide-Memoire</i> .	DS 556 Command
		Contribute to the lessons learned process (A6.0.010) IAW DAOD 8010-0, DAOD 8010-1 and <i>CF Joint Doctrine Note 04/08 — The Lessons Learned Process</i> , by:  a. ensuring that subordinates participate in the lessons learned process;  b. reviewing lessons learned recommendations;  c. incorporating lessons learned into	DS 556 Command

		<p>the planning of operation; and</p> <p>d. directing lessons learned follow-on actions as required.</p>	
		<p>Operate within national and multinational military command and control structures (A.4.1.070) in a joint environment IAW <i>Canadian Forces Operations</i> Ch 9.</p>	DS 556 Command
		<p>Coordinate operations in the joint environment with IOs, NGOs, and the host nation (A4.3.035) IAW <i>CFJP01</i>, Ch 6, sect 641, by:</p> <p>a. aligning objectives where possible to support the commander's intent;</p> <p>b. confirming military support requirements to civilian organizations; and</p> <p>c. providing support as directed by the commander.</p>	DS 556 Command
		<p>Coordinate operations in a joint environment with international military partners (A4.3.025) in a coalition IAW <i>CFJP01</i> Ch 6, paras 621-636, by:</p> <p>a. establishing command relationships;</p> <p>b. aligning objectives; and</p> <p>c. increasing interoperability.</p>	DS 556 Command
		<p>Coordinate operations in a joint environment with OGDs and agencies (A4.3.030) IAW <i>CFJP01</i>, Ch 6, sect 641 and B-GJ-005-308/FP-010 — <i>Inter-Agency Handbook (Domestic)</i>, by:</p> <p>a. operating within established command relationships;</p> <p>b. confirming alignment of objectives</p>	DS 556 Command

	<p>and priorities; and</p> <p>c. defining support relationships.</p>	
	<p>Apply negotiation/conflict management techniques in a joint environment (A4.1.090) using <i>Conflict Management Skills: A Leadership Competency</i>, and <i>Leadership in the CF — Leading the Institution</i>, to include:</p> <p>a. assessing conflict;</p> <p>b. applying the principles and techniques of mediation;</p> <p>c. conducting mediating sessions;</p> <p>d. conducting negotiating sessions; and</p> <p>e. conducting Agreement Negotiations.</p>	DS 556 Command
	<p>Conduct CIMIC-related activities (A4.1.075) in a joint environment IAW <i>Canadian Forces Operations</i> Ch 9.</p>	DS 556 Command
	<p>Coordinate info ops activities in support of ongoing operations (A4.1.050) IAW <i>B-GJ-005-300/FP-000 Canadian Forces Joint Operations</i> Ch 22, and <i>B-GJ-005-313/FP-000 — CF Information Operations</i>.</p>	DS 556 Command
	<p>Interact with civilian agencies, while conforming to Canadian law in domestic operations (Aid of the civil power and assistance to civil authority) in a joint environment (A4.1.060, A4.1.065) IAW <i>NDA Part VI</i>, and <i>Canadian Forces Operations</i>, Ch 12, sect 1208.</p>	DS 556 Command
	<p>Ensure compliance with the LOAC/ Geneva Conventions/CF Code of Conduct (A4.1.005) in a joint environment IAW <i>Law of Armed Conflict at the Operational and Tactical Level</i> and</p>	DS 556 Command

		the <i>Canadian Forces Code of Conduct</i> .	
		Ensure compliance with CF orders/regulations on Prisoner of War (PW) and Detainee handling (A4.2.030) IAW <i>Prisoner of War Handling, Detainees, Interrogation and Tactical Questioning</i> .	DS 556 Command
		Ensure compliance with Use of Force directive (ROEs) (A4.1.010) in a joint environment IAW <i>DDIOs</i> Ch 1, sect 4.	DS 556 Command
		Apply FP measures (A4.1.015) in a joint environment IAW <i>Canadian Forces Joint Force Protection Doctrine Manual</i> .	
		Control mission-essential materiel (MEM) (A4.2.025) as determined by the commander, by: <ul style="list-style-type: none"> <li>a. maintaining positive control of unit MEM;</li> <li>b. ensuring security of unit MEM considering ROE implications thereof; and</li> <li>c. ensuring proper care, storage, and maintenance of unit MEM.</li> </ul>	
		Coordinate provision of military security in a joint environment with appropriate civil authorities (A4.3.040), consistent with <i>B-GL-003-314/FP-000 Canadian Forces Joint Force Protection Doctrine Manual</i> , by: <ul style="list-style-type: none"> <li>a. operating within established command relationships;</li> <li>b. confirming alignment of objectives and priorities;</li> <li>c. determining security requirements; and</li> </ul>	DS 556 Command

		d. defining support relationships.	
		Coordinate defensive measures against CBRN threats (A4.3.045) IAW <i>B-GJ-005-311/FP-020 Canadian Forces Chemical, Biological, Radiological and Nuclear Defence Tactics, Techniques and Procedures</i> , Ch 2.	
		Direct response to warning systems (A4.1.020) in a joint environment IAW unit and base SOPs and <i>NATO Crisis Response System Manual 2009</i> , Ch 6.	
		Ensure sustainability of the deployed force on operations (A4.3.010).	
21	Conduct Force Generation for Operations	Execute managed readiness plan to address the organization, equipping, training, mounting and recovery of operational forces IAW force employment cycle (A2.0.020), by: <ul style="list-style-type: none"> <li>a. acting upon results of the DAG;</li> <li>b. coordinating unit-level reintegration plan; and</li> <li>c. coordinating support during rehabilitation phase.</li> </ul>	
29	Apply Communication skills	Apply general communication skills (D3.2.020) by maintaining a line of reasoning when communicating complex issues.	DS 555 Leadership DS 556 Command DS 544 Basic Joint OPP DS 545 Component Capabilities DS 540 Domestic & Expeditionary Operations DS 565 Security & International Affairs DS 566 Canadian Security & Defence Studies or DS 569 International Security and Canadian Foreign Policy Minor AJWS Minor IPS

			Minor DSS
		<p>Conduct negotiations (D3.2.055) to include:</p> <ul style="list-style-type: none"> <li>a. preparing a negotiation plan;</li> <li>b. applying the process and techniques of negotiation, to include types of negotiations (planned or impromptu negotiations; cyclic or single-effort event); and</li> <li>c. drafting final documentation (B4.1.040).</li> </ul>	DS 556 Command
		<p>Apply general communication skills (D3.2.020) by:</p> <ul style="list-style-type: none"> <li>a. leveraging a variety of media/mechanisms available for communication; and</li> <li>b. using metaphor, analogy and/or theory to maximize the understanding of complex messages.</li> </ul>	DS 555 Leadership DS 556 Command DS 544 Basic Joint OPP DS 545 Component Capabilities DS 540 Domestic & Expeditionary Operations DS 565 Security & International Affairs DS 566 Canadian Security & Defence Studies or DS 569 International Security and Canadian Foreign Policy Minor AJWS Minor IPS Minor DSS

## **GLOSSARY OF JCSP TERMINOLOGY**

### **FOUNDATION COURSE**

The Foundation Course exists to orient, level and prepare students for each of the other courses to follow. Some activities, particularly for the JCSP Residential, are focussed on orienting students to CFC and its facilities, while others are intended to underpin the academic level at which discussion, reflection and writing should occur at CFC.

### **COMPLEMENTARY STUDIES**

Complementary Studies are a series of RMCC-accredited courses, conducted by academic staff and listed in the RMCC Calendar, available to JCSP Residential students only. Selection for courses is based on student preference. Confirmatory activities are in the form of 4000-word written papers or the equivalent.

### **STREAMS**

Students will be placed in streams for Roto 3 of the programme. Three streams exist — Advanced Joint Warfighting Studies, Institutional Policy Studies, and Defence & Security Studies.

#### **Advanced Joint Warfighting Studies (AJWS)**

Enhanced preparation for those most likely to work as staff in operational Headquarters, or to provide support to operational planning activities.

#### **Institutional Policy Studies (IPS)**

Further examination of key institutional components such as personnel management, resource management, capability development, project management and CF policies, for those students likely to work as staff in various L1 organizations.

#### **Defence & Security Studies (DSS)**

Additional studies of geopolitical factors for those students likely to work as staff supporting senior leaders who are working at the Pol-Mil interface or who require assessments of regional defence and security issues.

Within each stream, students will complete two courses: a core course and an advanced topics course. These are collectively known as Minors. Each stream will then conduct a capstone activity such as an exercise or case study related to their stream.

### **MAJOR/MINOR**

Curricula have been described as being Major or Minor. The eight course credits in Rotos 1 and 2 of the JCSP RESID, Fall and Winter terms Year 1 DL, and Fall term Year 2 DL are Major curricula, while the two courses within a stream are known as Minor curricula.

## **CORE MINOR/ADVANCED TOPIC COURSES**

Each stream comprises two courses and a final confirmatory activity (Exercise or Case Study). While courses in each stream are named according to their purpose, the first in each case is the Core Minor, or “Methods” course, while the second is the Advanced Topics Minor course. A number of sub-specializations will be taught within the Advanced Topics courses.