

**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**

The curriculum for the JCSP Residential and Distance Learning Programmes 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. 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.

The knowledge you will gain while on JCSP will prepare you for command and/or staff appointments in a contemporary environment across the continuum of operations in national and international settings. I encourage you to take full advantage of the multiple learning opportunities presented to you during this very important year in your military career.

This Syllabus draws upon appropriate elements of the Professional Military Education Officer Development Period 3 and is delivered at the academic graduate level. It is issued on the authority of the Commander, Canadian Defence Academy.

*// Pending Signature //*

L. Cassivi  
Rear-Admiral  
Commander Canadian Defence Academy

# 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 Officer Professional Development System (OPDS), the JCSP RESID and the JCSP DL are offered during Developmental Period 3 (DP 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 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.

Learning Outcome		Learning Objective	
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.
		C101b	Analyze the personal effectiveness aspects of leadership.
		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.

Learning Outcome		Learning Objective	
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.
		C102b	Analyze the institutional, multi-agency, and cross-cultural environment factors and constraints that influence command in complex, contemporary domestic and international operations.
		C102c	Analyze the key professional challenges influencing command in a complex, contemporary operational-level context.
		C102d	Internalize the CAF ethos.
		C102e	Demonstrate an understanding of his/her role as a leader at the tactical/operational/strategic level in ensuring the profession that reflects CAF ethos.

- 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.

Learning Outcome		Learning Objective	
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	C201a	Apply effective writing skills and demonstrate the ability to clearly articulate the required concepts.
		C201b	Apply effective reading skills, by evaluating, appraising and analyzing assigned and supplementary reading material, and in researching new material.

Learning Outcome		Learning Objective	
	the professional oral and written communication skills and public affairs skills required to be effective in the institutional, operational and cross-cultural contexts across national and international settings.	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.
		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.
		C201e	Demonstrate the ability for creative thinking and problem-solving techniques.
		C201f	Demonstrate the ability for logical reasoning, argument and analysis in written and oral work.
		C201g	Demonstrate the ability to apply multiple decision-making techniques in practical situations.

- 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.

Learning Outcome		Learning Objective	
C301	At the end of the JCSP students will be able to lead an element 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.
		C301b	Understand planning for operations and apply the CF OPP up to and including stage III.
		C301c	Understand the doctrine, organization and planning requirements of force generation for domestic and expeditionary operations.

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

Learning Outcome		Learning Objective	
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.

- 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.

Learning Outcome		Learning Objective	
C501	At the end of the JCSP, students 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.
		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.
		C501c	Examine the domestic and structural factors that influence Canadian governance, policymaking and response mechanisms.
		C501d	Illustrate the process by which national strategy is formulated and defence requirements are determined.
		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.
		C501f	Critique Canada's current national defence strategy within the context of emerging strategic issues, challenges, and opportunities.

## PROGRAMME COMPOSITION, COURSE TITLES, DESCRIPTIONS AND ACTIVITIES

4. The JCSP is constructed to permit equivalent programmes to be delivered to both the DL and RESID students. It is also constructed to provide a limited number of student course options within both the DL and RESID variants. Each variant starts with a Foundation Course. All variants and options deliver the Professional Military Education (PME) qualification through the successful completion of ten PME credits, eight of which are common to all RESID (seven for DL) and accredited at the graduate level by the Royal Military College of Canada (RMCC). The remaining credits will be a combination of Graduate RMCC academic (DS XXX) courses accredited by RMCC and professional (CF XXX) courses which do not earn RMCC graduate credits. RMCC 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;
- 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.

5. JCSP DL. The JCSP DL delivers ten PME credits over two years of part-time study. Of the ten credits required, seven are accredited at the graduate level by RMCC, while the remaining three are professional (CF) courses. As the MDS is tied to the entire JCSP curriculum, by application, JCSP DL students may be admitted into the MDS programme at RMCC after being selected to attend both DL year one (DL 1) and DL year two (DL2). RMCC will confirm the work required to earn the additional three academic credits. The 5 RMCC graduate credits that are earned through successful completion of JCSP DL AY 1 may be used towards the completion of a post-graduate degree from educational institutes subject to the additional credits required by those universities.

6. JCSP DL 1 delivers four courses (and a total of 5 credits) culminating in the operational planning tutorial **JARDIN ENTREMERS** which is delivered over two weeks at CFC Toronto. JCSP DL 2 delivers three courses and a Directed Research Paper (for a total of 5 credits) and includes the streams and capstone activity delivered at CFC Toronto. The stream courses are as follows:

- 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 Capstone Activity (**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 Capstone Activity (**LOOK OUT**) alongside those on the JCSP RESID DSS stream.

7. JCSP RESID — Non-MDS. Within this option of the JCSP RESID, all of the Major Curriculum Complementary Studies Courses as well as some of the Minor Curriculum (streams) courses (specifically only DS/CF 549, DS/CF 554 and DS/CF 568) are dual-annotated DS/CF courses with the same course content but with a professional (CF) rather than an academic (DS) 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 PME Diploma 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 Major Curriculum Complementary Studies and the Minor Curriculum (Stream) courses. However, successful graduates of the non-MDS JCSP RESID can gain up to eight RMCC 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.

8. 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 RMCC MDS programme; those who are admitted and maintain a minimum B- grade average (70%) throughout the JCSP will convocate with an MDS degree.

9. 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 (DS) credits plus a two-credit Directed Research Project (DRP), 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 the Major Curriculum Complementary Studies course (DS 501, or DS 534 to DS 543) and the Advanced topics course associated with the Minor Curriculum (Streams - 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.

10. 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 (DS) 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 all of the Minor Curriculum (Stream) courses (DS 548/DS 557/DS 567 and DS 549/DS 554/DS 568), as well as the Stream-specific Capstone Activity at the end of the JCSP.

11. 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 (Streams). Within the first two sections, courses are described in numerical, rather than chronological, order of delivery.

12. 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 delivered 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 520 — Planning at the Operational Level

- (1) This course will introduce and develop the knowledge and skills essential for understanding the operational level of conflict and for planning at the operational level using the Operational Planning Process (OPP) in the context of Canadian Armed Forces doctrine. The first module of this course will examine operational functions as they apply to modern operations, providing students with strong foundational knowledge of the operational level. It introduces students to current doctrine and provides insight into how Commanders and staff exercise these key functions. The second module introduces students to the OPP. Using increasingly challenging tutorials, students will work in groups to analyze problems and develop operational designs through the application of the OPP. This module includes a significant amount of group and syndicate tutorial work. The third and fourth modules build upon the first two, advancing student knowledge, understanding and skills for planning joint operations across the spectrum of conflict at the operational level in both the domestic and expeditionary environments. These modules include Case Studies of recent CAF operations and require the students to demonstrate their understanding of the overall course content through two planning exercises.
- (2) DS 520 uses a series of lectures and discussions to review each of the operational functions, 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). Students will participate in two practical tutorials 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. Additional knowledge will be delivered during Case Studies examining recent CAF operations and two planning exercises.

c. DS 545 — Component Capabilities

- (1) This course focuses 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.

d. 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.

e. 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 complexity of command in an operational-level theatre of war.

f. DS 569 — Security and International Affairs

- (1) This course introduces and analyzes 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 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, including the role of the United Nations and Non-Governmental Organizations. The third module (JCSP RESID only) examines selected regions of the world to investigate security constructs and 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.

13. 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 DL 2.

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 529 — Political Philosophy: in the eye of the enemy

- (1) This course aims to analyze and understand some of the ideologies developed in the 20<sup>th</sup> century that reject liberal democratic values and promote the violent overthrow of liberal democracy-based political systems, through an analysis of the ideas of their leading thinkers and theorists. It will include an in depth analysis of anti-liberal doctrines and concepts and develop an awareness of the complex relationships among the individual, the group, the society, political ideas, and armed violence.

c. 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.

d. DS/CF 526 — Peace and Stability Operations

- (1) This course explores the field operations deployed to conflict areas to mitigate or end violence and to help rebuild war-torn societies. Such peace or peacekeeping operations have evolved considerably with new and expanded mandates and more robust mechanisms for the international military, police and civilians. The course focuses on the concepts and experiences of the UN, but also includes other organizations like NATO, and regional organizations. Successes and failures are reviewed, and case studies will help get an operational “sense on the ground.”

e. 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.

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) The course is oriented specifically to the interaction between the theory and the practice of war. John Maynard Keynes, in his *General Theory of Employment, Interest and Money* noted “Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist.” The same could easily be said of many a military practitioner. Military theory is poorly understood in general (even within militaries themselves!), but quite implicit within the structure of modern doctrine. This course examines the historical, social, and intellectual roots of our ideas for how force should be used, and the evolution and accretion of those ideas, and speculates on how those ideas might shift in the future based on present trends in the wider social environment. The course serves as a base for understanding modern military doctrine and the practice of military operations.

14. 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 520 (Planning at the Operational Level), and DS 545 (Component Capabilities), DS 545 (Component Capabilities).

(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 520 (Planning at the Operational Level), and DS 545 (Component Capabilities), DS 545 (Component Capabilities).

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 analyses, 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 analyses of current or draft Defence policies or programmes; and

- (b) Prerequisites: DS 555 (Leadership), DS 556 (Command), and DS 569 (Security and International Affairs).

(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 of 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 569 (Security and International Affairs); 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 569 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 contemporary 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 569 (Security and International Affairs); 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 569 (Security and International Affairs).

## ACTIVITY MATRIX AND ACTIVITY ASSESSMENT

15. 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.

<b>Activity Code</b>	<b>Activity Description</b>	<b>Marking Responsibility</b>	<b>Chair Assignment</b>
Discussion (DI)	A structured verbal exchange of information in syndicate, usually chaired by a student. Serves to reinforce previously covered material.	Directing Staff (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.	Academic Staff (AS) or DS (if DS, will normally be assisted by AS who will have responsibility for marking any formal paper forming the basis of the discussion)	AS, the DS, an SME, or a student will chair this activity. Student chair is formally assessed.
Lecture-Discussion (LD)	A lecture followed by a syndicate discussion of the presented material and related preparatory readings. A plenary Q&A normally follows.	DS	The DS or a student will chair this activity. Student chair is formally 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.	AS, DS or Subject Matter Expert (SME) (if DS, will normally be assisted by AS who will have responsibility for marking any associated formal paper)	The DS, an SME, or a student will chair this activity. Student chair is formally assessed.

<b>Activity Code</b>	<b>Activity Description</b>	<b>Marking Responsibility</b>	<b>Chair Assignment</b>
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.	AS, DS or SME (if DS, will normally be assisted by AS who will have responsibility for marking any associated formal paper)	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 include informal assessment tools or written deliverables.	DS (Instructor for DL), AS or SME	N/A
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	AS or SME	N/A

<b>Activity Code</b>	<b>Activity Description</b>	<b>Marking Responsibility</b>	<b>Chair Assignment</b>
	extend explorations commenced in other courses. An essay, quiz or assignment normally concludes a DR.		
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 tutorial is directed towards very specific ends.	DS	Tutorials are staff-led activities.

## **PROGRAMME LENGTH**

16. 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 eight courses, each accounting

for one academic (DS) or one PME credit, except DS 520 and DS 569 which are two-credit courses, as follows:

- a. DS 555 — Leadership (1 credit);
- b. DS 545 — Component Capabilities (1 credit);
- c. One of DS/CF 501, or DS/CF 534 to DS/CF 543 — Complementary Studies (1 credit);
- d. DS 520 — Planning at the Operational Level (2 credits);
- e. DS 556 — Command (1 credit);
- f. DS 569 — Security and International Affairs (2 credits);
- g. One of DS 548 — Advanced Joint Warfighting, *or*  
DS 557 — Institutional Policy Analysis, *or*  
DS 567 — Global Power and Institutions (all 1 credit each); and
- h. 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 (all 1 credit each).

17. JCSP DL. The JCSP DL spans two academic years and is divided into two parts, DL 1 and DL 2. Following a Foundation Course, the JCSP DL consists of eight courses, each accounting for one academic (DS) or Canadian Forces (CF) credit, except DS 520 and DS 569 which are two-credit courses as follows:

- a. DL 1
  - (1) DS 555 — Leadership (1credit);
  - (2) DS 545 — Component Capabilities (1credit);
  - (3) DS 556 — Command (1credit); and
  - (4) DS 520 — Planning at the Operational Level (2 credits);
- b. DL 2
  - (1) DS 569 — Security and International Affairs(2 credits) ;
  - (2) One of CF 548 — Advanced Joint Warfighting, *or*  
CF 557 — Institutional Policy Analysis, *or*  
CF 567 — Global Power and Institutions (all 1 credit each);

- (3) One of CF 549 — Advanced Topics in Campaign Design, *or* CF 554 — Advanced Topics in Institutional Policy Development, *or* CF 568 — Advanced Topics in International Security Studies (all one credit each); and
- (4) CF 502 — Directed Research Paper within assigned stream (1credit).

Note: Each DL year includes a two-week residency session at CFC Toronto.

18. JCSP Streams. 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 objectives of these streams are:

- 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 CAF 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 JCSP qualification and the study of each stream is considered of equal value to the CAF.

## **PROGRAMME HOURS**

19. 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.

20. JCSP RESID. The contact time for JCSP RESID is approximately 700 hours. An additional 900 hours are allocated to preparation time for specific activities.

21. 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 (combined activity and preparation time), except for formal academic breaks, for a total of approximately 750 hours over two years.

## **PROGRAMME PREPARATION TIME**

22. JCSP RESID. In developing the schedule, CFC considers the time needed for students to prepare for activities. The amount of time required to read, research, reflect on, and prepare for

each activity is afforded within the standard programme day as Assignment Preparation Time (APT), and study time at night (Monday to Thursday, three hours/night) and on weekends (six hours). Note: CFC assumes that less preparation time is available during field studies and none during the scheduled academic break.)

23. JCSP DL. 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 study as the JCSP RESID.

24. CFC assumes a 20-pages/hour reading rate, or in the case of discussions and exercises, is an estimate of the time an average student would need to achieve a satisfactory grade.

### **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

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

c. Joint Reserve Command and Staff Programme (JCSP DL AY 1 only)

- (1) ID Code: 116775;
- (2) NQual: AJGN — P Res Senior Officer; and

\*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. Students are assessed relative to a common 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.
3. 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.

Note: For CAF students, no behavior or actions contrary to the CAF ethos is acceptable. Also, these learners must demonstrate an integrated understanding of their role as leaders at the strategic level in ensuring the profession reflects CAF ethos in their programme work and when collaborating with Other Government Department personnel and international military officers.

#### ACADEMIC ASSESSMENT STANDARDS

4. 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.
5. To help ensure standardization, the Director of Programmes and the Director of Academics 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 con-

ducted by the Director of Programmes. Any problems should be resolved at Progress Review Boards.

### ACADEMIC ASSESSMENT RUBRIC

6. The Canadian Forces College is committed to excellence and accountability in all aspects of its curriculum. Assessment Templates are provided so that students understand activity requirements with respect to grading before commencing their work. The following set of comprehensive assessment templates shall be used for marking assignments or activities completed during the JCSP.

#### STUDENT CHAIR/LEAD ASSESSMENT TEMPLATE

GRADE	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>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<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.
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.

**CONTRIBUTION TO LEARNING ASSESSMENT TEMPLATE**

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<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.
<b>Impact (30%)</b>				
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.

## 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>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<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, encyclopaedia entries and/or newspaper articles).	Essay is drawn largely, if not exclusively, from inappropriate material.
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 fulfilment of the goals of the assignment.

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<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 proper citation methods, virtually flawlessly.	Only minor flaws in terms of CFC scholarly conventions including citation methods.	Significant flaws in terms of CFC scholarly conventions (likely including citation methods).	Paper displays a blatant disregard for CFC scholarly conventions.

**MILITARY WRITING ASSESSMENT TEMPLATE**

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>Argument (70%)</b>				
Organization & Logic	Flows logically from start to finish and is coherent throughout.	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 paper is illogical, incoherent, disjointed and, as a result, completely unconvincing.

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
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	Demonstrates a masterful grasp of facts.	Effectively recognizes the facts.	Clearly, albeit unintentionally, contains non-factual opinion.	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.	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 paper.	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.

## EXERCISE AND TUTORIAL ASSESSMENT TEMPLATE

GRADE	A	B	C	F
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.
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>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</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.

## ACADEMIC GRADING STANDARDS

7. 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

Letter Grade	Percentage Relationship	Letter-Number Conversion
C	*63-65	*64
C-	*60-62	*61
Fail	*Below 60	

\*Failure in an RMCC graduate-level course. **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.**

### General Guide to Differentiating Between Marks Table

<b>A+</b>	Level of work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the intended audience to think, or see an issue, at least temporarily, in a new way.
<b>A and A-</b>	Level of work is clearly superior. The quality of the learning experience of the intended audience is enhanced.
<b>B+ and C+</b>	B+ and C+ level work represents optimal achievement under reduced expectations. A B+ may have some A-level qualities but is inconsistent. A C+ generally exceeds the criteria of a C but does not meet all of the criteria of a B.
<b>B-</b>	The grade B- is reserved for deliverables that, on the whole, clearly exceed the criteria for a C. However, at the same time, some specific aspects of the deliverable do not meet all of the criteria of a B.
<b>C-</b>	The grade C- is reserved for deliverables that, overall, barely meet the criteria for a C.
<b>Any F</b>	F-level work objectively does not fulfil the requirements or the goals of the deliverable in any way.

### STUDENT MARK SHEET

8. 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. The Student Mark Sheet collates individual assignment marks, final course averages, and the final overall academic average.

## JCSP DL ONLINE THREADED DISCUSSIONS AND DISTANCE LEARNING

9. JCSP RESID includes a series of interactive, seminar-style learning activities. JCSP DL is designed to retain the essence of the residential programme. 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 aim is to stimulate an effective and thoughtful dialogue. 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

10. 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) or themes for the activity found in the Outline noting any guidelines (e.g., word count) stipulated in the Outline. 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) used or under consideration. Readings should 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.

11. 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.

### JCSP DL ONLINE THREADED DISCUSSION GUIDELINES

12. 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 students' performance is based in large part on whether they have improved the learning experience of their peers.

13. 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.

14. Negative, offensive, and disrespectful comments can do serious damage to the learning atmosphere. Such behaviour will not be tolerated.

15. 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 in a lower assessment in the categories of 'Participatory Contribution' and 'Overall Impact'.

16. The following are a number of rules of 'netiquette' that should be taken into consideration by all 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.

**ONLINE THREADED DISCUSSION ASSESSMENT TEMPLATE**

<b>GRADE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>Contribution to Learning (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>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.

## ACADEMIC APPEALS

17. 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 who, in consultation with the Director of Academics, will render a final 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.

18. 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.

## PROFESSIONAL DEVELOPMENT ASSESSMENT - COURSE REPORTS (CRs) AND PROGRAMME REPORTS (PRs)

19. 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 course 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 fulfil 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.

### **PROGRESS MONITORING**

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

- a. Early warning of difficulties/deficiencies and;
- b. A record of the student's performance.

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

### **UNSATISFACTORY PROGRESS**

21. 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.

22. 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.

23. 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, a Progress Review Board (PRB) will be held to review the student's case and make a recommendation to the Commandant.

## **ACADEMIC INTEGRITY**

24. 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**

25. 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.
26. 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: The Registrar, as appointed by Cmdt.
  - b. Members: Other Directors as appointed by the Commandant;
27. 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.
28. The student who is the subject of the PRB will have the opportunity to present 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.
29. 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.
30. Results of the PRB. If a PRB determines that a student has failed the JCSP, that decision will be formally communicated by the student, the student's chain of command, and the Career Manager.

## **TURNITIN REQUIREMENTS**

31. 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 website.

## **WITHDRAWAL PROCEDURE AND POLICY**

32. If a student elects to withdraw from the residential programme or during the DL, the student's DS will arrange for an interview with the Programme Director who will approach the Commandant for final approval of the withdrawal.

33. 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 CFC staff is 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.