

SYLLABUS
CANADIAN FORCES COLLEGE (CFC)
NATIONAL SECURITY PROGRAMME (NSP)

PREFACE

The National Security Programme (NSP) is designed to prepare selected Canadian military, Canadian public service, and international military leaders for future strategic responsibilities within a complex and ambiguous global security environment. The 10-month programme is normally intended for the following participants: Canadian Armed Forces (CAF) Colonels and Naval Captains; officers of similar rank from allied nations; and civilian executives from within the Department of National Defence (DND) and other government departments.

NSP candidates are experienced security professionals who are highly motivated to share their knowledge with colleagues, to enhance their understanding of the strategic environment, and to develop their leadership skills. It is hoped that CAF officers of Colonel/Naval Captain rank will be joined by a number of public servants of EX and EX minus 1 status to make up a diverse, engaging, and knowledgeable class, who stand to learn as much from each other as they do from the curriculum.

Because of the special challenges arising from the national response to the pandemic crisis, NSP 13 will inevitably comprise a less diverse group, and will be delivered in a hybrid manner, starting as a full-time virtual learning programme and moving to a residential format in the second Roto. However, the course structure has been planned so that members of this cohort will realize the Programme Aim and Learning Outcomes through the same high-quality interaction throughout with their Senior Mentors and CFC's academic faculty.

This Syllabus details the learning requirements that are to be met through the NSP, and provides general information on the specific activities that support each requirement. It was developed by CFC, our Centre of Excellence (CoE) and Teaching Establishment (TE) for Officer Development Period 4 Professional Military Education (PME). It draws upon appropriate requirements identified as part of Officer Development Period 4 Qualification Standard and is delivered to the level commensurate with a graduate degree. As Training Authority (TA) for PME and Commander Canadian Defence Academy, I approve this Syllabus.

L. Cassivi
Rear-Admiral
Commander Canadian Defence Academy

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CHAPTER 1

PROGRAMME DESCRIPTION

PROGRAMME TITLE

National Security Programme (NSP).

PROGRAMME AIM

1. The aim of the NSP is to prepare selected CAF, international military and public sector leaders for future strategic responsibilities within a complex and ambiguous global security environment. The NSP is a professional programme offered by CFC as a series of courses designed to be conducted at the graduate level.

PROGRAMME GOALS, LEARNING OUTCOMES, AND LEARNING OBJECTIVES

2. In accordance with the Officer Professional Development System (OPDS), the NSP is offered during Developmental Period 4 (DP4), the Advanced Officer Developmental Period. The NSP is designed to educate and to prepare military officers and other national security leaders for strategic-level leadership and staff positions in complex joint, inter-agency, and multinational settings. Emphasis is placed on the following programme goals:

- a. N1 — Institutional Leadership, Strategic Command, and Strategic Resource Management. The aim of Programme Goal N1 is to further develop the participants' ability to evaluate and apply the principles of command, leadership, and management at the strategic level in leading the institutions of defence and national security, and to evaluate institutional policies and decision-making constraints and dynamics in the generation, employment, and sustainment of a national capacity to meet Canada's security needs.

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| N101 (Learning Outcomes) | <u>Institutional Leadership</u> . At the end of the relevant NSP courses, participants will have examined the concepts, theories, and techniques of executive leadership; analyzed their effective application at the strategic and institutional levels; and conducted self-assessment feedback to enhance their personal leadership styles. |
| N101a (Learning Objective) | Apply theories and concepts of executive leadership and systems thinking. |
| N101b | Apply doctrine and practical experience of leadership at the strategic level. |
| N101c | Examine leadership in the context of the political, societal, and international environment in order to position the institution for success. |

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| N101d | Examine the role of leadership and professional stewardship in achieving internal institutional alignment in order to adapt to external changes and to achieve internal effectiveness. |
| N101e | Evaluate and enhance personal leadership effectiveness in order to develop the ability to position the institution for success in a whole-of-government context. |
| N101f | Internalize the CAF ethos. |
| N101g | Demonstrate an understanding of his/her role as a leader at the tactical/operational/strategic level in ensuring that the profession reflects the CAF ethos. |
| N102 | Strategic Command. At the end of the relevant NSP courses, participants will have explored the theories and concepts of strategic command and the key constraints and dynamics affecting strategic military decision-making in the context of comprehensive approaches within an environment of ambiguity. |
| N102a | Examine the theories and concepts of strategic command. |
| N102b | Examine the institutional, governmental, and external constraints on strategic military decision-making within the context of comprehensive approaches. |
| N102c | Examine current and emerging political, societal, and institutional dynamics in order to develop the capacity for strategic military decision-making within the context of comprehensive approaches. |
| N103 | Strategic Resource Management. At the end of the relevant NSP courses, students will have examined strategic management theories and managerial approaches; evaluated the resource management systems used within the federal government with emphasis on defence; and analyzed complex managerial planning, decision-making, and organizational components at the strategic level in order to generate and sustain institutional capabilities. |
| N103a | Examine strategic-level planning and change management processes, and comprehend the process to generate and sustain institutional capabilities. |
| N103b | Examine human resource management concepts and theories in the context of strategic-level government policy and guidance in order to generate and sustain required human capital. |
| N103c | Examine financial management and budgeting concepts and theories in the context of strategic-level government policy and guidance in order to generate and sustain institutional capabilities. |
| N103d | Examine procurement concepts and theories in the context of strategic-level government policy and guidance, and Canada's industrial base, in order to generate and sustain institutional capabilities. |

- b. N2 — Canadian Governance and National Security Policy Development. The aim of Programme Goal N2 is to further develop participants’ understanding of how nations develop and implement national security policies and how states interrelate regionally, globally, and with international organizations and other non-governmental actors. Using comparison with other nations, the programme will focus on Canadian government decision-making; national security policy development; the factors, both internal and external to Canada, that influence the implementation of Canada’s national security policy; and the geostrategic influences related to the potential tensions between Canada’s national interests and the promotion of Canada’s values.

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| N201 | <u>International Relations and the Contemporary Security Environment</u> . At the end of the relevant courses, participants will have examined how nations develop and implement national security policy; the relationship among states, international organizations, and other non-governmental actors; and the contemporary international security environment. |
| N201a | Examine the international relations context influencing Canada and its security policies, especially the role of regions in the international security system in which Canada operates. |
| N201b | Critically analyze the practical methods by which nations develop and implement national security policy in light of national interests and values; governmental processes; bilateral relationships; and international commitments. |
| N201c | Examine the methods by which nations translate national security policies into planning approaches and comprehensive responses to the current and future strategic security environments. |
| N202 | <u>Canadian Governance and National Security Policy Development</u> . At the end of the relevant courses, participants will have examined the important influences on how the Canadian government operates and makes decisions, and will have gained a comprehensive understanding of how Canada develops and implements national security policies. |
| N202a | Analyze how the Canadian government operates, makes strategic decisions, and develops policies, and examine the relevant factors, such as historical, geographical, political, cultural, and social influences. |
| N202b | Critically analyze how Canadian national security policies are conceived, developed, implemented, and communicated; and how policy options are developed to advance Canada’s national security interests. |
| N202c | Compare the United States’ and other countries’ conception, development, implementation, and communication of national security policies with the Canadian experience. |

- c. N3 — Strategy Formulation and the Application of National Power. The aim of Programme Goal N3 is to further develop participants’ understanding of the

elements of national power through an examination of its diplomatic/political, informational, sociocultural, military, and economic determinants; to analyze their influence on Canada's strategic options; and to evaluate the controls on their implementation in intra-, inter-, and non-governmental environments.

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| N301 | <u>The Geostrategic Security Environment</u> . At the end of the relevant courses, participants will have distinguished and applied the elements of national power; examined the geostrategic environment including state, non-state, and interstate actors; analyzed regional security issues and their effect on the development of Canadian international policy; and examined the roles and functions of international political, economic, trade-related and military institutions that are specifically important to Canada. |
| N301a | Compare traditional international relations theories and apply them as analytical frameworks to examine contemporary global affairs. |
| N301b | Examine the geostrategic environment and trends in interstate relations; the role of non-state actors including international governmental and non-governmental institutions; failed and fragile states; and clandestine transnational political and religious movements. |
| N301c | Analyze national power, its determinants, and the constraints on the use of military power in order to enable participants to develop a framework for formulating Canadian international policy. |
| N301d | Compare Western theories of war against those of other societies and the influences of those theories on the behaviour of actors in the international arena. |
| N302 | <u>National Security Strategy Formulation and Application</u> . At the end of the relevant courses, participants will have examined the processes and environments that influence the development of national security policies; assessed how national security strategies are derived from those policies; and analyzed how global and domestic environments affect those strategies. |
| N302a | Assess how strategic theory, through the consideration of national objectives and national power, can be used to translate national security policies into national security strategies for Canada. |
| N302b | Examine how national values, national interests, and strategic vision are used within the context of an international system to derive national security policies. |
| N302c | Examine the roles and responsibilities of the departments and agencies which, collectively, contribute to national security. |
| N302d | Assess the impact of global and domestic forces and trends on the development of national security policies and the formulation of national strategies. |
| N302e | Analyze how national security strategies can be applied domestically and internationally. |

d. N4 — Operations in Complex Environments. The aim of Programme Goal N4 is to

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develop participants' capacity to examine and design comprehensive approaches to operations in the context of current and future defence and security environments in order to generate strategic effects in complex security environments.

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| N401 | <u>Operations in Complex Environments</u> . At the end of the relevant courses, participants will have examined the impact of complexity in the operational environment, institutional rigidity in appreciating that environment, and the application of design thinking in the conception of comprehensive approaches to operations in the context of current and future defence and security environments. |
| N401a | Appraise the impact of complexity in contemporary comprehensive approaches to operations. |
| N401b | Appraise the utility of force in complex environments. |
| N401c | Appraise the impact of institutional rigidity in hindering the appreciation of complexity in contemporary operational environments. |
| N401d | Analyze the impact of strategic objectives on the planning of comprehensive approaches to operations through the critical analysis of historical campaigns and operations. |
| N401e | Apply design thinking techniques to analyze complex problems and to develop the capacity to formulate guidance for comprehensive planning. |

- e. N5 — Communications Skills and Analytical Thinking. The aim of Programme Goal N5 is to develop students' ability to research, think critically, apply problem-solving techniques, and communicate effectively with internal and external audiences.

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| N501 | <u>Communications Skills and Analytical Thinking</u> . Through each of the courses and at the end of the programme, participants will have applied research, critical thinking, problem-solving, and decision-making techniques to address issues and defend positions, and will have used effective oral and written communication skills to present their analysis and message. |
| N501a | Apply effective writing skills and demonstrate the ability to clearly articulate the required concepts. |
| N501b | Apply effective reading skills, by evaluating, appraising, and analyzing assigned and selected reading material. |
| N501c | Apply effective research techniques and strategies to find relevant, credible information with which to analyze issues, assess arguments, and support positions. |
| N501d | Apply effective listening skills by evaluating, appraising, and analyzing lectures and discussions. |

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| N501e | Apply effective speaking and presentation skills by giving briefings, leading discussions and seminars, and making presentations that demonstrate a clear understanding of the required topic. |
| N501f | Demonstrate the ability for creative thinking and problem-solving techniques. |
| N501g | Demonstrate the ability for critical thinking, logical reasoning, argument, and analysis in written and oral work. |

PROGRAMME COMPOSITION, COURSE TITLES, DESCRIPTIONS, AND ACTIVITY TYPES

3. NSP comprises eight discrete core courses involving a variety of curriculum activities, illustrated on page 1-6/13. These activities are designed to attain the desired level of learning in the applicable subject. Students must satisfactorily complete all course requirements as described in each individual course outline.

Remote delivery / distance learning

Programme enrolment and orientation 19 Aug - 4 Sep 20

Roto 1 - High Command (8 Sep - 27 Nov 20)

CF 591 - The Exercise of High Command - a Canadian Context

CF 575 - Formulation of National Strategy

CF 592 - Modern Comprehensive Operations and the Complexity of Contemporary Conflicts

CF 581 - Executive Leadership and Strategic Thinking

Ex Strategic Communicator

Residential delivery with PHM

Roto 2 - The Strategic Context (30 Nov 20 - 19 Mar 21)

CF 571 - The Geostrategic Environment and International Affairs - Implications for Canada's National Security

CF 597 - Contemporary Security Studies

Ex Strategic Bridge

US/UN ELV

Ex Strategic Power

Residential delivery with PHM

Roto 3 - The Canadian Context (22 Mar - 30 Jun 21)

CF 572 - Canadian Government and Decision-Making in a Strategic Context

CF 582 - Strategic Resource Management:: Implementing Canadian Foreign and Defence Policy

International ELV

Ex Strategic Designer

Ottawa ELV

Ex Strategic Play

4. Following a student enrolment and orientation period between 19 Aug 20 and 4 Sep 20, courses will be delivered as follows:

a. Roto 1: 8 Sep–27 Nov 20. The following Roto 1 courses will be delivered as full-time distance learning:

- (1) CF 591 — The Exercise of High Command: A Canadian Context. This course will examine the evolution and state of strategic command and civil-military relations in Canada, with a particular emphasis on contemporary concepts, trends, and issues. This course is designed to allow senior decision-makers, both military and civilian, to study command and civil-military relations at the strategic level. It will focus on those theories and concepts of command that are most applicable to the strategic level for complex operations of the 21st century. The course will also examine the practice of strategic command, with particular emphasis on complex multi-agency, multinational alliance, and coalition operations. Topics to be covered will include: key concepts of, and modern doctrine on, command; Western and Canadian historical perspective on command; theoretical frameworks to analyze command and strategic decision-making; civil-military interrelationships at the politico-military-diplomatic strategic level; the influence on military operations of the “whole-of-government” approach to achieving foreign policy objectives; the variety of factors shaping a national strategy; the development of a system of national command to achieve political and policy objectives; and civil control and monitoring of operations in the information age.
- (2) CF 592 — Modern Comprehensive Operations and the Complexity of Contemporary Conflicts. The course aims to enhance the intellectual agility of participants in dealing with the complexities of war and conflict in order to prepare them to engage the political, diplomatic, bureaucratic, and military strategic levels in their future roles. In order to do so, this course examines the concept of war with a particular attention to the complex relationships among politics, national and military strategies, operational approaches, and campaign plans in the contemporary era. Within these relationships, the course inquires how concepts, theories, doctrines, ideologies, and cultures, to name a few, are making a difference in the way liberal democratic states engage in contemporary conflict. The course provides an opportunity for students to develop alternative ways of thinking to engage the intractable challenges involved in waging war in the 21st century.
- (3) CF 575 — The Formulation of National Strategy. This course examines the processes and environments that influence the development of national security policy and how strategies are formulated to meet those policies.

The course uses a strategic framework model to familiarize course participants with the mechanisms available to create national security strategies based on national purpose and interests. It examines the implementation of strategy and theories of war in order to determine the impact of domestic and global trends on national security strategy implementation. Structurally, this course holds the majority of programme exercises; provides a common theme for the Professional Military Education (PME) required on the NSP; and establishes common linkages among all of the courses in the programme.

- (4) CF 581 — Executive Leadership and Strategic Thinking. This course examines institutional leadership in the national and international context. It combines formal presentations, invited speakers, seminar discussions, and case studies to enable participants to integrate theories, doctrine and practical experiences of leadership and systems thinking at the strategic level. The course will draw on a primary text and current Canadian Armed Forces leadership manuals to provide the conceptual and doctrinal basis for understanding leadership. The initial focus will be on how leaders position the CAF and/or major facets of other government departments in relation to the broad external environment, with specific consideration of: integrative thinking, networking across organizations, the role of the mass media, stakeholder analyses, and understanding of strategic communications. The second major component will focus on topics identified as relevant by the course members drawing on their professional experiences and observations from other NSP course activities. A key course activity will be to prepare comments presenting a position on a leadership topic which will be presented to a panel replicating a presentation to Parliamentary committees.

- b. Roto 2: 30 Nov 20–19 Mar 21. The following Roto 2 courses are intended to be delivered as full-time residential courses using appropriate Personal Health Measures (PHM) as directed:

- (1) CF 571 — The Geostrategic Environment and International Affairs: Implications for Canada’s National Security. This course examines Canada’s place in the post-Cold War international political, strategic and economic environment. It begins with a review of traditional international relations theories and their applicability in understanding contemporary global affairs. The course then turns to an examination of trends in interstate relations, the role of non-state actors, including international governmental and non-governmental institutions, and failed and fragile states, as well as clandestine transnational political and religious movements. The course also considers characteristics of national power, their determinants, and the constraints on the use of military power in order

to enable participants to distinguish the elements of national power and the impact of the constraints on the formulation of Canadian international policy.

- (2) CF 597 — Contemporary Security Studies. This course examines the role of regions in the international security system in which Canada operates. By comparing the different parameters that influence regional dynamics, individuals will examine various factors such as geography, history, culture, and institutions, as well as the role of actors comprising potential and established hegemony, major regional powers, and a host of other actors — both regional and non-regional, state and non-state. The course aims to complete this theoretical examination through an empirical understanding of the international context influencing Canada and its security policies. In this regard, the second objective of the course is to provide experiential learning of the international security environment through visits to the central agencies and offices at the centre of Canadian government; selected US governmental departments and organizations; selected countries; and significant international organizations through which Canada works multilaterally.

c. Roto 3: 22 Mar–30 Jun 21. The following Roto 3 courses are intended to be delivered as full-time residential courses using appropriate PHM as directed:

- (1) CF 572 — Canadian Government and Decision-Making in a Strategic Context. This course examines contemporary political systems, comparing their formal institutions and decision-making processes. Beginning with a strong focus on Canada, it concentrates on Western, liberal democracies with market economies, examines the differing impacts of history, geography, religion and ideology on how governments operate, and also considers the place of civil society in the political process. Finally, this course will assess the impact of differing domestic systems on the conduct of foreign and defence policy for Canada and nations friendly to Canada.
- (2) CF 582 — Strategic Resource Management: Implementing Canadian Foreign and Defence Policy. This course examines strategic resource management in the national context. It combines formal presentations, case studies, and seminar discussions to enable participants to integrate strategic management theories and managerial approaches, to evaluate the resource management system used within the federal government, with emphasis on defence, and to allow individuals to develop the ability to analyze complex managerial situations at the strategic and institutional levels. Individuals will examine how decisions about financial, material, infrastructure, and human resources influence the government's ability to implement foreign and defence policy.

5. The following table briefly describes each type of NSP learning activity and where it fits in the programme. Student Chair assignments will be as required by the specific activity; for instance, some seminars are participant-led while others are led by academic staff.

| Activity Code | Activity Description |
|-----------------------------------|---|
| Seminar (SM) | A syndicate discussion normally based on a written deliverable prepared and distributed to syndicate members prior to the seminar. |
| Lecture-Discussion (LD) | A lecture followed by a syndicate discussion of the presented material and related preparatory readings. A plenary Q&A often follows. |
| Lecture (LE) | A prepared oral presentation delivered by one or more staff members or guest speakers, usually concluded with a question-and-answer period. |
| Panel Discussion (PD) | A discussion period delivered by multiple staff members or guest speakers, sometimes preceded by prepared remarks and usually concluded with a question-and-answer period. |
| Case Study (CS) | A syndicate discussion based on an analysis of an historic event, battle, campaign, or situation for the purpose of reinforcing previously covered curriculum material. A written submission may be required prior to and/or following the seminar. |
| Exercise (EX) | Analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario. |
| Experiential Learning Visit (ELV) | A collective visit to agencies or locales outside the College to provide an experiential opportunity to examine issues related to a programme curriculum in a closer, more practical setting. |
| Individual Research Paper (RP) | A written work that requires research and the preparation of an expository or persuasive essay using scholarly conventions. Subject to the learning objectives of some courses, shorter written deliverables may also be used. |
| 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. |
| 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. |
| Directed Reading (DR) | An activity, executed in a self-learning mode, enabling a student to explore, in depth, a particular topic or area of knowledge. DRs are an integral part of course content and may build on and extend explorations commenced in other courses. An essay, quiz, or |

| Activity Code | Activity Description |
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| | assignment normally concludes a DR. |

6. For Academic Year 2020–2021, the normal Masters of Public Administration degree option will not be available. NSP ideally works to reinforce the emerging national security community of practice within the Government of Canada. The normal NSP learning experience is a complex mix of professional exchanges within a rich “informal” learning environment. The combination of CAF personnel, international military officers, and senior Canadian public service executives interact inside and outside of the college classrooms with the CFC-developed curriculum, all the while being overseen by academic specialists and retired senior mentors. This mixture of influences within the syndicate room produces “emergent learning” relevant to the complex problems that both the domestic and international environments are producing in the area of national security. Informal learning continues in the form of unscheduled discussions between students on experienced curriculum material. Research and our own experience demonstrate that these spontaneous discussions are critical for deep professional education.

7. In the context of the coming year, the lack of diversity in the form of greatly reduced international and public service participation places at risk the depth of learning normally generated by the programme. While effective professional military education can be achieved, it was deemed that the levels we expect for a Masters-level programme would not be achievable due to this absence. Furthermore, the programme will also be less intensive than normal to account for the vagaries of delivering it online. While we expect to deliver Rotos 2 and 3 residentially, the uncertainty at the time of course development was such that necessary plans have to be put in place to accommodate a continued virtual delivery of the programme should our assumptions prove incorrect about the ability of NSP students to attend CFC in person later in the programme. For all of these reasons, the MPA will not be available for this academic year.

EXERCISES

8. As part of the NSP learning process, a series of exercises is conducted to allow participants to apply the theories and concepts studied throughout the year. These exercises are connected to multiple learning outcomes and objectives, and are a key aspect of the educational experience for NSP. With the exception of Exercise STRATEGIC COMMUNICATOR, all of the exercises are embedded in CF 575. Below is a list of NSP exercises and their associated aims.

- a. Exercise STRATEGIC COMMUNICATOR. Exercise STRATEGIC COMMUNICATOR provides an opportunity to practise explaining and defending a policy position before a simulated Parliamentary committee. This exercise is embedded in CF 581.
- b. Exercise STRATEGIC BRIDGE (Regional Strategy Formulation). This activity will be conducted as a student-led exercise providing an opportunity to practise

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the application of strategy formulation through the design of a security strategy given national policy guidance. This exercise reviews national security policy to identify the localized ends, ways, and means required in the articulation of the key elements of a national security strategy for a particular region of the world. Secondly, the programme members will develop a better understanding of the complexities and issues for the region and/or strategic issue selected in the particular Academic Year.

- c. Exercise STRATEGIC POWER (Government of Canada International Crisis Response). Conducted in Ottawa, STRATEGIC POWER is a national strategic planning exercise involving crisis management in a time-sensitive planning environment. It provides an opportunity to practise interdepartmental, national-level crisis management in an international scenario.
- d. Exercise STRATEGIC DESIGNER (Reframing Regional Strategy). Exercise STRATEGIC DESIGNER provides an opportunity for NSP students to reframe their thinking on Canada's regional strategy after having taken part in the International ELV. Small groups will be formed, each lead by a facilitator in design thinking. Each group will produce a strategic concept around which detailed interagency planning can commence.
- e. Exercise STRATEGIC PLAY (Government of Canada Domestic Crisis Response). Conducted in Ottawa, Exercise STRATEGIC PLAY provides an opportunity to practise inter-departmental, national-level crisis management in a domestic scenario. It portrays the federal level of government in consequence management of an emerging series of cascading events, calling for the offering of the best possible advice and the recommending of decisions which may involve select national responses. Taking place in Canada in 'real time', the notional events occur in actual locations, and are conducted under (simulated) media and public scrutiny. Each of the provincially-based scenarios surges into, or threatens a direct impact on, regional economic and security partners, adding an international and diplomatic element.

PROGRAMME LENGTH

9. NSP spans one academic year, inclusive of administration time and statutory holidays. The Professional Military Education (PME) programme by itself consists of eight core courses beginning in August and finishing in June. The NSP core course structure comprises:

- a. CF 571 — 1 PME credit;
- b. CF 572 — 1 PME credit;
- c. CF 575 — 1 PME credit;

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- d. CF 581 — 1 PME credit;
- e. CF 582 — 1 PME credit;
- f. CF 591 — 1 PME credit;
- g. CF 592 — 1 PME credit; and
- h. CF 597 — 1 PME credit.

PROGRAMME HOURS

10. The contact time for NSP is approximately 560-620 hours.

PROGRAMME PREPARATION TIME

11. In developing the NSP 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 (three hours) and on weekends (six hours). Note: CFC assumes that less preparation time is available during Experiential Learning Visits and none during scheduled academic breaks.)

12. 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

13. Successful completion of NSP leads to the National Qualification AJPU, reflecting the completion of the following Identification (ID) Codes related to completed courses:

- a. National Security Programme 1
ID Code: 117799
- b. National Security Programme 2
ID Code: 117800
- c. National Security Programme 3
ID Code: 117801

CHAPTER 2

STUDENT ASSESSMENT

GENERAL

1. On the NSP, students are assessed both academically and professionally. Academic assessment is articulated through course reports completed by course Instructors (academic staff). Professional assessment is articulated through the End of Programme Report completed by Senior Mentors (non-academic staff). These reports record student progress on NSP.

ASSESSMENT STANDARDS

2. Standards for student assessment are set and documented in separate professional development and academic assessment rubrics.

Guide to differentiating between assessment levels

- Typically, 10% of the student cohort will be rated as “Outstanding.”
- Usually, 40% will be well on their way to being outstanding strategic leaders and will be rated as “Superior.”
- The remaining 50% of the students will meet the requirements of NSP and will be rated as “Proceeded as Expected.” This implies that the student is well prepared for employment in the strategic environment.

PROFESSIONAL DEVELOPMENT ASSESSMENT RUBRIC

3. The table below shall be used when considering the professional capacities of each student:

| | Outstanding | Superior | Proceeding as Expected |
|---------------------|--|--|---|
| Expertise | | | |
| Institutional Level | Consistently demonstrated superior institutional knowledge, including factors for developing Government of Canada (GoC) policy, and the coordination of the instruments of national power. | Demonstrated detailed institutional knowledge, including factors for developing GoC policy, and the coordination of the instruments of national power. | Demonstrated practical institutional knowledge, including factors for developing GoC policy, and the coordination of the instruments of national power. |
| Strategic Level | Consistently demonstrated exceptional understanding of the strategic-level environment and the dynamic complexity of this environment. | Demonstrated a comprehensive understanding of the strategic-level environment and the dynamic complexity of this environment. | Demonstrated a practical understanding of the strategic-level environment and the dynamic complexity of this environment. |

| | Outstanding | Superior | Proceeding as Expected |
|-----------------------------|---|---|---|
| Cognitive Capacities | | | |
| Analytical Ability | Consistently demonstrated profound ability to think critically, to draw on diverse information, and to synthesize robust conclusions and decisions. | Demonstrated consistent ability to think critically, to draw on diverse information, and to synthesize defensible conclusions and decisions. | Demonstrated ability to think critically, to draw on diverse information, and to synthesize practical conclusions and decisions. |
| Creativity | Through intuition, abstract thinking and detailed synthesis, consistently demonstrated ability to expertly craft novel meanings and solutions to issues and problems. | Through abstract thinking and synthesis, consistently demonstrated ability to discern new meanings and solutions to issues and problems. | Through abstract thinking, demonstrated ability to discern meanings and solutions to issues and problems. |
| Social Capacities | | | |
| Communication | With masterful appreciation of the audience and venue, demonstrated ability to artfully send and receive information for greatest effect. | With a clear appreciation of the audience and venue, demonstrated ability to persuasively send and receive information for greatest effect. | With an appreciation of the audience and venue, demonstrated ability to compellingly send and receive information for greatest effect. |
| Interpersonal | Effortlessly built team cohesion and commitment, while always exploring strategic partnering opportunities. | Readily built team cohesion and commitment, while regularly exploring strategic partnering opportunities. | Demonstrated ability to build team cohesion and commitment, while exploring strategic partnering opportunities. |
| Capacity for Change | | | |
| Self-Development | A passionate learner, who regularly sought to understand the dynamics of the environment in order to maximize personal development and effectiveness. | An active learner, who regularly sought to understand the dynamics of the environment in order to enhance personal development and effectiveness. | A willing learner, who sought to understand the dynamics of the environment in order to augment personal development and effectiveness. |
| Group Directed | Always working for the greater good, had a contagious capacity to transform and improve group results. | Consistently working for the greater good, had a strong capacity to transform and improve group results. | Working for the greater good, had the capacity to transform and improve group results. |

| | Outstanding | Superior | Proceeding as Expected |
|-------------------------------|---|--|--|
| Professional Ideology | | | |
| Stewardship of the Profession | Proved a consistent and reliable steward of the profession, of the institution and of resources, and a champion for the development and welfare of subordinates. | Demonstrated a highly developed awareness and active stewardship of the body of knowledge at the core of the profession and the institution. | Demonstrated acute awareness and stewardship of the body of knowledge at the core of the profession and the institution. |
| Internalized Ethos | Demonstrated highly developed moral and ethical judgement in thinking and acting, always displayed sound character and credibility, and had consistent positive impact on colleagues. | Demonstrated highly developed moral and ethical judgement in thinking and acting, always displayed sound character and credibility, and reflected the highest standards of the profession. | Behaved ethically and professionally in all circumstances, demonstrating an evident sense of pride in the institution. |

Note: For CAF students, no behaviour or action 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 that the profession reflects the CAF ethos in their programme work and when collaborating with Other Government Department personnel and international military officers.

ACADEMIC ASSESSMENT RUBRIC

4. The comprehensive assessment forms below shall be used when considering student academic achievement.

Marking Guide — Seminar Chair/Case Study Presentation

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|----------------------------|--|---|--|--|
| Intellectual Rigour | | | | |
| Introduction | Provides summary of themes in readings, clear, original, thesis statement, and road map of presentation. | Provides summary of themes in readings, clear thesis statement, and road map of presentation. | Mentions readings and includes clear thesis statement. | Little to no sense of an argument indicated. |
| Understanding | Demonstrates exceptional understanding of the readings and their application to the thesis. | Demonstrates very good understanding of the readings and their application to the thesis. | Readings are used to support the thesis. | Little to no reference to the readings. |

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|--------------------------------|---|--|--|--|
| Effective Communication | | | | |
| Delivery | Communicates ideas with enthusiasm, proper vocal projection, appropriate language, and clear delivery, while making consistent eye contact. | Communicates ideas with some enthusiasm, proper vocal projection, appropriate language, and clear delivery, while making some eye contact. | Communicates ideas clearly. No significant delivery problems. | Noticeable difficulty communicating ideas due to vocal projection, language, or lack of eye contact. |
| Organization | Exceptional organization and pacing. Meets time stipulations. | Very good organization and pacing. Meets time stipulations. | Generally organized but had some difficulties meeting time stipulations. | Noticeable difficulties in organization and/or meeting time stipulations. Presentation is too long/short. |
| Written Summary (if required) | Exceeds all requirements and is generally free of typographical errors. | Meets all requirements and is generally free of typographical errors. | Meets almost all requirements and is generally free of typographical errors. | If provided, meets only some of the requirements and contains typographical errors. |
| Overall Impact | | | | |
| Impact on Discussion | Level of discussion is significantly better due to the presentation. | Level of discussion is somewhat better due to the presentation. | Presentation has limited impact on level of discussion. | Discussion likely would have been more valuable without presentation. |
| Structure and Control | | | | |
| Organization | Discussion is seamless throughout. | Discussion proceeds logically thanks to clear, implicit or explicit, direction from the chair. | Most of the discussion proceeds logically thanks to clear, implicit or explicit, direction from chair. | Discussion jumps from issue to issue resulting in surface-level exchanges of opinions and ideas. Some of the topics covered in the discussion diverge significantly from the original outline. |
| Discussion environment | Chair ensures that all students have reasonable opportunities to speak. | Chair enables all students to have reasonable opportunities to speak. | Chair is generally successful in providing all students with opportunities to speak. | Chair is only somewhat in control of the discussion environment and/or interventions are required by senior staff to maintain order. |

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|-----------------------|--|--|---|--|
| Flexibility | | | | |
| Response to Criticism | Chair welcomes opposing views and uses them to further advance the discussion. | Chair welcomes opposing views and occasionally uses them to further advance the discussion. | Chair welcomes and responds to opposing views. | Chair struggles to accommodate, if not actively discourages, opposing views. |
| Synthesis | | | | |
| Summary of Views | Thoughtful, original and compelling summary of discussion clearly adds to students' learning experience. | Organized and engaging summary of discussion adds moderately to students' learning experience. | Summary of the discussion captures the major issues being considered. | Limited to no effort is made to summarize the discussion. |

Marking Guide — Seminars

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|-----------------------------------|--|---|--|--|
| Participatory Contribution | | | | |
| Relation to Peers | Displays leadership in actively supporting, engaging and listening to peers (ongoing). | Actively supports, engages and listens to peers (ongoing). | Makes a sincere effort to interact with peers. | Limited to no interaction with peers. |
| Participation | Displays leadership in playing an active role in discussions (ongoing). | Plays an active role in discussions (ongoing). | Participates constructively in discussions (ongoing). | Rarely participates. |
| Intellectual Contribution | | | | |
| Preparation | Arrives fully prepared, having also done additional readings. | Arrives fully prepared. | Arrives mostly, if not fully, prepared. | Arrives noticeably less than entirely prepared. |
| Quality of Comments | Comments advance the level and depth of the dialogue (consistently). | Comments occasionally advance the level and depth of the dialogue. | Makes relevant comments based on the assigned material (ongoing). | Demonstrates a noticeable lack of interest in the material. |
| Overall Impact | | | | |
| 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 (never worse) because of the student's presence. | Group dynamic and level of discussion either are not affected or are harmed by the student's presence. |

Marking Guide — Case Study (Written)

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|-----------------|--|---|--|---|
| Evidence | | | | |
| Organization | Paper proceeds masterfully from start to finish and is coherent throughout. | Paper proceeds logically from start to finish and is coherent throughout. | Paper includes some minor logical inconsistencies, but they hardly detract from the overall coherence of the argument. | Significant logical in-consistencies in parts of the paper make the overall credibility of the argument somewhat dubious. |
| Analysis | Analytical abilities on display are clearly superior and reflect an originality of thinking. | Analytical abilities on display reflect a degree of originality of thinking. | Analytical abilities on display demonstrate an ability to separate ideas into their component parts. | Analytical abilities on display are, at best, inconsistent. Some ideas are clear and fully understood; others are not. |
| Depth | Paper draws from sources that represent the best primary and (if applicable) most comprehensive secondary information on the subject. Quantity of sources vastly exceeds expectations. | Paper draws from a legitimate variety of primary and (if applicable) comprehensive secondary information. Quantity of sources exceeds expectations. | Paper draws from a legitimate variety of primary and (if applicable) relatively comprehensive secondary information. Quantity of sources meets expectations. | Paper is drawn largely, if not exclusively, from inappropriate material. |
| Breadth | Paper draws from an overwhelming variety of sources and perspectives. | Paper draws from an impressive variety of sources and perspectives. | Paper draws from an acceptable variety of sources and perspectives. | Sources either come largely from a single perspective or are quantifiably insufficient to meet the assignment demands. |
| Synthesis | Presentation of the evidence demonstrates an exceptional 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 sufficient understanding of its general and/or specific themes. | Presentation of the evidence demonstrates a flawed understanding of either its specific or its general themes. |

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|----------------|--|---|--|--|
| Writing | | | | |
| Overall | Grammar, punctuation, and spelling are virtually flawless. Language and word choice are appropriate throughout. Author writes with noticeable flair. | Grammar, punctuation, and spelling are consistent with best practices. Language and word choice are generally appropriate throughout. | Limited flaws in grammar, punctuation, and/or spelling do not detract significantly from the overall message of the paper. Some minor problems noted with language and word choice are not overly problematic. | Significant flaws in some of grammar, punctuation, spelling, language, and/or word choice. |
| Format | | | | |
| Overall | Paper follows CFC scholarly conventions, including proper citation methods, flawlessly. | Paper follows CFC scholarly conventions, including proper citation methods, virtually flawlessly. | Minor flaws in terms of CFC scholarly conventions including citation methods. | Significant flaws in terms of CFC scholarly conventions (likely including problems with citation methods). |

Marking Guide — Discussant

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|--------------------------------|--|---|--|---|
| Intellectual Rigour | | | | |
| Introduction | Provides summary of themes in readings, clear, original thesis statement, and road map of presentation. | Provides summary of themes in readings, clear thesis statement, and road map of presentation. | Mentions readings and includes clear thesis statement. | Little to no sense of an argument indicated. |
| Understanding | Demonstrates exceptional understanding of the readings and their application to the thesis. | Demonstrates very good understanding of the readings and their application to the thesis. | Readings are used to support thesis. | Little to no reference to the readings. |
| Effective Communication | | | | |
| Delivery | Communicates ideas with some enthusiasm, proper vocal projection, appropriate language, and clear delivery, while making consistent eye contact. | Communicates ideas with some enthusiasm, proper vocal projection, appropriate language, clear delivery, and some eye contact. | Communicates ideas clearly. No significant delivery problems. | Noticeable difficulty communicating ideas due to vocal projection, language, or lack of eye contact. |
| Organization | Exceptional organization and pacing. Meets time stipulations. | Very good organization and pacing. Meets time stipulations. | Generally organized but some difficulties meeting time stipulations. | Noticeable difficulties in organization and/or meeting time stipulations. Presentation is too long/short. |
| Written Summary (if required) | Exceeds all requirements and is generally free of typographical errors. | Meets all requirements and is generally free of typographical errors. | Meets almost all requirements and is generally free of typographical errors. | If provided, meets only some of the requirements and contains typographical errors. |
| Overall Impact | | | | |
| Impact on Discussion | Level of discussion is significantly better because of the presentation. | Level of discussion is somewhat better because of the presentation. | Presentation has limited impact on level of discussion. | Discussion likely would have been more valuable without presentation. |

Marking Guide — Research Papers

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|-----------------|--|---|--|---|
| Argument | | | | |
| Organization | Paper proceeds masterfully from start to finish and is coherent throughout. | Paper proceeds logically from start to finish and is coherent throughout. | Paper 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. |
| 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. | Paper does not contain, either implicitly or explicitly, a thesis. |
| Objectivity | Paper demonstrates a masterful grasp of all sides of the issue. | Paper effectively recognizes all sides of the issue. | Paper recognizes a variety of points of view. | Paper is clearly partial. It either fails to deal with contrary points of view out of ignorance, or deals with them unfairly. |
| Analysis | Analytical abilities on display are clearly superior and reflect an originality of thinking. | Analytical abilities on display reflect a degree of originality of thinking. | Analytical abilities on display demonstrate an ability to separate ideas into their component parts. | Analytical abilities on display are, at best, inconsistent. Some ideas are clear and fully understood; others are not. |
| Evidence | | | | |
| Depth | Paper draws from sources that represent the best primary and (if applicable) most comprehensive secondary information on the subject. Quantity of sources vastly exceeds expectations. | Paper draws from a legitimate variety of primary and (if applicable) comprehensive secondary information. Quantity of sources exceeds expectations. | Paper draws from a legitimate variety of primary and (if applicable) relatively comprehensive secondary information. Quantity of sources meets expectations. | Paper is drawn largely, if not exclusively, from inappropriate material. |
| Breadth | Paper draws from an overwhelming variety of sources and perspectives. | Paper draws from an impressive variety of sources and perspectives. | Paper 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. |

| | Outstanding | Superior | Proceeded as Expected | Unsatisfactory |
|----------------|--|---|--|--|
| Synthesis | Presentation of the evidence demonstrates an exceptional 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 sufficient understanding of its general and/or specific themes. | Presentation of the evidence demonstrates a flawed understanding of either its specific or 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. | Evidence does not contribute to a fulfillment of the goals of the assignment. |
| Writing | | | | |
| Overall | Grammar, punctuation, and spelling are virtually flawless. Language and word choice are appropriate throughout. Author writes with noticeable flair. | Grammar, punctuation, and spelling are consistent with best practices. Language and word choice are generally appropriate throughout. | Limited flaws in grammar, punctuation, and/or spelling do not detract from the overall message of the paper. Some minor problems with language and word choice are noted but not overly problematic. | Significant flaws in some of grammar, punctuation, spelling, language and/or word choice. |
| Format | | | | |
| Overall | Paper follows CFC scholarly conventions, including proper citation methods, flawlessly. | Paper 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 problems with citation methods). |

ACADEMIC APPEALS

5. Students who feel that they have grounds for complaint in academic matters (e.g., review of an assessment) should, as a first step, approach the assigned Course Instructor, through their SM. If the matter cannot be settled at this level, appeal can be made formally through the student's SM to the Director of Academics (info DoP) as required. When making an appeal, the student must explain why he/she disagrees with the assigned grade, and demonstrate where the marking is not in accordance with the grading rubrics and marking guides.

COURSE AND PROGRAMME REPORTS

6. NSP student assessment and evaluation are divided into two distinct components: an academic assessment in the form of the course report (CR), and professional assessments in the form of programme report (PR). The CR and PR provide the formal record of what the student has achieved on the NSP.

7. Course Instructors will complete a CR for every student. The CR will consolidate the assessments of student achievements on the various assignments for each course contained within the programme.

8. Senior Mentors will conduct interviews at the end of each rotation and keep notes on each student in order to inform their performance reports.

9. SMs will draft a PR on each student at the conclusion of the NSP, with a focus on the capacities of a senior leader dealing with security issues at the strategic level. PRs are reviewed by the Programme Officer and presented to the Commandant for his approval and signature. On completion they are forwarded for inclusion in the graduate's personnel file.

10. Comments in the PR will be grouped under the major capacities required of senior leaders as follows:

- a. Academic Performance — performance in core NSP courses (seminars, exercises and deliverables);
- b. Participation/Engagement — engagement in all aspects of the NSP (plenary, ELVs, seminars, social), including taking leadership roles voluntarily;
- c. Helpfulness/Sociability — interpersonal sensitivity, maintaining relationships, consensus building and working with others;
- d. Openness/Flexibility/Curiosity — openness to feedback, flexibility of mind, strong intellectual curiosity;
- e. Strategic Thinking — ability to think critically and strategically on complex issues; and
- f. Leadership/Emotional Intelligence/Influence/Teamwork — leadership abilities, influence on group dynamics.

11. In addition to the above description of professional competencies, the PR will assess the participant's overall success in achieving the aim of the programme. No letter grade is assigned in the PR. Truly remarkable or exceptional accomplishments will be noted, but most of the narrative will report on the student's abilities within the five capacities above. Most importantly, the report shall suggest the participant's potential for senior leadership positions and/or suitability for specific educational or employment opportunities.

12. For those who attend only portions of the programme, an abbreviated PR in the form of a letter will be produced to capture essential observations on the student's abilities and make appropriate recommendations for future employment.

PROGRESS MONITORING/REPORTING

13. Regular monitoring of a student's progress is required throughout the programme and serves to provide the following:

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

14. Students experiencing difficulty in any area of performance will be supported and mentored to enable success. However, should a student fail to meet the standard either academically or professionally, or should academic integrity or failure result, a Progress Review Board (PRB) will be convened to address the deficiencies.

UNSATISFACTORY PROGRESS

15. Unsatisfactory progress is indicated by:

- a. failure to meet the academic standard on a summative activity;
- b. failure to pass an NSP course;
- c. failure to display appropriate senior leader capacities; or
- d. failure to demonstrate a positive attitude towards the programme.

16. If a student does not meet the academic standard on a summative activity, he/she shall be granted a second opportunity to successfully complete the activity. If the second attempt is unsatisfactory, a PRB will be convened to review the student's case and make recommendations to the Commandant.

ACADEMIC INTEGRITY

17. There are three categories of academic integrity violations:

- a. Cheating, some examples of which are 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 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, which includes the following:
- (1) deliberately and knowingly using the work of others and attempting to present it as original thought, prose or work. For example, this includes the failure to appropriately acknowledge a source, misrepresentation of cited work, and misuse of quotation marks or attribution;
 - (2) failure to adequately acknowledge collaboration or outside assistance; or
 - (3) copying.

Note: Students' papers are subject to submission to Turnitin Software for the detection of plagiarism. The terms that apply to the Canadian Forces College's use of the Turnitin service are described on the Turnitin website.

- c. Other violations of academic ethics, including 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.

18. Academic integrity violations will result in an investigation which in turn may be reviewed by a PRB to be conducted with existing DAODs and with CFC policies and regulations. 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 student fails to demonstrate a positive attitude towards the programme or his/her continued presence on the course is adversely affecting the education or morale of the remainder of the participants; or
- c. a student fails to display appropriate senior leader capacities.

PROGRESS REVIEW BOARD

19. The PRB assists the Commandant in formulating a final decision on a particular student's case in regards to deficiencies. The Board composition is:

- a. Chairperson: as appointed by the Commandant;
- b. Members: Directors; and
- c. Other members of the staff who may be invited by the Chairperson to participate in the Board's discussions in order to provide input as required.