SYLLABUS

CANADIAN FORCES COLLEGE (CFC)

JOINT COMMAND AND STAFF PROGRAMME

DISTANCE LEARNING (JCSP DL)

COMMANDER'S FOREWORD

The curriculum for the JCSP DL emphasizes military operations and operational planning, the study of leadership and command, and an understanding of the context of defence through national and international studies. It allows students to develop a more in-depth understanding of these broad themes through the introduction of three streams of minor curricula: Advanced Joint Warfighting Studies, Institutional Policy Studies, and Defence and Security Studies.

The knowledge you will gain while on JCSP DL 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 was developed by CFC, CDA's Centre of Excellence (CoE) and Training Establishment (TE) on Officer Professional Military Education (PME) for Officer Developmental Period 3. It draws upon appropriate elements identified as part of Officer Development Period 3 and is delivered at the graduate academic level; it is to be reviewed annually by the TE to determine if in-year observations or recommendations should be incorporated for the following academic year.

As the Training Authority (TA) for CFC and RMC, and as Commander Canadian Defence Academy, I approve this Syllabus.

// original signed by //

L. Cassivi
Rear-Admiral
Commander Canadian Defence Academy

JOINT COMMAND AND STAFF PROGRAMME

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SYLLABUS

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CHAPTER 1

PROGRAMME DESCRIPTION

PROGRAMME AIM

1.   The aim of the JCSP DL 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

2.   In accordance with the Officer Professional Development System (OPDS), the JCSP DL is offered during Developmental Period 3 (DP 3), the Intermediate 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. JCSP DL is designed to educate and prepare military officers to be effective in command and staff positions in complex joint, inter-agency, and multinational settings across the full spectrum of operations. Emphasis is placed on the following programme goals:

a. <u>C1 — Command & Leadership</u>. 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.
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 environmental 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 that the profession of arms reflects the CAF ethos.

b. <u>C2 — Communications Skills</u>. The aim of Programme Goal C2 is to develop students' ability to research and apply problem-solving techniques, and to 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 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.	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.
		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.   <u>C3 — Military Operations Planning</u>. 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 of an operational-level Operational Planning Group (OPG) in planning a military operation within the contemporary operating environment.	C301a	Integrate the interests of external stakeholders in the planning of operations at the operational level.
		C301b	Understand planning for operations and apply the CF OPP up to and including Stage 3 and elements of Stage 4.
		C301c	Understand the doctrine, organization, and planning requirements of force generation for domestic and expeditionary operations.

d.   <u>C4 — Component Capabilities</u>. 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. <u>C5 — National Security and Defence Studies</u>. 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

3.　　　The JCSP DL is constructed to provide a limited number of student course options, delivering ten PME credits over two years of part-time study.

4.　　　Following a Foundation Course, JCSP DL 1 delivers four courses (and a total of 5 PME credits), culminating in the operational planning Tutorial/Exercise PHOENIX WARRIOR which is delivered over two weeks at CFC Toronto. JCSP DL 2 delivers three courses and an Independent Research Paper (CF502) for a total of 5 PME credits, and includes the streams and capstone activity delivered at CFC Toronto. The stream courses are as follows:

　　a.　　Advanced Join Warfare Studies (AJWS) — complete CF548, CF549, and the CF502 IRP before attending a two-week residential Capstone Activity (SHIFTING SANDS);

　　b.　　Institutional Policy Studies (IPS) — complete CF557, CF554, and the CF502 IRP before attending two-week residential Capstone Activity (CRYSTAL MIRROR); and

　　c.　　Defence & Security Studies (DSS) — complete CF567, CF568, and the CF502 IRP before attending a two-week residential Capstone Activity (LOOK OUT).

5.　　　Courses Offered. The following paragraphs outline the content of each JCSP course in two sections: Major Curriculum Common Courses, and Minor Curriculum (Streams). Within the first section, courses are presented in numerical order rather than in chronological order of delivery.

6.　　　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, and will be provided with an introduction to the operational level and operational art. The Foundation Course is delivered by directed reading and online discussion. While integral to the programme, it does not constitute one of the ten course credits required to pass the JCSP.

　　b.　　CF520 — Planning at the Operational Level (2 credits)

　　　(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 in-

troduces students to current doctrine and provides insight into how Commanders and staff exercise key functions. The second module introduces students to Operational Planning Considerations, while the third considers the Conduct of Operations in a Modern Context. The final module concentrates on the practical application of OPP prior to the JCSP DL 1 Residency period.

(2)   CF520 uses a series of directed readings and online threaded discussions, together with recorded lectures and a tutorial, to support student discussions. It culminates in the JCSP DL 1 Residency period in which students will undertake the CF OPP tutorial and Exercise PHOENIX WARRIOR, using a contemporary scenario to develop students' ability to deal with the inherent ambiguity of planning at the operational level.

c.   <u>CF545 — Component Capabilities (1 credit)</u>

(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 participation in online threaded discussions and written case studies.

(2)   CF545 takes a similar approach to each of the components, starting with a brief review of the principal theorists and continuing through directed readings, recorded lectures, and online threaded discussions to address each component's functions, power, and capabilities. These considerations are then applied to written case studies to further develop understanding of the application of component capabilities at the operational level.

d.   <u>CF555 — Leadership (1 credit)</u>

(1)   The course uses directed readings, online threaded discussions, and group presentations 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. Assessment is by participation in online discussions and through a reflective written paper.

(2)   CF555 is divided into three modules, 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. The final module looks at leading at the operational level within organizations and the leadership environment. The course culminates in a reflective paper that requires students to analyze their own leadership style against CAF doctrine.

e.   CF556 — Command (1 credit)

(1)   The course uses quizzes, online threaded discussions, and a Command Research Paper to explore the theory of command, the command environment, decision-making, and legal constraints in order to enhance students' overall capacity to command. Assessment is by participation in threaded discussions, quizzes, and a final written Research Paper.

(2)   CF556 is divided into three modules. The first 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.   CF569 — Security and International Affairs (2 credits)

(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 instruments of global governance. The third module examines Canadian society, government, and players in the context of the country's national security interests. The fourth module examines International Development Policy, while 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 the final written essay, GLOBAL VORTEX.

7.   Minor Curriculum. During 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. 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)   CF548 — Advanced Joint Warfighting (1 credit)

(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. Assessment is through participation in online threaded discussion and written case studies.

(b)   Prerequisites: CF520 (Planning at the Operational Level), and CF545 (Component Capabilities).

(2)   CF549 — Advanced Topics in Campaign Design (1 credit)

(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 participation in online threaded discussions.

(b)   Prerequisites: CF520 (Planning at the Operational Level), and CF545 (Component Capabilities).

b.   The Institutional Policy Studies (IPS) stream comprises two courses:

(1)   CF557 — Institutional Policy Analysis (1 credit)

(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. Assessment is through participation in online threaded discussions

(b)   Prerequisites: CF555 (Leadership), CF556 (Command), and CF569 (Security and International Affairs).

(2)   CF554 — Advanced Topics in Institutional Policy Development (1 credit)

(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 the military profession. 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 participation in online threaded discussions and written case studies.

    (b)   Prerequisites: CF555 (Leadership), CF556 (Command), and CF569 (Security and International Affairs).

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

    (1)   <u>CF567 — Global Power and Institutions (1 credit)</u>

        (a)   This course builds on CF569 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 members develop a more active understanding of the major problems and challenges of the contemporary international system. Assessment is through participation in online threaded discussions.

        (b)   Prerequisites: CF569 (Security and International Affairs).

    (2)   <u>CF568 — Advanced Topics in International Security Studies (1 credit)</u>

        (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 is through participation in online threaded discussions and written case studies.

        (b)   Prerequisites: CF569 (Security and International Affairs).

d. <u>CF502 Solo Flight — Independent Research Paper (1 credit)</u>. Solo Flight is a Research Paper intended to develop the student's ability to present a persuasive argument on a military- or defence-related topic of the writer's choice. It builds on writing skills attained on earlier JCSP DL assignments and should demonstrate the writer's ability to analyze an issue or problem in clear and logically-presented prose. Topics are normally linked to the material covered in the stream of study to which the writer has been assigned.

ACTIVITY MATRIX AND ACTIVITY ASSESSMENT

8.   The following table briefly describes each type of JCSP DL 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, when required, be monitored, assessed and corrected.

Activity Code	Activity Description	Marking Responsibility	Chair Assignment
Group Presentation (GP)	A group presentation which may be based on a lecture, readings, or other reference material which is prepared by a designated group of students.	DS (Instructor for DL), AS, or SME	
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) (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, he/she may 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

Activity Code	Activity Description	Marking Responsibility	Chair Assignment
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 a re-search paper (RP).	DS (Instructor for DL), AS, or SME	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 delivera-bles.	DS (Instructor for DL), AS, or SME	N/A
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 as-signment normally concludes a DR.	DS (Instructor for DL), AS, or SME	N/A
Quiz (QZ)	An activity designed to measure whether the student has understood and absorbed the material recently presented. The student must correctly answer a series of questions, either with short written answers or, in the case of a multiple-choice test, by choosing the correct answer. Can be formal or informal.	DS (Instructor for DL), AS, or SME	N/A
Individual Research Paper (RP)	A written work that requires re-search and the preparation of an expository or persuasive essay using scholarly con-ventions.	DS (Instructor for DL), AS, or SME	N/A
Threaded Discussion (TD)	An online activity in which a student posts a response to a question or ques-tions, and then responds to other stu-dent responses.	DS (Instructor for DL), AS, or SME	The DS, an SME, or a stu-dent moderates this activity.
Tutorial (TU)	An activity utilized to teach a particu-lar solution or approach to an issue. Discourse within a tutorial is directed towards very specific ends.	DS	Tutorials are staff-led activi-ties.

PROGRAMME LENGTH

9.   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 PME credit, except CF520 and CF569 which are two-credit courses as follows:

   a.   <u>DL 1</u>

          (1)   CF555 — Leadership (1 credit);

          (2)   CF545 — Component Capabilities (1 credit);

          (3)   CF556 — Command (1 credit); and

          (4)   CF520 — Planning at the Operational Level (2 credits);

   b.   <u>DL 2</u>

          (1)   CF569 — Security and International Affairs (2 credits);

          (2)   <u>One</u> of CF548 — Advanced Joint Warfighting, *or*
                  CF557 — Institutional Policy Analysis, *or*
                  CF567 — Global Power and Institutions (all 1 credit each);

          (3)   <u>One</u> of CF549 — Advanced Topics in Campaign Design, *or*
                  CF554 — Advanced Topics in Institutional Policy Development, *or*
                  CF568 — Advanced Topics in International Security Studies (all one
                  credit each); and

          (4)   CF502 — Independent Research Paper within assigned stream (1 credit).

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

10.   <u>JCSP DL Streams</u>. As indicated in the course listings above, students will complete one of three streams. The objectives of these streams are:

   a.   <u>Advanced Joint Warfighting Studies (AJWS)</u>. Enhanced preparation for those students most likely to work as staff in, or supporting, key operational planning roles;

   b.   <u>Institutional Policy Studies (IPS)</u>. 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.   <u>Defence and Security Studies (DSS)</u>. 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.

PROGRAMME HOURS

11.   <u>Contact Time</u>. Within this Syllabus, contact time is taken to be the time during which students are expected to be directly interacting with CFC Faculty or acting under the direct supervision of CFC Faculty.

12.   The contact time for the JCSP DL is 176 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 breaks, for a total of approximately 725 hours over two years. Combined, total programme time is approximately 900 hours over both years of the programme (this will vary slightly depending on stream of study completed during DL 2).

PROGRAMME PREPARATION TIME

13.   The JCSP DL Programme consists largely of self-regulated study, based on a nominal 10 hours per week. When on site at CFC, 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).

14.   CFC assumes a 20-pages/hour reading rate, which includes the time required to reflect on the readings and make notes to support follow-on discussions. It estimates that this reading rate will enable an average student to achieve a satisfactory grade.

NATIONAL QUALIFICATIONS, IDENTIFICATION CODES, AND INTERNATIONAL EQUIVALENCIES

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

    a.   <u>Joint Command and Staff Programme (JCSP DL 1 and 2)</u>:

        (1)   ID Code: 117990 Yr 1; 117991 Yr 2; and

        (2)   NQual: AJGM — Senior Officer — CF Common Intermediate- Regular Force.

    b.   <u>Joint Reserve Command and Staff Programme (JCSP DL 1 only)</u>:

        (1)   ID Code: 116775; and

        (2)   NQual: AJGN — P Res Senior Officer.

CHAPTER 2

STUDENT ASSESSMENT

GENERAL

1.   Student assessment is an essential part of Staff College education at the Canadian Forces College. Assessment for the JCSP DL is carried out by members of the Faculty, Directing Staff (DS), Academic Staff (AS), and contracted Subject Matter Experts (SMEs). DS are responsible for maintaining electronic 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 electronic 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; and

   c.   **Confirmatory activities** — activities such as tests, essays, presentations, seminars, and exercises that serve the purposes of assessment and evaluation.

Note: For CAF students, no behaviour or actions contrary to the CAF ethos is acceptable. Also, these learners must demonstrate an integrated understanding of their role as leaders at the operational 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 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, upon DS request or a student's appeal, review the marking of specific assignments. Further monitoring shall occur during regular reviews of student performance conducted by the Director of Programmes. Any problems should be resolved at Progress Review Boards (PRBs).

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 JCSP DL.

ACADEMIC WRITTEN WORK ASSESSMENT TEMPLATE

GRADE	A	B	C	F
Argument (45%–70%)				
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.

GRADE	A	B	C	F
Evidence (15%–40%)				
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.

GRADE	A	B	C	F
Writing (10%)				
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.
Format (5%)				
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

GRADE	A	B	C	F
Argument (70%)				
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.
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.
Writing & Formatting (30%)				
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.

GRADE	A	B	C	F
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 re-hearsed ideas with confidence, knowl-edge of the mate-rial, proper voice projection, appro-priate language, and clear delivery, while making some eye contact.	Communicates ideas clearly with knowledge of the material. No signif-icant delivery prob-lems.	Some difficulty communicating ideas due to lack of knowledge, voice projection or language problem, or lack of eye con-tact.	Briefing is deliv-ered with little confidence or knowledge.
Organization	Very good organi-zation and pacing. Meets time stipu-lations.	Generally orga-nized but some difficulties meet-ing time stipula-tions.	Some difficulties in organization and/or meeting time stipulations.	No sense of or-ganization. Presentation is far too long/short.

ONLINE THREADED DISCUSSION ASSESSMENT TEMPLATE

GRADE	A	B	C	F
Contribution to Learning (40%)				
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.
Intellectual Contribution (30%)				
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.
Impact (30%)				
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 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.

JCSP DL Letter-Percentage Grade Table

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

*Failure in a PME graduate-level course. The minimum pass mark for JCSP PME <u>courses</u> (CF) **and** <u>confirmatory activities</u> is 60%.

General Tabular Guide to Differentiating Between Marks

A+	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.
A and A–	Level of work is clearly superior. The quality of the learning experience of the intended audience is enhanced.
B+ and C+	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–	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.
C–	The grade C– is reserved for deliverables that, overall, barely meet the criteria for a C.
Any F	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 electronic student mark sheet. The electronic 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.   During JCSP DL emphasis is placed 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 carefully read all of the assigned material.

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 should be posted in a timely manner in order to contribute to shared learning and to improve 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.

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, or through them, the applicable DL Instructor, or contracted SME. 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 this syllabus. 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 draft 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 drafted for the Commandant's review and 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 shall be counselled and closely monitored by the appropriate DoP/JCSP DL staff.

UNSATISFACTORY PROGRESS

21.   Unsatisfactory progress is indicated by failure to pass (or progress that will result in an inability to pass) a JCSP course.

22.   <u>Advancement to Next Course</u>. 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.   <u>Failed Assignment</u>. 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 PRB will be held to review the student's case and make a recommendation to the Commandant.

ACADEMIC INTEGRITY

24.   In case of discrepancy between this description and the Academic Integrity policies of RMC and CFC, the latter documents shall be considered the primary references, as applicable.

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

a.   <u>Cheating</u>. 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.   <u>Plagiarism</u>. 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. <u>Other Violations of Academic Ethics</u>. 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, with further potential censure from the Chain of Command.

PROGRESS REVIEW BOARD

26. In case of discrepancy between this description and the PRB policies of RMC and CFC, the latter documents shall be considered the primary references, as applicable.

27. 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 JCSP DL staff.

28. <u>Role of the PRB</u>. 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: Director of Programmes, or as otherwise appointed by the Cmdt.

b. Members: Other Directors as appointed by the Cmdt.

29. <u>Other PRB </u>Participants. 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.

30. <u>Student Representation</u>. 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.

31. <u>Conduct of a PRB</u>. 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 secretarially.

32. <u>Results of the PRB</u>. If a PRB determines that a student has failed the JCSP, that decision will be formally communicated to the student, the student's chain of command, and the Career Manager.

TURNITIN REQUIREMENTS

33. 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

34. If a student elects to withdraw during the DL, the student's DS will arrange for an interview with the Director of Programmes who will approach the Commandant for final approval of the withdrawal.

35. 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 JCSP DL imposes on both family and work routine. They are committed to students' professional military education and may be able to offer flexible solutions that eliminate many workload problems.