SYLLABUS

CANADIAN FORCES COLLEGE (CFC)

JOINT COMMAND AND STAFF PROGRAMME (JCSP)

RESIDENTIAL

COMMANDER'S FOREWORD

The JCSP is intended to produce graduates who think critically and who have the agility of mind and strong communications skills necessary to solve institutional as well as operational warfighting problems. This is achieved through a study of National Security and International Relations, Command and Leadership, and the application of Component Capabilities to operational planning. The programme allows each student to develop a more in-depth understanding of one of these topic areas through the three streams of minor curricula towards the end of the programme: Advanced Joint Warfighting Studies (AJWS), Defence and Security Studies (DSS), and Institutional Policy Studies (IPS). The programme places emphasis throughout on developing and displaying clear and effective written and oral communication skills.

The knowledge you will gain from the JCSP will prepare you for command and, critically, for employment as expert staff in operational or strategic headquarters in due course. I strongly encourage you to take full advantage of the multiple learning opportunities presented to you in this very important year in your military career. You should also take every opportunity to form effective and lasting relationships with your colleagues in your cohort to the maximum extent possible.

This Syllabus was developed by CFC, CDA's Centre of Excellence (CoE) and Training Establishment (TE) for Officer Professional Military Education (PME) in 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.

D.C. Aitchison
Major-General
Commander Canadian Defence Academy

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JOINT COMMAND AND STAFF PROGRAMME (JCSP)

SYLLABUS

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CHAPTER 1

CDA DIRECTION

PROGRAMME AIM

1.   The aim of the JCSP is to prepare selected senior Canadian Armed Forces (CAF) officers for command and for employment as expert staff in operational and strategic headquarters. This is achieved through:

      a.   A foundational understanding of the Profession of Arms and its ethical underpinning.

      b.   An enhanced understanding of joint, interagency, multinational, and domestic operations.

      c.   An understanding of CAF defence management, including how defence decision-making fits into government decision-making, and civil-military relations.

      d.   Developing intellectual capacity by focusing on critical thinking, problem solving, operational and institutional planning, and communication skills.

      e.   A deeper insight into the Future Security Environment, including its international context, defence innovation, and potential threats to national security.

PROGRAMME GOALS, LEARNING OUTCOMES, AND OBJECTIVES

2.   In accordance with the Officer Professional Development System (OPDS), the JCSP 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. The JCSP is designed to educate and prepare military officers and other national security leaders to be effective in command and staff positions in complex joint, inter-agency, and multinational settings across the full spectrum of conflict. Emphasis is placed on the following programme goals:

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

Learning Outcome	Learning Objective	
C101 At the end of the JCSP, students will be able to apply the conceptual foundations of leadership required to be effective in the institutional, operational, and cross-cultural contexts across national and international settings.	C101a	Analyze leadership using relevant theories, models, conceptual backgrounds, and doctrine.
	C101b	Analyze the personal effectiveness aspects of leadership.
	C101c	Analyze the role and capacities required of a leader to influence others in the institutional, operational, and cross-cultural contexts across national and international environments, and to be a steward of the profession of arms.
	C101d	Internalize the CAF ethos.
	C101e	Demonstrate an understanding of their role as a leader at the tactical/operational/strategic level in ensuring that the profession of arms reflects the CAF ethos.
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.

b. C2 — Communications Skills. 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 chairing discussions, delivering briefs, seminars, and other presentations that demonstrate a clear understanding of the required topic. This will also include the generation of thoughtful and insightful questions or comments on the material under consideration.
		C201e	Demonstrate the ability for creative thinking and problem-solving techniques.
		C201f	Demonstrate the ability for logical reasoning, argument, and analysis in written and oral work.
		C201g	Demonstrate the ability to apply multiple decision-making techniques in practical situations.

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

Learning Outcome		Learning Objective	
C301	At the end of the JCSP, students will be able to lead an element of an operational-level OPG in planning a military operation within the contemporary operating environment.	C301a	Integrate the interests of external stakeholders in the planning of operations at the operational level.
		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. C4 — Component Capabilities. The aim of Programme Goal C4 is to develop students' understanding of component capabilities in joint and combined force operations.

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

e. **C5 — National Security and International Relations.** 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	
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 application; and approaches to strategic studies.
	C501b	Examine the international context and order (factors, actors, and systems) as they influence Canadian governance, policymaking, and response mechanisms.
	C501c	Examine the domestic and structural factors that influence Canadian governance, policymaking and response mechanisms.
C501	C501d	Illustrate the process by which national strategy is formulated and security 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 policies within the context of emerging strategic issues, challenges, and opportunities.

PROGRAMME LENGTH

3.   The JCSP spans one academic year, inclusive of administration time and statutory holidays, but exclusive of opening and closing activities. This will be maintained through the special circumstances of JCSP 48: programme orientation will start on 23 Aug 21 and graduation is scheduled for 24 Jun 22. The Programme consists of three rotations (Rotos) combining on-line and in-person classroom instruction, beginning in August and finishing in June. The structure of the programme is explained in Chapter 2 of this Syllabus.

4.   JCSP Streams. As part of the programme design, all students will complete one of three streams in Roto 3. The objectives of these streams are:

    a.   Advanced Joint Warfighting Studies (AJWS). Advanced studies in warfighting and op concepts for those students most likely to work as operations or planning staff at the operational and strategic level,

    b.   Defence and Security Studies (DSS). Additional studies of geopolitical factors for those students most likely to work as staff supporting senior leaders who are working at the Political-Military interface, or who require assessments of regional defence and security issues; and

    c.   Institutional Policy Studies (IPS). Further examination of key institutional components, such as personnel management, resource management, capability development, project management, and CAF policies, for those students most likely to work as staff in various L1 organizations.

NATIONAL QUALIFICATIONS, IDENTIFICATION CODES, AND INTERNATIONAL EQUIVALENCIES

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

    a.   Joint Command and Staff Programme (JCSP):

        (1)   ID Code: 116768;

        (2)   NQual: AJGM — Senior Officer — CF Common Intermediate; and

        (3)   US Intermediate-Level JPME Credit 1*.

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

CHAPTER 2

CFC POLICY

JCSP PURPOSE, SKILLS, AND THEMES

1. The JCSP represents a pivotal moment in a CAF officer's career. Combined with a lifelong commitment to self-development and critical thinking, habits that the programme aims to cultivate, it provides all the formal education required to equip a graduate for employment as a Col/Capt(N). This requires students on the course to be fully committed, both to the academic challenge ahead and to establishing enduring relationships with peers.

2. The essence of that academic challenge is establishing the critical and creative thinking, problem-solving and communication skills to operate credibly as expert staff, and in command. Every element within the programme is therefore designed to reflect the Programme Aim expressed in Chapter 1. The programme draws on subject material identified by a panel of L1 representatives as of primary importance: the contemporary and future security environments, defence innovation, and an understanding of the institutional level of defence. While these are reflected in individual course material, the following programme skills and themes identified by the L1 representatives are threaded throughout the programme:

    a.   Programme Skills:

        (1)   Communication skills — the ability to present complex ideas both formally and informally, written and orally,

        (2)   Research skills — the ability to find a full range of objective information using traditional and internet methods,

        (3)   Critical and creative thinking — the ability to differentiate between subjective and objective material, as well as the creativity to think beyond doctrine, and

        (4)   Problem Solving — the ability to understand a complex issue, express why it matters and how it could be addressed using a range of problem-solving techniques and drawing on design thinking principles.

    b.   Programme Themes:

        (1)   Operating ethically and morally in ambiguous situations,

        (2)   Human security, diversity and inclusion and respect for the person,

        (3)   Military ethos, particularly as outlined in Duty with Honour, the CFC Code of conduct and PO 999, and

        (4)   Implications of climate change for the defence and security environment.

PROGRAMME COMPOSITION AND STRUCTURE

3.   JCSP 48 will offer two Master of Defence Studies (MDS) pathways and one non-MDS pathway to maximize individual's ability to complete the programme within their own circumstances. Nevertheless, it follows from the preceding section that the programme, redesigned for a combination of remote and residential delivery, still aims to develop the Programme Skills and Programme Themes, as well as meeting the Programme Aim. The pathways are illustrated below; a brief description follows each one.

4.   JCSP — Non-MDS. Within this option of the JCSP, the Complementary Studies course, and the advanced course in the student's Stream are taken as CF credits, with the same course content but with a CAF professional (CF) written deliverable rather than one for academic defence studies (DS). Non-MDS students are required to submit a CF 502 PME Solo Flight paper (3000 words). While JCSP participants receive full recognition for all course work completed on the JCSP Graduation PME Diploma, these CF professional courses are not eligible for graduate credit towards RMC degrees and will not be reflected on official RMC transcripts. However, all the remaining eight DS credits (7 major curriculum common course credits plus the first Minor Curriculum Stream DS course credit (DS548, DS557 or DS567)) completed to the required standard are recorded on RMC transcripts and may be put towards the MDS (or other graduate degrees) subject to additional work, at the discretion of the degree-granting institution. It is not possible to have academic credit awarded retroactively for PME (CF) courses. The PME pass mark for all JCSP courses is 60%, but non-MDS students may still earn academic credit for each DS course completed with a minimum of a B– grade (70%).

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

Figure 1 — Non-MDS or MDS (Course-based) Path, JCSP 48

6.   JCSP — Research-Based DRP MDS. In this study pathway, the student does not take the Major Curriculum — Complementary Course (DS/CF501 to 543). In its place, through competitive application, a limited number of students will be able to earn an MDS degree by successful completion of eight course-based (DS) credits (7 Major curriculum common course credits plus the first minor curriculum Stream DS course credit (DS548, DS557 or DS567)), plus a two-credit Directed Research Project (DRP): a comprehensive, independent, theory-based research project. This paper, of between 14,000 and 20,000 words on an approved topic, takes the place of the Complementary Studies course (DS501, or DS534 to DS543) and the Stream Advanced topics course (DS549/DS554/DS568). Candidates for the MDS under this option will be supervised by a suitably qualified research project advisor in accordance with RMC policy.
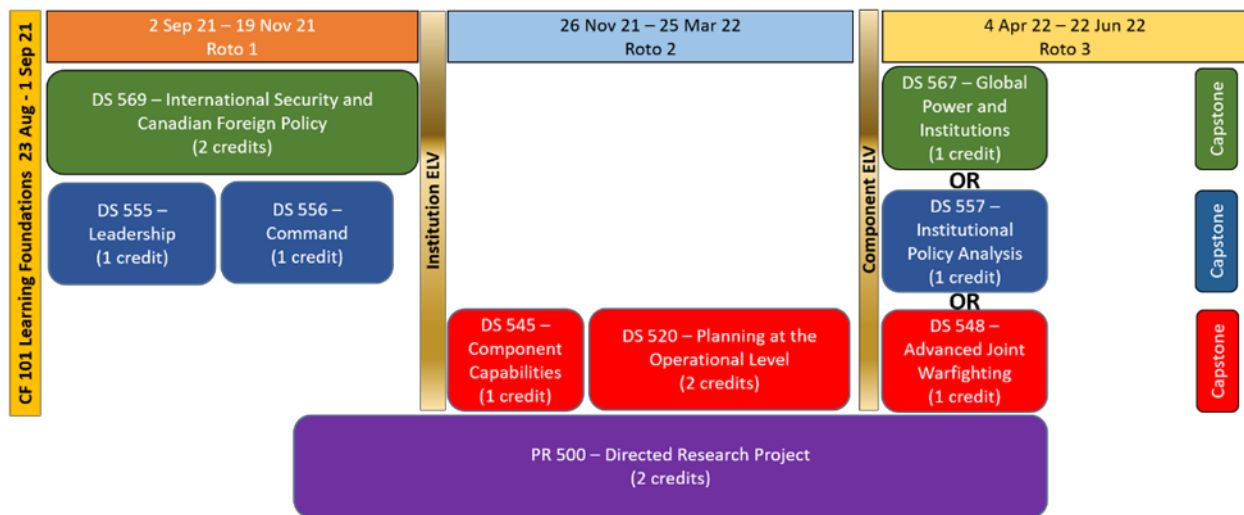

Figure 1 — MDS (Research-based DRP) Path, JCSP 48

7.   Course outlines for each of these courses are included in Chapter 3 of this Syllabus.

ACTIVITY MATRIX AND ACTIVITY ASSESSMENT

8.   The following table briefly describes the types of JCSP learning activity, where they fit in the Programme, and who assesses them. In addition to the formal assessment listed, the Directing Staff (DS) 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 normally be monitored, assessed and corrected for their contribution to learning.

Activity Code	Activity Description	Assessment Responsibility	Chair Assignment
Discussion (DI)	A structured verbal exchange of information in syndicate, usually chaired by a student. Serves to reinforce previously covered material.	DS	The DS or a student will chair this activity. Student chair is formally assessed.

Activity Code	Activity Description	Assessment Responsibility	Chair Assignment
Seminar (SM)	A syndicate discussion which may be based on a presentation or a written deliverable prepared and distributed to syndicate members prior to the seminar.	Academic Staff (AS) or DS (if DS, will normally be assisted by AS who will have responsibility for marking any formal paper forming the basis of the discussion)	AS, the DS, an SME, or a student will chair this activity. Student chair is formally assessed.
Lecture-Discussion (LD)	A lecture followed by a syndicate discussion of the presented material and related preparatory readings. A plenary Q&A normally follows.	DS	The DS or a student will chair this activity. Student chair is formally assessed.
Lecture (LE)	A prepared oral presentation delivered by a staff member or one or more guest speakers, usually concluded with a question-and-answer period.	N/A	
Case Study (CS) (Discussion)	A syndicate discussion based on an analysis of an historic event, battle, campaign, or situation for the purpose of reinforcing previously covered curriculum material. The analysis may be prepared and distributed to syndicate members prior to the discussion, as specified by the activity description.	AS, DS, or Subject Matter Expert (SME) (if DS, may be assisted by AS who will have responsibility for marking any associated formal paper)	The DS, an SME, or a student will chair this activity. Student chair is formally assessed.
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, 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.

Activity Code	Activity Description	Assessment Responsibility	Chair Assignment
Exam (XM)	An exam is a formal assessment instrument or device used to measure the performance, skill level, or knowledge of a student on a specific subject matter. It is normally used at the conclusion of a course.	DS or AS	N/A
Essay (EY)	A literary composition that answers a question or argues a point of view. Briefer in scope and less formal in style than other activities such as a research paper (RP).	DS, AS, or SME	N/A
Field Study (FS)	A collective visit to agencies or locales outside the College to provide an experiential opportunity to examine issues related to the programme curriculum, in a closer, more practical setting.	DS or AS	N/A
Academic Journal (AJ)	A short literary composition that answers a question or argues a point of view based upon personal reflection from the linking of personal experience with theoretical material from the programme.	N/A	N/A
Lesson (LN)	An activity within a distance learning course executed in a self-learning mode, which may comprise several components. It will include informal assessment tools or written deliverables.	DS, 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 assignment normally concludes a DR.	AS or SME	N/A
Quiz (QZ)	An activity designed to measure whether the student has understood and absorbed the material recently	DS, AS, or SME	N/A

Activity Code	Activity Description	Assessment Responsibility	Chair Assignment
	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.		
Individual Research Paper (RP)	A written work that requires re-search and the preparation of an expository or persuasive essay using scholarly conventions.	DS, AS, or SME	N/A
Symposium (SY)	A flexible activity that may combine several educational methodologies in order to explore a broad but defined issue, area or topic. Symposia may utilize lectures, seminars, research papers, case studies, and other educational activities, alone or in combination. Symposia often involve significant contributions of outside participants.	DS, AS, or SME	The DS, an SME, or a student will chair this activity. Student chair is formally assessed.
Threaded Discussion (TD)	An online activity in which a student posts a response to a question or questions, and then responds to other student responses.	DS, AS, or SME	The DS, an SME, or a student moderates this activity.
Tutorial (TU)	An activity utilized to teach a particular solution or approach to an issue. Discourse within a tutorial is directed towards very specific ends.	DS	Tutorials are staff-led activities.

PROGRAMME HOURS AND PLANNING ASSUMPTIONS

9.   Core Time, Admin Time and Individual Preparation Time (IPT). Within this Syllabus, core time is taken to be the synchronous and asynchronous time spent in formally programmed activities during the working week. During remote periods, students will be expected to work 5.5 core hours on Mon-Thu and 4 core hours on Fri. Admin time is allocated at 1.5 hours per week and IPT is allocated at 3 hours per evening Mon-Fri and 6 hours each weekend. During residential periods, students will be expected to work 6 core hours on Mon, Tue, Thu, and Fri, and 3 core hours on Wed. Admin time is allocated at 3 hours per week and IPT is allocated at 3 hours per evening Mon-Fri and 6 hours each weekend.

10.   Time Allocation. The total time allocated for the JCSP is approximately 1520 hours for the MDS Pathway.

11.   Experiential Learning Visits (ELVs). CFC staff are continuing to evaluate options for the conduct of ELVs, which may involve physical or virtual travel to each of the Environments as well as to Ottawa. Further detail on these will be published as circumstances evolve.

12.   Reading Rate. The 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 and threaded discussions. It estimates that this reading rate will enable an average student to achieve a satisfactory grade.

ASSESSMENT — GENERAL

13.   Student assessment is an essential part of Staff College education at the CFC. Assessment for the JCSP is carried out by members of the Faculty, DS, Academic Staff (AS), and contracted Subject Matter Experts (SMEs). DS are responsible for maintaining student electronic mark sheets to record their students' progress; they are also responsible for their student's Roto Reports and Programme Reports.

14.   Students are assessed relative to a common standard. The standard is that expected of a senior staff officer serving in a major headquarters. The student electronic mark sheets, Roto Reports (RR), and Programme Report (PR) provide a formal record of what the student has achieved on the JCSP.

15.   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 that serve the purposes of assessment and evaluation.

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

PROFESSIONAL DEVELOPMENT ASSESSMENT — ROTO REPORTS (RR) AND PROGRAMME REPORTS (PR)

16.   The DS will write an RR at the completion of rotos one and two and a PR at the end of Roto three on each student. The RR summarizes the student's performance at the end of each

Roto, 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 Roto reports, the Learning Management System (LMS) grade book 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 their 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 their 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 the graduate's PER files.

PROGRESS MONITORING

17. 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 having trouble in any area of performance shall be counselled and closely monitored and assisted by the appropriate Directing Staff.

UNSATISFACTORY PROGRESS

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

19.   <u>Advancement to Next Course</u>. Students must satisfactorily complete all course requirements 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.

20.   <u>Failed Confirmatory Activity</u>. If a student fails a confirmatory activity, they are granted one supplementary attempt. The supplementary mark awarded will be no higher than B– (70%). If the student fails the supplementary attempt, a Progress Review Board (PRB) will be held to review the student's case and make a recommendation to the Commandant.

PROGRESS REVIEW BOARD

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

22.   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, or is so far behind in their work, that there is virtually no likelihood of attaining the standard,

   b.   a student's continued presence on the course is adversely affecting the training or morale of the remainder of the participants,

   c.   a student that has been deemed by an Academic Integrity Board (AIB) to have committed academic misconduct; or

   d.   a student has stopped communicating with their DS.

23.   <u>Role of the PRB</u>. The PRB assists the Commandant in formulating and discussing policy on student academic performance. The PRB may also consider 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: per the CFC PRB SOP.

24.   <u>Other PRB Participants</u>. Other members of the staff, such as the Programme Officer, or appropriate members of Directing Staff, may be invited by the Chairperson to participate in the

Board's discussions to provide professional assistance as required.

25.   Student Representation. The student who is the subject of the PRB will have the opportunity to present on their own behalf either via a written submission or via attendance at the PRB, depending on the circumstances and the nature of the progress review.

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

27.   Results of the PRB. If a PRB determines that a student has failed the JCSP that decision will be formally communicated to the student and the Career Manager.

WITHDRAWAL PROCEDURE AND POLICY

28.   If a student elects to withdraw from the programme, the student's DS will arrange for an interview with the DoP who will determine if a PRB is required to review and assess the reasons for the withdrawal.

29.   Students contemplating withdrawal must first discuss the reason(s) with their DS. CFC staff are very cognizant of the challenges the Programme imposes on both family and work routine, particularly during the international response to the current pandemic. They are committed to students' professional military education and, in some cases, can offer flexible solutions that may reduce or eliminate the problems a student is facing.

CHAPTER 3

RMC CONTEXT

COURSE TITLES, DESCRIPTIONS AND ACTIVITIES

1. The JCSP is offered in parallel with RMC's Master of Defence Studies degree for suitably qualified applicants, so Defence Studies (DS *XXX*) courses are academically accredited in the RMC course calendar. Canadian Forces (CF *XXX*) courses are similarly labelled and described, but do not earn RMC course credits. The following paragraphs outline the content of each JCSP course in three sections: Major Curriculum Common Courses, Major Curriculum Complementary Studies, and Minor Curriculum (Streams) courses. JCSP 48 virtual delivery methods will use both synchronous tools (using either CFC's Microsoft 365 or CFC's Learning Management System) and asynchronous tools (TD, personal research, assigned readings, and recorded presentations), to permit users across Canada to engage at a time most suited to their personal circumstances.

2. <u>Major Curriculum Common Courses</u>

   a.   <u>CF 101 — Learning Foundations Course</u>

       (1)   This course provides JCSP students with introductory and fundamental learning concepts that underpin all JCSP courses. Students are introduced to the learning environment, critical thinking, and academic research and writing, while also introducing learning support resources available at the CFC. While integral to the programme, it does not constitute one of the ten course credits required to pass the JCSP.

   b.   <u>DS 555 — Leadership (1 credit)</u>

       (1)   DS 555 uses lectures, asynchronous discussion, synchronous syndicate discussions and debates to explore leadership theory, cultural complexity, ethical principles, the profession of arms, socialization in the military, and diversity to enhance students' leadership effectiveness. Participants apply critical thinking and decision-making tools to analyze leadership scenarios. Where possible, subject matter experts provide insight based on experience and published research to enhance learning objectives.

       (2)   Recorded and synchronous lectures and presentations are used to amplify learning objectives and to support preparation for discussions. Personal reflection on the course material and leadership effectiveness is required but not assessed. Assessment is through participation and written deliverables, including written essays.

       (3)   The students also participate in a 360-degree leadership survey for the purpose of providing them with an opportunity for self-assessment and to

create a Personal Development Plan. The results of this survey are excluded from any basis of course or programme assessment.

c. <u>DS 556 — Command (1 credit)</u>

(1) DS 556 explores the theory of command, the command environment, and legal constraints to enhance students' overall capacity to command. Participants apply theories to explore command challenges, and subject matter experts provide evaluation and feedback based on experience and published research.

(2) This course is taught using a variety of virtual instructional methods including lectures, directed research, and syndicate discussions. Assessment is by effective participation in course activities (i.e., contribution to learning and critical discourse), and the submission and grading of a Command Research Paper.

d. <u>DS 569 — International Security and Canadian Foreign Policy (2 credits)</u>

(1) This course introduces and analyzes strategic concepts and the international environment relating to national and international security.

e. <u>DS 545 — Component Capabilities (1 credit)</u>

(1) DS 545 focuses on the characteristics, functions and fundamentals of the Maritime, Land and Aerospace components which form combat power in joint and combined operations. Attention will be given to how each of the Canadian Armed Forces (CAF) components as well as Special Operations Forces and other joint capabilities, have developed historically and doctrinally and how they have and can contribute to the delivery of joint effects in operations.

(2) This course is taught using a variety of instructional methods delivered both synchronously and asynchronously. There is an expectation that individual students will leverage their component and joint experience to form the baseline of their understanding of component power at the operational level. Further, it is expected that, during small group and syndicate work, students will actively collaborate with personnel from other environments, in an effort to assist others in moving from awareness towards a shared level of understanding across the components and other joint domains.

f. <u>DS 520 — Planning at the Operational Level (2 credits)</u>

(1) This course will introduce and develop the knowledge and skills essential for understanding the operational level of conflict, the types and conduct of operations and planning considerations and for utilizing the Operational

Planning Process (OPP) to develop operational designs, CONOPs and plans. This course relies heavily on current and emerging doctrine as the foundation of how the CAF conducts operations both domestically and abroad. Additionally, methods of analysis to frame and better understand modern complex security challenges will be introduced.

(2)   This course is taught using a variety of instructional methods delivered both synchronously and asynchronously. Furthermore, there is an emphasis placed on group work and practical application in exercise scenarios. There is an expectation that students will build on their component and joint experience and shared level of understanding across the components and domains at the operational level from DS545 to enhance their understanding of campaigning and operational planning.

g.   PR 500 — Individual Research Project (MDS Only — 2 Credits). The PR 500 Individual Research Project consists of a well-researched, persuasive paper on a subject of military significance approved by the Chair of the Master of Defence Studies programme. Each MDS student will be assigned an Academic Advisor with expertise in the subject matter, who will guide and assess the development of the paper throughout the programme. The final paper is to be between 14,000 and 20,000 words in length and will be retained in the Information Resource Centre where it will be publicly accessible. MDS Research Papers are the property of the Crown.

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

a.   DS/CF501 — Wargaming (1 credit)

b.   DS/CF519 — Military Law in Comparative Perspective (1 credit)

c.   DS/CF521 — Leading Operational Art and Design (1 credit)

d.   DS/CF526 — Peace and Stability Operations: An Evolving Practice (1 credit)

(1)   This course explores the field operations deployed to conflict areas to mitigate or end violence and to help rebuild war-torn societies. Such peace or peacekeeping operations have evolved considerably with new and expanded mandates and more robust mechanisms for the international military, police, and civilians. The course focuses on the concepts and

experiences of the UN, but also includes other organizations such as NATO, and regional organizations. Successes and failures are reviewed, and case studies will help get an operational "sense on the ground."

e.   DS/CF529 — Political Philosophy: in the eye of the enemy (1 credit)

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

f.   DS/CF535 Politics, Culture, and International Conflicts (1 credit)

g.   DS/CF538 — Genocide, Conflict, and Justice (1 credit)

   (1)   This course provides students with interdisciplinary intellectual frameworks for understanding and analyzing the numerous, complex and often emotional issues related to genocide, including legal, political, historical, psychological and sociological debates surrounding the definition, causes, and processes of genocide specifically and mass atrocity more generally. An examination of several major cases of genocide will provide the foundation for a comprehensive analysis that emphasizes both international and national dynamics, and especially 1) the historical intersections of changing international relations, great power politics, development, modernity, and the interstate/intrastate armed conflict; and 2) the relationship between ethnic inequality and violence, and the impact of nationalist population policies. Along with case studies, more general themes will be analyzed, namely the shifting roles of perpetrators, bystanders, witnesses and victims, emerging responses of the international community with respect to genocide prevention such as the Responsibility to Protect (R2P), existing domestic, international, and international criminal law, and the use of courts, tribunals, and alternative forms of justice in punishment and reconciliation, as well as lingering questions of historical/collective memory and genocide denial.

h.   DS/CF551 — Modern Joint Air Campaigns (1 credit)

   (1)   This course is designed to give students a detailed examination of modern joint campaigns, operations, and missions with a significant aerospace power contribution. Joint air campaigns will be studied, ranging from kinetic air superiority and strategic bombardment to non-kinetic missions such as airlift support to disaster relief efforts, and Search-and-Rescue

operations. Emphasis will be on Canadian joint air campaigns, though other international examples will be examined to cover a wide range of both kinetic and non-kinetic applications of air power in a joint environment. For those who are air force officers, this course will be both a refresher and an opportunity to gain greater insight into their service's capabilities in modern military operations. For army and navy officers, this course will afford the opportunity to gain a greater understanding of aerospace power and what it can offer to a joint environment. Readings will consist of academic and professional scholarly material in addition to doctrine and other official military publications to provide a strong academic-professional balance.

i.   DS/CF585 — Gender Perspectives in Defence and Security Contexts (1 credit)

4.   Minor Curriculum. In Roto 3 of JCSP, students will be assigned to one of three discrete streams, allowing them to pursue topics in greater depth. Collectively, these courses are known as the Minor Curriculum. Those students accepted into the Research-based DRP will take only the first course listed below pertinent to their stream – i.e., 548 for AJWS, 557 for IPS, and 567 for DSS. The following sub-paras outline the courses within the Minor Curriculum by stream.

5.   JCSP Streams.

a.   The Advanced Warfighting Studies Stream comprises two courses:

(1)   DS548 – Advanced Joint Warfighting (1 credit) 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. Prerequisites: DS520 (Planning at the Operational Level), and DS545 (Component Capabilities).

(2)   DS549 — Advanced Topics in Campaign Design (1 credit). 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 will provide further depth to an appreciation of joint and combined operations. Prerequisites: DS520 (Planning at the Operational Level), and DS545 (Component Capabilities).

b.   The Defence and Security Studies (DSS) Stream comprises two courses:

(1)   DS 567 — Global Power and Institutions (1 credit). This course builds on DS 569 material, which addressed the national security activities of Canada, the United States, and other states, regions, 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, DS 567 develops a deeper and more advanced understanding of the evolution of the contemporary state system through various theoretical lenses, and of major challenges and threats in the global political arena. Prerequisite: DS 569 (International Security and Canadian Foreign Policy).

(0)   DS 568 — Advanced Topics in International Security Studies (1 credit). This course provides students an opportunity to deep dive and apply foundational concepts. 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 of importance in the contemporary security context. Prerequisite: DS 567 (Global Power and Institutions).

c.   The Institutional Policy Studies (IPS) Stream comprises two courses:

(1)   DS557 — Institutional Policy Analysis (1 credit). 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 the Canadian Armed Forces. These methods will be used to conduct critical analyses of current or draft Defence policies and programmes. Prerequisites: DS 555 (Leadership), DS 556 (Command), and DS 569 (International Security and Canadian Foreign Policy).

(2)   DS/CF554 — Advanced Topics in Institutional Policy Development (1 credit). 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. Assessment will be through seminar participation and a major independent research paper addressing a topic of the student's choice. Prerequisites: DS 555 (Leadership), DS 556 (Command), and DS 569 (International Security and Canadian Foreign Policy).

ACADEMIC ASSESSMENT STANDARDS

6.   Both Director of Academics and Director of Programmes carefully monitor standards of student assessment for standardization, carrying out random reviews of marked assignments. In addition, they will review the marking of specific assignments on student appeal or by DS request. The Director of Programmes will also regularly review overall student performance.

ACADEMIC ASSESSMENT TEMPLATES

7.   The CFC 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 will be used for marking assignments or activities completed during the JCSP.

STUDENT CHAIR/LEAD ASSESSMENT

GRADE	A	B	C	F
Intellectual Rigour (30%)				
Introduction	Provides summary of themes in readings, clear thesis statement, and road map of presentation.	Mentions readings and includes clear thesis statement.	Some sense of an argument indicated.	Student provides no sense of where presentation is headed.
Understanding	Demonstrates very good understanding of the readings and their application to the thesis.	Student uses readings to support thesis.	Student uses some of the readings to support the thesis.	Does not reference the readings.
Effective Communication (20%)				
Delivery	Communicates ideas with appropriate language and clear delivery while making eye contact.	Communicates ideas clearly. No significant delivery problems.	Some difficulty communicating ideas.	Ideas are not clear.
Organization	Very good organization and pacing. Meets	Generally organized but some difficulties	Noticeable difficulties in organization	No sense of organization. Presentation is excessively long or too

GRADE	A	B	C	F
	time stipulations.	meeting time stipulations.	and/or in meeting time stipulations.	short.
Discussion Facilitation (35%)				
Quality of Discussion	The Chair's conduct and actions clearly improve the quality of discussion.	Because of the Chair's conduct and/or actions, the quality of discussion is somewhat improved.	Chair has little positive impact on the level of the discussion.	Chair has negative impact on the level of the discussion.
Direction	Discussion proceeds logically thanks to clear, implicit or explicit, direction from the chair. Chair demonstrates flexibility where appropriate.	Discussion generally proceeds logically thanks to clear, implicit or explicit, direction from the chair.	Discussion is uneven and often surface-level. Chair requires regular support from the DS to manage the discussion effectively.	Topics covered in the discussion diverged significantly from the original outline without any significant added learning benefit.
Discussion Environment	All students are involved in the discussion.	Most students are involved in the discussion.	Discussion is limited to a select group of students.	Interventions by military faculty are required throughout.
Response to Criticism	Welcomes opposing views and uses them to further advance the discussion.	Welcomes and responds to opposing views.	Struggles to accommodate opposing views and at times takes them personally.	Conduct, implicit and/or explicit, actively discourages opposing views.
Synthesis (15%)				
Summary of Views	Thoughtful, organized, and engaging summary of the discussion clearly adds to the students' learning experience.	Summary of the discussion captures the major issues.	Effort made to summarize the discussion.	No summary at the end of the discussion.

CONTRIBUTION TO LEARNING ASSESSMENT TEMPLATE

GRADE	A	B	C	F
Participatory Contribution (40%)				
Participation	Actively expresses own views, supported by evidence from the required and supplementary readings, listens to peers, and challenges peers' views.	Actively expresses own views, and listens to peers.	Limited interaction with peers.	No interaction with peers.
Intellectual Contribution (30%)				
Preparation	Arrives fully prepared, having read the required and some supplementary readings.	Arrives fully prepared, having read only the required readings.	Arrives noticeably less than entirely prepared.	Unprepared.
Delivery	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery, while making some eye contact.	Communicates ideas clearly. No significant delivery problems.	Some difficulty communicating ideas due to problems with voice projection, language, or lack of eye contact.	Ideas are not clear.
Quality of Comments	Comments advance the level and depth of the dialogue (consistently).	Comments occasionally advance the level and depth of the dialogue.	When/where pre-pared, makes relevant 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 consistently better	Group dynamic and level of discussion are often better	Group dynamic and level of discussion are occasionally	Group dynamic and level of discussion are harmed (perhaps significantly) by the

	because of the student's presence.	because of the student's presence.	better (and never worse) because of the student's presence.	student's presence.

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 keep 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%)				
	Group dynamic and	Group dynamic	Group dynamic	Group dynamic and

| Impact on Group Dynamic | level of discussion are often better because of the student's online presence. | and level of discussion are occasionally better (and never worse) because of the student's online presence. | and level of discussion are not affected by the student's presence. | level of discussion are harmed (perhaps significantly) by the student's presence. |

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 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.	The student's 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.
Evidence (15%–40%)				
Depth	Essay draws from	Essay draws from	While the essay	Essay is drawn largely,

GRADE	A	B	C	F
	sources that represent the best primary (if applicable) and most comprehensive secondary information on the subject. Quantity of sources exceeds expectations.	a legitimate variety of primary (if applicable) and relatively comprehensive secondary information. Quantity of sources meets or exceeds expectations.	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).	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 and 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, 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 facts 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.

REFLECTIVE WRITING ASSESSMENT TEMPLATE

GRADE	A	B	C	F
Organization (15%)				
Overall	Paper proceeds logically from start to finish and is coherent (in its argument or message) throughout.	Paper includes some minor logical inconsistencies, but they hardly detract from the overall coherence of the argument or message.	Significant logical inconsistencies in parts of the paper make the overall credibility of the argument or message somewhat dubious.	The paper is illogical, incoherent and, as a result, completely unconvincing.
Depth of Analysis (20%)				
Overall	The student's paper references a	The student's paper references	Paper makes indirect and/or	Paper makes no links to any previous

	comprehensive selection of course/programme material.	a relatively comprehensive selection of course/ programme material.	vague references to course/programme material.	course/pro-gramme material.
Evidence of Learning/Personal Growth (50%)				
Reference to Prior Assumptions	Paper demonstrates author's clear awareness of their prior assumptions.	Paper makes vague references to author's prior assumptions.	Paper implies that author might have been aware of their prior assumptions.	Paper presents no evidence that author has thought about their prior assumptions.
Use of Specific Examples	Paper consistently utilizes specific examples to substantiate its analysis.	Paper utilizes a limited number of specific examples to substantiate its analysis.	Paper lacks sufficient specific examples to substantiate its analysis convincingly.	Paper does not utilize any specific examples.
Clarity of Expression (15%)				
Overall	Language and word choice are appropriate throughout.	Some minor problems with language and word choice are noted, but they are not overly problematic.	Significant flaws in language and/or word choice prevent a clear understanding of the author's intent.	The writing is incomprehensible.

EXERCISE AND TUTORIAL INDIVIDUAL ASSESSMENT TEMPLATE

GRADE	A	B	C	F
Preparation (10%)				
Preparation	Arrives fully prepared, having completed all required preparatory activity, and demon-states some investigation into additional	Arrives fully prepared, having completed required preparatory activity.	Arrives noticeably less than entirely prepared, having completed minimal preparatory activity.	Arrives unprepared.

	preparatory, or future required, activity.			
Contribution to Activity (25%)				
Understanding	Demonstrates excellent under-standing of the activity aim, objectives, material and concepts. For OPP exercises/ tutorials, this includes an understanding of the OPP itself.	Demonstrates good understanding of the activity aim, objectives, material and concepts. For OPP exercises/ tutorials, this includes an under-standing of the OPP itself.	Demonstrates limited understanding of the activity, of OPP exercises/ tutorials, or of the OPP itself.	Demonstrates little or no under-standing of the activity, of OPP exercises/ tutorials, or of the OPP itself.
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.
Participation with Team (25%)				
Participation	Demonstrates enthusiasm and plays an active role in all aspects of the activity as seen in the frequency and timeliness of their contribution.	Generally enthusiastic and plays an active role in most aspects of the activity.	Little or limited productive participation in the activity.	No participation in the activity.
Teamwork	Actively and continually leads, supports, engages, listens to, and responds to peers.	Makes a sincere and positive effort to interact and engage with peers.	Limited interaction with peers.	No interaction with peers.
Impact (40%)				
Overall Impact on Activity	Clearly raises the quality of deliverables and/or	Improves the quality of deliverables and/or	Little impact on the activity deliverables or	No impact on the activity deliverables or the activity as a whole.

	team result in the activity and enables peer learning.	team result in the activity.	the activity as a whole.	

EXERCISE AND TUTORIAL GROUP ASSESSMENT TEMPLATE

GRADE	A	B	C	F
Team Organization (30%)				
Organization	Group activity is extremely well organized and proceeds in a logical sequence. This results in equitable work distribution, meeting time stipulations, and achieving all activity objectives.	Group activity organization results in achieving most or all activity objectives with some logical inconsistencies, or difficulties in work distribution, or in meeting time stipulations.	Group activity organization results in achieving some activity objectives with some logical inconsistencies, and/or difficulties in work distribution, and/or in meeting time stipulations.	No apparent sense of organization to group work.
Critical Thinking by Team (35%)				
Analysis/ Synthesis	Excellent depth and breadth of analysis of activity problem set. Clearly considered all available information and appreciated diverse perspectives. Clearly utilized a variety of analytical tools and methodologies, including in-depth group discussion and debate.	Good analysis but lacking either depth or breadth due to not considering all available information or not considering different perspectives. Utilized a few different analytical tools and/or methodologies. Some group discussion and debate.	Demonstrates a limited or flawed understanding of the activity problem set due to poor analysis/ synthesis of information. Narrow and shallow analysis of the activity problem set.	Demonstrates a flawed understanding of the activity problem set. Analysis/ synthesis reproduced from other sources without any evidence of comprehension.
Team Products (20%)				
Deliverable Content	Includes all requisite items and follows templates if applicable. Is coherent and logical	Includes most requisite items and follows templates if applicable. May contain minor logic	Includes most requisite items and mostly follows templates if applicable. Contains	Contains few of the pertinent items and/or does not follow template and/or

in flow. Clearly articulates the results of group analysis/interaction. In the case of OPP exercises, reflects specific direction and guidance provided by the Comd.	or coherency errors. Mostly articulates the results of group analysis/interaction. In the case of OPP exercises, mostly reflects specific direction and guidance provided by the Comd.	errors in logic or coherence. Mostly articulates the results of group analysis/ interaction. In the case of OPP exercises, fails to fully include specific direction and guidance provided by the Comd.	does not represent group work and/or ignores Comd's direction and guidance in the case of OPP.

Communication (15%)			
Communication	(formal or informal briefs) Verbally communicates in a highly professional manner; with confidence and knowledge of the material. (written deliverables) Written communication is free of grammatical errors, clear and brief. (multi-media) Highly creative and effective use of multi-media.	(formal or informal briefs) Verbally communicates clearly. May lack some confidence and/or knowledge of the material. (written deliverables) Written communication may contain grammatical errors, or be lengthy and/or imprecise. (multi-media) Effective use of multi-media.	(formal or informal briefs) Some difficulty with verbal communication. May lack confidence and/or knowledge of the material. (written deliverables) Written communication contains grammatical errors, is too lengthy, and is imprecise. (multi-media) In-effective use of multi-media.	Unprofessional delivery and/or product.

GROUP PRESENTATION ASSESSMENT TEMPLATE

GRADE	A	B	C	F

Structure (30%)				
Introduction	Provides an introduction to the presentation topic, outlines each theme or key point, skillfully summarizes each one, and provides a road map of the presentation.	Provides an introduction to the presentation topic, outlines each theme or key point, and provides a road map of the presentation.	Provides some sense of the presentation topic and themes (key points).	The group provides no sense of where the presentation is headed.
Logic	The group organizes material in a logical and coherent manner to avoid repetition. The presentation is organized. Speaking notes flow logically and are coherent throughout.	The group organizes material in a logical manner with minimal repetition. Speaking includes some minor logical inconsistencies, but these hardly detract from the overall coherence of the presentation.	Significant logical inconsistencies in parts of the presentation and incoherent organization make the presentation difficult to understand in places. The same applies for the speaking notes. The credibility of the presentation is dubious.	The presentation and speaking notes are illogical, incoherent and, as a result, completely unconvincing.
Content (40%)				
Understanding	Demonstrates excellent understanding of the material and the associated analysis.	Demonstrates good understanding of the material and the associated analysis.	Demonstrates limited understanding of the material and the associated analysis.	Demonstrates little or no understanding of the material and the associated analysis.

ACADEMIC GRADING STANDARDS

8.   Assessment of work on the JCSP will be expressed in either numeric or letter form. Letter marks will be converted to their numerical equivalent and recorded in the student's official mark

record; the conversion is made using the table below, which is taken from the Graduate Studies Calendar from the RMC.

JCSP 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	
In the event of a discrepancy between this information and the RMC Calendar, the latter shall take precedence.		

* The minimum pass mark for JCSP PME <u>courses</u> (CF *XXX*) **and** <u>confirmatory activities</u> is 60% and the minimum pass mark for RMC academic credit on DS *XXX* courses and confirmatory activities is 70%.

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/RMC TRANSCRIPT

9.   The student's academic performance in each activity is assessed using the applicable grading rubric, and the overall grade in that activity is entered into the JCSP electronic student mark sheet and in the RMC academic transcript. The electronic student mark sheet/RMC transcript collates individual assignment marks, final course averages, and the final overall academic average.

ACADEMIC APPEALS

10.   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 Academic Staff member. 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 they disagree with the assigned grade and demonstrate where the marking is not in accordance with the grading rubrics and marking guides provided in the appropriate paragraphs 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.

11.   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.

TURNITIN REQUIREMENTS

12.   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 CFC's use of the Turnitin service are described on the Turnitin website.

ACADEMIC INTEGRITY

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

14.   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.