

**PROGRAMME CALENDAR**  
**CANADIAN FORCES COLLEGE (CFC)**  
**JOINT COMMAND AND STAFF PROGRAMME (JCSP)**  
**RESIDENTIAL**

**COMMANDANT'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 Canadian National Policy and International Relations, Leadership, Command and Military Theory, 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 learn from your colleagues on your programme and to form effective and lasting relationships with them.

This Programme Calendar details the learning requirements that are to be met through the JCSP, and provides general information on the specific activities that support each requirement. It was developed at CFC, the Centre of Excellence (CoE) and Teaching Establishment (TE) for Officer Development Period 3 Professional Military Education (PME). It draws upon appropriate requirements identified as part of Officer Development Period 3 Qualification Standard and is delivered to the level commensurate with a graduate degree.

R.T. Strickland  
Brigadier General  
Commandant  
Canadian Forces College

# JOINT COMMAND AND STAFF PROGRAMME (JCSP)

## PROGRAMME CALENDAR

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# **CHAPTER 1**

## **CAF REQUIREMENTS**

### **PROGRAMME AIM**

1. The aim of the JCSP is to prepare selected senior Canadian Armed Forces (CAF) officers for command and for employment as senior 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, inter-agency, 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; and
- 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. The JCSP programme is conducted through a collection of courses that build on key concepts and weave “golden threads” from one course to the next. Thus the programme objectives and outcomes are not tied solely to the individual courses, but to the overall programme. The build and flow of the courses contribute directly to the level of education received over the course of the programme. Emphasis is placed on the following programme goals:

- a. C1 — Command and 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, and 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	
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 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.
		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. The programme orientation starts in August of the academic year and graduation is conducted the following June. The Programme consists of three rotations (rotos) of in-person classroom instruction, commencing immediately following the orientation. The structure of the programme is explained in Chapter 2 of this Programme Calendar.

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

4. 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 Chairman of the Joint Chiefs of Staff Instruction 1800.01 series, Dec 2019, “Officer Professional Military Education Policy (OPMEP) Phase 1 (JPME 1) Equivalent Credit”.

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

5. A Prior Learning Assessment & Recognition (PLAR) is a process that assesses previous professional education, skills, and knowledge that have been obtained through career and life experiences. This is compared with the CDA JCSP/ODP3 Foreign College/Institution Full Equivalence Matrix and considered against the Learning Outcomes and Objectives of the programme courses to determine if they meet the requirements to award an equivalency of a course credit. As the JCSP Programme is conducted through a collection of courses that build on key concepts and weave “golden threads” from one course to the next, the programme cannot be viewed as individual courses and must be viewed in its entirety. Thus the flow of the programme and education received is affected when students are not present for individual courses. As a result, the approval of a PLAR for courses tied to the JCSP qualification is extremely rare and should not be expected. CDA is the approving authority for all JCSP PLARs.

## 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 within ethically and morally ambiguous situations,
- (2) Human security, diversity and inclusion, and respect for the person,
- (3) Military ethos, particularly as outlined in *Duty with Honour*, the CAF Code of Conduct, and PO 999, and
- (4) Implications of climate change for the defence and security environment.

## PROGRAMME COMPOSITION AND STRUCTURE

3. JCSP offers two Master of Defence Studies (MDS) pathways and one non-MDS pathway to maximize individuals' ability to complete the programme within their own circumstances. The programme is designed for residential delivery; however, it is sufficiently flexible to allow for a combination of remote and residential delivery, should it be required. Either/both delivery methods ensure the achievements of 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) rather than an academic defence studies (DS) written deliverable requirement. Non-MDS students are required to submit a 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.

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.

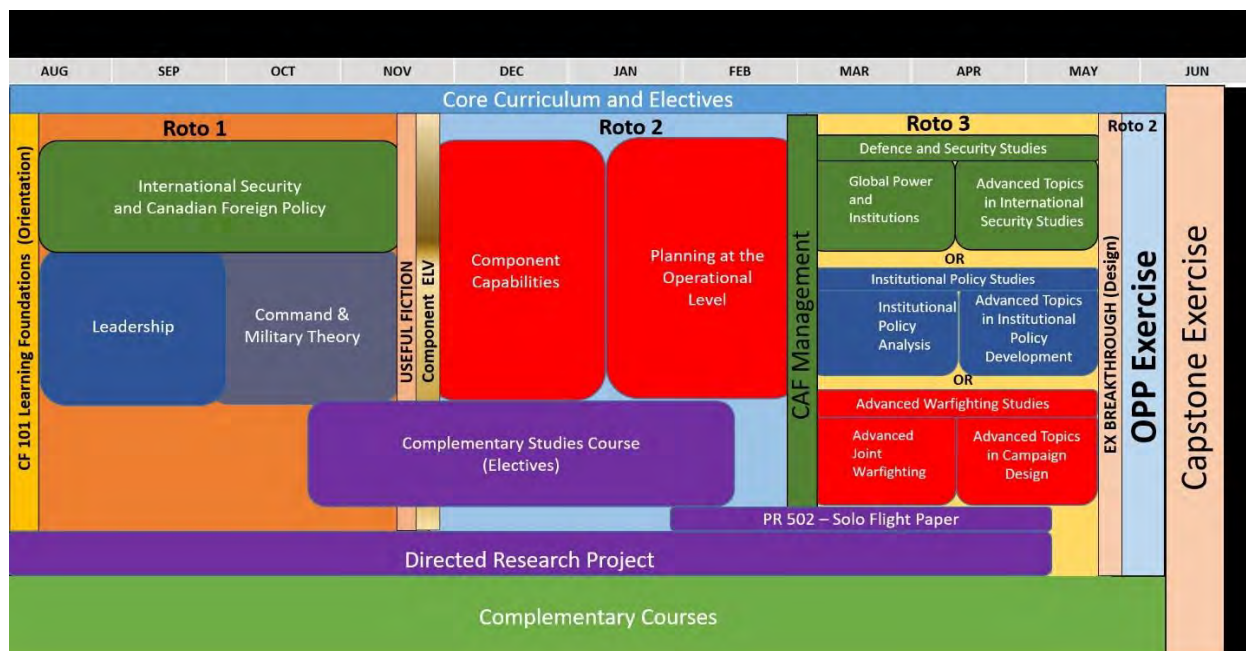


Figure 1 — Overlapped PME, MDS (Course-based) and MDS (Research-based DRP) Path, JCSP

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

## ACTIVITY MATRIX AND ACTIVITY ASSESSMENT

8. The following table briefly describes the types of JCSP learning activity, where they fit within 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.
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	AS, the DS, an SME, or a student will chair this activity. Student chair is formally assessed.

<b>Activity Code</b>	<b>Activity Description</b>	<b>Assessment Responsibility</b>	<b>Chair Assignment</b>
		forming the basis of the discussion).	
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.
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

<b>Activity Code</b>	<b>Activity Description</b>	<b>Assessment Responsibility</b>	<b>Chair Assignment</b>
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
Experiential Learning Activity (ELA)	An activity that engages students with direct experiences and focuses upon reflection in order to increase knowledge, develop skills, and clarify values.	DS or AS	N/A
Experiential Learning Visit (ELV)	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	AS or SME	N/A

<b>Activity Code</b>	<b>Activity Description</b>	<b>Assessment Responsibility</b>	<b>Chair Assignment</b>
	commenced in other courses. An essay, quiz, or assignment normally concludes a DR.		
Quiz (QZ)	An activity designed to measure whether the student has understood and absorbed the material recently presented. The student must correctly answer a series of questions, either with short written answers or, in the case of a multiple-choice test, by choosing the correct answer. Can be formal or informal.	DS, AS, or SME	N/A
Individual Research Paper (RP)	A written work that requires research and the preparation of an expository or persuasive essay using scholarly conventions.	DS, AS, or SME	N/A
Symposium (SY)	A flexible activity that may combine several educational methodologies in order to explore a broad but defined issue, area, or topic. Symposia may utilize lectures, seminars, research papers, case studies, and other educational activities, alone or in combination. Symposia often involve significant contributions of outside participants.	DS, AS, or SME	The DS, an SME, or a student will chair this activity. Student chair is formally assessed.
Threaded Discussion (TD)	An online activity in which a student posts a response to a question or questions, and then responds to other students' 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 Programme Calendar, core time is taken to be the synchronous and/or asynchronous time spent in formally programmed activities during the working week. Students are expected to work six core hours on Mon, Tue, Thu, and Fri, and 4.5 core hours on Wed. Admin time is allocated at 1.5 hours per week and IPT is allocated at three hours per evening Mon-Thu, and six hours each weekend.

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

11. Experiential Learning Activities/Visits (ELA/ELV). JCSP is expected to conduct ELA/ELV or suitable activities to achieve the required programme goals, aims, learning objectives and outcomes, while maintaining a graduate-level education that meets both the CAF and the RMC requirements. These ELA/ELV are tied directly to the curriculum and are considered essential for the programme.

- a. Component Capabilities ELV (DS545). This ELV is directly tied to DS/CF545 Component Capabilities. It provides many students with what is their first exposure to all CAF elements, including: the RCN, CA, RCAF, CANSOF, and the Canadian North, through a visit to JTFN in Yellowknife, with select students receiving an exposure to Cambridge Bay in the Canadian High Arctic. If an ELV is not possible, an ELA will be planned.

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. Nonetheless, these metrics are based on average rates. Individual students can expect some variance as they undertake their studies.

## 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 students' 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. Also, 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. For each student, the DS will write an RR at the completion of Rotos one and two, and a PR at the end of Roto three. 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 their 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 graduate's Pers 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 experiencing difficulty 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 a failure to progress that will result in an inability to pass, a JCSP course.

19. Advancement to Next Course. 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. Failed Confirmatory Activity. If a student fails a confirmatory activity, they may be 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 CFC and the Academic Integrity policies of RMC, the latter documents shall be considered the primary references, as applicable.

22. The purpose of a Progress Review Board (PRB) is to review the total performance and personal circumstances of a student who either is unable to achieve the standard in accordance with the curriculum, or can no longer continue training due to conduct or personal circumstances. The PRB subsequently determines action to be taken to include continuing training, recoursing, or cessation of training. At CFC, PRBs may be initiated at the conclusion of an AIB. PRBs may be conducted in person or virtually.

23. Role of the PRB. The PRB process provides the mechanisms for 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: per the CFC PRB SOP.
24. Other PRB Participants. 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 is to be removed from JCSP, that decision will be formally communicated to the student and the Career Manager.
28. CFC Academic Integrity Policy. Full details of the CFC Academic Integrity Policy can be located at: [20230914-U-CFC\\_Academic\\_Integrity\\_Policy\\_en.pdf](#)

## **WITHDRAWAL PROCEDURE AND POLICY**

29. 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.
30. 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. 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 (CFXXX) 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 delivery methods will use both synchronous tools (using either CFC's Microsoft 365 or CFC's Learning Management System) and asynchronous tools (personal research, assigned readings, and recorded presentations), to provide an effective learning environment for the students.

2. Major Curriculum Common Courses

a. CF101 — Learning Foundations Course (non-credit)

- (1) This non-credit 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.

b. DS555 — Leadership (1 credit)

- (1) DS555 uses lectures, 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. DS561 Command and Military Theory (1 credit)

- (1) This course will enhance students' overall capacity to command, enable commanders, and comprehend the modern military environment. In order to inform the students' appreciation of the complexity and challenges of command, it will use examples of theory and practice to understand foundational military thought, contemporary military theories, and their application to command. This understanding will further inform the broad range of command responsibilities and required competencies in the contemporary security and defence environment.
  - (2) The course is delivered through a combination of: lectures, discussions, case studies, and panel discussions. Assessment is a combination of: contribution to learning and critical discourse; a group research project, a position paper and three-minute thesis, or reflection papers.
- d. DS569 — International Security and Canadian Foreign Policy (2 credits)
  - (1) This course introduces and analyzes strategic concepts and the international environment relating to national and international security.
  - (2) This course is instructed using a variety of 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 Research Paper.
- e. DS545 — Component Capabilities (1 credit)
  - (1) DS545 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 contributed 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. DS520 — 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, for understanding 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 (such as Design) to frame and better understand modern complex security challenges will be introduced.

- (2) This course is taught using a variety of in-person instructional methods. 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. PR500 — 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 considered to be 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. There are a large variety of available complementary studies courses from year to year. These courses may include, but are not limited to:

- a. DS/CF513 — Canadian Joint Operations in the Great Wars;
- b. DS/CF519 — Military Law in Comparative Perspective;
- c. DS/CF521 — Design;
- d. DS/CF526 — Peace and Stability Operations: An Evolving Practice;
- e. DS/CF529 — Political Philosophy: in the eye of the enemy;
- f. DS/CF534 — Operational and Strategic Command Analysis;
- g. DS/CF535 — Politics, Culture, and International Conflicts;

- h. DS/CF536 — Case Studies in Canadian International Policy;
  - i. DS/CF518 — World Order, Power Politics, and New Rivalries;
  - j. DS/CF538 — Genocide, Conflict, and Justice;
  - k. DS/CF551 — Modern Joint Air Campaigns; or
  - l. DS/CF585 — Gender Perspectives in Defence and Security Contexts.
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. As part of the programme design, all students will complete one of three streams in Roto 3.
- 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. 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. 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. The Defence and Security Studies (DSS) Stream comprises two courses:

- (1) DS567 — Global Power and Institutions (1 credit). This course builds on DS569 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, DS567 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: DS569 (International Security and Canadian Foreign Policy).
  - (2) DS568 — Advanced Topics in International Security Studies (1 credit). This course provides students with the 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: DS567 (Global Power and Institutions) must be conducted in concert with DS568.
- 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. 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, in particular, the Canadian Armed Forces. These methods will be used to conduct critical analyses of current or draft Defence policies and programmes. Prerequisites: DS555 (Leadership), DS556 (Command), and DS569 (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: DS555 (Leadership), DS556 (Command), and DS569 (International Security and Canadian Foreign Policy).

6. PME Activities. As part of the JCSP, there are activities that are specifically PME-focused. These activities contribute to the wider goals, aims, learning objectives, and outcomes associated with the programme, but are not directly tied to the MDS underwritten by RMC. These activities include, but are not limited to:

- a. Commandant's Guest Lecturer Series. Recognizing the limitations of the formal curricula associated with the programmes, CFC has developed the Commandant's Guest Lecturer Series. This series of lectures is intended to provide an in-depth exposure to key topics and issues facing not only the CAF, but also the Government of Canada and our partner nations. The lecture series is assigned a theme, or focus, for each academic year to ensure that topics are properly explored and represented from different perspectives, thus ensuring a wide exposure to these issues by students.
- b. Useful Fiction/FICINT Seminar. Useful fiction is the deliberate blending of narrative and nonfiction in packages that range from books and short stories to bespoke illustrations, videos, and graphic novellas. The concept of Useful Fiction reinforces studies from research finding that non-fiction narratives are more powerful influencers than are most traditional academic approaches. This is a two-day executive education course with a combination of in-person and virtual presentations from experts sharing the principles and lessons learned through a mix of lectures and conversations, along with "writer's room" exercises. This allows for increased public and policymaking understanding, resulting in a more effective method of explaining a complex or new issue or concept. Students are afforded opportunities to employ this approach with various assignments, deliverables, and exercises throughout the programme.
- c. Exercise BREAKTHROUGH. This is a serious game, based on "Design", that furthers students' approach to interpreting complex situations and development of complex strategy-making. The game develops skills for collectively anticipating, navigating and addressing complex strategic problems to identify foregrounds capability gaps that players need to bridge in order to master strategy-making. This exercise later informs students' thinking when working within the Operational Planning Process and Capstone Exercises.
- d. Capstone Exercise. This activity requires JOPGs to conduct an analysis of an actual real-world complex problem. All JCSP Residential students are required to participate in the capstone activity and to employ all elements of the programme to which they have been exposed throughout the year. The CAF OPP is to be employed as a guide in the approach to the problem space, but students are expected to employ other problem-solving methods such as Design, Useful Fiction, etc., as they progress through the exercise.

## ACADEMIC ASSESSMENT STANDARDS

7. 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 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 courses (CFXXX) **and** confirmatory activities 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

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

### STUDENT MARK SHEET/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.

### ASSIGNMENT EXTENSION POLICY

10. For core programme requirements (all courses less Complementary Studies Courses), students who determine that they are unable to meet the established deadline for an assignment are permitted to request an extension. In order to avoid any bias in the determination of a valid reason for an extension, the DS or Academic may grant up to a two-day extension; however, the extension must be requested no later than 48 hours prior to the due date. If the request is made within 48 hours of the due date, it is to be made to the Programme Officer. If no extension is requested and approved, the assignment will be considered late and the Late Assignment Submission Policy will apply.

11. Students who are unable to complete any assignment within the two-day extension period granted by the DS or Academic, and who feel that a further or longer extension is warranted, must request approval from the Programme Officer for up to a five-day extension. Extension requests

for longer than five days must provide a written summation to the Director of Programmes explaining the rationale for the extension. The Director of Programmes will then determine if the extension is justified.

12. It is important to note that the due dates of assignments are mapped out to ensure that students have sufficient time between deliverables in order to ensure that relevant feedback can be incorporated into subsequent assignments. Submission of late assignments will affect the ability of students to incorporate feedback into their next deliverable.

### **LATE ASSIGNMENT SUBMISSION POLICY**

13. Assignments that are handed in late, without an approved extension, will be subject to a 5% penalty per day up to a maximum of 20%. Assignments will be accepted up to the due date plus 10 days. After that period of time assignments will no longer be accepted and will be considered incomplete.

### **COMPLEMENTARY STUDIES COURSES EXTENSION AND LATE SUBMISSION POLICY**

14. Each Academic responsible for a Complementary Studies Course will establish an Assignment Extension Policy and Late Assignment Submission Policy for their course. Extensions are not to be provided that go beyond the last day of the Complementary Studies course. The Academic's policies must ensure that all complementary studies course grades are available in time for grade submission to RMC. This date will be provided annually by the College Registrar.

### **DIRECTED RESEARCH PAPER EXTENSION AND LATE SUBMISSION POLICY**

15. Students who are writing a Directed Research Project (DRP) will work with their Academic Supervisor to determine any extensions. There is no late policy for a DRP provided that the student and Academic have agreed to a late submission. However, it must be noted that if a DRP is not received and marked prior to the dates by which RMC requires grades, it will potentially delay the student's graduation and awarding of the PCSC qualification for JCSP and the Master of Defence Studies.

### **ACADEMIC APPEALS**

16. 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 Programme Calendar. 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.

17. 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.

18. All academic appeals will be conducted in a blind manner with the name, gender, trade, component, and mark being removed from the document prior to the paper's being provided to the Academic(s) who will be conducting the appeal.

## **TURNITIN REQUIREMENTS**

19. 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, through CFCLearn, 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**

20. 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.

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

a. Cheating. Examples of cheating include the following:

- (1) an act or attempt to give, receive, share or utilize unauthorized information or assistance before or during a test or examination,
- (2) deliberate failure to follow rules on assignments, presentations, exercises, tests, or examination,
- (3) tampering with official documents, including electronic records,
- (4) falsifying research data,
- (5) the inclusion, in footnotes, end notes or bibliographic listings, of sources that were not used in the writing of the paper or report; and
- (6) the impersonation of a candidate at an examination.

b. Plagiarism. Examples of plagiarism include the following:

- (1) using the work of others, which includes generative artificial intelligence, and attempting to present it as original thought or work. This includes failure to appropriately acknowledge a source (including artificial intelligence content and the use of generative artificial intelligence to generate content for assessed work), misrepresentation of cited work, and misuse of quotation marks or attribution; and
  - (2) failure to adequately acknowledge collaboration or outside assistance; and
  - (3) Copying.
- c. Other Violations of Academic Ethics. Other violations of academic ethics include the following:
  - (1) deliberately not following ethical norms or guidelines in research;
  - (2) failure to acknowledge that work has been submitted for credit elsewhere;
  - (3) misleading or false statements regarding work completed; and
  - (4) knowingly aiding or abetting anyone in committing any form of an academic misconduct.

22. Generative Artificial Intelligence. The complete details can be found in the CFC Academic Integrity Policy; however, the use of AI must be considered in all areas of academic integrity and the following should guide its use:

- a. Students may use AI tools for the same tasks they accomplish with tools such as internet search engines, library database searches, Grammarly, Antidote, online dictionaries, and online thesauruses, unless any of these uses goes against a specific instructor's direction;
- b. Unless specifically authorized by the instructor and/or the lead course team, any use of generative AI tools beyond 21a above is prohibited;
- c. In any case in which the instructor and/or the lead course team allows the use of generative AI beyond what is stated in 21a above (e.g., to go through the process of generating content or to study AI), AI-generated content must be fully disclosed, cited, and described in any work or presentation; and
- d. As this is a new and emerging tool, if unsure of a potential application, consult with instructor and lead course team (DS, Academic, CDO).

23. Penalties imposed upon students found guilty of academic misconduct may include but are not limited to: a rewrite, additional assignments, a mark of zero, or, in extreme circumstances, dismissal from the Programme. Any penalties are based on relevant CFC and RMC policies, and do not include CAF administrative or disciplinary action where warranted.

## COURSE OUTLINES

24. Each of the course descriptions is provided in Chapter 3. Detailed course information is available within the course outlines. These can be accessed via the links below and are the most up-to-date course outline for each of the JCSP courses:

- a. Roto 1:
  - (1) [DS555 — Leadership](#);
  - (2) [DS561 — Command and Military Theory](#); and
  - (3) [DS569 — International Security and Canadian Foreign Policy](#);
- b. Roto 2:
  - (1) [DS545 — Component Capabilities](#); and
  - (2) [DS520 — Planning at the Operational Level](#);
- c. Roto 3:
  - (1) [AJWS DS548 — Advanced Joint Warfighting](#);
  - (2) [AJWS DS549 — Advanced Topics in Campaign Design](#);
  - (3) [DSS DS567 — Global Powers and Institutions](#);
  - (4) [DSS DS568 — Advanced Topics in International Security Studies](#);
  - (5) [IPS DS557 — Institutional Policy Analysis](#); and
  - (6) [IPS DS554 — Advanced Topics in Institutional Policy Development](#).