

PROGRAMME CALENDAR

CANADIAN FORCES COLLEGE (CFC)

JOINT COMMAND AND STAFF PROGRAMME - DISTANCE LEARNING (JCSP DL)

COMMANDANT'S FOREWORD

It is my honour to extend a warm welcome to you as you embark on the Joint Command and Staff Programme – Distance Learning (JCSP-DL). Your selection for this esteemed course reflects your professional achievements and your potential for future leadership within the Canadian Armed Forces.

The JCSP-DL is designed to equip you with the necessary skills to navigate the intricate and ever-evolving operational landscape of contemporary military operations. The programme's rigorous curriculum emphasizes the study of Canadian National Policy and International Relations, Leadership, Command and Military Theory, and Joint Operational Art. You will be intellectually and professionally challenged alongside a diverse cohort comprising members from various branches of the Canadian Forces and international military partners.

This programme offers a singular opportunity to deepen your comprehension of joint operations and master the competencies required for senior command and staff roles. Moreover, you will forge professional relationships that will become essential as you progress in your career.

I expect that every participant will approach the programme with commitment, integrity, and an open mind. The faculty and staff at the Canadian Forces College are dedicated to fostering a supportive and stimulating educational environment, and I encourage you to fully leverage the many resources available at the College to enable your success. Enclosed, you will find detailed information regarding course learning objectives and the rubric.

Once again, congratulations on your selection for the JCSP-DL and I wish you all the best as you begin this exciting next phase of your military career.

M.J. Barefoot, CD
Commodore
Commandant
Canadian Forces College

JOINT COMMAND AND STAFF PROGRAMME

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JCSP DL

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CHAPTER 1

CAF REQUIREMENTS

PROGRAMME AIM

1. The aim of JCSP DL 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 DL is offered during Developmental Period 3 (DP 3), the Intermediate Officer Developmental Period. Through a range of professional educational activities, the Programme develops officers to a level of knowledge and competence appropriate to the aim. JCSP DL is designed to educate and prepare military officers to be effective in command and staff positions in complex joint, inter-agency, and multinational settings across the full spectrum of operations. The JCSP DL 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 & 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.
C102	At the end of the JCSP, students will be able to apply the conceptual foundations of command required to be effective in the institutional, operational, and cross-cultural contexts across national and international settings.	C102a	Analyze command using relevant theories, models, conceptual backgrounds, and doctrine.
		C102b	Analyze the institutional, multi-agency, and cross-cultural environmental factors and constraints that influence command in complex, contemporary domestic and international operations.
		C102c	Analyze the key professional challenges influencing command in a complex, contemporary operational-level context.
		C102d	Internalize the CAF ethos.
		C102e	Demonstrate an understanding of their role as a leader at the tactical/operational/strategic level in ensuring that the profession of arms reflects the CAF ethos.

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

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

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

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

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

- e. C5 — National Security and Defence Studies. The aim of Programme Goal C5 is to develop students' ability to analyze Canadian national security, foreign, and defence policies, and the internal and external factors that influence them.

Learning Outcome		Learning Objective	
C501	At the end of the JCSP, students will be able to translate national security strategy into military responses in the contemporary operating environment.	C501a	Explain the conceptual underpinnings of national security; state power and its usage; and approaches to strategic studies.
		C501b	Describe the international context (factors, actors, and systems) 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 defence requirements are determined.
		C501e	Identify current Canadian national security-related policies; recognize their impacts on the Canadian defence establishment; and employ them in a whole-of-government approach.
		C501f	Critique Canada's current national defence strategy within the context of emerging strategic issues, challenges, and opportunities.

PROGRAMME LENGTH

3. The JCSP DL spans two academic years and is divided into two parts, DL 1 and DL 2. Following a Foundation Course, the JCSP DL consists of eight courses, each accounting for one PME credit, except for CF520 and CF569 which are two-credit courses as follows:

a. DL 1

- (1) CF555 — Leadership (1 credit);
- (2) CF545 — Component Capabilities (1 credit);
- (3) CF561 — Command and Military Theory (1 credit); and
- (4) CF520 — Planning at the Operational Level (2 credits).

b. DL 2

- (1) CF569 — International Security and Canadian Foreign Policy (2 credits);
- (2) One JCSP DL Stream:

- (a) Advanced Joint Warfighting Studies (AJWS) (2 one-credit courses). CF548 — Advanced Joint Warfighting; and CF549 — Advanced Topics in Campaign Design; or
- (b) Defence and Security Studies (DSS) (2 one-credit courses). CF567 — Global Power and Institutions; and CF568 — Advanced Topics in International Security Studies; or
- (c) Institutional Policy Studies (IPS) (2 one-credit courses). CF557 — Institutional Policy Analysis; and Advanced Topics in Institutional Policy Development; and
- (d) CF502 — Independent Research Paper within assigned stream (1 credit).

Note: Each DL year is expected to include a two-week residency session at CFC Toronto.

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 DL 1 and 2):
 - (1) ID Code: 117990 Yr 1; 117991 Yr 2;
 - (2) NQual: AJGM — Senior Officer — CF Common Intermediate — Regular Force; and
 - (3) NQual: AJGN — P Res Senior Officer.
- b. Joint Reserve Command and Staff Programme (JCSP DL 1 only):
 - (1) ID Code: 116775; and
 - (2) NQual: AJGN — P Res Senior Officer.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

5. Prior Learning Assessment and 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 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 component 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 ethically and morally in ambiguous situations;
- (2) Human security, diversity and inclusion, and respect for the person;
- (3) Military ethos, particularly as outlined in *Trusted to Serve*, 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 DL is constructed to provide a limited number of student course options, delivering ten PME credits over two years of part-time study.

- a. JCSP DL (Year 1). A Learning Foundations Course followed by four courses (total of 5 PME credits), culminating in the operational planning Exercise which is delivered over two weeks at CFC Toronto.
- b. JCSP DL (Year 2). Delivers three courses, including one common course (worth two credits) and the minor curriculum for a total of 5 PME credits. The minor curriculum, divided into streams of study, include two courses and an Independent Research Paper (CF502). The programme concludes with a two-week Capstone Activity delivered at CFC Toronto. The minor curriculum stream courses are as follows:
 - 1) Advanced Joint Warfighting Studies (AJWS) — complete CF548, CF549, and the CF502 IRP; or
 - 2) Defence & Security Studies (DSS) — complete CF567, CF568, and the CF502 IRP; or
 - 3) Institutional Policy Studies (IPS) — complete CF557, CF554, and the CF502 IRP.

ACTIVITY MATRIX

4. The following table briefly describes each type of JCSP DL learning activity, where it fits in the Programme.

Activity Code	Activity Description
Group Presentation (GP)	A group presentation which may be based on a lecture, readings or other reference material which is prepared by a designated group of students.
Lecture (LE)	A prepared oral presentation delivered by a staff member or one or more guest speakers,
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.
Exercise (EX)	Analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario.
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).

Activity Code	Activity Description
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.
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.
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.
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.
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.
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.
Individual Research Paper (RP)	A written work that requires research and the preparation of an expository or persuasive essay using scholarly conventions.
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.
Tutorial (TU)	An activity utilized to teach a particular process or approach to an issue. Discourse within a tutorial is directed towards very specific ends.

PROGRAMME HOURS AND PLANNING ASSUMPTIONS

5. Contact Time. Within this Programme Calendar, contact time is taken to be the time during which students are expected to be directly interacting with CFC Faculty or acting under the direct supervision of CFC Faculty.

6. The required contact time for the JCSP DL is 160 hours. This is achieved during the planned two-week on-site sessions scheduled at the end of each academic year and is a requirement for successful completion of the programme. The DL portion of the Programme is based on 10 hours per week (combined activity and preparation time), except for formal breaks, for a total of approximately 725 hours over two years. Combined, the total programme time is approximately 885 hours

over both years of the programme (this will vary slightly depending on stream of study completed during DL2).

7. The JCSP DL Programme consists largely of self-regulated study, based on a nominal 10 hours per week. Students are responsible to balance their JCSP DL study requirements and assignment deadlines with their other obligations. This will require each student to establish a weekly routine or rhythm which allows them to complete their necessary individual preparations (reading, notes, and reflection) and the scheduled deliverables for each relevant course within the programme. Students will need to make their routine sufficiently flexible to account for the advance preparation, research, and writing for major assignments. In order to be successful, students will need to adhere to this weekly routine throughout their time on JCSP DL with the exception of scheduled breaks.

8. CFC assumes a 20-pages/hour reading rate, which includes the time required to reflect on the readings and make notes to support follow-on discussions. It estimates that this reading rate will enable an average student to achieve a satisfactory grade. CFC also assumes a writing rate of 10 hours to produce one thousand words of good-quality written work. CFC has sequenced JCSP DL's curriculum using these metrics to create a reasonable workload for each week. Nonetheless, these metrics are based on average rates. Individual students can expect some variance as they undertake their studies.

ASSESSMENT — GENERAL

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

11. Students are assessed relative to a common standard. The standard is that expected of a senior staff officer serving in a major headquarters. The electronic student mark sheet, Course Reports, and Programme Report provide a formal record of what the student has achieved on the JCSP.

12. 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 action 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 — PROGRAMME REPORTS (PRs)

13. The DS will write a PR on each student in their syndicate. 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 student's academic performance in each course, the Student Mark Sheet, and the student's professional performance. The DS will comment on the student's demonstrated leadership, verbal and written communication skills, officer-like qualities, and course performance. Within the narrative, the DS will assign an overall assessment level using the following categories:

- a. Outstanding. A clearly exceptional performance, demonstrating outstanding intellect, professional knowledge, and personal attributes. Consistently contributed to all activities with a rare level of enthusiasm and capability, always exceeding the College standard and usually by a wide margin. Extremely high standard of leadership, projecting personality and character to inspire, direct, and support peers. Outstanding potential to progress far in advance of peers. An officer in this category has exceptional leadership potential to command and to assume the most demanding staff appointments.
- b. Superior. An excellent performer, demonstrating high and at times outstanding intellect, professional knowledge, and personal attributes. Highly motivated and consistently exceeding the College standard. Repeatedly praised for leadership and teamwork. Superior potential to progress in advance of 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.
- 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. On completion, PRs are forwarded for inclusion in each graduate's PER files.

PROGRESS MONITORING

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

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

Students experiencing difficulty in any area of performance shall be counselled and closely monitored by the appropriate DoP/JCSP DL staff.

UNSATISFACTORY PROGRESS

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

- a. Advancement to Next Course. Students must satisfactorily complete all course requirements in order to continue with the Programme. Only on the substantiated recommendation of the applicable DS and Programme Officer will the Director of Programmes grant exceptions to this rule.
- b. Failed Assignment. If a student fails a confirmatory activity, they may be granted one supplementary test, or in the case of an essay, a rewrite. The supplementary (or rewritten essay) mark awarded will be no higher than B– (70%). If the student fails the supplementary test or the essay rewrite, a Progress Review Board (PRB) will be held to review the student's case and make a recommendation to the Commandant.

PROGRESS REVIEW BOARD

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

17. In addition to the reasons detailed above, a PRB shall be convened any time it becomes apparent that:

- a. a student's progress is so far below the minimum standard that there is virtually no likelihood of their attaining the standard;
- b. a DL student is so far behind the published schedule that they will not be able to get caught up within a reasonable time frame, or the effort required to do so would be overly demanding in light of their other commitments;
- c. a student's continued presence on the course is adversely affecting the training or morale of the remainder of the participants;
- d. a student has been charged with academic misconduct; or
- e. a student has stopped communicating with their JCSP DL staff.

18. Role of the PRB. The PRB assists the Commandant in formulating and discussing policy on student academic performance. As well, the PRB considers incidents which may arise in relation to these policies, such as lack of progress or academic failure. The Board composition is:

- a. Chairperson: Director of Programmes, or as otherwise appointed by the Cmdt.
- b. Members: Other Directors as appointed by the Cmdt.

19. Other PRB Participants. Other members of the staff, such as the Programme Officer, the Directing Staff, and/or the Director Information Resource Centre, may be invited by the Chairperson to participate in the Board's discussions in order to provide professional assistance as required.

20. 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.

21. 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.

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

WITHDRAWAL PROCEDURE AND POLICY

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

24. To avoid being deemed to have failed, a student must communicate their desire to withdraw through their chain of command. Students contemplating withdrawal must first discuss the reason(s) with their DS. The CFC staff is very cognizant of the challenges the JCSP DL imposes on both family and work routine. They are committed to students' professional military education and may be able to offer flexible solutions that eliminate many workload problems.

DEFERRAL POLICY

25. The CAF recognizes that there can be both professional and domestic reasons that will force even the most committed individual to withdraw from JCSP DL temporarily, with the intent of rejoining the programme later. However, because the programme evolves each year to remain contemporary, it may not always be possible to return to the same programme content. As a result, an individual who has withdrawn from JCSP DL should normally aim to rejoin the programme within three years, at the discretion of the Director of Programmes CFC.

26. In the event of radical changes to the JCSP DL, individuals who are not able to replicate the programme from which they withdrew may be able to apply for Prior Learning and Assessment Recognition (PLAR) from CDA for the work they have completed on JCSP DL.

CHAPTER 3

PROGRAM CONTENT

COURSE TITLES, DESCRIPTIONS, AND ACTIVITIES

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

2. Major Curriculum Common Courses

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

- (1) This course aims to prepare JCSP students for the programme ahead and to provide those fundamental activities which will underpin all future JCSP courses. Students will be introduced to critical thinking, academic research, and writing. The Foundation Course is delivered by recorded lectures, directed readings, and online discussion. While integral to the programme, it does not constitute one of the ten course credits required to pass the JCSP.

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

- (1) This course will introduce and develop the knowledge and skills essential for understanding the operational level of conflict and for planning at the operational level using the Operational Planning Process (OPP) in the context of Canadian Armed Forces doctrine. The first module of this course will examine operational functions as they apply to modern operations, providing students with strong foundational knowledge of the operational level. It introduces students to current doctrine and provides insight into how Commanders and staff exercise key functions. The second module introduces students to Operational Planning Considerations, while the third considers the Conduct of Operations in a Modern Context. The final module concentrates on the practical application of OPP prior to the JCSP DL1 Residency period. It culminates in the JCSP DL1 Residency period in which students will undertake the CF OPP Exercise, using a contemporary scenario to develop students' ability to deal with the inherent ambiguity of planning at the operational level. Participation in the residency OPP Exercise is a prerequisite for the Capstone Exercise in year 2.

c. CF545 — Component Capabilities (1 credit)

- (1) This course focuses on the characteristics, functions, and fundamentals of the Maritime, Land, Aerospace and Special Operations components which form the combat power in joint and combined operations. Attention will be given to how each of the CAF components has developed historically starting with a brief review of the principal theorists, followed by doctrinal development, and finally discussing their ancillary roles in joint and combined operations.

d. CF555 — Leadership (1 credit)

- (1) The course explores leadership theory, cultural complexity, the profession of arms, critical thinking, and problem solving in order to enhance students' leadership effectiveness. Participants apply decision-making tools to resolve leadership scenarios. The course places heavy emphasis on Canadian Forces leadership doctrine and students' reflection of their individual leadership approach.

e. CF561 — Command and Military Theory (1 credit)

- (1) This course explores the complexity and challenges of command and military theory as it applies at the operational level. Participants will analyze 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.

f. CF569 — International Security and Canadian Foreign Policy (2 credits)

- (1) This two-credit course introduces and analyzes strategic concepts and the international environment relating to national and international security. It examines the theoretical foundations for analyzing and understanding strategic studies, international relations, and state power. It considers the evolution of the current global construct, and discusses the instruments of global governance. There is an examination of Canadian society, government, and players in the context of the country's national security interests. It considers current Canadian foreign, defence, and international development policies. Lastly, the impact of the US on Canada is also considered, and discussed, in relation to national security, the security apparatus, and the impact on Canadian security policy.

3. Minor Curriculum. During Year 2 of JCSP DL, students will be assigned to one of three streams, allowing them to pursue topics in greater depth. Collectively, these courses are known as the Minor Curriculum. The following sub-paras outline the courses within the Minor Curriculum by stream.

a. Advanced Joint Warfighting Studies (AJWS). Enhanced preparation for those students most likely to work as staff in, or supporting, key operational planning roles. The Advanced Joint Warfighting Studies (AJWS) stream comprises two courses:

(1) CF548 — Advanced Joint Warfighting (1 credit)

- (a) This course develops the advanced concepts, knowledge, and skills essential for the planning and conduct of joint and combined operations at the operational level in the context of the application of campaign planning for domestic and expeditionary operations. It builds upon the the-

ory and background of each component and joint military planning concepts to introduce a wider variety of approaches to operational planning.

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

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

- (a) This course introduces a range of more specialized topics related to the broad domain of campaign design and the conduct of joint and combined operations at the operational level for domestic and expeditionary operations. These topics (such as but not limited to: irregular warfare, targeting, and the cyber domain) will provide further depth to an appreciation of joint and combined operations.
- (b) Prerequisites: CF520 (Planning at the Operational Level), and CF545 (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 Pol–Mil interface, or who require assessments of regional defence and security issues. The Defence and Security Studies (DSS) stream comprises two courses:

(1) CF567 — Global Power and Institutions (1 credit)

- (a) This course builds on CF569 material combined with the national security activities of Canada, the United States, and other key countries and international institutions in order to provide a general analytical view of the global system, its evolution, its basic characteristics, and the strategic implications for international interactions. By applying conceptual and empirical tools, the course develops a more active understanding of the major problems and challenges of the contemporary international system.
- (b) Prerequisite: CF569 (International Security and Canadian Foreign Policy).

(2) CF568 — Advanced Topics in International Security Studies (1 credit)

- (a) This course applies conceptual and theoretical tools to analyze specific issues, powers, regions, and institutions that form the strategic environment within which Canada's foreign and security policy are conducted. Emphasis is given to developing an understanding of the differing views that various stakeholders may take on a particular issue. The initial portion of this course will examine how international relations theories can be used to analyze the dynamics of specific security topics. The second component will apply a case study methodology to examine selected

issues which are currently of importance in the contemporary security context.

- (b) Prerequisite: CF567 (Global Power and Institutions) must be taken in advance of, or in conjunction with, CF568.
- 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) CF557 — Institutional Policy Analysis (1 credit)
 - (a) This course provides an understanding of the methods used in the development of Defence programmes and policies through examination of the multiple perspectives that must be considered by those working at the institutional level within Defence. The theories and analytical methods addressed will draw on the domains of public administration, strategic resource management, military capability development, human resource management, futures analyses, and change management, with an emphasis on their applicability to Defence and, in particular, the Canadian Forces. These methods will be used to conduct critical analyses of current or draft Defence policies or programmes.
 - (b) Prerequisites: CF555 (Leadership), CF556 (Command), and CF569 (International Security and Canadian Foreign Policy).
 - (2) CF554 — Advanced Topics in Institutional Policy Development (1 credit)
 - (a) This course provides focused consideration of specific topics in policy development, with a particular view of the interactions between the military institution and its parent society. Using a case study methodology, consideration will be given to how to develop policies which effectively address often conflicting requirements arising from government direction, societal expectations, and the military profession. Topics to be addressed will focus on the development and implementation of various institutional policies such as the integration of women and minorities in the armed forces, the impact of new technologies on command culture and military capabilities, and the recruiting and integration challenges posed by the millennial generation.
 - (b) Prerequisites: CF555 (Leadership), CF556 (Command), and CF569 (International Security and Canadian Foreign Policy).
- d. CF502 Solo Flight — Independent Research Paper (1 credit). Solo Flight is a Research Paper intended to develop the student's ability to present a persuasive argu-

ment on a military- or defence-related topic of the writer's choice. It builds on writing skills attained on earlier JCSP DL assignments and should demonstrate the writer's ability to analyze an issue or problem in clear and logically-presented prose. Topics are normally linked to the material covered in the stream of study to which the writer has been assigned.

ACADEMIC ASSESSMENT STANDARDS

4. Standards for student assessment are set and documented by assessment templates. The Director of Academics carefully monitors assessment standards and maintains close contact with the Director of Programmes, the academic staff, and SMEs.

5. To help ensure standardization, the Director of Programmes and the Director of Academics will carry out random reviews of marked assignments. In addition, they will answer questions about marking as they arise and, if upon DS request or students' appeal, review the marking of specific assignments. Further monitoring shall occur during regular reviews of student performance conducted by the Director of Programmes. Any problems should be resolved at Progress Review Boards.

ACADEMIC GRADING STANDARDS

6. Assessment of work on JCSP will be expressed in either numeric or letter form. Letter marks will be converted to their numerical equivalent and recorded in the student's official mark record; the conversion is made using the table below.

JCSP DL LETTER-PERCENTAGE GRADE TABLE

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

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

GENERAL TABULAR GUIDE TO DIFFERENTIATING BETWEEN MARKS

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

STUDENT MARK SHEET

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

ACADEMIC APPEALS

8. Students who feel that they have grounds for complaint in academic matters (e.g., review of a grade) should, as a first step, approach the assigned DS, or through them, the applicable DL Instructor, or contracted SME. If the matter cannot be settled at this level, appeal is made formally through the student's DS to the Programme Officer who shall pass the appeal to the Director of Programmes who, in consultation with the Director of Academics, will render a final ruling. When making an appeal the student must explain why they disagree with the assigned grade and demonstrate where the marking is not in accordance with the grading rubrics and marking guides provided 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.

9. 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.

ASSIGNMENT EXTENSION POLICY

10. For core programme requirements, 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-week 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. The Programme Officer is to be informed of all extensions granted.

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

TURNITIN REQUIREMENTS

14. 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. Turnitin has been integrated in CFC's learning management system, CFCLearn. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the Canadian Forces College's use of the Turnitin service are described on the Turnitin website.

ACADEMIC INTEGRITY

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

a. Cheating. Examples of cheating include the following:

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

b. Plagiarism. Examples of plagiarism include the following:

- (1) deliberately and knowingly using the work of others and attempting to present it as original thought, prose or work. This includes, for example, the failure to appropriately acknowledge a source, misrepresentation of cited work, and misuse of quotation marks or attribution; and
- (2) failure to adequately acknowledge collaboration or outside assistance; and

c. Other Violations of Academic Ethics. Other violations of academic ethics include the following:

- (1) deliberately not following ethical norms or guidelines in research;
- (2) failure to acknowledge that work has been submitted for credit elsewhere; and
- (3) misleading or false statements regarding work completed.

16. 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 16a 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 16a 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).
17. 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.

COURSES OUTLINES

18. 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. DL 1:
 - (1) [CF555 — Leadership](#);
 - (2) [CF556 — Command and Military Theory](#);
 - (3) [CF545 — Component Capabilities](#); and
 - (4) [CF520 — Planning at the Operational Level](#);
 - c. DL 2:
 - (1) [CF569 — International Security and Canadian Foreign Policy](#);
 - (2) [AJWS CF548 — Advanced Joint Warfighting](#);
 - (3) [AJWS CF549 — Advanced Topics in Campaign Design](#);
 - (4) [DSS CF567 — Global Powers and Institutions](#);
 - (5) [DSS CF568 — Advanced Topics in International Security Studies](#);
 - (6) [IPS CF557 — Institutional Policy Analysis](#); and
 - (7) [IPS CF554 — Advanced Topics in Institutional Policy Development](#).