SYLLABUS

CANADIAN FORCES COLLEGE (CFC)

NATIONAL SECURITY PROGRAMME (NSP)

PREFACE

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

To implement Canada's defence strategy the CAF is required to work in partnership with the public service personnel of the DND. This integrated Defence team serves as a core element of a whole-of-government approach to meeting security requirements, both domestically and internationally. The CAF uses the NSP to fulfil its commitment to ensure that senior military, public service and private sector leaders are prepared to shape Government of Canada strategic responses in Canada's national security interests.

There are five main benefits resulting from the implementation of the NSP:

The Professional Development Factor — Demands placed on those selected to lead their institution are great. Globally, leading at the institutional level requires a new set of capabilities, knowledge and orientations. The NSP is designed to enhance and refine the knowledge and capabilities of the participants as future institutional leaders and national security professionals. The curriculum is focused on imparting the expertise and the cognitive, social and transformational capacities necessary for effective executive leadership working at the national strategic level.

The Sociocultural Factor — Effective institutional leadership is critical to the success of national institutions, and success at the national level requires the engagement of multiple players across the whole of government. It is increasingly clear that no single department can be effective on its own in the attainment of departmental goals and national objectives. The National Security Programme expands and enhances the candidates' understanding of the strategic level of government, highlighting DND and key national security community department/agency synergies that must exist for institutional leadership to be effective. The complexity of the current and future security environment will demand a comprehensive understanding and successful integration of institutional cultures across the whole of government in order to secure Canada for Canadians. The NSP's curriculum provides future leaders of national institutions and the private sector with the understanding and capabilities to become decisive whole-of-government leaders. It provides future institutional leaders with the opportunity to share their experiences with, and learn from, proven national and international practitioners for success across the whole-of-government community.

The Quality of the Candidates — The candidates are experienced security professionals who are highly motivated to share their knowledge with colleagues, to enhance their understanding of the strategic environment, and to develop their leadership skills. CAF and international officers of Colonel/Naval Captain rank, and public servants of EX and EX minus 1 status, are joined by provincial, municipal and private sector leaders from industry to make up a diverse, engaging and knowledgeable class, who stand to learn as much from each other as they do from the curriculum.

International Engagement Factor — The NSP includes international military and foreign service officers who bring their professional expertise and national perspective, adding valuable diversity and richness to every discussion.

Public Service Engagement Factor — Recognizing the requirement for a whole-of-government approach, completing the NSP allows future senior executives to develop and apply the full range of their skills to meet the future challenges facing the country, one of the key priorities of Public Service. In addition, completing the NSP allows future senior executives to achieve a high degree of currency in issues of national security policy and strategy.

This syllabus details the learning requirements that are to be met through the NSP and provides general information on the specific activities that support each requirement. This syllabus is published on the authority of Commander Canadian Defence Academy.

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L. Cassivi
Rear-Admiral
Commander Canadian Defence Academy

NATIONAL SECURITY PROGRAMME SYLLABUS

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CHAPTER 1

PROGRAMME DESCRIPTION

PROGRAMME TITLE

National Security Programme (NSP).

PROGRAMME AIM

1.   The aim of the NSP is to prepare selected military, public service, international and private sector leaders for future strategic responsibilities within a complex and ambiguous global security environment. The NSP is a professional programme offered by CFC as a series of courses designed to be conducted at the graduate level. Information regarding the pursuit of a Masters of Public Administration (MPA) in conjunction with the NSP can be found at Annex A.

PROGRAMME GOALS, LEARNING OUTCOMES AND LEARNING OBJECTIVES

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

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

N101 (Learning Outcomes)	Institutional Leadership. At the end of the relevant NSP courses, participants will have examined the concepts, theories and techniques of executive leadership; analyzed their effective application at the strategic and institutional levels; and conducted self-assessment feedback to enhance their personal leadership styles.
N101a (Learning Objective)	Apply theories and concepts of executive leadership and systems thinking.
N101b	Apply doctrine and practical experience of leadership at the strategic level.
N101c	Examine leadership in the context of the political, societal, and international environment in order to position the institution for success.
N101d	Examine the role of leadership and professional stewardship in achieving internal institutional alignment in order to adapt to external changes and achieve internal effectiveness.

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

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

potential tensions between Canada's national interests and the promotion of Canada's values.

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

c. N3 – Strategy Formulation and the Application of National Power. The aim of Programme Goal N3 is to further develop the participants' understanding of the elements of national power through an examination of its diplomatic/political, informational, sociocultural, military, and economic determinants; to analyze their influence on Canada's strategic options; and to evaluate the controls on their implementation in intra-, inter-, and non-governmental environments.

N301	The Geostrategic Security Environment. At the end of the relevant courses, participants will have distinguished and applied the elements of national power; examined the geostrategic environment including state, non-state, and interstate actors; analyzed regional security issues and their effect on the development of Canadian international policy; and examined the roles and functions of international political, economic, trade-related and military institutions that are specifically important to Canada.

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

d. N4 – Operations in Complex Environments. The aim of Programme Goal N4 is to develop the participants' capacity to examine and design comprehensive approaches to operations in the context of current and future defence and security environments in order to generate strategic effects in complex security environments.

N401	Operations in Complex Environments. At the end of the relevant courses, participants will have examined the impact of complexity in the operational environment, institutional rigidity in appreciating that environment, and the application of design thinking in the conception of comprehensive approaches to operations in the context of current and future defence and security environments.
N401a	Appraise the impact of complexity in contemporary comprehensive approaches to operations.
N401b	Appraise the utility of force in complex environments.

N401c	Appraise the impact of institutional rigidity in hindering the appreciation of complexity in contemporary operational environments.
N401d	Analyze the impact of strategic objectives on the planning of comprehensive approaches to operations through the critical analysis of historical campaigns and operations.
N401e	Apply design thinking techniques to analyze complex problems and to develop the capacity to formulate guidance for comprehensive planning.

e. <u>N5 – Communications Skills and Analytical Thinking</u>. The aim of Programme Goal N5 is to develop students' ability to research, think critically, apply problemsolving techniques, and communicate effectively with internal and external audiences.

N501	<u>Communications Skills and Analytical Thinking</u>. Through each of the courses and at the end of the programme, participants will have applied research, critical thinking, problem-solving and decision-making techniques to address issues and defend positions, and will have used effective oral and written communication skills to present their analysis and message.
N501a	Apply effective writing skills and demonstrate the ability to clearly articulate the required concepts.
N501b	Apply effective reading skills, by evaluating, appraising and analyzing assigned and selected reading material.
N501c	Apply effective research techniques and strategies to find relevant, credible information with which to analyze issues, assess arguments, and support positions.
N501d	Apply effective listening skills by evaluating, appraising, and analyzing lectures and discussions.
N501e	Apply effective speaking and presentation skills by giving briefings, leading discussions and seminars, and making presentations that demonstrate a clear understanding of the required topic.
N501f	Demonstrate the ability for creative thinking and problem-solving techniques.
N501g	Demonstrate the ability for critical thinking, logical reasoning, argument and analysis in written and oral work.

PROGRAMME COMPOSITION, COURSE TITLES, DESCRIPTIONS, AND ACTIVITY TYPES

3.   The NSP comprises eight discrete core courses comprising a variety of curriculum activities. These activities are optimized for residential delivery and are designed to attain the desired level of learning in the applicable subject. Students must satisfactorily complete all course requirements as described in each individual course outline before continuing on to the next course. The courses delivered are as follows:

a. <u>CF 575 — The Formulation of National Strategy</u>. This course examines the processes and environments that influence the development of national security policy and how strategies are formulated to meet those policies. The course uses a strategic framework model to familiarize course participants with the mechanisms available to create national security strategies based on national purpose and interests. It examines the implementation of strategy and theories of war in order to determine the impact of domestic and global trends on national security strategy implementation. Structurally, this course holds the majority of programme exercises; provides a common theme for the Professional Military Education (PME) required on the NSP; and establishes common linkages among all of the courses in the programme.

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

c. <u>CF 572 — Canadian Government and Decision-Making in a Strategic Context</u>. This course examines contemporary political systems, comparing their formal institutions and decision-making processes. Beginning with a strong focus on Canada, it concentrates on Western, liberal democracies with market economies, examines the differing impacts of history, geography, religion and ideology on how governments operate, and also considers the place of civil society in the political process. Finally, this course will assess the impact of differing domestic systems on the conduct of foreign and defence policy for Canada and nations friendly to Canada.

d. <u>CF 581 — Executive Leadership and Strategic Thinking</u>. This course examines the role of executive leadership and the process of strategic thinking, with an emphasis on the context of Canadian Defence and Security. The course initially examines the broader external environment in which public sector leadership is situated, with consideration of: Canadian government processes; joint, inter-agency and multinational environments; and whole-of-government/comprehensive approaches. The course then shifts focus to consider initiating and leading change, with consideration of broad government objectives and comparison to the private sector. The third component explores the concept of stewardship of professions, with consideration of: ethical culture; integrated teams; and developing the next generation of leaders. The final aspect integrates all course material through a simulated governmental hearing on a defence or security topic.

e.   CF 582 — Strategic Resource Management: Implementing Canadian Foreign and Defence Policy. This course examines strategic resource management in the national context. It combines formal presentations, case studies and seminar discussions to enable participants to integrate strategic management theories and managerial approaches, to evaluate the resource management system used within the federal government, with emphasis on defence, and to allow individuals to develop the ability to analyze complex managerial situations at the strategic and institutional levels. Individuals will examine how decisions about financial, material, infrastructure, and human resources influence the government's ability to implement foreign and defence policy.

f.   CF 591 — The Exercise of High Command: A Canadian Context. This course is designed to allow senior decision-makers, both military and civilian, to study high command in a military and broader security context. The course will examine the practice of high command in the 20th and early 21st centuries, with particular emphasis on institutional, governmental, and external constraints and dynamics affecting strategic decision-making. The course will focus on those theories and concepts of command that are most applicable for complex whole-of-government operations. Topics to be covered will include: key concepts and modern doctrine on command; Western and Canadian historical perspectives on command; theoretical frameworks to analyze command; the military-civilian interrelationships at the politico-military-diplomatic strategic level; the influence on military operations of the "whole-of-government" approach to achieving foreign policy objectives; the development of a system of national command to achieve policy objectives; and civil control and monitoring of operations in the information age.

g.   CF 592 — Modern Comprehensive Operations and Campaign Design. This course is designed to examine the concepts of comprehensive theatre-level operations and campaigning as they apply in the current and future defence and security environments. The course will focus on the impact of strategic objectives on the resultant linkages among ends, ways and means in joint, combined, coalition, alliance and integrated (inter-agency) environments. The course will also examine the impact of modern theories of conflict, doctrine, and emerging concepts of campaign design and planning. The course uses a combination of lectures, panels and specific case studies in exploring these issues and concepts.

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

US governmental departments and organizations; selected countries; and significant international organizations through which Canada works multilaterally.

4.   A supplemental course is also offered to international students to expand their understanding of reading and writing in a Canadian academic context.

     a.   <u>CF 579 — Critical Thinking and Writing in a Canadian Context.</u> This course provides international students with a rigorous introduction to critical thinking and writing in a Canadian context. After a series of introductory lecture-discussions (which will be open to all international students at the Canadian Forces College), the remaining classes will be taught in a workshop mode, meaning that they will combine discussion, presentations, and dedicated time for independent and collaborative reading and writing.

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

Activity Code	Activity Description
Seminar — SM	A syndicate discussion normally based on a written deliverable prepared and distributed to syndicate members prior to the seminar.
Lecture-Discussion — LD	A lecture followed by a syndicate discussion of the presented material and related preparatory readings. A plenary Q&A often follows.
Lecture — LE	A prepared oral presentation delivered by one or more staff members or guest speakers, usually concluded with a question-and-answer period.
Panel Discussion — PD	A discussion period delivered by multiple staff members or guest speakers, sometimes preceded by prepared remarks and usually concluded with a question-and-answer period.
Case Study — CS	A syndicate discussion based on an analysis of an historic event, battle, campaign, or situation for the purpose of reinforcing previously covered curriculum material. A written submission may be required prior to and/or following the seminar.
Exercise — EX	Analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario.
Experiential Learning Visit — ELV	A collective visit to agencies or locales outside the College to provide an experiential opportunity to examine issues related to a programme curriculum in a closer, more practical setting.
Individual Research Paper — RP	A written work that requires research and the preparation of an expository or persuasive essay using scholarly conventions. Sub-

Activity Code	Activity Description
	ject to the learning objectives of some courses, shorter written deliverables may also be used.
Tutorial — TU	An activity utilized to teach a particular solution or approach to an issue. Discourse within a tutorial is directed towards very specific ends.

EXERCISES

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

  a.   Strategic Communicator. To provide an opportunity to practise explaining and defending a policy position before a simulated Parliamentary committee. This exercise is embedded in CF 581.

  b.   Strategic Bridge. To provide an opportunity to practise the application of the strategy formulation model through the design of a security strategy given national policy guidance.

  c.   Strategic Power. To provide an opportunity to practise interdepartmental, national-level crisis management in an international scenario.

  d.   Strategic Designer. To provide an opportunity to practise the design and coordination of an element of national security strategy on an interdepartmental basis, given a national security strategy that has previously been derived from national policy guidance.

  e.   Strategic Play. To provide an opportunity to practise interdepartmental, national-level crisis management in a domestic scenario.

  f.   Capstone. To provide an opportunity to reflect on the elements of the programme by addressing several strategic themes in order to solidify overall understanding and prepare for future strategic roles.

PROGRAMME LENGTH

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

  a.   CF 571 — 1 PME credit

b.   CF 572 — 1 PME credit

c.   CF 575 — 1 PME credit

d.   CF 581 — 1 PME credit

e.   CF 582 — 1 PME credit

f.   CF 591 — 1 PME credit

g.   CF 592 — 1 PME credit

h.   CF 597 — 1 PME credit

PROGRAMME HOURS

8.   The contact time for NSP is approximately 560-620 hours depending on course selection.

PROGRAMME PREPARATION TIME

9.   In developing the NSP schedule, CFC considers the time needed for students to prepare for activities. The amount of time required to read, research, reflect on, and prepare for each activity is afforded within the standard programme day as Assignment Preparation Time (APT), and study time at night (three hours) and on weekends (six hours). Note: CFC assumes that less preparation time is available during field studies and none during the scheduled academic break.)

10.   CFC assumes a 20-pages/hour reading rate, or in the case of discussions and exercises, is an estimate of the time an average student would need to achieve a satisfactory grade.

NATIONAL QUALIFICATIONS, IDENTIFICATION CODES, AND INTERNATIONAL EQUIVALENCIES

11.   The following are the National Qualification (NQual) and Identification (ID) Codes awarded for successful completion of the NSP programme:

a.   National Security Programme
ID Code: 116776
NQual: AJGQ Colonel and Captain(N) Advanced

12.   The following are the National Qualification (NQual) and Identification (ID) Codes that can be applied towards the completion of Development Period (DP) 4 with the successful conclusion of specific portions of the NSP Programme:

a.   National Security Programme — Term 1
ID Code: 117799
NQUAL: AJPU

b.   National Security Programme — Term 2
ID Code: 117800
NQUAL: AJPU

c. National Security Programme — Term 3
ID Code: 117801
NQUAL: AJPU

CHAPTER 2

STUDENT ASSESSMENT

GENERAL

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

ASSESSMENT STANDARDS

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

Guide to differentiating between assessment levels

* Typically 10% of the student cohort will be rated as "Outstanding."

* Usually, 40% will be well on their way to being outstanding strategic leaders and will be rated as "Superior."

* The remaining 50% of the students will meet the requirements of NSP and will be rated as "Proceeded as Expected." This implies that the student is well prepared for employment in the strategic environment.

PROFESSIONAL DEVELOPMENT ASSESSMENT RUBRIC

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

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

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

	a champion for the development and welfare of subordinates.	core of the profession and the institution.	the profession and the institution.
Internalized Ethos	Demonstrated highly developed moral and ethical judgement in thinking and acting, always displayed sound character and credibility, with consistent positive impact on colleagues.	Demonstrated highly developed moral and ethical judgement in thinking and acting; always displayed sound character and credibility; and reflected the highest standards of the profession.	Behaved ethically and professionally in all circumstances, demonstrating an evident sense of pride in the institution.

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

ACADEMIC ASSESSMENT RUBRIC

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

Marking Guide — Seminar Chair/Case Study Presentation

	Outstanding	**Superior**	**Proceeded as Expected**	**Unsatisfactory**
Intellectual Rigour				
Introduction	Provides summary of themes in readings, clear, original, thesis statement, and road map of presentation.	Provides summary of themes in readings, clear thesis statement, and road map of presentation.	Mentions readings and includes clear thesis statement.	Little to no sense of an argument indicated.
Understanding	Demonstrates exceptional understanding of the readings and their application to the thesis.	Demonstrates very good understanding of the readings and their application to the thesis.	Readings are used to support the thesis.	Little to no reference to the readings.
Effective Communication				
Delivery	Communicates ideas with enthusiasm, proper vocal projection, appropriate language and clear delivery, while making consistent eye contact.	Communicates ideas with some enthusiasm, proper vocal projection, appropriate language and clear delivery, while making	Communicates ideas clearly. No significant delivery problems.	Noticeable difficulty communicating ideas due to vocal projection, language, or lack of eye contact.

	Outstanding	**Superior**	**Proceeded as Expected**	**Unsatisfactory**
		some eye contact.		
Organization	Exceptional organization and pacing. Meets time stipulations.	Very good organization and pacing. Meets time stipulations.	Generally organized but had some difficulties meeting time stipulations.	Noticeable difficulties in organization and/or meeting time stipulations. Presentation is too long/short.
Written Summary (if required)	Exceeds all requirements and is generally free of typographical errors.	Meets all requirements and is generally free of typographical errors.	Meets almost all requirements and is generally free of typographical errors.	If provided, meets only some of the requirements and contains typographical errors.

Overall Impact

	Outstanding	**Superior**	**Proceeded as Expected**	**Unsatisfactory**
Impact on Discussion	Level of discussion is significantly better due to the presentation.	Level of discussion is somewhat better due to the presentation.	Presentation has limited impact on level of discussion.	Discussion likely would have been more valuable without presentation.

Structure and Control

	Outstanding	**Superior**	**Proceeded as Expected**	**Unsatisfactory**
Organization	Discussion is seamless throughout.	Discussion proceeds logically thanks to clear, implicit or explicit, direction from the chair.	Most of the discussion proceeds logically thanks to clear, implicit or explicit, direction from chair.	Discussion jumps from issue to issue resulting in surface-level exchanges of opinions and ideas. Some of the topics covered in the discussion diverge significantly from the original outline.
Discussion environment	Chair ensures that all students have reasonable opportunities to speak.	Chair enables all students to have reasonable opportunities to speak.	Chair is generally successful in providing all students with opportunities to speak.	Chair is only somewhat in control of the discussion environment and/or interventions are required by senior staff to maintain order.

Flexibility

	Outstanding	**Superior**	**Proceeded as Expected**	**Unsatisfactory**
Response to Criticism	Chair welcomes opposing views and uses them to further advance the discussion.	Chair welcomes opposing views and occasionally uses them to further advance the discussion.	Chair welcomes and responds to opposing views.	Chair struggles to accommodate, if not actively discourages, opposing views.

Synthesis

	Outstanding	**Superior**	**Proceeded as Expected**	**Unsatisfactory**
Summary of	Thoughtful, original	Organized and	Summary of	Limited to no effort is

	Outstanding	**Superior**	**Proceeded as Expected**	**Unsatisfactory**
Views	and compelling summary of discussion clearly adds to students' learning experience.	engaging summary of discussion adds moderately to students' learning experience.	the discussion captures the major issues being considered.	made to summarize the discussion.

CFC Marking Guide — Seminars

	Outstanding	**Superior**	**As Expected**	**Unsatisfactory**
Participatory Contribution (40%)				
Relation to Peers	Displays leadership in actively supporting, engaging and listening to peers (ongoing).	Actively supports, engages and listens to peers (ongoing).	Makes a sincere effort to interact with peers.	Limited to no interaction with peers.
Participation	Displays leadership in playing an active role in discussions (ongoing).	Plays an active role in discussions (ongoing).	Participates constructively in discussions (ongoing).	Rarely participates.
Intellectual Contribution (30%)				
Preparation	Arrives fully prepared, having also done additional readings.	Arrives fully prepared.	Arrives mostly, if not fully, prepared.	Arrives noticeably less than entirely prepared.
Quality of Comments	Comments advance the level and depth of the dialogue (consistently).	Comments occasionally advance the level and depth of the dialogue.	Makes relevant comments based on the assigned material (ongoing).	Demonstrates a noticeable lack of interest in the material.

	Outstanding	Superior	As Expected	Unsatisfactory
Overall Impact (30%)				
Impact on Group Dynamic	Group dynamic and level of discussion are consistently better because of the student's presence.	Group dynamic and level of discussion are often better because of the student's presence.	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence.	Group dynamic and level of discussion either are not affected or are harmed by the student's presence.

Marking Guide — Case Study (Written)

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

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

Marking Guide — Discussant

	Outstanding	Superior	Proceeded as Expected	Unsatisfactory
Intellectual Rigour				
Introduction	Provides summary of themes in readings, clear, original thesis statement, and road map of presentation.	Provides summary of themes in readings, clear, thesis statement, and road map of presentation.	Mentions readings and includes clear thesis statement.	Little to no sense of an argument indicated
Understanding	Demonstrates excep-	Demonstrates very	Readings are	Little to no

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

Marking Guide — Research Papers

	Outstanding	Superior	Proceeded as Expected	Unsatisfactory
Argument				
Organization	Paper proceeds masterfully from start to finish and is coherent throughout.	Paper proceeds logically from start to finish and is coherent throughout.	Paper includes some minor logical inconsistencies, but they hardly detract from	Significant logical inconsistencies in parts of the paper make the overall credibility of

	Outstanding	Superior	Proceeded as Expected	Unsatisfactory
			the overall coherence of the argument.	the argument somewhat dubious.
Thesis Quality	Thesis, whether implicit or explicit, is absolutely clear and highly original.	Thesis, whether implicit or explicit, is clear and deliberate.	Thesis is identifiable.	Paper does not contain, either implicitly or explicitly, a thesis.
Objectivity	Paper demonstrates a masterful grasp of all sides of the issue.	Paper effectively recognizes all sides of the issue.	Paper recognizes a variety of points of view.	Paper is clearly partial. It either fails to deal with contrary points of view out of ignorance, or deals with them unfairly.
Analysis	Analytical abilities on display are clearly superior and reflect an originality of thinking.	Analytical abilities on display reflect a degree of originality of thinking	Analytical abilities on display demonstrate an ability to separate ideas into their component parts.	Analytical abilities on display are, at best, inconsistent. Some ideas are clear and fully understood; others are not.
Evidence				
Depth	Paper draws from sources that represent the best primary and (if applicable) most comprehensive secondary information on the subject. Quantity of sources vastly exceeds expectations.	Paper draws from a legitimate variety of primary and (if applicable) comprehensive secondary information. Quantity of sources exceeds expectations.	Paper draws from a legitimate variety of primary and (if applicable) relatively comprehensive secondary information. Quantity of sources meets expectations.	Paper is drawn largely, if not exclusively, from inappropriate material.
Breadth	Paper draws from an overwhelming variety of sources and perspectives.	Paper draws from an impressive variety of sources and perspectives.	Paper draws from an acceptable variety of sources and perspectives.	Sources either come largely from a single perspective or are quantifiably insufficient to meet the demands of the assignment.
Synthesis	Presentation of the evidence demonstrates an exceptional understanding of its themes, both specific and general.	Presentation of the evidence demonstrates a clear understanding of its themes, both specific and general.	Presentation of the evidence demonstrates sufficient understanding of its general and/or specific themes.	Presentation of the evidence demonstrates a flawed understanding of either its specific or its general themes.
Relevance	Evidence is directly applicable to the	Evidence is largely applicable to the	Some of the evidence is clearly	Evidence does not contribute to a fulfilment of the goals

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

ACADEMIC APPEALS

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

COURSE, ROTATION, AND PROGRAMME REPORTS

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

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

8.   The rotation report (RR) will be written by the SM and discussed with each student at the end of the first two rotations. The RR is similar in role to the Canadian Forces Personal Appraisal System (CFPAS) Personal Development Report (PDR). Its aim is to provide students with periodic

feedback regarding observations on professional competencies, reinforce strengths, and identify areas in need of improvement. The RR will inform the development of the PR. The RR will remain in the student's individual programme file.

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

10.   Comments in the RR and PR will be structured so as to describe competencies used in the professional development framework of the Canadian Forces, as laid out in ***Leadership in the Canadian Forces: Leading the Institution***. Observations will be grouped under the major capacities required of senior leaders as follows:

     a.   <u>Expertise</u> — Such as understanding the strategic environment, the range of factors affecting policy, roles and relationships of the actors in strategic decision-making, and ability to represent the institution inside this environment;

     b.   <u>Cognitive Capacities</u> — Including ability to absorb and analyze complex information and create new knowledge through synthesis;

     c.   <u>Social Capacities</u> — Such as an external focus allowing relationship-building across institutional and other boundaries, communicative ability, and an ability to engage with others in building a team approach;

     d.   <u>Capacity for Change</u> — Openness and cultural awareness that permit anticipation of change, acknowledgement of differing perspectives, ability to deal with ambiguity, and pursuit of self-development; and

     e.   <u>Professional Ideology</u> — Leadership ability, as well as a sense of dedication to and stewardship of the institution, clear self-identity, and an ethical sense of purpose that informs judgements and actions.

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

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

PROGRESS MONITORING/REPORTING

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

a. early warning of difficulties/deficiencies; and

b. a record of the student's performance

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

UNSATISFACTORY PROGRESS

15. Unsatisfactory progress is indicated by:

a. failure to meet the academic standard on a summative activity;

b. failure to pass an NSP course;

c. failure to display appropriate senior leader capacities; or

d. failure to demonstrate a positive attitude towards the programme.

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

ACADEMIC INTEGRITY

17. There are three categories of academic integrity violations:

a. Cheating, some examples of which are the following:

(1) an act or attempt to give, receive, share or utilize unauthorized information or assistance before or during a test or examination;

(2) deliberate failure to follow rules on assignments, presentations, exercises, tests, or examination;

(3) tampering with official documents, including electronic records;

(4) falsifying research data;

(5) the inclusion of sources that were not used in the writing of the paper or report; and

(6) the impersonation of a candidate at an examination.

b. Plagiarism, which includes the following:

(1)   deliberately and knowingly using the work of others and attempting to present it as original thought, prose or work. For example, this includes the failure to appropriately acknowledge a source, misrepresentation of cited work, and misuse of quotation marks or attribution; and

(2)   failure to adequately acknowledge collaboration or outside assistance; and

(3)   copying.

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

c.   Other violations of academic ethics, including the following:

(1)   deliberately not following ethical norms or guidelines in research;

(2)   failure to acknowledge that work has been submitted for credit elsewhere; and

(3)   misleading or false statements regarding work completed.

18.   Academic integrity violations will result in an investigation which in turn may be reviewed by a PRB to be conducted with existing DAODs and with CFC policies and regulations. In addition to the reasons detailed above, a PRB shall be convened any time it becomes apparent that:

a.   a student's progress is so far below the minimum standard that there is virtually no likelihood of his/her attaining the standard;

b.   a student fails to demonstrate a positive attitude towards the programme or his/her continued presence on the course is adversely affecting the education or morale of the remainder of the participants; or

c.   a student fails to display appropriate senior leader capacities.

PROGRESS REVIEW BOARD

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

a.   Chairperson: the CFC Registrar or a delegate as appointed by the Commandant;

b.   Members: Directors; and

c.   Other members of the staff who may be invited by the Chairperson to participate in the Board's discussions in order to provide input as required.

ANNEX A

MASTERS OF PUBLIC ADMINISTRATION DEGREE OPTION

1.   Students taking the NSP have an opportunity to pursue their studies at a deeper level and earn a Royal Military College Masters of Public Administration (MPA) interdisciplinary degree.

2.   Candidates for the MPA will be admitted under the general regulations of RMCC. In general, candidates to the MPA programme must have completed an Honours (four-year) Baccalaureate degree with a minimum 70% (B–) average in their graduating year. Candidates with lesser qualifications may be considered for acceptance with provisional or probationary status. MPA students are required to complete the RMCC equivalent of the eight NSP core courses, exercises, and the following two components.

      a.   <u>MPA 531 — Economics</u>. This course is divided into two distinct parts — microeconomics and macroeconomics. The portion of the course on microeconomics is intended to provide theoretical and practical knowledge of individual economic agents, including consumers, business firms, public sector agencies, workers, and investors. The general approach is to examine the formulation of economic models of consumer behaviour and production. The macroeconomic portion of the course will examine national issues and interrelationships in the economy. The debates concerning fiscal, monetary and exchange rate policies will also be examined, and foreign economies will be investigated.

      b.   <u>PR 500 — Directed Research Project</u>. The aim of the Individual Research Project is to develop the participants' ability to think critically and communicate effectively in writing. Individuals accomplish this by preparing a properly documented, persuasive essay on a strategic-level security or defence-related topic over the course of their year at the College. Students pursuing the MPA will be required to produce a paper of 50 to 100 pages in length. The Research Project is worth two graduate credits. Individuals who complete the research project successfully may apply to have their academic credits recognized as PME credits.

3.   The difference between the MPA coursework and non-MPA coursework is in the quantitative intensity of the course instructor's expectations. RMCC courses generally ask for lengthier or additional writing assignments as well as additional background reading. An RMCC course may require students to facilitate discussions while a CFC course may obligate engaged participation. In both cases, the courses are offered at the graduate level, but only the RMCC courses require the quantity of work necessary to merit an academic graduate-level credit.

4.   MPA students will receive letter/numerical grades in accordance with the table below, taken from the RMCC Graduate Studies Calendar.

MPA 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
D+	*56–59	58
D	*53–55	54
D–	*50–52	51
Fail	*Below 50	

*Failure in an RMCC graduate-level "required course".

MPA ADMISSION REQUIREMENTS

5.   To seek admission to the MPA programme, students must apply directly to RRMC in accordance with the deadlines and requirements stipulated at the RRMC graduate studies web-site:

English: http://www.rmc.ca/aca/ac-pe/index-eng.asp.

Français: http://www.rmcc-cmrc.ca/fr/bureau-secretaire-general/annuaires-premier-cycle-etudes-superieures.