

PROGRAMME CALENDAR
CANADIAN FORCES COLLEGE (CFC)
NATIONAL SECURITY PROGRAMME (NSP)

COMMANDANT'S FOREWORD

The NSP is designed to prepare selected Canadian military, Canadian public service, and international military leaders for future strategic responsibilities within a complex and ambiguous global security environment. The 10-month programme is normally 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) and other government departments.

NSP 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. The members of NSP make up a diverse, engaging, and knowledgeable class, who stand to learn as much from each other as they do from the curriculum.

NSP is an in-person residential programme interspersed with periods of remote learning delivered online. It is divided into three rotations of approximately equal length. The first rotation asks candidates to look inwards both personally and professionally, with courses focused on national governance, command, and leadership. The second rotation looks outward, with courses on international relations and regional studies. The final rotation looks ahead, with courses on design, institutional strategy, and pan-domain operations. Residential weeks will be conducted largely at the Canadian Forces College, while students living away from home for NSP will have the option to return to home locations for synchronous remote learning weeks using the College's Learning Management System and other internet tools.

This Programme Calendar details the learning requirements that are to be met through the NSP and provides general information on the specific activities that support each requirement. It was developed by CFC, the Centre of Excellence (CoE) and Training Establishment (TE) for Officer Development Period 4 Professional Military Education (PME). It draws upon appropriate requirements identified as part of Officer Development Period 4 Qualification Standard and is delivered to the level commensurate with a graduate degree.

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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 CAF, international military and public 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.

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, inter-agency, and multinational settings. The NSP 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 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:

1. N1 — Institutional Leadership, Strategic Command, and Strategic Resource Management. The aim of Programme Goal N1 is to further develop 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)	<u>Institutional Leadership</u> . 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 to 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 their role as a leader at the tactical/operational/strategic level in ensuring that the profession reflects the CAF ethos.
N102	<u>Strategic Command</u> . 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 in 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	<u>Strategic Resource Management</u> . 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.

- a. N2 — Canadian Governance and National Security Policy Development. The aim of Programme Goal N2 is to further develop 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	<u>International Relations and the Contemporary Security Environment.</u> At the end of the relevant courses, participants will have examined how nations develop and implement national security policy; the relationship among 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	<u>Canadian Governance and National Security Policy Development.</u> 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 analyze 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 the United States' and other countries' conception, development, implementation, and communication of national security policies with the Canadian experience.

- b. N3 — Strategy Formulation and the Application of National Power. The aim of Programme Goal N3 is to further develop 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	<u>The Geostrategic Security Environment</u> . 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	<u>National Security Strategy Formulation and Application</u> . 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.

- c. N4 — Operations in Complex Environments. The aim of Programme Goal N4 is to develop 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	<u>Operations in Complex Environments</u> . 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
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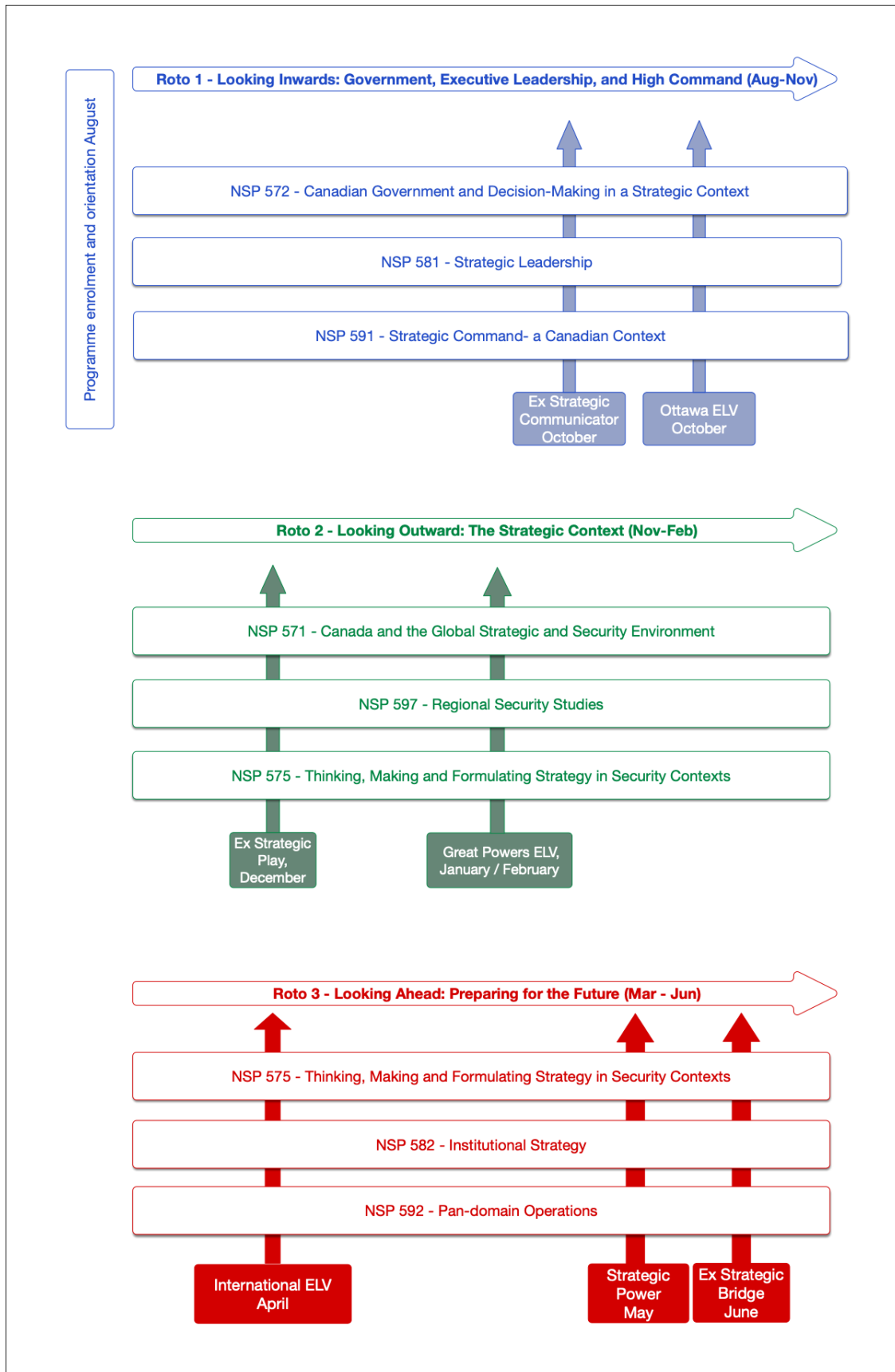
	defence and security environments.
N401a	Appraise the impact of complexity in contemporary comprehensive approaches to operations.
N401b	Appraise the utility of force in complex environments.
N401c	Appraise the impact of institutional rigidity in hindering the appreciation of complexity in contemporary 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.

- d. N5 — Communications Skills and Analytical Thinking. The aim of Programme Goal N5 is to develop students' ability to research, think critically, apply problem-solving 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. NSP comprises eight discrete core courses involving a variety of curriculum activities, illustrated on page 1-6/12. These activities 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.



4. Following a student enrolment and Orientation period courses will be delivered as follows:

a. Roto 1: The following courses will be delivered in Roto 1:

- (1) NSP572 — Canadian Government and Decision-making in a Strategic Context. This course examines contemporary political systems, comparing their formal institutions and decision-making processes. Beginning with a strong focus on Canada, it 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 assesses the impact of differing domestic systems on the conduct of Canadian foreign, defence, and security policy.
- (2) NSP581 — Strategic Leadership. Strategic Leadership is a course designed to equip students with the skills, perspectives, and frameworks needed to help an organization achieve its mission or realize its vision. This course examines ideas and concepts surrounding strategic-level leadership and the role of strategic leaders. Topics include how leaders influence large complex organizations through the employment of strategic communication and negotiation. This course combines formal presentations, case studies, and seminar discussions to enable participants to integrate theories, doctrine, and practical leadership experience.
- (3) NSP591 — Strategic Command: A Canadian Context. This course examines the evolution and state of strategic command and civil-military relations in Canada, with a particular emphasis on contemporary concepts, trends, and issues. This course is designed for senior decision-makers, both military and civilian, to study command and civil-military relations with a focus on decision-making across the federal government.

b. Roto 2: Related and complementary courses NSP571 and NSP597 will take the majority of contact time in Roto 2, while NSP575 (Thinking, Making and Formulating Strategy in Security Contexts) will be introduced towards the end of the term, and will continue to run through to the end of NSP:

- (1) NSP571 — Canada and the Global Strategic and Security Environment. This course examines political, economic, and military elements of the global environment, and Canada's presence therein, through the lenses of strategic studies and security studies. It considers foundational international relations theories and guiding concepts such as power and state strength in order to understand their applicability in contemporary global affairs and to frame Canada's place in the world. The course examines Canada's anchoring relationships with the United States and the United Nations, and explores a variety of phenomena that influence Canada's strategic outlook and its security.

- (2) NSP597 — Regional 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, students will study various factors such as geography, history, culture and institutions, as well as the role of actors comprising potential and established hegemonies, major regional powers, and a host of other actors — both regional and non-regional, state and non-state. The course aims to complete this 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 opportunities for experiential learning of the international security environment through visits to the central agencies and offices at the centre of Canadian government; and through visits or other experiential learning about selected US governmental departments and national and transnational organizations; selected countries; and significant international organizations through which Canada works multilaterally.
- (3) NSP575 — Thinking, Making and Formulating Strategy in Security Contexts. This course examines the making of security strategies in Canada in the past, present and future, with a particular emphasis on national and whole-of-government security strategies. This course equips students to contribute to strategy-making by experimenting with alternative proactive and reactive strategy-making approaches. 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 connections among the courses and Experiential Learning Visits or Activities (ELVs / ELAs) in the programme.

c. Roto 3: The following courses will be delivered, in addition to NSP575, in Roto 3:

- (1) NSP582 — Institutional Strategy. Institutional strategy describes the organization, staffing, training, equipping, and preparation of the institutions that support national security policy goals. The conduct of Canadian national security policy rests upon the ability of the Department of National Defence (DND) and the Canadian Armed Forces to achieve national security strategic objectives. This course uses case studies, lectures, seminar discussions, exercises, and the study of current sources, trends, and projections to evaluate how the DND can generate the military capabilities to address Canada's anticipated needs in the future security environment. Areas to examine include recruitment, retention, and promotion; training, education, and doctrine; procurement and readiness; service culture and operational culture; interoperability, coalitions, and alliances.
- (2) NSP592 — Pan-domain Operations. This course examines the concept of integrated pan-domain operations in the current and future defence and security environment. The course will focus on the processes and approaches involved in the formulation of strategic objectives and the

resultant linkages among ends, ways and means, in joint, combined, and integrated (inter-agency) environments. The course also examines the relationship between contemporary theories of conflict and strategy formulation.

5. A supplemental course, CF572 International, is also offered to international students in Roto 1, providing them with a rigorous introduction to Canadian public and security policy. After a series of introductory lecture-discussions (which will be open to all international officers at the Canadian Forces College), the remaining classes will be taught as seminars.

LEARNING ACTIVITIES

6. 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.
Experiential Learning Activities (ELA)	Other activities intended to provide experiential learning when travel to external locations is not available.
Individual Research Paper (RP)	A written work that requires research and the preparation of an expository or persuasive essay using scholarly conventions. Subject

Activity Code	Activity Description
	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.
Threaded Discussion (TD)	An online activity in which a student posts a response to a question or questions, and then responds to other student responses.
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.

EXERCISES

7. 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 Exercise STRATEGIC COMMUNICATOR, all of the exercises are embedded in NSP575. Below is a list of NSP exercises / activities and their associated aims.

- a. Exercise STRATEGIC COMMUNICATOR. Exercise STRATEGIC COMMUNICATOR provides an opportunity to practise explaining and defending a policy position before a simulated Parliamentary committee. This exercise is embedded in NSP581.
- b. Exercise STRATEGIC PLAY (Government of Canada Domestic Crisis Response). Conducted in Ottawa, Exercise STRATEGIC PLAY provides an opportunity to practise inter-departmental, national-level crisis management in a domestic scenario. It portrays the federal level of government in consequence management of an emerging series of cascading events, calling for the offering of the best possible advice and the recommending of decisions which may involve select national responses. Taking place in Canada in ‘real time’, the notional events occur in actual locations, and are conducted under (simulated) media and public scrutiny. Each of the provincially-based scenarios surges into, or threatens a direct impact on, regional economic and security partners, adding an international and diplomatic element.
- c. Exercise STRATEGIC BRIDGE (Translation, Implementation & Consolidation). Exercise STRATEGIC BRIDGE will build on the Strategic Facilitator Planning and Design tools developed in Roto 2 and on the International ELV or ELA to prepare a strategic design concept for Canada’s regional strategy for a particular region of the world. STRATEGIC BRIDGE will focus on developing a translation, implementation and consolidation strategy to turn design concepts into reality, enabling detailed interagency planning.

- d. STRATEGIC POWER (Government of Canada International Crisis Response).
The STRATEGIC POWER activity aims to develop an understanding of the complexity associated with managing an intergovernmental, international crisis from a practitioner's perspective using a history lens with particular emphasis on the continuities that exist regardless of the context. This activity draws on recent Canadian responses to international crises.

PROGRAMME LENGTH

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

- a. NSP571 — 1 PME credit;
- b. NSP572 — 1 PME credit;
- c. NSP575 — 1 PME credit;
- d. NSP581 — 1 PME credit;
- e. NSP582 — 1 PME credit;
- f. NSP591 — 1 PME credit;
- g. NSP592 — 1 PME credit; and
- h. NSP597 — 1 PME credit.

PROGRAMME HOURS

9. The contact time for NSP is approximately 560-620 hours.

PROGRAMME PREPARATION TIME

10. 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 Experiential Learning Visits and Exercises, and none during scheduled academic breaks.

11. 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

12. Successful completion of NSP leads to the National Qualification AJPU, reflecting the completion of the following Identification (ID) Codes related to completed courses:

- a. National Security Programme 1
ID Code: 117799
- b. National Security Programme 2
ID Code: 117800
- c. National Security Programme 3
ID Code: 117801

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. Students who far exceed the workload and work standard will be evaluated as “Outstanding” or “Superior”; those who meet the high standards of the NSP will be rated as “Met Professional Expectations”.

PROFESSIONAL DEVELOPMENT ASSESSMENT RUBRIC

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

	Outstanding	Superior	Met Professional Expectations
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 dynamic complexity of this environment.	Demonstrated a comprehensive understanding of the strategic-level environment and the dynamic complexity of this environment.	Demonstrated a practical understanding of the strategic-level environment and the dynamic complexity of this environment.
	Outstanding	Superior	Met Professional Expectations
Cognitive Capacities			
Analytical Ability	Consistently demonstrated profound ability to think critically, to draw on diverse information, and to	Demonstrated consistent ability to think critically, to draw on diverse information, and to synthesize defensible	Demonstrated ability to think critically, to draw on diverse information, and to synthesize

	synthesize robust conclusions and decisions.	conclusions and decisions.	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.

	Outstanding	Superior	Met Professional Expectations
Professional Ideology			
Stewardship of the Profession	Proved a consistent and reliable steward of the profession, of the institution and of resources, and a champion for the development and welfare of subordinates.	Demonstrated a highly developed awareness and active stewardship of the body of knowledge at the core of the profession and the institution.	Demonstrated acute awareness and stewardship of the body of knowledge at the core of the profession and the institution.
Internalized Ethos	Demonstrated highly developed moral and ethical judgement in thinking and acting, always displayed sound character and credibility, and had 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 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 strategic level in ensuring that the profession reflects the CAF ethos in their programme work and when collaborating with Other Government Department personnel and international military officers.

ACADEMIC ASSESSMENT RUBRIC

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

Marking Guide — Seminar Chair/Case Study Presentation

	Outstanding	Superior	Met Professional Expectations	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 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 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				
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.

	Outstanding	Superior	Met Professional Expectations	Unsatisfactory
Structure and Control				
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				
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				
Summary of Views	Thoughtful, original and compelling summary of discussion clearly adds to students' learning experience.	Organized and engaging summary of discussion adds moderately to students' learning experience.	Summary of the discussion captures the major issues being considered.	Limited to no effort is made to summarize the discussion.

Marking Guide — Seminars

	Outstanding	Superior	Met Professional Expectations	Unsatisfactory
Participatory Contribution				
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				
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.
Overall Impact				
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	Met Professional Expectations	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 in-consistencies 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 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 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.

	Outstanding	Superior	Met Professional Expectations	Unsatisfactory
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	Met Professional Expectations	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 thesis.	Little to no 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, clear delivery, and 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	Met Professional Expectations	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 the overall coherence of the argument.	Significant logical inconsistencies in parts of the paper make the overall credibility of 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.

	Outstanding	Superior	Met Professional Expectations	Unsatisfactory
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 analysis throughout.	Evidence is largely applicable to the analysis throughout.	Some of the evidence is clearly tangential.	Evidence does not contribute to a fulfilment of the goals 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).

REFLECTIVE WRITING ASSESSMENT TEMPLATE

GRADE	Outstanding	Superior	Met Professional Expectations	Unsatisfactory
Organization				
Overall	Paper proceeds logically from start to finish and is coherent (in its argument or message) throughout.	Paper includes some minor logical inconsistencies, but they hardly detract from the overall coherence of the argument or message.	Significant logical inconsistencies in parts of the paper make the overall credibility of the argument or message somewhat dubious.	The paper is illogical, incoherent and, as a result, completely unconvincing.
Depth of Analysis				
Overall	The participant's paper references a comprehensive selection of course/programme material.	The participant's paper references a relatively comprehensive selection of course/programme material.	Paper makes indirect and/or vague references to course/programme material.	Paper makes no links to any previous course/programme material.
Evidence of Learning/Personal Growth				
Reference to Prior Assumptions	Paper demonstrates author's clear awareness of their prior assumptions.	Paper makes vague references to author's prior assumptions.	Paper implies that author might have been aware of their prior assumptions.	Paper presents no evidence that author has thought about their prior assumptions.
Use of Specific Examples	Paper consistently utilizes specific examples to substantiate its analysis.	Paper utilizes a limited number of specific examples to substantiate its analysis.	Paper lacks sufficient specific examples to substantiate its analysis convincingly.	Paper does not utilize any specific examples.
Reference to Future	Paper includes specific references to future personal and/or professional practices/behaviours.	Paper alludes to future personal and/or professional practices/behaviours.	Paper implies that the observation(s) have a potential to inform future personal and/or	Paper fails to consider the implications of the participant's observations.

			professional practices/behaviours.	
Clarity of Expression				
Overall	Language and word choice are appropriate throughout.	Some minor problems with language and word choice are noted, but they are not overly problematic.	Significant flaws in language and/or word choice prevent a clear understanding of the author's intent.	The writing is incomprehensible.

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 they disagree with the assigned grade, and demonstrate where the marking is not in accordance with the grading rubrics and marking guides.

COURSE AND PROGRAMME REPORTS

6. NSP student assessment and evaluation are divided into two distinct components: an academic assessment in the form of individual course reports (CR), and professional assessments in the form of a programme report (PR). The CR 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. Senior Mentors will conduct interviews at the end of each rotation and keep notes on each student in order to inform their performance reports.

9. SM 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 the Programme Officer and presented to the Commandant for approval and signature. On completion they are forwarded for inclusion in the graduate's personnel file.

10. Comments in the PR will be grouped under the major capacities required of senior leaders including:

- a. Academic Performance — performance in core NSP courses (seminars, exercises and deliverables);

- b. Participation/Engagement — engagement in all aspects of the NSP (plenary, ELVs, seminars, social), including taking leadership roles voluntarily;
- c. Helpfulness/Sociability — interpersonal sensitivity, maintaining relationships, consensus building and working with others;
- d. Openness/Flexibility/Curiosity — openness to feedback, flexibility of mind, strong intellectual curiosity;
- e. Strategic Thinking — ability to think critically and strategically on complex issues;
- f. Leadership/Emotional Intelligence/Influence/Teamwork — leadership abilities, influence on group dynamics; and
- g. Communications – ability to communicate with clarity and purpose using a range of styles appropriate to the situation.

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 six 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, they 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. CFC's Academic Integrity Policy, updated 3 October 2024 is published on the CFC365 SharePoint at Registrar - CFC - Academic Integrity Policy - Politique d'intégrité universitaire - All Documents (sharepoint.com), or linked to from its learning management system (CFCLearn) <https://mars.cfc.forces.gc.ca/CFCLearn/mod/url/view.php?id=32550>. Students admitted to RMC's MPA or MBA programmes can find RMC's academic integrity policy on Academic Regulations for Graduate Studies (rmc-cmr.ca). These documents have precedence over the content in this Programme Calendar.

18. 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, including generative artificial intelligence, 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;
 - (2) Failure to adequately acknowledge collaboration or outside assistance; or

(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; and
- (4) Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

19. Generative Artificial Intelligence (AI). Full CFC policy related to the use of Generative AI can be found in the CFC Academic Integrity Policy. 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 artificial intelligence 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, any use of generative AI tools beyond the tasks listed in sub-para 19a above is prohibited;
- c. In any case in which the instructor allows the use of generative AI beyond what is stated in 19a 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, any student unsure of a potential application should consult with their instructor and lead course team (Instructor, SM, Lead Academic).

20. 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 them attaining the standard;

- b. a student fails to demonstrate a positive attitude towards the programme or their 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

21. The purpose of the Progress Review Board (PRB) is to review the total performance and personal circumstances of a student who either is unable to achieve the standard in accordance with the curriculum, or can no longer continue training due to conduct or personal circumstances. Progress Review Board policy and terms of reference are found in CFC's Academic Integrity Policy.

PURSUING A GRADUATE DEGREE OPTION

1. There are two principal options to pursue a post-graduate academic degree: Master of Public Administration or Master of Business Administration. Those who opt to take the graduate level NSP pathway may wish to apply to have *credit granted or a prior learning assessment* done by another institution/program of their choice. In addition, candidates may choose to pursue a Graduate Certificate in National Security.

2. To seek admission to RMC graduate programs, students must apply directly to RMC in accordance with the deadlines and requirements stipulated at the RMC graduate studies website. It is highly recommended that NSP students apply before 1 October in the year they commence NSP.

Applying for Graduate Studies at the Royal Military College of Canada links and information:

English: <https://www.rmc-cmr.ca/en/graduate-studies/apply-grad-studies-rmc>

Français: <https://www.rmc-cmr.ca/fr/etudes-superieures/posez-votre-candidature-maintenant>

Graduate Level grading scheme:

NSP participants pursuing graduate degrees will receive letter/numerical grades in accordance with the table below, taken from the RMC Graduate Studies Calendar

Graduate Studies 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 an RMC graduate-level “required course”.

MASTER OF PUBLIC ADMINISTRATION DEGREE OPTION

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

4. Candidates for the MPA will be admitted under the general regulations of RMC. In general, candidates to the MPA program must normally have completed an Honours (four-year) Baccalaureate degree with a minimum 70% (B–) average.
5. MPA students are required to complete the RMC equivalent of the eight NSP core courses, exercises (which count towards the MPA program as: MPA521: Canadian Government and Public Policy; MPA557: Strategic Management for Defence; MPA569: Organizational Theory; 5 elective credits.
6. NSP students seeking the MPA must complete the following three additional components.
 - a. MPA 531 — Economics. 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. MPA581 Decision and Policy Analysis. Analytic approaches to decision-making and policy formulation within and across public-sector organizations are considered. The course will begin with an overview of decision-making and the general characteristics of the organizational frameworks within which decisions and policy are made. Then, analytic techniques such as multi-criteria decision analysis techniques, plural evaluation methods (e.g. voting), and cost-benefit analysis will be covered as well as some qualitative techniques. Particular emphasis is put on the process of analysis and its effect on decision and policy quality. Finally, systems analysis and policy formulation in multi-organization environments will be introduced.
 - c. **One** of the two following options:¹
 - i. PR 500 — Directed Research Project. 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.

¹ In very rare circumstances, a student may wish to complete a thesis (6 credits) Students wishing to complete the thesis pattern will be considered on a case-by-case basis.

Individuals who complete the research project successfully may apply to have their academic credits recognized as PME credits.

- ii. Two further elective credits from the MPA course offerings, which may not include MPA 505 or MPA 507

MASTER OF BUSINESS ADMINISTRATION DEGREE OPTION

7. The Royal Military College's Master of Business Administration (MBA) interdisciplinary degree provides a general graduate education in management. Our participants will gain the vital skills to advance their careers by studying the fundamentals of Business Administration. The MBA program broadens the knowledge base of strategic business thinkers through a high-quality, comprehensive education in specialized or general business disciplines. Participants from a variety of academic backgrounds, at all stages in their careers will enjoy the RMC learning environment that focuses on student success and flexibility in scheduling. Participants also achieve specific knowledge in a variety of subject areas that combine the viewpoints of the military, government, and commercial sectors.

8. Candidates for the MBA will be admitted under the general regulations of RMC. In general, candidates to the MBA program must normally have completed an Honours (four-year) Baccalaureate degree with a minimum 70% (B-) average.

9. MBA students are required to complete the RMC equivalent of the eight NSP core courses, and exercises. At this time these courses will result in credit granted for the following: MBA 595 Organisational Theory, MBA 561 Strategic Management, MBA 501 Advanced Topics in Management, MBA 503 Advanced Topics in Management, and the MBA 505 Management Research Project.

10. NSP students seeking the MBA must complete the following 10 additional courses:

- a) MBA 525 Financial Accounting;
- b) MBA521 Economics;
- c) MBA 527 Managerial Accounting;
- d) MBA531 Management Information Systems;
- e) MBA569 Human Resources Management;
- f) MBA507 Data and Decision-Making;
- g) MBA529 Marketing;
- h) MBA 537 Financial Management;
- i) MBA593 Project Management; and
- j) MBA555 Operations Management.

11. Participants that hold professional designations or alike (for example: CPA, PMP, CHRP) may be awarded additional credit granted under the RMC MBA program. These should be sought at the time of application.

GRADUATE CERTIFICATE IN NATIONAL SECURITY

12. NSP candidates may alternatively apply to complete the Graduate Certificate in National Security, which is aimed at preparing individuals for future responsibilities within a complex and ambiguous global security environment. Successful graduate-level completion of 5 one-credit courses (seven of which are integral to the NSP) is required for completion of the certificate:

Eligible courses:

- [MPA505](#): Professional Internship (*exclusion of MPA507 for certificate)
- [MPA507](#): Advanced Professional Internship (*exclusion of MPA 505 for certificate)
- [MPA523](#): Defence Decision-Making
- [MPA527](#): Professional Ethics and Defence Management
- [MPA539](#): Economics of Defence
- [MPA541](#): Performance Audit in the National Security Sector
- [MPA549](#): Economics of National Security
- [MPA555](#): Management Information Systems for Defence Management
- [MPA591](#): Cyber Statecraft and National Security
- [NSP571](#): Canada and the Global Strategic and Security Environment
- [NSP572](#): Canadian Government and Decision-making in a Strategic Context
- [NSP575](#): Thinking, Making and Formulating Strategy in Security Contexts
- [NSP581](#): Strategic Leadership
- [NSP582](#): Institutional Strategy
- [NSP591](#): Strategic Command: A Canadian Context
- [NSP592](#): Pan-domain Operations
- [NSP597](#): Regional Security Studies
- [PR500](#): (2 credit project - topic must be approved)
- Other courses subject to the approval of the Chair of the Master of Public Administration (MPA).

DP 4 DL COURSES

1. CAF members who have attended DP 4 training at certain foreign War Colleges have a requirement to complete two additional courses that are specific CAF requirements needed to finalize their DP4 qualification. The following courses are required:

- a. CF 591 DL — Strategic Command: A Canadian Context. This course examines the evolution and state of strategic command and civil-military relations in Canada, with a particular emphasis on contemporary concepts, trends, and issues. This course is designed for senior decision-makers, both military and civilian, to study command and civil-military relations with a focus on decision-making across the federal government; and
- b. CF 592 DL — Pan-domain Operations. This course examines the concept of integrated pan-domain operations in the current and future defence and security environment. The course will focus on the processes and approaches involved in the formulation of strategic objectives and the resultant linkages among ends, ways and means, in joint, combined, and integrated (inter-agency) environments. The course also examines the relationship between contemporary theories of conflict and strategy formulation.

2. These courses are both PME credits that are conducted at the graduate level but are not accredited academic courses associated with the MPA program offered by RMC. These courses are not associated with the NSP which is a series of eight core courses, a collection of exercises, and ELVs/ELAs that, when combined, create the NSP. Although the two DP4 DL courses are similar in nature to the ones offered on the NSP, they are different and are intended to round out key material that the CAF has determined is important to the DP 4 DL qualification.

3. Although not academically accredited courses, students may submit a PLAR in conjunction with their other individual qualifications, education, and work experience to determine if they are eligible for credits towards the MPA.

PROGRAMME LENGTH

4. DP4 DL spans one academic year, with NSP592 - Pan-domain Operations conducted in the Fall period and NSP591 — Strategic Command being conducted in the Winter and early Spring. The DP4 DL course structure comprises:

- a. NSP591 — 1 PME credit; and
- b. NSP592 — 1 PME credit.

PROGRAMME HOURS

5. The contact time for CF591DL is 150hrs and CF592DL is 135hrs. Thus DP4 DL total programme time is approximately 285hrs.

PROGRAMME PREPARATION TIME

6. In developing the DP4 DL schedule, CFC considers the time needed for students to prepare for activities. The schedule consists largely of self-regulated study, based on a nominal 10 hours per week. Students are responsible to balance their DL study requirements and assignment deadlines with their other obligations.

7. 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.

COURSE QUALIFICATIONS

8. Students will receive qualifications for each course completed:

- a. DP4 Distance Learning 1 - CF591DL - Course ID Code: 121277; and
- b. DP4 Distance Learning 2 - CF592DL - Course ID Code: 121278.

STRATEGIC COMMUNICATIONS

1. In addition to the Programme Goal N501 (Communications Skills and Analytic Thinking), the National Security Programme (NSP) is responsible for preparing its graduates to be comfortable, efficient and effective working within the complex Information Environment in which they will find themselves.
2. NSP's Strategic Communications programme is an integral part of the programme's output. It focusses on three elements: students' individual comfort within the media environment; an understanding of the factors involved in supporting the decision-making process within the information environment; and exposure to the realities of the strategic communications environment. Through application of the Strategic Communications programme, participants' skill level will be developed progressively throughout the year.
3. Students' skills levels are integral to the expected programme outcomes throughout the year.
4. Individual Media Skills. Individual Media Skills will be developed during NSP exercises, through student exposure to media scrums and media interviews:
 - a. Ex STRATEGIC COMMUNICATOR. This exercise builds a foundational baseline from which priorities for student development will be determined for the rest of the academic year. Prior to the exercise, students will complete a self-assessment to identify their experience within the media environment. This individual assessment will be confirmed by a Department of Public Affairs Learning Centre (DPALC) assessment reviewing their performance in the exercise, including the handling of associated media scrums. This assessment will then form the basis of prioritising students that require extra media training for future exercises.
 - b. Ex STRATEGIC PLAY. Exercise STRATEGIC PLAY builds upon the foundations of Ex STRATEGIC COMMUNICATOR, focusing media engagements on those students who can most benefit from more practice. Media interviews for these students in particular will be developed through the Exercise Media Relations Office (MRO) in accordance with identified student priorities. The exercise does not afford every student to receive further training, therefore, those that are not afforded a chance to practise will be the focus for Ex STRATEGIC POWER
5. Decision-Making Skills within the Information Environment. Students will be provided the opportunity to take Information Environment decisions through deliberate exercise and media injects in each of the NSP exercises. The focus of these injects is not on the content per se (this is a Public Affairs Officer responsibility) but on understanding the process and the guidance the students need to provide as senior officers and commanders.
 - a. Ex STRATEGIC COMMUNICATOR. The media focus of this exercise is on the individual skill of the student vice reacting to the information environment. However,

students will be exposed to understanding the media environment process, as they will be expected to provide direction and guidance to their exercise public affairs officer in order to effectively shape their scrum.

b. Ex STRATEGIC PLAY. The Request For Information (RFI) Coordinator and the MRO Coordinator will work hand in hand under the direction of the Exercise Director, with advice from the Exercise Privy Council Office (PCO) Advisor, to create the appropriate level of media pressure. The mentorship of the PCO Advisor is key to developing the student's knowledge of how the Whole of Government functions within the Information Environment. The exercise will culminate with a Technical Brief in order to enable the students to understand the cross coordination that needs to be undertaken to ensure the brief is successful.

6. Strategic Communications Environment. Opportunities throughout the year will be taken to develop understanding of the Strategic Communications Environment through Commandant's Hour sessions, as well as academic sessions within courses NSP 572 and NSP 581.