



U.S. NAVAL WAR COLLEGE
Est. 1884
NEWPORT, RHODE ISLAND



ACADEMIC CATALOG

U.S. Naval War College

2018–2019



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HISTORY

On October 6, 1884, Secretary of the Navy William E. Chandler signed General Order 325, which began by simply stating: “A college is hereby established for an advanced course of professional study for naval officers, to be known as the U.S. Naval War College.” As its first President, Rear Admiral Stephen B. Luce set a course for the U.S. Naval War College that endures to this day. He mused, “Fancy a university man aspiring to the honors of the legal profession and ignoring the law school and the science of law!. . . . It must strike anyone who thinks about it as extraordinary that we, members of the profession of arms, should never have undertaken the study of our real business.”

Luce’s zeal for the College emanated throughout the faculty and its subsequent Presidents. Alfred Thayer Mahan, a faculty member who later became President of the College, delivered a series of lectures that were published several years later as a book in 1890: *The Influence of Sea Power upon History, 1660–1783*. Almost overnight, it gave Mahan a position of prominence and very rapidly increased the respect the College received. Despite wide acceptance of Mahan’s views, the early years of the U.S. Naval War College



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were not without difficulties. It mainly faced internal opposition from within the Navy, as many officers firmly believed that everything an officer needed to know was technical and could be learned at sea. The College employed a technique of tactical and operational analysis to acquaint officers with procedures for estimating military situations, determining action, drafting appropriate implementing orders, and evaluating results. This was accompanied by an elaborate program of wargaming, pioneered by the Germans as *Kriegspiel* and first introduced in the U.S. Navy at Newport in 1886.

NWC wargames quickly captured the imagination of professionals and laymen alike. Theodore Roosevelt wrote prior to one of his four visits to the school, “I want to time my visit so as to see one of your big strategic games.” By August 1917, these techniques made the College a laboratory for strategic and operational planning, and almost every war plan adopted between 1890 and 1917 was prepared by NWC officers, in cooperation with the Office of Naval Intelligence and the Navy’s General Board.

The College excelled in times of peace before significant military conflict. After World War II, Fleet Admiral Chester Nimitz said of the war in the Pacific: “The war with Japan had been re-enacted in the game rooms here [at the U.S. Naval War College] by so many people and in so many different ways that nothing that happened during the war was a surprise—absolutely nothing except the kamikaze tactics towards the end of the war; we had not visualized those.”

In the years after World War II, the role of the military changed rapidly, and the college underwent appropriate change, providing preparation and analysis for the Cold War era. In 1948, the College began publishing its highly respected journal, the *Naval War College Review*, and, in 1956, the Naval Command College was founded as a course of study for senior international naval officers. In its first half century, half of the graduates became Admirals and about ten percent went on to become Chiefs of their Navies. The College of Naval Command and Staff, enrolling midgrade officers, emphasized the operational and tactical elements of command, while the



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College of Naval Warfare for senior officers stressed larger policy, administrative, and strategic questions.

During the Cold War, courses were added in international law, international relations, economics, comparative culture, and military management. In 1972, the College entirely revamped its academic curriculum to focus on strategy and policy, defense economics and decision-making, and naval operations. By the 1980s, the College was established as a focal point, stimulus, and major source of strategic thinking within the U.S. Navy. In the 1990s, it was accredited by the New England Association of Schools and Colleges (now known as the New England Commission of Higher Education of NECHE) to award its own graduates a Master of Arts degree in National Security and Strategic Studies. The Senior Enlisted Academy (SEA) opened in 1981, an entity now directly associated with the College and meant to prepare Senior Enlisted personnel for midlevel management.

Following the recognition of a need for a more robust contribution to Joint command and control, programs were initiated designed to strengthen Navy combat readiness at the operational level of war through education and training of Joint Force Maritime Component Commanders and their staffs. The U.S. Naval War College also began to lead an effort to develop a coherent Navy Leader Development Continuum focused on developing leaders of character who are prepared for operational and strategic leadership challenges. In 2006, an initiative established its China Maritime Studies Institute (CMSI) to improve mutual understanding and maritime cooperation with China. In 2016, the College established the Russia Maritime Studies Institute (RMSI) in response to the changing security environment and based on interest from the Chief of Naval Operations (CNO) and other senior Flag Officers. RMSI's mission is to conduct unclassified research into Russian maritime issues on behalf of the U.S. Navy and our NATO partners. In February 2017, the Institute for Future Warfare Studies (IFWS) was stood up to research and study how armed conflict may evolve in the future and how the United States can better prepare for it.



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Now in its second century of service to the U.S. Navy and the nation, the U.S. Naval War College continues to prepare its students not only for their next assignments but for the remainder of their careers, by providing them with a professional military education second to none—one that is based on the intellectual flexibility that flows from a clear understanding of the fundamental principles that have governed national security affairs in peace and in war throughout history.



MISSION, VISION, GOALS AND OBJECTIVES

This section outlines the U.S. Naval War College's current mission, vision, and goals.

Mission

The mission of the U.S. Naval War College is to:

1. Educate and Develop Future Leaders: The College shall provide current, rigorous, and relevant professional military education (PME) programs supporting the Navy's Professional Military Education Continuum. These PME programs must meet the standards required in law and policy and be accessible to the maximum number of qualified U.S. officers and Navy enlisted personnel, civilian employees of the U.S. Government, and international Senior Enlisted leaders and officers. The education should foster an active and growing community linked by PME that furthers global maritime security. The desired effect is a career continuum of PME including



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leadership development and professional ethics, that produces a group of leaders of character. These leaders have trust and confidence in each other and are operationally and strategically minded critical thinkers who are proficient in joint matters—skilled Naval and Joint Warfighters prepared to meet the operational-level-of-war (OLW) and strategic challenges of today and tomorrow.

2. **Help to Define the Future Navy and Its Roles and Missions:** The U.S. Naval War College conducts research, analysis, and gaming to support the requirements of the Secretary of the Navy, the Chief of Naval Operations, the Combatant Commanders, the Navy Component Commanders, the Navy’s numbered Fleet Commanders, other Navy and Marine Corps Commanders, the U.S. Intelligence Community, and other departments and agencies of the U.S. Government.
3. **Support Combat Readiness:** The U.S. Naval War College conducts operational level of war education, leadership and professional ethics education and training, and assessment activities to support the ability of the Navy’s Joint Force Maritime Component Commanders and Navy Component Commanders to function effectively as operational commanders. This effort includes supporting the needs of Joint Force Commanders, Navy Component Commanders, and the Navy’s numbered Fleet Commanders for operational planning, analysis, assessment, and wargaming to respond to emerging operational requirements.
4. **Strengthen Global Maritime Partnerships:** The U.S. Naval War College brings together Flag, senior, and intermediate-level naval leaders from other countries to develop them for high command in their Navies; promote an open exchange of views between international-security professionals, which encourages friendship and cooperation and builds trust and confidence; and study operational-planning methods and common maritime security challenges. The



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U.S. Naval War College develops research and gaming collaboration with its sister institutions in other Navies and works to improve the general level of maritime research and analysis.

5. Promote Ethics and Leadership throughout the Force: Leader Development rests on the twin prongs of competence and character. Effective Navy leaders work from a foundation of humility, embracing our core values of honor, courage, and commitment. Behaving with integrity, accountability, initiative, and toughness, leaders commit to improving the character of themselves and their teams. As the Chief of Naval Operation's Executive Agent for leadership and ethics, the U.S. Naval War College helps the Navy to strengthen the ability of its leaders to always behave consistently with our core values, throughout their careers.
6. Contribute Knowledge to Shape Effective Decisions through the expertise of our John B. Hattendorf Center for Maritime Historical Research: The U.S. Naval War College holds the unique mission of educating service professionals about concepts of sea power and the military policy of the United States. Since the earliest lectures delivered at the College in the 1880s, Rear Admiral Stephen B. Luce argued that "naval strategy adopts some of its most important measures during peace." As Luce intended, the Maritime History Center performs the task of conducting original historical research of interest to contemporary practitioners, strategic thinkers, and the American public to inform the future military policy of the United States into the 21st century and beyond.
7. Provide Expertise and Advice to the International Legal Community through the Stockton Center for the Study of International Law: The Stockton Center provides original research, analysis, teaching, and engagement with the global international law community; contributes to the education and training of Navy leadership; and supports the conduct of naval, joint, interagency, and combined operations



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in accordance with international law. The Center also studies the international law of the sea, the law of armed conflict, aerospace and cyberspace law, international organizations, human rights, and other aspects of law.

Vision

The 2017–2021 strategic planning process produced a new vision for the College. The main priority of the College will always be to educate and develop future leaders through the development of strategic perspectives, critical thinking, and cultural awareness, as well as enhancing the capability to advise senior leaders and policy makers. Our other missions in support of educating and developing leaders are helping to define the future Navy and its roles and missions; supporting combat readiness; strengthening global maritime partnerships; promoting ethics and leadership throughout the force; contributing knowledge to shape effective decisions through our John B. Hattendorf Center for Maritime Historical Research expertise; and, through the Stockton Center for the Study of International Law, providing expertise and advice to the international legal community. To accomplish these missions, the College must preserve a current and relevant curriculum, a world-class faculty and staff, and the best and brightest Joint student body, educated both during time spent at the College and through a robust alumni program of lifelong learning afterward.

To anticipate and respond to changes in our strategic environment and best fulfill our mission, the U.S. Naval War College will do the following:

- Continue to operationalize our educational and research efforts to maximize near-term support to the Fleet. In particular, the College will provide greater focus on understanding today's threats, while further enhancing combat readiness through expanded teaching of maritime warfare. In his *Design for Maintaining Maritime Superiority*, the Chief of Naval Operations charged the Navy with testing and refining naval power concepts "through focused wargaming, modeling, and simulations" that will connect directly to Fleet exercises and training. Implicit



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in this charge is the challenge that operations research and analysis across the Navy enterprise must be conducted in a cohesive or holistic manner that is sufficient for Navy leadership to make fully informed decisions.

- To that end, the College is committed to increasing the connections between experimentation, campaign analysis, and wargaming.
- Warfighting initiatives in the College of Maritime and Operational Warfare will expand focus on emerging technologies and changes within the strategic environment.
- In addition to our mature and dynamic China Maritime Studies Institute, the school will continue to expand its Russia Maritime Studies Institute. This institute occupies a unique space at the nexus of the academic policy and operational communities and will follow the proven methodologies of all our College institutes.
 - * Recognizing the importance of enabling the United States and its partners to develop a clear understanding of the strategic and operational factors that shape Russia's approach to maritime issues and that drive Russian military and foreign policy decision making, the Russia Maritime Studies Institute will develop and execute a broad research agenda. Included will be a wide variety of issues, such as naval policy, strategy, and operations; maritime technologies; shipbuilding; maritime law; deterrence; and naval diplomacy. It will widely disseminate finished research to Navy leadership and the Fleet.
- The U.S. Naval War College will continue to study the importance of warfare, to include the important dialogue on irregular warfare and the prevention of conflict.
 - * The College will explore mechanisms to expand the study of conflict prevention, in line with the vision established by Admiral Luce.



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- In addition to ensuring an education founded on Joint requirements, the College will expand the navalization of our curriculum to best maximize understanding of sea control. The strategic environment of today presents access challenges that make sea control more critical than ever before.
- The College will align parts of our curricula to teach through a maritime and sea power lens. Future warfighting no doubt will be conducted as Joint and Combined operations, but the U.S. Naval War College’s legacy and recognized role as the Navy’s intellectual center for considering issues related to maritime-focused warfare at and from the sea must be the sine qua non of our educational and research efforts. To understand how sea control can be contested, and best assured, a serious study of history is required.
- Through myriad futurization initiatives, the College will inculcate an understanding of future operating environments, technologies, and operational concepts to continue to prepare our students for the ever increasing scope and pace of change.
 - Key elements of our core course offerings and our wide-ranging electives and directed-research programs will be “future focused” in content and in the analytical case studies used to generate thoughtful consideration of alternatives.
 - The growing importance of unmanned and robotic systems, space security, information/cyber operations, directed-energy weapons, and man-machine interaction will be addressed campus-wide and will be prioritized and resourced as necessary to ensure that students are knowledgeable on these topics.
 - The College will critically assess cutting-edge advancements and innovations in higher education theory and practice and rapidly adopt those that show promise for our students.
 - Accelerating a process that was begun more than 40 years ago when the First International Seapower Symposium convened in Newport,



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the College will strive to further internationalize itself so that it becomes the veritable locus of international maritime cooperation. The participation of top-flight international officers and Senior Enlisted personnel in the classroom greatly broadens and enhances the educational experience of all U.S. students. A series of initiatives will increase the capability and capacity of the College to turn episodic engagement events into a purposeful program that leverages its reputation for neutrality and inclusiveness to build a network of reliable partnerships. Key steps taken include these:

- * Implemented a pathway to enable select, highly qualified international students to receive a Master of Arts degree.
 - * Expanded the Presidential Fellows Program to four former Heads of Navy. In addition to writing, teaching, and mentoring students, they will advise the President of the College and, in coordination with the Dean of International Programs, develop and execute a plan that maintains policy momentum between the regularly scheduled International Seapower Symposia.
 - * Expanded the alumni engagement efforts with an emphasis on increasing U.S. alumni engagement with international alumni.
 - * Institutionalized student military-to-military exchange efforts with China and other nations.
 - * Implemented the International Maritime Staff Operators Course.
 - * Normalized funding streams for the International Seapower Symposium series so that the College is better able to meet the challenges of the Navy's premier engagement event.
 - * Increased the frequency of Regional Alumni Symposia and the effectiveness of the Regional Alumni Symposia Program.
- The fifth component of the College's vision for the future is to attract and retain talented and expert faculty and staff through a rational and incremental approach to normalizing the conditions under which our



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professional faculty and staff are enabled to conduct their teaching and research efforts. This series of initiatives recognizes the fundamental differences that currently exist between the rules, regulations, and norms that apply to educators in the nongovernmental sector and those that apply to Navy Title X faculty.

- This effort is vitally important, since the U.S. Naval War College must recruit from the same pool of qualified applicants as civilian academia and must create a work environment that is conducive to retaining a world-class faculty. While there are likely to be some unalterable and counterproductive policies and procedures inherent in service as federal government employees, we will seek to minimize such instances and to make duty at the U.S. Naval War College as similar to work in other top-tier graduate institutions as possible.



ACADEMIC PROGRAMS

The academic departments support the missions of the U.S. Naval War College by developing strategic and operational leaders through education.

The U.S. Naval War College education provides a framework in which military and civilian leaders gain a profound understanding of strategy and operations, as well as the ability to think critically, deal with uncertainty and surprise, be proficient in joint matters, and comprehend the security environment and all elements of national power. The College achieves this through the combined efforts of its three core academic departments - National Security Affairs (NSA), Joint Military Operations (JMO), and Strategy and Policy (S&P) - and through the College of Distance Education (CDE), the College of Leadership and Ethics, the Maritime Advanced Warfighting School (MAWS), the electives program, and focused conferences and lectures. The academic year is full and complete. To support personnel and rotation realities, we graduate three classes per year, with a majority arriving in July and graduating in June. We therefore execute the Intermediate-Level Course (ILC), Senior-Level Course (SLC), electives, and associated resident and distance-education programs simultaneously, all the while updating



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the curriculum, maintaining professional relevance, engaging in policy and scholarly debates, and providing service to the College.

There is one academic faculty and many different programs. The academic faculty delivers two distinct courses of graduate-level education. In the resident program at Newport, the Senior-Level Course in National Security and Strategic Studies addresses war and grand strategy, strategic-level leadership and decision making, and theater-strategic military planning, and is accredited by the Chairman of the Joint Chiefs of Staff to provide Joint Professional Military Education Phase II (JPME II) certification. The Intermediate-Level Course in Maritime Warfare and Strategic Studies addresses campaigns and war strategies, theater-level leadership and decision-making, and operational planning, and provides JPME I certification. Resident students at both levels must take a series of focused elective courses, participate in conferences, and attend a series of lectures by distinguished visitors designed to complement the core curriculum.

The nonresident curriculum, with a history dating to 1914, is delivered by the College of Distance Education using four distinct delivery methodologies to ensure wide access to the JPME I course of study. The Fleet Seminar Program (FSP) most closely replicates the resident experience in a nighttime seminar format and is currently taught at 19 locations around the country, primarily in Fleet Concentration Areas (FCAs). Full-time faculty members in Monterey, CA, teach JPME I to students enrolled in graduate studies at the Naval Postgraduate School (NPS). The Web-Enabled Program leverages Internet technology to deliver the core course of instruction to those students not located near an FCA.

U.S. Naval War College Degree

The U.S. Naval War College is accredited by the New England Association of Schools and Colleges to award qualified resident U.S. graduates of the College of Naval Warfare (CNW) a **Master of Arts degree in National Security and Strategic Studies** and graduates of the College of Naval Command and Staff (CNC&S) a **Master of Arts degree in Defense and**



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Strategic Studies. The College is also accredited by the Chairman, Joint Chiefs of Staff to award JPME Phase I credit for the intermediate program and JPME Phase II credit for the senior course. Graduates from the international programs receive an NWC diploma and have the option to enroll in a program leading to a degree. The Naval War College is also accredited to award the same **Master of Arts degree in Defense and Strategic Studies** to qualified nonresident students who complete the Graduate Degree Program. They are admitted to the nonresident Graduate Degree Program and then complete the electives requirements for the degree.

Academic Year

NWC convocations are traditionally scheduled in August, and the majority of students graduate the following June. Two smaller classes of senior and intermediate students begin their academic years in either the winter or spring trimesters. The winter trimester begins in November and the spring trimester in February/March. The ten-month curriculum for resident students is divided into three trimesters thirteen weeks each.

Core Curriculum

The U.S. Naval War College has three core teaching departments: Strategy and Policy, National Security Affairs, Joint Military Operations, and the College of Leadership and Ethics, each with separate faculty. The first three each teach one ILC and one SLC per year, while Leadership and Ethics teaches throughout the year.

Strategy and Policy Department

The Strategy and Policy curriculum teaches students to think strategically and prepares them for positions of strategic leadership. Strategy is the relationship between war's purpose, objective, and means. The course is designed to sharpen the students' ability to assess how alternative strategic courses of action achieve broad, national-level objectives. Students will think in a disciplined, critical, and original manner about the international strategic environment, about a range of potential strategies, and about the strategic effects of joint, interagency, and multinational operations.



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Joint Military Operations Department

The Joint Military Operations curriculum focuses on Joint warfighting at the theater-strategic and operational levels of war. The JMO course prepares future military and civilian leaders for high-level policy, command, and staff positions requiring Joint planning expertise, and Joint warfighting skills. It emphasizes the theory and practice of operational art in terms of maritime and Joint Forces. JMO students will learn to apply operational art, the Joint operational planning process, and critical thinking skills in a seminar environment to employ Joint Forces to achieve a broad array of objectives. Extensive faculty and student interaction fosters professional attitudes and perspectives essential to successful military operations.

National Security Affairs Department

The National Security Affairs (NSA) curriculum educates students in effective decision-making and leadership on security issues, particularly those involving force selection and planning challenges within national and theater resource constraints. The curriculum focuses on national defense and military strategic concepts.

College of Leadership and Ethics

The College of Leadership and Ethics focuses on leadership and ethics topics throughout the year. Students meet in seminar approximately once each month. During the course of the academic year all students will build a leader development plan.

PME/JPME Outcomes

Senior-Level PME/JPME Outcomes

- Skilled in Formulating and Executing Strategy & U.S. Policy
- Skilled in Joint Warfighting, Theater Strategy & Campaign Planning
- Capable of Strategically Minded Critical Thinking
- Capable of Excelling in Positions of Strategic Leadership



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Intermediate-Level PME/JPME Outcomes

- Skilled in applying operational art (OPART) to Maritime, Joint, Inter-agency, & Multinational Warfighting
- Skilled in Joint/Naval Planning Process
- Capable of Critical Thought with Operational Perspectives
- Prepared for Operational-Level Leadership Challenges
- Effective Maritime Spokespersons

Symposia and Conferences

The academic life at the U.S. Naval War College is enhanced by several conferences and symposia. Some are held annually and some are less frequent. These programs afford students and faculty opportunities for stimulating encounters with contemporary military, political, and cultural leaders from both the professional and academic communities.

Current Strategy Forum

The Current Strategy Forum is an academic year capstone event hosted annually by the Secretary of the Navy to discuss current military policy revolving around a predetermined theme. The Chief of Naval Operations and the Commandant of the Marine Corps provide snapshots of where their respective Services are in the area of military operations, and where their Services will be going in the near future. Prominent civilians from leading academic institutions also speak on topics ranging from the global economy to historical patterns. The civilian expertise provides students a new lens through which to view military operations.

International Seapower Symposium

The biennial International Seapower Symposium brings together Heads of many of the world's Navies as a catalyst to international understanding. Held during the fall trimester, the Chief of Naval Operations invites the Heads of Navies and distinguished international naval leaders to discuss challenges and opportunities and to enhance common bonds of friendship.



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ISS provides a forum for maritime and Naval leaders to exchange ideas with the leadership of the U.S. Navy, Marine Corps, and Coast Guard and with the NWC faculty. The program features briefings and opportunities for international leaders to speak. Many of them are graduates of the U.S. Naval War College's Naval Command College or Naval Staff College.

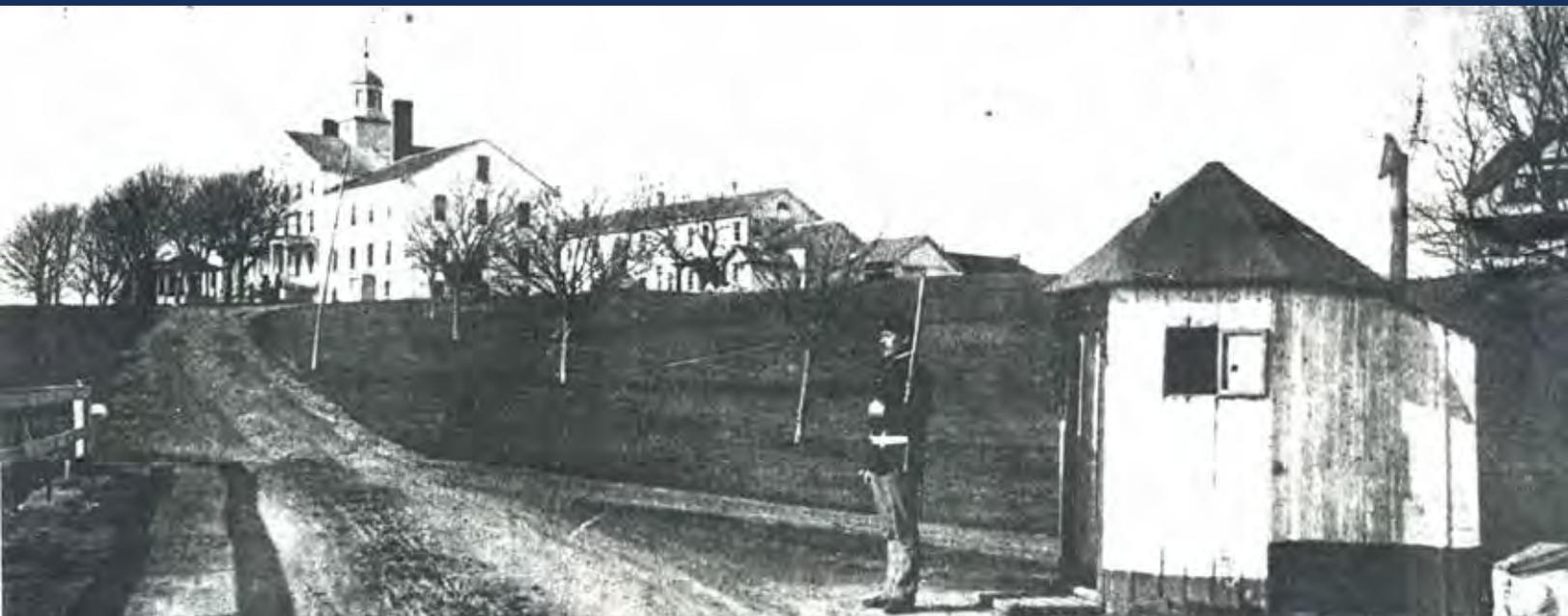
Women, Peace, and Security Conference

This annual two-day event brings together leaders from academia, military, and nongovernmental organizations to discuss the links between the security of women and the security of states.

Established in 2012, the conference continues to grow in perspective and scope to include ideas from each military service and every global continent. According to the organizers, the conference is the only U.S. military academic program specifically related to the topic.

Future Warfighting Symposium

The Future Warfighting Symposium responds directly to the Chief of Naval Operations' call for increased education in the topics of emerging technologies, cyber war, and space operations. The Future Warfighting Symposium launches the NWC academic year with a three-day curriculum, convening subject-matter experts to enrich the existing curriculum for 500 intermediate and senior students. This event supports the CNO's strategy as articulated in the *Design for Maintaining Maritime Superiority and the Future Navy* documents by challenging NWC students to think innovatively about capabilities and threats in space, the global information grid, and emerging technologies such as nanotechnologies, biological agents, robotics, and artificial intelligence.



ACADEMIC POLICY

The intent of Admiral Luce and the College's 37th president, Vice Admiral Stansfield Turner, constitutes the strategic tradition and purpose of the U.S. Naval War College and the driving force of the College's approach to education and research, analysis, and gaming. This strategic tradition is more than rhetoric; it has a very practical and abiding influence in everything the College does. The Flag-level, senior-level, intermediate-level, and primary-level professional military education programs designed, developed, and delivered by the College are not intended to prepare officers for a specific follow-on assignment, but rather to provide a systematic way to develop leaders and to improve and discipline the way they think. These educational opportunities foster the required mental flexibility and discipline to cope effectively with the intellectual demands inherent in positions of increasingly significant responsibility within the broader national security community in the United States. This intellectual flexibility cannot be obtained solely from a survey course in current international security issues or from a detailed examination of current weapons-acquisition and force-posture concerns. Instead, intellectual flexibility must flow from a clear understand-



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ing of the fundamental principles that have governed our nation's national security concerns during peace and war.

Admission Policy

Resident military students of the College of Naval Warfare and the Naval Command College are Lieutenant Colonels, Colonels, Commanders, and Captains, from all Services and invited countries, with approximately 16 to 18 years of commissioned service, while resident students of the College of Naval Command and Staff and Naval Staff College are Majors or Lieutenant Commanders, from all Services and invited countries, with approximately 10–12 years of commissioned service.

The U.S. Naval War College does not directly select its military students. The selection is made by each Service, with the criteria within each Service being very similar. In the case of the Navy, candidates for attendance are senior Lieutenants to Lieutenant Commanders, Commanders, and Captains. This selection is based on professional performance and a clear potential for higher responsibilities.

In addition, every academic year, selected departments and agencies are invited to nominate civilian applicants in the grades of GS-14/15 or equivalent for admission to the College of Naval Warfare and civilian applicants in the grade of GS-13 or equivalent for admission to the College of Naval Command and Staff. Admission for civilian students nominated to the resident program requires a formal application to the U.S. Naval War College. The Registrar and the Academic Department Heads screen and recommend applicants based on their academic accomplishments, professional achievements, and potential to complete the program. The Associate Provost is the approval authority for civilian student admission. A minimum of a Bachelor's Degree and letters of recommendation from the applicant's Department or Agency are required. Additional requirements for admission may be found on the U.S. Resident Student page of the NWC website.

Navy officers in the rank of Lieutenant through Captain (O-3 through O-6) or other Service officers in the grade of O-4 through O-6 may be selected



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for participation in the College of Distance Education programs. These programs include the Fleet Seminar Program (FSP), the Web-Enabled Program, and the Naval War College at Naval Post Graduate School Program. Admission to the Fleet Seminar Program and the Web-Enabled Program require formal application through the College of Distance Education. Officers are screened and selected based on their academic accomplishments and potential to complete the program. A minimum of a Bachelor's Degree is required. Web-Enabled Program students must possess, or have ready access to, the appropriate computer equipment and the Internet. The curriculum for these programs closely parallels the accredited resident curricula, and is composed of the same three core courses: Joint Maritime Operations (JMO), Theater Security Decision Making (TSDM), and Strategy and War (S&W). Additionally, elective courses are available through the College of Distance Education.

Students enrolled in the Fleet Seminar Program are eligible to apply for the accredited Master's Degree in Defense and Strategic Studies. Prior to submission of an application to the Graduate Degree Program (GDP), a student must have their Bachelor's Degree transcripts submitted by the granting institution and must submit two reference letters as part of the GDP application package. One of the two reference letters must be from a NWC faculty member. The Graduate Degree Program Admissions Board reviews all student GDP applications and recommends worthy candidates for selection to the Dean of Academics, who makes the final selection.



EXAMINATION AND GRADING

U.S. Resident Students

All U.S. resident students in the College of Naval Warfare and the College of Naval Command and Staff will be examined and graded in the three trimester studies prescribed by the Departments of Strategy and Policy, National Security Affairs, and Joint Military Operations, and by the College of Leadership and Ethics. The final academic grade will be derived by equally weighting and averaging numerical results obtained in the three trimesters. In the electives program, students will be graded on a High Pass/Pass/Fail basis. Each student must take one elective per trimester that will require an allocation of about 20 percent of his/her effort, with the balance being directed to the prescribed program. All prescribed, elective, and special program requirements must be satisfactorily completed prior to graduation. Exceptions to this policy will be approved only by the Dean of Academics after administrative review of the particular circumstances involved.

Department Chairs and the Associate Dean of Academics for Electives and Directed Research are responsible for notifying the Dean of Academics and the Registrar, in writing, immediately upon learning of an incompleteness on



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the part of a student. This notification will include a statement of circumstances and a departmental recommendation.

International Students

International officers may voluntarily take all exams. The faculty evaluates their academic work and provides substantive, written feedback, but does not assign grades to these products, unless enrolled in the degree program. Additionally, the Field Studies Program is designed to give a balanced understanding of U.S. culture and institutions as well as American political, social, and economic life. It also provides an increased awareness of the basic issues of internationally recognized human rights. International officers are also encouraged to participate in the electives program, and will enroll if part of the degree program.

Nonresident Students

Nonresident students of the College of Distance Education must complete specialized versions of the three core courses of Joint Maritime Operations, Theater Security Decision Making, and Strategy and Warfare. Completion of electives is not required for nonresident students. Nonresident students in the Graduate Degree Program must successfully complete nine semester hours of elective work from the College or a regionally accredited college or university in an elective area of study to be eligible for the Master of Arts degree. These elective courses must receive approval of the Director, CDE and the Associate Dean of Academics for electives and directed research prior to commencing work.

Primary, Basic, and Introductory-Level PME Program students

Students in the Primary, Basic, or Introductory-Level PME courses must successfully complete each of the course's modules. The courses are designed to take about 75, 40, and 20 hours respectively of online work to complete. The PME courses are provided via the Navy Knowledge Online (NKO) Integrated Learning Environment (ILE). The Primary PME course is designed for naval officers in the grade of ensign to lieutenant, navy Senior



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Enlisted leaders in the grades of chief or senior chief, and their equivalent DoN civilians. The Basic Course is for E-4 to E-6, and the Introductory for E-1 to E-3. Upon completion, students' Electronic Training Jackets are automatically annotated as having completed the course.

Grades

All NWC academic programs have a required core curriculum which meets the Navy and Joint PME requirements for their respective levels. The prescribed curriculum for resident students in the intermediate-and senior-level programs also includes elective courses. Students in the nonresident Graduate Degree Program must also complete the elective requirements.

Senior-Level PME with JPME Phase II

The academic program consists of a core curriculum, consisting of Joint Military Operations, National Security Decision Making, Strategy and Policy, and Leadership and Ethics; prescribed academic conferences; the Speakers Program; and an elective course of study consisting of three elective courses.

Intermediate-Level PME with JPME Phase I

For resident students, the academic program consists of a core curriculum, including Theater Security Decision Making, Strategy and War, Joint Maritime Operations, and Leadership and Ethics; prescribed academic conferences; and an elective course of study consisting of three elective courses. Nonresident Graduate Degree Program students do not participate in courses by the College of Leadership and Ethics at this time. For all other nonresident intermediate-level programs, the core academic program consists of Theater Security Decision Making, Strategy and War, and Joint Maritime Operations.

Primary PME with JPME

The curriculum flow is Introduction, Culture of the Navy, Governance of the Navy, How the Navy Thinks About War, How the Navy Plans its Operations, Technology and Warfare in the Maritime Domain, and the



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Conclusion. Designed to develop a shared understanding of Navy capabilities for the Joint Warfight by the Navy’s deckplate–level leaders, the officer and Senior Enlisted versions share a common core curriculum, supplemented by some specific focused material.

Grading

Except for the electives program, all work in the prescribed curricula for the intermediate- and senior-level programs will be graded using the following standards:

LETTER GRADE	NUMERIC RANGE	NUMERIC EQUIVALENT	DESCRIPTION
A+	97-100	98	Very high quality, clearly above average graduate level
A	94-97	95	
A-	90-94	92	
B+	87-90	88	Expected performance of average graduate student
B	84-87	85	
B-	80-84	82	
C+	77-80	78	Below average performance expected for graduate work
C	74-77	75	
C-	70-74	72	
D+	67-70	68	Well below average performance expected for graduate work
D	64-67	65	
D-	60-64	62	
F	0-59	As assigned	Unsatisfactory work

Grades assigned by instructors for papers, examinations, exercises, and seminar preparation/contribution will be expressed in whole numbers or in



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letter grades and their numeric equivalent from the scale above. Since the grade of F covers a large numeric range, a specific numeric grade between 0 and 59 must be assigned. Student work that is not completed will receive a numeric grade of zero (0).

Unexcused tardy student work—that is, work turned in past the deadline without previous permission from the instructor—will receive a grade not greater than “C+” (78). Student work determined to be in violation of the academic honor code will receive a grade of “F”. The College’s Academic Integrity Review Committee will assign an accompanying numeric grade to the “F”. Though it may not be applicable to all cases, a grade of zero (0) will be assigned as a matter of practice. Final course grades will be expressed as the unrounded numerical average, to two decimal places, along with corresponding letter grades with pluses or minuses, as appropriate.

Expected Grade Distribution

Historical evidence indicates that a grade distribution of 35%–45% “A’s” and 55%–65% “B’s” and below can be expected from the overall NWC student population. While variations from this norm might occur from seminar to seminar and subject to subject, it would rarely if ever be expected to reach an overall “A” to “B and below” ratio of greater than or equal to an even 50/50 distribution. A small number of students fail every year.

Weighting of Course Components

As a rule, at least 60 percent of a final course grade must be derived from written work. Within this guideline, Department Chairs and Advanced Research Program (ARP) coordinators will announce the weights attached to each course component (e.g., exams, essays, papers, seminar preparation/participation) at the beginning of each trimester. It is the responsibility of department chairs, ARP coordinators, and individual instructors to ensure that students understand the weighting of course components and the grading system at the outset of each course.



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Resident Course Electives Program

All work in the electives program will be graded on a High Pass/Pass/Fail scale using the following standards:

Grade	Description
High Pass	Work of very high quality that is clearly indicative of performance above the average expected of a graduate-level student.
Pass	Expected performance of a graduate-level student in meeting all course requirements.
Fail	Unsatisfactory performance including failure to meet all course requirements.

Elective grades will not be a component of a student’s final academic standing, but satisfactory performance in the electives program is required for graduation.

Advanced Research Program

The Advanced Research Program offers highly qualified students the opportunity to participate in one of several collaborative research groups, as well as to substitute an in-depth research project for some other segment of the academic program. Selected students may join an already established research group and, at the direction of the group’s faculty mentors, participate in the development, research, and analysis products of that group. Alternatively, select students can either develop a topic or choose from a list of preapproved topics from which a major research paper is completed in place of one of two core courses.

NWC Advanced Strategist Program (ASP)

The NWC Advanced Strategist Program (ASP) is a Chief of Naval Operations–directed initiative designed to produce officers with a deeper understanding of the theory and application of both military and national strategy. Core requirements are:



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- A. The three JPME core academic courses in either the intermediate or senior in-residence JPME programs at the U.S. Naval War College.
- B. The Advanced Strategist Program (ASP) program and Area of Study (AOS 23) (160 hours of seminar work, supported by 300 hours of preparation).
- C. An additional period of structured interaction with practitioners of naval, military, and national strategy in support of these electives (20+ hours in a focused discussion with guest practitioners, supported by appropriate hours of preparation).
- D. An approved graduate-level thesis of 45 pages on a subject of strategic import to the U.S. Navy.
- E. A focused 10-week capstone project developing products tailored to U.S. Naval strategic issues and/or relevant regional exposure to geographical areas of interest to the Navy.

Purpose: The Navy has determined that there is a need for officers skilled in the practice of formulating, developing, and executing strategy at various leadership levels to fill key billets in Navy, Joint, and high-level political staffs. The U.S. Naval War College is one of several professional schools and university programs designed to produce such a cadre of officers educated in the study and application of naval, military and national strategy. Students will begin the program in the fall term.

Concept: The core academic curriculum of the College provides a broad graduate-level education in the interaction of strategy and policy, Joint Military Operations, and the security environment in which policy; choices are made. Graduates will have a strong understanding of civil-military relations; national military, defense, and security policies; the evolving security environment (including the cyber domain); the formulation and conduct of Joint Operations; the importance of culture for operations and policy; the strategic effects of operations; and foundational works on strategy and strategic concepts applied across history, regions, and all forms of warfare. NWC's Advanced Strategist Program builds on this intensive academic program by



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adding a ten-month double-elective course, and additionally requires completion of a Master’s Degree-level thesis and a ten-week summer component. Each year these components will be evaluated to make appropriate updates and to determine the best outcomes for this advanced educational program.

Academic Component: This special advanced program is taught by the best faculty drawn from many experts across the College. The ASP curriculum includes interaction with nationally known academics and leaders and offers instruction on the following topics: Origins of War and Societal Conflict, International Security in Theory and Practice, Power in the International System, Research Methods, Geopolitics, Economic Foundations of Strategy, International Political Economy, Globalization, Energy Markets, Theories of Sea and Maritime Power, Nuclear Strategy and Proliferation, Deterrence, Sanctions and Inducements, Ethics and Strategy, Implications of Cyber and Emerging Technologies on Modern War, Application of Maritime Strategies, and Alternative Strategic Futures, among others. This course of study is cumulative, and as a result does not allow for phased inputs.

Practicum Component: A programmatic component, labeled the Practicum (falling within the purview and academic schedule of AOS 23), assists the students on thesis formulation, research, and writing. It also brings in distinguished civilian and military practitioners of the formulation and execution of strategy for focused discussion on vital contemporary strategy topics.

Thesis Component: Throughout the 13-month program, students will work on a 45-page academic Master’s Degree-level thesis, which will be coordinated during the Practicum across the academic curriculum and will be guided by a thesis committee of a principal academic PhD advisor, along with a military faculty member, and the ASP director. The thesis will demonstrate originality; quality of strategic thought; and the ability to develop practical, real-world, and innovative solutions to complex problems of enduring and vital interest to the Navy or the Department of Defense.

Summer Component: The summer program portion offers the opportunity



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to work with groups such as the Office of Net Assessment (when working in Newport) and to work on strategic project initiatives of interest to the U.S. Navy. These strategy-formulation projects teach students to apply their learned knowledge to real-world issues. Summer programs are tailored to available opportunities. Students work in small groups under the leadership of faculty and practitioners from NWC, examining in-depth issues and producing products of practical import to the sponsor. When practical and as funding allows, students will visit practitioners of both military and national strategy in Washington, DC, and/or conduct other travel.

Credentialing: Naval officers are selected and assigned to the program prior to arrival in Newport. Upon successful completion of ASP, U.S. Naval officers will earn the Naval Strategist Subspecialty Code (SSC) 2300P. Sister Services may apply for a few additional Joint academic slots for this program. Upon successful completion of ASP, U.S. Air Force officers will earn Advanced Study Group (ASG) credit, and U.S. Army officers will earn the 6z Army Strategist skill identifier (SI).

Utilization: Successful graduates of the program can be expected, in future career years, to be assigned to specially designated strategist billets identified by the U.S. Navy (and/or sister Services).

Degree & Diploma Requirements

Resident Students

U.S. resident students in the College of Naval Warfare (CNW) who earn a final grade of “B-” or above in each core course (or an approved Advanced Research Program in lieu of one of the core courses), the Leadership and Ethics course, and who pass three elective courses are awarded the Naval War College **Master of Arts degree in National Security and Strategic Studies**. U.S. resident students in the College of Naval Command and Staff who earn a final grade of “B-” or above in each core course (or an approved Advanced Research Program in lieu of one of the core courses), the Leadership and Ethics course, and who pass three elective courses are awarded the Naval War College **Master of Arts degree in Defense and Strategic**



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Studies. Graduates are also eligible for Joint Professional Military Education certification (College of Naval Warfare ~ Phase II and College of Naval Command and Staff ~ Phase I).

In the College of Naval Warfare, the Joint Military Operations, Strategy and Policy, and National Security Decision-Making courses are all worth eight credit hours and the Leadership and Ethics course is worth one credit hour. Each of the three electives is worth two credit hours. This is a total of 31 credit hours. In the College of Naval Command and Staff, the Joint Maritime Operations, Strategy and War, and Theater Security Decision Making courses are all worth eight credit hours and the Leadership and Ethics course is worth one credit hour. Each of the three electives is worth two credit hours. This is a total of 31 credit hours. Students who already have earned an NWC Master of Arts degree in National Security and Strategic Studies through prior attendance in the CNC&S course or the CDE Graduate Degree Program will receive a second transcript highlighting the differences between the two degrees.

U.S. resident students in the CNW who already have earned an NWC Master of Arts degree in National Security and Strategic Studies through prior attendance in the CNC&S or through the CDE Graduate Degree Program will not be eligible to receive a second Master of Arts degree in National Security and Strategic Studies. Assuming the grade requirements above are met, these students will receive the NWC diploma with JPME II certification. These students also will earn 31 graduate-level semester hours (eight per core course, one per Leadership and Ethics, and two per elective each trimester) that they may apply toward other graduate programs either concurrently or after completion of the academic year.

College of Distance Education

Successful completion of the nonresident, intermediate-level Fleet Seminar Program is recognized by the award of the NWC CNC&S diploma and JPME Phase I certification. Fleet Seminar students who have been accepted into the Graduate Degree Program and who earn a final grade of “B-” or



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above in each core course and complete nine graduate semester hours of approved elective courses also are awarded the Naval War College **Master of Arts degree in Defense and Strategic Studies**. Successful completion of other nonresident, intermediate-level programs is recognized by the award of the College of Distance Education diploma and JPME Phase I certification. To earn either the Naval War College CNC&S diploma or the College of Distance Education diploma, a student must complete all three core courses with an overall grade average of “B-” or better and not more than one course grade in the “C” category. For the JPME Phase I certification and diploma, all the CDE program courses are interchangeable, and indeed the FSP courses are accepted for credit for students who subsequently may attend the College in residence.

Transcripts and Transfer Credit

Transcripts

In the case of resident and nonresident students, upon written request to the Registrar, an official transcript showing numerical and letter grades will be provided to other educational institutions.

Transfer Credit

The policy of the U.S. Naval War College is **not to** accept transfer credit for courses completed at another institution in fulfillment of any portion of the resident College curriculum.

Academic Recognition

Honors are bestowed as recognition of outstanding academic achievement and as a means to further encourage sound scholarship. This honor, based upon graduation grade point average, becomes part of the official record, is awarded upon graduation, and appears on the transcript, the diploma, military fitness and evaluation reports, and other documents that convey a student’s academic accomplishment. Two categories are awarded for superior scholarship in work leading to the master’s degree. Students whose



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final grade point average (GPA) stands them numerically within the top 20 percent of their graduating cohort—November, March, and June—will be designated as having earned distinction. In determining degrees of distinction within the cohort, students in the top five percent of their class will be designated on their diploma and transcripts as having graduated with highest distinction and students comprising the next 15 percent will be designated as having graduated with distinction. In no case will a GPA of less than 90 percent “A-” earn distinction status.

Those students participating in tailored curriculum programs composed of a combination of prescribed courses and special research programs, as approved by the Dean of Academics, may also be eligible for a distinguished graduate designation.

When a mathematical distinction between students cannot be made, the proportions stipulated above may be exceeded. Successful completion of the electives program is a prerequisite to eligibility for either of these honors. Fleet Seminar students compete for honors in similar fashion as resident students, but are compared only within their fleet seminar cohort in making this determination. For students in the Web-Enabled program distinction and highest distinction are determined using as a reference the GPA from the most recent CDE Fleet Seminar Program June graduating cohort. Faculty members participating in the College’s academic programs will be eligible for academic honors; however, such faculty designation will not be calculated in the student percentages cited above, so as not to deprive any full-time student of this opportunity. In a case in which a student completes graduation requirements through a combination of residence and the Fleet Seminar Program, distinction determination will be based upon the program.

Academic Awards

Many varied and prestigious awards are available for professional writing and research by students, allowing an excellent opportunity for professional recognition. Faculty members provide an important link to ensure that students are made aware of these opportunities and to encourage participation.



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Department Chairs, the Dean of CDE, and faculty are encouraged to screen papers prepared as an academic requirement and, when warranted, provide constructive criticism and motivation to facilitate student submissions for award competition. The Staff Judge Advocate provides the Dean of Academics with an ethics review when requested in the case of a special academic award. A short description of awards is given below. Faculty members should note that papers entered into competition which are the product of an NWC academic requirement may fall into the category of “government works” that are not subject to copyright and may be used by U.S. government agencies as desired. Honorable mention awards or certificates are presented in nearly every category if, in the opinion of the respective award committee, additional essays deserve special recognition. All essays must have been written while the student was enrolled in an NWC course, as either a resident or a nonresident student.

- The President’s Award for College of Naval Warfare and College of Naval Command and Staff honor graduates in the March and November classes and is presented at the respective graduation ceremony to those students who demonstrate a high degree of academic, extracurricular, and community service.
- The Admiral Richard G. Colbert Memorial Prize is a \$1,000 prize and certificate awarded annually by the Naval War College Foundation to the author of the best professional essay that focuses on an economic, military, political, strategic, or tactical aspect of an appropriate professional topic.
- The J. William Middendorf II Award for Student Research is awarded annually to a student or group of students whose research project is considered to have made the most significant contribution in a field related to strategic or tactical concepts, logistics, or readiness. Recipients receive a certificate and a \$1,000 prize.
- The Naval War College Foundation Award recognizes the student whose essay is considered to have made the most significant contribution to some aspect of maritime strategy or the operational level of warfare. A



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certificate and a \$1,000 prize are presented.

- The B. Franklin Reinauer II Defense Economics Prize is given for the essay considered to have made the most significant contribution to understanding the relationship between national security and economics. The recipient receives a certificate and a \$1,000 prize.
- The Jerome E. Levy Economic Geography and World Order Prize recognizes the best paper that addresses and proposes potential solutions in the disciplines of economic geography and national/international security. The recipient receives a certificate and a \$1,000 prize.
- The John J. D’Luhy Prize for the Outstanding Strategy and Policy Final Essay is given in memory of Professor Michael I. Handel. This award is endowed by Mr. John J. D’Luhy, Trustee Emeritus of the Naval War College Foundation, to honor excellence in strategic analysis and the memory of Michael I. Handel, distinguished strategist, author, and NWC professor. The prize is awarded to a student who writes an outstanding essay for the final examination in the resident intermediate- or senior-level Strategy and Policy course. The recipient receives a certificate and a \$1,000 prize.
- The Vice Admiral James H. Doyle, Jr., Military Operations and International Law Prize recognizes the essay considered to have made the most significant contribution on the role of international law in military operations during peacetime or armed conflict. Sponsored by the Naval War College Foundation, the award consists of a \$500 cash prize and an inscribed certificate for one U.S. and one international officer.
- The Lieutenant Michael P. Murphy Counterterrorism Prizes (2) are sponsored by the John Nicholas Brown Counterterrorism Chair, this prize honors the heroism of Lieutenant Murphy, Medal of Honor recipient. The prizes are awarded to the best papers submitted by a U.S. student and by an international student. This is not a research effort, but will offer substantive, succinct, and achievable solutions to prevent and deter future terrorist events that may be directed against the United



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States, its allies, and interests abroad. The recipients receive a certificate and a \$500 award.

- Foreign Area Officer Association, (FAOA) Award for Excellence in International Affairs is awarded for the best research paper on international affairs topics, including regional area and policy issues, FAOA language and culture, and related intelligence and security cooperation matters. The recipient will receive a certificate and a plaque.
- The Military Officers Association of America Prizes are awarded to one student from the College of Naval Warfare and one student from the College of Naval Command and Staff for papers that are considered to have made a significant contribution to the study, implementation, and spirit of warfare. Winners will receive certificates, lifetime membership in MOAA, and a \$500 award.
- The Surface Navy Association award is presented to the author of the best paper on the subject of operational employment of surface naval forces. The recipient will receive a certificate and a \$500 award.
- George C. Kenney Prize is named after General George C. Kenney, who commanded the Far East Air Forces in the South West Pacific campaign in World War II. The Kenney prize is awarded to a student who writes the best essay, exam, or research paper, on air power. The recipient will receive a certificate and a \$1000 award.
- James V. Forrestal Award, is given annually to the National Security Decision Making seminar that demonstrates excellence in strategy development and force planning. Seminars must present creative, flexible, and realistic approaches to dealing with a faculty-developed capstone scenario. Seminars present and defend their plans to faculty panels.
- James G. Stavridis Award for Excellence in Theater Strategic Planning is given to the Theater Security decision Making (TSDM) seminar that demonstrates a thorough understanding of security, strategy, and force planning. Seminars must present creative, flexible, and realistic



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approaches to dealing with a faculty-developed capstone scenario. Seminars present and defend their plans to faculty panels.

- The Daniel and Susan Thys Prize for Academic Excellence Award is presented annually to the U.S. Navy graduate with the highest Grade Point Average (GPA). The award consists of a monetary prize and a certificate.
- The Captain James T. Larkin, U.S. Marine Corps, Award for Academic Excellence is presented annually to the U.S. Marine Corps graduate with the highest Grade Point Average (GPA). The award consists of a monetary prize and a certificate.
- The Armed Forces Communications and Electronics Association Award (AFCEA) recognizes the best professional essay in the areas of Avionics, Command and Control, Computers, Communications, Electronic Warfare, Electronics, Radar, Satellites, and Intelligence Systems. Operations research papers or other student submissions developing these subjects are considered for the competition. Recipients of the award receive a certificate describing the accomplishment and a table clock.
- International students attending the Naval Command College are eligible to compete for the Robert E. Batemans International Prize Essay Award sponsored by the Naval War College Foundation. The essay must represent original thinking on some aspect of force planning or current operational or strategic issues of maritime interest with an international dimension. The award consists of a \$1,000 prize and an inscribed certificate.
- The Zimmerman/Gray International Essay Award is given for the best paper focused on force planning or current operational or strategic issues submitted by a student in the Naval Staff College. The award is named in honor of, Commander Donald Zimmerman, and Commander Gilson B. Gray, Jr., both career naval aviators who saw combat duty during World War II. The recipient will receive a certificate and a \$1000 award.



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- The Captain Walter B. Woodson, Jr., USN, Academic Memorial Prize was established in memory of the individual who served as the Executive Director of the Naval War College Foundation from 1973 to 1993. It is awarded to a Naval Staff College student for the best paper on a topic relating to force planning or strategic issues of maritime interest. The recipient will receive a certificate and a \$1000 award.
- The Naval Submarine League Prize recognizes the best essay or research paper submitted related to submarine and or undersea warfare. The award consists of a certificate and a \$500 prize.
- Matthew C. Perry Award for International Research is awarded annually for best College of Naval Warfare/Naval Command College research paper addressing the Diplomatic, Informational, Military, or Economic challenges and solutions. The first prize winner will receive a certificate and a \$750 award and the second prize winner receives a certificate and a \$250 award.
- The Diane M. Disney Writing Award recognizes those students who, based on their active engagement with the Writing Center faculty, improve their writing during the academic year. The Writing Center will select recipients each year. Each will be awarded a certificate and monetary award.
- Each year the Naval War College Foundation sponsors the Edward H. Bragg Academic Award, a monetary award, given to the U.S. Coast Guard student with the highest Grade Point Average (GPA).
- The Order of the Founders and Patriots of America Award of Excellence recipient is selected from the students and the elective “The American Revolutionary War and the Colonial Military Traditions” based on their essays. Winners receive a certificate and a book.
- The Naval War College presents the Vice Adm. Charles “Soc” McMorris Award to the top graduate of the Maritime Advanced Warfighting School. The award is based on grade point average, faculty evaluation,



and peer recommendations and is presented at MAWS graduation in September.

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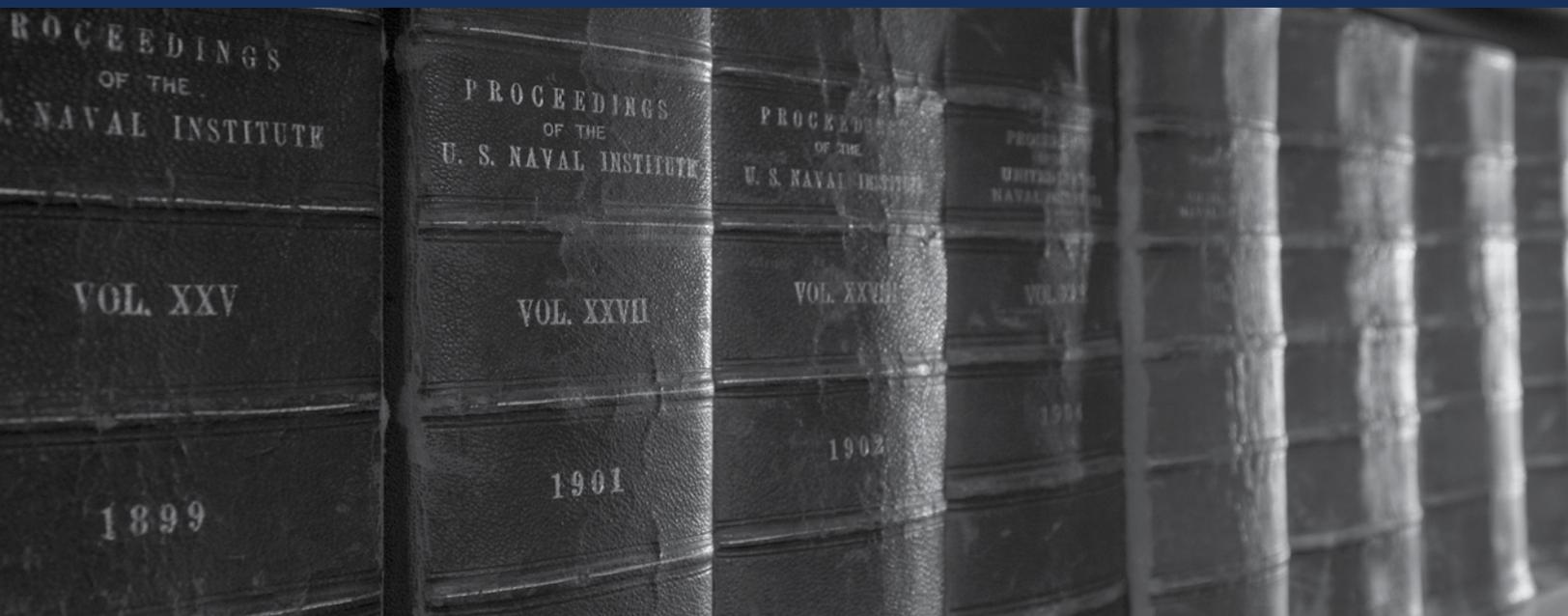
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Academic Honor Code

The U.S. Naval War College diligently enforces a strict academic code requiring students to credit properly the source of materials directly cited in any written work submitted in fulfillment of diploma/degree requirements. Simply put: plagiarism is prohibited. Likewise, this academic code prohibits cheating and the misrepresentation of a paper as a student's original thought. Plagiarism, cheating, and misrepresentation are inconsistent with the professional standards required of all military personnel and government employees.

Furthermore, in the case of U.S. military officers, such conduct clearly violates the "Exemplary Conduct Standards" delineated in Title 10, U.S. Code, Sections 3583 (U.S. Army), 5947 (U.S. Naval Service), and 8583 (U.S. Air Force).

If written work is submitted that appears to violate the Academic Honor Code, the faculty or staff member will notify the executive assistant of the Department concerned or the Dean, College of Distance Education as appropriate. The Department will investigate the matter to determine whether there is substantial evidence of a violation. If there is substantial evidence, the Chair of the Department or the Dean, College of Distance Education will refer the matter to the Dean of Academics. A complete explanation of the Academic Honor Code and its related procedures can be found in the Faculty Handbook (2013).



ACADEMIC DEPARTMENTS AND COURSES

The U.S. Naval War College maintains three academic departments and the Navy's advanced warfighting school: Strategy and Policy, National Security Affairs, Joint Military Operations, and the Maritime Advanced Warfighting School. The Strategy and Policy Department teaches students strategic thinking; the National Security Affairs Department teaches students about effective leadership and decision-making; the Joint Military Operations Department teaches Joint Warfighting at the theater-strategic and operational levels; and the Maritime Advanced Warfighting School prepares students for immediate assignment as operational planners in operational command billets.

Strategy and Policy (S&P) Department

The Strategy and Policy Department teaches students to think strategically and conduct critical analysis thereby to become leaders skilled at making sound judgments in the joint, interagency, and multinational decision-making environments. The intermediate- and senior-level courses on strategy are



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considered the best in professional military education and serve as a model for programs on strategic studies offered at world-class universities. This reputation for excellence is well deserved and rests on the professionalism and passion of a gifted faculty.

The intermediate- and senior-level strategy courses are rigorous and challenging. Students learn to think about the relationship between power and statecraft in a disciplined, analytical, and original manner. In their preparation for positions of strategic leadership, students master the meaning of a wide range of classical and contemporary strategic concepts. Landmark works on strategy and war—such as Clausewitz’s *On War*, Sun Tzu’s *Art of War*, Thucydides’ *Peloponnesian War*, Mao’s *On Protracted War*, and Douhet’s *Command of the Air*—provide a foundation for strategic analysis. Students also study classic works of sea power and maritime strategy, including Mahan’s *Influence of Sea Power Upon History* and Corbett’s *Some Principles of Maritime Strategy*, to better understand the conduct of war at sea and its strategic effects. By in-depth critical analysis of a wide range of case studies, students examine the decision-making of strategic leaders. Vice Admiral Stansfield Turner emphasized the importance of in-depth examinations of historical case studies for a course on strategy: “Studying historical examples should enable us to view current issues and trends through a broader perspective of the basic elements of strategy. Approaching today’s problems through a study of the past is one way to ensure that we do not become trapped within the limits of our own experience.”

The strategy courses combine the key strengths of a graduate education in the liberal arts and a professional-school program of study. Educating leaders in strategy entails an innovative interdisciplinary approach, drawing on the disciplines of history, political science, international relations, ethics, culture and regional studies, and economics. The courses presented by the Strategy and Policy Department integrate academic perspectives with critical military factors from the profession of arms, such as leadership, doctrine, technology, and logistics. The resulting synthesis prepares students for positions of strategic leadership by providing them with a coherent frame of analysis to assess complex strategic problems and formulate strategies to



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address them. The Strategy and Policy Department provides an education that is meant to be of enduring value for someone serving in the profession of arms and as a national security professional.

Strategy & Policy (S&P): Senior-Level Course on Grand Strategy

The senior-level course emphasizes grand strategy and employs case studies that are distinctive in three respects. First, the course examines the dynamics and effects of long-term strategic competition. Such conflicts often entail protracted periods of intense fighting that produce truces and peace settlements, interwar and prewar eras, as well as cold war conflicts and crises leading to war. This dynamic provides an opportunity to consider the long-term effectiveness of all instruments of national power. Second, the case studies and strategic thinkers featured in the reading list examine diverse types of wars, encompassing a variety of operations and different keys to success. Success in one kind of conflict may be followed by failure in another; thus, an important aspect of strategic leadership is the ability to adapt. Third, this course analyzes the strategic success and failure of great and regional powers as well as nonstate actors over long periods. It contrasts maritime powers with land powers, exploring the different strategies open to them, and examines the resiliency of different kinds of political systems. The Strategy and Policy Course examines conflicts of various sizes, shapes, types, and combinations. Three basic types of war stand out in our syllabus: big (and protracted) wars fought for high stakes by the most powerful states of the international system, often as part of coalitions and in multiple theaters; regional wars fought within a single theater (or two contiguous theaters), typically of shorter duration than big wars; and insurgencies fought within a country against a failing, emerging, or well-established state by a nonstate or substate movement that seeks to impose a new political system. Every case study in this course incorporates at least two of these basic types of war, and some case studies include all three types.



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Strategy & War (S&W): Intermediate-Level Course on Strategy

The task for strategists and planners in translating operational outcomes into enduring strategic results is never easy or straightforward. The Strategy and War Course examines how the overall strategic environment shapes operational choices and outcomes. In turn, the course also examines the strategic effects of operations, exploring how battlefield outcomes can change the strategic environment. Operational success in war, for example, might open up new strategic opportunities. Operational failures might close off promising strategic courses of action. The interaction between the operational use of military force and strategic outcomes can lead to unanticipated results. The history of warfare provides many examples of disproportionate military victories that were largely unforeseen by planners. Alternatively, the commitment of large numbers of forces and huge resources does not ensure strategic success. Students examine how unanticipated second- and third-order effects frustrate planners who seek to dominate the battlefield and the course of operations.

Of course, in war the enemy always seeks to frustrate the best-laid plans and impose high risks and costs on operations. The Strategy and War Course emphasizes that a war's outcome is contingent upon the actions taken by those engaged in the fighting. A skillful adversary seeks to exploit strategic vulnerabilities and operational missteps. Further, an enemy's capabilities might prove difficult to overcome. Asymmetric strategies and capabilities can create an operational environment that frustrates decisive outcomes. Skilled strategists thus understand that the enemy has a vote in determining the war's outcome. The Strategy and War Course gives critical attention to how an enemy's actions form part of the dynamic, violent interaction that is the test of war.

National Security Affairs (NSA) Department

Each of the two main core courses offered by the National Security Affairs Department offers a broad survey in contemporary security studies, with



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multidisciplinary foundations in international relations, regional studies, foreign policy analysis, strategic leadership, and other fields. Common areas of study include: the international system; regional security dynamics; national strategy; force planning; the nature of economic, political, organizational, and behavioral factors that influence the decision-making process within complex national security organizations; and the challenges associated with leadership at the strategic or theater-strategic levels. The senior-level National Security Decision Making (NSDM) course focuses on strategic-level issues, while the intermediate-level Theater Security Decision Making (TSDM) course places particular emphasis on regional security challenges. Both courses use a levels-of-analysis framework, with parallel modules in Security Strategies (international/systemic level), Policy Analysis (national/organizational/societal level), and Decision Making (individual level). The courses feature practitioner sessions in which senior practitioners engage students on key course themes, and each culminates in a capstone final exercise (FX) that challenges students to integrate course concepts. Common areas of study include the effective selection and leadership of military forces in the context of constrained national resources; strategic planning and selection of future military forces and their potential use as an instrument of national power; the nature of economic, political, organizational, and behavioral factors that affect the decision-making process within complex national security organizations; and the challenges associated with leadership beyond the tactical and operational levels.

National Security Decision-Making (NSDM): Senior-Level Course

The National Security Decision Making (NSDM) course educates senior military officers and U.S. government civilians in the College of Naval Warfare and Naval Command College on effective decision-making and leadership on national security issues, focusing primarily at the strategic level. Focus areas include strategic planning and selection of future military forces and their potential use as one tool of national power; the nature of economic, political, organizational, and behavioral factors affecting national



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security decisions within complex national security organizations, with particular emphasis on the Department of Defense and its role in the inter-agency process; enhancing strategic thinking skills and understanding of the role, formulation, and implementation of U.S. national security strategies; and exploring the unique challenges that characterize leadership at the strategic level.

The course philosophy reflects the belief that effective strategic leaders must synthesize many academic disciplines and professional experiences. The course therefore approaches national security studies from three distinct levels of analysis, utilizing an interdisciplinary approach incorporating concepts from economics, political science, strategy, leadership, psychology, and cognate disciplines. In an active-learning seminar environment, students apply concepts from these disciplines to case studies that encompass a spectrum of complex national security challenges.

The NSDM curriculum consists of three sub-courses and a culminating exercise:

- Security Strategies
- Policy Analysis
- Decision Making
- NSDM Final Exercise (FX)

Theater Security Decision-Making (TSDM): Intermediate-Level Course

The Theater Security Decision Making (TSDM) course educates intermediate-level military officers and U.S. government civilians in the College of Naval Command and Staff and Naval Staff College on effective decision-making and leadership on security issues, focusing primarily at the theater-strategic level. Focus areas include enhancing cultural awareness and regional expertise; development of theater strategies and understanding associated requirements by the geographic combatant commands; preparation of officers and civilians for intermediate-level command and staff assignments;



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the nature of economic, political, organizational, and behavioral factors affecting national security decisions within complex national security organizations, with particular emphasis on the combatant commands and their role within the Department of Defense; enhancing critical thinking skills and understanding of the role, formulation, and implementation of theater strategies within the context of broader U.S. national security strategies; and the characteristics and skills needed to be an effective participant in a senior staff environment.

The course philosophy reflects the belief that effective command and staff leaders must synthesize many academic disciplines and professional experiences. The course therefore approaches national security studies from three distinct levels of analysis, utilizing an interdisciplinary approach incorporating concepts from economics, political science, strategy, leadership, psychology, and cognate disciplines. In an active-learning seminar environment, students apply concepts from these disciplines to case studies that encompass a spectrum of complex national security challenges. Each seminar concentrates on a specific geographic combatant command. Assignments to these regionally oriented seminars are based on a preference sheet submitted by students and on assessment of past or likely future assignments to a particular region. Students submit their regional preference sheet well in advance of the start of the TSDM trimester.

The TSDM curriculum consists of three sub-courses and a culminating exercise:

- Security Strategies
- Policy Analysis
- Decision Making
- TSDM Final Exercise (FX)

Joint Military Operations (JMO) Department

The Joint Military Operations (JMO) Department teaches the Joint Maritime Operations Course to students in the College of Naval Command



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and Staff and the Naval Staff College, and teaches the Joint Military Operations Course to students in the College of Naval Warfare and the Naval Command College. The curriculum for each course is based on the enduring principles that historically govern military operations, updated to the current world situation and stemming from the extant National Security and National Military Strategies.

The College of Naval Warfare JMO course emphasizes the issues that must be addressed by a regional, warfighting Combatant Commander, other supporting Combatant Commanders, subordinate Component Commanders, and their staffs. The College of Naval Command and Staff JMO course addresses operations of the Joint Task Force commander, subordinate Commanders, and supporting staffs. Both courses seek to instill an entirely new student perspective.

The entering student's primary background experience generally is centered in a single, discrete discipline within the narrow dimension of a segment of a single-Service environment. The graduating student, on the other hand, has a firm grasp of military and naval strategy and campaigning, including integrated operations with other Services and U.S. agencies, and multinational operations with allies. Graduates also understand the linkages among strategy, operations, and tactics and possess a thorough grounding in the essential elements of military planning and decision-making. The JMO courses employ a multidisciplinary approach, which synthesizes selected concepts from strategy; military decision-making, including international law and rules of engagement; operational planning; and warfare tasks.

Joint Military Operations (JMO): Senior-Level Course

The Joint Military Operations (JMO) Senior-Level Course (SLC) is an in-depth study of the theater-strategic and operational levels of war across the spectrum of conflict. It builds on Joint Professional Military Education (JPME) Phase II, as defined in the Officer Professional Military Education Policy (OPMEP), and complements the U.S. Naval War College's National Security Affairs (NSA) and Strategy and Policy (S&P) curricula. The



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JMO SLC prepares students for the operational arena by emphasizing problem-solving operational planning and joint-force application to achieve military objectives. It examines Joint operations from the standpoint of the Combatant Commander and the Joint Task Force Commander, with a maritime emphasis. It further develops Joint perspectives, exposing officers to and increasing their understanding of Service cultures, while concentrating on Joint Staff operations.

The JMO trimester is designed to:

1. Enhance students' ability to develop operational concepts, adeptly apply Joint planning processes, and leverage creatively the instruments of national power across the spectrum of conflict in achieving assigned objectives.
2. Strengthen senior leadership skills necessary to excel in major staff responsibilities and in theater-strategic positions of leadership, and to serve as trusted advisors to policy makers.
3. Develop into skilled senior warfighters, able to synthesize valid courses of action and to function in volatile, uncertain, complex, and ambiguous operating environments.
4. Hone critical and creative thinking skills, especially the ability to develop and evaluate a range of potential solutions to ill-structured problems.

Joint Maritime Operations (JMO): Intermediate-Level Course

The Joint Maritime Operations Intermediate-Level Course (ILC), Navy Professional Military Education (PME) with Joint Professional Military Education (JPME) Phase I curriculum, is designed to prepare midcareer U.S. and international military officers and civilians to:

1. Expand critical and creative thinking and develop problem-solving skills as they pertain to decision-making and leadership in the maritime domain.



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2. Develop students grounded in Operational Art and Naval Warfare Theory, including practical application across the spectrum of conflict.
3. Apply the Joint/Navy Planning Process to volatile, uncertain, complex, and ambiguous problems and develop written orders designed to resolve them.
4. Understand how to employ maritime power in the attainment of assigned Joint and Service objectives.

Once grounded in operational art, JMO students learn to balance the ways, means, ends, and risks to achieve theater-strategic and operational objectives, as well as to develop operational designs using Service and Joint doctrine, with emphasis on the employment of naval power.

Maritime Advanced Warfighting School (MAWS)

The Maritime Advanced Warfighting School (MAWS) is a Chief of Naval Operations–directed course that imparts significant Naval and Joint operational planning knowledge to specially selected Navy and other-Service officers for subsequent assignments to numbered Fleet, Navy Component Fleet Commander, Joint Component, and Combatant Commander staffs. It integrates the U.S. Naval War College’s resident Intermediate-Level College (ILC)/JPME Phase I curriculum with a tailored operational planning and leadership curriculum in a single 13-month package. The MAWS educates officers to be operational-level leaders: to understand and apply maritime power effectively; to stand up and lead Operational Planning Teams (OPTs); and to think creatively and critically by evaluating complex, chaotic security problems, identifying key causes and effects, developing exhaustive alternatives, and effectively implementing the best courses of action. The MAWS educates officers to conduct operational planning in multinational, Interagency, Joint, and maritime-planning environments.

MAWS students represent all U.S. Services and are chosen from the slate



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of officers who comprise each August's College-wide intermediate-level class (ILC). Navy officers selected to attend the August ILC may apply for MAWS by notifying their detailers of a desire to participate. Non-Navy officers selected to attend the August ILC may apply for MAWS by notifying their Senior Service Officers at the College. The MAWS integrates the College of Naval Command and Staff core courses (National Security Affairs, Strategy and War, and Joint Maritime Operations), three electives comprising the Joint Planner area of study, and accomplishment of real-world planning missions assigned by Joint and Navy operational commanders in the final three months of the course. This educational process produces skilled practitioners of the operational art and operational planning in the Joint and maritime domains.

College of Leadership and Ethics

The Leadership and Ethics course is new this year, and is worth 1 credit hour. The course will focus on building Leadership and Ethics fundamentals. Students meet in seminar approximately once each month. All students will undergo a personality assessment using the Myers-Briggs Type Identifier (MBTI) or another instrument. Additionally, all students will develop and submit a Leader Development Plan (LDP) as part of the course.

Electives Program

The U.S. Naval War College electives program constitutes 20 percent of the NWC resident academic curriculum. The purpose of the electives program is to expand treatment of subjects offered in the core curriculum, offer subjects not available in the core curriculum, and provide specialized Areas of Study (AoS) for those students desiring to focus on a certain subject. Students may take courses from various Areas of Study throughout the year, or they may choose to remain with a specific AoS. Some Areas of Study offer an Additional Qualification Designation to U.S. Navy students that can be identified and tracked by the Navy's personnel system. The College offers more than 100 different elective courses annually, and most are conducted in a small-seminar environment. The lineup of courses evolves from year to



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year, and faculty members are encouraged to offer electives in their various specialties. Most electives are taught by resident faculty, but a significant number are taught by adjunct professors from various regional institutions. Each elective counts for two credits and meets for ten three-hour sessions each trimester.

AREAS OF STUDY (AOS)

Students may choose elective studies from the following regional and cultural topics:

- Arctic Studies Group
- Asia-Pacific
- Greater Middle East
- Africa
- Latin America/Western Hemisphere
- Europe/Russia
- Corporate Strategic Planning
- Operational Law
- Strategy, Operations, & Military History
- Information Operations
- Irregular Warfare
- Leadership & Ethics
- Holloway Group
- Homeland Security/Homeland Defense
- Enterprise Strategic Planning
- Strategic Theater Planner
- Joint Operational Planning (MAWS)



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- Halsey Group
- Mahan Scholars
- Joint Land Aerospace Sea Simulation (JLASS)
- Gravely Group

Special Research Programs

The U.S. Naval War College offers several special programs that provide resident students opportunities to conduct advanced research at the College. These programs provide enhanced educational experiences for select students; encourage innovative and critical thinking; contribute to the professional military and national security literature; support high-level military decision-making; and have practical value in the area of building trust and confidence and leadership. The Special Research Programs fall into two general categories: Advanced Research Groups and Individual Research Projects.

Advanced Research Program (ARP) Groups

Four Advanced Research Groups within the Center for Naval Warfare Studies, with oversight from the Dean of Academic Affairs, provide an opportunity for a small group of specially selected students to pursue collaborative research projects on operational and strategic issues of current interest to the senior leadership of the Navy and the Department of Defense. The primary focus of each of the Advanced Research Groups is as follows:

Halsey Alfa: Examines operational-tactical warfighting at the high end of the conflict spectrum involving near-peer military competition in East Asia. This group uses iterative, free-play wargaming and operational analysis as its primary methodologies.

Halsey Bravo: Examines medium-intensity, asymmetric and antiaccess challenges, particularly within the Middle East. This group also uses iterative, ongoing wargaming and operational analysis as its primary methodologies.



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Holloway Group: The Admiral James L. Holloway III Advanced Research Project is a collaborative faculty/student research project hosted by the U.S. Naval War College’s Russia Maritime Studies Institute. Established in August 2017, the Holloway Project conducts classified wargaming of high-intensity maritime conflict with Russia. The thirty-week student research elective examines maritime and joint campaigns in the EUCOM AOR at the operational and high-tactical levels of war. It utilizes student expertise in U.S. Navy warfighting areas and NWC faculty expertise on Russian maritime issues. Students gain expertise in the Russia problem set and in planning and executing maritime campaigns, and the insights generated by the research are shared with relevant staffs and leadership, such as EUCOM, NAVEUR, Sixth Fleet, Fleet Forces, and OPNAV.

Gravelly Group: Students in this group pursue individual research projects into Integrated Air and Missile Defense and Undersea Warfare, based on current and future operational requirements and adding to the overall body of knowledge in these mission areas.

Mahan Scholars Program: Students participate in individual and collaborative research projects on an issue of strategic relevance to the U.S. Navy, particularly in the field of nuclear deterrence and counterproliferation.

Individual Advanced Research Projects

The Individual ARPs allows qualified students to undertake individual research projects that substitute for single core courses. These projects—comparable to a Master’s Degree research project—are subject to review and approval by the Advanced Research Council (ARC) and the President of the U.S. Naval War College. They are supervised by faculty advisors with expertise in the areas studied. Faculty members, including the faculty advisor chosen to guide the student’s research and the director of the program, evaluate each ARP proposal and final product. Nominally, individual research projects are proposed in the student’s first trimester at the College, with preliminary research done in the second trimester. The student’s final trimester is then used to complete the research and produce the written



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product. The most successful students in this program have some level of experience in research methodology and in writing thesis-length papers.

Individual ARP students participate in their respective research group as an elective for two trimesters. During one trimester, ARP students participate full time in their research in place of either the Strategy and Policy or National Security Decision Making core courses. Individual ARP students participate in their normal elective track for all three trimesters but substitute their ARP research for Strategy and Policy or National Security Affairs core courses, nominally in their last trimester at the College. Students receive a numerical grade for their participation in the ARP that becomes part of their transcript at the College, contributes to their class standing, and is credited to their matriculation to the Master's Degree and JPME requirements.

Navy Senior Leader Development Concentration (NSLDC)

The Navy Senior Leader Development Concentration (NSLDC) is a 10-month immersive and deliberate leader development experience. The goal of NSLDC is to contribute to Navy-wide leader-development efforts by providing an advanced individual senior leader development experience to select students as a means to address identified gaps in senior leader development. NSLDC is not only an advanced educational opportunity for the students, putting particular focus on preparation for the challenges of Flag-level leadership, but it also enhances the immediate professional value of the NWC experience as students prepare for their next assignments.

NSLDC students are senior Service College students in the 10-month academic cycle at NWC, and select international officers. Students who apply are selected by NWC faculty based on proven performance, desire, and potential. Utilizing the well-tested cohort construct, the interaction and peer feedback witnessed among the students provides exponential benefits. NSLDC fosters self-awareness, character development, cultural adeptness,



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and critical and innovative thinking on leadership issues of current and future importance for the Navy.

NSLDC students engage in activities related to these concepts, such as self-assessment using the Hogan Leadership Forecast Series (LFS) assessment suite, Immunity to Change Mapping, the Subject-Object Interview (SOI) as a pretest and posttest of mental complexity, and developmental coaching. The courses included within NSLDC are Self-Awareness for Leaders; Cross-Cultural Competence; Critical Thinking for Adaptive Leadership, Foundations of Moral Obligation, and a customized senior leader development course to culminate the 10-month journey.

Graduate Certificate in Ethics and Emerging Technology

The U.S. Naval War College's Graduate Certificate in Ethics and Emerging Military Technology (EEMT) deepens expertise in the ethical complexities imposed by new technology. In a specialized version of the electives program, EEMT students gain priority enrollment in relevant courses and complete an additional course, plus a faculty-mentored original research paper. They earn four additional graduate credits and recognition as certificate recipients in studies highly relevant to the Navy and Nation. Selection is limited to a small number of highly-motivated students and is determined on a case-by-case basis.

Regional & Specialized Study Groups

The U.S. Naval War College hires faculty members with regional security expertise and analysis in all areas of the globe. Academic, research, and gaming faculty members possessing regional and cultural knowledge participate in the school's regional studies groups, through which the College promotes major research and exchange/educational relationships with counterpart institutions around the world. The College's seven regional studies groups have become strategic assets in the Global War on Terrorism and in future military operations; they also have helped to support the Chief



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of Naval Operation's maritime security cooperation initiatives. Students are invited to participate as their schedules permit during their academic year.

Faculty from these regional studies groups teach regionally oriented electives and research issues of crucial importance to the numbered Fleets, Combatant Commanders and other government agencies.

Arctic Studies Group

The Arctic Studies Group is an interdisciplinary team of faculty, staff, and students with interest, expertise, or experience in the dynamic and emerging Arctic region. In August 2013, the Arctic Studies Group was created to educate leaders, strengthen maritime partnerships, and generate rigorous, forward-thinking, and timely research to support the needs of the Joint and naval communities. The Arctic Studies Group provides a platform for students and faculty to engage in collaborative thinking, analysis, problem solving, and multidisciplinary research on Arctic governance and security issues. Arctic Studies Group students explore the linkage between Arctic culture, history, economics, and security through independent research, gaming, field trips, and frequent engagement with regional and functional experts from government, academia, and industry.

Africa Studies Group

The Africa Studies Group consists of faculty and students with an interest in African affairs. The group strives to increase awareness and enhance teaching on regional issues by supporting faculty professional development, sponsoring guest speakers, disseminating information about local events relating to Africa, and circulating electronic articles of interest to members. The Africa Studies Group also provides subject-matter expertise and research support to the Navy, Combatant and Component Commanders, and other DoD agencies. It also actively supports the College's and USAFRICOM regional engagement and security cooperation activities in theater. The primary day-to-day mission of the Africa Studies Group is the development and execution of an elective program focusing on African culture and history, military history, and contemporary security and politics. The College



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of Distance Education offers online versions of these courses accessible to officers of all Services on a global basis.

Asia-Pacific Studies Group

The Asia-Pacific Studies Group (APSG) consists of faculty and students at the U.S. Naval War College with particular interest, expertise, or experience in China, Taiwan, Japan, North Korea, South Korea, Russia, Southeast Asia, Australia, Oceania, regional maritime affairs, and U.S. military strategy in the Asia-Pacific region. The group serves as the focal point for information sharing related to major policy developments within the region and to U.S. policy. The APSG supports discussion roundtables for visiting dignitaries and hosts several guest speakers throughout the academic year. The group performs an important outreach function for the College by facilitating faculty and student participation in major conferences and research activities in the Asia-Pacific region and in the United States. APSG works with the China Maritime Studies Institute and the John A. van Beuren Chair of Asia-Pacific Studies at the U.S. Naval War College to promote greater regional awareness. In addition, the APSG undertakes periodic interactions with other military colleges across the region and with major research organizations devoted to Asia and the Pacific. Finally, APSG performs a coordinating function with the electives program on the growing array of course offerings on the region and on U.S. Asia-Pacific strategy, enabling students to fulfill the requirements for the College's Asia-Pacific Studies Concentration. The Asia-Pacific Area of Studies offers a broad array of courses from basic surveys on specific countries to more specialized topics of importance to the Navy, such as Chinese Maritime Development.

Europe-Russia Studies Group

The Europe-Russia Studies Group (ERSG) consists of faculty and students with an interest in Europe, Russia, and the Caucasus. While addressing issues internal to those geopolitical areas, the ERSG focuses on issues of transatlantic interest in the political, economic, and security spheres. The purpose of the ERSG is to stimulate the exchange of applied learning and



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knowledge, bringing educational value to the U.S. Naval War College, its faculty and its students, and supplying strategic and operational thought to topics of relevance to the Navy and the Joint Force through academic research and engagement.

To accomplish this, the ERSG program uses subject-matter experts, guest speakers, and colloquia capable of addressing economic, political, and security issues related to European and Russian institutions, governments, trends, and processes. A primary focus of the group has been establishing and developing a curriculum of elective courses focusing on the region. Currently, there are a number of regional courses addressing the history, economics, and politics of the region, including coverage of NATO and the European Union. Over the past year, the ERSG has sponsored lectures from nationally renowned experts on Russia, NATO, and the European Union. It has taken a leading role in NATO's Partnership for Peace Program to improve the Professional Military Education of Azerbaijan. The ERSG is the principal vehicle through which the U.S. Naval War College's special partnership with the U.S. European Command is implemented, providing academic and analytical support for the theater Combatant Commander.

In addition to the RMSI's focused research on naval and maritime questions, the Europe-Russia Studies Group supports students and faculty interested in the region by providing a venue for general discussion of Russia-related issues. It also sponsors some research and conference travel and outside speakers.

Greater Middle East Research Study Group

The Greater Middle East Research Study Group (GME RSG) consists of regional experts, civilian and military, whose collective academic research interests, operational experience, and professional careers focus on the most important strategic challenges within this region. The group advances the College's educational mission through its dedication to three key areas: teaching, research, and international engagement. The GME RSG works closely with the College's Greater Middle East Area of Study in the resident



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electives program, which seeks to ensure that resident midgrade and senior military officers are offered a robust and cutting-edge elective curriculum through classroom instruction, independent research, and opportunities for engagement with the region. In cooperation with the other regional study groups, the GME RSG facilitates conferences, lectures, and workshops throughout the year that link our faculty and students with other communities of scholars and professionals outside the College in both government agencies and academic institutions such as the Watson Center for International Studies (Brown University), the Belfer Center (Harvard University) and the Crown Center for Middle East Studies (Brandeis University.) Since 2006, the GME RSG has been instrumental in providing lectures of opportunity, faculty funding, professional development opportunities, and workshops and conferences on strategic challenges within the region. The GME RSG seeks to integrate the professional and intellectual capital of its affiliated faculty and its student body with the College's larger mission through curricular excellence, programmatic relevance, and community and international outreach on the critical region and nations of the Greater Middle East.

Indian Ocean Studies Group

The Indian Ocean Studies Group (IOSG), consisting of faculty, staff, and students with an interest in the region, has a maritime focus that crosses U.S. government organizational and traditional land-centric geographic seams. The goal of the work of the study group is to examine issues and areas that may be relatively understudied and bring a uniquely maritime point of view to the region to provide valuable insights to policy makers and analysts, in accordance with the educational mission of the U.S. Naval War College. The IOSG serves as the College's principal forum for addressing a full range of Indian Ocean strategy and policy issues. The study group's activities include group meetings; sponsorship of a visiting speakers program; dissemination of research-in-progress and publication of final research results; and workshops and conferences. The group also has been engaged in directly supporting senior DoD decision makers on strategic issues in the region.



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Latin American Studies Group

The Latin American Studies Group, consisting of faculty, staff, and students with an interest in the region, coordinates the planning, programming, budgeting, and execution of an extensive engagement program throughout the Latin American region. The group also shares perspectives on key political, economic, and security issues in the region, with a focus on understanding context and providing perspective on this dynamic and growing region of the world. This engagement program supports theater security cooperation activities of the U.S. Southern Command, U.S. Northern Command, their naval components, and the U.S. Navy. The study group supports a variety of regionally focused activities: conferences; wargames; research projects; faculty travel to conduct lectures, workshops, and curriculum reviews; and war college and faculty visits from the region to Newport. Additionally, the group supports the Inter-American War Game and the Multilateral War Game, involving more than 14 countries from the region. Latin America Studies Group faculty also prepare and deliver lectures and short courses at naval war colleges, defense staffs, think tanks, and civilian universities throughout the region. The knowledge and regional understanding gained is brought back and incorporated into the College's core curriculum, electives, and research programs. Faculty members teach the three electives in the Western Hemisphere/Latin American Concentration. The electives provide a general overview of the government, geography, and culture of the region, a more focused examination of security challenges in the region, and a study of regional economic trends, including case studies of significant economic events in modern Latin American history.

John B. Hattendorf Center for Maritime Historical Research

Making history is a well-established tradition in the U.S. Navy. For this reason, the President of the Naval War College, Rear Admiral Jeffrey Harley, recently announced the establishment of the John B. Hattendorf Center for Maritime Historical Research (HHC) at NWC. Maritime history is a core



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mission area for NWC. To coordinate maritime historical programming, the HHC is charged with the fundamental task of studying history for the purpose of educating and informing contemporary practitioners and sea service professionals about the fundamental historical functions of Navies.

The HHC provides unity of effort among various historically focused functions and related activities at the NWC campus and in the local Narragansett Bay region. More specifically, the HHC is responsible for coordinating the Naval Historical Collection, consisting of rare books and archival documentary collections. In addition, the HHC also holds responsibility for coordinating historical missions with those of the Naval History and Heritage Command (NHHC), as exemplified in our ongoing partnerships in producing original documentary research for use in a variety of areas, including the future history exhibitions and educational programs of the Naval War College Museum. Given these functions, the HHC synthesizes administrative functions to facilitate defined NWC lines of effort, “operationalization,” “futurization,” “internationalization,” and “navalization.”

Working in close collaboration with other scholarly institutions and public educational forums, the HHC is actively involved in supporting maritime historical efforts at Princeton University, Yale University, and the University of London – King’s College. Through the NWC Museum, the HHC also strives to develop public history engagement in museums, including the Pritzker Military Museum in Chicago, the Mariners’ Museum in Virginia, and the Smithsonian Institution.

At the core of the HHC mission, associated scholars are charged with the mission of encouraging original historical scholarship through future historical programming designed to support the fundamental educational mission of NWC and the historic preservation and public educational missions of NHHC, and to provide direct support to the strategic functions of our Navy and future operational history requirements of the Fleet and our interna-



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tional partners in the global maritime arena.

The HHC is a unique asset of the College, specifically charged with the mission of serving as a forum and fostering partnerships among global maritime historians for the purpose of informing the future strategy of the U.S. Navy and its partners in the global maritime arena. In keeping with the directive of the Chief of Naval Operations, Admiral John M. Richardson, the HHC executes the scholarly tasks described in his *Design for Maintaining Maritime Superiority* with the fundamental purpose of “studying history – do not relearn old lessons.”

Center on Irregular Warfare and Armed Groups (CIWAG)

CIWAG was created in 2008 and has been supported by a combination of DoD funds and private grants from the Smith-Richardson and Bradley Foundations to ensure that education and research on armed groups remains timely and easily accessible.

The center’s mission is threefold:

- Promote and support research and teaching on irregular warfare and armed groups.
- Disseminate cutting-edge analysis via symposia and workshops to provide a forum for dialogue at the U.S. Naval War College between U.S. and international practitioners and scholars.
- Expand outreach and networking activities to establish and sustain a “community of interest” devoted to the study of and teaching irregular warfare and armed groups.

CIWAG has developed a dozen case studies and is working on additional cases by noted scholars from around the world to provide students from professional military educational institutions and civilian universities with operational and strategic insights into contemporary and historical issues pertaining to irregular warfare and armed groups. CIWAG hosts an annual symposium at the College.



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Women, Peace, and Security Program

Established in academic year 2011–2012 at the U.S. Naval War College, the Women, Peace, and Security program is based upon the content of the 2011 United Nations Security Council Resolution 1325 and eight follow-on resolutions; the National Action Plan on Women, Peace, and Security, and the bipartisan Women, Peace, and Security Act of 2017. All aspects of the program reflect the growing movement to advance women’s inclusion in the security sector, peacemaking and peacekeeping, conflict resolution and reconciliation processes, conflict-related violence protection, the training of peacekeepers and military personnel, and women’s political leadership.

Currently the program has an established academic chair, who oversees a yearly conference and academic consortium as well as a yearly call for papers. In addition, international exchanges are organized to assist in the development of national action plans. To date, all U.S. Combatant Commands and all U.S. Service branches have attended and participated in these events. Internationally, the program has linked a variety of military and civil-sector personnel to share and exchange ideas across the spectrum of women, peace, and security components. Embedded within the program are the U.S. Naval War College missions of defining future Navy roles and missions, support of combat readiness, strengthening global maritime partnerships, and contribution of knowledge to security-sector professionals. For a summary of the program, please visit our video: <https://www.youtube.com/watch?v=z9EQzpNA-Xo>



COLLEGE OF DISTANCE EDUCATION

The College of Distance Education (CDE) provides NWC education programs to Naval officers, other Service officers, and selected federal civilian employees who cannot attend the U.S. Naval War College in residence. The College pioneered nonresident military education in 1914 to directly connect it with officers in the Fleet. The College delivers group and individual programs that met the standards for programmatic reaccreditation by the Chairman, Joint Chiefs of Staff for JPME Phase I during 2009. The nonresident, intermediate-level student population has grown considerably over the last few years to its present number of more than 5,000. The College now offers four tailored programs to meet JPME I requirements and the circumstances of its nonresident students.

The progress reflects the College's efforts to assist the Chief of Naval Operations in educating future leaders, and it also fulfills statutory requirements for JPME Phase I. The success of the resident curriculum carries over to these directly derived nonresident programs. The CDE faculty is closely involved with its resident academic department colleagues in curricula development, and most importantly, they provide the expertise required to adapt



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the resident curricula to the various distance education methodologies.

The Dean of CDE and the academic Department Chairs mutually consent to the intermediate-level curricula of the various distance education programs, which are approved by the Dean of Academics. The bond between the core resident faculty and the distance-education faculty has strengthened significantly as they work to ensure similarity and compatibility in curricular content and administrative procedures. Selected CDE Newport faculty teach every year in the resident core curricula, and nearly the entire full-time Newport CDE faculty has taught in the resident programs in the past. Additionally, the resident faculty participates in the College's Fleet Seminar Program Additional Instruction Location Assessment and Lecture Program, further ensuring the educational effectiveness and the congruence of the resident and nonresident intermediate-level programs.

Fleet Seminar Program

The Fleet Seminar Program (FSP) delivers a seminar-based curriculum taught by adjunct and on-campus faculty members to about 1,200 students annually at Naval bases and stations across the United States. Students attend 34 weekly evening seminars annually to complete each course, typically taking three years to complete the program. Applications for admission are open from April through June of each year, with classes formed in August for an early September start.

Seminars are offered at the following locations: Newport, RI; Annapolis, MD; Washington, DC; Patuxent River, MD; Norfolk, VA; Dahlgren, VA; Great Lakes, IL; Millington, TN; Mayport, FL; Jacksonville, FL; Pensacola, FL; New Orleans, LA; Dallas/Fort Worth, TX; San Diego, CA; Port Hueneme, CA; Whidbey Island, WA; Everett, WA; Bangor, WA; and Pearl Harbor, HI.

Graduate Degree Program

As a special adjunct to the Fleet Seminar Program, students may apply separately for the Graduate Degree Program (GDP) after successful completion



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on their first FSP core course. The GDP leads to the award of the NWC Master of Arts degree, and requires the completion of the three FSP core courses with a minimum “B-” grade and the completion of nine semester hours of elective course work in an approved Area of Study.

Web-Enabled Program

The Web-Enabled Program delivers a tailored curriculum taught by CDE faculty to cohorts of about twenty students via the Internet. The Web-Enabled Program is an 18-month, paced program with scheduled interaction between the students and the instructor, and between the students themselves singly or in groups. The three individual courses require about six to eight hours of work each week, and the requirement to keep pace with the instructor and classmates results in a very high course-completion rate. The time required actually “online” is minimal, and all online work is asynchronous, that is, not at the same time in a “chat room” mode. Additionally, there is never a set time that students must be online, so students and professors may be physically located around the world.

Web Class Cohorts:

- **Strategy & War (S&W)** is 17 weeks long and starts quarterly in January, April, July, and October.
- **Theater Security and Decision Making (TSDM)** is 20 weeks long and starts quarterly in February, May, August, and November.
- **Joint Maritime Operations (JMO)** is 34 weeks long and starts quarterly in February, May, August, and November.

Naval War College at the Naval Postgraduate School

The Chief of Naval Operations tasked NWC to assume responsibility for the JPME I program at the Naval Postgraduate School (NPS) in Monterey, CA, in 1999. Starting in the academic year 1999–2000, the College entered a partnership with NPS and offered the U.S. Naval War College’s core courses to eligible personnel at NPS as electives in their programs of studies.



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In addition, the S&W course fulfills a Secretary of the Navy requirement for all Department of the Navy personnel attending NPS in residence to complete a maritime strategy course.

The core NWC courses are taught in a seminar format in the classroom on the NPS quarterly schedule. Both S&W and NSA are taught in one quarter each, while JMO is split into two courses, each one quarter in length. The courses need not be taken in sequence over four consecutive quarters, but may be spread out over the time a student is assigned to NPS. The only caveat to this feature is that JMO I must be completed before JMO II. Other-Service officers at NPS are also eligible to attend the courses for their JPME I certification, thus adding important Joint acculturation to the program. On average, about 400 students a quarter enroll in the NWC-at-NPS courses, and about the same number graduate each year, thereby earning the CDE Command and Staff Intermediate-Level Service College diploma and JPME Phase I certification.



INTERNATIONAL PROGRAMS

The U.S. Naval War College maintains two international academic student bodies; the Naval Command College (NCC) and the Naval Staff College (NSC). The NCC is for select senior international naval officers and a small number of U.S. officers. The NSC is for select intermediate-level international naval officers and a small number of U.S. officers. The education for these international officers is a blend of the NWC curriculum and the Field Studies Program (FSP). This program exposes students to the American culture, economy, government, and leaders through a series of scheduled trips throughout the country.

Both colleges gain the same level of understanding that U.S. Naval officers would acquire while receiving instruction at the unclassified level from NWC's College of Leadership and Ethics and three core teaching departments; Strategy and Policy, National Security Affairs, and Joint Military Operations. In addition to military proficiency, both colleges have the goal of fostering trust, cooperation, and friendship among allied and friendly Navies.



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Senior-level international students in the Naval Command College are fully integrated in College of Naval Warfare, attending seminars and lectures with their U.S. counterparts.

The Naval Staff College (NSC) is a program for intermediate-level international officers, who attend the College of Naval Command and Staff core courses alongside their U.S. counterparts. The NSC has also created Maritime Staff Coalition sessions designed to enhance the educational experience of the international officers attending the U.S. Naval War College. The objective is to increase students' understanding of global maritime coalition operations. Graduates receive an NWC diploma and credit plus the opportunity to earn a degree.

International Master of Arts Program

During Academic Year 2017–2018, the College allowed a small number of international students from the Naval Command College (NCC) and the Naval Staff College (NSC) to enroll in and compete for the International Master of Arts Program (IPMAP). International students interested in this program will need to apply for admission, submit verification of a Bachelor's Degree from an accredited institution in a sealed envelope from that institution, and demonstrate their English language comprehension and fluency. An admissions committee will evaluate their qualifications and grant conditional acceptance prior to the start of the academic year. Students will be formally accepted into the program after NWC professors and staff have an opportunity to evaluate the student's aptitude. Upon completion of the IPMAP, international students will receive a Master of Arts degree from the U.S. Naval War College at the graduation ceremony.



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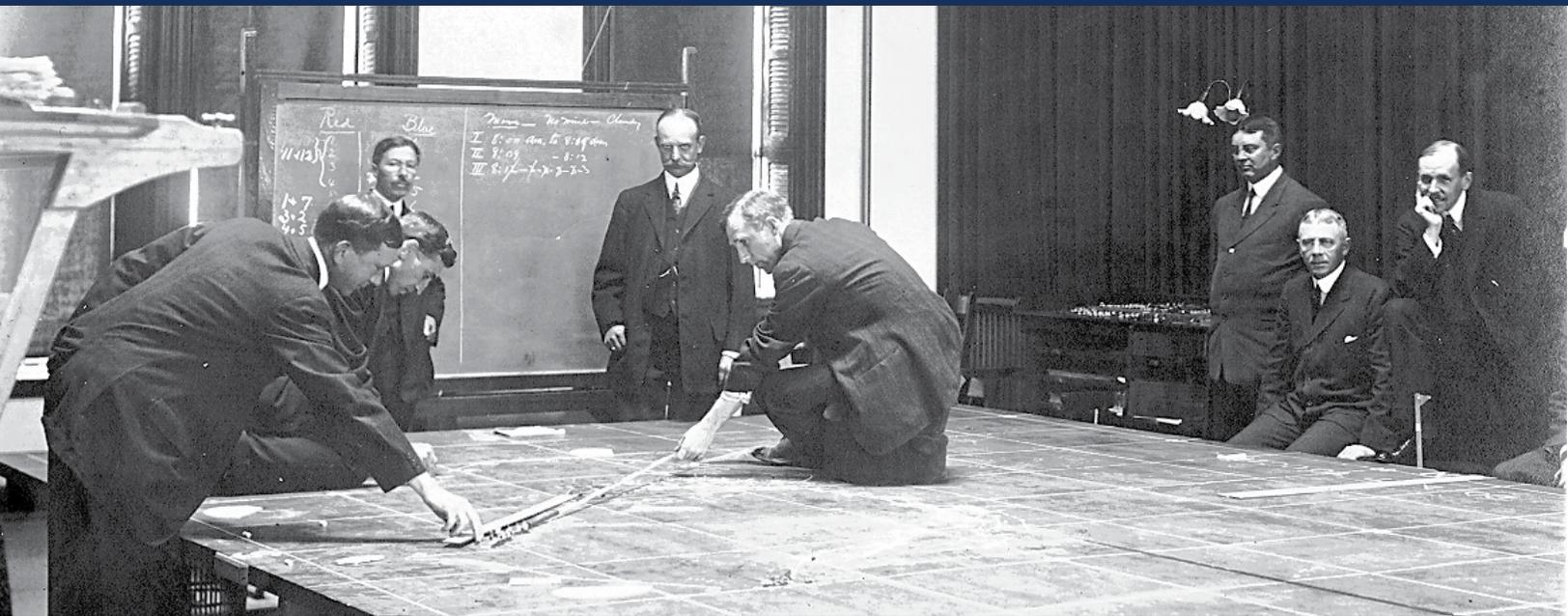
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International Maritime Staff Operators Course

The International Maritime Staff Operators Course (I-MSOC) is a twelve-week course designed to prepare midgrade international Naval officers to support the planning and execution of complex maritime operations in a coalition environment. The 12-week unclassified course utilizes the U.S. Navy Planning Process (NPP) and Maritime Operations Center (MOC) construct. I-MSOC was established in response to maritime partners' demands for a course similar to the U.S.-only Maritime Staff Operators Course (MSOC).



COLLEGE OF MARITIME AND OPERATIONAL WARFARE

The College of Maritime and Operational Warfare (CMOW) manages the nondegree operational-level-of-war education and training, aimed at direct support to the Fleet.

The Operational Level Programs (OLP) Department is responsible for Joint Force Maritime Component Commander/Combined Force Maritime Component Commander (JFMCC/CFMCC) courses; the Maritime Staff Operators Course (MSOC); the Maritime Operational Planners Course (MOPC); the Executive Level Operational Level of War Course (ELOC); the Assist and Assess Team (AAT); the Civilian-Military Humanitarian Response Program, associated with the Harvard Humanitarian Initiative; and the OLP Operations Department.

Operational Level Programs (OLP)

The Operational Level Programs Department of the College of Operational and Strategic Leadership provides education and assistance on maritime operations for current and future Fleet Commanders and their staffs in



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order to more effectively and efficiently employ Naval, Joint, and Combined forces at the operational level of war.

Responsibilities of the Operational Level Programs Department include:

- A. Establishing and maintaining officer (to include Flag officers) and Senior Enlisted development programs to serve effectively as Maritime Component Commanders or as staff members at Fleet Headquarters.
- B. Maintaining oversight and management of Operational Level Programs (OLP) that facilitate the development and refinement of the Combined/Joint Force Maritime Component Commander's (C/JFMCC) Flag Officer Course, the Maritime Staff Operators Course (MSOC), the Maritime Operational Planners Course (MOPC), the Executive Level Operational Level of War Course (ELOC), the Assist and Assess Team (AAT), and other activities within the College that involve Maritime Operational Level Command and Control (C2) as it directly relates to the Fleet, as well as direct support to the Fleet in maritime operational-level C2 training and assistance.

These programs:

- 1. Address the practical challenges confronting commanders and staffs at the operational level of war in the maritime domain.
- 2. Serve as both a foundation and a catalyst for the Navy's continued evolution of JFMCC, Navy Component Commander (NCC), and numbered Fleet concepts, capabilities, and doctrine.
- 3. Develop perspectives necessary for commanders and their staffs to gain a high degree of confidence with concepts, systems, language, and processes to effectively employ Naval forces in a Joint, Interagency and multinational environment.
- 4. Provide unique insights to various Navy-wide working groups chartered to improve the overall Maritime Operations Centers (MOC) structure in the U.S. Navy. These groups focus on both processes and equipment used throughout the Navy at the operational



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level of war and improving the overall performance of Navy MOCs.

5. Assign and task personnel, organize and resource programs, and maintain facilities to serve as a resource of maritime operational-level C2 expertise for the Navy.
6. Facilitate Highly Qualified Expert/Maritime Senior Mentor (HQE) support to the Navy's Fleet and Strike Group Commanders.
7. Coordinate closely with other Departments across the College to help infuse current maritime operational-level-of-war issues, insights, and observed Fleet practices into other curricula, conferences, and wargaming activities to ensure accurate and relevant representation in those entities.

Combined Force Maritime Component Commander Course

The Combined Force Maritime Component Commander (CFMCC) course is a one-week, Flag-level class that addresses the operational-level maritime security challenges faced by the nations of a specific region. It consists of Flag and General Officers from all U.S. Services, as well as from invited nations that operate in the region. Two or three courses are held each year, hosted by regional U.S. Navy Commanders (i.e., U.S. Pacific Fleet, U.S. Naval Forces Europe/U.S. Naval Forces Africa, U.S. Naval Forces Central Command, and U.S. Naval Forces Southern Command). The course develops a network of leaders, focused on the operational level, in support of cooperation in the theater, and oriented toward maritime security. It also helps to evolve Combined Maritime Command and Control concepts while advancing the understanding of security issues facing participating nations.

The CFMCC Flag Course provides executive-level attendees with the background and perspective to effectively and efficiently integrate unique maritime capabilities, in support of the objectives of the combined force, while recognizing the possibility of competing national objectives of participating nations.



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Joint Force Maritime Component Commander Course

The Joint Force Maritime Component Commander (JFMCC) course is a one-week, Flag-level course conducted at the U.S. Naval War College. It is designed to prepare future maritime Component Commanders to plan and execute complex maritime operations. Taught at the classified level, only U.S. Flag officers and equivalents are permitted to attend. Students come from each of the military Services, as selected by their Service headquarters, with the majority of them being Naval officers. The JFMCC Flag Course addresses the practical challenges confronting the Maritime Operational Commander. Actual regional concerns, and the JFMCC capabilities to address those concerns, are the basis for course discussions and study. Further, the course considers existing JFMCC concepts and doctrine, operational-level capabilities, command and control processes and applications, and the considerations and expectations of Joint Force commanders, as well as supporting functional Component Commanders.

The course brings in experienced subject matter experts as session instructors to develop perspectives necessary to effectively employ Naval forces in a Joint, Coalition, or Interagency environment.

Maritime Staff Operators Course

The primary objective of the Maritime Staff Operators Course (MSOC) is to comprehend, analyze, and apply Maritime Operations Center (MOC) processes and procedures necessary to plan, prepare, execute, and assess complex maritime operations in a dynamic environment. Its mission is to educate and prepare students to immediately and effectively serve on maritime operational-level staffs. This course began in 2007 and now educates about 400 students each year.

This course examines both the art and science associated with military activities across the range of military operations. It includes recently developed MOC concepts and substantial application of the Navy Planning Process (NPP). MSOC incorporates seminars, lectures, and practical exercises using



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a realistic maritime scenario. It culminates with a synthesizing Battle Lab exercise designed to replicate the organization, processes, procedures, and command and control tools of a nominal MOC.

The focus of this course is on maritime operations at the operational level of war. The construct is inherently Joint, and uses both Navy and Joint doctrine as standard references. Accordingly, it emphasizes the applications of maritime capabilities through a Combined/Joint Force Commander (JFC).

Students apply planning skills and maritime staff processes and procedures across numerous maritime lines of operation/lines of effort (LOO/LOE), which include, but are not limited to, Sea Control Operations (SCO), Maritime Interception Operations (MIO), Noncombatant Evacuation Operations (NEO), Humanitarian Assistance/Disaster Relief (HA/DR) operations, and multiservice/ interagency/multinational operations. This is accomplished through a regimen that uses a dynamic contemporary scenario set in 2020.

A practitioner's approach is applied, requiring hands-on student participation. Students produce deliverables that include military briefings and mission-type orders (e.g., operation orders (OPORDs) and fragmentary orders (FRAGORDs) and daily intentions messages (DIMs)). The course builds on fundamentals and culminates with the planning of multiple LOO/LOEs during the execution phase of MSOC. This course is designed to produce personnel who are capable of performing in a high-tempo, fluid operational environment. Officer graduates of MSOC acquire the Additional Qualification Designation (AQD) of Joint Operations Maritime (JOM), while Senior Enlisted graduates acquire the Navy Enlisted Classification (NEC) of Joint Maritime Staff Operator (9596).

Executive Level Operational Level of War Course

The Executive Level Operational Level of War Course (ELOC) is focused at the senior leadership (O-6) level, and ensures attendees are properly educated in and understand the intricacies of effectively participating in the decision-making process and managing a Maritime Operations Center



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(MOC) and its resources. The course provides the Fleet staff principal with insights to be an effective and efficient manager of the people, processes, and resources of the staff to support the commander in timely, informed, and proactive decision-making and execution of command responsibilities. Course objectives are to allow attendees to: understand the maritime operational level of war (OLW) and the central role the Fleet staff plays in orchestrating tactical actions in consonance with strategic guidance; understand how staff principals participate in and apply the operations and supporting processes; discuss the roles, relationships, and evolution of maritime command and control relative to the staff, MOC, and subordinate commands; discuss and provide Fleet insights into staff-resource challenges and level of decision authority in managing the staff and MOC; and appreciate the staff principals' pivotal position in facilitating internal staff communication and in translating the commander's operational desires into action, both within and external to the staff.

Maritime Operational Planners Course (MOPC)

The MOPC exists to produce planners proficient in applying Navy planning methodologies to solve operational-level problems for Navy Component Commanders (NCCs) and Numbered Fleet Commanders (NFCs). The demands on staff officers at Fleet MOCs have significantly increased as the Navy's operational level of war capabilities have evolved. Evolving strategies and future crises require NCCs and NFCs to have an increased planning capability and capacity to meet both routine and crisis planning requirements while simultaneously supporting ongoing operational plan(s) development. In response to these demands, the U.S. Naval War College created this intermediate-level planners course.

The MOPC develops planners capable of performing in dynamic, complex, and high-tempo maritime operational environments. The curriculum is based on Navy, Naval, and Joint doctrine; emerging concepts at Fleet Maritime Operations Centers; and observations from the U.S. Naval War Col-



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lege's Assist and Assess Team's visits at maritime headquarters. The course is available to a select group of officers, O-3 to O-5, enroute to or already assigned to a maritime headquarters. MOPC produces officers capable of forming, organizing, and leading operational planning teams and are proficient in the detailed application of the Navy Planning Process. Graduates of the MOPC are designated Maritime Operational Planners, acquiring the Additional Qualification Designation (AQD) of Joint Professional Military Education (JPME).

Assist and Assess Team

The Assist and Assess Team (AAT) is comprised of Naval officers, chief petty officers, and civilian faculty members who partner with the eight Fleet Commanders, and their Maritime Operations Center (MOC) staff, and coordinate with other Navy, Joint, Interagency and multinational commands and organizations to enhance the Navy's maritime command, control and readiness at the operational level of war. This is accomplished through tailored operational-level assistance and education to Fleet staffs at the MOC sites, by helping to harvest and share best practices, and to identify trouble areas and tackle challenges in an effort to find solutions, including fusing doctrine and practices. Additionally, the Assist and Assess Team provides on-site support to Fleet Commanders and their staffs during major exercises. This support is provided in conjunction with Fleet Forces Command personnel as members of the U.S. Navy MOC Training Team.

Civilian-Military Humanitarian Response Program

The Civilian-Military Humanitarian Response Program (HRP) is an Operational Level Programs Department effort led by OLP faculty that is based on three years of informal collaboration with the Harvard Humanitarian Initiative (HHI) and other key universities. HRP's mission is to partner with leading universities and humanitarian organizations to advance civilian-military engagement and coordination during complex emergencies and disasters. Through extensive partnerships and collaborations with the



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humanitarian response community, HRP aims to:

1. Improve the synchronization and interoperability of nongovernmental organizations (NGOs), intergovernmental organizations (IGOs), and U.S. and international militaries during complex emergencies.
2. Foster educational opportunities for leaders and practitioners across the humanitarian response sector.
3. Advance the understanding of rapidly evolving frameworks and information-communication technologies for humanitarian response.

To achieve these objectives, HRP engages in the following activities:

- A. Collaborate and partner with leading universities and organizations in the humanitarian sector.
- B. Conduct evidence-based research on civilian-military engagement and coordination during complex emergencies, disasters, and exercises.
- C. Develop and teach innovative educational programs for U.S. and international militaries, civilian universities, NGOs, and IGOs.
- D. Develop innovative training through international humanitarian exercises and simulations for U.S. and international militaries, civilian universities, NGOs, and IGOs.

During Academic Year 2018–2019, HRP looks to expand beyond its existing partnerships and collaborations with HHI, MIT Lincoln Laboratory, Uniformed Services University of the Health Sciences, and the United Nations Office for the Coordination of Humanitarian Affairs, to other universities, NGOs, and IGOs that have expressed an interest in collaborating in the civilian-military humanitarian space.

Operations and Administration

The OLP Operations Directorate integrates, synchronizes, and enables the efforts of all OLP directorates and is the primary point of contact for requests from the Fleet for outreach activities, including consulting and



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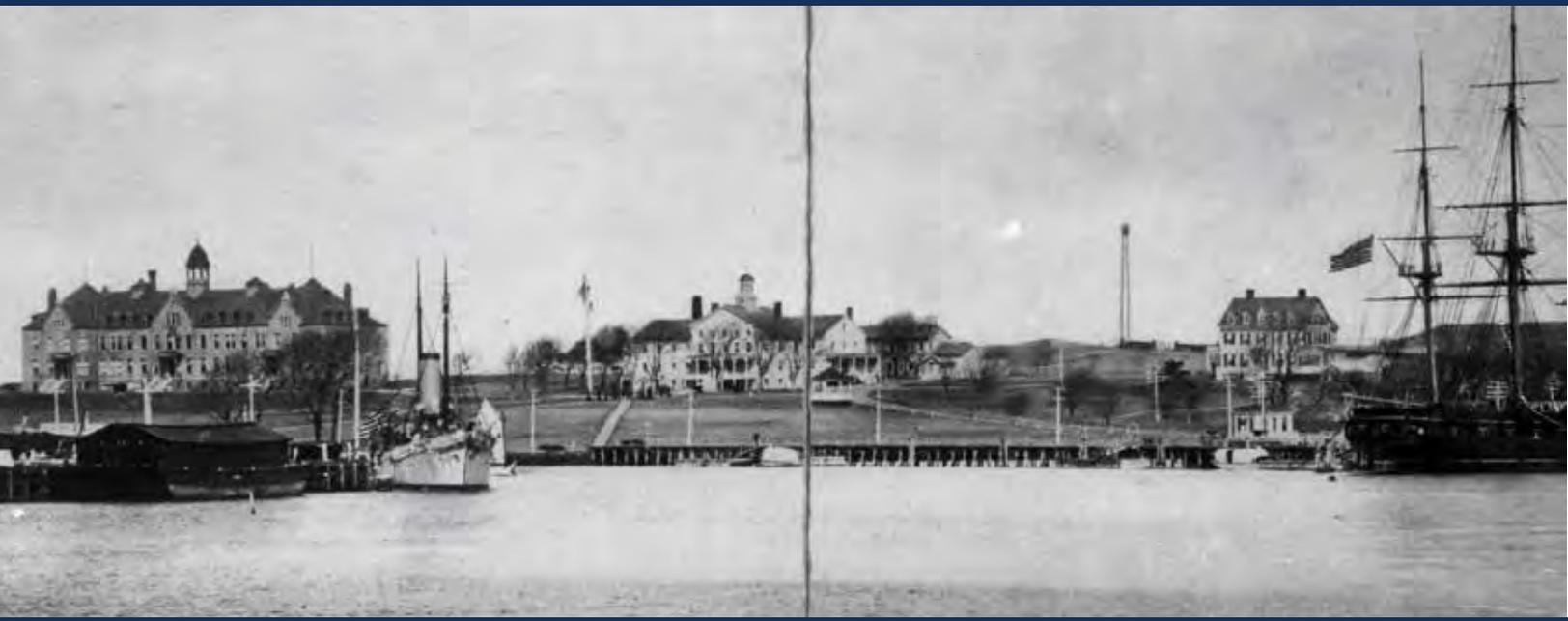
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tailored training not associated with traditional Fleet exercises. The directorate coordinates both the Highly Qualified Experts program for NWC and Flag officer development efforts across the College. Additionally, Operations personnel develop and coordinate most new projects that OLP takes on, such as the International Maritime Staff Operators Course curriculum and Maritime Security Initiative education. OLP's *MOC Warfighter* online journal is also coordinated and edited by Operations personnel.

In addition to normal administrative support, the OLP Admin Directorate provides student control and Personnel Support Detachment liaison for OLP course attendees, as well as travel support for OLP students, faculty, and staff.



COLLEGE OF LEADERSHIP AND ETHICS

The College of Leadership and Ethics works through three lines of effort.

1. Leadership and ethics programs internal to the College core: the Leadership and Ethics course, the Leadership and Ethics Area of Study in the U.S. Naval War College's electives program, and the Navy Senior Leader Development Concentration (NSLDC).
2. Flag officer development: Flag officer leader development strategy and courses, best practices, and coaching.
3. Navy Leader Development leader framework and continuum: 0-1 through O-10, E-1 through E-9, and the Leader Development Continuum Council (LDCC).

The College works closely with the Naval Leadership and Ethics Center (NLEC) as well as with Navy leadership on issues involving leader and character development and stewardship of the Navy profession of arms.



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The College also engages in research focused on leader development and effectiveness, to help inform curriculum development and senior leadership on gaps in current leader development, best practices, and emerging theories of adult development and organizational culture.

Ethics Program

The College invites guest speakers throughout the year from academic institutions, the military, and other professions to discuss contemporary issues dealing with professional military ethics.



CENTER FOR NAVAL WARFARE STUDIES

The Center for Naval Warfare Studies (CNWS) perpetuates Admiral Stephen Luce's vision of the College as a place of original research on all matters pertaining to war, statesmanship connected with war, and the prevention of war. Focused on the maritime aspect of national security and defense, the Center possesses a range of scholarly and analytic capabilities. It fosters critical and innovative thinking on current and evolving operational challenges of importance for the Navy.

The Center directly complements the curriculum at NWC by providing a place for researching important professional issues that, in turn, inform and stimulate the faculty and students in the classroom. Moreover, from its very beginning, the Center has linked the college to the Fleet and policy makers in Washington, DC, by serving as a focal point, stimulus, and major source of strategic and campaign thought.

War Gaming Department

The War Gaming Department conducts high-quality research, analysis, gaming, and education to support the College mission, prepare future mar-



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itime leaders, and help shape key decisions on the future of the Navy. As the world's premier gaming organization, the War Gaming Department conducts approximately 50 games annually in support of internal College needs and externally generated requests from various branches of the Defense and Navy Departments, operational commands, and civilian agencies. To support the objectives of each game's sponsor, the War Gaming Department employs a wide variety of gaming techniques ranging from complex, multi-sided, computer-assisted games to simpler, single-sided seminar games. Games can range from broad national strategies to operational plans to the specifics of tactics. Most games take place at the College, but some are conducted offsite.

Wargaming is a valuable research tool for investigating strategic and operational concepts and exercising military and civilian decision makers in maritime and Joint warfare. Wargaming is an effective technique for creating a decision-making environment that fosters education and understanding for the participants, whether they are students or operational staffs. Wargaming also provides insights into complex problems, is beneficial in assessing risk in operational plans, and helps identify issues associated with potential future force structure.

Strategic and Operational Research Department

The Strategic and Operational Research Department (SORD) produces innovative strategic research and analysis for the U.S. Navy, the Department of Defense, and the broader national security community. SORD activities fall under the wider mission of CNWS, which is to produce focused, forward-thinking and timely research, analysis, and gaming that anticipates future operational and strategic challenges, develops and assesses strategic and operational concepts to overcome those challenges, assesses the risk associated with these concepts, and provides analytical products that inform the Navy's leadership and help shape key decisions.

SORD is a center for regional and functional security expertise and analysis at the U.S. Naval War College. Regional areas of focus include Eurasia, the



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Indo-Asia-Pacific, and the Greater Middle East. SORD faculty members possess in-country experience; historical knowledge; and facility in critical languages, including Russian, German, French, Chinese, and Japanese. Consistent with the U.S. Navy's Language Skills, Regional Expertise and Cultural Awareness (LREC) Strategy, SORD faculty teach regionally oriented electives and conduct research on issues of importance to the numbered Fleets, Combatant Commanders, and other government agencies. SORD faculty members conduct research and analysis in key functional areas of relevance to Naval strategy, policy, and operations. These include Naval strategy and doctrine, Naval Warfare, maritime security operations, nonproliferation, counterproliferation, counterpiracy, nuclear strategy and planning, ballistic-missile defense, civil-military relations, military transformation, and cyber security. SORD supports the full range of Navy leadership and organizations as well as other elements of the Joint Force and the U.S. interagency, including the Joint Staff, the Office of the Secretary of Defense, the Intelligence Community, the National Security Council staff, the Department of State, and the U.S. Congress.

The Department houses a number of specialized institutes, groups, and centers that foster deeper levels of research, analysis, and teaching on subjects of critical interest for the Navy. The Admiral James R. Hogg Cyber and Innovation Policy Institute serves as a resource for advancing research, education, and analysis on the strategic and operational challenges of cyberspace for the Navy and the defense of the nation. The China Maritime Studies Institute (CMSI) utilizes primary-source, Chinese language material and scholarly literature to produce research and analysis focused on Chinese maritime and strategic developments. CMSI publishes on these issues areas, it educates Navy, Joint, and civilian national security leaders, and it engages People's Liberation Army Navy (PLAN) and Chinese academics to provide the CNO with another avenue of contact and understanding and to test and advance ideas. In addition, the Russia Maritime Studies Institute (RMSI) conducts similar research and executes student-led war games to inform U.S. Navy, Fleet, Joint Force, and NATO decision-making with respect to Russian maritime issues.



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Naval War College Press

The Naval War College Press publishes the quarterly *Naval War College Review*, which focuses on politico-military, strategic, and operational matters. The Naval War College Press also publishes both the Newport Papers monograph series (in print and online) and full-length books, distributed by the Government Publishing Office.

Stockton Center for the Study of International Law

The Stockton Center for the Study of International Law (formerly the International Law Department) serves as NWC's focal point for the study of international and maritime law and oceans policy as they affect U.S. military policy, strategy, and operations. Through scholarly research, publication, teaching, and international engagement, the Stockton Center substantially advances the understanding of complex legal and policy issues confronting the United States and other nations today and in the future.

The Stockton Center hosts a number of workshops on emerging legal issues throughout the year that draw the world's leading international law experts. It provides legal support to wargames and teaches three NWC electives in the Operational Law Area of Study (AOS 9 – AQD 229). When requested, the Stockton Center provides advice to the Fleet and other DoD entities on a variety of international, operational, and maritime legal issues.

As part of its research, the Stockton Center compiles, edits, and publishes the annual "Blue Book" International Law Studies (ILS) series that since 1901 has provided a forum for prominent legal scholars to publish articles that contribute to the broader understanding of international law. Beginning with the publication of Volume 89 in 2013, the ILS entered a new era as an online only publication, which was undertaken to make the proud history and current scholarly works more accessible to a broader audience. Beginning with the 2017 issue year, ILS will be available both in print and online.



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The Stockton Center serves as Primary Review Authority for *The Commander's Handbook on the Law of Naval Operations* (NWP 1-14M/MCWP 5-2.1/COMDTPUB P5800.7). It also produces the *Maritime Operational Zones Manual*. Members of the Stockton Center serve as faculty for the International Institute of Humanitarian Law, Asia-Pacific Centre for Military Law, and NATO School courses on the law of armed conflict, the law of Naval operations, and rules of engagement, and as guest lecturers at various U.S. and international law conferences.

Office of Naval Intelligence Detachment, Newport

The Office of Naval Intelligence Detachment (ONI Det) is part of the Office of Naval Intelligence (ONI), headquartered in Suitland, MD. The detachment was established in 1977 at the U.S. Naval War College due to the requirement for significant intelligence support to wargaming. With the standup of the Center for Naval Warfare Studies in 1981 and a recent reinvigoration of the College's focus on support to the operational Navy, the detachment's mission broadened to include support to a variety of research and analysis programs. Today, ONI Det provides intelligence support to research, analysis, and wargaming at the College and facilitates ONI access to research and analytic expertise resident at the College. Detachment members are integrated onto our wargaming teams for game design, development, testing, and execution, providing intelligence-related subject matter expertise. The detachment is also fully integrated into various regional and functional analytic efforts, supporting the Halsey, Gravelly, and Mahan student research groups, the Maritime Advanced Warfighting School, and others. In addition, the detachment is the point of presence for dedicated network support in the region.



INSTITUTE FOR FUTURE WARFARE STUDIES

The Institute for Future Warfare Studies (IFWS) was started in February 2017 as a new research and study department aimed at understanding how armed conflict may evolve in the future and how the United States can better prepare for it. The mission of the IFWS is to serve as a crossfunctional focal point for NWC action to support defining the future Navy and its associated roles and missions. IFWS will be taking a long-range look at the warfare needs of the country. The IFWS charter directs that it look 30 years out. The IFWS mission closely aligns with one of NWC's core missions: to support defining the future Navy and its associated roles and missions.

The Department houses five faculty-led student advanced-research groups. The Gravely Group uses a variety of research and gaming techniques and focuses on Naval capabilities and concepts. Examples include integrated air and missile defense; distributed lethality; and unmanned systems, with



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a focus on undersea vehicle concepts. The two Halsey Groups, Alpha and Bravo, focus on researching operational-level scenarios in regions of focus, including the Fifth, Sixth, and Seventh Fleet areas of responsibility. Similarly, the Holloway Group, located within RMSI, focuses on operational-level issues in the USEUCOM and NAVEUR/Sixth Fleet AOR. These groups include students directly in research, analysis, and gaming. The Mahan Scholars Research Group focuses on issues of deterrence and nuclear weapons and strategy of interest to the Navy and the broader national security community. In addition to these group advanced research projects, SORD faculty teach a variety of electives, provide lectures of opportunity, and support curriculum development.



HENRY E. ECCLES LIBRARY

The U.S. Naval War College library dates back to August 1885, when books were requisitioned for the first officers assigned to the College. Nineteen years later, in 1904, a building was erected to house the library, which was then named the Alfred Thayer Mahan Library, and the first librarian was appointed in 1905.

Since 1976, the library has been housed in Hewitt Hall and named in honor of the late Rear Admiral Henry Effingham Eccles, a noted logistician, strategist, and author whose association with the College spanned 38 years. For two years starting in 2014, the library took up temporary quarters in Sims Hall while Hewitt Hall underwent major renovation. In August 2016, the library returned to Hewitt Hall and began its operations under a Learning Commons model, in partnership with the bookstore, Writing Center, Student Affairs office, café, and IRD help desk.

At its core, the Naval War College library has always been about advancing knowledge, sharing information with the NWC community, enhancing information literacy, and supporting the research and teaching missions of the College. The library serves not only the resident College community but



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also distance education students, visiting scholars and dignitaries, and the broader academic and military communities.

The library is composed of two divisions:

- The Henry E. Eccles Library is the main library. It houses the reference, microform, periodicals, and general circulating collections, along with the federal depository (Superintendent of Documents) collection. The library collections include approximately 200,000 books and serials, 31,000 e-books, 69,000 full-text e-journals, 280 current print subscriptions, 500,000 microforms, and access to approximately 100 online databases.
- The classified library, located on the mid-level of the Learning Commons, offers students and faculty access to SIPRNet terminals and a wide range of classified and restricted print and electronic resources. The classified library's collection of more than 70,000 items includes Strategy and Policy lectures and lecture outlines, NWC student research papers, Naval warfare publications, Army field manuals, NATOPS manuals, JCS publications, RAND studies, and CNA studies. Access requires a SECRET security clearance.

The Henry E. Eccles Library and the classified library are staffed 0730–1630 Monday through Friday throughout the year. The library is also open after hours. Computer workstations are accessible. For the latest information about the library, follow us on Facebook at <https://www.facebook.com/USNWCLibrary> and visit the library's homepage at <https://usnwc.edu/Learning-commons>.



SENIOR ENLISTED ACADEMY

The Navy Senior Enlisted Academy (SEA) provides an opportunity for senior chief petty officers (E-8s) to engage in studies that broaden their educational experience and assist them in fulfilling today's increasing Senior Enlisted responsibilities. The curriculum is designed to be as demanding, challenging, diversified, and comprehensive as possible. SEA develops stronger leaders by preparing them to fulfill their expanded and ever-widening roles as global leaders.

SEA is the Navy's only Professional Military Education (PME) institute for our Senior Enlisted force. Of the 1,200 students in attendance annually, the majority are active duty Navy personnel. Navy Reserve, Air Force, Army, Coast Guard, Marine Corps, and international Senior Enlisted make up the remainder of the student population.

SEA has been successful in preparing Senior Enlisted leaders for positions of greater responsibilities since 1981. As a result of that success, graduation from the SEA has long been a requirement for assuming the position of Command Master Chief or Chief of the Boat. Additionally, for E-8s selected in fiscal year 2017 and beyond, graduation from the SEA is a prerequisite for promotion to E-9.



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Historically, SEA taught two separate courses; one for active duty and another for selected reserve (SELRES) members. In June 2016, the SEA incorporated SELRES and active duty students into a single course. Today, this combined course consists of seven weeks of distance learning (DL), followed by three weeks of in-residence education in Newport, RI. There is one week of administration and travel between the two phases, making the course 11 weeks from start to finish. During the DL phase students read, write papers, and interact with instructors and each other via the U.S. Naval War College's Blackboard Learning Management System. Students can expect approximately 12 to 15 hours of academic work per week during the seven-week DL phase. The course requires completion of online PME as a course prerequisite.

Each year, SEA designates two classes for those SELRES who can only complete two weeks in-residence, grouping SELRES students together. These students still complete the seven weeks of DL and then follow a compressed, two-week schedule in-residence. In all other SEA classes, SELRES are fully integrated with active duty/FTS members.

The in-residence portion of the SEA uses the Socratic method as the primary method of instruction. Additionally, auditorium lectures featuring subject matter experts from the U.S. Naval War College, Naval Justice School, Naval Personnel Command, and other speakers of opportunity enhance various blocks of instruction. SEA students normally attend class from 7:00 a.m. to 4:30 p.m., Monday through Friday, and are allotted 90 minutes for lunch.

SEA alumni are surveyed annually. The top three takeaways from alumni feedback are (1) the ability to communicate better, (2) gaining an understanding of the bigger (strategic) picture, and (3) gaining the knowledge and tools to become a better leader. These results indicate the SEA positively impacts Senior Enlisted leader development, which in turn is improving Fleet performance.



NAVY LEADERSHIP AND ETHICS CENTER (NLEC)

The Naval Leadership and Ethics Center (NLEC) inculcates the fundamental tenets of ethical leadership throughout the Naval profession. NLEC guides the development of leaders with a strong, abiding sense of their responsibility, authority, and accountability. NLEC provides leadership education and training, curricula support, and leading-edge research and ensures that leader development activities remain current and relevant.

NLEC functions include:

1. **Leadership Development.** NLEC delivers first-rate, role-specific leader development that builds confidence and competence in attaining Leader Development Outcomes in Navy professionals. NLEC has the responsibility to develop leaders across all of the Navy. The courses in Newport, RI, are at the command level, including Major Command, Commanding Officer, Executive Officer, and Command Master Chief/Chief of the Boat. NLEC also retains responsibility for the officer Intermediate-Level Course, the Division Officer Course, and



the Reserve Officer Senior Leader and Intermediate-Level Courses, as well as all Enlisted Leader development.

2. Curricula Support. NLEC partners with accession sources, the Senior Enlisted Academy, NWC, and the Master Chief Petty Officer of the Navy Leadership Mess to expand Navy-wide leadership and ethics curricula that support effective leader growth and strengthen the collective stewardship of the profession of arms.
3. Research. In conjunction with NWC, NLEC conducts leading-edge research, in areas such as self-awareness, command climate, organizational culture, and decision-making that influences curricula and leader development activities.
4. Assessment and Coaching. NLEC's assessment-trained instructors administer and conduct feedback sessions with students utilizing a variety of personality and leadership assessments. This framework aids the students to better understand their strengths and opportunities for improvement in order to continue succeeding in leadership roles and to develop a heightened level of self-awareness.

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NAVAL WAR COLLEGE MUSEUM

History

In late October 1884, Commodore Stephen B. Luce was rowed ashore from the flagship of the North Atlantic Squadron anchored off Newport. He went directly to Coasters Harbor Island, two miles north of the center of Newport, a place that would be formally designated several weeks later by the Secretary of the Navy as the home for a new kind of college. Once on the island, Commodore Luce proceeded to a large stone building—the former Newport Asylum for the Poor, built in 1820—climbed its rickety stairs, and, as he opened the front door, reputedly announced to his few companions and the empty grounds, “Poor little poorhouse, I christen thee the United States Naval War College.”

Today the “little poorhouse” is a well preserved and stately structure, a National Historic Landmark, and home to the Naval War College Museum. Named Founders Hall in honor of the founding fathers of the College, it is uniquely suited for its current purpose. In addition to being the original site of the College, it is where Captain Alfred Thayer Mahan, USN, second President (1886–1889) and subsequently a renowned naval historian, first



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delivered his lectures on sea power—lectures that were published in 1890 as an epochal book that influenced naval strategic thinking around the world: *The Influence of Sea Power upon History, 1660–1783*.

Director

The Director, John B. Hattendorf Center for Maritime Historical Research (HHC) is responsible to the President, Naval War College (PNWC) for the coordination of historical educational programs and activities in direct support of the core educational functions of the U.S. Naval War College. The HHC Director also holds collateral responsibility to the Director of Naval Staff - History (DNS-H) to coordinate the use and management of Navy “historic properties” and “heritage assets” on and around the U.S. Naval War College and greater Narragansett Bay region. The HHC Director serves as the Executive Director of the Naval War College Museum and coordinates the activities of the HHC Deputy Director in supporting the Ernest J. King Chair, the Ernest J. King Professor Emeritus, and other senior historians. Finally, the HHC Director is the senior member of the Historical Section, which is charged with conducting original documentary research on historical topics of contemporary interest to the U.S. Navy and its partners in the global maritime arena of the twenty-first century.

Collection

As one of nine Naval museums within the Naval History and Heritage Command, the museum’s themes are the history of naval warfare, particularly as studied at the U.S. Naval War College, and the naval heritage of Narragansett Bay, a tale that begins with the nation’s colonial roots. The museum collection, consisting of items relating to these subjects that are of value to scholarship, forms the core for exhibits throughout the College and for educational projects, and directly complements materials available for research in the U.S. Naval War College library’s Naval Historical Collection.

Besides permanent exhibits on the College, the genesis of the Navy, and the evolution of permanent Naval installations from the late nineteenth century to the present, the museum features short-term special exhibits relating to



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College curricula and to current Naval-related topics. In general, museum exhibits identify milestones in the evolutionary development of war at sea; explain the significance of the sea as a factor in the formulation and attainment of national policy objectives; describe the character, educational philosophy, and mission of the College; and chronicle the eventful relationship of the U.S. Navy with Narragansett Bay and its people.

While the museum was established primarily for the education and the edification of the U.S. Naval War College community and the numerous schools and commands on board Naval Station Newport, it is in a larger sense the corporate memory of the Navy in the region and serves the wider general public. The museum plays an important role as a clearinghouse for Naval history information in New England. The museum director, a Naval War College faculty member and subject-area specialist, and the staff answer inquiries, provide guidance and orientation talks to visitors on regional Naval history and current exhibits, and assist scholarly researchers in use of the museum holdings.

The NWC Museum is open to the public year round, Monday through Friday, 10:00 a.m. to 4:30 p.m.

Further information on exhibits and special events is available by calling (401) 841-4052/2101 (DSN 841-4052/2101), e-mail: museum@usnwc.edu or website: <https://usnwc.edu/NWC-Museum>



INCOMING STUDENTS

Student Orientation

The Dean of Students Office is responsible for the orientation of resident U.S. students. After students are informed by their Service/Agency of their assignment to the NWC, they should be directed to contact the Dean of Students Office by email at: studentpoc@usnwc.edu. After contact has been established, the student will receive a “welcome aboard” letter via email containing directions for online enrollment, housing information, and preliminary reading requirements. Resident U.S. Naval War College students matriculate in August, November, or March.

New student orientation is a multiday event. Briefs include: welcoming remarks from the President or Provost and the Dean of Academics; Introduction to the U.S. Naval War College core curriculum; policies; advanced research programs; security; resources; medical; international programs; information resources; reading and writing expectations; and library assets. Other events will include health assessment, urinalysis testing (military students only), email account setup, and book issue. Other military Services



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conduct additional orientations, focusing on Service-specific requirements and preparations for a year of study at a Navy installation.

The Future Warfighting Symposium responds directly to the Chief of Naval Operations' call for increased education in the topics of Emerging Technologies, Cyber War, and Space Operations. The Future Warfighting Symposium launches the U.S. Naval War College academic year with a three-day curriculum, convening subject-matter experts to enrich the existing curriculum for 500 intermediate- and senior-level students. This event supports the CNO's strategy as articulated in the *Design for Maintaining Maritime Superiority and the Future Navy* documents by challenging U.S. Naval War College students to think innovatively about capabilities and threats in space; the global information grid; and emerging technologies such as nanotechnologies, biological agents, robotics, and artificial intelligence.

The international orientation is separate from U.S. student orientation and is conducted soon after the international students arrive in the United States before their academic programs begin. This two-week-long event, designed for both the officers and, if appropriate, their spouses, gives an in-depth introduction to the United States, Newport, the U.S. Naval War College, and the international colleges. The international officers and spouses are given overviews of American history, government, political system, and foreign policy; NWC academics; and the organization of the U.S. armed forces. Staff members and others introduce the mission, objectives, and procedures of the College; Naval Station Newport and its supporting services; and the surrounding civilian community, local government, school enrollment, banking, daycare, medical, dental, legal, housing, shopping, vehicle purchase/registration, transportation, culture, customs, local-area familiarization, and other services. As with U.S. students, the President and the Provost personally participate in this orientation program.

Students in all three programs of the College of Distance Education are provided an orientation to their particular program. Each orientation is designed to ensure that the student has the necessary tools to understand the methodology, and in some cases the technology, used in that program.



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In the Fleet Seminar Program, students are provided contact information for the program office in Newport, their professor, and the liaison office for their specific location. Students enrolled in the Naval War College–at–NPS program are provided an orientation through the program manager located at the NPS. Book issue, classroom assignment and all administrative requirements are handled by the Monterey office. Web-Enabled Program students are given a full week of orientation to the Blackboard Learning Management System. Here they test their computer systems to ensure compatibility.

Student Support

Each student in the resident course is issued books, readings, and course materials at no cost but is expected to bring his or her own tablet or laptop device. U.S. students must return nearly all of their textbooks; International students are authorized to retain some issued course materials. Computers with intranet and Internet connections are available in several locations throughout the College. Students are able to get Common Access Card (CAC) readers issued so they may access the College’s portal from home to complete administrative tasks and academic assignments. Staff and technical support is provided during working hours. Access to printers, copiers, and paper supplies is provided at convenient locations throughout the campus. Wireless connectivity is available at most locations, which students may access using electronic devices. Also available within the academic complex are the Eccles Library, medical offices, book store, barber shop, coffee- and food-vending machines, and breakfast and lunch (both hot and cold fare) at the Green Bean Café. A U.S. Naval War College identification badge and CAC give students twenty-four hour access to the complex and computer resources. Library facilities are also available twenty-four hours a day; library staff is available between the hours of 0800 and 1630. Additional on-campus student services are provided by the U.S. Naval War College Mission Support, including security clearances, photo identification, name tags, and audio-visual aids.

Students in the College of Distance Education are provided all materials needed for each of the core courses in their respective program. In addition,



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through the Blackboard Learning System, students have access to the College's library databases, through which they can then access our library facilities. Additionally, students in the Naval War College-at-NPS program have access to the NPS library facilities. Also, students in the Fleet Seminar Program have access to the many civilian and other government library facilities in their local areas. These include such facilities as the U.S. Naval Academy, Joint Intelligence College, Marine Corps University, and Library of Congress.

The U.S. Naval War College is located aboard Naval Station Newport. Military students and their families benefit from the multifaceted services a naval station offers to the military community. A nearby Officers Club provides food and entertainment and is available to civilian students as well. For eligible military and civilian students, the Navy Exchange, and Commissary, the Navy-Marine Corps thrift shop, and the consolidated package store offer good value on merchandise, groceries, and beverages.

Since instruction is presented in English, international students must demonstrate language proficiency on standardized tests before they may attend the College. Weekly training in English as a Second Language (ESL) is available, offered as an elective for international officer students. Separate ESL classes are offered to other international students and spouses who desire to hone their English skills. Additionally, language tapes and CDs are available in Arabic, Croatian, and Spanish for any who would like to learn these languages on their own time.

Student Counseling

The Dean of Students is responsible for the general welfare of all U.S. students in residence. Resident students may seek personal and professional counseling from the Dean, their respective military Service Advisors, or the faculty. While the Dean of Students, Service Advisors, and directors of the international colleges provide professional and personal counseling on an open-door, "drop in any time" basis, faculty seminar moderators meet



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students regularly during classroom sessions and scheduled tutorials. Thus, they are often best able to identify students with academic or personal problems and refer them to the appropriate channel for assistance. Because such a role is an inherent part of military leadership, military faculty members take the lead in this regard.

When resident students experience difficulty with the stress of the academic environment or other problems, short-term counseling is also available through the Naval Station's Fleet and Family Support Center and the Mental Health Department at the Navy Medical Clinic, as well as the Social Work Department at Newport Hospital. NWC CDE students in all programs are afforded the opportunity to contact their respective program managers, course division heads, or individual full-time and adjunct faculty for any academic or administrative questions or comments they may have. The CDE office in Washington, DC, has a full-time faculty member and administrative assistant who are responsible for conducting counseling and oversight of the seminars in that area. The NWC-at-NPS program office has a full-time program manager and administrative support personnel who are available to all students enrolled in that program. Also, at our Fleet Seminar Program (FSP) additional instructional locations there are liaison personnel who assist FSP students with administrative requirements and book issue. All CDE students, upon graduation, are afforded the opportunity to attend the June graduation ceremony in Newport. CDE sponsors a graduation dinner for the students and their family members the evening prior to graduation and provides those attending a listing of all the activities that occur in conjunction with graduation.

Religious Activities

Protestant, Roman Catholic, and Jewish services are conducted throughout the week at the Naval Station's Chapel of Hope, as well as support and outreach to the Islamic community. Navy Chaplains maintain contact with local leaders of other religious communities in order to meet the needs of military and civilian personnel, including international students.



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Student Health Services

Health facilities are available for all military students within the College and for their families at the Naval Health Clinic New England (NHCNE) and at Newport Hospital. On campus, the College also has an independent duty corpsman (IDC) who conducts weekday “sick call,” taking care of minor ailments and referring more severe issues to the nearby clinic for immediate attention or to the Newport Hospital after hours. The IDC also oversees a Health Risk Assessment Program that appraises students’ overall health upon entrance and provides training on the benefits of health maintenance.

During indoctrination, routine laboratory tests are conducted, lifestyles evaluated, and physical exams and counseling provided. Specialized dental care is provided at the Naval Station dental clinic. Civilian students use the medical and dental coverage provided through their federal employment agency.

Recreation and Extracurricular Activities

Although the year in Newport is academically challenging, students are encouraged to participate in social, recreational, athletic, and other extracurricular activities that balance their academic pursuits.

Social Activities

Throughout the year, students can participate in a wide variety of formal and informal social activities. As new seminars are formed each trimester, faculty members generally arrange social events (e.g., icebreakers) often at their homes, to get acquainted in an informal atmosphere. Seminars tend to be the organizational unit for student activities. Military socials begin in the fall with the Navy Ball (October), followed by the Marine Corps Ball (November), the Holiday Ball (December), and the Army Ball (May). Class, Service, and seminar gatherings, as well as trips to various cultural and athletic events, provide the opportunity for interaction between students of other military Services and nationalities. Students are also involved in a



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wide variety of local community activities, combining recreation with social responsibility. Many take an active part in holiday food and gift drives; some participate as volunteers for Scout troops, youth sports teams, women's shelters, and soup kitchens; others tutor local elementary, middle, and high school students. Student activities are financed in part by the students themselves, while additional funding comes from Morale, Welfare, and Recreation funds and from the Naval War College Foundation.

The essential component of the International Program at the College, as well as the vision of the late Admiral Arleigh Burke who founded the program, is the fostering of camaraderie and lifelong friendship among international officers and their U.S. counterparts. The program aims to create professional and personal ties that will allow close collaboration among professional colleagues to prevent war and, if conflict comes, to work together to gain a decisive victory. Both International Colleges have wardrooms to facilitate informal personal exchanges, and both hold class meetings throughout the year. Many events are organized by the International Colleges' staffs to familiarize the students and their families with aspects of customs and culture in the United States. In addition, international students are encouraged to sponsor cultural events that showcase their nations' culture, traditions, food, and dress. The President, Provost, Dean of Students, and Dean of International Programs participate in many of these cultural and social events. The International Colleges encourage an informal, voluntary program of "in-home entertaining," wherein intermediate-level international officers invite their classmates and families to their homes to share a bit of their country's food, culture, history, and hospitality in a relaxed setting.

International students are also introduced to the concept of community service through interaction with local organizations and clubs. Luncheons, dinners, or presentations are hosted by the Navy League of the United States chapters in Newport, New York, San Francisco, St. Louis, and Phoenix. Local clubs, including the Lions Club, the Dunes Club, and the Quindecim Club, host functions for international officers and their spouses to familiarize them with Americans and American life. During these events, students



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meet community, political, and business leaders and discuss a wide range of issues and topics. These events help to demonstrate civilian support of the military and also ways in which many former military members serve their communities in civilian life.

Athletic Activities and Facilities

Coordinated by the Dean of Students Office and run by students, group athletics include intramural sports run through the base gym, the President's Cup Competition (an interclass athletic competition held three times a year), and an Army-Navy flag football game. In addition to these organized events, each military professional is required to maintain a high level of personal physical fitness and conditioning. The Naval Station gym, located close to the College, is a full-service facility providing cardio and weightlifting equipment, basketball and racquetball courts, a pool, locker rooms, and saunas. It also has professional athletic trainers on staff and available to assist in developing a conditioning program. Also located near the College are tennis courts, fields for baseball, soccer, and football, and a swimming pool. The gym rents equipment for a wide variety of sports, and sailboats are available for rent at the Naval Station Marina once students have qualified.

International students compete in athletics with their U.S. seminar counterparts. Sports provide an outstanding opportunity for team and relationship building outside of the classroom. The games are directed, coached, and supported by students, staff, and faculty.

Student Organizations

The Student Government Organization for degree-granting resident programs supports academic, athletic, and social activities. Each class functions according to its constitution and bylaws. Each college has an executive committee composed of a president and vice president, both from the August matriculating class. This executive committee appoints members to serve as chairs of the student academic and athletic committees, as well as social committees if the class desires. A secretary and treasurer may also be appointed. Each seminar has an appointed leader, who organizes student



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physical fitness, business, academic, activity, and athletic functions. The student seminar organization is revised each trimester. NCC's class officers include a sports representative, a social committee chairman, and a travel committee chairman. NSC has a social representative and a sports representative.

Registrar

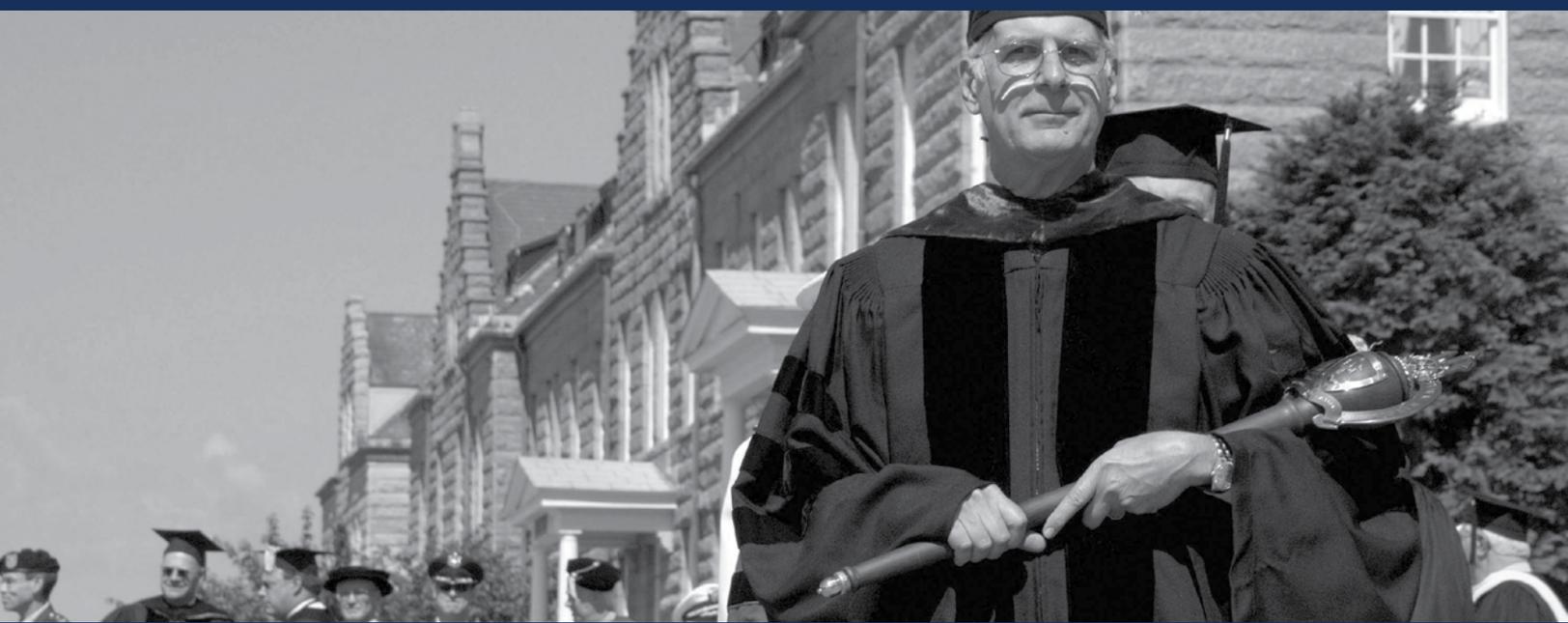
The Dean of Students serves as the Registrar and operates the military equivalent of an admissions office and student records office. The Registrar is responsible for development and maintenance of the College-wide student database, academic records, statistical data, and biographical records. The Registrar also coordinates transcript preparation and works closely with the academic departments in grade preparation and computation; assists in the determination of eligibility to graduate with distinction and highest distinction; and coordinates graduate degree and diploma preparation for both resident and nonresident students. The Registrar is also responsible for alumni transcripts. Release of personal information regarding students and alumni is in accordance with the Federal Privacy Act. Transcripts are sent out only upon written request and with authorization from the graduate.



OFFICE OF ALUMNI PROGRAMS

The USNWC Office of Alumni Programs was established in 2009 to further the mission of the U.S. Naval War College beyond graduation, through building and sustaining networks of trust and confidence, along with being a facilitator of lifelong learning for continued education and professional development. In addition to these important endeavors, Alumni Programs serves as a feedback loop to improve the College's curricula and programs.

The Office of Alumni Programs supports its mission through hosting in-person symposia and through online resources such as myUSNWC.com. In person, Regional Alumni Symposia (RAS) are held approximately three times a year and are cohosted by a partner nation in the region of focus. Beginning in 2019, a Newport Alumni Symposia (NAS) will serve as an additional annual networking and development opportunity for alumni. The web address myUSNWC.com is the officially designated place for alumni, faculty, and staff to connect, network, and share their expertise. Alumni can also connect and stay up to date on our social media pages: LinkedIn ([linkedin.com/school/usnwc](https://www.linkedin.com/school/usnwc)) and Facebook ([facebook.com/USNWCAlumni](https://www.facebook.com/USNWCAlumni)).



FACULTY

The U.S. Naval War College maintains a well-qualified, highly experienced faculty to educate students. The civilian faculty include accomplished professors whose past careers include ambassadorships and senior executive-level government service, and many come from prominent academic institutions. In addition to a highly professional civilian faculty, NWC has a military faculty with decades of experience.

To see a directory of our faculty, please visit

<https://usnwc.edu/Faculty-and-Departments/Directory>



ACCREDITATION

The U.S. Naval War College is accredited by the New England Commission of Higher Education (NECHE). Additionally, the College is accredited to deliver Joint Professional Military Education (JPME) by the Chairman of the Joint Chiefs of Staff (CJCS) through the Process for Accreditation of Joint Education (PAJE). This is a CJCS-approved process for the oversight, assessment, and improvement of the JPME programs at Intermediate and Senior Colleges.



INQUIRIES ABOUT THE INSTITUTION

For new student inquiries about the U.S. Naval War College, contact the Dean of Students Office:

Phone: (401) 841-3373
E-mail: deanofstudents@usnwc.edu
Address: U.S. Naval War College
Dean of Students Office
686 Cushing Road
Newport, RI 02841-1207

For all other inquiries, contact the Public Affairs Office:

Phone: (401) 841-2220
E-mail: pao@usnwc.edu
Address: U.S. Naval War College
Public Affairs Office
686 Cushing Road
Newport, RI 02841-1207



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