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CHAPTER 1: OVERVIEW

NATIONAL DEFENSE UNIVERSITY
The National War College (NWC) is a component of the National Defense University (NDU). Other components include the College of Information and Cyberspace (CIC), the College of International Security Affairs (CISA), Dwight D. Eisenhower School of National Security and Resource Strategy (ES), and the Joint Forces Staff College (JFSC). JFSC is located in Norfolk, VA. The other components reside on Fort McNair in Washington, D.C.

- CIC is located in George C. Marshall Hall (Building 62)
- CISA is located in Abraham Lincoln Hall (Building 64)
- ES is located in Dwight D. Eisenhower Hall (Building 59)
- NWC is located in Theodore Roosevelt Hall (Building 61)

More information is located on the NDU homepage at: http://www.ndu.edu.

NATIONAL WAR COLLEGE
The National War College was officially established on 1 July 1946, as an upgraded replacement for the Army-Navy Staff College (June 1943 - July 1946). According to Lieutenant General Leonard T. Gerow, President of the board that recommended its formation, "The College is concerned with grand strategy and the utilization of the national resources necessary to implement that strategy... Its graduates will exercise a great influence on the formulation of national and foreign policy in both peace and war..." This theme was underscored with the inclusion of State Department and eventually, other government agency representatives into both the faculty and the student body.

American experience in 21st Century wars and conflicts repeatedly show that the complexity of planning and conducting global war, and joint and combined military operations requires officers and civilians in government to be thoroughly familiar with each other's roles and missions. Additionally, understanding international context and culture has taken on a new emphasis. Rising leaders need the skills to operate comfortably at levels in which key national security and strategic decisions are made in peace and war. Since its inception, the National War College has proven invaluable in preparing students for those responsibilities.

NWC is located in Theodore Roosevelt Hall on Fort Lesley J. McNair, the oldest active Army post in existence today. Established near the confluence of the Anacostia and Potomac Rivers, Fort McNair was designed to protect Washington from river invasion. It was also the site of the trial and hanging of four conspirators convicted in the plot to assassinate President Lincoln. On 21 February 1903, President Theodore Roosevelt laid the cornerstone of the building that bears his name. Since that date, it has been home to the Army War College (1903-1917, 1919-1940); the War Plans Division; War Department General Staff; Selective Service System Headquarters; Headquarters, U.S. Army Ground Forces (all successively during World War II); and the National War College (1946-present). In June 1974, this unique structure was designated a national historic landmark. In December 1997, extensive renovations to Roosevelt Hall began and NWC was temporarily moved to the Coast Guard Headquarters Building adjacent to Fort McNair. Renovations were completed in 1999 and NWC returned to Roosevelt Hall. Again, in 2008-2009,
Roosevelt Hall underwent a renovation program, but most activities continued in Roosevelt Hall with periodic shifts of operations to Eisenhower and Marshall Halls on Fort McNair.

The number of graduates promoted to the top of their Services or civilian components of the government is an indicator of the importance of NWC, but its most profound effect has been on individual critical thinking and intellectual growth. The first NWC class, which met on 1 September 1946, had 100 Americans and 6 foreign observers in attendance. To date, NWC has graduated over 10,000 students.

THE NWC CREST

**Description.** The shield includes the national colors. The crossed quill pens represent the Department of State. The three swords on the white chevron represent the Departments of the Army, Navy, and Air Force. The laurel and oak branches represent achievement and strength. The lamp of knowledge is a recognized symbol of learning.

**NWC MISSION**

The National War College mission is to educate future leaders of the Armed Forces, Department of State, and other civilian agencies for high-level policy, command, and staff responsibilities by conducting a senior-level course of study in national security strategy.

The NWC program expands and enhances students' ability to analyze national security issues and where challenges to security exist, develop appropriate national security strategies – strategies that integrate all the elements of national power. The curriculum addresses the fundamentals of thinking strategically, elements and instruments of national power, theory and practice of war, domestic and international context of national security strategy, and contemporary military strategy.

A fundamental strength of NWC is its thoroughly joint, interagency, and multinational environment and its approach to study. By design, students and faculty come from all U.S. armed forces evenly, from U.S. civilian departments and agencies concerned with national security policy, and from a broad coalition of foreign militaries. The NWC program stresses the interrelationship of domestic, foreign, and defense policies, and the necessity of inclusion and coordination of Service, interagency, and multinational capabilities, perspectives, and other factors in national security strategy planning and execution.

Qualified graduates earn the degree of Master of Science in National Security Strategy.

NWC ALUMNI ASSOCIATION

The NWC Alumni Association (NWCAA) is an independent 501(c) educational organization with 30% of the College’s more than 10,000 graduates as life and annual members. The Association promotes the educational and social life of both its graduates and the National War College itself. NWCAA supports its graduates with a series of seminars, class luncheons, and socials in the
Washington, D.C. area, and periodic regional conferences throughout the continental United States. It supports the College through a variety of programs to enhance guest lecturer programs, the awards programs, and activities related to operations during the academic year. The Association also provides funding for a variety of student social, athletic, and liaison activities. The Alumni Association website is www.nationalwarcollege.org.

Further information is available by calling (202) 863-2306 or alumni@nationalwarcollege.org.
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PART 2: CLASS ORGANIZATION AND ACTIVITIES

EXECUTIVE COMMITTEE
The Executive Committee (EXCOM), composed of the class president, vice president, the student chairperson from each of the 10 student class committees, and the secretary-treasurer, provides class leadership and accomplishes class business. A military member is normally appointed class president, the State Department member is the vice president, and the junior military member is appointed secretary-treasurer. Committee chairs are appointed as described below. With the guidance of the Dean of Students, the EXCOM oversees the activities of the special committees and disseminates information of mutual interest to all members of the class. It meets at the request of the class president and/or the Dean of Students.

CLASS COMMITTEES
Committees are formed to assist in the execution of class administration and social functions. There are 10 class committees (homerooms) of approximately 20 students who remain together throughout the year. A senior military or civilian student serves as the committee chair. Faculty members volunteer as committee sponsors and assist the class committees.

SPECIAL COMMITTEES
Special committees coordinate specific class activities, normally with the advice and assistance of Faculty Advisors. There are seven special committees described and organized below.

- **Social.** Coordinates student-run class social functions. Each class committee nominates a representative for the social committee. From those representatives, a class social committee leader will volunteer or be chosen.
- **Esprit/Welfare.** Coordinates class activities to provide expressions of sympathy and/or recognize special personal events for class members and their families (i.e., births, marriages, etc.). Each class committee will nominate a representative for the Esprit/Welfare committee. One member from the Esprit/Welfare Committee serves as the Student Esprit/Welfare Leader.
- **Athletic.** Coordinates all NWC intramural athletic activities. Each class committee has a representative on the athletic committee. The committee assists in organizing events and schedules for athletic events against other NDU colleges and in organizing teams for Jim Thorpe Days competition at Carlisle, Pennsylvania. One member of the Athletic Committee serves as the Student Athletic Leader.
- **Information Technology (IT).** Works with fellow students as first line of support for issues with wireless connectivity, access to Blackboard and the Google domain, committee room IT resources (laptop, printer, and supplies), and serves as liaison with NWC on matters relating to the use of the academic computing environment. The goal is to optimize student use of technology in the classroom while operating in the Bring Your Own Device (BYOD) environment at NDU.
- **Professional Enhancement Program Travel (PREP-T).** Coordinates the voluntary program that plans trips to military installations and government agencies. It is designed to enhance student understanding of military capabilities and other aspects of U.S. national security policy and strategy development and implementation. Students assume the
primary active roles in organization and execution this program. Each class committee has a representative and one of these representatives serves as the Student PREP-T Leader.

- **Yearbook.** Coordinates the assembly and production of the class yearbook. The yearbooks are paid for through a combination of class dues and advertisement sales. Each class committee appoints a member to this committee. One of the class committee representatives serves as the Student Yearbook Leader.

- **Brent Elementary School.** Coordinates the voluntary tutoring program for elementary students at Brent Elementary School (in Washington, D.C.). Tutoring subjects include reading and math with the objective of helping students overcome academic deficiencies and enriching their school experience with individualized instruction.

### CLASS DUES
The EXCOM determines the class dues or “landing fees.” Dues are used for:

- Deposits on reservations for class-sponsored parties
- Coffee mess
- Class projects as determined by the Executive Committee
- Esprit/Welfare expenditures
- First year membership to the Alumni Association after graduation
- Class coins

### SOCIAL EVENTS
Various social events are scheduled during the academic year to promote social interaction among students, staff, faculty, speakers, and visitors to the College. Spouses are usually invited. Unless specified, attendance by children is not appropriate at these events.

The Executive Committee and the Dean of Students coordinate College/class-sponsored social activities, which in the past included:

- **Commandant’s Reception.** A semi-formal evening reception for the students, faculty, staff, distinguished guests, and spouses held in Roosevelt Hall usually the first Friday of each academic year.

- **Class-Sponsored Events.** Events planned by the class such as formal holiday dinner-dance, Potomac cruise, Oktoberfest, picnics, chili cook-off, food fest, or a Nationals baseball game. Costs are prorated among attendees.

- **Other Events.** Functions determined by the sponsoring group and arranged by individual class committees, seminars, trip groups, service groups, and faculty members. The sponsors of the event are responsible for all arrangements from setup to cleanup.

- **Graduation Ball.** An event hosted by the Commandant, prior to the graduation ceremonies, for students, spouses, faculty, staff, and guests.

### ATHLETIC PROGRAM
The President’s Cup sports competitions between NWC and the other NDU colleges are in the following sports: softball, soccer, basketball, volleyball, tennis, golf, bowling, racquetball, and a 5-K run. A trophy for each sport is presented to the winning school. The President's Trophy is presented to the school winning the greater number of competitions at the end of the academic year.
Individualized Health and Fitness programs are available. Information regarding these programs is published throughout the year and can be accessed at [www.ndu.edu/HealthFitness](http://www.ndu.edu/HealthFitness).

**Jim Thorpe Days.** In addition, NWC competes with the other senior Service colleges in a multi-event sports tournament (Jim Thorpe Days) in April, hosted by the Army War College in Carlisle, PA. This sports program is managed by the Student Athletic Leader for both individual and team sports. The sporting events include softball, soccer, basketball, volleyball, tennis, golf, bowling, racquetball, a 5-K run, skeet/trap, cycling, and a 4x400 relay.

**ALCOHOL CONSUMPTION**

The Dean of Students must approve activities involving use of NWC facilities. The consumption of alcoholic beverages at the College requires specific prior approval from the Dean of Students in every instance. The routine storage of these beverages in committee rooms, offices, or lockers is not authorized.
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PART 3: ACADEMIC INFORMATION

JOINT PROFESSIONAL MILITARY EDUCATION

The NWC core curriculum incorporates the program of Joint Professional Military Education (JPME) initially approved by the Chairman Joint Chiefs of Staff (CJCS) in November 1987, and later refined in CJCS Instruction 1800.01, “Officer Professional Military Education Policy” (OPMEP), last updated by the CJCS in June 2016. The NWC core curriculum covers all the JPME II learning objectives the Chairman assigned to the College in the OPMEP, and completion of the NWC academic program fulfills the educational requirements for Joint Qualification L-III. In addition to the coverage of the required JPME objectives in the core curriculum, students have the opportunity to expand their study of joint matters through the wide variety of electives offered by NWC and the other components at the National Defense University.

OPMEP LEARNING AREAS

The Chairman, via the OPMEP, has assigned NWC the mission “to educate future leaders of the Armed Forces, Department of State, and other civilian agencies for high-level policy, command and staff responsibilities by conducting a senior-level course of study in national security strategy.”

Further, the OPMEP directs that the College concentrate on “developing the habits of mind, conceptual foundations, and critical faculties graduates will need to operate in a competitive, complex, volatile environment at their highest level of strategic responsibility. Its goal is to produce resilient and adaptive national security practitioners who can develop and implement national security strategies holistically by orchestrating all the instruments of national power to achieve national objectives.” The OPMEP specifies the following joint learning areas and joint learning objectives comprise the NWC JPME II program.

**Learning Area 1-Strategic and Critical Logic.** In order to develop the ability to think critically and strategically in applying key principles and concepts and to anticipate and respond to change, surprise and uncertainty, students should be able to

- a. Evaluate key concepts, theories, and analytical approaches that shape critical and strategic logic.
- b. Apply critical and strategic thinking tools and concepts for anticipating and managing complexity, uncertainty, change, and surprise.
- c. Apply strategic logic and critical thinking to develop a national security strategy for a specific security challenge that is appropriately joint, interagency, intergovernmental, and multinational.
- d. Evaluate a given national security strategy.

**Learning Area 2-The Context for Strategy.** In order to understand the domestic and international elements of the security environment and their implications for the use of all instruments of national power, students should be able to

- a. Assess how U.S. domestic conditions influence the formulation and execution of national security strategy.
- b. Assess the implications of the processes for formulating and implementing U.S. national security strategies and policies for the viability of a proposed strategy.
- c. Comprehend the role of U.S. joint planning processes and systems in the development and
d. Assess the suitability of the structure and processes in the U.S. for national leaders to exercise joint command and control over the implementation of national security strategies.

e. Assess how conditions within other countries shape those countries' leaders' perceptions, policy decisions, and reactions to the strategic environment.

f. Analyze transnational and international factors that shape policy and strategy in the United States and selected nations.

Learning Area 3-Instruments of Power. In order to understand the contributions of all elements of national power and to think critically and strategically in applying concepts and principles of national security strategy, students should be able to

a. Analyze the fundamental nature, capabilities, and limitations of the instruments of national power as tools of statecraft in war and peace.

b. Comprehend the role of operational contract support in the development and execution of national level strategies.

c. Postulate U.S. force requirements and force development initiatives in light of the current and anticipated security environment.

d. Evaluate key concepts, doctrine, and approaches for the use of specific instruments of power.

e. Evaluate concepts/approaches for the orchestration of instruments of power to achieve national goals in a coordinated, holistic manner.

f. Critique selected cases of the coordinated use of multiple instruments as tools of statecraft.

g. Evaluate a national military strategy in support of a given national security strategy.

h. Assess theater strategy and campaigning in support of national security strategy in a selected case.

i. Analyze the implications of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) in the development of national security strategies.

Learning Area 4-National Strategic Leadership. In order to lead change, operate effectively at the national level on principles of intent through trust and empowerment, and make ethical decisions based on the shared values of the Profession of Arms, students should be able to

a. Assess the practice of strategic leadership in illustrative cases.

b. Analyze decisions against ethical standards and the shared values of the Profession of Arms.

c. Develop a national strategy capable of conveying clear strategic intent.

d. Apply tools for developing trust.

PROGRAM LEARNING OUTCOMES

Working from its assigned mission and JPME II learning areas, the College has derived the following six program learning outcomes. The core curriculum prepares students who, upon graduation, are able to do each of the following:

1. Apply the logic of strategic and critical thinking in national security matters.

2. Analyze the practice of strategic leadership in national security.

3. Analyze how domestic, transnational, and international factors shape national security strategy and policy.
4. Analyze the nature, character, and conduct of war.
5. Evaluate the nature, purpose, capabilities, limitations, and principal concepts for the use of the instruments of national power: military, diplomatic, economic, and informational.

ACADEMIC PROGRAM
To achieve its learning outcomes, NWC has designed a curriculum composed of seven core courses. The core courses provide grounding in national security strategy to include strategic and critical thinking; the coordinated use of all facets of national power in peace, crisis, and war; the domestic and international contexts in which national security policy is developed; national security agencies, departments, and decision-making processes; and in-depth applications of national security strategy. Elective courses complement the core curriculum. NDU offers a wide range of elective courses that provide students the opportunity to broaden and deepen their study.

The core courses average 13 contact hours per week when elective courses are not in session, and 9 contact hours per week when elective courses are meeting. Contact hours include lectures, panel discussions, question and answer sessions with lecturers, seminar sessions, and student exercises. Students should plan to spend approximately two hours of preparation time for each hour of contact time. Preparation time refers to out-of-class curriculum related activities such as required readings, preparing student presentations, problem-solving exercises, exams, writing assignments, etc. Core courses generally meet in the mornings. The chart below shows the layout for the academic year.

Figure 1. NWC Curriculum for Academic Year 2017-2018

NWC Curriculum AY 18

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-11 Aug Orientation</td>
<td>Graduation: 7 June</td>
</tr>
<tr>
<td>14 Aug – 22 Sep</td>
<td>6000: The U.S. Domestic Context 6 wks</td>
</tr>
<tr>
<td>25 Sep – 21 Nov</td>
<td>6000: Travel Practicum and ISRP 6 wks</td>
</tr>
<tr>
<td>27 Nov – 8 Dec</td>
<td>6400 Overseas Engagement 2 wks</td>
</tr>
<tr>
<td>2 Jan – 15 Feb</td>
<td>NDU Elective 1 12 wks</td>
</tr>
<tr>
<td>20 Feb – 30 Mar</td>
<td>NDU Elective 2</td>
</tr>
<tr>
<td>2 Apr – 22 May</td>
<td>NDU Elective 3 12 wks</td>
</tr>
<tr>
<td>7-18 Apr</td>
<td>6310 2 wks</td>
</tr>
<tr>
<td>6210: Statecraft I: Historical Perspective 8.5 wks</td>
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<tr>
<td>6300: The Regional Context 7 Sep – 20 Nov</td>
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<tr>
<td>NDU Elective 1 12 wks</td>
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CURRICULUM LAYOUT

Students choose one curriculum track shown below.

**American Students**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NDU 6000</td>
<td>Strategic Leader Foundational Course</td>
<td>4</td>
</tr>
<tr>
<td>NWC 6210</td>
<td>Statecraft I: Strategic Design and Implementation – A Historical Perspective</td>
<td>5</td>
</tr>
<tr>
<td>NWC 6310</td>
<td>Statecraft II: Strategic Design and Implementation in the Modern Era</td>
<td>5</td>
</tr>
<tr>
<td>NWC 6400</td>
<td>The U.S. Domestic Context</td>
<td>5</td>
</tr>
<tr>
<td>NWC 6500</td>
<td>The Global Context</td>
<td>4</td>
</tr>
<tr>
<td>NWC 6600</td>
<td>National Security Strategy Practicum</td>
<td>6</td>
</tr>
<tr>
<td>NWC 67xx</td>
<td>The Regional Context</td>
<td>2</td>
</tr>
<tr>
<td>Various</td>
<td>NDU Electives (3 courses)</td>
<td>6</td>
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<td></td>
<td><strong>Total Credits</strong></td>
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**International Fellows Taking American Studies**

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<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NDU 6000</td>
<td>Strategic Leader Foundational Course</td>
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<tr>
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<td>5</td>
</tr>
<tr>
<td>NWC 6310</td>
<td>Statecraft II: Strategic Design and Implementation in the Modern Era</td>
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</tr>
<tr>
<td>NWC 6400</td>
<td>The U.S. Domestic Context</td>
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<td>NWC 6500</td>
<td>The Global Context</td>
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<td>NWC 6920</td>
<td>International Fellows: Applications in Strategy</td>
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<td>NWC 6921</td>
<td>International Fellows: Individual Strategy Research Project</td>
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<td>NDU 6047</td>
<td>American Studies I</td>
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<td>NDU 6049</td>
<td>American Studies Foundations</td>
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**International Fellows NOT Taking American Studies***

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<th>Course #</th>
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<tr>
<td>NWC 6210</td>
<td>Statecraft I: Strategic Design and Implementation – A Historical Perspective</td>
<td>5</td>
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<tr>
<td>NWC 6310</td>
<td>Statecraft II: Strategic Design and Implementation in the Modern Era</td>
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<td>NWC 6400</td>
<td>The U.S. Domestic Context</td>
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<td>NWC 6500</td>
<td>The Global Context</td>
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<tr>
<td>NWC 6920</td>
<td>International Fellows: Applications in Strategy</td>
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<tr>
<td>NWC 6921</td>
<td>International Fellows: Individual Strategy Research Project</td>
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<td>NDU 6049</td>
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<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

***Must be approved by ISMO to opt out of American Studies. Speak with ISMO for details.***
**Research Fellows**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDU 6000</td>
<td>Strategic Leader Foundational Course</td>
<td>4</td>
</tr>
<tr>
<td>NWC 6210</td>
<td>Statecraft I: Strategic Design and Implementation – A Historical Perspective</td>
<td>5</td>
</tr>
<tr>
<td>NWC 6310</td>
<td>Statecraft II: Strategic Design and Implementation in the Modern Era</td>
<td>5</td>
</tr>
<tr>
<td>NWC 6400</td>
<td>The U.S. Domestic Context</td>
<td>5</td>
</tr>
<tr>
<td>NWC 6500</td>
<td>The Global Context</td>
<td>4</td>
</tr>
<tr>
<td>NWC 67xx</td>
<td>The Regional Context</td>
<td>2</td>
</tr>
<tr>
<td>NWC 6910</td>
<td>Research Fellow Advanced Studies I</td>
<td>2</td>
</tr>
<tr>
<td>NWC 6911</td>
<td>Research Fellow Advanced Studies II</td>
<td>4</td>
</tr>
<tr>
<td>NWC 6600 or</td>
<td>National Security Strategy Practicum</td>
<td>6</td>
</tr>
<tr>
<td>NWC 6912</td>
<td>Research Fellow Advanced Studies III</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

**Combatant Command Scholars**

<table>
<thead>
<tr>
<th>Course #</th>
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</tr>
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<tbody>
<tr>
<td>NDU 6000</td>
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<tr>
<td>NWC 67xx</td>
<td>The Regional Context</td>
<td>2</td>
</tr>
<tr>
<td>NWC 6600</td>
<td>National Security Strategy Practicum</td>
<td>6</td>
</tr>
<tr>
<td>NWC 6901</td>
<td>Independent Research</td>
<td>2</td>
</tr>
<tr>
<td>NDU 69xx</td>
<td>CCMD Specific Course by Location</td>
<td>2</td>
</tr>
<tr>
<td>Various</td>
<td>NDU Elective (1 course)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIONS**

**NDU 6000 – Strategic Leader Foundational Course**
This course introduces the elements of strategy, critical thinking, and strategic analysis to develop the foundational strategic thinking skills required for the balance of the curriculum. Using selected frameworks and examples of strategy, students begin their year-long examination of the components of national security strategy; assumptions behind strategic choices; relationships among the instruments of national power; orchestration of the instruments of power in pursuit of national security objectives; methods of evaluating the utility of different strategies; and the importance of strategic leadership in the formulation and implementation of national security strategy.

**NWC 6210 – Statecraft I: Strategic Design and Implementation – A Historical Perspective**
The course builds upon the foundation for developing strategy provided in 6000. The course analyzes six historical cases illustrating successful and unsuccessful efforts to design and implement national security strategy to achieve a desired political aim. Along the way, the course dissects the capabilities and limits of the various “DIME” instruments of power—that they can and cannot do, both individually and in concert with one another, in different situations. Students have ample opportunities to enhance their skills as a strategist and “strategic leader.”
NWC 6310 – Statecraft I: Strategic Design and Implementation in the Modern Era
This course employs eight case studies to help students examine the utility of the various instruments of power. Each case explores how disparate institutions and actors wielded the instruments, and to what effect. In addition, students will analyze the implications of the joint functions, and assess the role of operational contract support in the development of national security strategies. Students will be asked to scrutinize strategic decisions against ethical standards, and consider the implications of rapidly advancing technology on U.S. and Partner security. The course’s capstone exercise requires students to demonstrate their achievement of course objectives in a complex, four-day exercise produced in conjunction with NDU’s Center for Applied Strategic Learning.

NWC 6400 - The U.S. Domestic Context
This course examines the U.S. domestic context of national security decisions as well as various national security decision processes. The premise of this course is that national security strategy and strategic decisions are not made in a vacuum. Instead, they are both shaped and help shape domestic political debates and processes occurring at the time of the decision. This course will develop students’ analytic capabilities with regard to U.S. domestic politics, constraints, and opportunities and help students anticipate how domestic debates and processes influence strategy. More importantly, it will enhance the ability to assess the domestic viability of a proposed or given U.S. strategy.

NWC 6500 - The Global Context
This course helps students understand the world and assess emerging strategic threats and opportunities in the global arena. Students will study selected drivers of international relations, and their impact on a range of nation states and international regions. Students will examine how states respond to these drivers – analyzing trends and developments within nations, comparing and contrasting regional contexts and national perspectives, and recommending how best to prioritize U.S. interests within and across regions. This course analyzes state, non-state, and transnational actors in enhancing student understanding of the global context. A key theme will be strategic culture; understanding how other countries view the world, threats to them, and how that shapes their own application of the DIME model. Through their examination of trends, national responses to those trends, and U.S. responses to changes in the global context, students will develop a working knowledge of the international security context essential for creating, analyzing, and carrying out national security strategy and policy.

NWC 6600 – National Security Strategy Practicum
This course integrates all the themes of the core courses. This course provides the opportunity for NWC students and faculty to go to "the field" to discuss pertinent policy issues with political, military, business, media, religious, and academic leaders of other nations. Students discuss the issues that affect both the security of visited nations as well as the security of the United States. NWC 6600 concludes with each student completing an Individual Strategy Research Project that analyzes a selected security challenge, develops a national security strategy to deal with that challenge, and lays that strategy out in a 3,000 to 6,000-word strategy paper. Students present and defend that strategy in their end-of-year oral evaluations. The year ends with students demonstrating the College’s fundamental purpose – to graduate military and civilian national
security professionals who can analyze a given security challenge and develop a strategy to deal with that challenge.

**NWC 67xx – The Regional Context**
Students will take one course in the 6700 series. The course will be specific to region and country. This course helps students to understand how the concentric circles of country, region, and culture impact a nation’s strategic calculations.

**NWC 6901 – Independent Research**
During this course, each student works with his/her Faculty Research Sponsor to develop fully the idea for a project and provide a substantive written product. To undertake NWC 6901, students must have the support of their Faculty Advisor, secure a faculty sponsor to advise and evaluate their work, and gain approval from the Associate Dean of Research and Outreach. The research should entail a workload equivalent to that of a 12-week elective course. NWC CCMD Scholars take this course in the Fall term. This is a graded course.

**NWC 6902 – Advanced Writing**
In lieu of a standard elective course, students may choose to take NWC 6902, which allows a student to conduct independent research and write an article on a national security strategy issue of a student’s choice, which is suitable for publication. To undertake NWC 6902, students must have the support of their Faculty Advisor, secure a faculty sponsor to advise and evaluate their work, and gain approval from the Associate Dean of Outreach and Research. The research should entail a workload equivalent to that of a 12-week elective course, and the final product should be a paper of approximately 5,000 words. This is a graded course.

**NWC 6910 Research Fellow Advanced Studies I**
In this course, a Research Fellow begins to work with his/her Faculty Research Sponsor to develop fully the idea for the project. The Research Fellow begins to conduct research and writing. This course is pass/fail.

**NWC 6911 Research Fellow Advanced Studies II**
In this course, a Research Fellow continues to work with his/her Faculty Research Sponsor to produce a scholarly paper as stipulated in the Research Fellow policy memo. This course is pass/fail. The numeric grade for the final paper is calculated into the final course grade for NWC 6600 or NWC 6912.

**NWC 6912 Research Fellow Advanced Studies III**
Upon approval, a Research Fellow may take this course in lieu of NWC 6600. During this course, a Research Fellow will conduct field research. This is a graded course.

**NWC 6920 - International Fellows: Applications in Strategy**
In this course, International Fellows will begin work on their ISRP. By the end of this course, students should have selected a topic, moved from topic to research question to ISRP statement, and developed a manageable and focused outline of future deliverables. Students in this course are eligible for a Distinguished Graduate point if so recommended by their Faculty Advisor. *This is a pass/fail course.*
NWC 6921 - International Fellows: Individual Strategy Research Project
In this course, International Fellows will complete work on their ISRP. By the end of this course, the student should have an effective and efficient ISRP framework and a finished ISRP that is logical, well reasoned, clear, and cohesive. This is a graded course with three deliverables: the strategy’s objectives and the ISRP Framework (which together count 40% of the course grade) and the final ISRP (60% of the course grade). Students in this course are eligible for a Distinguished Graduate point if so recommended by their Faculty Advisor.

INDIVIDUAL STRATEGY RESEARCH PROJECT (ISRP)
In order to graduate, students must successfully complete an ISRP (Research Fellows complete a Research Fellow project). There are slightly different requirements depending on whether the student is categorized as an American, International Fellow, or Research Fellow.

American Students (excluding Research Fellows). For American students this requirement is part of course NWC 6600, “National Security Strategy Practicum.” The ISRP requirement broadly must be a 3,000-6,000 word strategy. The strategy options are
- A U.S. strategy toward the assigned country or region (67xx course)
- A U.S. strategy toward a strategically important transnational issue within the region (e.g., refugee crisis, civil war, terrorist activity, nuclear weapons proliferation, resource scarcity, etc.)
- The practicum travel country’s strategy toward the U.S.
- The practicum travel country’s strategy toward a region, regional problem, neighbor, or an adversary

Students accepted into the CCMD Scholar program may not connect their ISRP to their larger CCMD Scholar project. Additional information on the CCMD Scholar program is located in the NWC Policy Memo section, located at the end of this catalog.

The NWC 6600 syllabus will provide detailed guidance for completing the ISRP.

International Fellows. International Fellows will take NWC 6920, “Applications in Strategy” in the Fall term and NWC 6921 “Individual Strategy Research Project” in the Spring term with the culminating product being the ISRP. The length of the IF ISRP should be between 3,000-6,000 words. The IF ISRP options are
- U.S. strategy toward the IF’s home country
- U.S. strategy toward the IF’s immediate region
- U.S. strategy on a strategically important, transnational issue affecting the IF’s country or immediate region (e.g., refugee crisis, civil war, terrorist activity, nuclear weapons proliferation, resource scarcity, etc.)
- The IF’s home country strategy toward the United States, North America, or the Western Hemisphere (to include the U.S.)

Research Fellows. Students accepted into the Research Fellow program will fulfill the ISRP requirement with his/her Research Fellow project. Additional information on the Research Fellow program is located in the NWC Policy Memo section, located at the end of this catalog.
ELECTIVE COURSES

American Students. Students have the opportunity to take one elective course in the Fall and two in the Spring. The purpose of elective program is to
- Provide deeper, more comprehensive analyses of themes and issues raised in the core curriculum;
- Take advantage of faculty expertise in areas not covered or briefly discussed in the core curriculum; and
- Offer experimental vehicles through which issues can be examined with a small group of interested students and for possible integration into the core curriculum.

International Fellows. International Fellows take American Studies as their elective courses in the Fall and Spring terms. If an IF chooses to take a different concentration than American Studies, with permission from ISMO, the IF will take four 2-credit elective courses, normally two in the Fall and two in the Spring.

Research Fellows. Research Fellows fulfill their elective requirement by taking NWC 6910 “Research Fellow Advanced Studies I” in the Fall and NWC 6911 “Research Fellow Advanced Studies II” in the Spring.

Combatant Command (CCMD) Scholars. CCMD Scholars fulfill their elective requirements by taking NWC 6901 Independent Research in the Fall and NDU 69xx the CCMD specific course in the Spring. Both of these electives do not have weekly scheduled meetings, but instead allows the scholar time to research and write. The Scholar will meet with his/her Faculty Research Sponsor as needed or direct throughout the academic year. The third elective is an open elective taken during the Spring term. Additional information on the CCMD Scholar Program is located in the NWC Policy Memo section, located at the end of this catalog.

THE ELECTIVES PROCESS

Students attend an electives fair for the Fall and Spring terms to learn more about the individual elective offerings. Students may ask questions of the course instructors, preview the syllabi (if available), and look at course materials. After the fair, students will receive an email with a survey link asking them to identify their top elective choices. The survey is open for a short time and students must respond before the deadline for their choices to be considered. Failure to respond before the deadline will result in the student only having the option of choosing a course that has remaining availability. Students are typically registered for an elective within their top three choices. However, if a student were to select all popular courses, then it is possible the student will be registered for his/her fourth or fifth choice.

Research Fellows and CCMD Scholars taking the required elective courses for their degree tracks do not register following the above process. Those students are enrolled automatically for their required courses. CCMD Scholars must enroll via the process above for their open elective in the Spring term.

ELECTIVES OVERLOAD

All students have the option of enrolling in more than the required number of electives but must gain the approval of their Faculty Advisors (Research Fellows and CCMD Scholars, refer to the
policy memo for further instructions). Faculty Advisors will only approve an overload if he/she believes the student’s time and academic abilities permit taking an extra course.

**COURSE GRADES**

Students receive a grade and written feedback on course assignments. Faculty will evaluate students using the below A to F grading scale. Final grades will indicate the degree to which students have demonstrated mastery of course objectives in course assessments and in contributions to seminar learning. Faculty members provide candid, constructive narrative comments to each of their students, addressing the student’s strengths and weaknesses, and providing recommendations for improvement.

Individual assignment and final course grades follow the below grading scale.

**Figure 2. NDU Grading Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

*To pass a core or elective course, students must earn an overall course grade of at least a B minus.*

The final grades for all courses appear on the official student transcript. Below is the letter grade to quality point scale used for all NDU courses, along with the descriptor of each grade.

**Figure 3. NDU Quality Points**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Descriptor</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional Quality</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Superior Quality</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>High Quality</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Expected/Acceptable Quality</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Below Expected Quality</td>
<td>2.70</td>
</tr>
<tr>
<td>C</td>
<td>Unsatisfactory Quality</td>
<td>2.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0.00</td>
</tr>
<tr>
<td>F</td>
<td>Fail/Unacceptable Quality</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A – Student performance of exceptional quality at the executive/graduate level. This grade represents the work of an outstanding student whose performance is truly exceptional with regard to knowledge of course constructs, and the attainment of consistent understanding, analysis, evaluation, and application at the strategic level.
**A-minus** – Student performance of superior quality at the executive/graduate level. This grade represents the work of a student who demonstrates a consistently advanced knowledge of course constructs, and understanding, analysis, evaluation, and application at the strategic level.

**B-plus** – Student performance of high quality at the executive/graduate level. This grade represents the work of a student whose performance demonstrates high quality graduate/executive level work. The student regularly demonstrates an understanding of course constructs at the strategic level.

**B** – Student performance of acceptable quality at the executive/graduate level. This grade represents the work of a student whose performance demonstrates successful completion of all course requirements.

**B-minus** – Student performance below expected quality at the executive/graduate level. This grade represents the work of a student who did not fully meet course requirements; was deficient in some areas; but in total, was above minimum course standards.

**C** – Student performance that is unsatisfactory at the executive/graduate level. This grade represents the performance of a student who did not fully meet course requirements and was deficient in many areas. Remediation of C grades is discussed below.

**F** – An “F” reflects unacceptable student performance. The student fails completely to meet course requirements and/or general standards of professional responsibility/conduct. Students who receive an overall grade of “F” in any course or oral evaluation do not meet graduation requirements.

**I** – An instructor may seek permission to award an overall grade of “I” if a student who is otherwise in good standing fails to complete one or more course requirements. Instructors will forward the name and circumstances to the Associate Dean of Academics no later than the last day of class. The request should include a plan for the student to complete the requirement(s) in question within two weeks of the grade submission deadline. Any further extensions are granted only upon the recommendation of the Dean of Faculty and Academic Programs and the approval of the Commandant. A student who does not resolve an “I” grade by the date set, plus any extensions granted by the Commandant, will have his/her overall grade for that course changed to Fail (F), pending review by the Performance Review Board as described below. If that “F” grade is upheld upon review, the student will face recommendation for disenrollment.

**EVALUATION STANDARDS**

**Evaluating Achievement of Course Objectives.** Each course director will devise a plan of assessment activities that, along with a student’s performance in seminar discussions, will allow faculty to determine whether each of their students has achieved each course objective and assign grades. Assessment activities may include exams, papers, oral presentations, case analyses, and exercises. Grading rubrics that detail the performance standards for each of the course assignments are provided to students prior to the assignment due dates. FSLs use those rubrics for their evaluations of each student activity.

Course syllabi will establish the weight of each graded event in the determination of a student’s
final grade. On any NWC graded element worth at least 20% of the final grade (e.g., paper, test, exercise, seminar performance, etc.), students must earn a grade of at least 80 (B-) in order to pass the course. Seminar contribution performance standards are listed below.

**Standards for Seminar Contribution**

**Exceptional (A)**
- Contributions demonstrate exceptional achievement of course objectives and mastery of course concepts.
- Consistently demonstrates well-developed critical, creative, and strategic thinking skills. Provides explicit comprehensive identification and testing of assumptions. Routinely evaluates information using multiple perspectives. Consistently makes well-reasoned arguments reflecting exceptional analysis and interpretation of evidence. Ideas especially constructive and imaginative. Insightful; innovative thinking which stretches the minds of others in seminar; understands relationships between ideas. Exhibits complex awareness of ways to anticipate uncertainties in a coherent on-going process of inquiry.
- Fully prepared. Has studied the syllabus and has completed all required reading, plus some optional material. Familiar with the issues to be discussed and has carefully thought them through to discover relationships. Prepared to not only contribute to the discussion, but also lead it.
- Self-confident and enthusiastic. Exceptional qualities of leadership, but comfortably accepts support role when assigned. Stimulates other students and draws them out. Skillfully uses knowledge of group dynamics to inspire collaboration among diverse individuals/groups. Consistently outstanding balance between “listening” and regularly “contributing.” Routinely builds on the comments of others. Respects the opinions of others but challenges when appropriate. Exceptional ability to operate on intent through trust, empowerment, and understanding.

**Superior (A-)**
- Contributions demonstrate superior achievement of course objectives and strong grasp of course concepts.
- Usually demonstrates well-developed critical, creative, and strategic thinking skills. Often provides explicit comprehensive identification and testing of assumptions. Usually evaluates information using multiple perspectives. Often makes well-reasoned arguments reflecting exceptional analysis and interpretation of evidence. Exhibits complex awareness relative importance of different sources uncertainties.
- Well prepared. Has studied the syllabus and has completed all required reading. Familiar with the issues to be discussed and has begun to think them through to discover relationships.
- Superior qualities of leadership, but comfortably accepts support role when assigned. Occasionally stimulates other students and draws them out. Demonstrates good collaboration skills. Usually strikes a balance between “listening” and regularly “contributing.” Often builds on the comments of others. Respectful of views of others. Superior ability to operate on intent through trust, empowerment and understanding.
High Quality (B+)

- Contributions demonstrate solid achievement of course objectives and solid grasp of course concepts.
- Usually demonstrates increasingly refined critical, creative, and strategic thinking skills. Can identify many key assumptions, but may not always adequately test them. Can recognize more than one perspective but may stop short of completely integrating multiple perspectives into analysis. Demonstrates ability to make supported arguments using evidence that is accurate, thorough, and relevant. Articulates complexities related to uncertainties and the relationships among different sources of uncertainty.
- Prepared. Has completed majority of required reading. Generally, familiar with the issues to be discussed. Increasingly recognizes relationships between ideas.
- Solid qualities of leadership, but can also follow. Demonstrates solid collaboration skills. Regularly provides thoughtful and constructive contributions. Occasionally misses the balance between “listening” and regularly “contributing.” Respectful of views of others. Occasionally interrupts another student. Solid ability to operate on intent through trust, empowerment, and understanding.

Acceptable (B)

- Contributions demonstrate acceptable achievement of course objectives and an emerging grasp of course concepts.
- Demonstrates some development of critical, creative, and strategic thinking skills. Can identify some key assumptions. Sometimes struggles to recognize more than one perspective. Demonstrates ability to make supported arguments using evidence that is usually accurate and relevant. Identifies two or three reasons for significant and enduring uncertainty.
- Usually prepared for seminars. Has at least skimmed most of the required reading. Demonstrates adequate understanding of the issues, but does not always perceive interrelationships.
- Generally interested and involved. Respects the views and ideas of others. Has the ability to work collaboratively in the seminar environment. May not always be comfortable in leadership or follower roles. Contributes constructively to seminar discussions but not on a regular basis. Occasionally interrupts another student. Limited ability to operate on intent through trust, empowerment, and understanding.

Below Expected Quality (B-)

- Contributions suggest achievement of course objectives is at risk and a weak grasp of course concepts.
- Demonstrates development of rudimentary critical thinking skills. Creative and strategic thinking skills are underdeveloped. May continue to wrestle with the difference between facts and assumptions. Occasionally makes supported arguments using evidence but evidence can be superficial. Tends to make unsupported assertions. Often speaks out without having thought the issue through. Identifies at least one reason for significant and enduring uncertainty.
- Minimally or inconsistently prepared for seminars. May be overwhelmed by reading content or amount of reading. Demonstrates an uneven and rudimentary understanding of the issues.
Generally not engaged in seminar discussion, but sometimes makes voluntary contributions; contributions seldom constructively add to the discussion. Has the ability to work collaboratively in the seminar environment. May not always be comfortable in leadership or follower roles. Sometimes fails to show regard for a colleague’s opinions or proper consideration or courtesy toward others in the seminar group. May have a tendency to interrupt other students. No demonstrated ability to operate on intent through trust, empowerment, and understanding.

Unsatisfactory (C)

- Contributions demonstrate unsatisfactory achievement of course objectives and little or no understanding of course concepts.
- May have valid ideas, but lacks organization. Misses the point of the discussion. Little or no original thinking. May have the intellect, but has not put in the effort. Frequently confuses facts and assumptions. Does not acknowledge more than one view; portrays perspectives and information dichotomously (e.g., right/wrong; good/bad; smart/stupid). Critical thinking skills are underdeveloped. Creative and strategic thinking skills are not evidenced. Either denies uncertainty or attributes uncertainty to temporary lack of information or to lack of own knowledge.
- Inadequately prepared. Has not studied the material and has completed little of the required reading. Does not fully understand the issues under consideration through lack of effort. Not ready to contribute effectively.
- Sometimes shows lack of interest or involvement and may not be supportive of group goals. Rarely steps forward to assume fair share in group discussion or project. May disregard the ideas and feelings of others. May be impatient, patronizing, or impolite; talk too much or listen too little. May become belligerent in discourse with colleagues and/or instructor. Not a team player; extremely weak or nonexistent collaboration skills. May routinely interrupt and talk over other students.

EVALUATING STUDENT PERFORMANCE ON ORAL EVALUATIONS

All NWC students participate in two oral evaluations: one mid-year (Fall) and one end-of-year (Spring). These evaluations give students the opportunity to demonstrate their ability to integrate and apply their learning from the core curriculum. Oral evaluations also enable the College to assess the achievement of the overall program learning outcomes. Specific guidelines and rubrics are provided to students and faculty prior to each oral session.

At the conclusion of each oral evaluation, faculty evaluators will debrief their student, to include the student’s grade and a summation of the student’s strengths and weaknesses. Faculty evaluators assess each student as either “Above,” “Met,” or “Below” the standards identified for each performance element on the grading rubric. The overall grade is either Pass or Fail. A passing grade on both oral evaluations is a requirement to graduate. Any student who fails to meet standards for one or more of the performance requirements on an oral evaluation will enter remediation as described below.

REMEDIATION

The goal of the National War College is to maximize learning for all students and provide the opportunity for all to meet graduation requirements. Consequently, the College has an established
remediation process, described below. Remediation consists of those actions taken by the student and faculty to determine the nature of the particular problem, match it with a course of action to improve the student’s understanding, and a final evaluation to verify that the student has achieved desired levels of learning. Appropriate remediation plans may employ a variety of activities such as counseling, tutoring, additional work, re-accomplishment of course assignments/graded work, and/or re-accomplishment of an oral evaluation.

Remediation of Individual Graded Elements in a Course. A student who receives a grade of “C” or lower on any graded element worth more than 20% of the final course grade will enter remediation. Generally, the student’s FSL will conduct the remediation; however, at any point in the remediation, the student can request, or the FSL can recommend, that the Associate Dean of Academics assign a different faculty member to carry out the remediation.

FSLs will aim to complete the remediation by the turn-in date for final course grades. If necessary, however, the FSL can continue the remediation beyond that date. In that case, the FSL will award the student an Incomplete grade for the course, and the student must complete the remediation within two weeks or meet with the Dean of Faculty and Academic Programs for a review of the student’s academic progress. At that point, the Dean will either recommend a further extension of the remediation effort to the Commandant, or direct that the FSL award the student a final course grade of Fail (F), pending review by the Performance Review Board as described below. If upheld upon review, the student will face recommendation for disenrollment from the program.

An assignment successfully remediated will earn the grade of 80. This grade is calculated into the student’s grades on the other assignments to determine the overall course grade.

Remediation of a Failed Oral Evaluation. The Associate Dean of Academics will consult with the student’s orals evaluation team and Faculty Advisor to design a remediation program that will raise the student’s performance to meet standards in deficient areas. Students who fail to complete remediation, the original overall grade of Fail (F) for the evaluation will stand, pending review by the Performance Review Board described below. Failure of an oral evaluation, if upheld upon review, results in recommendation for disenrollment from the program.

Remediation of a GPA below 3.0. Students must earn an overall GPA of 3.0 to graduate. If a student’s overall GPA falls below 3.0 at any point during the academic year, the student will be placed on probation and enter remediation. The Associate Dean of Academics will consult with the student, the student’s FSL, the student’s Faculty Advisor, and anyone else deemed pertinent to the particular case to determine what steps need to be taken to help bring the student’s GPA up to 3.0. Once the Commandant has approved the remediation plan, he/she will counsel the student in question. The Deputy Commandant (International Affairs Advisor) will participate in the counseling for any civilian student on probation. The student’s Faculty Advisor will track the student’s progress weekly until the student is off probation.

GRADE APPEALS
Every NWC student has a right to appeal any graded event or final course grade. As a first step, the student should request an informal review of the grade by the FSL(s). This review should take place no later than 7 days after the release of the grade. Should the informal review not lead to a
satisfactory resolution, the student may then initiate a formal review by submitting a written petition to the Associate Dean of Academics no later than 14 days after the release of the grade. The Associate Dean of Academics will adjudicate a graded event appeal. The Dean of Faculty and Academic Programs will convene a faculty panel to conduct the formal review and make a recommendation for resolution on a course grade appeal. The recommendation of the panel will be final.

NWC students enrolled in non-NWC electives courses may also appeal their grades. They must follow the appeals procedure in place at the College or component offering the course.

**PERFORMANCE REVIEW BOARD**

When a student receives a final course grade of “F”, has an unresolved Incomplete, has failed to successfully complete a remediation program, or has committed a serious professional transgression, the student will meet a Performance Review Board convened by the Dean of Faculty and Academic Programs. The Board will review the student’s academic record, interview the student and pertinent faculty members, and assess the student’s academic and professional potential. Upon conclusion of its deliberations, the Board will decide by majority vote whether to recommend: 1) awarding the student a specified grade in the course/oral evaluation in question; 2) providing further remediation; or 3) disenrollment without award of a Master’s degree or diploma. The Board will forward that recommendation in writing to the Commandant.

The Commandant will make the final decision on dispensation of the case and report his/her decision in writing to the Dean of Faculty and Academic Programs. Should the decision be disenrollment, the Dean of Administration will take the actions necessary to process that decision through the University Provost and University President.

**GRADUATION REQUIREMENTS**

To be eligible for the degree of Master of Science in National Security Strategy from the National War College, students must have completed an educational program equivalent to a U.S. bachelor’s degree, and, for non-English speaking students, have scored at least 83 on the Test of English as a Foreign Language (TOEFL). International Fellows who fail to meet either or both of these requirements may petition the Associate Dean of Faculty to initiate a recommendation from the Commandant to the University President for a waiver of the requirement. Students who remain ineligible for the degree but are able to meet the requirements below will receive a College diploma indicating successful completion of senior-level professional military education.

For students who are eligible, they must complete all the following requirements to earn the degree.

- Pass all core and elective courses with the grade of B- or higher
- Pass both oral evaluations
- Have a minimum cumulative GPA of 3.0

U.S. military students who earn the Master’s degree also receive credit for JPME II. In rare instances, a U.S. military student could fail to earn the Master’s degree and still have the Commandant recommend that he/she receive credit for JPME II.
DISTINGUISHED GRADUATE PROGRAM

The National War College defines Distinguished Graduates (DG) as those students who have demonstrated the ability to excel as national security strategy practitioners. Distinguished Graduates have demonstrated exceptional ability to analyze a national security challenge, develop a strategy for dealing with that challenge, and articulate that strategy both orally and in writing. They also have demonstrated exemplary professional qualities throughout the year. Students demonstrate the above abilities in and out of seminar.

All National War College students are eligible for designation as a Distinguished Graduate. Students earn DG points throughout the academic year in the following ways.

- **Top Student in Core Courses (6000-67xx):** Core course faculty may recognize up to two students in their core course seminars for overall outstanding performance to include preparation, contributions to discussions, graded events (written work, oral presentations, examinations, in class exercises, etc.), and group interaction/leadership. Recognized "Top Students" earn 2 DG points.

- **Top Student in Elective Courses:** Faculty teaching elective courses may recognize students for overall outstanding performance to include preparation, contributions to discussions, graded events (written work, oral presentations, examinations, in class exercises, etc.), and group interaction/leadership. The maximum number of students recognized depends on course enrollment as indicated below. DG points in Independent Study elective courses are at the discretion of the faculty and awarded only for exceptional work (also includes CCMD Scholar Elective, NWC 6901, and NWC 6902). Recognized “Top Students” earn 1 DG point.

<table>
<thead>
<tr>
<th>Course Enrollment</th>
<th>Top Students</th>
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<tbody>
<tr>
<td>7 students or fewer</td>
<td>1</td>
</tr>
<tr>
<td>8 to 14 students</td>
<td>2</td>
</tr>
<tr>
<td>15 to 21 students</td>
<td>3</td>
</tr>
<tr>
<td>22 or more students</td>
<td>4</td>
</tr>
</tbody>
</table>

- **Top Paper in Core Course Seminars (6000-67xx):** Core course faculty may recognize one student in each of their core course seminars for having written the best paper. Students with a "Top Paper" earn 1 DG point. In 6600, the top paper is seminar is the ISRP.

- **Top ISRP:** Faculty who award “Top Paper” (ISRP) in seminar for courses 6600 & 6921 may nominate those papers to compete for “Top ISRP.” Students with the top ISRP (one from 6600 and one from 6921) earn 2 DG points.

- **Writing Awards:** Each student paper winning an award in the College’s end-of-year writing competition earns 1 DG point. Students who win 2nd or 3rd place in the SECDEF or CJCS writing competitions also earn 1 DG point. The 16 “Top Papers” in seminar compete for “Top Paper” in each core course; winners earn 1 DG point.

- **International Fellows (6920/6921):** Faculty supervising 6920 and 6921 may recognize their student for progress made in each course and award 1 DG point per course.

- **American Studies (NDU 6047/6048):** ISMO may recommend up to four “Top Students” per course. Each “Top Students” who earn 2 DG points. The same student may earn “Top Student” in both courses equaling 4 DG points.

- **Research Fellows:** Faculty supervising a Research Fellow may award their Fellow up to 6 DG point for their work, with an emphasis on the final product. The points possible come from the following: 1 point for 6910, 2 points for 6911, 1 point for “Top Paper” in 6600, and
2 points for “Top ISRP,” with the latter two being point opportunities a Fellow misses by not writing an ISRP. The faculty should only award points for the latter two if the Fellow’s paper rivals the quality of the Top ISRP from 6600.

- **Group Special Projects:** After the start of the academic year, if a group of students joins together to conduct a special project, as part of documentation to request approval from the Dean of Faculty, the primary FSL guiding the project must provide a recommendation on how DG points could be awarded for the course.

- **Top Student in Oral Examinations:** Faculty oral evaluation teams may designate one “Top Student” of those they assess during each of the oral evaluation periods (Fall and Spring). These “Top Students” earn 1 DG point. Research Fellows are awarded 1 DG point per evaluation period based on their performance.

- **Class Rank:** Students who place in the top 10% of the class ranking, calculated by averaging the final numeric grade for all core courses, earn 1 DG point.

- **Faculty Nominees:** At the end of the academic year, each faculty member may recommend up to five students who he/she believes have demonstrated the overall qualities of a distinguished graduate. Students whose total faculty nomination points rank in the top 10% of all those nominated earn 1 DG point.

All DG points are calculated at the end of the academic year and the students are rank ordered by total points.

A panel composed of the Commandant, Deputy Commandant, Dean of Faculty and Academic Programs, Dean of Administration, and Director of Institutional Research and Assessment reviews and approves the recommended list of distinguished graduates. The distinguished graduates are announced during the end of year awards ceremony and are recognized at the graduation ceremony. The Distinguished Graduate designation is printed on recipient transcripts. Typically, the College designates approximately 10% of the graduating class as Distinguished Graduates.

**FACULTY ADVISORS**

Each student is assigned a Faculty Advisor at the beginning of the academic year during in-processing. The Faculty Advisor serves as the student’s principal advisor on curricular and administrative matters throughout the academic year. Faculty Advisors meet with their students during the first week of school and a number of times thereafter throughout the year. Students are encouraged to consult with their advisors on any College-related matter or for more general counseling/advice.

Faculty Advisors review the student’s performance throughout the academic year and counsel students as appropriate. Problems related to professional standards should be raised with the Dean of Students and the appropriate Service or Agency representative.

In an initial session, Faculty Advisors explain the evaluation process and how it relates to the year-end report. Advisors may then coordinate with students to schedule additional sessions throughout the year.

Final reports on all U.S. and international students are completed at the end of the academic year, just prior to graduation. Final reports for U.S. students are prepared by the Faculty Advisors and
submitted through the Service Chairs to the Commandant.

**SERVICE & AGENCY CHAIRS**
The four military Service Chairs are faculty members from each military branch who represent their Service. The Service Chairs enrich the College's understanding of operational matters and provide insight on Service-unique practices and perspectives. They advise students from their Service on problems and issues related to their Service. Service Chairs work closely with Faculty Advisors to monitor and advise individual students. Service Chairs also coordinate and supervise activities related to their Service, such as physical fitness testing, visits, etc.

The International Affairs Advisor is a member of the Senior Foreign Service and serves as the Deputy Commandant, as well as a senior mentor for State Department students. In this latter capacity, the International Affairs Advisor has many of the same roles and responsibilities as the military Service Chairs.

Varieties of other federal agencies also have lead faculty members at the College. These agency faculty members are the primary representative of their agencies, and should be consulted by civilian students from the respective agency on agency-specific matters.

**WRITING AT THE NATIONAL WAR COLLEGE**
NWC uses writing assignments as one of the principal tools for assessing whether students have achieved course learning objectives. Examples of writing assignments are staff papers, analytical essays, case study analysis, exercise reflections, strategy papers, evaluation papers, or research papers. Syllabi will describe writing requirements for each course and explain how writing assignments calculate into final course grades. For details about Writing at the National War College, refer to the NWC Policy Memo section, located at the end of this catalog.

**Writing Diagnostic.** During the first week of the academic year, students will complete a two-phased writing diagnostic assessment.

**Executive Writing Program.** The Director of Writing will establish a series of Executive Writing Program workshops soon after classes begin and continuing at least through the end of the Fall term. These workshops will initially focus on common issues identified during the diagnostics, but will also include sessions designed to assist in writing improvement and in the research and writing connected with the ISRP.

The program is open to any student who desires additional assistance in sharpening his/her writing skills.

**Individualized Writing Options.** Students have several options available to pursue more individualized writing projects and to examine strategic issues that transcend the regional orientation of the ISRP. The Associate Dean of Outreach and Research and/or Director of Writing must review and approve any proposal for one of these individualized projects. Forms are available on the Google Drive.
**Long Paper.** Students may combine writing requirements for two courses (core, elective, or combination) in order to explore an issue in-depth. Long papers meet the writing requirement for both courses involved, and the grade assigned will factor into a student’s overall grade for both courses in the same way as the regular writing assignment for each of the courses. Students wishing to pursue the long paper option must gain the approval from their respective FSLs prior to initiating a long paper. The respective course directors and the Associate Dean of Outreach and Research must concur that the subject proposed meets the intent of the writing requirements the long paper will replace, and that the project will require an equivalent amount of academic effort. The approximate proposed word count for a long paper is 5,000 words, which corresponds with the length of entries in the SECDEF and CJC5 writing competitions. The proposal form for the long paper option is available on the Google Drive, Writing Program folder. Note that students who choose to write a long paper may be disadvantaged from earning DG points in the first course since the final written product will not be submitted until the end of the second course.

**Expanded Paper.** An expanded paper adds to existing student work. A student may choose to expand a previously written paper and submit a longer paper to meet a new requirement. Student proposals for this option must provide the prior work and clearly define the new work that will constitute the expanded portion. Depending on the nature of the original work, students may even be able to build an expanded paper on work completed at another institution. The subsequent expanded paper, consisting of the original work modified as needed plus the new material should be approximately 5,000 words. The grade assigned for the expanded paper will serve as the grade for the writing requirement in the course. Students must gain the approval from their FSL prior to initiating an expanded paper. The affected course director and the Associate Dean of Outreach and Research must concur that the proposed expansion meets the intent of the substituted writing requirement, will require an equivalent amount of effort, and complies with the definition of original work below. Students can find the proposal form for the expanded paper option on the Google Drive.

**Advanced Writing Elective.** In lieu of a standard elective course, students may choose to take NWC 6902, Advanced Writing, which allows a student to conduct independent research and write an article on a national security strategy issue of a student’s choice, which is suitable for publication. To undertake NWC 6902, students must have the support of their Faculty Advisor, secure a faculty sponsor to advise and evaluate their work, and gain approval from the Associate Dean of Outreach and Research. The research should entail a workload equivalent to that of a 12-week elective course, and the final product should be a paper of approximately 5,000 words. While most NWC 6902 projects are individual, a student may choose to undertake a group research project under a single faculty sponsor. In that instance, each participant in the project will register for a NWC 6902; each will need to contribute equitably to the research, analysis, and writing; and each will need to contribute approximately 5,000 words to the final product. In exceptional cases, a student may undertake more than one NWC 6902 course, or a student may choose to undertake a research project that entails a workload equivalent to two 12-week elective courses. In that latter case, a student would register for two NWC 6902 courses and be expected to produce a paper of approximately 10,000 words. The proposal forms for NWC 6902, Advanced Writing, are available on the Google Drive.
Original Work. Students are required, throughout their time at the National War College, to submit “Original Work” in their course assignments unless otherwise explicitly directed by their FSLs.

Because of the complexity of the options available within the writing program, and to avoid any ambiguity such options might produce, the College has carefully defined ‘original work.’ The term ‘original’ within the NWC research and writing program means both ‘produced by the author’ and ‘produced for the first time.’ Thus, papers written to satisfy NWC writing requirements must be produced during the student’s tenure at NWC, be submitted to satisfy only one writing requirement, and contain the student’s own ideas and analysis except as documented by appropriate citations. Complying with the original work definition will avoid potential issues of plagiarism. When in doubt about options or requirements, consult a Faculty Advisor or the Associate Dean of Outreach and Research.

The one exception to the “original work” requirement is the “expanded paper” option in which students – with the permission of their FSL and the Associate Dean of Outreach and Research in advance— may expand upon previously completed work in order to produce a study that blends existing and new research and writing.

SafeAssign. “SafeAssign is a tool used to promote originality and to create opportunities to help students identify how to properly attribute sources. SafeAssign generates a report detailing the percentage of text in a paper that matches existing sources” (https://help.blackboard.com/Learn/Administrator/Hosting/Tools_Management/SafeAssign).

Students are not required to use SafeAssign; however, they are strongly encouraged to use the “Check Your Draft” feature in Blackboard. Submissions through “Check Your Draft” are not saved in SafeAssign’s database, so students should consider using this feature regularly. “Check Your Draft” is a useful tool to ensure that all quoted works are properly cited. If students are submitting a paper for a writing competition, they must be prepared to submit an originality report.

FSLs may use SafeAssign as little or as much as they would like; however, they may not require their students to use SafeAssign. FSLs may submit student work to view originality reports as a tool in helping them validate original work.

Faculty are required to use SafeAssign to check all papers they identify as "Best in Course," nominate for a writing award at the National War College, or submit to an external writing competition (e.g., the Secretary of Defense and Chairman of the Joint Chiefs of Staff Writing Competitions; the STRATCOM Deterrence Competition; and the Women, Peace and Security Competition).

Writing for Release. Student work at the National War College is considered government work. As a consequence, it is possible that student papers may be subject to Freedom of Information Act (FOIA) requests. Additionally, NDU has a student scholarship preservation and access policy to “support the dissemination of knowledge required for joint education, national security, strategy leadership, and leader development.” Accordingly, NWC students should be aware that several of their papers – ISRPs, prize-winning papers, and independent research papers (e.g., NWC 6901,
6902, Research Fellow, and CCMD Scholar papers) – will be archived in the NDU library. Papers will be held internally to NDU and available only through NDU library access. Students may request that their papers be held in a “restricted unclassified” status and therefore only released upon permission of the College. See NDU Instruction 5015.02 for details.

**Essay and Research Paper Format.** Unless otherwise directed by their FSL or project supervisor, students will adhere to the format guidelines below for all papers submitted to meet NWC writing requirements.

- Prepare papers double-spaced with 12-point font, preferably in a standard font like Times New Roman or Arial.
- Prepare the paper to the directed word count target or page length; list word count when appropriate at the footer of the last page. Footnotes or endnotes are not included in the textual word count. In-text quotes and epigraphs are included in the word counts.
- Use one-inch margins, all around. Papers with special binding requirements may use a 1.25-inch margin on the left side.
- Use footnotes or endnotes in the Chicago “note-bibliography” Style, as detailed in Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, Chapters 15-17. Core course papers do not require a bibliography unless otherwise directed by the FSL or project supervisor.
- Prepare a cover sheet that shows the paper title, student’s name, course and seminar, FSL, Faculty Advisor, and date. Students will not put their name on subsequent pages (e.g., in the footer or header). An example cover sheet is on the Google Drive, in the Writing Program folder, and on Blackboard, in My Organizations, National War College – Students, Writing Program.
- Include page numbers at the bottom, middle of the page.

**Writing Awards.** Top papers in core courses are selected in each seminar, and one of the 16 papers is selected as top paper in the core course. Faculty members may also nominate outstanding student papers for the Chairman of the Joint Chief of Staff and Secretary of Defense writing competitions. Throughout the year, NWC will also advise students and faculty of other writing competition and award opportunities, and faculty members are encouraged to nominate papers for these as well. At the awards ceremony at the end of the year, outside agencies and organizations present approximately 25 awards to honor excellence in writing by NWC students.

**Writing for Publication.** Students are encouraged to write for publication. The Associate Dean of Outreach and Research can help secure local clearance for outside publications. If NWC is included in the by-line, then NDU will conduct its own security review. NDU Press maintains the first right of refusal for all papers a student writes while at NDU, should a student wish to get their work published. Students are reminded to check with their sending organization for clearance processes.

**SEMINAR STRUCTURE**

The seminar is the basic academic grouping for the core program. Each seminar is comprised of 13 students, reflecting the mix of military and civilian students in the student body. Most seminars are comprised of two to three students from each of the land, air, and sea Services, three to four civilian agency students, and two International Fellows. Seminars are remixed for each core course (excluding 67xx). Such re-sectioning enables students to interact with as many classmates and
faculty as possible during the year.

SEMINAR EXPERIENCE
The exchange of views among faculty and students in the seminar is the primary learning vehicle of the College. Student preparation and active participation in classroom discussions are crucial to the success of this active seminar approach. The seminar experience is enhanced with lectures by NWC faculty and guest speakers who provide unique perspectives on national security strategy and policy issues.

All students are expected to come to class prepared to discuss the assigned readings. Active engagement with thoughtful contributions enhances the learning for all and is expected of all students. To denote the importance of seminar contribution, it normally comprises between 30-50% of the student’s final course grade.

COURSE MATERIALS & SYLLABI
The College provides students with syllabi, books, and required course readings for each course. Students do not have to purchase these materials. While books are distributed, syllabi and most readings are available in Blackboard. Course syllabi describe the scope, purpose, objectives and structure, student requirements, and topics covered. For each course topic, the syllabus will list that topic’s learning objectives, provide background information on the subjects, suggest questions for discussion, and indicate the teaching methods.

EDUCATIONAL METHODOLOGIES
The College uses a variety of teaching methods for which the following abbreviations appear on the NWC schedule.

- Case Study (CS): An analytical examination of an episode read or hypothetical presented to illustrate the substantive and/or procedural issues involved in the case. Students may be provided study guides for use in organizing their review of the case.
- Directed Reading and Writing (DRW): Time scheduled for students to complete a reading or writing assignment which may be in addition to the normal reading load or which is particularly important for the next classroom session.
- Guest Seminar (GS): A seminar meeting with one or more specialists to discuss a specific subject.
- Instructor-led Seminar (IS): A meeting led by a faculty member to discuss a particular topic. In addition to discussion of assigned reading or recent lectures, seminars may include student presentations, oral reports, or book reviews.
- Lecture (L): Lectures normally last approximately 45 minutes, followed by a question and answer session of equal length where students have the opportunity to query the speaker. The vast majority of lectures occur in Arnold Auditorium.
- Lecture Seminar (LS): A lecture followed by a seminar in which students discuss the substance of the lecture or assigned readings.
- Panel Discussion (PD): A panel composed of participants having expertise on a given topic or geographical area. Normally panelists speak briefly then engage in discussion among themselves and with members of the student audience.
- Student Exercise (SE): Solutions to a problem based on assigned readings. Accomplished
individually or in groups, these programs may involve such analytical procedures as problem identification, analysis of options, ordering of priorities and rationalization of conclusions.

- **Student-led Seminar (SS):** A meeting very similar to an Instructor-led Seminar, except that a designated student organizes the agenda and acts as leader in place of a faculty member.

## CLASS SCHEDULE

Students will typically have an academic event daily -- Monday through Friday of each week. The normal class day begins at 0830 and could last as late as 1730 depending on the student's elective course schedule. Core courses 6000-6500 normally meet in the mornings on Monday, Tuesday, Thursday, and Friday. Elective courses are normally on Tuesday and Wednesday afternoons. Elective course times change after week six of the course. Those courses that begin at 1330 for the first six weeks will likely switch to begin at 1530 the second half of the course and vice versa for those that begin at 1530 for the first half of the course.

### Figure 4. NWC Schedule Format

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830-</td>
<td>Core Course</td>
<td>Core Course</td>
<td>Lecture Series</td>
<td>Core Course</td>
<td>Core Course</td>
</tr>
<tr>
<td>1130</td>
<td></td>
<td></td>
<td>(PLS or CLS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1130-</td>
<td>Sports/Study/</td>
<td>Sports/Study/</td>
<td>Sports/Study/</td>
<td>Sports/Study/</td>
<td>Sports/Study/</td>
</tr>
<tr>
<td>1330</td>
<td>Brown Bags</td>
<td>Brown Bags</td>
<td>Brown Bags</td>
<td>Brown Bags</td>
<td>Brown Bags</td>
</tr>
<tr>
<td>1330-</td>
<td>6600 (starting</td>
<td>NDU Electives</td>
<td>NDU Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1530</td>
<td>11/27)</td>
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<tr>
<td>1530-</td>
<td></td>
<td>NDU Electives</td>
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<td></td>
<td></td>
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<tr>
<td>1720</td>
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</tbody>
</table>

Figure 5 is a sample week’s schedule. Daily, students should consult the NWC Master Calendar located in Blackboard for changes to the schedule.

### Figure 5. NWC Sample Schedule
CLASSROOM PROCEDURES
Students are encouraged to take notes during lectures and seminars and may retain notes of unclassified material permanently. A container for storing classified notes and other material is available for each student in the NDU Library's Classified Documents Center (Room 316, Marshall Hall). Notes of classified material must be destroyed by the close of the school year. Students may not record lectures, other presentations, or their associated question and answer periods, except with the expressed consent of the speaker. This policy is complementary to the non-attribution policy (discussed later in this section) that encourages our speakers to discuss their subjects with candor. The Dean of Administration is the approval authority for exceptions to this policy.

The College does not encourage outside visitors to lectures or seminars in order to help ensure non-attribution. If students wish to invite personal visitors to attend lectures or seminars, they must get prior approval from the Dean of Administration and the Dean of Faculty and Academic Programs. Students should submit requests for visitors to their Faculty Seminar Leaders who will pass the request up the chain to the deans.

Students may schedule seminar rooms to use for academic requirements by contacting the NWC master calendar manager in Roosevelt Hall, Room 124.

SPECIAL PROGRAMS
Professional Education Enhancement Program - Travel (PREP-T). To expand understanding of fellow student’s parent Services and agencies, the voluntary Professional Education Enhancement Program (Travel) program provides opportunities to visit military installations and government agencies within the local area and beyond. Students and faculty work together to make this program an extremely valuable part of the College experience. Travelers participate on a permissive TDY basis and individually bear their portion of trip costs.

President Lecture Series (PLS). High-level government officials or military commanders address combined sessions with all NDU students. These lectures take place in either Lincoln or Eisenhower Halls, normally on Wednesdays, and are occasionally followed by a luncheon hosted by the President of the National Defense University, with selected students invited. Attendance at these lectures is mandatory. Military students and faculty will be in prescribed uniform for these lectures. PLS’s require NDU security badge identification for entrance.

Commandant Lecture Series (CLS). The NWC Commandant invites speakers as part of the Commandant's Lecture Series. All NWC students must attend (faculty are strongly encouraged to attend) CLS. The Commandant asks CLS speakers to focus on a strategic problem they encountered and what you did to solve it. Most speakers are flag level officials or equivalent; many are NWC graduates. Most CLSs occur on Wednesday mornings.

Individual Health Assessment Program. In the Fall term, students have the opportunity to participate in a voluntary, comprehensive health and physical fitness assessment. Test items include resting and exercise electrocardiograms, maximal treadmill stress test, complete blood chemistry, pulmonary lung function, flexibility assessment, strength assessment, nutrition analysis, and percent body fat.
Executive Assessment & Development Program (EADP). The EADP is an extensive battery of instruments to assess the participant’s preferences, capabilities, strengths, and weaknesses, particularly geared towards the skills s/he will need to succeed at the strategic level. It is an integral part of the NWC curriculum and students are strongly encouraged to participate. As part of the EADP, each student participant will complete a Strategic Leader Development Inventory (SLDI), a 360-feedback survey designed specifically for joint/senior Service college use. The SLDI can help the participant compare his/her leadership performance perceptions with the perceptions of his/her supervisors, peers, and subordinates. Even if participants have recently done another 360-degree assessment, they are encouraged to ask their co-workers to complete the SLDI because the SLDI is specifically tailored to the strategic level.

A certified faculty coach will provide confidential individual feedback on participant results. This feedback will help the student identify worthwhile areas on which to focus during their time at NWC. It should also be invaluable for one’s understanding of the challenges facing senior leaders and the executive skills required for success.

PROGRAM EVALUATION
Assessing the effectiveness of the National War College educational program is an ongoing, dynamic process. Faculty and students engage in a collaborative effort to evaluate and improve the quality of teaching and learning. Active, thoughtful participation by both faculty and students is critical to the success of this evaluation process.

As part of their professional responsibilities, all NWC students are expected to provide feedback on the program by completing end-of-course surveys and a comprehensive end-of-year survey prior to graduation. In addition, at the end of each core course, the course director may conduct a face-to-face meeting with student representatives from each seminar to have candid, in-depth discussions on all aspects of the course.

Students are also encouraged to provide informal feedback on the NWC program at any point during the academic year. The Commandant, Deputy Commandant, Dean of Administration, Dean of Faculty, Dean of Students, Service Chairs, Director of Institutional Research and Assessment, all course directors, and Faculty Advisors have an open door policy to promote the sharing of ideas and concerns regarding the overall effectiveness of the curriculum.

NDU STATEMENT ON ACADEMIC INTEGRITY
NDU is committed to establishing, maintaining, and enforcing a high level of academic integrity throughout the entire University community by implementing a strict academic integrity policy. During the first week of the academic year, students receive the NDU Academic Integrity Policy and must sign an electronic form acknowledging understanding and compliance with the policy.

NDU STUDENT CODE OF CONDUCT – NDU INSTRUCTION 1000.01
To advance the mission of educating, developing, and inspiring national security leaders, we must continually create and maintain an academic environment founded in a community of trust that demands excellence in professional conduct and ethical standards.

Students must adhere to the highest standards of honor. Specifically, students will not lie, cheat,
steal, or otherwise behave in any way that discredits themselves or impugns on the reputation of the National Defense University or their fellow students. Failure to follow these standards may result in administrative action, including dismissal from the University in accordance with NDU’s Student Disenrollment Policy (NDU – 1000.02).

ACADEMIC FREEDOM
The Officer Professional Military Education Policy (OPMEP) of the Chairman of the Joint Chiefs of Staff directs the President of the National Defense University to establish a climate of academic freedom within the University, which fosters and properly encourages thorough and lively academic debate and examination of national security issues. NDU’s commitment to academic freedom is published in NWC faculty and student catalogs/handbooks, as well as in NDU Regulation 360-1. University leaders continually review policies to ensure academic freedom is protected and thrives in and out of the classroom.

Academic freedom is encouraged and nurtured at NWC. The College believes that creativity, original thinking, and the exploration of new ideas are the heart of seminar discussions. Faculty Seminar Leaders routinely pose unconventional situations and require students to develop original solutions that apply doctrinal or theoretical concepts they have learned. As future senior policymakers, advisors, and leaders, NWC graduates must be able to formulate, discuss, and challenge national security strategy and policy in new situations. NWC’s mission is to prepare students for that role, and academic freedom is essential to carrying out that mission.

Academic freedom at NWC involves two elements. First, there is freedom to teach, conduct research, and publish research findings; to discuss in the classroom any material relevant to the subject matter as delineated in the course objectives; and to seek changes in academic and institutional policies. Second, there is responsibility to pursue excellence, intellectual honesty, and objectivity in teaching; to encourage faculty, students, and colleagues to engage in free discussion and inquiry; to nurture innovative thinking, discussion, and publication concerning national security issues; and to enhance the standing and credibility of professional military education. Both elements are crucial to the success of the College. Violations of academic freedom are taken extremely serious by NWC and NDU.

AUDITORIUM ETIQUETTE
Students and faculty will be in their seats at the scheduled time. The audience will stand when the Commandant and guest lecturers enter the auditorium. As a courtesy, students will not enter the auditorium after the lecture has started or leave before its conclusion. It is appropriate to applaud the visiting speaker at the end of the introduction and to stand and applaud at the end of the lecture and the question period. Approximately 45 minutes into a presentation, there normally is a coffee break to provide students an opportunity to talk one-on-one with the speaker. Students should not use this break to return to class committee rooms, but instead should remain in the Rotunda area, ready to return quickly to their seats when the lecturer is prepared to begin again.

Penetrating and thought-provoking questions are key to a productive discussion session with a lecturer. NWC expects students to be prepared and willing to ask good questions of the speaker. As a rule, only students may ask questions. When asking questions, it is critical that the student stand, identify him/herself and state his/her parent agency. When attending President Lecture Series
(PLS) lectures in Lincoln Hall, students need to speak-up in the auditorium to identify themselves and to ask questions. This is a courtesy to help the speaker better answer the questions.

The following are general rules for all NDU auditoriums.
- Food and drinks are not permitted.
- Silence watch chimes.
- Cellular phones are best left in committee rooms during lectures in Arnold Auditorium. Forgetting to set the phone to silent/vibrate and having it ring during a presentation is embarrassing for both the student and the institution.
- Laptops and other tablet devices are permitted; however, it is critical to maintaining an atmosphere of academic freedom and to comply with our non-attribution policy that no video or capture in any way a speakers comments who has not released their comments for attribution.
- Any device brought into Arnold should not become a distraction to anyone.
- During classified briefings, in addition to the normal prohibitions, books, note pads, purses, or other materials are not allowed in the auditorium.
- Students who arrive after a lecture has begun are directed to overflow rooms, usually the Terry Deibel Annex Auditorium, where they will view the lecture via NDU TV. At the break in the lecture, those late arriving students are to proceed to Arnold Auditorium for the post-break portion of the lecture. The use of the overflow room is only permitted when students have a valid excuse for a late arrival, i.e., medical appointment, car trouble, etc.

NON-ATTRIBUTION POLICY
Presentations by guest speakers/seminar leaders/panelists, including renowned public officials and scholars, constitute an important part of the curriculum. NWC very much wants these guests, the faculty, and other University officials to speak candidly. To facilitate such candor, the University offers its assurance that presentations across the campus will be held in strict confidence. This assurance derives from a policy of non-attribution which is ethically binding on all who attend. Without the expressed permission of the speaker, nothing he/she says may be attributed to him/her directly or indirectly in the presence of anyone who was not authorized to attend the presentation.

This policy is not intended to prohibit references by students and faculty within the academic environment to opinions expressed by speakers. When questioning guest speakers, courtesy, good judgment, and non-attribution policy disallows citing the views of previous speakers even if the speaker/panelist is not identified by name. Specifically, the non-attribution policy provides that:
- Classified information gained during presentations may be cited only in accordance with the rules applicable to its classification. Additionally, without consent, neither the speaker nor the University nor the Colleges may be identified as the originator or source of the information.
- Unclassified information gained during lectures, briefings, panels, and discussion seminars may be used freely. However, without consent, neither the speaker nor the University nor the Colleges may be identified as the originator of the information.
- Students may include comments made by guest speakers in their course papers but may not attribute to an individual person without approval from that person. When including non-attributed comments in papers, students should generically reference the speaker, “A speaker in Arnold Auditorium….” Questions regarding this should be addressed to the FSL
or the Associate Dean of Outreach and Research.

The non-attribution policy must be maintained absolutely. The only exception is when the visiting speaker makes public release of his/her own remarks and even then, attribution can only be made after prior coordination with the Dean of Administration.

STUDENT ACCOMMODATION
Any student who experiences or suffers from a physiological or medical disability may have difficulties successfully completing the NWC program. Any student with a disability (including unseen disabilities such as learning disabilities, psychological health injuries such as PTSD, or cognitive disabilities such as brain injuries, that requires reasonable accommodations) is encouraged to contact his/her Faculty Advisor early in the academic year to discuss any accommodation needs. Medical documentation may be requested from the student. NWC will work to provide reasonable accommodation to students to ensure they have the best possible opportunity to succeed within the constraints of the academic program and this institution. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications and is in compliance with the Americans with Disabilities Act (ADA).

NDU LIBRARY
The NDU Library is a world-class academic library with a full range of resources and services, and a staff dedicated to ensuring that all students achieve academic success. It is a 24/7 virtual library with branches in Washington, D.C. and Norfolk, VA. The Washington, D.C. library is located in Marshall Hall.

Library Services. The library is customer-oriented with high levels of in-person service. Students receive a library orientation and basic research skills class, designed to help them with their first research project. Additional classes are offered throughout the year, such as Advanced Googling, Country and Regional Security Research, How to Do a Literature Review, and Research While You Sleep Using Customized Alerts. The librarians also teach students and faculty how to use the citation software RefWorks. Students all have access to Ask-a-Librarian, a virtual reference service that connects students to research assistance. Service to students emphasizes instruction on conducting independent research with the expert guidance of reference librarians, which allows students to explore the breadth of information on a topic and benefit from the discovery process. Librarians seek to instill information skills, develop effective search strategies, evaluate information sources critically, synthesize selected sources into personal knowledge, and use information effectively in scholarship. In addition, each student has borrowing privileges to make use of the library’s extensive collections of print, audio-visual, and electronic resources.

Collections. The NDU libraries house over 500,000 books, periodicals, and government documents. Subjects include national security strategy, military history, international affairs, warfare, foreign relations, military strategy and operations, as well as many others. Blackboard accounts provide 24/7 access to virtual collections including 100+ subscription databases covering an array of research topics; 20,000+ electronic journals; newspapers; dissertations; magazines; and 135,000+ e-books, many of them downloadable.

Special Collections, Archives, and History. Located on the upper level of the Washington, D.C.
library is the Special Collections, Archives, and History section. This is the repository for personal papers, the NWC archives, previous student papers, lectures, rare books, local history, photographs, maps, prints, and artifacts. The personal papers of twentieth-century military and diplomatic leaders, primarily those of former Chairmen and Vice-Chairmen, JCS, Supreme Allied Commanders, and other Combatant Commanders are collected. Papers of former Chairman, JCS, include those of Generals: Lyman L. Lemnitzer, Richard Myers, Peter Pace, Colin Powell, John Shalikashvili, Henry Shelton, Maxwell D. Taylor, John Vessey, and Admiral Mike Mullen. The SACEUR papers include those of Generals Andrew Goodpaster, Bernard Rogers, John Galvin, George Joulwan, Wesley Clark, and Admiral James Stavridis. Exhibits, which support the curriculum and special events, as well as artwork, are organized by Special Collections. A resource for the history of Fort McNair, the staff provides tours of the post and research support from the local history collections. Call 685-3957/3969 for additional information.

Classified Documents Center (CDC). The library's Classified Documents Center is located in Marshall Hall, Room 316. Proper clearance and positive identification are required to enter and use materials and services. Online networks (Intellink-TS and SIPRnet), secure meeting spaces, and storage boxes are available. Hours of operation are Monday-Thursday, 0730-1600 Friday, 0730-1500. Call 685-3771 for more information.

Military Education Research Library Network (MERLN). One-stop Web access provides timely information on military affairs, international relations, and security studies. MERLN contains the most comprehensive collection of Defense White Papers and national security strategies available on the Web with contributions from more than 85 countries. MERLN features the Military Policy Awareness Links (MiPALs), custom-made research guides created by the library staff on topics such as National Security Strategy, Iraq, Iran, Afghanistan, and Terrorism. Each MiPAL offers U.S. policy statements supplemented by the latest collection of articles, reports, and analysis of U.S. policy options from a global network of think tanks. Additionally, MERLN hosts the U.S. National Strategy Documents, an in-depth collection that includes National Security Strategies dating from the Reagan Administration to the present day, Military and Defense Strategies, and Quadrennial Defense Review reports.

Library Intranet: http://ndu.libguides.com/ndulib
MERLN: http://merln.ndu.edu/
Hours: Monday-Thursday, 0700-1800; Friday 0700-1500
Location: 2nd and 3rd Floors Marshall Hall
Telephone: (202) 685-3511
Email: library_reference@ndu.edu

EDUCATIONAL OPPORTUNITIES FOR SPOUSES

During the school year, there are many opportunities for spouses to participate in student educational activities. NWC offers a spouses’ course where spouses take an abbreviated version of the core curriculum. Other NWC electives are open to spouses on a space available basis with the permission of the relevant course director. Other specific lectures and programs are designated for spouses on a case-by-case basis and will be announced in advance of the event. Spouses are encouraged to take advantage of these educational opportunities. Spouses are not permitted in core course seminar or activity.
CHAPTER 4: ADMINISTRATIVE INFORMATION

DUTY HOURS/ATTENDANCE POLICY
The University and Colleges operate on a five-day workweek, Monday through Friday, except holidays. Normal duty hours for faculty and staff are 0800 to 1630. Student hours are indicated in the NWC weekly schedule. Afternoon courses may run until 1730. Students must attend all official activities directed in the weekly schedule or by other administrative instructions. This requirement includes seminars, discussions, conferences, electives, and briefings. Unlike traditional colleges where student attendance is an individual choice, a student’s assignment to NWC equates to their official appointed place of duty/work and requires strict compliance with the College schedule.

LEAVE & ABSENCE
Students attending National War College are here on official duty and are expected to work at least 40 hours per week unless they are on official Federal holiday or have been granted leave. Moreover, as a professional responsibility, students are expected to attend all required events unless they have been given explicit permission to be absent.

Regular leave normally will not be approved during the school year except during the December recess.

When a student feels he/she may need to miss a scheduled academic event, the following steps must be taken to request approval of the absence.

1. Student must first discuss with their Faculty Advisor and FSL.
2. Once discussed and still requesting time off, the student must use the Student Absence Request form template located on the Google drive (in the Admin folder) then email his/her Faculty Advisor, Service/Agency Chair, and the Dean of Students and request approval of the absence. Copy the FSL on the email.
3. The Dean of Students will evaluate the request and recommendations from the Faculty Advisor, FSL, and Service/Agency Chair and either approve or refer to the Commandant.
4. The Dean of students may approve one day off; the Commandant must approve anything longer.
5. The Dean of Students will notify the student and other members of the approval/disapproval via email.

Students who find themselves forced to take an unplanned absence for any reason (illness, family emergency, etc.) should contact one or all of the following individuals as soon as feasible: Faculty Advisor, Service/Agency Chair, FSL, and/or Dean of Students.

Planned absences on the following days require the student gaining the approval from the Dean of Faculty and Academic Programs (Dean of Students may not authorize):

- Scheduled exams
- Oral evaluations
- NWC 6600 travel
- Academic days on either side of a Federal holiday weekend
U.S. military students traveling outside the 500-mile radius of the local area are required to take leave. If taking annual leave, request forms are available in the Student Distribution/Mail Center.

ACADEMIC COMPUTING ENVIRONMENT & INFORMATION TECHNOLOGY
National War College is a Bring Your Own Device (BYOD) campus. You are highly encouraged to bring your own device to school on the first day to register it on the NDU wireless network. Students are not issued computers. Students have limited access to NDU computer resources during the academic year.

To provide flexibility in facilitating the NWC learning experience, each committee room, seminar room, auditorium, conference room, and study area is equipped to access the internet through a secure wireless network. Students provide their own computing device in order to access the wireless network and gain access to course and research materials, as well as email through the wireless network infrastructure.

Student devices must be able to connect to the NDU wireless internet network. To access, any device must be able to connect to an 802.11 g/n wireless network with WPA2 security. It is highly recommended that students have updated virus protection on their devices. In addition, the Microsoft Home program (students may purchase Microsoft Office at a significantly discounted price) is available for students attending National War College, and information on how to take advantage of that program will be provided to students during in-processing.

Please note, to complete the course of study, students are required to use a computing device that is capable of reaching the internet as most curriculum materials are provided to students through the Blackboard online learning management system. While it is not mandatory to have a computing device when attending class on campus, students need to access the internet when off the NDU campus in order to access their coursework and email from home.

IT training is part of the curriculum with all students receiving an initial orientation shortly after arrival at NWC. There are also optional instructional opportunities for many of the electronic resources that are available throughout the year. Even though it is a BYOD environment, when students use the NDU wireless network, they are on an official DoD network. As such, all students are required to complete the DoD Information Assurance training and certification. This annual certification should be valid at least through June 10 of the following year.

The College is able to work with the following file types: '.docx','.pptx','.pdf', '.txt','.rtf','.odt'. It is generally recommended students have software compatible with Microsoft Office 2007 or newer. Some older versions of Office that use the file extension ‘doc’, ‘ppt’, and ‘xls’ may not be compatible.

Students receive a Google email account. It is very similar to Gmail, but is hosted through a Google for Government domain; as such, other Gmail accounts will not synchronize with it. Students also have access to Google Drive storage for upload, creation, sharing, and collaboration of files. In January 2018, NDU may be changing from Google for Government to Microsoft Office 365. Students will be issued new email accounts and documents uploaded to Google will be moved to a similar space within Office 365.
Wireless device printers are available in each of the committee rooms, as well as in the common mailroom area. These printers are **not** intended for use as a method to produce student reading materials. Paper and ink cartridge resources provided are meant to be used for occasional printing of course papers. The budget for these items is not large enough for students to do large amounts of printing.

Students must acquire a Common Access Card (CAC) prior to the first day of class. Students without a CAC will be provided one prior to the official first day of class orientation. Each seminar group will have access to a CAC enabled NDU laptop computer that will allow for the completion of official digitally signed documents and other administrative tasks. These computers are also connected to a common use printer in each committee for limited printing needs. In addition, one room in the student area of the ground floor is set up as a computer “café” with 20 NDU computing devices and printers for students to access as needed. Students should avoid storing data on these computers and instead should use their provided Google Drive space.

Academic information for most course materials is accessed from the internet through the University’s Learning Management System, known as Blackboard, at [http://ndu.blackboard.com/](http://ndu.blackboard.com/) or from links in the NWC internet home page. Students are also able to access the NWC academic calendar on the Blackboard home page. A Blackboard user name and password are provided to each student.

Support is available for students unable to access Blackboard or other applications by contacting their IT committee lead or the NDU Help Desk available from Monday to Friday 0600 to 1800 by calling (202) 685-3824. Limited assistance is available to support individual student computing devices, but is normally restricted to those issues involving the interface between their device and the NDU wireless network.

There are two multifunction copiers located in the Student Distribution/Mail Center for all student official use only tasks. All of these units are copy, scan, email, fax, and print function enabled. The fax numbers for those two Student Distribution/Mail Center multifunction units are (202) 685-4176 & (202) 685-2206; the numbers are also displayed via a label on each machine. Any print/copy project of 500 pages or more should be reviewed by NWC administrative support personnel for possible NDU MSD (Multimedia Services Directorate) support. Classified papers must be copied through the NDU Library's Classified Documents Center (Room 316, Marshall Hall).

**BULLETIN BOARDS**

Doors and walls in the College are not to be used to post notices, messages, etc. Committee Room bulletin boards may be used and should be cleared periodically for late-breaking official and committee-specific information. Items may not be taped or tacked to walls or windows.

**DRESS CODE POLICY**

In order to present a professional image, uniformity in attire and an environment that is conducive and representative of the mission of the National War College, this policy is established. The intent is that work attire should complement an environment that reflects an efficient, orderly, and professionally operated organization. The policy is intended to define appropriate “business attire”
during normal business operation and “casual business attire” during the winter break, over the summer break, and on college-designated “red shirt days.”

Faculty, staff, and students assigned to the National War College will wear business attire as defined below.

- Military personnel will wear their Service uniform (not utilities) specified by their Service for the National Capitol Region. After the Labor Day holiday, military personnel may also wear civilian business attire as described below.
- For men, business attire is defined as a suit, sport coat, and dress slacks, with a dress shirt and tie, and appropriate shoes. For women, business attire is defined as a suit, dress, skirt, or pants and appropriate professional shirt, and appropriate shoes. Attire must be neat, clean, and professional in appearance.
- For men, business casual is defined as casual pants (no jeans or cargo pants), a collared shirt, appropriate shoes (no athletic shoes or sandals), and socks. For women, business casual is defined as a casual dress, skirt, or pants with an appropriate shirt, and appropriate shoes (no flip-flops, crocs, or athletic shoes).
  - On the University’s regular business days during the winter break and summer break, if NWC personnel need to do business in Marshall or Lincoln Halls, they should change in to business dress to conduct that business.
- The following exceptions are provided:
  - For special events (speakers and guests that are 4-star General/Flag Officers or equivalent) military will wear Service Class ‘A’ Uniforms.
  - NWC Red shirt days will be designated on the schedule and normally aligned with sport competition days (NWC red shirts can be obtained through the Alumni Association office). On these days, a NWC red shirt may be worn with appropriate dress, skirt, or pants (no jeans or cargo pants). If there is a lecture in Arnold Hall, a sport coat/blazer must be worn over the red shirt.

Business attire will be worn within Roosevelt Hall and the annex from 0700-1730 on workdays. Personnel may arrive (prior to 0700) and depart (after 1730) Roosevelt Hall in casual attire as long as they immediately change into the prescribed attire described above. Physical training clothing is permitted in the basement when exercising but may not be worn above the ground floor at any time. During the above hours, employees may not visit other spaces in the building, conduct business in the building, or work in their offices or committee rooms in other than business attire, or business casual attire when authorized.

INCLEMENT WEATHER

When adverse weather conditions in the Washington, D.C. area necessitate closing federal offices, NWC will close also. Closings are announced through the media and the NDU campus emergency notification system, Connect. Classes will be cancelled only when the Federal Government offices are closed. Classes will be held as scheduled or modified based on Office of Personnel Management announcements (i.e., two-hour delay arrival, etc.). For further information during inclement weather, call (202) 685-4700 and listen to the recorded instructions. In addition, WTOP FM 103.5 or WMAL AM 630 radio stations are recommended information sources, as well as the OPM Alert app that may be downloaded to a smartphone.
LOST & FOUND
Report or turn in lost/found articles to the NWC Dean of Students (Room G10).

If an item is suspected to have been stolen, first check to ensure that it has not been turned in as a lost and found item. If the item is not there, notify the NDU Security Office (685-3834) and the Fort McNair Military Police (MP) (202-685-3196) to initiate a report. After the MP's initial report, the case will be turned over to the Joint Base Myer/Henderson Hall Military Police (703-696-3343) for an investigation if item(s) were valued in excess of $50.

After the completed investigation, a claim can be made against the government. Government claims require evidence of monetary value of loss with DD Form’s 1842 and 1844 when filing at the Joint Base Myer/Henderson Hall Claims Office (703-696-0761). In general, the government will not pay a claim unless the property was secured at the time it was stolen.

MAIL
Students should have personal mail delivered to their local address rather than to the University or College. Personal mail that needs to be forward until a local address is obtained can be sent to the recipient, “c/o National War College, Class of 20xx, 300 "D" Street, Roosevelt Hall-Bldg 61, Fort McNair, D.C., 20319-5078.” Personal mail will be placed in the student mailboxes. This address is only good for 60 days after arrival. After 60 days, all personal mail will be returned to the sender.

The NDU mail system is for official inter-DoD and intra-governmental mail. Official outgoing correspondence along with a typewritten addressee label can be delivered to the Operations Department for dispatch. Personal outgoing mail must be deposited in a U.S. mailbox located by the flagpole or carried to the Post Office at the front of the installation. The Post Office is located on Fort McNair in Building 29, just inside the ceremonial gate. Hours are 1000-1400, (202-523-2144).

TELEPHONE SERVICE
Each committee room has a telephone for student use. Dial '99' for off-post commercial calls (local only) and '94' for DSN calls. Local and DoD directories are provided.

TEXTBOOKS
Throughout the year, students are issued core and elective course texts. In most cases, the books are for students to keep. Once issued, replacement of lost or damaged books is the responsibility of the individual. Any questions or concerns regarding textbooks may be addressed to the Dean of Students.

NAMETAGS
All personnel are required to wear an NDU issued nametag on uniforms and civilian attire at all times. Spouses also receive a nametag and are encouraged to wear their nametags during all social gatherings. The NWC Operations Department coordinates the issue, repair, correction, and replacement of nametags. New nametags may be requested upon promotion. Please submit your request to the NWC Operations Office (Room A109) one month prior to promotion.
PARKING/CARPOOLS
Parking at Fort McNair is limited and carpooling is highly encouraged. The NDU Director of Logistics assigns carpool parking spaces. Until carpools are established (estimated at 1 September) students may park in any open parking space except designated reserved parking spaces (i.e., Commandant, International Affairs Advisor, etc.). At all times, tunnel parking spaces are reserved for NWC faculty and staff.

SECURITY
Attendance at NWC requires a SECRET clearance based on an ANACI -- Access National Agency Check w/Inquiries for Federal Employees, a NACLC - National Agency Check w/Law & Credit for Contractors, or a Single Scope Background Investigation (SSBI) for Top Secret or Sensitive Compartmented Information (SCI) access. Periodic reinvestigations should be updated prior to reporting in August if the clearance is within six months of a periodic reinvestigation. Some courses, electives, and field trips require SCI access.

Control of Classified Information. Classified material may be ordered by the NDU Classified Documents Center (CDC), in the NDU Library, Marshall Hall. Classified materials are received, controlled, and transferred by the CDC. Classified material received by an individual should be taken to the CDC.

DoD Instruction 5200.1 requires that classified materials be sent to an official address and not to an individual. Therefore, all incoming classified material will be sent to:

National Defense University ATTN: CDC
300 Fifth Avenue SW, Building 62
FOR: Student's Name, Branch of Service, NWC
Fort McNair, D.C. 20319-5066

Individuals originating classified papers are responsible for controlling and safekeeping them in approved GSA approved containers. Students may request a storage container from CDC. The material will be secured in the main classified vault at 1545 daily and when not in use during normal working hours. The classified material control system will be used only for material in final format and of lasting value.

The originator of classified material, pictorials, graphics, or text intended for reproduction will ensure that all such material is placed under local control by the NDU Classified Material Control Officer. The appropriate document control form must be attached to classified material submitted to the NDU Information Management Directorate. On completion of reproduction, the originator assumes control for the original and copies from the Information Security NCO in the Security Receiving Center. Reproduction of classified material on College copiers is not authorized.

Classification and Marking. Students originating materials requiring security protection will process the material through their Faculty Advisor who will coordinate classifying authority with the appropriate department chair.

The NDU Security Directorate, located in Suite 198, Marshall Hall, provides additional assistance
in proper marking and downgrading instructions pursuant to DoD Instruction 5200.1 R and E. 0. 12958.

**Security for Lectures and Seminars.** Students, faculty, and staff of the University are issued a color-coded security badge to be worn within sight while in NDU facilities. The color-codes identify access levels to classified information: white-unclassified; green-secret; red-top secret; red/white stripes-top secret/SCI.

Students will be admitted to the auditorium for classified lectures, seminars, etc. only if wearing an NDU security badge. NDU Security Directorate personnel responsible for assisting staff with checking the badges of individuals entering a classified lecture can issue a one-day temporary security pass if the badge is temporarily misplaced. However, a photo ID must be presented in order to be issued a temporary badge. Temporary badges must be returned to the security guard before departing the building in the evening.

Attendance at the NWC core curricula lectures is limited to students, faculty, and staff of NDU. The Dean of Students and Dean of Faculty retain approval authority for attendance by non-NDU personnel.

Students normally will not take notes during classified lectures. If note taking is necessary in support of research papers or other assignments, student should receive prior permission from the lecturer (non-attribution policy) and ensure that classified notes (including the next 10 blank pages of notepaper immediately under the handwritten notes) are properly marked and stored in the NDU Classified Documents Center.

**Building Security.** University buildings are monitored by closed circuit television (CCTV) and are secured by an electronic locking system that is controlled and activated by a security badge reader located on the inside and outside of the entrance doors to Marshall Hall, Eisenhower Hall, and Roosevelt Hall to include the tunnel and handicap entrances to the Roosevelt annex.

All NDU personnel are issued a security badge that allows access through these doors. The activating device is positioned at each door. In order to enter the building, locate the slim, grey Lenel card reader on the interior and exterior of the doors, touch the security badge to the front of the card reader. When the reader starts to blink, enter the individual “PIN.” If the PIN is entered correctly, the LED will flash green and the door will unlock for entry. Doors remain unlocked for five seconds. If not opened within five seconds, the door will re-locked and the PIN entry step must be repeated. When exiting a building, touch the security badge to the front of the card reader and the door will release. No “PIN” is required when exiting.

If there is a problem with the devices during working hours, please notify the NDU Security Office at 685-2134 or NWC Operations Department (Room A113-NWC Annex) and identify the problem with the reader card. An NDU security officer may be able to resolve the problem immediately. If not, a new card will have to be issued by the NDU Security Office in Marshall Hall. After duty hours (1700-0700), call the Security Control Center guard, 685-3767/68 for assistance. These numbers are posted on the reverse side of the security badge.
Note: All NWC personnel are responsible for securing their personal effects and valuables. For students, this policy means ensuring that committee rooms are properly locked when the rooms are unoccupied.

SPECIAL EVENTS
For special events such as promotions, Service birthday ceremonies, and student social affairs contact the NWC Events Coordinator in the NWC Operations Department. The Events Coordinator can assist with recommendations for caterers, reserving rooms, reserving parking, and set-up. When events are complete, individual who requested use of the event area is responsible for returning the area to its original configuration; cleaned and ready for the next user.
CHAPTER 5: FACILITIES AND SERVICES

PERSONNEL & PAY MATTERS
The National Defense University Human Resource Directorate provides administrative and personnel services to military and civilian students during the academic year. Personnel representatives from each branch of Service are located in Room 212, Marshall Hall, to assist with records maintenance, pay, verification of employment for mortgage lenders, leave, etc. The University does not have disbursing facilities; however, assistance in the preparation of travel claims is provided during in-processing. Personnel must make arrangements for direct deposit of payments. The Security Directorate provides security services and issues NDU Identification cards and CAC cards and is located in Room 199, Marshall Hall.

SERVICE FINANCE OFFICES
- **Air Force** – District of Washington, Washington, D.C., Financial Services Desk (877) 729-2339
- **Army** - Building 202, Fort Myer, VA, (703) 696-3522
- **Coast Guard** – HQ’s, Washington, D.C., Personnel Services (202) 372-4036 and Work Life (800) 872-4957
- **Marine Corps** - HQ BN, Henderson Hall, Building 29, Arlington, VA, Pay Section (703) 693-7429 and Travel Section (703) 614-7171; Hours: Monday-Friday, 0730-1630; Office closes at 1330 on Thursday
- **Navy** - Personnel Support Detachment, Building 92, Anacostia, Military Pay (202) 685-0597; Travel (202) 433-8543 or (202) 685-0608
- ** Civilians** - Personnel and pay matters should be arranged directly with your parent agency before arrival at NWC. The NDU Resource Management Office handles vouchers for travel performed as part of the educational program

FOOD SERVICE
Breakfast and lunch are available in the cafeteria on the first floor of Lincoln Hall from 0700-1000 and 1100-1400. Vending machines are available in Eisenhower Hall and Roosevelt Hall.

BARBER SHOP
There is an AAFES barbershop in Building 41 on Fort McNair near the main gate. The telephone number is (202) 484-7019.

HEALTH, FITNESS, & RECREATION
**Health.** The NDU Health and Fitness (H&F) Office provides a wide range of services. The staff includes a doctor, nurse, full-time physical therapist, athletic trainer, and nutritionist. Each student is afforded the opportunity to participate in a comprehensive health/fitness testing program. Testing includes complete blood chemistry (all cholesterol-HDL, LDL, and total); strength assessment; flexibility assessment; maximal treadmill stress test; percent body fat; pulmonary lung function; electrocardiograms; etc. The participant receives a debrief on the test results and a recommended exercise and diet program. Other available programs are client-centered weight management, nutrition counseling, and smoking cessation.
H&F provides locker rentals. Lockers are available on a first-come basis.

**Fitness.** NDU maintains fitness centers in Marshall Hall, Roosevelt Hall, and Eisenhower Hall. These centers are equipped with state of the art exercise equipment and are open 24/7 to individuals who have a valid NDU security badge. Jogging routes are posted in all fitness centers. Individuals seeking professional assistance developing an individual health and fitness program should contact the Health/Fitness trainer at (202) 685-3825 in Roosevelt Hall, Room G31.

Other fitness/recreation facilities on Fort McNair available to all military and civilian students are:

- **Campus Main Fitness Center.** The Fort McNair Fitness Center is located in Building 69. Facilities are available for weight lifting, exercise machines, fitness classes, basketball, and volleyball. Hours are Monday-Friday, 0500-2000 and Saturday & Sunday, 1000-1400. The telephone number is (202) 685-3117. **Note:** Personnel must register with the Fitness Center before using facilities.
- **Tennis.** Four hard-surface courts are located adjacent to the Officers’ Club. Contact the main NDU Fitness Center.
- **Softball.** Two diamonds are located on the parade ground and can be reserved through the main NDU Fitness Center.
- **Volleyball.** Contact the main NDU Fitness Center.
- **Basketball.** One indoor court is available in the main NDU Fitness Center. It can be reserved through the Fitness Center.

**Recreation.** The Military District of Washington (MDW) Special Services Equipment Pool maintains a wide variety of camping and sporting equipment (campers, boats, skis, etc.) that is available NDU military personnel on an individual request basis for a nominal fee. Special Services is located in Building 405, Community Center, at Fort Myer. The telephone number is (703) 696-3470. Hours of operation are Tuesday-Friday, 1100-1800 and Saturday-Sunday, 1200-2000 and closed on holidays.

**SUPPLIES**

All students are offered basic supplies at the beginning of each core course, which includes spiral notebooks, steno tablet, and pens. Extra supplies are available in an administration area inside committee rooms and are replenished after each core course or as needed.

**VISUAL AIDS**

The Graphic Production and Design Branch, Room 183 in Marshall Hall, offers photographic, printing, and graphic services for student projects. Official photos may be taken on an appointment basis.

**TRANSPORTATION**

The University does not support individual travel requirements. Transportation to support school activities and education may be requested through the NWC Operations Department, Transportation Coordinator via email NWC-OPERATIONS@ndu.edu. Requests should include the following information: date of travel, destination, total passenger count, pick up and return time, and the purpose of the trip. Requests must be submitted at least two weeks in advance. These requests are generally supported by government passenger vans, which require a student driver.
Regular driver’s license is all that is needed to drive the van.

**POST PRIVILEGES**
The University extends all possible courtesies and privileges to civilian students, except when precluded by regulation. Civilian students are restricted as noted in the AAFES and Medical sections. Civilian students are eligible to use all athletic facilities on Fort McNair including the basketball and tennis courts.

**AAFES (Army/Air Force Exchange System).** The Exchange operates the following facilities at Fort McNair:
- Service Station/Mini-Mart. Building 43; 0800-1700; Monday-Friday. Note: Civilians may not purchase tobacco or alcohol at AAFES.
- Barbershop. Building 41; 0900-1700; Monday-Thursday. The telephone number is (202) 484-7019.

**Medical and Dental.** Military students can pick any location within the TRICARE Health Care Program in the National Capital Region for medical care. There is a clinic located on Fort McNair that falls under the Pentagon Army Health Care Clinic. The Fort McNair Army Health Clinic is located in Bldg. 58 near the corner of B Street and 1st Avenue. The phone number is (202) 685-3100, Monday-Friday 0630-1500. The clinic offers physicals of all types (i.e. PHAs, wellness exams, retirement, and ETS, etc.) The health clinic holds sick call for military and dependents (over 18 years of age) from 0630-0830 and 1130-1300 Monday-Wednesday and Friday. On Thursdays, the clinic holds sick call from 0630-0830 but closes for training at 1100. Allergy and/or immunization shots are given until 1300, Monday-Friday (call ahead for allergy nurse/tech schedule.) There is a 20-minute wait after shots. Emergencies are seen anytime during duty hours. Emergency medical treatment is available at other medical facilities during non-duty hours.

**Note:** Civilians, to include military retirees, receive emergency treatment only at the Fort McNair Clinic.

**Note:** To receive care from the Fort McNair Health Clinic, military personnel must have their individual PCM changed to Fort McNair.

The Pentagon Dental Clinic, (703) 692-8700, serves US military students at NDU. A clinic representative is available for records turn-in and pick up during NDU in and out processing. The clinic is located on the first floor of the Pentagon, Room MG924. The Clinic holds military sick call from 0700-1030. Appointments are scheduled during normal duty hours of 0700-1530, Monday-Friday.

**OFFICERS' OPEN MESS**
The Fort McNair Officers' Club is open on Friday’s for lunch and occasionally for luncheon discussions with distinguished speakers and panelists. Membership is open to NWC students. Civilians may retain membership after graduation. To gain full club privileges, apply to the Fort McNair and Fort Myer Officers' Clubs and reciprocal club privileges are granted at Fort Belvoir, Joint Base Anacostia-Bolling, Joint Base Andrews, and other dues paying officers' clubs. The
Club is located in Building 60. The Club may be contacted at (202) 484-5800. Membership information is available at (703) 696-5147.

**BACHELOR OFFICERS' QUARTERS (BOQ)**

BOQ facilities in the Washington area are extremely limited. Military members should make direct contact with offices listed below. Civilian students are required to contact the MDW Billeting Office at (703) 696-3576, located in Building 50 at Fort Myer, prior to contacting one of the housing offices listed below.

**FAMILY HOUSING**

DoD has several housing referral offices in the Washington, D.C. area:

- Fort Belvoir, Housing Services, Building 258, (703) 805-3019. Villages at Belvoir, (703) 619-3877; 0800-1700, Monday-Friday
- Joint Base Anacostia-Bolling, 21 MacDill Blvd, (202) 404-1840; 0700-1600, Monday-Friday
- Joint Base Andrews, 2097 San Antonio Blvd, MD, (301) 981-5518
- Joint Base Myer-Henderson Hall, Building 205, (703) 696-3557/3558/3559; 0800-1530, Monday-Friday

**CHAPEL**


**ARMED FORCES HOSTESS ASSOCIATION (AFHA)**

The Armed Forces Hostess Association at (703) 614-0350/0485; Pentagon, Room 1E541, serves all military, authorized civilian personnel, and their family members. The Association can answer questions on temporary housing (motels, hotels, and rooms), discount buying, entertainment, etc. AFHA is open Monday-Friday 0930-1430.

**SHIPMENT & STORAGE OF HOUSEHOLD EFFECTS**

Contact the Transportation Officer at the Joint Personal Property Shipping Office, Fort Belvoir, VA, regarding household effects immediately on arrival and provide them a local phone number. Call (703) 806-4900 or (800) 762-7186 for information on inbound shipments. Hours are Monday - Friday, 0800-1630.

**LEGAL ASSISTANCE**

NDU offers legal assistance for students. Types of services include notary, power of attorney, and wills. Contact (202) 685-3945 for details and hours.

Legal assistance is available to military members at:

- Air Force – Joint Base Andrews, Building 1535, (301) 981-3622; 0900-1500
- Joint Base Anacostia-Bolling, Building P-20, (202) 767-5297; 0800-1600
- Army – Joint Base Myer-Henderson Hall, Building 201, (703) 696-0761; 0800-1600 (until 1300 for claims), also at the Exchange
- Fort Belvoir, Building 257, (703) 805-2856; 0800-1600
- Coast Guard - Legal Assistance Office, Coast Guard Headquarters, 2703 Martin Luther
King Jr Avenue SE, Washington, D.C., (202) 372-3783; 0800-1600
- Marine Corps - Staff Judge Advocate Legal Assistance Office, Joint Base Myer-Henderson Hall, Building 29, Room 301, (703) 614-1266; Monday-Thursday 0800-1100 and 1300-1600, Friday 0800-1100. Closed last Thursday of each month

UNIFORM SALES
- **Air Force** - Clothing Sales Stores are located at Joint Base Anacostia-Bolling, Building 4514, (202) 563-5931; Monday–Saturday 0900-1900 and Sunday 1200-1600
  - Joint Base Andrews, Building 1683, (240) 857-5665; Monday-Saturday 0900-1900 and Sunday 1100-1700
- **Army** - Military Clothing Sales Store for the Washington area is at Joint Base Myer-Henderson Hall, Building 405, (703) 696-3515; Monday-Friday 0900-1800 and Saturday 0900-1630
- **Coast Guard** - Uniform Store is located at Coast Guard Headquarters, 2701 Martin Luther King Jr Avenue SE, Washington, D.C., Building 49; Monday-Friday 0700-1530
- **Marine Corps** - Uniform Store is located at Joint Base Myer-Henderson Hall, Henderson Hall Exchange; (703) 979-8420 Extension 340; Monday-Friday 0700-2000, Saturday 0900-2000, and Sunday 1000-1800
- **Navy** - Washington Navy Yard Uniform Store in Building 184, (202) 889-7534/6/9; Monday-Friday 0700-1700

SMOKING POLICY
NWC is a **Smoke Free** facility. Smoking is prohibited in Roosevelt Hall. Smoking is likewise prohibited in other NDU buildings and in all military or contract vehicles. Smoking outside University occupied buildings must be at least 50 feet from doorways, windows, or entry points. Smokers will use ash receptacles provided to extinguish smoking products.

MILITARY RESERVE STATUS
Students who have military reserve status can submit their diploma for senior professional military education credit (PME). This documentation normally suffices for service credit.
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MEMORANDUM FOR FACULTY AND STAFF

SUBJECT: Policy Memo #12-17 – Writing at the National War College

1. This purpose of this memorandum is to outline the National War College (NWC) student writing program, which includes diagnostics, requirements, remediation, and awards. It describes the program’s purpose, elements, and resources.

2. Becoming a national security strategist requires clear and concise written communication. To that end, NWC employs writing assignments as one of its principal tools for assessing whether students have achieved the learning objectives in core and elective courses.

3. Writing Diagnostic. Since students arrive at NWC with various levels and types of writing experience, the College administers a writing diagnostic assignment during the first week of the academic year. For International Fellows, the Writing Diagnostic and any follow-on writing programs at NWC are in addition to those they receive through the International Student Management Office. In AY2018, the writing diagnostic at NWC will have two phases.

   a. The first phase of the writing diagnostic process involves all students (including International Fellows) taking the WritePlacer online writing diagnostic in Committee Rooms on Tuesday, 8 August. The purpose of the WritePlacer diagnostic is to provide students and faculty with an immediate, independent, and objective assessment of student writing skills. WritePlacer assesses writing skills by having each student write a short (400 - 600 word) essay in response to a specific prompt or question. Responses are instantly scored on a scale of 1-8 (higher score indicates better writing proficiency) using artificial intelligence to score open-ended responses.

   b. The second phase of the diagnostic process involves having each student (including International Fellows) write a 750-1000 word critical review essay on a contemporary article chosen by the Dean of Faculty and Academic Programs as recommended by the Associate Dean of Outreach and Research and assessed by a NWC Faculty member. The purpose of Phase II is to allow NWC faculty the opportunity to provide additional, personal assessment of student’s writing proficiency and make a more informed recommendation for writing improvement. This essay should meet all NWC requirements concerning “Original Work” and “Essay and Research Paper Format” described in the Student Catalog and detailed in paragraphs 7 and 8 below.

4. Assessment of the Writing Diagnostic. Faculty Advisors will review the results of the Phase I (WritePlacer) essay submission. Faculty Advisors will then evaluate their advisees’ Phase II essays, as detailed below.

   a. Faculty will assess their own advisees, however:
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(1) On a case-by-case basis, and with approval of the Associate Dean of Academics, Faculty Advisors teaching course 6000 may opt-out of reading and assessing the writing diagnostic.

(2) The Associate Dean of Outreach and Research will assign a different reader for students whose advisors have opted-out.

(3) Faculty who have a large number of advisees may request writing evaluation assistance in order to maintain an equitable distribution of responsibilities.

b. Faculty Advisors will assess the papers using the NDU writing rubric (included in Appendix A). This writing diagnostic assignment is ungraded but faculty members will identify areas indicating excellence and needing improvement.

5. Writing Diagnostic Feedback to Students.

a. Diagnostic readers are required, by 18 August, to conduct an in-person meeting with each student they assessed to go over the diagnostic and provide explicit feedback.

b. Faculty members reading diagnostics will assess whether students’ writing skills are sufficiently weak to require that they receive the additional writing instruction provided in the Executive Writing Program. In those instances, the faculty member will inform both the student and the Director of Writing. The Director of Writing will contact those students about the Executive Writing Program workshops, and will provide a comprehensive list to the faculty of all students who have been identified to attend the Executive Writing Program. Students referred to the Executive Writing Program are required to attend all sessions.

6. Executive Writing Program.

a. The Director of Writing will establish a series of Executive Writing Program workshops soon after classes begin and continuing at least through the end of the Fall term. These workshops will initially focus on common issues identified during the diagnostics, but will also include sessions designed to assist in writing improvement and in the research and writing connected with the ISRP.

b. The program is open to any student who desires additional assistance in sharpening his/her writing skills.

7. Writing Awards. Top papers in core courses are selected in each seminar, and one of the 16 papers is selected as top paper in the core course. Faculty members may also nominate outstanding student papers for the Chairman of the Joint Chief of Staff and Secretary of Defense writing competitions. Throughout the year, NWC will also advise students and faculty of other writing competition and award opportunities, and faculty members are encouraged to nominate papers for these as well. At the awards ceremony at the end of the year, outside agencies and organizations present approximately 25 awards to honor excellence in writing by NWC students.
8. Individualized Writing Options. Students have several options available to pursue more individualized writing projects and to examine strategic issues that transcend the regional orientation of the ISRP. The Associate Dean of Outreach and Research and/or Director of Writing must review and approve any proposal for one of these individualized projects. Forms are available on the Google Drive.

a. Long Paper. Students may combine writing requirements for two courses (core, elective, or combination) in order to explore an issue in-depth. Long papers meet the writing requirement for both courses involved, and the grade assigned will factor into a student’s overall grade for both courses in the same way as the regular writing assignment for each of the courses. Students wishing to pursue the long paper option must gain the approval from their respective FSLs prior to initiating a long paper. The respective course directors and the Associate Dean of Research and Outreach must concur that the subject proposed meets the intent of the writing requirements the long paper will replace, and that the project will require an equivalent amount of academic effort. The approximate proposed word count for a long paper is 5,000 words, which corresponds with the length of entries in the SECDEF and CJCS writing competitions. The proposal form for the long paper option is available on the Google Drive, Writing Program folder. Note that students who choose to write a long paper may be disadvantaged from earning DG points in the first course since the final written product will not be submitted until the end of the second course.

b. Expanded Paper. An expanded paper adds to existing student work. A student may choose to expand a previously written paper and submit a longer paper to meet a new requirement. Student proposals for this option must provide the prior work and clearly define the new work that will constitute the expanded portion. Depending on the nature of the original work, students may even be able to build an expanded paper on work completed at another institution. The subsequent expanded paper, consisting of the original work modified as needed plus the new material should be approximately 5,000 words. The grade assigned for the expanded paper will serve as the grade for the writing requirement in the course. Students must gain the approval from their FSL prior to initiating an expanded paper. The affected course director and the Associate Dean of Research and Outreach must concur that the proposed expansion meets the intent of the substituted writing requirement, will require an equivalent amount of effort, and complies with the definition of original work below. Students can find the proposal form for the expanded paper option on the Google Drive.

c. Independent Research. During this course, each student works with his/her Faculty Research Sponsor to develop fully the idea for a project and provide a substantive written product. To undertake NWC 6901, students must have the support of their Faculty Advisor, secure a faculty sponsor to advise and evaluate their work, and gain approval from the Associate Dean of Research and Outreach. The research should entail a workload equivalent to that of a 12-week elective course. NWC CCMD Scholars take this course in the Fall term. This is a graded course.

d. Advanced Writing Elective. In lieu of a standard elective course, students may choose to take NWC 6902, Advanced Writing, which allows a student to conduct independent research and write an article on a national security strategy issue of a student’s choice, which is suitable for publication. To undertake NWC 6902, students must have the support of their Faculty Advisor, secure a faculty sponsor to advise and evaluate their work, and gain approval from the Associate Dean of Research
and Outreach. The research should entail a workload equivalent to that of a 12-week elective course, and the final product should be a paper of approximately 5,000 words. While most NWC 6902 projects are individual, a student may choose to undertake a group research project under a single faculty sponsor. In that instance, each participant in the project will register for a NWC 6902; each will need to contribute equitably to the research, analysis, and writing; and each will need to contribute approximately 5,000 words to the final product. In exceptional cases, a student may undertake more than one NWC 6902 course, or a student may choose to undertake a research project that entails a workload equivalent to two 12-week elective courses. In that latter case, a student would register for two NWC 6902 courses and be expected to produce a paper of approximately 10,000 words. The proposal forms for NWC 6902, Advanced Writing, are available on the Google Drive.

9. Essay and Research Paper Format. Unless otherwise directed by their FSL or project supervisor, students will adhere to the format guidelines below for all papers submitted to meet NWC writing requirements.

   a. Prepare papers double-spaced with 12-point font, preferably a standard font like Times New Roman or Arial.

   b. Prepare the paper to the directed word count target or page length; list word count when appropriate at the footer of the last page. Footnotes or endnotes are not included in the textual word count. In-text quotes and epigraphs are included in word counts.

   c. Use one-inch margins, all around. Papers with special binding requirements may use a 1.25 inch margin on the left side.

   d. Use footnotes or endnotes in the Chicago “note-bibliography” Style, as detailed in Kate A. Turabian, A Manual for Writers of Research Papers, Themes, and Dissertations, 8th edition. Core course papers do not require a bibliography unless otherwise directed by the FSL or project supervisor.

   e. Prepare a cover sheet that shows the paper title, student’s name, course and seminar, FSL, Academic Advisor, and date. Students will not put their name on subsequent pages (e.g. in the footer or header). An example cover sheet is on the Google Drive, Writing Program folder, and on Blackboard, in My Organizations, National War College – Students, Writing Program.

   f. Include page numbers at the bottom, middle of the page

10. Original Work. Students are required, throughout their time at the National War College, to submit “Original Work” in their course assignments unless otherwise explicitly directed by their FSLs.

   a. Because of the complexity of the options available within the writing program, and to avoid any ambiguity such options might produce, the College has carefully defined ‘original work.’ The term ‘original’ within the NWC research and writing program means both ‘produced by the author’ and ‘produced for the first time.’ Thus, papers written to satisfy NWC writing requirements must: be
produced during the student’s tenure at NWC, be submitted to satisfy only one writing requirement, and contain the student’s own ideas and analysis except as documented by appropriate citations. Complying with the original work definition will avoid potential issues of plagiarism. When in doubt about options or requirements, consult a Faculty Advisor or the Associate Dean of Outreach and Research.

b. The one exception to the “original work” requirement is the “expanded paper” option in which students—with the permission of their FSL and the Associate Dean of Outreach and Research in advance—may expand upon previously completed work in order to produce a study that blends existing and new research and writing.

11. Writing for Release. Student work at the National War College is considered government work. As a consequence, it is possible that student papers may be subject to Freedom of Information Act (FOIA) requests. Additionally, NDU has a student scholarship preservation and access policy to “support the dissemination of knowledge required for joint education, national security, strategy leadership, and leader development.” Accordingly, NWC students should be aware that several of their papers—ISRPs, prize-winning papers, and independent research papers (e.g., NWC 6901, 6902, Research Fellow, and CCMD Scholar papers)—will be archived in the NDU library. Papers will be held internally to NDU and available only through NDU library access. Students may request that their papers be held in a “restricted unclassified” status and therefore only released upon permission of the College. See NDU Instruction 5015.02 for details.

12. SafeAssign. “SafeAssign is a tool used to promote originality and to create opportunities to help students identify how to properly attribute sources. SafeAssign generates a report detailing the percentage of text in a paper that matches existing sources” (https://help.blackboard.com/Learn/Administrator/Hosting/Tools_Management/SafeAssign).

a. Work uploaded to SafeAssign is compared against several databases, including the internet, library databases, institutional (NDU) document archives, and a Global Reference Database. By comparing the original document with the SafeAssign Report, students and faculty can see if the paper contains any material from outside sources that has not been correctly cited.

b. Unless submitted as a “draft,” SafeAssign stores papers in NDU’s institutional document archive or internal database and, as mentioned above, compares new submissions to other student papers in this archive that have been submitted at the National Defense University. In addition, students may opt-in to having their paper added to the Global Reference Database which makes it available to institutions outside NDU. Papers will always be checked against the Global Reference Database, but are not automatically added to it unless students consent to do so. Papers written at a classified level should not be uploaded to SafeAssign.

c. Limitations.

(1) SafeAssign detects material that appears through its web crawling. Because SafeAssign checks many locations to determine wording matches, the match it finds may not be the same source location that the author of the paper used. Finally, SafeAssign may not find every word or sentence
of material in a paper that comes from a web source.

(2) SafeAssign also can only discover material that is duplicated. It cannot determine, by itself, which source is original. In other words, if two students submit a paper with identical material, SafeAssign will flag the duplication, but it cannot determine which student is the original author.

(3) SafeAssign originality reports may take some time. Depending on how many Blackboard users are submitting papers at the same time, it can take several minutes or even days for an originality report to display in Blackboard. For this reason, students who upload their papers to SafeAssign should do so at least two days prior to the due date.

d. Requirement to Use SafeAssign.

(1) Students are not required to use SafeAssign; however, they are strongly encouraged to use the "Check Your Draft" feature in Blackboard. Submissions through "Check Your Draft" are not saved in SafeAssign's database, so students should consider using this feature regularly. "Check Your Draft" is a useful tool to ensure that all quoted works are properly cited. If students are submitting a paper for a writing competition, they must be prepared to submit an originality report.

(2) FSLs may use SafeAssign as little or as much as they would like; however, they may not require their students to use SafeAssign. FSLs may submit student work to view originality reports as a tool in helping them validate original work.

(3) Faculty are required to use SafeAssign to check all papers they identify as "Best in Course," nominate for a writing award at the National War College, or submit to an external writing competition (e.g., the Secretary of Defense and Chairman of the Joint Chiefs of Staff Writing Competitions; the STRATCOM Deterrence Competition; and the Women, Peace and Security Competition).

e. Privacy and SafeAssign: SafeAssign has numerous built-in safeguards to ensure student privacy. However, these safeguards are not perfect, and users should be aware of several facts regarding SafeAssign. Final papers submitted through SafeAssign are saved in NDU's institutional database and if the student choses, to the Global Reference Database.

(1) By design, matches to the Global Reference Database are not initially personally identifiable as the original author is from different institution; however, as part of the review process, it is possible that the original author can be discovered.

(2) Matches from within the institutional document archives of NDU identify students by name.

f. Thresholds and Expectations. SafeAssign reports the percentage of a student's paper that partially or fully matches another source. Some percent matching is acceptable and even expected (e.g., student cover pages will be very similar). Although the appropriate percentage will vary from assignment to assignment, the following are general guidelines:
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(a) Scores below 15 percent: These papers typically include some quotes and few common phrases or blocks of text that match other documents. These papers typically present the least concern for lack of original work.

(b) Scores between 15 percent and 40 percent: These papers often include sentences originally written by others and potentially contain less original work. These papers should be reviewed to determine if the matching content is properly attributed. Depending on the assignment, the faculty member may also deem the paper to lack sufficient original work.

(c) Scores over 40 percent: These papers include sentences and/or paragraphs originally written by others and contain less original work. These papers should be reviewed to determine if matching content is properly attributed. Depending on the assignment, the faculty member will likely deem the paper to lack sufficient original work.

13. Faculty Responsibilities. Faculty are responsible for using all available tools to help assess and improve student writing in support of the college’s overarching learning outcomes.

a. Faculty whose students fail to meet stated standards for either the content or composition of required written work must remediate those students. Faculty in this instance should immediately contact the Associate Dean of Academics and coordinate a program of remediation that will enable the student to achieve the stated standard for that assignment.

b. Faculty who have identified potential problems of insufficient original work should speak with the student to first to ascertain whether there was a technical problem or misunderstanding. If faculty believes a deliberate effort was made to submit a paper that does not meet standards, the issue should be brought to the attention of the Associate Dean of Academics.

c. Faculty should be familiar with tools such as SafeAssign, WritePlacer, Tutor.com (a free online tutor service contracted for use by uniformed military members and their families), and Grammarly.com (a pay for fee online plagiarism and grammar-checking service). Faculty with questions about these tools should contact the Director of Writing.

d. The Director of Writing will keep faculty and students appraised of available resources such as Writing Specialists employed by NDU Learning Center, the other Components, or the Director of Writing.

DAVID TRETLER
Dean of Faculty and Academic Programs
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MEMORANDUM FOR NWC FACULTY AND STUDENTS

SUBJECT: Policy Memo #11-17 – NWC Research Fellow and NDU Combatant Command Scholar Programs

1. Purpose. The purpose of this memorandum is to provide the policy and procedures for National War College (NWC) students to enroll in NWC Research Fellow and National Defense University (NDU) Combatant Command (CCMD) Scholar Programs.

2. NWC Research Fellow Program
   a. Context. The NWC Research Fellow Program is designed to provide an additional opportunity for students to conduct research and writing in a specialized area of expertise beyond the opportunities provided in the core course curriculum.
   b. Deliverable. Students accepted as Research Fellows undertake a special research and writing project on a strategically significant topic of their choice which culminates in a scholarly paper of approximately 100 pages, worthy of publication.
   c. Appropriate Topics. Research Fellow topics must directly relate to national security strategy and clearly connect to the core course curriculum. The NWC Faculty Research Panel will approve the topic in coordination with the Faculty Research Sponsor.
   d. Faculty Research Sponsor. Research Fellows recruit an NDU faculty member to sponsor their research project. Faculty and Researchers from other NDU components will be considered on a case-by-case basis. If a student is unfamiliar with faculty members’ areas of expertise, the Associate Dean of Outreach and Research, in conjunction with the student’s Faculty Advisor, will assist in finding a Faculty Research Sponsor. Faculty members must consult with the Associate Dean of Outreach and Research before consenting to sponsor student work and must understand sponsorship requirements. The Associate Dean will resolve any questions about faculty sponsorship of a Research Fellow with the appropriate department chair and Dean of Faculty and Academic Programs.
   e. Eligibility. Open to all U.S. and International Fellows who are high performing academically. Only students with strong writing skills and keen interest in engaging in a focused yearlong research project in national security strategy are encouraged to apply. Prospective Research Fellows should have knowledge and experience in the area they wish to research. Examples of strong Research Fellow candidates include students already possessing terminal degrees (e.g., Ph.D. and J.D.) who also have specific, prior, and direct experience in a high-level national security issue (especially where a student’s Service or Agency endorses such research and writing).
   f. Application Process. Research Fellow applicants must complete the application form and submit it to the Associate Dean of Outreach and Research no later than Wednesday, 16 August 2017. The application must include the following: (i) summary of the topic, problem statement, and
g. **Timelines.** The Faculty Research Panel reviews applications and interviews applicants the third week of August. The Dean of Faculty and Academic Programs makes the final decision on which applicants to admit to the program by early-September. Thereafter, each Fellow will present to the Faculty Research Panel: (i) their thesis statement with arguments, research design, and initial bibliography by early-October; (ii) an initial progress review no later than 22 November 2017, which precedes the beginning of NWC 6310, *Statecraft II: Strategic Design and Implementation in the Contemporary Era*; (iii) a spring progress review before 7 April 2018, which is the beginning of NWC 6600 *National Security Practicum* travel.; and (iv) before graduation, during the capstone period before graduation. The Associate Dean of Outreach and Research will post information for each of the above on the NWC master calendar once determined.

h. **Core Course Requirements.** Research Fellows must complete all required core course work except the Individual Strategy Research Project (ISRP) which is part of NWC 6600, *National Security Practicum*. Research Fellows’ research projects substitute for their ISRP. Faculty Seminar Leaders (FSLs), however, will make the following accommodations:

1. In all NWC core course writing requirements, FSLs will give Research Fellows as much flexibility as they consider feasible to align course papers and the 6600 framework with the Research Fellow’s project. Should a Fellow be dissatisfied with the latitude granted by an FSL, the Fellow may appeal through the Associate Dean of Outreach and Research to the Dean of Faculty and Academic Programs.

2. Research Fellows’ course papers must meet the word/page count requirements as stipulated in the respective syllabi and meet the definition of “original work” as set forth in the NWC Student Catalog.

3. In exceptional circumstances, when the focus and scope of a Research Fellow’s topic warrants, a Fellow may petition the Dean of Faculty and Academic Programs, through the Faculty Research Panel to substitute specialized field research in lieu of NWC 6600. That petition should include the proposed research plan, travel rationale, and tentative itinerary. If approved, s/he will enroll in NWC 6912, *Research Fellow Advanced Studies III*, a six-credit individual study course. Fellows enrolled in NWC 6912 are responsible for planning their travel in coordination with the Dean of Administration. The Associate Dean of Outreach and Research and the Faculty Research Sponsor will provide assistance with travel arrangements, as necessary. Fellows should be prepared to provide summary results of their field research.
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i. Electives. If accepted into the program, Research Fellows will be enrolled in NWC 6910 (2 credits) and NWC 6911 (4 credits), Research Fellow Advanced Studies I and II in the fall and spring terms, respectively. These courses fulfill the NWC student elective requirement and the approved Faculty Research Sponsor will serve as the instructor of record for the courses. If a Research Fellow wishes to “overload” and take additional electives, he/she needs permission from their Faculty Research Sponsor, Faculty Advisor, Elective Program Coordinator, and the Associate Dean of Outreach and Research.

j. Progress. Research Fellows must remain actively engaged with their projects, show sufficient progress throughout the year, and receive A or A- grades in Course 6000, 6210, and 6700. Additionally, if a Research Fellowremediates any requirement (e.g. written products or Fall Oral exam) during any of these courses, he/she will be disenrolled from the Research Fellow program. Students must also minimally meet suspense dates outlined in the Timelines section above to remain in the Research Fellow program. The Faculty Research Panel may ask Research Fellows to present their work at the end of every core course to verify sufficient progress. Any student who has not made satisfactory progress will be removed from the program.

k. Disenrollment. If removed from the program, the student will rejoin the traditional program, and the Faculty Research Panel, in consultation with the student’s Faculty Research Sponsor, Faculty Advisor, and the Associate Dean of Academics, will recommend to the Dean of Faculty and Academic Programs any adjustments needed to the student’s remaining degree program.

l. Grading & Publication. The student’s Faculty Research Sponsor will award a Pass/Fail grade for NWC 6910 and 6911. If the Dean of Faculty and Academic Programs approves a student to take NWC 6912 in lieu of NWC 6600, the Faculty Research Sponsor will grade the Research Fellow’s final product and award a numeric grade for that course. Depending on the quality of the final product, the Faculty Research Sponsor will award Distinguished Graduate points based on the quality of the student’s work and in accordance with the DG policy. The Faculty Research Sponsor will work with the Faculty Research Panel to determine appropriate publication outlets for the Research Fellow’s work.

3. NDU Combatant Command (CCMD) Scholar Program

a. Context. The National Defense University (NDU) CCMD Scholar program “simultaneously supports the Joint Warfighter by providing rigorous, directed research on relevant topics while expanding on key elements of Joint Professional Military Education for selected U.S. military and interagency students.” USPACOM, USEUCOM, USSTRATCOM, USSOUTHCOM, USNORTHCOM, and USSOCOM are sponsoring Scholar programs. Students will benefit from direct liaison with the CCMD, receive funding from the CCMD for research travel, and brief research findings to a senior CCMD officer at the end of the academic year. Program details are provided in NDU Instruction 1322.01, Combatant Command Scholars Program, 5 February 2016, (available in Blackboard and on the Google Drive, _NWC Students AY18, Research Fellow and CCMD Scholar Program).
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b. **Deliverable.** Students accepted as NDU CCMD Scholars undertake a special research and writing project on a topic of interest to the respective Combatant Commander, which culminates in a scholarly paper of between 25 and 75 pages.

c. **appropriate Topics.** Students accepted as CCMD Scholars will research a topic that is of interest to the sponsoring command and that aligns with the NWC program learning outcomes. Each CCMD provides a list of research topics (also located on the Google Drive) but is also open to topics proposed by potential CCMD Scholars.

d. **NDU Program Coordinator.** Each CCMD has an NDU specified person to serve as the NDU Program Coordinator. This person may reside in any NDU component. Current NDU Program Coordinators reside in the Institute for National Security Studies (PACOM and STRATCOM), the College of International Security Affairs (SOUTHCOM), the Eisenhower School (EUCOM), or the National War College (SOCOM). The Program Coordinator’s role is detailed in NDU Instruction 1322.01.

e. **Sponsorship.** CCMD Scholars may have multiple advisors in the production of their research product but will have one primary Faculty Research Sponsor from within the NDU enterprise. This person should be the person most closely supervising the student’s work and making the formal assessments in Blackboard. The respective NDU Program Coordinator and NWC Associate Dean of Outreach and Research will help CCMD Scholars find an NDU Faculty Research Sponsor if a student is unfamiliar with faculty members and their areas of expertise. NWC faculty members must consult with the NDU Program Coordinator and the NWC Associate Dean of Outreach and Research to understand sponsorship requirements before consenting to sponsor CCMD Scholar work. The Associate Dean of Outreach and Research will resolve questions about sponsorship of a CCMD Scholar with the appropriate NDU Program Coordinator, the NWC Department Chairs, and NWC Dean of Faculty and Academic Programs.

f. **Eligibility.** Open to all U.S. students who are high performing academically. Only students with strong writing skills and the ability to engage in a focused research project on a topic of interest to the Combatant Commander are encouraged to apply. Prospective CCMD Scholars should have knowledge and experience in the Combatant Commander’s functional or geographic area of responsibility.

g. **Application Process.** CCMD Scholar applicants must complete the application form and submit it to the Associate Dean of Outreach and Research no later than 16 August 2017. Students may apply to more than one CCMD but, if accepted, will only be enrolled in one program. The application must include the following: (a) the CCMD to which the student is applying; (b) summary of the topic, problem statement, and research question; (c) documentation of applicant’s familiarity with the topic and how it contributes to national security strategy; (d) evidence of strong writing skills including their publication record, high rating on the NWC writing diagnostic(s), and letters of recommendation or references; (e) identification of a proposed Faculty Research Sponsor; (f) brief research design summarizing what kind of research method will be used in the project; and (g) approval from the student’s Faculty Advisor. Students should also include proposed travel and intent to conduct surveys or interviews as part of their research proposal. (Sample forms available on the
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Google Drive, _NWC Students AY17, Research Fellow and Scholar Program.) Applicants should be prepared to discuss their proposals with the NWC Faculty Research Panel (see paragraph 7 below).

h. Timelines. In AY18, CCMD Scholar Program applications are due to the NWC Associate Dean of Outreach and Research no later than Wednesday, 16 August 2017. Students should expect to discuss their proposals with the Faculty Research Panel during the week 21-25 August. NWC approved applications are due to the respective NDU CCMD Program Coordinator by Thursday, 7 September 2017. NDU will make nominations and/or selections by Friday, 15 September 2017.

i. Core Course Requirements. CCMD Scholars must complete all required core course work including the 3,000-6,000 word Individual Strategy Research Project (ISRP). CCMD Scholars may receive preference in the country/region selection process to facilitate their CCMD Scholar research.

j. Electives. NWC students accepted into the NDU CCMD Scholar program will enroll in NWC 6901, Independent Research (2 credits) in the Fall term and NDU 69xx, NDU Combatant Command Scholar (2 credits) in the Spring term. These two electives are one-on-one research and writing tutorials with the scholar’s Faculty Research Sponsor that focuses on the completion of the scholar’s product. NWC students then have one “open” elective in the Spring term to fulfill the final 2-credit elective program requirement. NWC students accepted into the CCMD Scholar program may enroll in concentrations on a case-by-case basis. CCMD Scholars must gain the approval of the respective concentration sponsor, Faculty Advisor, Faculty Research Sponsor, and the Associate Dean of Outreach and Research.

k. Progress. NWC students enrolled in the NDU CCMD Scholar program must remain actively engaged with their projects, show sufficient progress throughout the year, and receive A or A- grades in Course 6000, 6210, and 6700. Additionally, if a CCMD Scholar remediates any requirement (e.g. written products or Fall Oral exam) during any of these courses, he/she will be disenrolled from the CCMD Scholar program. Students must also minimally meet suspense dates outlined in the Timelines section above to remain in the program. The Faculty Research Panel may ask CCMD Scholars to present their work at the end of every core course to verify sufficient progress. Any student who has not made satisfactory progress will be removed from the program.

l. Disenrollment. If removed from the program, the student will rejoin the traditional program, and the Faculty Research Panel, in consultation with the respective CCMD Scholar Program Coordinator, Faculty Research Sponsor, Faculty Advisor, and the Associate Dean of Academics, will recommend to the Dean of Faculty and Academic Programs any adjustments needed to the student’s remaining degree program.

m. Grading & Publication. The student’s Faculty Research Sponsor will award a numeric grade for NWC 6901, Independent Research and NDU 69xx, Combatant Command Scholar. Depending on the quality of the final product, the Faculty Research Sponsor will award Distinguished Graduate points in accordance with the DG policy. The Faculty Research Sponsor will work with the Faculty Research Panel to identify appropriate publication outlets for the CCMD Scholar’s work.
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SUBJECT: Policy Memo #11-17 – NWC Research Fellow and NDU CCMD Scholar Programs

4. Travel & Budget

a. NWC Research Fellows and CCMD Scholars. Both categories of students are authorized up to 10 research days, during which they are excused from NWC course attendance, provided: (a) students submit the absence request through the procedures in the NWC Student Catalog, (b) the Faculty Research Sponsor (who tracks research days taken) concurs and informs the Associate Dean of Outreach and Research; (c) the students inform their FSL of absence and submit missed assignments, as directed; and (d) the Dean of Students and Commandant approve the request.

b. NWC Research Fellows. On a case-by-case basis, NWC may provide funding in support of Research Fellows’ research. NWC Research Fellows who desire NWC funding must submit a request with justification, endorsed by their Faculty Advisor and Faculty Research Sponsor, through the Associate Dean of Outreach and Research for approval by the NWC Dean of Administration. Fellows should forecast their desired travel dates and budgets in their proposals, and keep their Faculty Research Sponsor and Associate Dean of Outreach and Research apprised of any changes.

c. CCMD Scholars. Students accepted as CCMD Scholars will follow the procedures as stipulated by their NDU Program Coordinator. Scholars should be ready to create an itinerary in the Defense Travel System and coordinate details with both the NDU Program Coordinator and CCMD point of contact. Scholars will keep their NWC Faculty Advisor and Associate Dean of Outreach and Research apprised of changes and concerns.

5. Oral Exams. Research Fellows’ and CCMD Scholars’ Fall Oral exams will be the same as those for traditional students. NWC Research Fellows Spring Oral exam will be a defense of their research product, for which they will have to provide their faculty evaluation team a single-sheet (front and back if needed) executive summary of their research product. NDU CCMD Scholars’ Spring Oral exams will be the same as those for traditional students.

6. NWC Faculty Research Panel. The Associate Dean of Outreach and Research provides leadership and oversight of the Research Fellow and CCMD Scholar Programs and chairs the Faculty Research Panel (which consists of additional faculty members who are not Faculty Research Sponsors). The Associate Dean coordinates with the Department Chairs to add faculty as panel members. The Dean of Faculty and Academic Programs approves the panel composition. The panel reviews Research Fellow and CCMD Scholar applications, makes recommendations to the Dean of Faculty and Academic Programs on those students recommended for participation in one of the programs, conducts in-progress reviews, assists Faculty Research Sponsors, suggests adjustments to Fellow and Scholar projects as warranted, provides updates to the Dean of Faculty and Academic Programs and makes recommendations to the Commandant about the continued viability of Research Fellow and CCMD Scholar programs.

[Signature]
DAVID TRETLE
Dean of Faculty and Academic Programs
MEMORANDUM FOR THE RECORD

SUBJECT: Individual Student Research Project (ISRP) Guidance for International Fellows and Faculty Advisors

1. Purpose. The purpose of this memorandum is to provide the policy and procedures for completion of Individual Student Research Projects (ISRPs) by National War College International Fellows (IFs).

2. Overview. The Individual Student Research Project is the culminating academic experience at the National War College (NWC), and is a requirement for graduation. The ISRP deliverable is a 3,000-6,000 word strategy that addresses a national-level strategic challenge faced by the IF's home country or the United States. The assignment requires students to draw from their immersive, year-long experience in the United States, all NWC core course materials, and individual research. By Wednesday, May 2, 2018, students are expected to deliver a coherent, high-quality strategy that would ably support senior-level government decision-makers and survive an interagency review process. Defending the ISRP strategy in the spring oral exam provides the experience of such a senior-level review.

3. Acceptable Topics. The ISRP assignment given to International Fellows (IFs) aims to test, utilize, and incorporate their knowledge of the United States into a national security strategy. International Fellows choose from among the following categories of research topics:
   - A national security strategy for the IF's home country toward the United States
   - A national security strategy for the IF's home country toward the United States' region
   - A national security strategy for the IF's home country toward a strategically critical problem within the United States' region (e.g., refugee crisis, breakaway territory, terrorist activity, nuclear weapons proliferation)
   - A U.S. national security strategy toward the IF's home country
   - A U.S. national security strategy toward the IF's home region
   - A U.S. national security strategy toward a strategically critical problem within the IF's home region

4. Grading and Associated Courses. Each student's Faculty Advisor will provide guidance during the ISRP process, feedback on interim assignments, and will assess the final ISRP. To facilitate that guidance, International Fellows are required to take the following two electives — conducted as one-on-one tutorials — with their Faculty Advisor.
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SUBJECT: Individual Student Research Project (ISRP) Guidance for IF’s and Faculty Advisors

a. NWC 6920 - International Fellows: Applications in Strategy (2 credits, Fall semester): In this course International Fellows will begin work on their ISRP. By the end of this course students should have selected a topic, moved from topic to research question to ISRP statement, and developed a manageable and focused outline of future deliverables. Students in this course are eligible for a Distinguished Graduate point if so recommended by their Faculty Advisor. This is a pass/fail course.

b. NWC 6921 - International Fellows: Individual Strategy Research Project (2 credits, Spring semester): In this course International Fellows will complete work on their ISRP. By the end of this course, the student should have an effective and efficient ISRP framework and a finished ISRP that is logical, well-reasoned, clear, and cohesive. This is a graded course with three deliverables: the strategy’s objectives and the ISRP framework (which together count for 40% of the course grade), and the final ISRP (60% of the course grade). Students in this course are eligible for a Distinguished Graduate point if so recommended by their Faculty Advisor.

5. Individual Research and Writing. The ISRP assignment maintains the expectations of good writing and the academic integrity requirement to cite sources of information that are not common knowledge.

a. The ISRP differs from some NWC writing assignments in content and writing style. In terms of content, students are expected to conduct significant research, analyze and synthesize information, and articulate it efficiently in the ISRP strategy. Ultimately, the strategy should reflect a student’s analysis and recommendations for solving a strategic-level issue. In terms of style, writing for a senior official puts a premium on making every word and every sentence count. Each sentence should contribute materially to advancing the strategist’s argument. Students should not include extraneous or tangential information in their ISRP.

b. Academic integrity standards apply to the ISRP. Because this is a strategy and not an academic research paper, the ISRP should be largely original work that incorporates research into a student’s analysis, conclusions, and recommendations. The goal is to craft a strategy, not to display research for its own sake through hundreds of quotations, citations, footnotes, or endnotes. Common knowledge information does not require citation. Any use of another’s words or work, however, should be cited appropriately.

6. ISRP Components. The ISRP should include all elements of strategic logic. No more than 20% of the strategy should be used for the context and build-up to the problem. The strategy’s emphasis and bulk of the writing should be focused on answering the “so what” and “how to” questions (i.e. “So what do you do now about that problem?” and “How do you do it?”) with what resources, over what time period, with what help from whom, etc. Every ISRP should at a minimum do the following:

- Describe the challenge or opportunity confronting nation X that is important enough to merit development of a national security strategy to deal with it.
- Situate that challenge or opportunity in the international and domestic circumstances confronting nation X.
7. **The Process of Writing an ISRP.** The following timeline breaks the ISRP assignment into a series of interim milestones.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>September</strong></td>
<td><strong>Meet with Advisor:</strong> Discuss your possible topic.</td>
</tr>
<tr>
<td><strong>Monday Oct 2</strong></td>
<td><strong>Blackboard:</strong> Identify your topic.</td>
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<tr>
<td><strong>Week of Oct 30</strong></td>
<td><strong>Meet with Advisor:</strong> Discuss interests associated with your topic and how U.S. societal factors might influence the definition of interests and the threats and opportunities to those interests.</td>
</tr>
<tr>
<td><strong>Monday Nov 13</strong></td>
<td><strong>Blackboard:</strong> Identify interests, threats, and opportunities associated with your topic, as well as the U.S. societal factors that could affect U.S. policy regarding your topic.</td>
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<tr>
<td><strong>Week of Nov 27</strong></td>
<td><strong>Meet with Advisor:</strong> Discuss problem/opportunity statement and the assumptions behind that statement.</td>
</tr>
<tr>
<td><strong>Monday Dec 11</strong></td>
<td><strong>Blackboard:</strong> Submit your problem/opportunity statement.</td>
</tr>
<tr>
<td><strong>Week of Jan 8</strong></td>
<td><strong>Meet with Advisor:</strong> Discuss objectives.</td>
</tr>
<tr>
<td><strong>Tuesday Jan 16</strong></td>
<td><strong>Blackboard:</strong> Identify and prioritize objectives.</td>
</tr>
<tr>
<td><strong>Week of Feb 12</strong></td>
<td><strong>Meet with Advisor:</strong> Discuss the ISRP framework, to include the international and domestic context, available means, and ways/approaches for using those means to achieve stated objectives.</td>
</tr>
<tr>
<td><strong>Monday, March 5</strong></td>
<td><strong>Blackboard:</strong> Submit the ISRP framework.</td>
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<tr>
<td><strong>March 5 – April 20</strong></td>
<td><strong>Write the ISRP.</strong></td>
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<tr>
<td><strong>Week of April 23</strong></td>
<td><strong>Meet with Advisor:</strong> Review draft ISRP content and amend as necessary.</td>
</tr>
<tr>
<td><strong>Wednesday May 2</strong></td>
<td><strong>Blackboard:</strong> Submit the final ISRP for grading.</td>
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These incremental assignments are intended to channel a student’s initial thinking about the paper, maintain progress during the year, and help identify gaps and recognize where further research and analysis is required. The timeline includes two categories: mandatory meetings with your Faculty Advisor and assignments due in Blackboard.

a. Advisor Meetings: The exact dates associated with Advisor meetings is between the IF and his/her Faculty Advisor. That said, IF-Advisor meetings should take place on a regular basis, and no fewer than six times before completing the final ISRP. Approximate dates are listed above as a guideline.

b. Blackboard Assignments: Students have six assignments that must be submitted into the Blackboard system on or about the dates listed. Most are short assignments in the fall, such as identifying your topic, identifying interests, etc. Blackboard assignments due in the fall semester contribute to the pass/fail grade for NWC 6920. Blackboard assignments due in the spring semester contribute to the final grade for NWC 6921.

c. Longer Assignments: Two written assignments are longer and should follow NWC standards in terms of font, point size, and margins (Times New Roman font, no smaller than 12 point, and 1” margins).

1. Students must complete a one to two page ISRP Framework by March 5, 2018. Additional guidance on the format for the strategy framework will be provided by mid-November. That said, the framework should communicate clearly and succinctly the fundamental elements of the strategy without the benefit of an oral briefing. Note that this framework may not be the ultimate approach chosen for the strategic problem. You should expect that something in your thinking or in your strategy could change as a result of additional research and analysis. Frameworks will be evaluated based on clarity of writing and completeness of the strategy’s content. The spring written assignments due in Blackboard – identifying the strategy’s objectives and creating the ISRP Framework – will count as 40% of your grade for NWC 6921.

2. You must complete the final ISRP by May 2, 2018. As noted above, the ISRP is a 3,000-6,000 word strategy document. You must submit your final ISRP into Blackboard to receive credit for this assignment. Note, however, that IF ISRPs will not be archived in the university library unless desired by the individual student. This is a graded assignment that counts for 60% of your NWC 6921 grade. Exceptional ISRPs, as determined by Faculty Advisor nomination, will be considered for Distinguished Graduate points. Students cannot graduate without successfully completing the ISRP assignment.

8. Coordinator. Dr. David Auerswald, faculty member in the Security Studies Department, will serve as the academic coordinator for IF completion of this part of the NWC curriculum.

9. Pitfalls from Prior Year ISRPs. The faculty have identified a number of common pitfalls associated with student ISRPs. Avoid these pitfalls, which fall into three large categories.

a. Strategic Challenge Selection

(1) Pitfall 1: Confusing an interesting issue that makes headlines with a strategic level challenge affecting a nation’s fundamental interests.
(2) Pitfall 2: Selecting too narrow an issue that is a symptom or effect of a larger strategic issue or national interest (e.g., addressing a country's brain drain dilemma or addressing corruption in higher education institutions).

(3) Pitfall 3: Selecting too broad an issue that is not solvable (in 3,000 – 6,000 words) (e.g., peace throughout the Middle East).

(4) Pitfall 4: Selecting an issue that lends itself more toward an inward looking national strategy to address an internal domestic challenge rather than a regional/international one that requires orchestration across the instruments of power (e.g., ending a country's dependence on a specific energy sector).

b. Writing Style/Format

(1) Pitfall 1: No clear problem statement (i.e. what problem the strategy is trying to solve).

(2) Pitfall 2: Inefficient writing (excess verbiage); talking around the point rather than making the point.

(3) Pitfall 3: Reliance on quotes from sources to make a point rather than synthesizing information and delivering an analysis, assessment, or recommendation; it is okay to endorse someone's point but do so in your voice, not theirs.

(4) Pitfall 4: Excessive use of footnotes and endnotes. Strategies do not generally incorporate endnotes or footnotes; if you must, be judicious. Repeated use of endnotes and footnotes could be perceived as an inability to identify critical points or synthesize information.

(5) Pitfall 5: Absence of footnotes to give credit to others' work. If you choose to incorporate others' words or ideas into your ISRP, you must give them credit (either in the strategy text or as a footnote).

(6) Pitfall 6: Failing to maintain parallel construction of the argument. For example, if you identify three threats, the order you raise them in the threats section should be the order you address them in the objectives and subsequent sections of the strategy.

c. Content & Organization

(1) Pitfall 1: Spending too much time and page space on context and short-changing the heart of the strategy (hint: how to address the strategic challenge and protect or advance the nation's interests). Do not fall in love with your research such that you try to force it all into the ISRP. Research is important, but the strategist's job is to discern the critical information; connect the key pieces of context to the interests, threats/opportunities, objectives, and resources.

(2) Pitfall 2: Orphaned threats or opportunities. If you identify a set of threats and opportunities to national interests, unless you specifically say your strategy will focus only on a subset, you should carry all of the threats and opportunities through the strategy.
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(3) Pitfall 3: “Hand waving” over the tests of strategy or not addressing counter arguments. Cursory reference to having tested the strategy is insufficient. Demonstrating the factors considered in and the conclusions of the tests (some of which may identify or reinforce risks and trade-offs) are necessary. Failing to consider how critics may evaluate your strategy (and how you would counter their points) creates vulnerability.

DAVID TRETLER
Dean of Faculty and Academic Programs
MEMORANDUM FOR NWC FACULTY AND STUDENTS

SUBJECT: Policy Memo #04-17 Selection of NWC Distinguished Graduates

1. This memo amplifies the National War College Distinguished Graduate (DG) policy set forth in the National War College Student Catalog.

2. The National War College defines Distinguished Graduates as those students who have demonstrated the ability to excel as national security strategy practitioners. Distinguished Graduates have demonstrated exceptional ability to analyze a national security challenge, develop a strategy for dealing with that challenge, and articulate that strategy both orally and in writing. They also have demonstrated exemplary professional qualities throughout the year. Students demonstrate the above abilities in and out of seminar.

3. All National War College students are eligible for designation as a Distinguished Graduate. Students earn DG points throughout the academic year in the following ways:

   a. Top Student in Core Courses (6000-67xx): Core course faculty may recognize up to two students in their core course seminars for overall outstanding performance to include preparation, contributions to discussions, graded events (written work, oral presentations, examinations, in-class exercises, etc.) and group interaction/leadership. Recognized “Top Students” earn 2 DG points.

   b. Top Student in Elective Courses: Faculty teaching elective courses may recognize students for overall outstanding performance to include preparation, contributions to discussions, graded events (written work, oral presentations, examinations, in-class exercises, etc.) and group interaction/leadership. The maximum number of students recognized depends on course enrollment as indicated below. DG points in Independent Study elective courses are at the discretion of the faculty and awarded only for exceptional work (also includes CCMD Scholar Elective, NWC 6901, and NWC 6902). Recognized “Top Students” earn 1 DG point.

<table>
<thead>
<tr>
<th>Course Enrollment</th>
<th>Top Students</th>
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<tbody>
<tr>
<td>7 students or fewer</td>
<td>1</td>
</tr>
<tr>
<td>8 to 14 students</td>
<td>2</td>
</tr>
<tr>
<td>15 to 21 students</td>
<td>3</td>
</tr>
<tr>
<td>22 or more students</td>
<td>4</td>
</tr>
</tbody>
</table>
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c. Top Paper in Core Course Seminars (6000-6700): Core course faculty may recognize one student in each of their core course seminars for having written the best paper. Students with a "Top Paper" earn 1 DG point. In 6600, the top paper in seminar is the ISRP.
d. Top ISRP: Faculty who award "Top Paper" (ISRP) in seminar for courses 6600 & 6921 may nominate those papers to compete for "Top ISRP." Students with the top ISRP (one from 6600 and one from 6921) earn 2 DG points.
e. Writing Awards: Each student paper winning an award in the College's end-of-year writing competition earns 1 DG point. Students who win 2nd or 3rd place in the SECDEF or CJCS writing competitions also earn 1 DG point. The 16 "Top Papers" in seminar compete for "Top Paper" in each core course; winners earn 1 DG point.
f. International Fellows (NWC 6920/6921): Faculty supervising 6920 and 6921 may recognize their students for progress made and award 1 DG point per course.
g. American Studies (NDU 6047/6048): ISMO may recommend up to four "Top Students" per course. Each "Top Student" earns 2 DG points. The same student may earn "Top Student" in both courses equaling 4 DG points.
h. Research Fellows: Faculty supervising a Research Fellow may award their Fellow up to 6 DG points for their work, with an emphasis on the final product. The points possible come from the following: 1 point for 6910, 2 points for 6911, 1 point for "Top Paper" in 6600, and 2 points for "Top ISRP," with the latter two being point opportunities a Fellow misses by not writing an ISRP. The faculty should only award points for the latter two if the Fellow's paper rivals the quality of the Top ISRP from 6600.
i. Group Special Projects: After the start of the academic year, if a group of students joins together to conduct a special project, as part of documentation to request approval from the Dean of Faculty, the primary FSL guiding the project must provide a recommendation on how DG points could be awarded for the course.
j. Top Student in Oral Examinations: Faculty oral evaluation teams may designate one "Top Student" of those they assess during each of the oral evaluation periods (Fall and Spring). These "Top Students" earn 1 DG point. Research Fellows are awarded 1 DG point per evaluation period based on their performance.
k. Class Rank: Students who place in the top 10% of the class ranking, calculated by averaging the final numeric grade for all core courses, earn 1 DG point.
l. Faculty Nominees: At the end of the academic year, each faculty member may recommend up to five students who he/she believes have demonstrated the overall qualities of a distinguished graduate. Students whose total faculty nomination points rank in the top 10% of all those nominated earn 1 DG point.
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4. All DG points are calculated at the end of the academic year and the students are rank-ordered by total points.

5. A panel composed of the Commandant, Deputy Commandant, Dean of Faculty and Academic Programs, Dean of Administration, and Director of Institutional Research reviews and approves the recommended list of distinguished graduates. The distinguished graduates are announced during the end-of-year awards ceremony and are recognized at the graduation ceremony. The Distinguished Graduate designation is printed on recipient transcripts. Typically, the college designates approximately 10% of the graduating class as Distinguished Graduates.

CHAD T. MANSKE
Brigadier General, USAF
Commandant
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MEMORANDUM FOR FACULTY AND STAFF AND STUDENTS

SUBJECT: Policy Memo #10-17 Practicum Travel Regulations and Considerations

References: (a) Joint Travel Regulations (JTR)  
(b) Carlson-Wagonlit Travel Policy for Group Travel

1. This policy memorandum, in conjunction with the references, codifies the regulations for all NWC Practicum travel and requires mandatory compliance by all faculty, staff and students subject to the Practicum Travel Program.

2. As per Reference (a) and (b), the practicum travel program is resourced with fully refundable group travel tickets. The rules and regulations guiding group travel are coordinated through Carlson-Wagonlit Travel Agency.

3. Travel Upgrades.

a. Travel upgrades are not authorized during Practicum travel. There will be no upgrades for any students or faculty on any of the flights associated with their specific trip. The Group Travel ticketing method is used to ensure that the college meets budget restrictions. The airlines offer reduced ticket prices and blocks all seats together for a group. The group fares are discounted airfare and do not allow upgrades. Any effort to upgrade an individual's seat will nullify the group travel and cancel all remaining seats. Travel agents are not tied into group travel seat processes. They see all seating as individual seats. Therefore, when they upgrade a seat, they do not know that it will cancel the remaining group seats in the computer system. Additionally, the group travel rate will be negated with an upgrade. For purposes of definition, any seat change is considered an upgrade. For example, the most common violation is moving from economy to economy plus; this change does register as an upgrade in the group travel system. While it is somewhat of a common practice for airlines to allow shifts from economy to economy plus for low or no fare increases, the "change in seat" sends a signal to the group travel system showing a change which then indicates that the group travel rule has been broken. Carlson-Wagonlit is then notified and automatic policy changes could result in voiding the rest of the travelers in that group or negating the group travel price rate can take effect.
b. If a faculty or student member wants to apply for economy plus, they must notify the NWC Practicum Ticket Purchaser who will then check with the travel agent at Carlson-Wagonlit for guidance and approval. This request must be made in advance of showing up at the airport and requesting a change at the ticket counter at the airport. If an increase in cost is required, the individual government credit card will be used and the additional cost will not be reimbursed.

c. If a traveler has a pre-existing health condition (bad back) and requires a special seat, i.e. aisle or bulkhead, they must inform the 6600 course director and the NWC ticketing POC during the planning stage of practicum travel. The individual must present a doctor's letter confirming the requirement for a special seat assignment. With this information provided, the ticketing POC will request a special seat assignment from the Carlson Wagonlit travel agent. In most cases a specific seat assignment is possible but not guaranteed.

d. Failure to comply with this policy may result in appropriate administrative disciplinary action.

4. The point of contact for this policy is the Chief of Staff/Dean of Administration.

CHAD T. MANSKE
Brigadier General, USAF
Commandant