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MISSION AND VISION

Mission

Educate joint Warfighters and other national security leaders in critical thinking and the creative application of military power to inform national strategy and globally integrated operations, under conditions of disruptive change, in order to prevail in war, peace, and competition.

Vision

NDU will create strategic advantage by developing joint warfighters and other national security leaders and forging relationships through whole-of-nations and whole-of-government educational programs, research, and engagement.

Purpose

"Educating, Developing and Inspiring National Security Leaders."

- Education is our business
- National security is the focus of our business
- Leaders are the essence of our business

Core Values

The following principles shape the culture of NDU and articulate who we are.

- Academic Excellence: NDU shall always foster and promote scholarly distinction.
- Academic Freedom: NDU shall always foster and protect free expression, rigorous analysis, and open intellectual exchange based on professionalism and respect for others.
- Collaboration: NDU shall always foster transparent, inclusive, and complementary processes and decision-making activities.
- Diversity: NDU shall always embrace a mixture of people, culture, and ideas.
- Holistic Development: NDU shall always foster and promote an environment that nurtures intellectual development and total well-being and resilience, and encourages life-long learning.
- Integrity: National Defense University shall always foster and promote a culture of trust, openness, honesty, and ethical conduct.
Lieutenant General Mike Plehn is the 17th President of the National Defense University. As President of NDU, he oversees its five component colleges that offer graduate-level degrees and certifications in joint professional military education to over 2,000 U.S. military officers, civilian government officials, international military officers and industry partners annually.

Raised in an Army family, he graduated from Miami Southridge Senior High School in 1983 and attended the U.S. Air Force Academy Preparatory School in Colorado Springs, Colorado. He graduated from the U.S. Air Force Academy with Military Distinction and a degree in Astronautical Engineering in 1988. He is a Distinguished Graduate of Squadron Officer School as well as the College of Naval Command and Staff, where he received a Master’s Degree with Highest Distinction in National Security and Strategic Studies. He also holds a Master of Airpower Art and Science degree from the School of Advanced Airpower Studies, as well as a Master of Aerospace Science degree from Embry-Riddle Aeronautical University.

Lt Gen Plehn has extensive experience in joint, interagency, and special operations, including: Middle East Policy in the Office of the Secretary of Defense, the Joint Improvised Explosive Device Defeat Organization, and four tours at the Combatant Command level to include U.S. European Command, U.S. Central Command, and twice at U.S. Southern Command, where he was most recently the Military Deputy Commander. He also served on the Air Staff in Strategy and Policy and as the speechwriter to the Vice Chief of Staff of the Air Force.

Lt Gen Plehn is a master navigator with 2,200 flight hours in the AC-130H, AC-130U, U-28, MQ-1B, MQ-9, and F-16D. He has more than 350 combat hours supporting operations over Bosnia, Somalia, Haiti, Afghanistan, and Iraq. He has commanded special operations units at the squadron, group, and wing levels, and was formerly the Deputy Commander of Air Force Special Operations Command.

His awards and decorations include the Defense Distinguished Service Medal, Distinguished Service Medal, Defense Superior Service Medal with 2 oak leaf clusters, the Legion of Merit, Bronze Star, Defense Meritorious Service Medal with oak leaf cluster, Meritorious Service Medal with 3 oak leaf clusters, Air Medal with 2 oak leaf clusters, Aerial Achievement Medal
with 4 oak leaf clusters, Air Force Commendation Medal, Air Force Achievement Medal with oak leaf cluster, the Gallant Unit Citation, and the Medal for Distinguished Service to the Colombian Military Forces.

An Eagle Scout and avid reader, he speaks passable Spanish. In their quiet time, Mike and his wife enjoy watching ice hockey and providing staff assistance to their two cats.
UNIVERSITY AND PROGRAM ACCREDITATION

The National Defense University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, Pennsylvania, 19104, (267) 284-5000. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and Council for Higher Education Accreditation. The initial accreditation of the university was granted in 1997.

Middle States Statement of Accreditation Status for National Defense University

The Joint Professional Military Education programs at the University are accredited by the Process of Accreditation for Joint Education, a specialized accrediting agency recognized by the Department of Defense through the Chairman of the Joint Chiefs of Staff.

The Senior Acquisition Course program at the University is accredited by the Under Secretary of Defense for Acquisition, Technology, and Logistics through a specialized accrediting process that is recognized by the Department of Defense.

The Information Assurance programs at the University are accredited as a Center of Academic Excellence in Information Assurance Education by the National Security Agency and Department of Homeland Security.
BOARD OF VISITORS

The National Defense University Board of Visitors, under the provisions of the Federal Advisory Committee Act of 1972, as amended, shall provide the Secretary of Defense, through the Chairman of the Joint Chiefs of Staff and the President of the National Defense University, independent advice and recommendations on accreditation compliance, organizational management, strategic planning, resource management, and other matters of interest to the National Defense University.

The board shall be composed of not more than 12 members who are eminent authorities in the fields of defense, management, leadership, academia, national military strategy or joint planning at all levels of war, joint doctrine, joint command and control, or joint requirements and development. Board members appointed by the Secretary of Defense who are not full-time Federal officers or employees shall serve as experts and consultants under the authority of 5 U.S.C. § 3109. Board membership shall be renewed on an annual basis for either the appointment of new members or the reappointment of standing members as approved by the Office of the Secretary of Defense's Office of the White House Liaison.

The Board’s Chairperson and Co-Chairperson shall be approved by the Secretary of Defense based upon recommendation from the Board’s Membership in consultation with the Chairman of the Joint Chiefs of Staff. The Chairperson and Co-Chairperson shall serve at the discretion of the Secretary of Defense. Board Members shall, with the exception of travel and per diem for official travel, serve without compensation. In addition, the Chairman of the Joint Chiefs of Staff may invite other distinguished U. S. Government officers to serve as non-voting observers of the board and appoint consultants with special expertise to assist the board on an ad hoc basis, who shall be, if approved by the Secretary of Defense, appointed under the authority of 5 U.S.C. § 3109.

Board Meetings

The Board shall meet at the call of the Designated Federal Officer in consultation with the President, National Defense University, and the Chairperson for a minimum of two meetings per year. The Board shall be authorized to establish subcommittees as necessary to fulfill its mission, and these subcommittees shall operate under the provisions of the Federal Advisory Committee Act of 1972, as amended.

Link to Charter and bylaws, board member biographies, and meeting minutes.
HISTORY OF NDU

Beginnings

Before World War II, American scholarship in the profession of arms matured in each of the military services more or less independently. Requirements for advanced education for leaders of the nation's military and naval forces were met as they arose through postgraduate colleges set up by and for the respective services. The 20th century imposed a growing need for closer ties between force and diplomacy, between America's military services and the industries that arm them, and particularly among our military centers of higher learning and research. This led to the creation of the Army Industrial College in 1924 and, after World War II, the formation of joint colleges of higher learning. These new joint colleges included the Armed Forces Staff College, the National War College, and the Army Industrial College, which later became the Industrial College of the Armed Forces. NDU was established in 1976 to consolidate intellectual resources and provide joint higher education for the nation’s defense community. The Industrial College of the Armed Forces (now the Dwight D. Eisenhower School for National Security and Resource Strategy) and the National War College were the original two constituent colleges of the new institution. The Armed Forces Staff College (now the Joint Forces Staff College) was added to the university in 1981. A year later, the Department of Defense Computer Institute (now the College of Information and Cyberspace) joined. The university’s newest school is the College of International Security Affairs, which was created in 2002 as the School for National Security Executive Education.

A Holistic Approach

NDU’s education, research, and outreach programs are integrated and mutually supportive, creating an exceptionally rich learning environment. This approach combines the unique strengths of the university’s five colleges, research institute, international student program, library, gaming and simulation center, and deep relationships with organizations throughout Washington to produce a whole that is greater than the sum of its parts. Students also benefit from the diversity of their peers, who represent all the military services, along with many federal agencies, private sector companies, and partner nations. NDU students’ experience in the classroom is first-rate and is enriched both by the experienced faculty and by the university’s research program. Leading the research program is the Institute for National Strategic Studies (INSS), which was established early in the life of NDU to provide policy research and applied strategic learning, and now provides timely, objective analysis to senior decision makers and supports NDU’s educational programs. Through its five centers, INSS focuses research on key issues ranging from complex operations, to technology and weapons of mass destruction. INSS serves as the university’s research arm, think tank, and is one of the most recognized venues in the National Capital Region for scholarly expertise on national security issues. NDU conducts outreach via the International Fellows program, a multitude of international visits yearly by senior officials from nations that are important to U.S. national security, and via scholarly publications and presentations. Through its International Student Management Office, NDU hosts more than 100 International Fellows each year, who study in the university’s colleges and develop a deeper understanding of American government and society. The university also engages peer institutions and senior officials from a wide variety of countries, as well as U.S. universities, to increase understanding
and cooperation. The NDU Press supports education, research, and outreach as the university’s cross-component, professional military and academic publishing house. In addition, NDU’s subject matter experts are frequently called upon to provide briefings for senior officials throughout the U.S. government.

Unique Value

NDU is a strategic national resource that prepares senior leaders to think and operate effectively at the highest levels in an increasingly dynamic, complex, and unpredictable international security environment. It does this by preparing them to understand, develop, and employ strategies that incorporate all elements of national power. This senior leader development is made possible by NDU’s holistic approach and unique combination of curriculum, location, and student/faculty diversity. NDU students develop an understanding of the canon of strategic theory, and are able to apply and creatively adapt this knowledge to current and future security challenges. This foundation of theory and application is informed by cutting-edge research. The educational experience is also enriched by the many distinguished speakers who engage the students in candid discussions. The university’s ability to attract these top speakers and build relationships with federal agencies, academic institutions, and international partners is enhanced by its location in Washington, DC. Intentionally integrating students and faculty who come to NDU from all military services and a broad spectrum of interagency, industry, and international partners provides a diversity of thought in every seminar. This ensures that NDU students are exposed to an exceptionally wide range of perspectives, and fosters personal relationships and peer networks, which continue to serve NDU alumni throughout their careers.
ADMISSIONS

Federal law and Department of Defense policy govern admission to the Joint Professional Military Education programs at National Defense University. As such, highly qualified U.S. military officers, U.S. government civilians, international officers and civilians, and private sector professionals are selected to attend these programs. Completion of a bachelor’s degree from an accredited U.S. institution, or its equivalent, is required for admission.

Admission requirements and procedures for other NDU programs are available at the college websites provided in the following section.
The National Defense University is made up of five colleges, each with a distinct focus that provides uniquely valuable education and leader professional development opportunities. NDU’s education programs offer a combination of rigorous graduate education and the ability to grant JPME II certification, a major requirement for the award of Joint Qualified Officer (JQO) status. Research and partnership programs throughout the university enhance the educational experiences of NDU’s students.

College of Information and Cyberspace
The NDU College of Information and Cyberspace (CIC) educates and prepares selected military and civilian leaders and advisers to develop and implement cyberspace strategies, and to leverage information and technology to advance national and global security.

CIC offers a wide spectrum of educational activities, services, and programs to prepare information leaders to play critical roles in national security in the Information Age. Whether in pursuit of the Master of Science in Government Information Leadership, an NDU CIC certificate, or a graduate level course for professional development— CIC students bring diverse perspectives to contribute to a rich and dynamic learning environment. They are motivated to learn and share knowledge, experience, and best practices. Our students are encouraged to become better leaders and decision-makers and to master the tools of lifelong learning. Students, graduates, employers, leaders, and practitioners create a global learning community to foster innovation and creativity.

https://cic.ndu.edu/

College of International Security Affairs
The mission of the College of International Security Affairs (CISA) is to educate and prepare civilian and military national security professionals and future leaders from the United States and partner nations for the strategic challenges of the contemporary security environment. CISA is the Department of Defense flagship for education and the building of partnership capacity in combating terrorism and irregular warfare at the strategic level. CISA prepares students for high-level policy and command and staff responsibilities through a graduate, interagency, and joint professional military education program.

The College offers a Master of Arts Degree in Strategic Security Studies to students enrolled in either a full-time or part-time basis. CISA collaborates with US Government departments and agencies to tailor professional graduate education development programs to equip employees with the knowledge and skills needed to meet the growing and ever-changing demands of today’s complex world.

https://cisa.ndu.edu/

Dwight D. Eisenhower School for National Security and Resource Strategy
The Eisenhower School (ES) prepares select military officers and civilians for strategic leadership and success in developing national security strategy and in evaluating, marshaling, and managing resources in the execution of that strategy.
Under the guidance of the Chairman, Joint Chiefs of Staff, the Eisenhower School Commandant and faculty prepare senior military officers, government civilians, and selected representatives from the private sector and international officers for the national security challenges of the 21st century. The goal is to leverage technological advances, integrate new strategic and operational concepts, identify and adapt to evolving global developments, and channel the vitality and innovation of the Services, the interagency, and allies to achieve a more seamless, coherent effect when confronting new national security challenges and the battlefields of the future.

https://es.ndu.edu/

**Joint Forces Staff College**

The mission of the Joint Forces Staff College (JFSC) is to educate national security professionals to plan and execute operational-level joint, multinational, and interagency operations to instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives. Military operations increasingly require the Armed Services to work jointly and JFSC provides students the tools to operate in a joint environment.

Seminars, led by purple cadre teams, focus on joint doctrine at the operational level employing historical case studies and computer-driven war games to create the intellectual rigor to stretch student minds. The results yield the critical thinking required to conceive and apply joint solutions on the 21st Century battlefield.

https://jfsc.ndu.edu/

**National War College**

The National War College (NWC) 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 curriculum emphasizes the joint and interagency perspective. Reflecting this emphasis, 59 percent of the student body is composed of equal representation from the land, air, and sea (including Marine and Coast Guard) Services. The remaining 41 percent are drawn from the Department of State and other federal departments and agencies, and international fellows from a number of foreign countries.

https://nwc.ndu.edu/

In addition to the University’s five colleges, NDU also includes several Centers, Institutes, and student support components.

**Capstone, Keystone, Pinnacle**

The CAPSTONE office comprises three separate courses: CAPSTONE, KEYSTONE, and PINNACLE. The CAPSTONE course is the only one mandated by the Goldwater-Nichols Department of Defense Reorganization Act of 1986 to increase the effectiveness of all newly selected Active-duty general/flag officers. CAPSTONE is a JPME Phase III course in accordance with 10 U.S. Code section 2154 –Joint professional military education: three phase approach. Reserve and National Guard officers are invited to attend, along with select Senior Executive Servicemembers and Five Eyes (FVEYs) International
The CAPSTONE courses curricula examine major issues affecting national security decision making, military strategy, joint/combined doctrine, interoperability, and key allied nation issues.

The Institute for National Strategic Studies
The Institute for National Strategic Studies serves as the principal focus for research at NDU and is composed of three centers.

Center for the Study of Weapons of Mass Destruction
CSWMD is at the forefront of education and research on the impact of weapons of mass destruction on U.S. and global security.

Center for Strategic Research
CSR provides advice to the Secretary of Defense, Chairman of the Joint Chiefs of Staff, and combatant commands through studies, reports, briefings, and memorandums; conducts directed research and analysis in the areas of strategic and regional studies; and engages in independent and leading-edge research and analysis in related areas.

Center for the Study of Chinese Military Affairs
CSCMA serves as a national focal point and resource center for multidisciplinary research and analytic exchanges on the national goals and strategic posture of the People’s Republic of China and the ability of that nation to develop, field, and deploy an effective military instrument in support of its national strategic objectives.

Center for Applied Strategic Learning
CASL develops experiential learning products and events for NDU in support of the JPME of the U.S. military, civilian leaders, and select others attending NDU.

Center for Joint and Strategic Logistics
CJSL exists to shape the development of logisticians proficient in applying logistics support across the national security enterprise.

National Defense University Libraries
NDU students have access to a world-class academic library with an expansive collection of resources and library services designed to support the curriculum and their academic success.

Students have 24/7 access to an impressive range of subscription publications and virtual services through our online library portal. Our locations in Washington, DC and Norfolk, VA provide access to our physical collections, face-to-face services and spaces to accommodate private study and group collaboration.

Our Collections:
500,000 print books, periodicals and government documents
100+ subscription databases
20,000+ electronic journals, newspapers, dissertations, and market reports
110,000+ eBooks
NDU Digital Archives containing Student Papers, NDU Publications and College archives, as well as National Strategy documents

Research Services & How We Can Help:

Our team is adept at supporting the research and instructional needs of students in-person and online.

Library and research orientation for all incoming students

Targeted research classes offered throughout the year to support research themes and projects

Personalized expert research help from a librarian using a range of communication platforms including:

A helpful FAQ for common questions

Ask-a-Librarian webform for in-depth inquiries

In-person consultations

Virtual consultations via email, phone or web conference

Classified Research Services

Our DC and Norfolk locations have secure facilities (SCIF) for classified research. Access to classified collections, classrooms and research support is available to students with an active security clearance.

Special Collections

Our Special Collections teams in DC and Norfolk collect and preserve unique collections of historical value to the University and to military history. The NDU Digital Archive and repositories at each location house and exhibit artifacts from these distinctive collections of military history. Notable collections include personal papers of modern military leaders (DC) and World War II planning and operations documents (Norfolk). Special Collections also collects and secures NDU’s intellectual capital for posterity.

Writing Center

The NDU Writing Center supports students in developing their academic writing.

International Student Management Office

The International Student Management Office (ISMO) is administrative home to all of the international students attending education and training course at the National Defense University. ISMO’s mission is to foster joint security cooperation by providing sustained superior support to NDU’s international students in order to effectively advance US security interests and build defense partnerships for the future. ISMO integrates international students within University programs in support of NDU’s academic and engagement priorities, enables the academic success of international students to enhance partnership capability, creates opportunities for them to foster rapport with US classmates, and provides opportunities to develop a firsthand knowledge of the US, its people, institutions, way of life and commitment to principles of internationally recognized human rights.
In addition to administrative support ISMO manages and executes several courses and programs that provides additional support to Fellows, their families and the National Defense University. To learn more about our courses and programs please read the brief descriptions below and click the program or course titles for more detailed information.

**Health and Fitness**

The Health and Fitness (HF) Directorate supports the National Defense University strategic goals by enhancing executive health performance through a broad spectrum of health, wellness, prevention and fitness interventions that promote healthy lifestyle habits and reduce overall health risks.

Our intent is to help the Strategic Leader use the full range of their capacities to thrive in the most difficult circumstances and to emerge from stressful periods stronger, healthier and eager for the next challenge. In a strategic leadership environment that is changing at warp speed, performing consistently at a high level is more difficult and more necessary than ever. High performance depends as much as how people renew and recover energy as on how they expend it, on how they manage their lives as much as on how they manage their work. When people feel strong and resilient – Body, Mind and Spirit – they perform better, more passion, for longer. They win, their families win, and their organization wins.
ACADEMIC PROGRAMS

College of Information and Cyberspace

Master of Science in Government Information Leadership (JPME)

CORE COURSES (required for all students)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NDU-6000</td>
<td>Strategic Leader Foundations Course (SLFC)</td>
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<tr>
<td>CIC-6164</td>
<td>Strategic Thinking and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6159</td>
<td>National Security Strategy</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6204</td>
<td>Cyberlaw</td>
<td>3</td>
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<tr>
<td>CIC-6165</td>
<td>Foundations of the Information Environment</td>
<td>4</td>
</tr>
<tr>
<td>CIC-6154</td>
<td>International Challenges in Cyberspace</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6151</td>
<td>Information, Warfare, and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6163</td>
<td>Warfighting and Disruptive Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6166</td>
<td>Strategic Competition in the Information Environment</td>
<td>4</td>
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</table>

*Sum of Credits, Core Curriculum* 30

ELECTIVES/CONCENTRATION

- Three courses (6 elective credits) selected from NDU electives catalog; may be either three unrelated open elective courses or an NDU concentration

MS GIL program may also be taken part time without earning JPME credit.

Chief Data Officer Certificate

Required Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CIC-6414</td>
<td>Data Management Strategies and Technologies: A Managerial Perspective</td>
<td>3</td>
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<tr>
<td>CIC-6415</td>
<td>Strategic Information Technology Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6420</td>
<td>Data Analytics for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6163</td>
<td>Warfighting and Disruptive Technologies</td>
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<tr>
<td>CIC-6419</td>
<td>Data Strategy and Governance</td>
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**TOTAL CREDITS REQUIRED FOR CERTIFICATE:** 15
Chief Financial Officer Certificate

Required Courses

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<tr>
<td>CIC-6328</td>
<td>Strategic Performance and Budget Management</td>
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<tr>
<td>CIC-6414</td>
<td>Data Management Strategies and Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6606</td>
<td>White House, Congress, and the Budget</td>
<td>3</td>
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<tr>
<td>CIC-6607</td>
<td>The Future of Federal Financial Information Sharing</td>
<td>3</td>
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<tr>
<td>CIC-6608</td>
<td>Risk Management, Internal Controls and Auditing for Leaders</td>
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**TOTAL CREDITS REQUIRED FOR CERTIFICATE:** 15

Alternate Course

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<tr>
<td>CIC-6415</td>
<td>Strategic Information Technology Acquisition</td>
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Cyber Leadership Certificate

Required Courses

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<tr>
<td>CIC-6211</td>
<td>Cybersecurity Fundamentals</td>
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<td>CIC-6217</td>
<td>Illicit Use of Cyber</td>
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</tr>
<tr>
<td>CIC-6159</td>
<td>National Security Strategies</td>
<td>3</td>
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<tr>
<td>CIC-6512</td>
<td>Multi-Agency Information-Enabled Collaboration</td>
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<td>CIC-6204</td>
<td>Cyberlaw</td>
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**TOTAL CREDITS REQUIRED FOR CERTIFICATE:** 15

Alternate Courses

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<tr>
<td>CIC-6230</td>
<td>Critical Information Infrastructure Protection</td>
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<tr>
<td>CIC-6163</td>
<td>Warfighting and Disruptive Technologies</td>
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Cyber Security Certificate

Required Courses

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<th>Course Number</th>
<th>Course Title</th>
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<td>Cybersecurity Fundamentals</td>
<td>3</td>
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<tr>
<td>CIC-6201</td>
<td>Cyber Security for Information Leaders</td>
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</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CIC-6217</td>
<td>Illicit Use of Cyber</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6218</td>
<td>Risk Management Framework for Strategic Leaders</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6230</td>
<td>Critical Information Infrastructure Protection</td>
<td>3</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>CIC-6504</td>
<td>Continuity of Operations</td>
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**TOTAL CREDITS REQUIRED FOR CERTIFICATE:** 15

### Information Technology Program Management

#### Required Courses

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIC-6315</td>
<td>Capital Planning and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6411</td>
<td>Information Technology Program Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6414</td>
<td>Data Management Strategies and Technologies: A Managerial Perspective</td>
<td>3</td>
</tr>
<tr>
<td>CIC-6415</td>
<td>Strategic Information Technology Acquisition</td>
<td>3</td>
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<tr>
<td>CIC-6416</td>
<td>Information Technology Project Management</td>
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</tbody>
</table>

**TOTAL CREDITS REQUIRED FOR CERTIFICATE:** 15

### Chief Information Officer Certificate

#### Required Courses

| Course Number | Course Title                                                   | Credits |
|---------------|                                                               |---------|
| CIC-6303      | CIO 2.0 Roles and Responsibilities                            | 3       |
| CIC-6328      | Strategic Performance and Budget Management                    | 3       |
| CIC-6415      | Strategic Information Technology Acquisition                   | 3       |
| CIC-6163      | Warfighting and Disruptive Technologies                        | 3       |
| CIC-6211      | Cybersecurity Fundamentals                                     | 3       |

**TOTAL CREDITS REQUIRED FOR CERTIFICATE:** 15

#### Alternate Courses

| Course Number | Course Title                                                   | Credits |
|---------------|                                                               |---------|
| CIC-6414      | Data Management Strategies and Technologies                    | 3       |
| CIC-6315      | Capital Planning and Portfolio Management                      | 3       |
College of International Security Affairs

Master of Arts in Strategic Security Studies

**CORE COURSES (required for all students)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA-6000</td>
<td>Strategic Leadership Foundations Course</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6744</td>
<td>Policy Analysis &amp; Critical Thinking</td>
<td>3 (JSOMA)</td>
</tr>
<tr>
<td>CISA-6745</td>
<td>Research &amp; Writing in Security Studies</td>
<td>2 (RDFP)</td>
</tr>
<tr>
<td>CISA-6920</td>
<td>Introduction to Security Studies</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6929</td>
<td>Power, Ideology, &amp; Legitimacy</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6741</td>
<td>Thesis Advising</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6901</td>
<td>Strategic Thought</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6742</td>
<td>Thesis Preparation &amp; Defense</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sum of Credits, Core Curriculum*  
18 credits RDFP  
19 credits JSOMA

**ELECTIVES/CONCENTRATIONS** (all students must be assigned one of two concentrations: Regional Defense Fellowship (Irregular Warfare) (JPME) or International Security Studies (JSOMA))

*Regional Defense Fellowship Concentration*

**REQUIRED COURSES FOR ALL RDFP STUDENTS**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA-6963</td>
<td>Practitioner Engagement Course I</td>
<td>1</td>
</tr>
<tr>
<td>CISA-6975</td>
<td>Dynamics of Irregular Warfare</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6976</td>
<td>Countering Irregular Warfare</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6990</td>
<td>Irregular Warfare: Strategies &amp; Policies</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6959</td>
<td>Strategic Advising in Contemporary Challenges</td>
<td>2</td>
</tr>
<tr>
<td>CISA-6964</td>
<td>Practitioner Engagement Course II</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sum of Credits, Required for Concentration*  
13

**REQUIRED COURSE FOR RDFP INTERNATIONAL STUDENTS**

- NDU-6100, Intro to Graduate Writing and Research, 2 credits

**ELECTIVES FOR RDFP STUDENTS**

- One course (2 elective credits) selected from the following list (33 TOTAL CREDITS to complete the degree for US Students; 35 TOTAL CREDITS to complete the degree for International Students if the NDU 6100 course is taken):
**International Security Studies Concentration**

**REQUIRED COURSES FOR ALL ISS STUDENTS**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA-6001</td>
<td>Triangle Institute for Security Studies (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>CISA-6906</td>
<td>American Foreign Relations</td>
<td>3</td>
</tr>
<tr>
<td>CISA-6001</td>
<td>Triangle Institute for Security Studies (Spring)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sum of Credits, Required for Concentration**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

**ELECTIVES FOR ISS STUDENTS** (34 TOTAL CREDITS to complete the degree)

- Two courses (4 elective credits) selected from the following list:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA-6947</td>
<td>Maritime Security and Great Power Competition</td>
</tr>
<tr>
<td>CISA-6978</td>
<td>Terrorism and Crime</td>
</tr>
<tr>
<td>CISA-6034</td>
<td>Political Corruption</td>
</tr>
<tr>
<td>CISA-6957</td>
<td>Joint Exercise Control Group</td>
</tr>
<tr>
<td>CISA-6983</td>
<td>NATO and the EU</td>
</tr>
<tr>
<td>CISA-6915</td>
<td>Governance, Strategy, and Violencia: Latin America and the Caribbean Networks</td>
</tr>
<tr>
<td>CISA-6036</td>
<td>Information, Influence and Political Warfare</td>
</tr>
<tr>
<td>CISA-6731</td>
<td>Intelligence and Covert Action in the Cold War</td>
</tr>
</tbody>
</table>

- Two courses (6 area of concentration elective credits) selected from the following list:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA-6756</td>
<td>Strategy Brand X</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>CISA-6035</td>
<td>Special Operations in Hybrid Warfare</td>
</tr>
<tr>
<td>CISA-6750</td>
<td>Comparative Political Analysis</td>
</tr>
<tr>
<td>CISA-6902</td>
<td>Force and Statecraft: Empires</td>
</tr>
<tr>
<td>CISA-6903</td>
<td>Origins of Conflict and War</td>
</tr>
<tr>
<td>CISA-6751</td>
<td>Economic Statecraft: Political Economy for Security Practitioners</td>
</tr>
</tbody>
</table>
Eisenhower School for National Security and Resource Strategy

Master of Science in National Resource Strategy (JPME)

CORE COURSES (required for all students)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDU-6000</td>
<td>Strategic Leader Foundations Course (SLFC)</td>
<td>4</td>
</tr>
<tr>
<td>ES-6113</td>
<td>Strategic Acquisition and Resourcing (SAR)</td>
<td>3</td>
</tr>
<tr>
<td>ES-6125</td>
<td>National Security Strategy &amp; Policy (NSSP)</td>
<td>3</td>
</tr>
<tr>
<td>ES-6124</td>
<td>Economics of National Security (ENS)</td>
<td>3</td>
</tr>
<tr>
<td>ES-6206</td>
<td>Industry Analysis (IA)</td>
<td>3</td>
</tr>
<tr>
<td>ES-6603</td>
<td>National Security Exercise (NSE)</td>
<td>1</td>
</tr>
<tr>
<td>ES-67XX*</td>
<td>Industry Study (IS)</td>
<td>5</td>
</tr>
<tr>
<td>ES-6132</td>
<td>21st Century Mobilization (MOB)</td>
<td>2</td>
</tr>
<tr>
<td>ES-6133</td>
<td>Military Strategy &amp; Warfighting (MSW)</td>
<td>3</td>
</tr>
<tr>
<td>ES-6605</td>
<td>National Resourcing Exercise (NRE)</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sum of credits, Core Curriculum: 28*

*Each student must complete a 5-credit Industry Study, one of the following courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Industry Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES-6712</td>
<td>Industry Study - Advanced Manufacturing</td>
</tr>
<tr>
<td>ES-6701</td>
<td>Industry Study - Aircraft</td>
</tr>
<tr>
<td>ES-6773</td>
<td>Industry Study - Artificial Intelligence</td>
</tr>
<tr>
<td>ES-6703</td>
<td>Industry Study - Biotechnology</td>
</tr>
<tr>
<td>ES-6751</td>
<td>Industry Study - C4ISR</td>
</tr>
<tr>
<td>ES-6753</td>
<td>Industry Study - Electromagnetic Warfare</td>
</tr>
<tr>
<td>ES-6706</td>
<td>Industry Study - Energy</td>
</tr>
<tr>
<td>ES-6707</td>
<td>Industry Study - Environment and Climate</td>
</tr>
<tr>
<td>ES-6777</td>
<td>Industry Study - Finance</td>
</tr>
<tr>
<td>ES-6765</td>
<td>Industry Study - Land Domain</td>
</tr>
<tr>
<td>ES-6774</td>
<td>Industry Study - Maritime</td>
</tr>
<tr>
<td>ES-6710</td>
<td>Industry Study - Networking and Media</td>
</tr>
<tr>
<td>ES-6772</td>
<td>Industry Study - Nuclear Triad</td>
</tr>
<tr>
<td>ES-6752</td>
<td>Industry Study - Organic Industrial Base</td>
</tr>
<tr>
<td>ES-6716</td>
<td>Industry Study - Robotics and Autonomous Systems</td>
</tr>
<tr>
<td>ES-6718</td>
<td>Industry Study - Space</td>
</tr>
<tr>
<td>ES-6721</td>
<td>Industry Study - Strategic Materials</td>
</tr>
<tr>
<td>ES-6719</td>
<td>Industry Study - Transportation and Logistics</td>
</tr>
<tr>
<td>ES-6720</td>
<td>Industry Study - Weapons</td>
</tr>
</tbody>
</table>
ELECTIVE/CONCENTRATION OPTIONS (all students must complete one of the following options)

1. No concentration or NDU concentration (32 TOTAL CREDITS required to complete degree):
   - 4 elective credits (selected from NDU electives catalog; may be either two unrelated open elective courses or an NDU concentration)

2. Research Fellow Concentration (32 TOTAL CREDITS required to complete degree):
   - ES-6691 Research Fellow, 4 credits

3. Senior Acquisition Course Concentration (34 TOTAL CREDITS required to complete degree):
   - ES-6110 Strategic Acquisition, 2 credits
   - ES-6155 Acquisition Research and Writing, 2 credits
   - One of the following electives, 2 credits:
     - ES-6102 Science and Technology Policy
     - ES-6103 Comparative International Acquisition Systems and FMS
     - ES-6104 Sustaining Technological Advantage in Defense Acquisition
     - ES-6105 Leading Innovation in Business and Government

4. Global Supply Chain & Logistics Strategy (34 TOTAL CREDITS required to complete degree):
   - ES-6402 Global Supply Chain and Logistics Strategy Research, 2 credits
   - ES-6404 Global Supply Chain and Logistics Strategy I, 2 credits
   - ES-6405 Global Supply Chain and Logistics Strategy II, 2 credits
Joint Forces Staff College

Master of Science in Joint Campaign Planning (JPME)

CORE COURSES (required for all students)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAWS-6160</td>
<td>Joint Transition Course for JAWS</td>
<td>0</td>
</tr>
<tr>
<td>JAWS-6600</td>
<td>Academic Foundations</td>
<td>0</td>
</tr>
<tr>
<td>JAWS-6610</td>
<td>The Philosophy of War</td>
<td>1</td>
</tr>
<tr>
<td>JAWS-6611</td>
<td>Studies in Modern Warfare</td>
<td>3</td>
</tr>
<tr>
<td>JAWS-6612</td>
<td>Future War: A Conceptual Approach</td>
<td>1</td>
</tr>
<tr>
<td>JAWS-6613</td>
<td>War and Warfare in the Twenty-First Century</td>
<td>1</td>
</tr>
<tr>
<td>JAWS-6630</td>
<td>Strategic Foundations</td>
<td>3</td>
</tr>
<tr>
<td>JAWS-6631</td>
<td>Strategic Applications</td>
<td>4</td>
</tr>
<tr>
<td>JAWS-6651</td>
<td>Joint Campaign Planning: Foundations of Operational Design</td>
<td>3</td>
</tr>
<tr>
<td>JAWS-6652</td>
<td>Joint Contingency Planning 1: Plan Development</td>
<td>5</td>
</tr>
<tr>
<td>JAWS-6653</td>
<td>Joint Contingency Planning 2: Plan Analysis and Approval</td>
<td>2</td>
</tr>
<tr>
<td>JAWS-6654</td>
<td>Joint Crisis Planning</td>
<td>1</td>
</tr>
<tr>
<td>JAWS-6659</td>
<td>JAWS Synthesis</td>
<td>8</td>
</tr>
<tr>
<td>JAWS-6999</td>
<td>Individual Strategic Research Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Sum of Credits, Core Curriculum: 36

ELECTIVES

- One course (2 credits) selected from the following list to make 38 total credits for the degree.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAWS-6680</td>
<td>Rhetoric: Language, Influence, Narrative, Discourse, and Decision Making</td>
</tr>
<tr>
<td>JAWS-6681</td>
<td>Economics for Strategists (inactive)</td>
</tr>
<tr>
<td>JAWS-6682</td>
<td>The Utility of Special Operations in the Contemporary Environment</td>
</tr>
<tr>
<td>JAWS-6683</td>
<td>Cyber, Intelligence, Information, and Space Considerations</td>
</tr>
<tr>
<td>JAWS-6684</td>
<td>International Perspectives on Security and Strategy</td>
</tr>
<tr>
<td>JAWS-6685</td>
<td>Great Books: Influential Military Concepts of the Twentieth Century (inactive)</td>
</tr>
<tr>
<td>JAWS-6686</td>
<td>Recognize, Anticipate, Respond and Lead: Historical Perspectives on Innovation and Change (inactive)</td>
</tr>
<tr>
<td>JAWS-6687</td>
<td>Political Violence and the State Response (inactive)</td>
</tr>
<tr>
<td>JAWS-6688</td>
<td>WWII: Operational Art &amp; Strategic Leadership</td>
</tr>
<tr>
<td>JAWS-6689</td>
<td>PRC – U.S. Relations and the Chinese Way of War</td>
</tr>
<tr>
<td>JAWS-6690</td>
<td>The American Revolution: Operational Art and Strategic Warfare</td>
</tr>
</tbody>
</table>
### Joint and Combined Warfighting Certificate (JPME)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCWS-6120</td>
<td>Joint Transition Course for JCWS</td>
<td>0</td>
</tr>
<tr>
<td>JCWS-6210</td>
<td>Joint Force Fundamentals (JFF)</td>
<td>1</td>
</tr>
<tr>
<td>JCWS-6220</td>
<td>Strategy and Campaign Design (SCD)</td>
<td>2</td>
</tr>
<tr>
<td>JCWS-6230</td>
<td>Integrated Contingency Planning (ICP)</td>
<td>3</td>
</tr>
<tr>
<td>JCWS-6240</td>
<td>CAPSTONE (CAP)</td>
<td>2</td>
</tr>
<tr>
<td>JCWS-6250</td>
<td>Academic Publishable Essay (APE)</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS REQUIRED FOR CERTIFICATE:</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Joint Command, Control, and Information Operations School

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JC2IOS-6330</td>
<td>Joint Information Operations Orientation Course (JIOOC)</td>
<td>0</td>
</tr>
<tr>
<td>JC2IOS-6340</td>
<td>Joint Command, Control, Communications, Computers and Intelligence/Cyber Staff and Operations Course (JC4ICSOC)</td>
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<tr>
<td>JC2IOS-6350</td>
<td>Joint Information Operations Planner’s Course (JIOPC)</td>
<td>3</td>
</tr>
<tr>
<td>JC2IOS-6360</td>
<td>Joint Military Deception Training Course (JMTC)</td>
<td>0</td>
</tr>
<tr>
<td>JC2IOS-6380</td>
<td>Defense Operations Security Planning Course (DOPC)</td>
<td>0</td>
</tr>
</tbody>
</table>
National War College

Master of Science in National Security Strategy (JPME)

CORE COURSES (required for all students)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWC-6000</td>
<td>Foundations of Strategic Logic</td>
<td>5</td>
</tr>
<tr>
<td>NWC-6220</td>
<td>Statecraft and the Evolving Character of War</td>
<td>5</td>
</tr>
<tr>
<td>NWC-6310</td>
<td>Statecraft in the Modern Era</td>
<td>5</td>
</tr>
<tr>
<td>NWC-6400</td>
<td>The Domestic Context</td>
<td>4</td>
</tr>
<tr>
<td>NWC-6500</td>
<td>The Global Context</td>
<td>4</td>
</tr>
<tr>
<td>NWC-6710</td>
<td>Strategic Capstone Exercise</td>
<td>1</td>
</tr>
</tbody>
</table>

Sum of Credits, Core Curriculum: 24

REQUIREMENTS FOR US STUDENTS

- Two required core courses (30-credit core for American Students)
  - NWC-6600, National Security Strategy Practicum, 5 credits
  - NWC-6601, Applications in National Security Strategy, 1 credit
- Three courses (6 elective credits) selected from NDU electives catalog; may include an NDU concentration (36 TOTAL CREDITS required for degree)

REQUIREMENTS FOR INTERNATIONAL STUDENTS

- Two required courses (27-credit core for International Students):
  - NWC-6920, International Fellows: Applications in Strategy, 1 credit
  - NWC-6921, International Fellows: Individual Strategy Research Project, 2 credits
- Elective/Concentration options (all International Students must complete one of the following)
  - American Studies Concentration (International Fellows, 8 credits) (36 TOTAL CREDITS to complete degree)
  - Four courses (8 elective credits) selected from NDU electives catalog; may include an NDU concentration (36 TOTAL CREDITS required for degree)

OTHER REQUIREMENTS

NDU Scholars must select NWC-6904, Scholars Research (2 credits) to fulfill one elective course requirement

Research Fellows (U.S. Students) must take the following instead of the 6 elective credits:

NWC-6910, Research Fellow Advanced Studies I, 2 credits
NWC-6911, Research Fellow Advanced Studies II, 4 credits
In addition, they have the option to fulfill the NWC-6600/6601 requirement by taking NWC-6912, Research Fellow Advanced Studies III instead (36 TOTAL CREDITS required to complete degree)
Available Concentrations for master’s programs:

**American Studies (Open to International Fellows at CIC/ES/NWC)**

Required Courses:
- NDU 6047: American Studies I (International Fellows)
- NDU 6048: American Studies II (International Fellows)

**American Studies (American Fellows Program)**

Required Courses:
- NDU 6030: American Studies I (American Fellows Program)
- NDU 6031: American Studies II (American Fellows Program)

**Cyber Studies**

Students must take two from the following:
- CIC 6010: Securing Cyberspace Through the Whole of Government (CYS)
- CIC 6017: Cyber Security in the 21st Century (CYS)
- CIC 6018: Protecting Critical Infrastructures Against Cyber Attacks (CYS)
- CIC 6021 Cyber Warfare (CYS)
- CIC 6024: Cyber Security Awareness (CYS)
- CIC 6026: Illicit Activities in Cyberspace (CYS)

**Data and Disruptive Technologies**

Students must take two from the following:
- CIC 6004: Big Data to Decisions (DDT)
- CIC 6030: Future Disruptive Technologies (DDT)
- CIC 6033: Artificial Intelligence and National Security (DDT)
- CIC 6037: Data Analytics for Decision Making (DDT)

**Ethics**

Students must take two from the following:
- NDU 6028: The Future, Technology, and Ethics
- NDU 6029: The Strategic Leader as Ethical Leader
- NDU 6034: U.S. Civil-Military Relations and Professionalism
NDU 6063: Ethics and Statecraft: The Strategic Imperative

**European Defense, NATO, and Transatlantic Cooperation**

NDU 6094: European Defense and Security Policies

NDU 6095: European Command, NATO and Transatlantic Alliance

**Financial Management**

Students must take the following:

CIC 6013 Frameworks for Enterprise Risk Management and Internal Controls

CIC 6015 Budgeting for National Security

**Global Supply Chain & Logistics (GSL) (ES students only)**

Required Courses:

ES 6402: Global Supply Chain and Logistics Research

ES 6404: Global Supply Chain and Logistics Strategy I

ES 6405: Global Supply Chain and Logistics Strategy II

**Health Strategies**

Required Courses:

NDU 6056: Leadership Perspectives in Health Strategy: Solving Wicked Strategic/Global Health Problems

NDU 6075: Health Strategy as a Foundation for National and Global Security

**Influence Warfare**

Students must take the following:

CIC 6046: Subversion, Subterfuge, Sabotage

CIC 6047: Influence Warfare

**National Security Interagency Leadership Practicum (NSIL-P)**

Required Courses:

NDU 6061: National Security Interagency Leadership - Practicum (NSIL-P)

NDU 6062: National Security Interagency Leadership - Practicum (NSIL-P)

**Senior Acquisition Course (ES Student only)**

Required Courses:

ES 6110: Strategic Acquisition: An Examination of Select Topics Highlighting the
Fundamental Forces Driving Defense Acquisition

ES 6155: Acquisition Research and Writing

Additional Courses: Select one of the following:

ES 6102: Defense S&T Acquisition

ES 6103: International Acquisition: Cooperative Programs, Export Controls, International Arms Markets, and Comparative Acquisition Systems

ES 6104: Innovation and Entrepreneurship in Defense Acquisitions

ES 6105: Leading Innovation in Business and Government

War Studies

Students must take two from the following:

NWC 6002: American Civil War through the Lens of Strategic Logic

NWC 6004: History of the Vietnam War

NWC 6008: Strategies of the Great War

NWC 6029: Strategies of World War II

NWC 6056: USSOCOM in the 21st Century Security Environment

NWC 6072: Grand Strategy in the 21st Century

NWC 6076: George Washington: Strategy, Intelligence, and Revolution

NWC 6090: Masters of the Art of War
Other Programs and Courses:

Program For Emerging Leaders
Administered by CSWMD, the Programs For Emerging Leader’s goal is to foster a community of rising U.S. government leaders with the awareness and skill-set to respond to the dangers posed by Weapons of Mass Destruction. Members are early to mid-career professionals drawn from across the government — both civilian and military — whose work responsibilities are related to national security and who want to learn more about WMD. Competitively selected for their leadership potential from a large number of applicants, PEL members promise to be leaders in their respective organizations.

Reserve Component National Security Course
The Reserve Component National Security Course (RCNSC) is a two-week seminar offered to senior officers and non-commissioned officers (E8-E9) of the U.S. Reserve Components, allied officers, and select interagency civilians and industry fellows working in national security.

Capstone
The CAPSTONE General and Flag Officer Course was created in 1982 with participation on a voluntary basis. The Goldwater-Nichols DoD Reorganization Act of 1986 subsequently mandated that all newly selected general and flag officers attend CAPSTONE. The course objective is to make these individuals more effective in planning and employing US forces in joint and combined operations. The CAPSTONE curriculum examines major issues affecting national security decision making, military strategy, joint/combined doctrine, interoperability, and key allied nation issues.

Keystone
The Keystone Course will educate Command Senior Enlisted Leaders currently serving in or slated to serve in a general or flag officer level joint headquarters or Service headquarters that could be assigned as a joint task force. CSELS will have an opportunity to visit and receive briefings at the National Defense University, the DJS J7 Joint Coalition Warfighting Joint Operation Module (JOM) in Suffolk, VA, and several Combatant Commands and Joint Task Forces.

Pinnacle
The PINNACLE curriculum helps prepare prospective joint/combined force commanders to lead joint and combined forces, building upon the progression of knowledge imparted first by CAPSTONE and then by the Joint Flag Officer Warfighting Course. The course is conducted through classroom interactive seminars guided by retired three- and four-star and equivalent interagency senior mentors, reinforced by video teleconferences with commanders in the field and high-level guest speakers.
**CAMPUS LOCATIONS**

NDU’s primary campus is located on the grounds of historic Fort Lesley J. McNair in Southwest Washington, DC. Fort McNair houses four of the five NDU colleges: CIC, CISA, ES, and NWC and our fifth college, JFSC, is in Norfolk, VA. CISA offers the Joint Special Operations Master of Arts (JSOMA) program at our additional location in Fort Bragg, North Carolina.

National Defense University  
Fort Lesley J. McNair  
300 5th Avenue  
Building 62  
Washington DC 20319

Joint Forces Staff College  
7800 Hampton Boulevard  
Norfolk VA 23511

Joint Special Operations Master of Arts program is delivered at our additional location:  
U.S. Army John F. Kennedy Special Warfare Center and School  
Fort Bragg NC 28310
Name of Record and Personal Information

A student’s name of record shall include the full legal name- first name, middle name, and family/surname. The name of record will appear on academic transcripts and in the graduation program. Currently enrolled students requiring a change to their first name, middle name, last name, suffix, or the sequence of names will be required to submit two forms of identification along with a written request to the Office of the Registrar. Acceptable forms of identification include government issued IDs such as a driver’s license, passport, or military ID; original or certified copy of a birth certificate or marriage license; court order showing new name; or divorce decree. One form of identification must include a photograph. Only students who are currently enrolled can change their name of record. Students may choose to abbreviate their first or middle names on their diplomas; if no preference is given through the appropriate process the full name of record will be printed on the diploma. Students may also indicate a preferred name for less formal uses such as name tags.

Military students who are promoted during their enrollment will be required to send written notice to the Office of the Registrar with appropriate supporting documentation.

While they are enrolled at NDU, students are required to provide their contact information, including local address, if necessary, and a phone number. Change of address or phone number should be sent to the Office of the Registrar.

Directory Information

In accordance with best practices for student privacy, only directory information may be released to third parties without student consent. The University makes available, without the consent of the student, only such information as would be intended for public distribution. Directory information includes name, enrollment status, field of study/program, dates of attendance, certificates/degrees earned and any awards or honors received.

Transcript of Record

Official transcripts of student records are issued upon signed request of the student or former student. Transcripts are comprehensive records showing coursework, grades, credit hours, GPA and any certificates or degree earned at the University. Partial transcripts are not issued.

Degree Conferral and Graduation

Degrees are conferred three times per year: in January, June, and in August.

Completion after spring term/semester- conferral date is the same as the commencement ceremony

Completion after commencement ceremony and prior to August 31- conferral date is August 31.

Completion after August 31 and prior to 1 January- conferral date is 1 January.
Students are eligible for graduation if they have completed all requirements of their program, have a minimum GPA of 3.0, and meet all other college specific requirements. Diplomas for spring graduates will be given at the commencement ceremony. Diplomas for January or August graduates will be mailed to the permanent address contained in the student record. Participation in the commencement ceremony is limited to those students who graduated after the previous ceremony and those whose degrees will be conferred at the ceremony. Students scheduled to resolve incomplete grades by August 31 may be eligible to participate in the ceremony though they will not receive a diploma.

Right to Change Rules and Programs

The University reserves the right to modify or change program requirements, rules, and regulations. The University reserves the right to make changes in programs without notice whenever circumstances warrant such a change.

Other Policies

NDU Colleges will make available their student handbooks. Students are expected to be familiar with the policies, regulations, contained here and in the handbooks of their respective colleges. All NDU Instructions, Directives, and Policies are available on the intranet. For reference in this Catalog, the most pertinent policies are contained in the appendices indicated.

Academic Freedom Policy  December 2021  Appendix A
Non-Attribution Policy  December 2021  Appendix B
Policy on Grades and Grading  June 2022  Appendix C
NDU President’s Open-Door Policy  February 2022  Appendix D
Student Complaint Policy  August 2017  Appendix E
Transfer of Credit Policy  January 2012  Appendix F
COURSE DESCRIPTIONS

College of Information and Cyberspace Courses

CIC 6004 - Big Data for Decision (2 credits)
This course explores the concepts of data management and data lifecycle as key components for improving mission effectiveness through the development of enterprise wide and local data management strategies and programs. It examines management issues such as data governance and organizational information behaviors and values. The course uses the data lifecycle framework to introduce the concepts of big data, data analytics, and enabling information technologies and methodologies from a senior leader perspective. Case studies allow students to explore data management issues and implementation. While geared for managers, the 21 course provides sufficient insight into the underlying technologies to ensure that students can evaluate the capabilities and limitations of data management options and strategies.

CIC 6010 - Securing Cyberspace Through the Whole of Government (2 credits)
This elective provides students of national security strategy with an understanding of the vital role played by the Federal, civilian interagency in achieving national cybersecurity objectives. Contemporary threats to cyberspace cannot be effectively mitigated without a risk-based, whole of government approach. Increasingly, US national security, particularly in cyberspace, is defined as much by the efforts of military and intelligence agencies operating outside the territorial borders of the nation, as it is by the coordinated efforts of Federal, civilian agencies to mitigate threats and vulnerabilities operating and existing within US domestic jurisdictions. As a result, students of national security strategy must not only understand the strategic objectives, ways and means of the DOD and NSA, but also those of the Federal interagency to address threats and vulnerabilities to individual citizens, critical infrastructure, the operations of government itself, and vital national security assets and interests rooted within US territorial boundaries. This course will therefore examine Federal interagency cybersecurity strategies, policies, authorities, resources, capabilities, leading issues and challenges, through a series of case studies, point papers, and exercises so as to: (1) Analyze the objectives, authorities, and capabilities which define the Federal inter-agency’s place and role in national cybersecurity strategy and risk management; (2) Evaluate the leading issues and challenges which shape Federal inter-agency strategies, policies and responses to priority, national cybersecurity risks, threats and vulnerabilities; and (3) Assess opportunities for and limitations of cooperation, collaboration and joint operations between the DOD, NSA and the Federal, civilian interagency towards common national cybersecurity strategic ends. In so doing, students of national security strategy will be better prepared to lead whole of government efforts to mitigate whole of nation risks to US interests in cyberspace.

CIC 6013 - Frameworks for Enterprise Risk Management and Internal Controls (2 credits)
This course examines how military and senior government leaders can enhance efficiency, effectiveness, accountability, and transparency with a focus on the areas of greatest risk within the national security environment. The primary focus is on the process of identifying potential risks and the actions necessary to reduce or eliminate their financial, programmatic, and operational impact and the achievement of
efficient and effective operations, accurate and timely reporting, and compliance with laws and regulations. The course also focuses on the integration of certain key capabilities and functions across an organization to improve program performance by establishing internal controls, fostering collaborative relationships, making informed decisions, and behaving ethically. The course includes a practical exercise to illustrate how these areas can be integrated and leveraged across the enterprise to solve problems.

CIC 6015 - Budgeting for National Security (2 credits)

This course provides students with a comprehensive understanding of budget issues related to national security. The overarching goal is for students to develop leadership strategies to help shape their military, intelligence, and international agencies' fiscal environment, goals, and outcomes. The course focuses on topics such as the current budget environment, strategic performance and budget management, budget formulation, enactment, and execution. The course also examines leadership strategies for resource prioritization and decision-making, and managing relationships with executive and legislative branch oversight, command leadership and external organizations.

CIC 6017 - Cyber Security in the 21st Century (2 credits)

This course provides a comprehensive overview of information assurance and critical infrastructure protection. Information assurance of information assets and protection of the information component of critical national infrastructures essential to national security are explored. The focus is at the public policy and strategic management level, providing a foundation for analyzing the information security component of information systems and critical infrastructures. Laws, national strategies, and public policies, and strengths and weaknesses of various approaches are examined for assuring the confidentiality, integrity, and availability of critical information assets.

CIC 6018 - Protecting Critical Infrastructure against Cyber Attack (2 credits)

This course examines the challenge of securing infrastructure sectors critical to national security, including the sectors of banking, securities and commodities markets, industrial supply chain, electrical/smart grid, energy production, transportation systems, communications, water supply, and health. The course reviews case studies of recent high profile cyber-attacks (e.g., colonial pipeline and solar winds) to understand vulnerabilities, as well as methods to deter attacks and maintain an improved security posture. The array of government, private sector, and national laboratories with foci on the information component of the infrastructure sectors are examined.

CIC 6021 – Cyberwarfare (2 credits)

This course examines the use of cyber capabilities, including cyber-enabled information operations, in warfare, as well as outside the traditional bounds of armed conflict in support of national security interests. It will provide the technical, legal, and policy background necessary for the discussion. Different approaches to cyberwarfare are illustrated through lessons focused on the cyber activities of Russia, China, and Iran. Topics discussed include cyber espionage, theft of intellectual property, cyber-enabled influence operations, big data analytics, international humanitarian law, and international cyber norms.

CIC 6024 - Cyber Security Awareness (2 credits)
This course explores the concepts and practices of offensive and defensive operations in cyberspace. It examines the relationship among cyber operations, cyber strategy, warfighting, and national security. The course covers a wide range of topic areas that include but are not limited to threats, vulnerabilities, risks management, offensive operations, defensive operations, web and cloud security, wireless security, critical infrastructure security, and digital forensics in cyberspace. In addition, it looks at the role that artificial intelligence and data analytics play in cyber operations and security. It utilizes the approach that employs people, process, and technology in addressing the challenges in cyberspace.

CIC 6026 - Illicit Activities in Cyberspace (2 credits)

This course explores illicit uses of cyber (e.g., terrorism, crime, human trafficking, etc.) and the impact of these activities on national and global security. The course explores the identity of actors engaged in these activities, their motivation, techniques, and what countermeasures can be adopted to mitigate their impact. The course ranges from illicit actors and their use of cyberspace to the government, law enforcement, and industry ability and authority to respond to illicit activities in cyberspace.

CIC 6030- Future Emerging Technologies (2 credits)

This course examines the core concepts of information technology and its rapidly expanding role in solving problems, influencing decision making and implementing organizational change. Students analyze how emerging technologies evolve. They evaluate the international, political, social, economic, and cultural impacts of emerging technologies using qualitative and quantitative evaluation methods. Students assess emerging technologies using forecasting methodologies such as monitoring and expert opinion, examining future trends, and assessing international perspectives.

CIC 6033- Artificial Intelligence and National Security (2 credits)

This elective focuses on the national security implications of innovation enabled by artificial intelligence. Participants review US national strategic opportunities and threats, AI’s evolution into the domains of warfighting, and the AI activities of partners and competitors. Topics include machine learning, bias, big data, and autonomous systems, all within the context of military strategy and operations. The course provides students with the background and vocabulary to understand the role of AI capabilities at the strategic level. This is a course in the Data and Disruptive Technologies (DDT) elective concentration.

CIC 6037 - Data Analytics for Decisionmakers (2 credits)

This course provides an overview of data analytics concepts and techniques with a focus on what leaders need to know to leverage data for decision making. Students will learn about the data analytics process from the perspectives of both the decision maker and the data analyst to better understand how to build a sustainable data analytics program within a government organization. Topics include analytics approaches, familiarity with data analytics tools, how to determine data requirements, collecting and preparing data, and data ethics. No prior data analytics experience is necessary.

CIC 6044 - Inside Innovation (2 credits)

This course provides an opportunity for creative problem-solving through innovative research partnerships including hands-on exercises participating in an R&D project support to joint stakeholders. Over the span of a 2-elective series track, students share their domain expertise to shape real world research while partners share technical expertise in emerging technology solutions in the
information/influence space. Activities include developing prototypes, scoping questions, defining analysis/evaluation methods, choosing software suites, and testing hypotheses with stakeholders while increasing knowledge of influence and emerging technology. Deliverables will emphasize strong communication and critical thinking skills, increasing facility to interact in technology-rich decision-making.

**CIC 6046 - Subversion, Subterfuge, and Sabotage (2 credits)**

Never fight fair. And be ready to have your world turned upside down (even if you were in the fall elective). This case-study-based strategy course is for every national security professional—actional, practical, intrepid. Subversion is central (but rarely studied as a cogent academic discipline) to both warfare and great power competition. Allows leaders to do more with less, with the tools they already have immediately at hand—to collapse adversaries silently and invisibly, outside traditional instruments of national power. This course differs from fall's "Influence Warfare" elective in that it focuses more surgically on subversion, subterfuge (a continuing effort to subversion), and institutional sabotage (an especially pernicious and effective form of subversion) of adversaries and competitors. And how to develop actionable, practical, intrepid strategies to collapse adversaries from the inside and protect national interests.

**CIC 6047 - Influence Warfare (2 credits)**

Never fight fair. And be ready to have your world turned upside down. This case-study-based strategy course is for every national security professional—actionable, practical, intrepid. Influence is central (but rarely studied as a cogent academic discipline) to both warfare and great power competition. Allows leaders to do more with less, with the tools they already have immediately at hand—to collapse adversaries silently and invisibly, outside traditional instruments of national power. Tools of influence include subversion, deception, sabotage, fifth columns, propaganda, disinformation, kompromat, glasnost, sisu, active measures, szalámitaktika, trust warfare, etc. Case studies range from CCP to the Kremlin, Finland to Taiwan, Estonia to Philippines, Tehran to ISIS in Africa, Facebook to Chevron, Purdue Pharma to Antifa, Boko Haram to Neo-Nazis, Marxists to anarchists, Huns to the Mongols, Comanche to the Mayans, election interference to social media manipulation, and so much more.

**CIC 6151 -Information, Warfare, and Military Strategy (3 credits)**

This course provides theories, frameworks, and tools for strategic planning and strategy execution. It weds direct and indirect methods of influence. Upon successful completion, students will be able to plan and implement strategies with emphasis on the information instrument of state power in a way that is practical, actionable, and intrepid. These strategies support every warfighting function and all the instruments of state power.

**CIC 6154 - International Challenges in Cyberspace (3 credits)**

This course is designed to provide students with an overview of the issues surrounding cyberspace, including global governance and policy frameworks, international investment, and other national policies relevant to cyberspace. Students will be introduced to the goals and perspectives of critical state and nonstate actors as well as social, political, economic, and cultural factors that lead to diverse international perspectives to better understand how the US and allied states should formulate strategy and policy for cyberspace.
CIC 6159 - National Security Strategy (3 credits)

In this course, students gain understanding of the origins, formulation, and application of national security strategic logic to the cyber domain and information environment. In so doing, students comprehend their role and duty in the greater tradition of national security strategy, while gaining appreciation of the value they will bring as practitioners of national security strategy for cyber and information. Through the use of readings, case studies, exercises and writing assignments, participants will assess how strategic logic can be used to define context and desired ends, identify necessary means, design ways, and assess costs, risks, and viability, with specific focus on the global cyber domain and information environment. Upon completion of NSS, students will be strongly positioned to apply discerning and incisive strategic analysis to their thesis projects, the balance of the courses they will take at CIC and NDU, and in their future careers as professional strategic analysts and leaders.

CIC 6164 - Strategic Thinking and Communication (3 credits)

This course provides students with an introduction to graduate-level research, writing, and communication, with a particular focus on the critical and creative thinking that drives strategic decision-making. In support of the NDU and CIC missions, the goal is to enrich strategic thinking and provide support throughout the program for both writing and oral communication. This is the course where students can fully synthesize what they have learned across all their courses and articulate the ideas that will help them succeed beyond CIC.

CIC 6165 - Foundations of the Information Environment (3 credits)

This course introduces and explores the foundational concepts of cyberspace as a component of the information environment. We first examine the information environment -- the physical, virtual, and human aspects -- in order to understand how and why our actions have strategic value. Then we consider the actions themselves from the technical and human perspective, with particular focus on information-related capabilities and activities in and through cyberspace, in order to understand how to deploy them. Finally, we learn about how to generate, acquire, and manage the resources for cyber and information operations.

CIC 6166 - Strategic Competition in the Information Environment (3 credits)

In this course, students will analyze how information and cyberspace operations are integrated into joint warfare and theater campaign strategies. Students will explain what is needed to operationalize information and cyber power for theater strategy and campaigning using joint planning systems and processes. Finally, students will create and propose military actions for campaigns, operations, and activities in the Information Environment and Cyberspace to achieve strategic and operational objectives.

CIC 6201 - Cyber Security for Information Leaders (3 credits)

This course focuses on the preservation of the cyber domain for US national strategic interests and its evolution as a warfighting domain. It provides technical, legal and policy background to provide context to the discussion. In addition to U.S. practice, the cyber activities of Russia, China and Iran are examined, along with other nation-states. The topics include encryption, privacy, data mining and social networking, all within the context of military operations. The course provides students the background
and vocabulary to discuss the role of cyber capabilities at a high level, enabling them to help shape the future of cyberspace operations.

**CIC 6204 - Cyberlaw 6204 (3 credits)**

The Cyber Law course presents an overview of the structure of the US domestic and international legal systems. It introduces students to the philosophical foundation of the legal system and the sources of domestic and international law. During the course, students will be taught the process of legal reasoning and how the process is broadly applicable in professional writing and speaking and will be given the opportunity to practice the skills they learn. Among other things, the course will discuss the role of attorneys in national security and international law; how senior leaders interact with attorneys and their advice; and the use of legal reasoning in the development of policy and strategy. Throughout the course, the relevance of all the topics discussed to cyberspace, cyber operations, and information as an instrument of national power is paramount.

**CIC 6211 - Cybersecurity Fundamentals (3 credits)**

This course provides an overview of the fundamentals of cybersecurity from the perspective of a DoD or federal agency senior leader. The course provides a foundation for analyzing the cyber and information security of information systems and critical infrastructure. Law, national strategy, public policy, and risk management methodologies are examined for assuring the confidentiality, integrity, and availability of information systems and assets.

**CIC 6217 - Illicit Use of Cyber (3 credits)**

This course explores illicit uses of cyber (e.g., terrorism, crime, human trafficking, etc.) and the impact of these activities on national and global security. The course explores the identity of actors engaged in these activities, their motivation, techniques, and what countermeasures can be adopted to mitigate their impact. The course provides a risk management framework to help information leaders leverage the benefits of cyber technologies while mitigating risks.

**CIC 6218 - Risk Management for Senior Leaders (3 credits)**

This course prepares future Chief Information Security Officers (CISO), Senior Information Security Officers (SISO) and senior staff involved in the cyberspace component of national military and economic power for their role as an overall cyber risk assessment and acceptance leader. Students explore how cyber security relates to information security, security governance, security program management, system risk assessment and authorization as well as day-to-day cyber security monitoring management. Students will explore enterprise security strategies, policies, standards, controls, programs, cyber operations, security assessment and measures/metrics, incident response, resource allocation, workforce issues, ethics, roles, and organizational structure.

**CIC 6230 - Critical Information Infrastructure Protection (3 credits)**

This course examines the security of information in computer and communications networks within infrastructure sectors critical to national security. These include banking, securities and commodities markets, industrial supply chain, electrical_smart grid, energy production, transportation systems, communications, water supply, and health. Special attention is paid to the risk management of information in critical infrastructure environments through an analysis and synthesis of assets, threats,
vulnerabilities, impacts, and countermeasures. Students learn the importance of interconnection reliability and methods for observing, measuring, and testing negative impacts. Special consideration is paid to the key role of Supervisory Control and Data Acquisition (SCADA) systems in the flow of resources such as electricity, water, and fuel. Students will learn how to develop an improved security posture for a segment of the nation's critical information infrastructure.

CIC 6232 - Cyber Intelligence (3 credits)

This course examines the cyber leader’s role in cyberspace intelligence. As decision makers, cyber leaders both enable and consume intelligence related to cyberspace, both formulating and implementing intelligence policy and strategy, and planning and executing intelligence activities in cyberspace. The course includes perspectives and issues applicable to the U.S. Intelligence Community (IC) in general and elements unique to cyberspace. It is not intended to impart intelligence-specific skills and tradecraft to professional intelligence officers, and no prior experience in or knowledge of intelligence is required.

CIC 6303 - CIO 2.0 Roles and Responsibilities (3 credits)

Students in the CIO 2.0 course examine the essential analytic, relational, technological, and leadership competencies that government CIOs and their staffs need to respond to and shape the 21st Century environment. Students assess the high information and IT demands of customers; examine the potential and perils of ubiquitous technology and information saturation; and weigh the tradeoffs of resource constraints, legal and policy mandates, and security in an open environment.

CIC 6321 - Organizational Culture for Leaders (3 credits)

This course explores the strategic and persistent effects of culture on mission performance. Students examine the ways in which leaders can employ this powerful influence on nurture organizational excellence and to stimulate changes in organizational behavior. They investigate organizational sciences for perspectives on organizational behavior, on frameworks for assessing organizational cultures, and on strategies to initiate and institutionalize strategic mission-oriented change. Cross-boundary, inter-agency, cross generational, and global influences, issues, and challenges are examined from a cultural perspective.

CIC 6328 - Strategic Performance and Budget Management (3 credits)

This course is an executive-level view of strategic planning, performance management, and performance budgeting in public-sector organizations. Using the Government Performance and Results Act and Kaplan & Norton’s Balanced Scorecard as frameworks, students examine the linkage of mission to strategic planning, performance management, measurement, operational strategies, initiatives, and budgets to support senior-level decision making. Emphasis is on transparency, outcomes, and linkage between organizational performance and the organization’s budget. With this critical understanding, students develop leadership strategies that shape fiscal budgets to achieve agency strategic outcomes.

CIC 6414 - Data Management Strategies and Technologies: A Managerial Perspective (3 credits)

This course explores the concepts of data management and the data lifecycle as key components for improving mission effectiveness through the development of enterprise-wide and local data management programs and analytic solutions. It examines management issues such as data governance
and organizational information behaviors and values. The course uses the data lifecycle framework to
explore big data, data analytics, and enabling information technologies and methodologies from a
senior leader perspective. Case studies allow students to explore data management issues and
implementation. While geared for managers, the course provides sufficient insight into the underlying
technologies to ensure that students can evaluate the capabilities and limitations of data management
options and strategies.

CIC 6415 - Strategic Information Technology Acquisition (3 credits)
This course explores acquisition processes that seek to place information technology systems into the
hands of joint warfighters and agency information leaders faster and with more ability to adapt to fluid
situations. We examine the role senior military and agency leaders play in the successful acquisition of
information technologies and services to achieve strategic organizational goals. Students use the
Systems Development Lifecycle (SDLC) as a framework to explore acquisition strategies and charters,
requirements management, development, testing, deployment, risk management and sustainment
activities, focusing on the acquisition of IT and related services. Acquisition best practices and
techniques cited in the US Digital Services Playbook are explored. IT-related risk management, to
include avoidance of counterfeit chips and computer malware, risks of transition to cloud computing
and advanced analytics are also discussed. Significant emphasis is placed on the contracting processes
and outsourcing of IT networks and services. Ethics issues are explored using Department of Defense
acquisition case studies.

CIC 6504 - Continuity of Operations (3 credits)
This course provides a broad description of the major elements involved in developing and
implementing effective Continuity of Operations plans for public sector agencies. Using Federal
regulations and policies as a backdrop, the course examines the technological, human capital, legal, and
acquisition factors involved in creating and maintaining a COOP plan. Topics include determining key
assets and systems, creating, and implementing emergency plans, working with the responder
community, developing metrics and exercises, and restoring effective operations.

CIC 6512 - Multi-Agency Information-Enabled Collaboration (3 credits)
This course focuses on inter-agency collaboration in national, homeland security, and national
preparedness planning, decision-making, and implementation. It examines current and proposed
strategies, means and models for improving inter-agency collaboration at Federal, State, and local
levels, and beyond to include multilateral non-governmental and international organizations and
coalition partners.

CIC 6606 - White House, Congress, and Budget (3 credits)
This course presents a strategic understanding of Federal budgeting and appropriations, with particular
attention to the role of the White House and Congress. The course focuses on developing leadership
strategies to shape the fiscal environment to achieve agency strategic outcomes, examining topics such
as the impact of current fiscal issues.

CIC 6607 - Future of Federal Financial Information Sharing (3 credits)
This course focuses on the changing directions of financial and management reporting for Chief Financial Officers in a dynamic environment. In response to evolving citizen and shareholder expectations, financial statement reporting, budgetary reporting, and cash reporting must be accurate, transparent, and accountable, and result in “clean” audit opinions. New reporting expectations and changing accounting standards require new relationships among federal, state, and local governments, and government contractors, as well as enhanced reporting to internal constituents of the CFO, including program managers and the organizational head. Successful reporting can be facilitated by enterprise architecture, financial systems, and data management techniques.

**CIC 6608 - Risk Management, Internal Controls, and Auditing for Leaders (3 credits)**

This course presents a strategic understanding of risk management, internal controls, and auditing as they relate to the functions and responsibilities within the CFO and audit communities. This course examines how effective leadership can enhance efficiency, effectiveness, accountability, and transparency of an organization to include federal, state, and local governments. The primary focus is on the importance of identifying and assessing risk, describing, and improving internal control techniques and practices, and evaluating and recommending audit management strategies.

**CIC 6700 - Capstone (3 credits) [part time only]**

The Capstone course is the culminating learning experience of the Government Information Leadership (GIL) Master of Science Degree Program. While enrolled in CAP, students complete a Capstone synthesis project in their area of concentration. The NDU CIC department responsible for each Master of Science concentration will define the specific nature and detailed requirements for the type of project suitable for the respective concentration and decide how a particular project type is assigned to a specific student.

**CIC 6693 - Research Elective (2 credits)**

Students may choose a research project appropriate to the concerns of the CIC mission in lieu of one elective. The project should be of such scope that it can be researched and written in one semester. It is anticipated that such projects will normally between 25-35 pages in length.
College of International Security Affairs Courses

CISA 6000 - Strategic Leadership Foundations Course *(3 credits)* [RDFP & JSOMA]

The Strategic Leadership Foundations Course will provide students with a common intellectual foundation essential for success at NDU and CISA, and longer-term success as senior leaders. The course will provide a foundation for developing the skills for creative and critical thinking; principles, skills, and challenges of strategic leadership; and an introduction to the strategic aspects of Joint Professional Military Education. Students who complete the course should be able to demonstrate the ability to engage in creative and critical thinking, understand and apply key principles of strategic leadership involved in the conduct of national security affairs, and understand inter-service, interagency, and international policy planning, decision-making, and implementation processes.

CISA 6001 - Triangle Institute for Security Studies *(1 credit)* [JSOMA]

JSOMA students are required to attend a minimum of three Triangle Institute for Security Studies (TISS) events each semester, and complete short written reports for each one recounting the key takeaways and their own thoughts on what was discussed. TISS provides an unrivalled opportunity for Ft. Bragg Joint Special Operations Master of Arts (JSOMA) students to enrich their learning by participating in a range of events held at UNC-Chapel Hill, NC State University and Duke University. TISS provides an excellent opportunity for students to enrich their experience at Ft. Bragg, not only in terms of advancing the learning objectives of the MA program, but by encouraging rigorous academic debate through exposure to a range of research and opinion, and allowing students to connect and interact with a diverse network of academic experts and practitioners.

CISA 6012 - Religion and Politics in the Middle East: An Exploration through Film *(2 Credits)* [McNair Elective]

This course introduces government and politics in five Muslim countries and uses film to examine how these countries-- or certain groups within them-- define and debate issues of religion in the public sphere. The course compares and contrasts how selected Muslim countries address and debate issues such as secularism, gender, freedom of expression, minorities, and criminal justice-- in law as well as in practice. We focus on exploring the interactions between state and society as a way of understanding the wide variety of outcomes in the Muslim world on these issues. The course uses film and readings to examine the intersection of religion, politics and society in Iran, Saudi Arabia, Pakistan, Egypt and Turkey. Each week, we watch a film from the national cinema of one of the countries and discuss the political and religious issues it raises. We consider the context of each film-- the historical context, the point of view of its makers, the discourse surrounding its release and reception, and the role of the government in the national film industry. Analyzing the issues raised in the films themselves alongside the context of the films’ making, release and reception offers students a unique window into the national discourse on religion in public life.

CISA 6034 - Political Corruption *(2 credits)* [JSOMA Elective]

Political Corruption has been a ubiquitous phenomenon at all times and in all political systems whether in democracies or autocracies, in liberal or illiberal regimes. Many corruption cases in recent decades have been linked to questions of party, campaign and political finance in general. Perspectives on the
common good, responsive politics and constituency service are utilized to delimit the concept theoretically. This seminar will focus on political corruption from a comparative and international relations perspective. After a theoretical reflection on the phenomenon, we will explore its history, causes, effects, and efforts to combat corruption. Special attention will be given to the comparative analysis of corruption cases (mainly in western democracies). International anti-corruption policies constitute the second theme of the course with a special emphasis on the 1999 OECD convention against bribery and efforts to fight corruption in transition countries as part of global “good governance” strategies.

CISA 6035 - Special Operations in Hybrid Warfare (3 credits) [JSOMA Elective]

This course supports the joint warfighter by identifying and analyzing political warfare historically and in the emerging security environment. The resurgence of Russian and Chinese threats have expanded geopolitical rivalries facing the United States, and this course addresses the role of Special Operations in full-spectrum conflict. It evaluates core concepts and practices used by states and non-state actors in great power competition. It also examines the core arenas of competition and conflict in political, economic, and social settings. The course situates the Special Operations paradigm with the competition space defined by political warfare, identifying and evaluating SOF approaches to the human domain. The course culminates with a capstone strategic simulation.

This course provides analytical frameworks necessary to operate in a Joint Interagency Intergovernmental Multinational environment. It focuses on strategic decision making and the coordination of ends/ways/means towards national security outcomes within diverse environments. Through a primary focus on active learning, it teaches and uses critical thinking and practical analysis of multi-discipline, multi-issue, and multi-actor approaches to political warfare in varied contexts of great power competition.

CISA 6036 - Information, Influence, and Political Warfare (2 credits) [JSOMA Elective]

This multidisciplinary course provides students with a thorough grounding in the basics of information and the ways in which information has been employed by state and non-state actors alike to promote their interests and/or to undermine the interests of adversaries, challengers, or rivals. The course draws on 100 years of scholarly and policy-centered research from economics, diplomatic and military history, marketing, media studies, political science, psychology, public opinion, and strategic studies. Given limits of time, we exclude technology as “information” (i.e., cyber-attack, cyber defense, etc.), focusing instead on information in the Human Domain. CISA 6043 - Conflict and Cooperation in Africa (2 credits) [McNair Elective]

Conflict and Cooperation in Africa provides a survey and analytic approach to how states, societies, and institutions manage war and peace on the African continent. The course consists of thematic and regional case studies, where each class serves as a deep dive into the issues affecting conflict and cooperation specific to the region of focus that day. As such, classes will focus on the history, politics, and environmental factors affecting security in the past and present. Themes consist of geopolitics, resource vs. identity driven conflicts, democratization vs. centralization, socio-economic and class divisions, internal displacement, and genocide. Areas of focus include: Congo, Kenya, Nigeria, Rwanda, Sierra Leone, Somalia, Sudan, and Zimbabwe. Students will use theories of comparative politics and
international relations to better understand the fundamental issues driving conflict on the African continent and identify pragmatic policy solutions to steer violence towards cooperation.

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**CISA 6044 - A Short History of a Long War: An Irregular Warfare Perspective on the “Global War on Terror” (2 credits) [McNair Elective]**

This course provides national security professionals a holistic and multi-faceted appreciation of the roots and evolution of the “Global War on Terror” to date. Although debate will be encouraged throughout, this course is designed less to provide answers or post-mortem arguments about “what happened,” than it is to provide students with a rigorous and deep foundation for exploring their own interests, and coming to their own conclusions, about a central event. In short, this course seeks to provide the “current history” required to inform rigorous analysis and support follow-on projects in other settings.

**CISA 6050 - Russia’s Way of War: IW Capabilities and Threats (2 credits)**

When the Soviet Union collapsed, there was a lot of optimism in the world about future relations with Russia and post-Soviet states. Back in the 1990s, Russia joined the Council of Europe and G7, and the Kremlin even toyed with the idea of joining NATO. However, over the decades Russia’s rapprochement with the West soured, and the relations ultimately came to a standstill over Russia’s invasion of Ukraine. This course is designed to help students understand Russia’s post-Soviet trajectory in the world. It aims at identifying the country’s approaches to strategic competition. Further, the goal is to assess Russia’s way of war through analyzing its conventional and irregular capabilities and practices.

The first part of the course reviews Russia’s post-1991 foreign policy and examines the subsequent global divisions between the US and NATO and post-Warsaw Pact institutions. We will begin the course by analyzing the evolution of Russia’s friendships and alliances. We will look at Russia’s influence campaigns and will review the Kremlin’s strategies for producing leverage.

The second part of the course delves directly into examining Russia’s way of war. We will track Russia’s military reform and will analyze a number of Russia’s military engagements in Georgia, Syria, and Ukraine. We will draw the lessons about Russia’s reliance on conventional military force and will identify ways Moscow relies on irregular warfare to gain advantage. The course will conclude with a discussion on how to counter Russia’s malign practices. We will also discuss potential constructive ways of engaging with Russia in the future.
CISA 6926 - Perspectives on the American Way of War: The U.S. Experience in Irregular Conflict (2 credits)

While much appears new in the recent American encounter with irregular warfare, in fact, the United States was very much an actor in irregular conflicts throughout its past. The United States began with a revolutionary endeavor—a people’s war. In forming a country and in trying to ensure its survival, it experienced a variety of threats and challenges to its existence and to its national identity. As the original Thirteen Colonies evolved into the United States and expanded across the continent and then assumed a greater role in international affairs, conflicts abounded. While some were great struggles, such as the Civil War, there was throughout the elements of irregular war. Some were unique to the American experience, such as the Indian Wars, but many bear a remarkable similarity to the present and while many of the ‘lessons’ of those experiences may have been lost or not received sufficient attention, they shaped much of what we think and do in the world today.

This course will examine some of the most salient examples of this environment and its meaning, not only in shaping the American way of war and strategy and its experience and understanding of irregular war, but how that background and experience might inform current and future ideas about what is to be done in dealing with the challenges posed by peer rivals such as China, Russia, and Iran.

CISA 6731 - Intelligence and Covert Action in the Cold War (2 credits) [JSOMA Elective]

In this course, students will examine U.S. approaches to intelligence and covert action, the role of intelligence and covert action within U.S. grand strategy, and the changing relationship of the intelligence community with Congress and the U.S. public. While much of the subject matter is historical in nature, this will be a multi-disciplinary approach, drawing particularly on political science and media studies in addition to history. The goal of this course is to critically analyze the role which intelligence and covert action have played in national security with an emphasis on the challenges of conducting such activities in a manner consistent with a liberal social order. The course will also seek to determine what lessons from the Cold War experience can be applied to current national security challenges.

CISA 6732 - Weaponized Migration: How Forced Displacement affects Strategic Competition (2 credits)

Whether through war, climate disaster or through a deliberate strategic choice by state actors, large numbers of people are forcibly displaced from their homes and homelands each year. This course asks how large-scale international forced displacement affects national and international security, and investigates the role of migration in strategic competition. It is organized in three parts: the causes of displacement, the security challenges raised by displacement, and state responses. We analyze issues such as border security, refugee radicalization, the weaponization of migration, and the use of diasporas for political influence.

CISA 6740 - Research, Analysis and Critical Thinking (2 credits) [HDF]

This course is focused on developing the research, reasoning, and presentation skills necessary for success in the policy world. The material selected for the course will encourage you to become reflective, critical consumers of knowledge and to develop the ability to carry out systematic research. You will have the chance to think deeply about your research topics, change your learning habits, select appropriate research methodology, and present your ideas to broader audiences. The course will expose you to elements of the scientific method such as variables, causation, and hypotheses. Specific exercises
will help you to effectively complete written assignments for OHD, LENS, and CIKR courses. By the end of the course, you will be able to articulate research questions appropriate for scientific and policy inquiry and critically assess diverse sources to find answers. The course is highly interactive, and your participation in exercises and workshops is mandatory for successful learning.

**CISA 6741 - Thesis Advising (3 credits) [RDFP & JSOMA]**

CISA 6741 is a three-credit, semester long course which guides the development of the thesis to be submitted as a partial requirement for CISA’s degree “Master of Arts in Strategic Security Studies.” The student and the advisor(s) design and carry out research and writing plan that includes the structure and logic of the thesis, a schedule of deadlines, and a schedule of meetings. This collaborative work must observe the academic standards for an independent study and should be informed by the general instructions included in CISA’s Thesis Guidance, the Thesis Rubric, and NDU’s own integrity policy.

**CISA 6742 - Thesis Preparation & Defense (1 credit) [RDFP & JSOMA]**

This course includes an oral public presentation and defense of the thesis as a partial requirement for the degree of Master of Arts in Strategic Security Studies from the College of International Security Affairs. The student and thesis advisor(s) will design an outline for the presentation which includes the research problem and its importance, the starting hypothesis or claim, the justification of the findings, and conclusions and recommendations. The students will be informed by the Dean of Academics of the date/time of the meeting, the audience, format and length of the oral presentation. Besides the initial presentation, the student should be prepared to respond to questions or comments raised by the audience.

**CISA 6744 - Policy Analysis & Critical Thinking (3 credits) [JSOMA]**

Policy Analysis & Critical Thinking (PACT) is a required core course in the Master of Arts in Strategic Security Studies (MASSS) program. PACT enables students to apply appropriate analytical tools to real-world problems within real-world temporal constraints. Also, PACT introduces the student to the techniques researchers use to answer questions in the fields of international relations, security studies, and policy analysis. Research techniques will include how to read published research; collect and analyze qualitative and quantitative data; communicate research results; distinguish between empirical, ideological, theoretical, and ethical questions; formulate research questions; and, construct an academic argument. Students are expected to apply to all of these research techniques to all courses at CISA.

**CISA 6745 - Research and Writing in Security Studies (2 credits) [RDFP]**

Research and Writing in Security Studies (RWSS) is a required core course in the Master of Arts in Strategic Security Studies (MASSS) program. The course introduces students to critical thinking and various methods of research related to the field of Security Studies. It enables students to apply analytical tools to better understand real-world problems. The course also introduces students to writing and research techniques that help answer questions in the fields of international relations, security studies, and policy analysis. These include how to read published research; collect and analyze qualitative and quantitative data; communicate research results; distinguish between empirical, ideological, theoretical, and ethical questions, formulate research questions, and construct an argument. Students are expected to apply these techniques to all courses at CISA and use them to guide their thesis research and writing.
CISA 6750 - Comparative Political Analysis (3 credits) [JSOMA Elective]

This course introduces students to fundamental concepts and processes necessary to understand comparisons of political systems. Regime type, transition, and consolidation are often treated as assumptions in other courses, along with key terms such as democracy, nationalism, development, governance, and corruption. For example, democratization is portrayed as a solution to social grievances, but often without serious study of the preconditions necessary for stable democracy. Corruption is often seen as a key problem in the developing world, but without considering the reasons why it exists and the benefits that appear to justify it. Regional knowledge is crucial to understanding the world, yet that knowledge only becomes useful when organized by concepts, analytical frameworks, and theories that define what should be examined and how. This course provides the intellectual structure necessary to make sense of politics in its complexity and diversity around the world. Through a primary focus on active learning, it also teaches and uses practical analysis of the kinds of decision-making and policy implementation that students encounter in their careers.

CISA 6751 - Economic Statecraft: Security & Return of the Great Power Rivalry (3 credits) [JSOMA Elective]

This course introduces you to the Economic Statecraft of Great Powers or “Geoeconomics.” It builds on foundations you developed in the Fall semester core courses American Foreign Relations, Introduction to Security Studies, and Power, Ideology, and Legitimacy and complements several AOC and elective courses, including Origins of Conflict, Maritime Security, Terrorism and Crime, and Political Corruption.

After reviewing key theoretical terms and concepts and exploring the “Geoeconomics” field, we turn to “practical” issues of political economy and security, thinking about the different ways all nation-states, but especially Great Powers, can (or can try to) use economic instruments of power to advance their strategic goals. In each session, we will be particularly interested in discussing the politics of economic instruments of power.

The goal in this class is to better comprehend, analyze, and synthesize the relationship of military and grand strategy to economic strategy; to assess the ways rising (or “revisionist”) powers like China and Russia can use economic power as a proxy or substitute for military power and as means of offsetting their military asymmetries vis-à-vis the United States; to understand the potential and, more importantly, the limitations of economic coercion (such as embargos against North Korea and Iran); and to prepare strategic thinkers to be more effective members of interagency strategy planning teams and task forces.


Over the past decade, developments in the Eastern Mediterranean have reinforced the region’s geopolitical importance. The discovery of significant natural gas reserves around Israel, Cyprus, and Egypt underpin this trend. Cooperation and conflict on gas exploration, extraction, and distribution interplay with geopolitical dynamics, reorienting investment and security alignments. Events in the region are a case study of the fundamental interconnectedness of economic and political interests in the contemporary world. They show how state and non-state actors play a major role in today’s geopolitics. Because of these developments, the region is also witnessing a return of great power rivalry as the
United States, Russia, the EU, and China, compete for power and influence. This course aims to engage with these myriad issues using the Eastern Mediterranean as a case study. It will be structured along three core themes: new energy and economic opportunities, new political alignments, and potential areas for conflict. The course will explore new ways of thinking about power and influence in today’s world through: the role of major corporations involved in extractive industries, economic integration, and the political role of energy interdependence. It will ask students to engage with questions concerning the impact of energy on geopolitics, the vector between policy and economic interests, how alliances shift, and the nature of great power competition in the contemporary security environment.

This course will examine some of the most salient examples of this environment and its meaning, not only in shaping the American way of war and strategy and its experience and understanding of irregular war, but how that background and experience might inform current and future ideas about what is to be done in dealing with the challenges posed by peer rivals such as China, Russia, and Iran.

**CISA 6756 - Strategy: Brand X (3 credits) [JSOMA]**

This course looks at some varied and perhaps unfamiliar ideas about how the world really works. It emphasizes the "hard" parts of strategy—so much so that it may often appear to suggest that our concept of strategy is a meaningless delusion—and asks why is it hard? What is the nature of the difficulties? And we mean the word "Nature" quite literally. We see a great deal of pattern, design, and what certainly looks like "planning" and "strategy" in nature, including events we instinctively label "success" and "failure." Nature is presumably unconscious and thus cannot be "strategic" in the sense that we usually mean that term. Nonetheless, it seems reasonable to apply the "if it looks like a duck, etc.," approach. That is, it seems reasonable to suggest that if something looks like strategy, then maybe it can teach us something about strategy.

**CISA 6901 - Strategic Thought (3 credits) [RDFP & JSOMA]**

Strategic Thought is designed to teach students to think strategically. It is a course for practitioners, which asks students to think in a disciplined, critical, and creative manner about the geopolitical environment, a range of potential strategies, and their potential intended and unintended outcomes. It focuses on key points in the evolution of strategic thinking in both theoretical and practical terms.

**CISA 6902 - Force & Statecraft: Empires (3 credits) [JSOMA Elective]**

Force & Statecraft: Empires is a course in the field of International Security Studies and presents an examination of the role of imperial states in the creation and maintenance of international system stability. Especially since 11 September 2001, but actually since the very origins of the American republic, there has been a great deal of talk and speculation about the existence and future of an "American empire." This course provides students with an opportunity to compare America's current "imperial" world role to some provocative historical precedents.

**CISA 6903 - Origins of Conflict of War (3 credits) [JSOMA Elective]**

This course seeks to promote understanding of the various ways in which scholars – historians, anthropologists, and political scientists – have addressed the origins of conflict and war. We will attempt a basic understanding of what war and conflict are and how they differ from other forms of political violence (particularly those carried out by non-state actors). We will examine historical trends, and
discuss fundamental theories while studying a number of historical cases. The course also explores the tension between social science explanations for conflict and war based on theory and general principles, and the more particularist focus of historians on a weekly basis.

The aim of this course is to study in depth some of the central questions in the international history of the twentieth century and to discuss them in relation to the major theoretical issues that they raise. The overall aim is to equip students with a sound knowledge of the empirical and theoretical aspects of several relevant academic discipline.

This course is divided into six sections. Section I outlines major currents and tensions between how anthropologists, historians, and political scientists view the causes of war. It engages with concepts of methodology and applicability, as well as outlining the major currents in international relations theory. Section II raises the issue of war among great powers through three historical cases. The various cases raise issues of how polarity, the balance of power, alliances, culture, and domestic political structures influence conflict and war. Section III looks at great power rivalry without war and the pitfalls and potentialities of bipolarity. Section IV takes a slightly different view, looking at internal conflicts and how violence within states is similar and different to conflict among states. Section V focuses on the motivations and aspects for more contemporary state on state conflicts, while Section VI challenges us to think about why states continue to fight, their war aims, and the future of war itself as an instrument of policy.

CISA 6906 - American Foreign Relations (3 credits) [JSOMA]

This seminar focuses on the history of American foreign relations with a view to informing critical analysis of current foreign policy dilemmas. The key ideas behind American “grand strategy” -- the driving logic behind U.S. foreign policy -- will shape much of the discussion. The course explores the United States’ many interactions with countries around the world, from the end of the 19th Century through the First World War, the Cold War through to the debate on the future direction of U.S. foreign policy. Using primary documents, essays and articles highlighting central themes in American foreign relations, the seminar explores the ongoing debates amongst historians about how to understand the exponential growth of American influence outside the United States’ own borders as well as key challenges the U.S. has faced in its foreign relations, as well as the intersection between the domestic and the international. The course will explore whether the U.S. is somehow “exceptional” in the international system and the characteristics of the so-called “American century.” We will consider competing rationales for American engagement around the globe, and how the United States has planned for both war and peace.

CISA 6915 - Governance, Strategy, and Violencia: Latin America and the Caribbean Networks (2 credits) [JSOMA Elective]

This course examines the coercive strategies and interactions of armed groups -- such as gangs, criminal syndicates, militias, terrorist bands, web hackers, and pirates -- with other actors and environments. It explores the policy implications as traditional social and political institutions deal with these violent entities. We further explore what happens when individuals and traditional communities, desiring stable rule of law, find themselves confronted with the consequences of anarchic, fragmented, and adaptive social arrangements. Cases from Latin America, the Caribbean region, and other countries and dimensions illustrate conceptual discussions and policy implications.
**CISA 6910 - Nuclear Security and Evolving Unconventional Threats (2 credits)**

Nuclear weapons proliferation and related security issues impact global and regional stability, security strategies, and diplomatic relations worldwide, as well as the use of scarce resources. How can the United States (U.S.) and the international community (IC) counter North Korea’s burgeoning nuclear weapons program? What does the future hold preventing Iran from becoming a nuclear power? Russian aggression in Ukraine has resurrected both conventional and strategic unconventional threats in Europe and beyond – how can the U.S. and the IC manage these threats going forward? Cyber-attacks pose a prominent threat to domestic and international energy security, and foreign actors have already “mapped” U.S. critical infrastructure in preparation for future hybrid warfare. How can we assure warfighter missions in the face of attacks affecting communications, transportation, electricity, etc.? This course will equip practitioners with an understanding of nuclear security and proliferation challenges, as well as the increasing threats to related infrastructure posed by state and non-state cyber malign activities. We will explore the tools we use now and need in the future to mitigate these threats.

**CISA 6920 - International Security Studies (3 credits) [RDFP & JSOMA]**

Two major puzzles sit at the core of global politics and security: Why do actors fight, and why do they cooperate? Other key questions include, but are not limited to, what do we mean by security, what counts as a security threat, and what makes strategy to counter threats successful? A range of theoretical approaches help us to investigate such puzzles and questions, with each approach, or lens, prioritizing certain assumptions over others. Some view conflict as ordinary in global affairs, presenting its supporters with the task of explaining why so much cooperation exists. Others characterize cooperation as the norm, posing a dilemma for its supporters to account for the violence in world affairs. Understanding and explaining cause and effect in a complex, interconnected world, is a difficult challenge.

International Security Studies is designed to help you in deepening your understanding and explanation by critically analyzing dimensions of the contemporary security environment and major issues facing national security decision-makers. One cannot form effective policies and strategies without first better understanding the dynamics interweaving politics, societies, structures, and orders. By combining theory, evidence, and explanation in our analysis of themes such as power, agency, sovereignty, violence, and interdependence, we will assess the utility of force in countering challenges in the international system of the 21st century. A variety of topics have been selected for a thematic course organization, specific cases and regions will act as illustrative examples across and between topics.

**CISA 6926 - Perspectives on the American Way of War: The U.S. Experience in Irregular Conflict (2 credits)**

While much appears new in the recent American encounter with irregular warfare, in fact, the United States was very much an actor in irregular conflicts throughout its past. The United States began with a revolutionary endeavor—a people’s war. In forming a country and in trying to ensure its survival, it experienced a variety of threats and challenges to its existence and to its national identity. As the original Thirteen Colonies evolved into the United States and expanded across the continent and then assumed a greater role in international affairs, conflicts abounded. While some were great struggles, such as the Civil War, there was throughout the elements of irregular war. Some were unique to the American experience, such as the Indian Wars, but many bear a remarkable similarity
to the present and while many of the ‘lessons’ of those experiences may have been lost or not received sufficient attention, they shaped much of what we think and do in the world today.

**CISA 6929 - Power, Ideology, & Legitimacy (3 credits) [RDFP & JSOMA]**

Power, Ideology, and Legitimacy (PIL) is a core course in the Master of Arts in Strategic Security Studies program. Since antiquity, philosophers have been concerned with questions that are as relevant to world affairs today as they were in ancient times: What is power? How is it used? How do we define “justice?” What is the proper relationship of those who govern to those they govern? What are the goals of government: control, order, justice, the good? What qualities make for a wise or just ruler? What is the proper source of power and authority: constitutions, social values, a god or gods? What impact do beliefs, cultures, ideas, and religious traditions have on the exercising of power?

This course provides an overview into how philosophers and scholars have looked at these questions. The course begins by looking at the four core concepts, defining power, ideology, and legitimacy, and analyzing how they affect our understanding of the political world. Students will build a vocabulary and toolkit for critically analyzing contemporary ideological and political challenges. The course then traces different interpretations of these concepts from Classical Antiquity to the modern world. The course then moves on to examine how power, ideology, and legitimacy have shaped the landscapes of the contemporary world of politics. The final portion of the course is dedicated to the role of force.

**CISA 6947 - Maritime Security & Great Power Competition (2 credits) [McNair Elective & JSOMA Elective]**

The world’s oceans cover over 70% of the planet’s surface area. Global shipping carries at least 80% of the world’s traded goods. Offshore oil and gas account for more than one-third of world energy production. With the maritime domain so important and influential to the world’s history, politics, and economy, this course endeavors to examine this essential saltwater perspective. This course will focus on understanding the ocean as source, avenue, and arena: a source of food and energy; an avenue for the flow of goods, people and ideas; and an arena for struggle, warfare, and Great Power competition.

The seminar will be divided into two parts. Part I will explore the general maritime dynamics and security threats associated with great power competition and globalization. It will study a spectrum of specific threats from maritime terrorism and piracy to such regional maritime disputes as the South China Sea and the Strait of Hormuz. Additionally, it will study the importance of legal doctrines and dilemmas affiliated with maritime law enforcement and port security. Part I will also examine strategies and preventive security measures that can be used to deter terrorism, piracy, and criminal activities affecting vessels and port facilities. Part II will focus on the world’s most important maritime domains and how respective regions or countries such as China, Russia, or India are working to address and combat the security threats and dynamics addressed in Part I. During this portion of the course students will make presentations about what is being done by specific countries or regions to address or combat today’s pressing maritime security challenges. Students will examine the actors and security dynamics explored across the Atlantic, Caribbean, Mediterranean, Indian Ocean, the Arabian Gulf, Red Sea, Asia Pacific, and the Arctic.

**CISA 6949 - Law Enforcement and National Security (2 credits) [HDF]**
This course is designed to critically examine the use of law enforcement, at all levels of government, to address terrorism and other national security threats. Students will gain an in-depth understanding of the fundamental capabilities and limitations of civilian and military law enforcement approaches and the necessary elements for a successful law enforcement strategy. The course will involve a critical examination of how law enforcement agencies investigate and prosecute terrorists, how law enforcement can prevent terrorist attacks, and the complexities of using criminal and civil laws to protect against terrorist violence. In addition, the course will briefly examine how the military uses its law enforcement capabilities under the laws of war and how it employs law enforcement concepts in counterinsurgency and stabilization operations. Policing in South Asia, Middle East and Latin America will also be studied, besides an analysis of relevance of United Nations Peace keeping operations to global counterterrorism efforts.

CISA 6951 - Organizing for Homeland Defense (3 credits) [HDF]

Many have stated that the al Qaeda attacks against the United States on September 11th, 2001 changed the world. One of the obvious consequences of the mass-murder committed in Washington, New York, and Pennsylvania was the comprehensive and wide-ranging reform of the way the American government provides for national security. From the Patriot Act to the creation of a Department of Homeland Security, together these changes mark the greatest restructuring of American national security architecture since the National Security Act of 1947. As the core course of the Homeland Defense Fellowship (HDF) program, Organizing for Homeland Defense provides the essential knowledge enabling our HD Fellows to navigate these changes, understand the lessons learned and deduce the applicability or unique sui generis aspects of approaches deployed since September 11th, 2001.

CISA 6954 - Critical Infrastructure Protection (2 credits) [HDF]

Al Qaeda and other terrorist organizations believe they can cause nations to change their policies by inflicting physical, economic, and psychological damage through terrorist attacks. Denying terrorist success requires, in part, that countries construct effective defenses to protect vital assets, whether they are critical infrastructure, iconic landmarks, or the nation’s population. While “hardening” targets will not deter all attacks, the protection of critical infrastructure and key resources (CI/KR) can change the dynamics of an attack and prevent death, destruction, or disruption of a critical system. In addition, it may demonstrate to enemies that a nation has the collective resilience necessary for it and its people to absorb, rebuild, and recover from a catastrophic event. In a number of policy statements, national strategies, and legislation, the United States has set forth its position on the need to protect critical infrastructure and key resources. In addition, the Department of Homeland Security has made the development of resilience a key component of its strategy to protect the nation from terrorist attacks and to quickly respond and recover from natural disasters, pandemics, and other catastrophes.

CISA 6957 - Joint Exercise Control Group (2 credits) [JSOMA]

This course is intended to help students research, develop, design, and execute a strategic level exercise that evaluates in context the theoretical frameworks established during the preceding academic year. Most JSOMA students have a firm grasp of tactical and operational maneuvers, and many have significant experience operating in a strategically significant environment, but few have engaged in strategic multinational level decisions and negotiations. Much of the JSOMA curriculum focuses on developing a deeper understanding of this environment and each course offering is a component of
developing a holistic mindset thereof. The exercise is an opportunity to put into notional practice the theoretical components of the curriculum. The students are responsible for the entirety of the exercise from the task organization and scenario development through product development, logistic coordination, and exercise execution.

**CISA 6959 - Strategic Advising in Contemporary Challenges (2 credits) [RDFP]**

Strategic Advising in Contemporary Challenges (SACC) is a required Phase III course in the Regional Defense Fellowship Program (RDFPP). This course is designed to strengthen the ability of students to advise their principals and think creatively in their assessment and evaluation of complex challenges to counter violent non-state actors. It teaches students to understand the role of an adviser while using various analytical approaches such as gaming and other methodologies to test assumptions, assess risk, and consider new ways of looking at a complex problem.

As part of this course, RDFP students (combined with members of the South and Central Asia Program) will end the academic year with a “Breakout Exercise” simulation that will use a realistic, scenario-based case study on transnational threats across the entire globe. Students will offer policy recommendations to senior officials and experts that are involved with the topic of the game. Students are evaluated on the quality of their interaction with group members, the work accomplished during the exercise, and their policy recommendations regarding the various functional threats within the exercise scenario posed.

**CISA 6963 - Practitioner Engagement Course I (1 credit hour) [RDFP]**

The program of orientation and visits provides a practical foundation for how the U.S. Government employs and synchronizes various instruments of power such as Diplomacy, Information, Military, Economic, Finance, Intelligence, and Law enforcement (DIMEFIL). This course gives students an understanding of horizontal integration across government agencies in the implementation of counterterrorism and security policies in general.

**CISA 6964 - Practitioner Engagement Course II (1 credit) [RDFP]**

Practitioner Engagement Course II is a required two semester course worth 1 credit hour each semester. The program of orientation and visits provides a practical foundation for how the U.S. Government employs and synchronizes various instruments of power such as Diplomacy, Information, Military, Economic, Finance, Intelligence, and Law enforcement (DIMEFIL). This course gives students an understanding of horizontal integration across government agencies in the implementation of counterterrorism and security policies in general.

**CISA 6965 - Homeland Defense Practicum (1 credit) [HDF]**

Homeland Defense Practicum is designed as a practical supplement to the academic syllabus: CISA 6951 – Organizing for Homeland Defense, the foundation of the CISA’s Homeland Defense Fellowship Program. The Practicum consists of field visits to key US agencies and departments. Each visit builds upon the themes and materials covered in CISA 6951 and CISA 6954 affords the HD Fellows a direct opportunity to meet with and engage officials who deal with the policy and operational aspects of protecting the American homeland. Each visit will provisionally be held on the Monday indicated on the Practicum schedule. (Exact timings will be provided by the program director). Prior to each on-site visit,
the course director or another member of the faculty will provide a brief presentation on that particular agency. Readings for each agency visit follow and build upon those utilized in CISA 6951 & CISA 6954.

**CISA 6973 - Conflict Resolution (3 credits) [JSOMA]**

This course educates students in conflict resolution methods that have applications in counterterrorism, counterinsurgency, regular and irregular warfare, and traditional international relations. It is an interdisciplinary course that first looks at the causes of conflict between individuals, groups, and nations by examining political, economic, and social factors, as well as psychological, religious, and international influences on how people identify themselves and understand their interests in various interpersonal interactions. The second section introduces practical ways to target identities and interests to find common ground between rival parties so as to create and protect places for dialogue and compromise; these can include symbolic gestures and physical spaces ranging from shrines and historic battlefields to borders and public squares. Case studies provide the principles behind reducing violence and creating peace, as well as examples of how to apply them in the field. Class time includes simulations as well as theoretical and empirical analysis to give experience working through the techniques. Collaborative learning and evaluation, combined with regular input from the instructor, complete the instructional process by training students in dialogue and self-examination. The end result will be greater skills 1) identifying motives and unspoken interests, 2) interpreting communication signals, 3) presenting accurate messages, and 4) handling problems as they arise so as to resolve conflicts rather than let them become intractable problems.

**CISA 6975 - Dynamics of Irregular Warfare (3 credits) [RDFP]**

Dynamics of Irregular Warfare examines IW as a contextual phenomenon produced as a result of how individuals, organizations, and the state are situated within larger surroundings. We will examine different expressions of IW, ranging from terrorism, insurgency, political warfare (also known as “gray zone”) and hybrid warfare. A dominant theme across these categories is the use of violent political communication whereby state or sub-state political actors blend licit and illicit methods, including violence and other lines of effort, to accrue legitimacy and influence. Case studies and conceptual materials are used to explore the different forms of and motives for irregular warfare. Students examine origins of violence in the breaking away of splinters from larger upheavals (or social movements) driven by economic, social, and political grievances, hopes, and aspirations; followed by the strategic and operational choices faced by the violent actors and their members. These culminate in the contextualizing of violence within broader strategies and framing techniques. As a culminating effort, students develop final projects appropriate to individual IW concerns.

**CISA 6976 - Countering Irregular Warfare (3 credits) [RDFP]**

Countering of Irregular Warfare examines responses to irregular warfare at the strategic and campaign (operational art) levels. Case studies and use of theoretical materials allow students to explore the multiple forms of (and motives for) political violence, and consequent appropriate and comprehensive responses. Students analyze strategic responses by assessing the relevant campaigns as implemented through lines of effort directed to neutralization of the threat and its components—countering Roots, Frame and Narrative, and Threat Strategy. As a culminating deliverable, national strategic plans are executed as appropriate to individual RDFP countries and unique concerns.
CISA 6978 - Terrorism & Crime (2 credits) [McNair Elective & JSOMA Elective]

This course examines forms of irregular warfare, including insurgency and terrorism, and its nexus with crime and corruption, which increasingly poses a national security threat to countries around the world in what has been termed “deviant globalization.” Central to the nexus of irregular warfare and criminal activity is the role of the state, both as participant in criminal activity and as the main line of defense against such activity. Both aspects will be examined.

We will begin the course with the definitions of terrorism, insurgency, and transnational crime as well as a historic overview of these phenomena. This course will especially focus on terrorist activity, though other forms of irregular warfare will be examined in depth as well. We will analyze how terrorists, insurgents, and crime syndicates leverage their activities to promote their mutual and respective interests. Irregular warfare and crime will be briefly examined independently before the nexus between the two is discussed. Additionally, organizational structures of irregular warfare and criminal groups—namely hierarchical and network structures—will be examined both in how they facilitate illicit activity and in opportunities combating those activities. Finally, we will then examine the effects of the nexus of irregular warfare and criminal activity. Most lessons throughout the course will include illustrative case studies. Additionally, counterinsurgency and counter-criminal policies, policy analysis will also be embedded in each of the course topics.

CISA 6983 - NATO & the EU (2 credits) [JSOMA]

This elective focuses on the European Union and the North Atlantic Treaty Organization (NATO). The instructor will use the evolution of the transatlantic relationship to provoke discussion on the challenges and opportunities of formal alliance arrangements both in terms of NATO and the European Union’s security architecture. Why has NATO been in a perpetual state of crisis and yet outlasted the demise of the Soviet Union? What form will security cooperation between the United States and Europe take in the future? Themes include the opportunity and challenges that multilateral security relationships provide, with specific topics including the founding vision of NATO, the transformation of transatlantic relations in the 1960s, NATO enlargement and relations with Russia, the impact of 9/11, the war in Iraq and ISAF in Afghanistan. Each student will prepare a short policy brief that would be appropriate for decision makers at the 2018 NATO Summit in Istanbul.

CISA 6990 - Irregular Warfare: Strategies & Policies (3 credits) [RDFP]

CISA 6990, Irregular Warfare: Strategies and Policies, is a semester-long analytical review of how the Instruments of National Power are used as means in order to execute ways. Those ways are contained in the various policies and national plans intended to achieve the ends (goals) set forth by political leadership. This is true regardless of the state analyzed.

Irrespective of the precise form that political violence may take, it is best countered by “whole-of-government” response. Yet “whole-of-government” remains a vague concept. American documents (overwhelmingly generated by the military) see it as the embodiment of the acronym MIDLIFE (Military, Intelligence, Diplomacy, Law Enforcement and Judicial, Information, Finance, Economics) – also known as DIMEFIL. This formulation has value but is incomplete. Perhaps more accurate would be some combination of government ministries and civil society organizations for the state concerned. This at
least has the advantage of clearly delimiting those means that an IW analyst could be expected to deploy to execute strategy and its constituent elements (operational art and tactics.)

Dwight D. Eisenhower School for National Security and Resource Strategy Courses

ES 6000 - Strategic Leader Foundations Course (4 credits)

The Strategic Leader Foundations Course (SLFC) course is an introduction to national security issues and to the roles and responsibilities of military and civilian senior leaders who must function effectively in complex strategic environments. The course is interdisciplinary, using critical and design leadership concepts, ethical decision-making models, policy entrepreneurship ideas, as well as case studies, practical exercises, and guest speakers.

ES 6066 - Persuasive Public Speaking (2 credits)

Public speaking is a regular duty of senior leaders, and graduates of the National Defense University will be expected to be comfortable briefing military, civilian, and industry personnel from different backgrounds and on disparate topics. This course prepares students for effective public speaking, with an emphasis on techniques to persuade audiences to support desired policies, provide necessary funding, or advance a desired strategy, for example. These skills serve as a capstone to the strategic planning curriculum in other courses, offering students improved ability to see strategies through to implementation through persuasive public speaking.

ES 6074 - China’s Belt and Road Initiative in an Era of Strategic Competition (2 credits)

This course will explore China’s Belt-Road Initiative (BRI) in the context of Sino-American strategic competition. The BRI will be examined in all facets. The course will study BRI within the larger framework of China’s economic policies and strategic objectives. The course will examine the BRI as both an exemplar and a metaphor for China’s strategic ambitions – commercial, geo-economic, and geopolitical. Specifically, the course will examine BRI drivers, challenges, and implications, analyze current critiques and responses to the BRI, and provide detailed overviews of the BRI by both region and function. It will also employ data collected from AIDDATA, which has compiled the most comprehensive set of data on BRI in the United States.

ES 6075 - Strategic Competition Below Armed Conflict (2 credits)

This course will help students become better and more complete strategists by examining how non-kinetic ‘warfare’ takes place today, below the level of armed conflict. Americans and partners are especially bad at ‘war in peace’ – they keep waiting for the next big kinetic war, naïve that adversaries asymmetrically change the political status quo in the stage of competition through information operations, cyberspace operations, hybrid warfare, coercive gradualism, social media influence, narrative dominance, space competition, and disruptive technology competition. Yet China and Russia plan and implement aggressive regional and global strategies involving force posture, industrial policy, disruptive technologies, influence and cyberspace operations all below the stage of armed conflict with
the United States, NATO and allied states. Strategists, analysts, and policymakers must understand and plan for how the great powers are competing and learn how to compete and win in this new form of warfare, conducted in what most would claim is peacetime.

**ES 6076 - Wargaming Classical Strategy (2 credits)**

This elective adopts as its foundation the premodern historical case studies and strategic theories written by Kautilya, Machiavelli, Thucydides, and Sun Tzu and other classical Chinese writers. Throughout the course, students will read, discuss, analyze, and evaluate these works, supplemented by readings in strategic studies, theory and history of wargames, and game theory. Since strategy is inherently dialectic—there is no military strategy without a thinking, competitive adversary—students will put their analyses into practice through the play of in-class wargames that incorporate considerations for all instruments of power, exploring the dynamic, interactive, and inherently paradoxical nature of strategy and the skills critical to effective strategy formulation and execution. Students will create and test strategies, reflect on those strategies in written assignments using the lenses of classical strategy, then apply the lessons gleaned from these activities to the analysis and evaluation of strategic decisions. Upon completion of this elective, students will be better prepared to formulate, evaluate, and execute strategies at every level.

**ES 6082 - Russia and Its “Near Abroad” (2 credits)**

This course will examine the greater Black Sea Region, a strategic group of nations on or near Russia’s border that includes the three Baltic states of Estonia, Latvia, and Lithuania; the South Caucasus states of Armenia, Azerbaijan, and Georgia; the western Slavic states of Ukraine and Belarus; the ethnic Romanian state of Moldova; as well as Bulgaria, Romania, and Turkey. A number of these states were members of the Soviet Union or the Eastern Bloc, while another—Turkey—was a founding member of NATO. Today, these nations include members of the EU and NATO, aspiring NATO members, energy states, transfer states, and a dictatorial regime. In fact, each of these states in the greater Black Sea region is very different today in terms of their development choices, foreign policy orientations, domestic political agendas, and positions toward Novorossiya and pan-Russianism. Moreover, they present a variety of challenges for their neighbors and partners, including serious unresolved conflicts over territory and people. This course will offer an overview of the problems, prospects, and diverse forces that help account for the sharp divergence among these states since the collapse of the USSR in 1991. In doing so, the seminar will discuss U.S. interests and bilateral ties in the region, as well as Putin’s efforts to re-establish some form of Russian empire via the Union State with Belarus, the Collective Security Treaty Organization, the Eurasian Economic Union/Customs Union, and Shanghai Cooperation Organization.

This course is intended to give you an introductory understanding of the dynamics that characterize the greater Black Sea region; it will complement and enhance what is being taught and learned in the core courses and other electives. The study should help broaden your perspective on the context of U.S. policy and the many interests we pursue, while at the same time deepening your understanding of the ways in which other states and societies see the United States.

**ES 6099 - Net Assessing US-China Economic Competition (2 credits)**
This course will provide a comprehensive and detailed net assessment of the US and Chinese economic systems. It will introduce the students to the concept of net assessment, by which facets of particular nations are examined and compared. It will review and assess comparatively US and China economic strategies and policies. It will also do the same, comparing and assessing the respective innovation systems, the civil-military integration policies and systems, their respective financial systems, their trade policies and overseas development policies, and similar topics. At the end of the course, students will have a solid grasp of comparative strengths and weaknesses of the respective economic systems, and be able to explore possible asymmetries, opportunities, and threats.

ES 6102 - Defense S&T Acquisition (2 credits) [SAC]

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students.

A nation’s science and technology (S&T) enterprise plays a fundamental role in Great Power competition, especially for national defense. What is the role of scientists in national defense? Most scientists work in universities, not for the military. What processes does DoD have to build bridges to the S&T community? Are these processes effective? Is the American way of building bridges to scientists different than other countries, such as China or those in Europe? Can you mobilize scientists for national defense? How is transformative technology invented? Is there a specific strategy to avoid defense technology surprise? How do scientists and engineers work together? What are the unique acquisition and program management challenges related to S&T acquisition?

The Defense S&T Acquisition course explores the questions above, analyzing how nations organize an S&T enterprise to meet defense needs. The focus is on very early development, very low TRL, beyond-next-generation, 10-20 year time-horizon transformative technologies. Areas for analysis include the history of defense S&T in America; the role of universities in defense S&T; the nature of DoD institutions involved in S&T; how S&T organizations differ from most other DoD acquisition activities; how to set defense S&T priorities; how to balance resourcing between current readiness and future capabilities; and how to balance between requirements-driven and capabilities-driven strategies. Students will receive an in-depth look at the defense S&T enterprise of the U.S. and major global allies and competitors. Fall SAC research papers in this course will focus on strategy, resourcing, and policy considerations needed to enable the U.S. defense S&T enterprise to continue bringing transformative technologies to the warfighter. The fall seminar will include field study site visits to key facilities in the defense science and technology enterprise.

ES 6103 - International Acquisition: Cooperative Programs, Export Controls, International Arms Markets, and Comparative Acquisition Systems (2 credits) [SAC]

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students.

Similar to commercial markets, defense markets have become more global and interdependent. The globalization of defense markets presents both opportunities and challenges for national security policymakers and acquisition professionals. This elective will examine these opportunities and challenges and study the issues, policies, and organizations related to critical international aspects of acquisition. Students will read the literature, engage speakers, and analyze and evaluate, at the strategic level, critical issues associated with the following four topics: 1) Export Controls, 2) Cooperative...
International Acquisition Programs, 3) International Defense Markets and U.S. Defense Exports, and 4) Comparative National Acquisition Systems. Field studies are planned to Canada to conduct a comparative analysis of the Canadian and U.S. acquisition systems and the political systems in which they operate.

ES 6104 - Innovation and Entrepreneurship in Defense Acquisitions (2 credits) [SAC]

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students.

Sustaining a technological advantage requires defense acquisition leaders to balance on the edge of a coin. On one side, technological innovation continues to transform our world at an increasing pace. Examples include robotics, information and communications technology, genetics, nanotechnology, biotechnology, and more. On the other side, the decision support systems within the DoD progress at the same methodical pace. Thus the edge, where defense acquisition leaders operate, is a tension between the dynamic world of innovation and a defense acquisition process characterized by highly defined methods, budgets, schedules, and oversight requirements. Through a mix of seminar lessons, case studies, and guest speakers, ES 6104, seeks to understand how DoD acquisition programs can guide, enable, and leverage innovation. Field studies are planned for the Boston, MA, to explore government and industry innovation ecosystems.

ES 6105 - Leading Innovation in Business and Government (2 credits) [SAC]

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is open to SAC students only.

With the recent interest in bridging the gap between the U.S. military and cutting-edge companies in Silicon Valley, the DoD has come to recognize the value of leaders that can consistently create the conditions for innovation in organizations across a broad spectrum, from technology development to leadership of large military units. As such, this seminar begins to study how to lead innovation by investigating the topic through the lens of business theory, to include the writings of Harvard Business School Professor Clayton Christensen and other prominent authors and through the discussion of key case studies. Seminar members then apply this theory as they meet with business and government leaders from such organizations as the Defense Advanced Research Projects Agency (DARPA), In-Q-Tel, XPRIZE, Sirius XM, and Innovation Works to observe and discuss innovative business concepts and public sector acquisition policies and practices. Field studies are planned for the Pittsburgh, PA, robotics, and autonomous systems innovation ecosystem.

ES 6110 - Strategic Acquisition: An Examination of Select Topics Highlighting the Fundamental Forces Driving Defense Acquisition (2 credits) [SAC]

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students.

This is a prescribed course for all students enrolled in SAC. The course examines select topics that highlight the fundamental forces driving defense acquisition. By understanding these forces, students are better able to fulfill their requirements as acquisition workforce professionals in a complex and dynamic environment. This course has sessions in
the fall and spring and student contribution is graded across both sessions and published in the spring. This course may include field study site visits to key locations that support student acquisition engagement.

**ES 6113 - Strategic Acquisition and Resourcing (3 credits)**

The Strategic Acquisition and Resourcing (SAR) course focuses on evaluating and managing resources to execute the National Defense Strategy to include the establishment of capability requirements, the acquisition and sustainment of defense systems, management of defense industrial base capabilities, investment in the development of technologies for future capabilities, and innovation in support of national defense. The course examines the inherently political and economic nature of defense acquisition processes, the forums in which resourcing decisions are made, and the stakeholder interactions involved in the government using markets, organic enterprises, and domestic and foreign industrial capabilities to develop, produce and sustain military capabilities.

**ES 6124 - Economics of National Security (3 credits)**

The Economics of National Security (ENS) is an applied course on domestic and international economics. It emphasizes the importance of country wealth and economic growth as a basis of national power. ENS examines the macroeconomies and growth dynamics of the United States, China, Russia, and other important economies, and links them to U.S. national security. The ENS course covers economic topics such as economic growth, budget trends, international trade and capital flows, macroeconomic factors impacting industrial productive capacity, and technological innovations that affect national defense resourcing in the United States, China, and Russia.

**ES 6125 - National Security Strategy & Policy (3 credits)**

National Security Strategy & Policy (NSP) aims to improve students’ understanding of the concept of strategy, the context that informs strategies, and the security challenges that the U.S. faces in the 21st century. First, it introduces core concepts and the U.S. national security architecture. Second, it assesses the global security environment. Third, it applies the concepts to key challenges, specifically strategic competitors and transnational threats. The course will thereby enable students to critically evaluate and advance national security strategy.

**ES 6133 - Military Strategy & Warfighting (3 credits)**

Military Strategy & Warfighting (MSW) examines the use of the military instrument of power at the strategic level in both peace and war and at the operational level in joint warfighting. It examines use of the military instrument in relation to other instruments of national power and how together these are used to achieve political aims. This course is designed to broaden intellectual foundations and encourage critical thinking in the application of military power and reasoned questioning of theoretical and doctrinal ideas.

**ES 6134 - Industrial Mobilization and Competition (2 credits)**

Industrial Mobilization and Competition (IMC) explores two capabilities required of the national security innovation and industrial base: (1) Mobilization in production to in response to conflict or national crisis (“sprint”) and (2) competition in innovation to outpace and deter strategic rivals over the long-term (“marathon”). IMC investigates mobilization through explorations of history, modern challenges, and
current policies and procedures. The course investigates competition by comparing innovation investment incentives and patterns relative to rival nations and evaluating the costs and benefits of active innovation policy. IMC further supports these investigations by examining the challenges, trends, and management of global supply chains.

**ES 6155 - Acquisition Research and Writing Program (2 credits) [SAC]**

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students.

This SAC elective entails a research program conducted throughout the year, resulting in a research paper on a relevant acquisition topic. This course has sessions in the fall and spring and is graded in the spring. The student’s SAC elective instructor is the student’s research paper advisor for the research and writing program.

**ES 6206 - Industry Analysis (3 credits)**

The Industry Analysis (IA) course provides students with tools, frameworks, and vocabulary to understand firm behavior through the lens of firm leadership. By focusing on leadership incentives, the course identifies policy implications for government action – or non-action – in improving the ability of the related industry to meet national innovation and defense industrial base requirements in the context of strategic competition. These implications then support the student’s Industry Study in developing policies to help industry improve or sustain its ability to meet U.S. national security requirements in the context of the 2021 Interim National Security Strategic Guidance and 2022 National Defense Strategy.

**ES 6305 - The Central Intelligence Agency – Organization, History, and Activities (2 credits) [Top Secret Clearance]**

This course introduces students to the Central Intelligence Agency (CIA), the U.S. Intelligence Community (IC), and the world of intelligence. You will have the chance to talk with collectors and analysts with operational experience in human, geospatial, and signals intelligence, with the goal of identifying the strengths and weaknesses of the collection disciplines that underpin finished intelligence analysis. We will then discuss with senior policy makers and intelligence officers how analysis informs policy, particularly at the interagency level. The seminar will also consider the role of covert action and counterintelligence in U.S. foreign and security policy, visit a local museum dedicated to the world of intelligence, and travel to CIA Headquarters to learn more about the Agency’s history, culture, and mission. Throughout the course, we will discuss ideas that will help future US military and civilian leaders understand the capabilities and limitations of CIA and IC and ways to more effectively collaborate to advance the mission. This course is open to US students with Top Secret clearance; students are responsible for passing validated clearances to NDU Security.


Any student at NDU who wants to know how homeland security is a part of national security should take this course. What is the Homeland Security Enterprise? How does DHS relate to DOD, State and local security agencies? Where do national security threats stop and homeland security threats start? This course will provide students of national security strategy with an introduction to the origins, drivers, and
context of the homeland security enterprise (HSE) and its vital role in the national security enterprise. It will examine the HSE’s authorities and strategies; their resulting policies, resources, programs, and capabilities; and the leading issues and challenges which have shaped homeland security strategy. The course will analyze how the HSE applies such authorities, capabilities, and resources across its priority missions. It will further assess how the protection of privacy and civil liberties; coordination with diverse jurisdictions and economic sectors; and partnering with State/Local/Tribal/international governments, the Defense and Intelligence communities all influence homeland security objectives. In so doing, students of national security strategy will leave the course with the ability to evaluate the role, relationship, and vital importance of the HSE in the greater national security enterprise. Any NDU student interested in or likely to work with the homeland security enterprise at any level of government or the private sector.

ES 6402 - Global Supply Chain and Logistics Research (2 credits) [GSL] [year-long course]

This elective is part of the Global Supply Chain & Logistics (GSL) concentration and is only open to GSL students from the Eisenhower School.

This course examines concepts taught in ES 6404 and 6405 through interactive, experiential learning. It is taught via guest lecturers, local visits, and travel to commercial and defense organizations across fall and spring semesters. It is listed as a Spring semester elective because it has significant deliverables in the spring and will not have a grade entry for the fall.

ES 6404 - Global Supply Chain and Logistics Strategy I (2 credits) [GSL]

This elective is part of the Global Supply Chain & Logistics (GSL) concentration and is only open to GSL students from the Eisenhower School.

This program provides students with a strategic-level understanding of integrated supply chains and logistics systems and prepares students to apply these concepts and practices across the entire enterprise of companies and organizations that make up the Global Supply & Logistics ecosystem. This unique concentration prepares graduates for the most challenging senior positions within the government and the private sector. This is the first course in the GSL concentration.

ES 6405 - Global Supply Chain and Logistics Strategy II (2 credits)

This elective is part of the Global Supply Chain & Logistics (GSL) concentration and is only open to GSL students from the Eisenhower School.

Supply Chain Management is a driving force behind America’s economic growth and prosperity. It is important to understand the critical role supply chains play in supporting American industry and national security and how every element of the DoD and the world’s economy is affected by supply chains. This is the second course in the GSL concentration. ES 6404 is a prerequisite.

ES 6603 - National Security Exercise (1 credit)

Using Eisenhower curriculum delivered via the first three courses, students will assess and evaluate U.S. policy toward Taiwan and determine if it advances our national security interests. Students will identify strengths and risks associated with current policy; students will then recommend alternative courses of action if necessary. Designed to provide minimal prescription in terms of how to accomplish its goals
and objectives this exercise is intended to raise the overall quality of the students’ learning experience and output during group taskings in the form of a briefing; grading is based on a one-page written deliverable and observed contribution to the final briefing product.

**ES 6605 - National Resourcing Exercise (1 credit)**

National Resourcing Exercise (NRE) serves as a capstone event for the Military Strategy and Warfighting (MSW) and Strategic Resourcing and Acquisition (SAR) and Courses. The NRE evaluates student mastery of strategy and resource allocation relationships. Students will analyze and evaluate the alignment between the National Defense Strategy (NDS) and the Department of Defense’s (DoD’s) future resourcing plan. Students will develop policy recommendations in support of evaluating and managing resources to meet national security objectives.

**ES 6653 - Research in Defense Logistics (2 credits)**

With a focus on specific questions currently faced by senior leaders throughout the Defense Logistics Enterprise, a student may choose a research project pertaining to defense logistics in lieu of one elective. The project should be of such scope that it can be researched and written in one semester. It is anticipated that such a project will normally be 25-35 pages.

**ES 6991 - Research in Defense Logistics (4 credits) [year-long course]**

With a focus on specific questions currently faced by senior leaders throughout the Defense Logistics Enterprise, a student may choose a year-long research project on defense logistics in lieu of two electives. It is anticipated that such a project will normally be 35-50 pages, crafted over the course of the academic year (both fall and spring semesters). Student contribution is graded across both semesters and published in the spring.

**ES 6651 - Research Elective (2 credits)**

A student may choose a research project appropriate to the concerns of the Eisenhower mission in lieu of one elective. The project should be of such scope that it can be researched and written in one semester. It is anticipated that such a project will normally be 25-35 pages.

**ES 6691: Research Elective (4 credits) [year-long course]**

A student may choose a year-long research project appropriate to the concerns of the Eisenhower mission in lieu of two electives, with the consent of the Research Director and Faculty Research Advisor. It is anticipated that such a project will normally be 35-50 pages.

**ES 67XX - Industry Study (5 credits)**

This course provides an in-depth study of the national and global industrial and innovation bases. Upon completion of the program, students are expected to: be knowledgeable of U.S. and global private sector firm and industry strategies, practices, capabilities, and limitations; be comfortable working the government-private sector interface; assess private sector decision-making and constraints; and, have the ability to evaluate and make resourced policy recommendations to improve the role of industry in support of 21st century mobilization preparedness, the 2021 Interim National Security Strategic Guidance, and the 2022 National Defense Strategy Fact Sheet guidance.
Joint Forces Staff College Courses

**NDU 6100 - Introduction to Graduate Writing and Research (2 credits)**

This course is specifically designed to enhance the English academic writing skills of non-native students. The course concentrates on American academic writing process, focus, ISRP and organization, common complex writing structures, research strategies and documentation and conventions of American academic writing. The course also looks at reading skills and its connection to written skills. Reading strategies are discussed and practiced through authentic text: articles or journals. The course includes Critical Reading, a higher-level reading approach essential in analyzing and responding to the content. This critical-thinking approach leads into the writing process, the methodology used to prepare academic documents.

**JAWS 6160 - Joint Transition Course for JAWS (0 credits)**

The objective of this course is for each student to gain awareness of the organizations, agencies, and processes associated with the United States strategic planning environment as well as gain familiarity with basic concepts of planning at the operational level of war. This course familiarizes students with Joint Professional Military Education Phase I (JPME I) curriculum, which they have not previously completed, and prepares them for participation in their Joint Advanced Warfighting School (JAWS) seminar and the Joint Forces Staff College JPME Phase II course of instruction. Participants are instructed on subjects such as operational environment and approach and Department of Defense (DoD) organizational and planning processes. The course also includes a discussion of major programs and initiatives to correct existing deficiencies in US capabilities as well as an overview of capabilities and limitations of the various United States Armed Forces.

**JAWS 6600 - Academic Foundations (0 credits)**

This course introduces and orients students to the JAWS educational environment, curriculum, and JFSC and NDU resources. Through reading, guest lectures, and seminar discussions, students comprehend the concept of "jointness," joint officership, the role of joint officers in the joint force, Service cultures, and the implications for joint operations. During this course, students are also introduced to the Individual Strategic Research Paper and Research Seminar programs. Additionally, students gain an understanding of seminar and cohort rules and norms, which contribute to a positive learning environment and successful academic year.

**JAWS 6610 - The Philosophy of War (1 credit)**

This course involves intensive reading and discussion of the essential texts related to understanding war and the evolution of warfare. It addresses major theories of war set within the contemporary historical context and entertains the changing nature of modern warfare. This course examines key texts of thinkers who have influenced the American understanding of war. By understanding the writers in the context of their own times, students can trace how war as a philosophical idea has emerged. Concurrently, it analyzes how warfare has adapted to numerous changes. At the end, students should be able to articulate major theories of war, how these theories and ideas reflect the historical period they were written in and describe what changes in warfare occurred during the time these theories
were developed. The readings and discussions should assist the student to develop and hone a personal conceptualization of war.

**JAWS 6611 - Studies in Modern Warfare (3 credits)**

Studies in Modern Warfare provides the historical context for an understanding of the conduct of modern war at the operational level as it relates to the United States military from the First World War to current operations circa 2022. The course addresses characterizations of war, the influence of policy and strategy on operational concepts, and how warfare changed during this period. At the end of this course, students should be able to illustrate changes in warfare over time and have an understanding of the relationship between changing strategic conditions and the role of military power in national policy.

**JAWS 6612 - Future War: A Conceptual Approach (1 credit)**

Addresses the changing character of warfare emerging in the first decade of the twenty-first century. There is a great deal of scholarly discussion on the topic of traditional war versus new war as well as the role of military force in the globalized world. These ideas challenge all of the accepted concepts of war and warfare. At the same time, the military is making significant adaptations in response to the influence of new technologies that are shaping these concepts of warfare. At the end of this block, students will have engaged in an assessment and a reassessment of their ideas about war and warfare and how these new insights will influence future operational planning approaches.

**JAWS 6613 - War and Warfare in the Twenty-First Century (1 credit)**

The course strives to create a historically perceptive strategic leader who approaches strategic challenges from the perspective of change over time, as well as an insightful operational planner who uses history to inspire innovative thinking. The emphasis on theory is to understand the sources of our understanding of war and warfare in order to examine how America has employed military force over the past 100 years within the strategic operational contexts that shaped the course of military operations. With this historical and philosophical background, this course reassesses and reexamines this background by thinking deeply and critically about new ideas of war and warfare and the role of emerging influences that will shape strategy, the purpose of war, and how forces are employed at the operational level. How officers think about the future of war and warfare is central to the profession of arms. Finally, students will gain a deeper appreciation for the complexities of modern military operations through an examination of recent military operations.

**JAWS 6330 - Strategic Foundations (3 credits)**

This course provides a foundation in strategic thought by examining the hierarchical nature and structure of U.S. strategy formulation, as well as the enduring beliefs, interests, policies, and guidance that inform and drive strategy development at various levels of the U.S. government, including the Department of Defense, the Combatant Commands, and other departments and agencies involved in National security. By the end of this course, students will have a deeper appreciation for why and how strategic leaders and advisors attempt to derive suitable and acceptable objectives and end states, given existing strategic and environmental constraints within acceptable levels of risk.

**JAWS 6631 - Strategic Applications (4 credits)**
Neither strategy nor policy are formulated or executed in a vacuum; this course provides students with an understanding of how strategies are developed and executed by emphasizing ways and risk. By the end of this course, students will have a deeper appreciation for how strategic leaders and advisors identify suitable and feasible ways of employing resources, how they develop strategies to address a range of issues, and how one should analyze existing strategies.

**JAWS 6651 - Joint Campaign Planning: Foundations of Operational Design (3 credits)**

In this course, students will develop a personal and in-depth understanding of operational design concepts and methodology. Through extensive practical application, students will learn to apply these ideas adeptly and collaboratively within a Joint Planning Group to identify and solve complex, ill-defined problems. Building upon knowledge gained in the JAWS Theory/History and Strategy curricula, students will develop an operational approach to inform CDRUSEASTCOM’s Theater Campaign Plan for the EASTCOM Area of Responsibility (AOR), utilizing foundational concepts that combine operational art and operational design to address EASTCOM’s unique problem set.

**JAWS 6652 - Joint Contingency Planning 1: Plan Development (5 credits)**

Building upon operational design concepts and the operational approach developed in Operational Design Foundations, this module utilizes JPP to address a Guidance for Employment of the Force (GEF)-tasked requirement to develop a deliberate contingency plan for the defense of Tunisia. Faculty-led lectures support seminar dialogue and practical application in exercise planning processes from the Plan Initiation step of JPP through Course of Action (COA) Development. Seminar JPGs will present their findings and recommendations in the form of a briefing to a senior mentor role playing CDRUSEASTCOM.

**JAWS 6653 - Joint Contingency Planning 2: Plan Analysis and Approval (2 credits)**

Armed with feedback, analysis, and approval from CDRUSEASTCOM to continue planning for Defense of Tunisia, this module seamlessly continues JPP from the COA Analysis step through its completion with the Plan Assessment step. Student JPGs will participate in robust wargaming to analyze COAs to reach a level of understanding allowing them to recommend a COA, again in the form of a briefing to CDRUSEASTCOM. Additionally, the JPG will synergize all of their planning activities into a GEF-directed written Concept Plan (CONPLAN) for the Defense of Tunisia. As in the previous module, faculty-led lectures support seminar dialogue and practical application in exercise planning activities.

**JAWS 6654 - Joint Crisis Planning (1 credit)**

This final course of operational planning (OP) instruction requires students to synthesize and apply the knowledge they have gleaned from the previous OP modules to a crisis action planning event. Utilizing a scenario in EASTCOM where a humanitarian crisis develops in Nigeria, student JPGs will apply operational design principles and JPP to develop options to address the Nigerian crisis. Short timelines will require adept application of concepts, requiring challenging prioritization where timelines don’t allow for methodical application of the planning process. Again, faculty-led lectures support seminar dialogue and exercise planning activities. Upon completion of this module, which culminates with a briefing to CDRUSEASTCOM, students will have arrived at a level of planning acumen that, when combined with the rest of the JAWS curriculum, will produce the intellectual and experiential planning foundations uniquely expected of a JAWS graduate.
JAWS 6659 - Joint Synthesis *(8 credits)*

The Joint Synthesis course consists of unique lessons and field research events that enable the student to integrate all elements of the JAWS curriculum through thoughtful study and reflection. There is a specific emphasis on battlefield leadership, campaign design and execution from the 18th to the 21st century, the roles of the strategic leader, ethical conduct in the profession of arms, and effective communication. Contained within the course is the Overseas Field Research Trip, which provides unique opportunities for students to analyze the operational level of war in historical, practical, and realistic contexts while also visiting partner and allied nations to examine current problems and challenges from the perspective of some of the United States’ most important allies. The CAPSTONE Synthesis Exercise provides students the opportunity to display their knowledge and synthesis of the JAWS course material through practical application, by analyzing, framing, and developing options that adequately address the kind of complex problems they will face in the volatile, uncertain, complex, and ambiguous environment of their future assignments.

JAWS 6680 - Rhetoric: Language, Influence, Narrative, Discourse, and Decision Making *(2 credits)*

The course is designed to help students develop their ability to understand and practice effective persuasion and influence. The course is structured around elements of rhetoric, focusing on theory and rhetorical analysis: audience, context, message, medium, style. Students will be asked to not only understand elements of rhetoric but identify them and employ them in situations to persuade and influence their audiences. In short, students will be asked to become rhetors, examining what various disciplines mean by persuasion and influence and the significance of epistemology and power to develop their rhetorical techne. Each of the areas of study is inherently interdisciplinary, meaning the course draws and employs readings from philosophy, literary analysis, linguistics/semiotics, sociology, psychology, cognitive/neuroscience, economics, and computer science amongst other fields, and will improve the student’s understanding of the interrelations between the fields of study and the practice of rhetoric. The course focuses on reading primary documents, discussion, independent exercises, collaborative in class exercises, and written assignments as its modes of learning. Overall, students will attune themselves to the contours, fluctuations, and movement of discourse to understand it, interpret it, and leverage it.

JAWS 6682 - The Utility of Special Operations in the Contemporary Environment *(2 credits)*

This elective provides students the opportunity to analyze the strategic utility of United States Special Operations Forces (SOF) in the contemporary environment. Through the completion of course readings, in-class discussions, and written assignments, students will develop their concept of how United States SOF serves the nation. Students will analyze the geopolitical and cultural factors that drove the evolution of United States SOF and created the organization as it exists today. Using the context of the National Military Strategy, students will determine ways that United States SOF might be used to shape the strategic environment and integrate into campaigns and operations. Discussions and readings will explain how special operations theory influences and shapes the employment of United States SOF in the contemporary environment across the spectrum of conflict. Discussions will also include international and interagency considerations designed to compare and differentiate SOF cooperation and collaboration with these partners to that of the joint force in general. In specific, students will differentiate between the relationships of United States SOF and of the joint force to the intelligence community, considering both what SOF needs from and provides to this entity. All discussions will be in
the context of the current National Military Strategy, providing the student an opportunity to form a comprehensive theory on the strategic utility of SOF.

**JAWS 6683 - Cyber, Intelligence, Information, and Space Considerations (2 credits)**

This research seminar will include discussions up to the Top Secret/Sensitive Compartmented Information NOFORN level allowing US students to explore a broad range of information, intelligence, space, and cyber considerations for national security decision making and military strategy development. We will examine issues related to each of these four communities within the broad doctrinal framework of information as a joint function and operations in the information environment. Students who have a background in those communities, as well as those without related experience, will gain a broader understanding of issues and considerations in these fields.

**JAWS 6684 - International Perspectives on Security and Strategy (2 credits)**

This course examines the field of international security and its relationship to national strategy. We will focus on the interaction between states as they engage in conflict and cooperation, as well as the role of non-state actors. We will examine how a nation’s perception of security and strategy is shaped by its environment, size, and capabilities. The elective examines strategy in depth while also allowing the student to gain substantive knowledge on the international environment, many international actors, their interactions, and how these all contribute to national decision making.

**JAWS 6688 - WWII: Operational Art & Strategic Leadership (2 credits)**

This course seeks to prepare officers to understand and gain a deeper appreciation of operational art and strategic leadership in World War II. This course examines the war in the European, Mediterranean, and Pacific theaters. The course will emphasize not just ground operations, but naval, air, amphibious, and joint operations. By understanding how military officers and leaders designed, planned, and led campaigns and major operations in the largest war in human history, you, as senior leaders will be able to affect and change your organizations in planning for the next major conflict. Additionally, through a structured set of meetings and assignments this seminar also serves as a foundation or start point for the students to develop ISRP topics enroute to completing their JAWS ISRP (a graduation requirement). Students will pick an important topic within the broad scope of this course they would like to investigate. They then develop a research strategy for their investigation, and subsequently write an ISPRP over the duration of the course. As the classes progress, students will be given assignments that guide them step-by-step through each stage of their research; it is critical all assignments are completed on time.

**JAWS 6689 - PRC – U.S. Relations and the Chinese Way of War (2 credits)**

The continuing rise of the People’s Republic of China (PRC) is among the most important features of 21st century global politics and international security. It also has major implications for U.S. national policy and security strategy. America’s future military and national security leaders should therefore become increasingly familiar with the historical factors, cultural thinking and practices, bureaucratic processes, and political/geostrategic imperatives that shape Chinese security policy. The course will provide an overview of the pivotal developments and foundational doctrines in modern Chinese national security policy. The course will then examine China’s current security policies, doctrines, and strategies, to evaluate the prospects for China’s continuing air, naval, and strategic forces modernization. We will also
look at China’s claims and activities in the South China Sea, its “going out” strategy (e.g., President Xi Jinping’s “One Belt/One Road” initiative, foreign direct investment, and economic activities in Africa, Latin America, etc.), its “Three Warfares” concept, and its innovative uses of the full spectrum of political, economic, and military power to further the PRC’s national security and strategic policy goals.

**JAWS 6690 - Revolutionary War: Operational Art and Strategic Leadership (2 credits)**

The elective core examines the Revolutionary War in the Northern, Middle, and Southern theaters from the perspectives of Americans, British, and their allies. The course will emphasize joint operations and strategies across land and sea, as well as the role of information, logistics, and civil-military relations. By understanding how military officers and leaders designed campaigns and major operations in the American Revolution, students will be able to understand the development of operational art and strategic leadership, as well as make connections between political will and military execution.

**JAWS 6999 - Individual Strategic Research Project (2 credit hours)**

The JAWS ISRP is an important element of overall education and is one of the ways students demonstrate academic accomplishments to peers and the academic and joint education communities. This requirement is a way for students to demonstrate their communication skills and complex problem-solving abilities. In conjunction with the Research Elective, the ISRP provides an excellent opportunity to help students to study their craft, reflect on their profession, and conduct independent academic research, all while addressing an issue of operational-strategic significance. The ISRP is expected to be appropriately researched and 30 pages long. The grading and evaluation of the student’s writing as demonstrated by means of the Master’s ISRP is on-going throughout the entire course. Each student must successfully complete a ISRP prior to participating in graduation.

**JCWS(H) 6120 - Joint Transition Course for JCWS (0 credits)**

The JTC is a necessary building block for students who have not completed JPME I as the goal of the Phase II program at JCWS is to build upon the foundation established by the institutions teaching JPME Phase I. The JPME Phase I mission is to expand student understanding of Joint Matters from a Service component perspective at the operational and tactical levels of war. The objective of JTC then is for each student to gain awareness of the organizations, agencies, and processes associated with the United States strategic planning environment and to gain familiarity with basic concepts of planning at the operational level of war. This course familiarizes students with (JPME I) curriculum in which they have not previously been formally instructed and prepares them for participation in their Joint and Combined Warfighting School (JCWS) seminar at the Joint Forces Staff College JPME Phase II course of instruction.

**JCWS(H) 6210 - Joint Force Fundamentals (1 credit)**

This is a foundational course that introduces and focuses on the concepts of Unified Action, Global Integration, and Great Power Competition as derived from strategic guidance and direction. The students will also understand the Chairman’s role in translating strategic guidance from the President and Secretary of Defense and the process by which the Chairman translates that guidance into actionable direction to combatant commands. From the Joint perspective, students will examine the integration of joint functions using historical case studies and anecdotal examples to more fully develop their understandings of these concepts. Students will begin to develop competencies through comprehension and discussion of policy, strategy, and doctrine underpinning national interests. Also, in JFF, students will
begin an acculturation process through a series of interactive lessons and group events including a short Homeland Security/Homeland Defense exercise in which students will problem-solve collaboratively to address challenges in a series of uncertain and ambiguous scenarios based within the United States. JCWS faculty serve as exercise controllers, observers, trainers, and facilitators aiding students to problem solve and evaluate potential solutions. Visiting Subject Matter Experts (SME) will provide key observations, recommendations, and support to students’ understanding of, and responses to, scenarios.

**JCWS(H) 6220 - Strategy and Campaign Design (2 credits)**

This course directs students to apply strategic thinking, operational art, and operational design in the development of a notional Combatant Commander Campaign Plan (CCP). Students utilize critical and creative thinking skills within analytical frameworks to comprehend the unique aspects of campaign planning and its relationship to national security interests. Students analyze the complex relationships among ends, ways, means, and risk from the combatant command perspective while considering Great Power Competition and Globally Integrated Operations. Students are required to demonstrate the necessity of a whole-of-government approach to solve complex problems combined with the importance of unity of effort across the Joint Force, the Interagency, Intergovernmental organizations, and Multinational partners (JIIM). Working within a notional Joint Planning Group assigned to USAFRICOM, students will utilize a combination of lectures, guided discussions, and practical exercises to develop the CCDR's Initial Planning Guidance for the CCP as outlined in JP 5-0, Chapter IV.

**JCWS(H) 6230 - Integrated Contingency Planning (3 credits)**

The Integrated Contingency Planning (ICP) course is designed to familiarize students with the processes for developing a globally integrated combatant command (CCMD) contingency plan. Following SCD, this course is the logical extension of prior learning through the application of the joint planning process (JPP). This course focuses students at the operational-strategic nexus, linking strategic understanding with operational solutions for complex problems, requiring them to develop a contingency plan by discerning the relationship between ends, ways, means, and risk. Student seminars form into CCMD joint planning groups (JPGs) to apply design and the JPP to analyze relevant national and theater-strategic strategic guidance and the operational environment before synthesizing courses of action to address a potential / fictional interstate conflict. Through deliberate wargaming, students analyze their options against an adaptive adversary to create a more synchronized, refined, and flexible plan. Finally, students will apply everything they have learned throughout the course to evaluate the efforts of others, identifying both advantages and disadvantages while providing recommendations for improvement.

**JCWS(H) 6240 - CAPSTONE (2 credits)**

This is the culminating course for the JCWS program and provides an opportunity for students to apply and reflect upon concepts presented throughout the JCWS experience. In this module, students evaluate global national security challenges through the lens of great power competition to include historic, current, and emerging challenges across the spectrum of conflict. Students evaluate these challenges with an eye toward the future and joint force operations involving multinational, interagency, and civil/private sectors. Students leverage their work from SCD and ICP to consider the application of their contingency plan to an emerging crisis across a strategic problem set. The structure of the last week of the course provides the students with opportunities to reflect on the educational opportunities
provided and their value to their future as professional officers. Students have opportunity to interact with experienced senior officers (retired FOGOs) to gain insight into the future of the Joint Force. Additionally, the students evaluate a historical campaign and participate in a staff ride addressing global integration and great power competition. Students gain an appreciation for the value of the joint force and assess its applicability to their future roles as joint officers, before culminating with a graduation ceremony.

**JCWS(H) 6250 - Academic Publishable Essay (1 credit)**

This course enables the assessment and evaluation of student teams for research skills, writing abilities, and verbal briefing skills. Under the supervision of a faculty advisor, student teams collaboratively develop a publishable research paper that addresses a contemporary issue relevant to the joint force. To successfully complete the APE course a team of students from two or more Services must collaborate to develop a research question to a contemporary issue or a historical campaign that will inform current joint force thinking. Teams will develop supported arguments that reflect graduate-level research, critical thought, and analysis of current joint, multinational, or interagency issues leading to the development of appropriate recommendations. The resulting paper must be suitable for publication in an appropriate professional journal. Upon completion, student teams will present their research findings and recommendations and are eligible to compete for several writing awards presented to outstanding research papers during each class.

**JC2IOS 6340 - Joint Command, Control, Communications, Computers and Intelligence/Cyber Staff and Operations Course (JC4ICSOC) (3 credits)**

The Joint C4I/Cyber Staff and Operations Course’s mission is to educate students in communications systems doctrine and concepts in the joint/interagency/multinational environment, DoD’s organization and how it supports the communications systems process, and the management and operation of joint communications systems and operational level procedures associated with both strategic and theater/tactical level systems. JC4ICSOC’s core competencies include Command and Control, Communications and Computer Systems, Network Operations, Intelligence, Information Operations, Cyberspace Operations, Space Operations Support, Interoperability, and Joint Communications Systems Planning.

**JC2IOS 6330 - Joint Information Operations Orientation Course (JIOOC) (0 credits)**

The Joint Information Operations Orientation Course (JIOOC) is a distance learning course taught at the UNCLASSIFIED level, and invitations are extended to Australia, Canada, Great Britain and New Zealand. This course is a prerequisite for all personnel attending the Joint Information Operations Planner's Course (JIOPC). The objective of the JIOOC is to educate and train US and allied partner junior to mid-grade officers and US Department of Defense Civilian equivalents, with a common baseline of IO knowledge. This course will provide the foundation upon which to develop practical IO skills and the ability to integrate and synchronize Information related Capabilities (IRCs) within an IO cell in support of an operational-level Joint Planning Group. The course is particularly relevant to those serving in support of IO cells or other staff positions within a Combined Joint Force requiring a basic knowledge of Joint IO. The course consists of an introduction to Joint Planning, Joint IO doctrine and policy, Intelligence Support to IO, Information Related Capabilities (IRCs), Joint Targeting, and associated topics.
JC2IOS 6350 - Joint Information Operations Planner’s Course (JIOPC) (3 credits)

The Joint Information Operations Planners’ Course (JIOPC) is a four (4) week in residence course designed to educate and train US and allied partner mid-grade officers and US Department of Defense Civilian equivalents, to plan, integrate, and synchronize Information Related Capabilities (IRC) into joint operational-level plans and orders. The course is taught at the TS/SCI level. It provides students with a comprehensive understanding of the Information Environment, IRCs, and IRC synchronization and integration into an operational level planning effort within the framework of the Joint Planning Process (JPP). The course accomplishes this through six modules delivered via in-residence class presentations, guest lectures, case studies, and practical exercises in a joint seminar environment. The Joint Information Operations Orientation Course (JIOOC) is a prerequisite for this course.

JC2IOS 6360 - Joint Military Deception Training Course (JMTC) (0 credits)

(U/FOUO) The Joint MILDEC Training Course (JMTC) is a two (2) week course designed to educate and train military students between the grades of E-6 to E-9 and O-3 through O-6, Department of Defense (DoD) civilian equivalents, and designated contractors assigned to plan, execute or support Joint MILDEC. Course graduates will demonstrate basic-level proficiency in planning, conducting and assessing Joint MILDEC and Deception in Support of Operations Security (DISO), across the range of military operations, in accordance with applicable doctrine, policy and authorities.

JC2IOS 6380 - Defense Operations Security Planning Course (DOPC) (0 credits)

The Defense Operations Security Planners Course is a one-week course designed to educate and train select military students between the grade of E-6 to E-9 and O-3 through O-6, Department of Defense (DoD) civilian equivalents, and designated contractors assigned as Operations Security (OPSEC) planners, JS/Joint Planning Group (JPG) planners, and OPSEC Program Managers. Course graduates will be able to effectively plan, integrate, conduct, and assess Joint OPSEC at the joint/operational level, across the range of military operations, in accordance with applicable doctrine, policy and authorities, as well as to enhance corporate knowledge of vulnerabilities associated with operations and plans for the joint warfighter.

National War College Courses

NWC 6000 – Introduction to Strategic Logic (5 credits)

The goal of this course is to provide the students at the National War College with an introduction to strategic leadership. This means not just understanding aspects of leadership and elements of strategy respectively, but also how to build, assess, and implement strategy as a leader. The Course is laid out in four sections. First, we will work to acquaint ourselves with the concepts of leadership and strategy and look at the numerous cognitive biases that hinder strategic thought. Second, we will explore methods for properly assessing our operating environment as well as that of our friends and enemies. Third, we will look at the concept of power, the sources of national power, the instruments through which power is manifested, the ways in which we wield power, as well as the institutions which are responsible for exercising the instruments (don’t worry, it sounds complicated, but it will make sense shortly). Finally,
we will work on the implementation of strategy, to include assessing the viability of strategy and controlling for the costs and risks of strategy.

**NWC 6002 - The American Civil War through the Lens of Strategic Logic (2 credits)**

This elective is designed for students to examine one of the most formative periods in U.S. history through the lens of strategic logic. To be certain, the military instrument of power was key to Union victory. The course—primarily through student in-class presentations—will examine this aspect of the war closely. However, to appreciate the Civil War’s lessons from a strategic perspective, this course digs deeper. Using the *NWC Primer* as the foundation, the readings and seminar discussions will analyze the utility of the economic, informational, and diplomatic instruments of power, as employed by both the North and South. Analysis of the evolving strategic context—domestic and international—will be central to the elective as well. The final portion of this course will examine Reconstruction, the failure of which continues to impact American society in profound ways. In addition to their presentations, students will deliver a strategic framework based on the situation Lincoln confronted in the summer of 1862. The American Civil War through the Lens of Strategic Logic is designed for students with very limited to highly extensive knowledge of the conflict.

**NWC 6004 - A History of the Vietnam War (2 credits)**

This course looks briefly at Vietnam’s cultural heritage, the legacy of Chinese occupation, and the French Indochina War, then examines in depth the American experience in Vietnam. The study encompasses the diplomatic, political, cultural, informational, and military aspects of the war. The objective of the course is to gain insights about the nature, character, and conduct of the war, as well as, to develop an understanding of how national goals are formed and strategies are designed to achieve them. Students will gain an appreciation for: the difficulty of trying to achieve political ends such as security and stability; how domestic political concerns can influence a nation’s foreign policy; and how personalities can affect the design and implementation of strategy. The course will further explore how the Vietnam experience has affected current U.S. strategic endeavors, to include recent efforts in Syria, Iraq, and Afghanistan. An oral presentation on a particular aspect of the war, and why that aspect is worthy of examination, is required.

**NWC 6005 - Cyber Operations and National Security Strategy (2 credits) [TS Clearance]**

This course examines cyber conflict from the perspective of a geopolitical struggle between nations. It uses a combination of theory, history, and current events to explore how states are using their cyber capabilities as tools of national policy. The seminar begins with an overview of the nature of cyber conflict aimed at students with a background in international relations and military studies but without a grounding in cyber conflict. It then moves on to explore the specific offensive strategies various actors are currently using. The course is taught at the Top Secret level and features a combination of open-source readings and classified presentations from visiting operators and policymakers from the National Security Agency, U.S. Cyber Command, and other institutions. This course counts toward the two-course requirement for the Cyber Area of Concentration.

**NWC 6008 - Strategies of the Great War (2 credits)**

It was known as “The Great War,” “the war to end all wars,” “the war to make the world safe for democracy.” In retrospect, the First World War is remembered as one of the greatest upheavals in
history, the effects of which continue to be felt long after the peace treaties were signed. In the first decade of the 20th century some, such as writer Norman Angell, believed that a great war between the European powers was no longer possible because of increasing economic and communications ties between states; others believed that new industrialized military weapons simply made such a conflict unthinkable. 1914 saw the zenith of European imperial security strategy. Four years later a vacuum existed that directly shaped our world today. This course goes beyond the operations, tactics, and diplomacy of 1914-1918 to examine the larger strategies and what happens when you fail to understand both the kind of war into which you embark, and the political, economic, and social order that follows.

**NWC 6009 - Nuclear Weapons and National Security in the 21st Century (2 credits) [TS Clearance]**

Nuclear weapons have the power to change forever the world as we know it. Therefore, anyone wishing to become a national security strategist needs more than just a passing familiarity with nuclear weapons and the many issues surrounding them. While some hoped that nuclear weapons would become irrelevant in the post-Cold War world, the return of great power competition with attendant nuclear saber rattling by Russia and China has highlighted the continuing importance of nuclear weapons. This course will address a range of issues related to nuclear weapons and national security in the 21st century. The first block will cover basic information about nuclear weapons, the evolution of nuclear strategy, and the concept of nuclear deterrence and how it is changing. The second block will address the forces and policies of states with nuclear weapons, different approaches to slowing proliferation, arms control, and prospects for further reductions in and elimination of nuclear weapons. The final block will deal with strategic defenses, nuclear command and control (via a visit to the Pentagon’s National Military Command Center), and issues related to US nuclear policy and force structure. Each student will be expected to make a 10-minute, in-class presentation on the nuclear program of one of the nine countries possessing nuclear weapons. Each student will also be required to write a 3-4 page Op-Ed piece on a topic of his or her choosing related to nuclear weapons. Required reading averages 60 pages per week. *This course requires Top Secret clearance.*

**NWC 6011 - Intelligence Challenges, Structures, and Strategies (2 credits)**

This *classified* course is intended for those without extensive backgrounds in intelligence. It will start by looking at and beyond the US Intelligence Community’s (IC) public surface to identify the foundational elements and undercurrents, such as the role of US intelligence at the national level, and the IC’s different components, capabilities, and current challenges. It will then examine some of the IC’s non-traditional challenges and roles, such as support to homeland security, law enforcement, domestic crises and disasters, public health, counter-threat finance, diplomacy efforts, arms control, and CT/COIN/IW. It will finish by focusing on broader structural, legal, and ethical constraints, in addition to ways to think about intelligence as a core key element of any long-term strategic approach to national security. The course will include one or more site visits to local IC organizations and meetings with IC expert guest speakers. Students will read sections of Mark Lowenthal’s book, *Intelligence: From Secrets to Policy* (7th edition) and other selected articles, participate in classroom discussions, write a three-page memo, and give an oral presentation. *This course is open to US students with a SECRET clearance. Students are responsible for verifying/passing clearances with/to NDU Security.*

**NWC 6013 - Negotiations for Strategists: Theory, Practice, and Assessment (2 credits)**
This course combines the basics of negotiation theory and the examination of select case studies with a series of “hands-on” negotiation exercises. The objective of this course is to develop and refine individual negotiation skills by: (1) applying key negotiation preparation and implementation concepts to a wide range of negotiation challenges and (2) assessing and refining individual approaches to conflict management and negotiation performance through rigorous peer review and self-critique. Students will complete the Thomas-Kilmann Conflict Mode Instrument (TKI) to assess individual tendencies in dealing with conflict. TKI is a well-established assessment tool with thirty years of proven use in measuring conflict-handling behavior. This instrument will provide students with a profile that will be used to set individual goals for developing or refining specific negotiating skills. Texts include: Roger Fisher and William Ury, *Getting to Yes*; Michael Watkins and Susan Rosegrant, *Breakthrough International Negotiation*; Dennis Ross, *Statecraft*; Kenneth Thomas, *Introduction to Conflict Management*; and R. Nicholas Burns and Robert Mnookin, *Kissinger the Negotiator*. Requirements include class discussion, participation in seven negotiation exercises, participation in self-assessment and peer review, and two written negotiation worksheets (4-7 pages each).

**NWC 6014 - Congress and National Security (2 credits)**

This course seeks to explain how Capitol Hill works. We will examine the unique culture and procedures of the legislative branch in the broad political context of elections and the demands of local representation, partisan competition, the complex congressional committee system, and concerns for the national interest. This is a hands-on course. The class will travel to Capitol Hill. We also will interact in seminars with congressional staff, the press, lobbyists and executive branch officials. Finally, students will be asked to develop a legislative plan for a particular national security issue. These plans will identify a legislative goal and discuss how to reach that goal in light of congressional procedures, committee jurisdictions, budgetary constraints, electoral and interest group pressures, press coverage, competing presidential priorities and ongoing international events. The course deliverables include a legislative strategy, where students will pair-up in teams of two, then provide a brief written memo and class presentation. *Course will include offsite meetings at Capitol Hill.*

**NWC 6017 - Memoirs in American Foreign Policy (2 credits)**

"What were they really thinking? For this course, students will read and discuss the memoirs of presidents, national security advisors, secretaries of state, and other high foreign policy officials from the Nixon, Carter, Reagan, Bush 41 and Clinton Administrations. Unlike the third-person analytical pieces usually read in other courses, these classic, primary sources teach both process and substance from the authentic viewpoint of those who have “been there.” First-person accounts bring to life their stories, allowing students to examine the relationships, perspectives, actions, and policy decisions of strategic leaders and policymakers over five administrations in peace and war. Class time is used exclusively for structured discussion. Paper requirements are waived in favor of a presentation and a reading load double the usual elective. Students will be asked to present one of the case studies in more depth. This course is particularly useful to supplement core courses in national security strategy and the interagency process. Note: time plays a role in adding objectivity by placing events in perspective, allowing related documents to become available, and giving historians, journalists, and participants the opportunity to research and write on the issues. For this reason, we do not study memoirs related to events from the past two decades.

**NWC 6022 - Development & National Security (2 credits)**
This course examines the role of development assistance as an instrument of national power, serving national security and foreign policy objectives. While development is traditionally conceptualized as part of the Economic Instrument of Power, the course will additionally explore the diplomatic and information aspects of development as a foreign policy tool. This course provides a useful amplification of core course consideration of the instruments of power. The course will be taught from a practical, rather than theoretical, perspective, with the needs of the national security strategist in mind. Emphasis will be on interactive discussion. By the end of the course, students will understand what development is, who the major actors in the development space are, how development differs from other types of assistance such as humanitarian, how it is designed and implemented, and how its effectiveness can be measured. Students will also be able to assess the factors in the operating environment that make a development intervention more, or less, likely to succeed. Most importantly, students will understand how the strategist can deploy development interventions to advance larger foreign policy and security objectives.

**NWC 6023 - Joint Warfighting for the 21st Century Strategist (2 credits)**

High level exploration of United States Joint Warfighting history, contemporary strategic guidance, multi-level war plan development, and exposure to select historical case studies. Analyze emerging concepts and multi-domain 21st century conflicts facing the joint warfighter. Students will also engage in dynamic discussions and wargaming to probe current war planning and strategies towards US allies and adversaries. This elective falls under the war studies concentration at the National War College. By the end of the course, students will know the capabilities and limitations of the Joint Force to support the Nation’s interests.

**NWC 6025 - Theodore Roosevelt as a Strategic Leader (2 credits)**

President Theodore Roosevelt was a uniquely talented leader at many levels of government, in diplomacy, and in combat. He served, at various times in his life, as a State Assemblyman, Historian, NY City Police Commissioner, Rancher, Civil Service Commissioner, Assistant Secretary of the Navy, Deputy Commander of the 1st United States Volunteer Cavalry (The “Rough Riders”), Governor of New York, Vice President, and President of the United States. This course will examine the life of this remarkable individual in the context of Strategic Leadership, a term that can be defined as “the process of aligning people, systems, and resources to achieve a vision for the enterprise while enabling an adaptive and innovative culture necessary to gain an advantage in a competitive environment.” The course will use a variety of sources on President Roosevelt and on the subject of leadership in a critical analysis of TR’s strengths and weaknesses, and how this life and its lessons can inform our own development as leaders.

**NWC 6029 - Strategies of World War II (2 credits)**

This course will examine the ideologies, the weapons, the leaders and the strategies of the Second World War. Beginning with an examination of the uneasy period following the end of World War One, we will examine the rise of the international militant ideologies that were a major source of conflict and the strategies that attempted to deal with the theoretical impact of new technologies. We will then examine the reality of global war vice the theory, and how each major technology in the air, sea, and land realms adapted to be major elements in strategy. Finally, we will examine the demands of Coalition
Warfare in all of the major campaigns of the conflict, analyzing the various reasons for success or failure.

**NWC 6032 - Soldier and the State (2 credits)**

The Soldier and the State elective is a study in civil-military relations. The class examines the history, tradition, and culture that have driven civil-military relations and its role in modern society. Militaries are often seen as a necessary evil. Necessary to ensure state survival, but evil as they can be a threat to other government institutions. Around the world, governments and anti-government forces have coopted the military to retain or gain power. Very few militaries have successfully navigated the pressure from state leadership. In the United States, the military has been both villainized and worshiped and is often a target for politicization. These friction points between a professional and powerful military, that is still subordinate to civilian leadership will be explored through case studies. The case studies will focus on modern events, and students will dissect the decisions made by both civilian and military leadership with an eye on how these decisions may affect the future. Lastly, students will gain an understanding of how to navigate this rapidly changing environment and help maintain the balance between a powerful, but beneficial military.

**NWC 6035 - The Politics of Pandemics (2 credits)**

This course provides national security strategists and policymakers with a foundation for participating constructively in government responses to the current and future pandemics. In the first block, the course begins with an overview of the basic biology and epidemiology of disease followed by an introduction to the strategies and methods used in public health. The second block then presents case studies of diseases—plague, small pox, cholera, malaria, HIV/AIDS, Ebola, Zika, influenza (SARS, H1N1, COVID-19, etc.)—to develop analytic skills for understanding the full range of technical, political, economic, social, and ethical issues that policy strategists must consider when responding to pandemics. The third block then presents behavioral science, economic, security, and organizational/agency perspectives as a basis for classroom discussion of the concepts and tools available for strategy design and implementation.

The course takes a broad view of health and disease, comparing the interplay of politics and medical culture in different countries and the global context. It considers a wide variety of interrelated health challenges and policies associated with, for example, sanitation, maternal health, nutrition, working conditions, ecology, poverty, climate, agricultural practices, pollution, misinformation, religious practices, and conflict. By the end of the course, students will be expected to define best practices and develop frameworks for harmonizing political and technical strategies in response to pandemics. Class grades will be based on seminar contributions and two deliverables. The first deliverable will be a 3-page memo assessing a past case of disease response to inform COVID-19 strategy for senior policymakers. The second deliverable will be an in-class briefing—presented in the final session—that applies insights from the course to assesses an agency’s or organization’s performance thus far in responding to COVID-19.

**NWC 6036 - Energy and the Environment for Strategists (2 credits)**

This course will provide students with an introduction to the basics of oil, gas, electricity, coal, and non-fossil fuel (e.g. nuclear, renewables) energy as well as the international politics associated with each
sector. We will focus on the challenge to think strategically about issues that evolve energy security, the roles of states versus markets in energy, pipeline politics, international nuclear power concerns, trans-boundary environmental negotiations, global climate change, and possible future scenarios and technologies. The course includes technology and country case studies.

NWC 6039 - The Threat of the Century? Global Climate Change and its Implications for National Security (2 credits)

The world’s climate is changing rapidly, with current projections indicating the planet will be at least 3.5°F warmer by 2050 as compared to the pre-Industrial period. This course examines potential risks to U.S. and allied interests that may result from rising seas, resource conflicts, mass migration, and other possible effects of global climate change. Students will compare the cost/benefit analysis of all the potential courses of action to address climate change (nuclear power; carbon sequestration; conversion to renewable energy sources; geoengineering; do nothing and hope for a ‘savior technology’ to emerge, etc.). Students will debate the role that the U.S. national security establishment should play in preparing for the potential political, economic, and military threats associated with climate change, and decide if there are unique challenges that climate change poses for the Department of Defense and the national security departments and agencies. The course will also consider strategic opportunities climate change may present, for the Western alliance as well as its adversaries, including with regard to energy production and new trade routes in the Arctic. Finally, the course will challenge students to develop a strategy that will be politically acceptable domestically, while achieving the global cooperation necessary (especially with India and China) to achieve the required reductions in carbon dioxide and methane emissions to make progress in slowing, and eventually stopping, temperature increases.

NWC 6048 - American Foundations and Frictions (2 credits)

This course is designed for students to examine the founding principles, debates, decisions, and compromises that have defined our nation’s 200+ year history. We will discuss the philosophies that guided the founding of the nation and the friction points that have been part of our history and are still part of the discussion today. The course will help students understand how we got to where we are now and the enduring legacy of our founding principles as well as challenges. Many of our present arguments began during our founding, including disagreements on states’ rights, executive power, civil rights, use of force, freedom of speech, and citizenship. Although many of these issues were thought to have been settled through compromise or the courts, their longevity and importance continually make them topics of national interest. The inability of addressing some of these problems have had long lasting consequences, but that doesn’t mean there has not been continued progress. At the end of the course, students will understand how our foundations continue to effect decision makers today.

NWC 6049 - Southeast Asian Security (2 credits)

The ten countries of Southeast Asia, with a combined population of over 650 million and enormous diversity, have a host of security challenges. Several Southeast Asian states have longstanding territorial disputes with their neighbors and irredentist claims over colonial-drawn borders. The region includes a host of secessionist insurgencies, including ongoing ones in Indonesia, Myanmar, the Philippines and Thailand. While Southeast Asia has not been at the core of Salafist terrorism since 9/11, both Al Qaeda and Islamic State affiliates in the region remain a persistent threat. Mid-2017 saw IS militants siege the Philippine city of Marawi, while members of the Abu Sayyaf continue to engage in terrorism and
kidnapping for ransom. Perhaps the most immediate threat to regional security is the territorial dispute over the South China Sea, where China has constructed six man made islands and militarized them. The US has carried out regular freedom of navigation operations to challenge China's excessive maritime claims, but those have been insufficient. China has effectively divided and neutralized ASEAN. And there remain a host of human security issues including pandemics, political violence, the politicization of security forces, attacks on ethnic minorities, including wholesale ethnic cleansing, and threats posed by transnational criminal syndicates. Arguably the greatest security threat to the region comes from climate change which is already causing changes in immigration patterns and impacting food security. Southeast Asian states are keen to avoid being forced to choose between the United States and China, as competition between the two intensifies. The goal of this course is to give Southeast Asian states agency and focus on their regional security concerns.

**NWC 6056 - USSOCOM in the 21st Century Security Environment** *(2 credits) [Secret Clearance]*

Entering the third decade of the 21st century, United States Special Operations Command (USSOCOM) has its largest force structure and its largest budget since its inception in 1987. After two decades of an almost myopic focus on counter-terrorism, what is the role of Special Operations Forces (SOF) in light of a renewed focus on great power competition? What is the strategic utility of special operations? What ways and means do special operations bring to a practitioner of national security strategy? Given the dynamic nature of the 21st century security environment, SOF – with their ability to operate unilaterally, by with and through international partners, in conjunction with interagency partners, or as part of operations involving larger general purpose forces – are likely to remain a frequently preferred “go-to” option. This course seeks to provide the national security strategist a baseline understanding of SOF structure, capabilities, and limitations along with perspective on key issues shaping the force for the future. Additionally, the course will look at USSOCOM as both a global combatant command and a service-like organization. It will also address the sometimes misunderstood aspects of the resources and authorities that go along with its uniqueness in the Department of Defense. The knowledge gained from this course should provide the national security strategist options to consider when searching for opportunities to achieve objectives across the range of conflicts. *This course requires a SECRET clearance.*

**NWC 6068 - Islam and the West** *(2 credits)*

The primary objective of this course is to introduce students to the complex historic, political, cultural and military interaction between the Middle East and the West, defined as Europe and the United States. A special emphasis will the presence of Islam in the West and particularly the integration problems of Muslim communities in Europe. Turkey's relations with the EU is also covered. Students will gain a better understanding of the changing nature and character of Islam in Western Europe and its future impact on western society and culture. The course complements and reinforces recurring themes in other electives and core courses, particularly those with regional or global focus.

**NWC 6072 - Grand Strategy for the 21st Century** *(2 credits)*

Grand strategy remains a highly debated concept among academics and practitioners alike. While some consider it the pinnacle of statecraft, others view it far less favorably, even questioning its very existence. Another group would further argue that, while grand strategy is a valuable concept, today's security environment precludes any meaningful effort to develop and implement a grand strategy for...
the United States. This course commences on the premise that grand strategy is a useful framework both for orchestrating foreign, defense, and even economic policy and for understanding our competitor’s strategic frameworks as well. It proceeds in two parts. The first half of the course examines the definition of grand strategy—what it is and what it is not—and explores fundamental principles for its formulation. It does so by presenting theoretical concepts, illuminated, and reinforced by historical examples. The second half of the course applies these fundamentals to the consideration of grand strategies in the era of great power competition. In so doing it not only explores U.S. options for a future grand strategy, but lends consideration to Chinese and Russian strategies as well. The world of the future will be wrought, in large part, by the interaction of great powers as they pursue national objectives in an uncertain and ever-changing global environment. This course will help prepare strategists and strategic leaders for the intellectual and practical challenges to come.

**NWC 6075 - Competitive Communication Strategies: Orchestrating Information Instruments (2 credits)**

International relations depend upon communication. Whatever it is called – rhetoric, propaganda, public diplomacy, or strategic communication – actors use actions, language, and images as instruments of political power to inform and influence audiences in support of national security and foreign policy objectives. Designed for all national security practitioners, this course focuses on enhancing students’ understanding of information/public diplomacy instruments and students’ ability to employ them effectively, as part of a comprehensive competitive, strategic communications strategy. We examine basic communication concepts, critical issues within today’s competitive information environment, and contemporary instruments and practices employed across multiple USG departments and agencies and the private sector. The course also incorporates a comparative perspective by examining how other state and non-state actors use information / public diplomacy instruments to compete in the 21st century. By the end of the course, students will be able to: develop a focused and realistic competitive communication strategy to advance a national security policy/issue; analyze audiences, including formal and informal information sources that influence public opinion; consider ways to measure impact; and evaluate the role of information instruments / public diplomacy in advancing national security and foreign policy objectives.

**NWC 6076 - George Washington: Strategy, Intelligence, and Revolution (2 credits)**

This course is designed to explore the complex environment, instruments of power, and strategic intelligence of the revolutionary era and the evolution of the decision-making process of General George Washington. In collaboration with the scholars of The Fred W. Smith National Library for the Study of George Washington at Mount Vernon, students will gain in-depth perspective on the visionary leadership of George Washington. It will reacquaint students of national security strategy with this quintessential, inspirational, and ethical leader. It will also enhance participating students’ professional and personal development utilizing leadership theory, historical examples, and contemporary applications to explore and examine the leadership narrative of the life and legacy of General George Washington. The purposes of this course are to introduce students to the forces that influenced the strategic decisions of Washington and to better comprehend those drivers and conditions that Washington sought to understand through the collection of strategic intelligence. Knowing what influenced Washington’s decision-making will improve students’ understanding of the complexities of revolutionary movements and the depth of challenges faced by nascent political movements facing a
well-established power. Course will include one or two offsite meetings at the Mt Vernon GW Library and two optional staff rides to Valley Forge and Yorktown.

NWC 6077 - Geoeconomics and Emerging Disruptive Technologies (2 credits)

The emerging geoeconomic competition between the United States and China over disruptive technology is widely acknowledged to be one of the most important and least understood aspects of great power competition. This course is a deep dive into the geoeconomic competition between the United States and China over 5G, artificial intelligence, quantum, and other technologies. Its goal is to help you understand how technology-based geoeconomic and geoinformational competition works and how China and the United States are using technological innovation as tool of national power. After taking this course, you will have a nuanced understanding of the nature of this rivalry, what is at stake, and what needs to be done about it.

NWC 6078 - Dwight D. Eisenhower as a Strategic Leader (2 credits)

President Dwight D. Eisenhower led the United States during two of the most challenging periods in its history – World War II and the Cold War. As supreme commander of the allied invasion of Europe, he successfully led the campaign that brought an end to the Nazi regime. Upon return to the United States, he served as the Army Chief of Staff and briefly served as President of Columbia University before taking over as Supreme Commander Allied Forces Europe. Eisenhower was the last president born in the nineteenth century and served two terms which saw successes and failures at home and abroad – all while facing an historically unprecedented Cold War with the U.S.S.R. This course will examine the life of this remarkable individual in the context of Strategic Leadership, a term that can be defined as “the process of aligning people, systems, and resources to achieve a vision for the enterprise while enabling an adaptive and innovative culture necessary to gain an advantage in a competitive environment.” The course will use a variety of sources on President Eisenhower and on the subject of leadership in a critical analysis of Ike’s strengths and weaknesses, and how this life and its lessons can inform our own development as leaders.

NWC 6079 - Blood and Iron - The Historical Foundations of Great Power Competition in Europe (2 credits)

Course seeks to answer the question, “Why does the West fight like it does?” by tracing the history of Great Power Competition in Europe from the time of Napoleon to the foundation of the modern Liberal International Order after World War II. Themes such as the changing character of war, the impact of disruptive technology, the management of rising powers, and war resolution will be analyzed for their application to modern strategic problems. The course uses a cross-disciplinary approach to critique the use of all the instruments of power in select real-life, historical examples. Students will be required to write a 1,000 to 1,200 word paper which analyzes an event or concept from the course and apply it to a contemporary national security issue. Course satisfies requirements for NDU War Studies Concentration.

NWC 6081 - Forecasting, Foresight, and Strategic Decision Making (2 credits)

Will China deploy surface-to-air missiles on contested South China Sea islands before December, 31, 2022? Will North Korea test another thermonuclear warhead before 2023? All of our judgments and any decisions stemming from these questions involve forecasts, even if the forecasts are made
implicitly. As you have learned during your careers, the national security field is replete with forecasts. Along very different time horizons, how would you make decisions about the national security implications of nano-technology in a world where state monopoly on the exercise of violence breaks down by 2050? To address questions about the disruptive effects of technologies and other far future events, decision makers use a different approach: The practice of foresight. As you will learn in this course, foresight is very different than forecasting, yet many analysts and decision makers fail to understand the distinctions. This course aims to introduce you to forecasting and foresight in national security and international relations. We will start by discussing issues regarding forecasting geopolitical events such as interstate and intrastate conflict, international crises, political violence, protests, terror attacks, political instability, leadership changes, international negotiations, etc. Later, we will turn to the practice of foresight and consider its practice in several areas, including geopolitics, demographics, and technology. You will participate in a practical, hands-on exercise by participating in a forecasting tournament administered on-line; the tournament will run for the duration of the elective. The forecasting approach used in the tournament is the same approach described in the book *Superforecasting*; it’s a method that produces predictive accuracy that far exceeded analytic judgments of experienced intelligence analysts. Of note, you will be evaluated based on your participation, not performance, and you will receive expert feedback at the end of the course on your skills as a forecaster. By course end you will have received a reasonable introduction to the forecasting and foresight literatures, and you will be prepared to read and think more broadly on the various topics pertaining to forecasting and foresight and how they apply to national security and foreign policy decision making.

**NWC 6085 - Geopolitical Competition in the Arctic (2 credits)**

This course focuses on geopolitical maneuvering in the Arctic by the U.S., Russia and China, and by smaller Arctic powers trying to navigate between those great powers. The course assesses the security environment within three Arctic sub-regions: the North American, Russian, and North Atlantic Arctic. The course will review the strategies and capabilities of great powers operating in each sub-region. We will also assess the transnational issues affecting the region, international institutions that operate within the region, and recent events in the Arctic that have shaped regional relations. Students will develop policy recommendations based on those assessments. Student deliverables include seminar participation, a short (2 page) written assessment of a country or issue affecting the region, and a longer (8 page) paper that develops a strategy for the overall region or Arctic sub-region, either from the U.S. or allied perspective.

**NWC 6090 - Masters of the Art of War (2 credits)**

This course will examine the works of influential western strategists and theorists that formed the foundation of modern thought of strategy and war. Beginning with an examination of Machiavelli’s writings, the course will study western theorists’ understanding of war and its role in shaping nations’ strategies from the Italian Renaissance to the post nuclear world. The course will examine how the strategic international and domestic context in which the theorists wrote influenced their understanding of war and strategy. Furthermore, it will investigate how states incorporated the writers’ theories into their strategies and policies and how the influence of the various theorists changed over time. A specific element of this study will assess if revolutions in military affairs and technology in the realms of air, sea, land, cyber and space changed the relevancy of these theories. Finally, students will assess the various
theories against the character of modern war to determine their continued relevance to contemporary strategy.

**NWC 6093 - The End of the Roman Republic (2 credits)**

For nearly four hundred years, the Roman Republic developed and evolved, growing from a small collection of villages to the dominant power in the Western Mediterranean. However, beginning in the last decades of the 2nd Century BCE, the Republic was wracked by a series of crises and conflicts that ultimately destroyed the Republic and resulted in imperial rule. This course examines the causes and consequences of Rome’s domestic crises, juxtaposing those internal conflicts with the continued growth of Roman power internationally. Topics covered will include the Tribunates of the Gracchus Brothers, the rise of Gaius Marius and his military reforms, the causes and conduct of the Social War, Sulla and his constitutional reforms, the slave revolt led by Spartacus, the career of Pompey the Great, and finally, the life and achievements of Julius Caesar. The course will also examine many of the other great personalities of the time – Crassus, the richest man in Rome; Cicero, the famous statesman and author; Cato the Younger; Cleopatra; and many, many others.

**NWC 6094 - Alliances (2 credits)**

With friends like these, who needs enemies? As the US enters a new phase strategic competition, the role of American allies and partners in remains up for debate. Under the Biden administration’s Interim National Strategic Guidance, reinvigorating and modernizing American alliances and partnerships are a “tremendous source of strength and a unique American advantage” and “America’s greatest asset”. Yet, alliance management is always a test of patience, resources, and reputation. Accordingly, this course is focused on weighing the merits of US alliances and partnerships according to national interests they serve, the costs of maintaining them, and the strategic risks and opportunities these relationships present. Through coursework, largely based on case studies, and assessments, students will engage with academic theories of alliances in statecraft and apply them to contemporary American alliances and partnerships. Through a balance of theoretical inquiry, historical context, and policy analysis, students will be prepared to contemplate alliances and partnerships in the 21st century.

**NWC 6095 - Play Ball! Sports and National Security (2 credits)**

Sports and politics is a story of some success, a bit of failure, but mostly missed opportunity. This is not a course on sports history or athletic achievement but an academic study using sports as a vehicle to answer the fundamental question: What “position” can sports “play” on the “field” of U.S. National Security? To answer this question, this course combines a contextual analysis viewed through the unique lens of sports and the application of sports as an instrument of national power to design a new Game Plan for U.S. National Security. Further strategy analysis will determine how sports can address either a threat or opportunity to achieve national interest victory. For the final project, students will identify a security issue of interest, determine how sports can be either act as a singular solution or part of a broader strategy, and then present their findings in both oral and written form.

**NWC 6096 - Great Power Competition and Nordic-Baltic Security (2 credits)**

This course analyzes security issues in the Nordic-Baltic region through the lens of great power competition. Along with Europe as a whole, the region has become more prominent in U.S. national security thinking and strategy since Russia’s invasion and annexation of Crimea in 2014. Since then
NATO has also re-focused on the Russian challenge, which also strongly affects the national security of the Nordic-Baltic countries. These trends have further accelerated as Russia escalated the conflict in Ukraine in 2022. In addition to the region’s proximity to Russia, all the Nordic countries are considered Arctic states, which makes them relevant to the growing tensions between the U.S., Russia, and China in the Arctic. Furthermore, China wields considerable economic influence in the Nordic-Baltic region. China’s attempts to assert its great power status are also reflected in its policies toward the Nordic-Baltic countries, which increasingly view China with suspicion. The course examines American, Russian, and Chinese security interests in, and strategies toward, the region, as well as the security interests and strategies of the countries in the region – Iceland, Norway, Denmark, Sweden, Finland, Estonia, Latvia, and Lithuania. We will also examine the role of institutions – primarily NATO and the EU – in the Nordic-Baltic region.

NWC 6220 – Statecraft and the Evolving Character of War (4 credits)

This course provides students with some of the theoretical foundations of the use of force, the military instrument, the enduring nature of war, and the changing character of war. The course will focus on four countries and issues prioritized in the National Defense Strategy, China, Russia, Iran, and violent extremist organizations. Each of the four blocks will be seven classes and will provide students with two case studies of the application of force in history, and three cases of how the character of war is evolving with each adversary. Block One - Russia will build on Clausewitz and cover nuclear deterrence and the evolution of nuclear weapons technology, NATO, Russian strategic culture, developments in asymmetric warfare (mercenaries, frozen conflicts tactical nukes and hypersonics), and active measures/cyber warfare. Block Two - China will build on Sun Tzu and modern tacticians (Mao, Vo) and begin with a study of Chinese strategic culture and application of force, before delving into the Three Warfares, Chinese operations in the South China Sea, and concluding with space, AI and quantum computing. Block Three - Iran, will build on Thucydides, and then delve into the Iran-Iraq war, the Iranian use of proxies/state sponsorship of terrorism, Iran’s nuclear program and the JCPOA, a case study of Israel’s attempt to counter Iran in the grey zone, and finally Iran's use of robotics and drones. Block Four - violent extremist organizations, will build on a range of theoretical writings on revolutionary warfare. It will cover Colombia's success in combating the FARC in Plan Colombia, and then look at Honduras as a case study of state capture by transnational criminal enterprises. We will analyze the evolution of Islamist terrorism, from Al Qaeda to the Islamic State, and discuss the future of counterinsurgency, before concluding with a study of the growing nexus between transnational and domestic terrorism.

NWC 6310 – Statecraft in the Modern Era (5 credits)

This course is about the instruments of power with guiding central question of: how do strategists orchestrate instruments of power to strategic/operational effect? In earlier courses, we have highlighted DIME as an analytical framework for understanding instruments of power. Within this course, we expand these categories to MIDFIELD which stands for: Military, Information, Diplomacy, Finance, Intelligence, Economics, Legal, and Development. The MIDFIELD construct builds upon DIME, conveying the broader array of specific instruments / tools currently available to policymakers and strategists. We examine how strategists have employed such instruments to address strategic challenges, threats and opportunities, impacting national interests, whether in times characterized by cooperation, strategic competition, conflict or war. Our focus is primarily on modern, longitudinal cases that bring us to the contemporary strategic environment and represent the types of challenges and
opportunities that today's students may encounter during their professional careers including managing regional evolving regional security challenges; expanding liberal institutions, norms, and values; and engaging in Great Power Competition. Additionally, this course asks students to contemplate how America’s use of specific instruments of power over time, and others’ subsequent assessments, have contributed to the character of today’s Great Power Competition.

**NWC 6400 – The U.S. Domestic Context and Implementation of Strategy (4 credits)**

This course explores the internal decision-making that determines national security strategy and policy as well as the authorities, budgetary requirements, and processes needed to implement national strategies. The overall aim of this course is to analyze the interplay of domestic U.S. actors, structures, rules, and norms that affect U.S. national security formation and implementation. The course explores the formal separation of powers system of government and the accrued powers of government entities within that system, the wide variety of informational inputs that affect government decisions, and how all this comes together in national security decisions and behavior. By the end of the course, students should have a well-developed understanding of current national security processes and authorities and be able to anticipate domestic implementation challenges associated with national strategies.

**NWC 6500 – The Global Context (4 credits)**

This course provides students with a set of analytical tools for examining the key trends, dynamics, and continuities that define the relevant international context for a national security strategist. It emphasizes the assumptions and worldviews held by various actors of world politics, including those nations considered as challenges to U.S. national interests. The course consists of 27 topics organized into four blocks. Block I “World Order in 2021: Mapping the U.S. Global Context” is comprised of a series of topics assessing the fundamentals of Liberal International Order (LIO), a framework of assumptions and visions of the world that guided U.S. foreign policy and strategy since the end of WWII, and assumptions of Great Power Competition. Block II “Global Strategic Context as Viewed from Beijing, Moscow, Tehran, and Pyongyang” will focus on the worldviews, perceptions of the strategic environment, and strategies of states and non-state actors that are defined as challenges to the U.S. national interests in the 2017 NSS (China, Russia, Iran, and North Korea). Block III “Mapping Strategic Challenges and Opportunities Below the Threshold of “Great Power Competition”: Regional Quagmires, Middle Powers, and Failed States” will address a range of regional issues - power competition in the Middle East, Asia Pacific, and Latin America, challenges to law enforcement in Central America, and others. Block IV “Transnational Developments That Will Affect the Future Global Security Landscape,” in turn, will look into the future to assess the implications of a number of trends or drivers that are likely to transform the global landscape as we know it (technology, natural resources, demographics, global health, and climate change). Together, these four blocks address the historical precursors to our contemporary thinking about the global context, contemporary challenges, and future trends, in conjunction with the assessment of how other actors assess threats and opportunities to their own national interests.

**NWC 6600 – National Security Strategy Practicum (6 credits)**

In this course, students assess a specific region of the world (or issue affecting a region), a country/countries in that region (or affected by that issue), and U.S. policy relevant to that region and country, issue or functional area. In addition, this course provides the opportunity to go to "the field" to
do research and discuss pertinent policy issues with political, military, business, media, religious, and academic leaders 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 Paper that analyzes a selected security challenge, develops a national security strategy to deal with that challenge, and presents that strategy in a paper integrating the themes from all the core courses. Core Course 6600 provides each student the opportunity to demonstrate 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 6710 – National Security Strategy Capstone (2 credits)**

This course serves as a capstone exercise for the yearlong NWC curriculum. It provides an opportunity for the students to apply strategic logic, employ frameworks, and utilize skills necessary to succeed in the joint, interagency, intergovernmental, and multinational (JIIM) environment. Students will demonstrate their mastery key learning outcomes through a student-led, scenario-based simulation that requires consideration of existing strategy and development of implementation plans to viably address national security challenges.

**NWC 6901 – Independent Research (2 credits)**

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 Director of Research and Writing. The research should entail a workload equivalent to that of a 12-week elective course. This is a graded course.

**NWC 6902 – Advanced Writing (2 credits)**

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 the 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 Director of Research and Writing. 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 6904 – Scholars Research (2 credits)**

During this course, each student works with his/her NDU liaison to the Research Sponsor to develop fully the idea for a project and provide a substantive written product. To undertake NWC 6904, students must have the support of her/his Faculty Advisor, gain approval from the Director of Research and Writing and the NWC Faculty Research Panel, and be approved by NDU for the NDU Scholars Program. The research should entail a workload equivalent to that of a 12-week elective course. NDU Scholars take this course as their elective in the Fall term. With permission from the Director of Research and Writing, this course may be taken a second time, during the Spring term, to fulfill one of the electives. Taking this course for a second time increases the word count of the final product. This is a pass/fail course.
NWC 6910 - Research Fellow Advanced Studies I (2 credits)

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 (4 credits)

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.

NWC 6912 - Research Fellow Advanced Studies III (6 credits)

During this course, a Research Fellow will complete their written product. This is a graded course.

NWC 6922 - International Fellows: Individual Strategy Research Project (4 credits)

This course is a one-on-one tutorial for NWC international fellows to work on their ISRP. Students meet with their Faculty Advisor on a regular basis and complete assignments. This is a graded course.

National Defense University Courses

NDU 6000 - Strategic Leadership Foundational Course (3 credits)

This course provides students with a common intellectual foundation essential for success in the College of Information and Cyberspace curriculum and longer-term success as senior leaders. The course will provide a foundation to develop the skills for creative and critical thinking; explore the concepts, principles, and skills to help understand the global security environment and address the challenges of strategic leadership; introduce students to the Joint Force and the strategic aspects of Joint Professional Military Education; and provide a foundation in cyberspace fundamentals and information theory and strategic principles.

NDU 6030 - American Studies I - Identity (2 credits) [American Fellows Program]

The American Fellows program invites U.S. students at the National War College, the Eisenhower School, and the College of Information and Cyberspace to participate in the American Studies program alongside International Fellows (IFs) in both the fall and spring semesters. American Studies is a concentration offered in fall and spring directed by the International Student Management Office (ISMO) for each international cohort enrolled at the National War College, the Eisenhower School, and the College of Information and Cyberspace. Aligned with NDU’s core college curricula, the course explores the significance of American identities, society, and institutions as well as the philosophical, historical, and contemporary American principles which contribute to U.S. strategic thinking. Under the direction of the NDU President and Provost, the American Fellows program brings U.S. students from diverse backgrounds into the classroom to enrich the learning environment, infuse American perspectives in discussions on U.S. issues, and foster joint security cooperation with International Fellows. During the weekly class, American Fellows participate in all lectures, discussion seminars, and local visits with the International Fellows. In addition, American Fellows travel with International Fellows on two field
practicums per year to various locations throughout the United States (one practicum per semester) plus additional events and social opportunities, which provide rich exposure to American society, institutions, and way of life. American Fellows must commit to two field practicums and all course-related events and cannot be scheduled for a competing elective during that time. ISMO seeks military and civilian students who possess substantive international or cross-cultural experience, have a strong interest in developing meaningful partnerships with International Fellows from over 60 countries, and can successfully represent the United States and NDU’s joint security cooperation mission.

Application Instructions: Interested students may attend an information session in ISMO on Tuesday, August 2nd during the NDU concentration programs open house. A brief application is required and will be due by August 4th. Top applicants will be invited to attend a follow-on interview. To ensure all applicants are considered for other NDU electives should they not be selected for this highly competitive program, students are encouraged to attend the electives open house on August 10 and submit elective preferences per the prescribed process.

NDU 6031 - American Studies II – Intuitions & Systems (2 credits) [American Fellows Program]

The American Fellows program invites U.S. students at the National War College, the Eisenhower School, and the College of Information and Cyberspace to participate in the American Studies program alongside International Fellows (IFs) in both the fall and spring semesters. American Studies is a concentration offered in fall and spring directed by the International Student Management Office (ismo) for each international cohort enrolled at the National War College, the Eisenhower School, and the College of Information and Cyberspace. Aligned with NDU’s core college curricula, the course explores the significance of American identities, society, and institutions as well as the philosophical, historical, and contemporary American principles which contribute to U.S. strategic thinking. Under the direction of the NDU President and Provost, the American Fellows program brings U.S. students from diverse backgrounds into the classroom to enrich the learning environment, infuse American perspectives in discussions on U.S. issues, and foster joint security cooperation with International Fellows.

During the weekly class, American Fellows participate in all lectures, discussion seminars, and local visits with the International Fellows. In addition, American Fellows travel with International Fellows on two field practicums per year to various locations throughout the United States (one practicum per semester) plus additional events and social opportunities, which provide rich exposure to American society, institutions, and way of life. American Fellows must commit to two field practicums and all course-related events and cannot be scheduled for a competing elective during that time.

ismo seeks military and civilian students who possess substantive international or cross-cultural experience, have a strong interest in developing meaningful partnerships with International Fellows from over 60 countries, and can successfully represent the United States and NDU’s joint security cooperation mission. Second part of NDU 6030.

NDU 6034 - U.S. Civil-Military Relations and Professionalism (2 credits)

This course examines the nature and health of current civil-military relations in the United States against a normative ideal that calls for a strategically effective (operationally competent, politically neutral, socially responsible) military whose leadership provides strategically sound advice to strategically competent civilian authorities who are representative of and answerable to a civically engaged,
strategically aware public, all undergirded by a critical free press, a vibrant civil society, and a properly subordinated military-industrial complex. Emphasizing the interactions between those in uniform and those in positions of civilian authority throughout the national security establishment, broadly defined, the course places due emphasis on the professional and constitutional imperatives that ensure adherence to the rule of law, ethical propriety, sound democratic governance, and strategic effectiveness.

**NDU 6047 - American Studies I – American Identity (2 credits)** [International Fellows at CIC/ES/NWC]

For International Fellows (IFs) enrolled in CIC, ES, or NWC, American Studies supports and supplements the IF Field Studies Program and provides a theoretical foundation for the year in the United States. The course explores the significance of American identities, society, and institutions as well as the philosophical, historical, and contemporary American principles which contribute to U.S. strategic thinking. In the fall course, students learn about diversity in American life through a focus on regional/historical differences, religion, race, and political ideologies and the effect these have on the American identity. Students will also analyze the role of Human Rights in the United States. The class uses a face-to-face format with a plenary lecture followed by discussion seminars led by NDU faculty members. Students draw from classroom discussion, readings, and the required field practicums to various locations around the United States. Select U.S. students are also enrolled in the course as American Fellows. Students who complete the fall and spring courses will earn a concentration certificate at graduation. The concentration satisfies all IF elective requirements.

**NDU 6048 - American Studies II – Institutions & Systems (2 credits)** [International Fellows at CIC/ES/NWC]

For International Fellows (IFs) enrolled in CIC, ES, or NWC, American Studies supports and supplements the IF Field Studies Program and provides a theoretical foundation for the year in the United States. The course explores the significance of American identities, society, and institutions as well as the philosophical, historical, and contemporary American principles which contribute to U.S. strategic thinking. In the spring course, students analyze American institutions, including the free market, health and human services, and the makeup and functioning of the U.S. government and its legislative, executive, and judicial branches. The class uses a face-to-face format with a plenary lecture followed by discussion seminars led by NDU faculty members. Students draw from classroom discussion, readings, and the required field practicums to various locations around the United States. Select U.S. students are also enrolled in the course as American Fellows. IFs who complete the fall and spring courses will earn a concentration certificate at graduation. **Second part of NDU 6047.**

**NDU 6061 - National Security Interagency Leadership - Practicum (2 credits)**

*This is a National Defense University Provost’s Special Program open to all colleges within National Defense University. NSIL-P is a year-long concentration program. Therefore, students who enroll and are accepted into the course will participate in both the Fall and Spring semester courses (NDU 6061 and 6062), to include participation in the Joint Land Air and Sea Strategic Special Program (JLASS-SP) Exercise in the spring semester, for a total of four credit hours.*

The focus of NSIL-P is on developing military and interagency leadership skills. Examples of the interactions executed by the National Security Council (NSC) are used throughout the course as they
develop strategy and plans, and apply resources, and employ decision making during crises that develop. Students and faculty explore anticipated national security threats, the effects of globalization, and great power competition across the dimensions of national power. Contingency warfighting issues, logistical resource concerns during contingency planning and operations in a multi-theater, resource constrained environment will be discussed. NSIL-P is the ONLY course at National Defense University that collaborates and cooperates with other senior level war colleges (Air War College, Army War College, Naval War College, and the Swedish Defence University) through the JLASS-SP exercise.

During the JLASS exercise, NDU students will role play members of the National Security Council (NSC), to include the White House Chief of Staff, National Security Advisor (NSA), and Cabinet Secretaries (SECSTATE, DNI, DOJ, DOE, etc.). JLASS is based on a notional world scenario set a decade in the future. NSC players will, as national level civilian leadership, evaluate, analyze and create national policies to include a National Security Strategy (NSS), defense strategic guidance, national intelligence strategy and numerous presidential policy directives.

Students will develop a keen understanding of the processes and leadership challenges associated with planning and operating in a Joint, Interagency, Intergovernmental and Multinational (JIIM) environment. The academic year course culminates with the six-day JLASS exercise that incorporates other participating Senior Service Colleges held at U.S. Army War College, Carlisle Barracks, PA. Students will craft national strategic policy, coordinate the interagency process, and work with the combatant commands and multinational forces as they respond to a changing world situation. Students will apply products developed and knowledge learned during the course of the year against willful adversaries (NDU 6062).

There are no prerequisites for this course. However, student backgrounds and preferences are taken into account when assigning roles.

**NDU 6062 - National Security Interagency Leadership - Practicum (2 credits)**

As a continuation of NDU 6061, students will continue their focus on strategic leadership and developing a keen understanding of the processes and players within the National Security Council. Distributed game play through video teleconferences and conference calls with JLASS students at the other senior service war colleges occur occasionally in the spring as a lead into the actual wargame. In the latter part of the Spring Semester, NDU’s NSIL-P students will participate in the week-long JLASS exercise at the U.S. Army War College, Carlisle Barracks, PA as the culmination of the course. NDU students play the role(s) of the National Security Council during this exercise. (Notes: (1) On days involving local off-site visits, the class may run later to accommodate travel time); (2) The JLASS Exercise will be conducted at Carlisle Barracks, PA. Students will travel on official funded orders for this exercise. The dates of the exercise are 19 – 28 April 2023, including 19 April as a travel day.

**NDU 6063 - Ethics and Statecraft: The Strategic Imperative (2 credits)**

This course examines the nature, role, and importance of ethics in the effective conduct of statecraft. In seeking to determine the ethical propriety and strategic efficacy of particular uses of power in pursuit of national aims and advantage, the course focuses on a range of important issues associated with statecraft today: Definitional and Conceptual Foundations; Just War Doctrine and International Law; Sanctions (Violent and Nonviolent); Intervention (Protective, Preventive, Preemptive); Covert Action
(Assassination, Destabilization, Illicit Trafficking); Prisoner Detention and Interrogation (Abu Ghraib, Guantanamo, Extraordinary Rendition, Black Sites); Technological Power (WMDs, Nonlethal Weapons, Drones, Robots, Surveillance); Intelligence and Information Operations; Official Secrecy and Deception; Domestic Civil Liberties; and International Human Rights. The overriding question addressed is whether ethical and strategic desiderata are mutually exclusive, mutually complementary, or one and the same.

**NDU 6068 - China and Its Military (2 credits)**

China’s armed forces are a key tool that the Chinese Communist Party employs to advance its strategic goals within, and increasingly beyond, the Indo-Pacific region. In a time of increasing U.S. strategic attention to the Indo-Pacific region and great power competition, rising U.S. strategic leaders will benefit from a cohesive understanding of China’s military strategy, organization, capabilities, and operations, and more in-depth consideration of how U.S. strategy should respond to these developments. This elective explores China's military from several perspectives: strategic and political drivers of modernization, resourcing and technology, human capital, modernization across the domains, operational activities, future trends, and U.S. responses. Classes include lectures from NDU experts, student discussions and presentations, and a short (5-7 page) research paper.

**NDU 6072 - Understanding the Return to Great Power Competition (GPC) (2 credits)**

This course explores the theory and practice of interstate competition among Great Powers. It includes the historical dimensions of Great Power Competition (GPC), the technological and geopolitical dimensions of GPC, and the most significant features of contemporary competition between the modern Great Powers: United States, China and Russia. Course themes and threads of study will include: the main strategic objectives and instruments of relative national power for today’s three Great Powers; the key attributes of the 4th Industrial Revolution – including the impact Artificial Intelligence (AI), quantum computing, 5G, and social media – on modern GPC; and the contours of contemporary GPC in the Indo-Pacific, Middle East, Europe, the Arctic, and the Americas. Students will be challenged to consider the future trajectories of U.S.-Russia-China Great Power Competition. The course contributes directly to Joint Learning Area (JLA), “The Continuum of Competition, Conflict, and War;” and, CJCS Special Area of Emphasis (SAE), “Return to Great Power Competition.” NDU 6072 is open to all students of the Eisenhower School, the National War College, the College of International Security Affairs (CISA), and the College of Information and Cyberspace (CIC) on the north campus of NDU.

**NDU 6073 - Colloquium on Belt-Road Initiative (BRI) Aims & Interpretations in an Era of Great Power Competition (GPC) (2 credits)**

This colloquium will explore China’s Belt-Road Initiative (BRI) in the context of Sino-American Great Power competition. Using student-driven presentations, debates, and exercises, it will study BRI economic and development programs within the larger framework of China’s foreign policy objectives as outlined by President Xi Jinping in his New Asian Security Concept, developing BRI as a Chinese policy “means” to a larger strategic “end.” The colloquium also will set BRI in the context of China’s domestic evolution and underpinning economic forces, evaluate the impact of China’s global BRI activities on the interests of the United States, its allies, and its strategic partners, especially in the Indo-Pacific region. It will address how BRI compares with the economic and security elements supporting the vision of a Free and Open Indo-Pacific (FOIP) championed by the U.S. since 2017, and how the comparison matters to the future of Sino-American Great Power competition. The course will ask students to define an
appropriate U.S. policy response to China’s BRI. The colloquium contributes directly to Joint Learning Area (JLA), “The Continuum of Competition, Conflict, and War;” and, CJCS Special Area of Emphasis (SAE), “Return to Great Power Competition.” It is open to all students of the Eisenhower School, the National War College, the College of International Security Affairs (CISA), and the College of Information and Cyberspace (CIC) on the north campus of NDU. Prior completion of NDU 6072, “Understanding the Return to Great Power Competition (GPC),” in Fall 2022 is desirable but not required.

**NDU 6074 - Innovation, Technological Change & Warfighting in Strategic Competition (2 credits)**

This course examines the basic theories and key historical examples involving large-scale, disruptive technological change in periods of strategic competition over the last 100 years. Using a combination of case studies and practical exercises, discussions will examine how previous technologies have changed the character of war and speculate on how current advances are changing strategic competition and the character of war today. The colloquium will sharpen student understanding, at a senior leader level, about the political and institutional challenges and complexities of successfully incorporating disruptive changes into warfighting capabilities. The colloquium contributes directly to Joint Learning Area (JLA), “The Security Environment;” and, CJCS Special Area of Emphasis (SAE), “Return to Great Power Competition.” It is open to all students of the Eisenhower School, the National War College, the College of International Security Affairs (CISA), and the College of Information and Cyberspace (CIC) on the north campus of NDU.

**NDU 6075 - Health Strategy as a Foundation for National and Global Security (2 credits)**

The Military Health System’s mission is to provide Combatant Commands & Service Components with a “medically ready force” and a “ready medical force” in support of a full-spectrum response: from combat operations to humanitarian disaster response to global theater security engagement. This course is designed for rising DoD and Inter-Agency leaders to address critical knowledge gaps in the current education of health strategy, as an instrument of national and global security, to support the needs of the DoD and our Nation. DoD and Inter-Agency Leaders need to grasp the complexities required to generate a full-spectrum medical response and the impact that health and health care delivery has on the security of the nation and the globe. This course will examine the inter-relationship between the DoD, inter-agency, and civilian health care systems and how they interact to generate a “medically ready force” and a “ready medical force.” This class does not require a background in health or medicine. This course counts toward the two-course requirement for the Health Strategies Area of Concentration.

**NDU 6056 - Leadership Perspectives in Health Strategy: Solving Wicked Strategic/Global Health Problems (2 credits)**

Today’s volatile, uncertain, complex, and ambiguous world often requires whole of government and whole of nation solution sets, to include health. This course is designed for rising leaders to address critical knowledge gaps in the current education of health strategy, as an instrument of national and global security, to support the needs of the force.

Health is a vital element of national stability and security, and as a result, health is a national strategic imperative. No one military Service’s medical department or single government agency can solve the current and emerging health challenges by themselves. It will require inter-agency and whole of
government approach nationally and it will require collaboration and partnerships between nations globally. This class will view health from the vantage point of the strategic leadership required to lead, shape, and resolve the complex challenges of health as it examines the relationship between health and National Security through the challenges currently facing leadership in the DoD, Department of Veterans Affairs (VA), Department of State (DOS), Department of Health and Human Services (HHS), US Public Health Service (PHS), and other relevant health entities across the whole of U.S. Government. This class does not require a background in health or medicine. *This course counts toward the two-course requirement for the Health Strategies Area of Concentration.*

**NDU 6076 - Leader Peak Performance: “Human First” (2 credits)**

If there is a quality that Senior Leaders seek for themselves and their subordinates, it is sustained high performance in the face of ever-increasing pressure and change. Humans are the heart of our efforts in this elective, understanding that human performance must be optimized and sustained to maintain effective and successful senior leaders over the long haul. Sustained high performance requires optimal physical, emotional, mental and spiritual strength. This course is designed to bring mind, body and spirit to peak condition to perform consistently at high levels in a world that is changing at warp speed.

**NDU 6079 - Women, Peace, and Security: Gender Perspective in National Security (2 credits)**

This course is designed to illuminate the multiple and complex intersections of women, peace, and security that are recognized as well as omitted in national and international legislation, policies, and practice. The course advances and critically assesses three related themes. First, the gender lens is essential to understanding security itself, and central issues of security, to include war and peace and their relation to women. Second, gender is indispensable to explaining the complex cause and effect relationships over a range of security issues. And, third, gender is important from the policy standpoint for devising sustainable and effective approaches for making the world a more secure place for everyone regardless their social identity. Focusing on these themes, the course proceeds through a series of topics applying a gender lens to different security issues - inter- and intra-state conflicts, terrorism and counterterrorism, peacekeeping and conflict resolution, women in the military in combat roles and leadership positions, foreign policy and security sector reforms, and intersectionality of gender with other social markers, such as race and social class. Jointly, the topics of the course offer a tactical/operational as well as strategic perspective on women, gender, and security, and consider a range of women’s roles and perspectives – as victims, perpetrators, and leaders – and impacts of security challenges on women.

**NDU 6080 - Strategic Gaming (2 credits)**

Wargames and strategic decision-making exercises are an essential part of how the U.S. Government and Department of Defense study and prepare for the national security challenges of tomorrow. Strategic gaming allows participants and analysts to practice and explore strategic decision making across a broad spectrum of strategic contexts, ranging from coordinating whole-of-government policy responses to strategic competitors to preparing to fight and win large scale combat operations. This course will explore the various uses of strategic gaming and equip students with the tools to enhance their organization’s planning and analysis with effective gaming practices. This course will use a variety of games in the classroom as a lab component and offer students the opportunity to develop their own
exercises as they learn the basics of game design and study issues related to sponsoring, participating in, and interpreting the results of games.

**NDU 6094 - European Security and Defense Policies (2 credits)**

This course examines European security and defense policies and the evolution of the European Union (EU) as a security actor and geopolitical power. European Security and Defense Policies analyzes various European conceptions of national security and defense and traces historical efforts to promote or contest defense and security cooperation at the EU level. It assesses the EU’s growing defense and security competencies in governance for crisis management and resilience. EU policy areas to be examined include the debt and migration crises, the coronavirus pandemic, EU expansion to the east, energy security, defense resources and sanctions against Russia. The course will set the stage for an assessment of the EU’s attempts to carve out strategic autonomy, and its role as a defense and security partner to the United States and the transatlantic alliance following Russia’s invasion of Ukraine. Students will submit a 1500-word paper on a topic chosen in consultation with the instructor.

**NDU 6095 - European Command, NATO and Transatlantic Alliance (2 credits)**

This course will examine the evolution and future of European defense and security. It will consider how NATO was created to resolve the failure of European security that led to World War II, the challenges created by the Cold War and how NATO was modified after the end of the Cold War. It will focus on the Ukraine crisis and its implications. The course will zero in on the role of Key Alliance partners and how domestic and EU politics affects their foreign and security policy and relationship to NATO. The last section of the course will discuss the new security and defense environment facing NATO. Students will submit a 1500-word paper on a topic decided in consultation with the instructor.
Appendix A: Academic Freedom Policy
MEMORANDUM TO NATIONAL DEFENSE UNIVERSITY FACULTY AND STUDENTS

SUBJECT: (U) NDU Academic Freedom Policy

15 December 2021

1. References


1. Academic freedom is a cornerstone of NDU's core values and principles to promote the right of students and faculty to express their ideas and challenge the ideas of others without fear of retribution. While aspects of academic freedom are protected by the First Amendment, the principle pre-dates the Constitution. It is a right afforded to faculty members as a group for freedom in teaching, research, scholarship, internal criticism, and debate. It further serves as the basis for faculty input in institutional governance and derives from shared professional expertise and training.

2. The National Defense University subscribes to the American Association of University Professors' statement on academic freedom, issued in 1940. That statement defines academic freedom in terms of:

* Freedom of research and publication of results
* Freedom of classroom teaching
* Freedom from censorship when faculty speak or write as citizens

The statement also includes faculty responsibilities in academic freedom:

* Faculty, when acting as private citizens, should make every effort to indicate that they are not institutional spokespersons.
* Avoid controversial issues not relevant to the subject being discussed.
* Peer review is vital and encouraged.
* Institutional missions could limit academic freedom. For example, faculty should not discuss classified or sensitive material in inappropriate settings or with those who do not have a "need to know."

3. Free inquiry is essential to the National Defense University because the senior officers and government officials educated here will assume a variety of roles in their future assignments, as future policymakers, advisors, and leaders. NDU graduates must be ready to discuss, challenge, question, and determine national policy.

4. So that guests and university community members may speak candidly, the university offers its assurance that presentations will be held in strict confidence. Our policy on non-attribution provides that, without the expressed permission of the speaker, nothing will be attributed directly or indirectly in the presence of anyone who was not authorized to attend the class or lecture.

5. Action. All NDU affiliated colleges, institutions, agencies, and activities will adhere to this policy and incorporate the overarching philosophy within respective policies and actions, with special emphasis on professionalism in the online environment. The reproduction of this policy is authorized.

6. NDU proponent: Provost and Vice President for Academic Affairs, (202) 685-0080

Cynthia Watson, Ph.D.
Interim Provost and Vice President of Academic Affairs
National Defense University
Appendix B: Non-Attribution Policy
MEMORANDUM TO NATIONAL DEFENSE UNIVERSITY FACULTY AND STUDENTS

SUBJECT: (U) NDU Non-Attribution Policy

15 December 2021

1. References


2. Non-Attribution Policy. To support academic freedom and encourage open and candid academic exchange with NDU faculty, staff, students, non-NDU speakers, and senior leaders, NDU maintains a non-attribution (off-the-record) policy. All attendees of class lectures and presentations at NDU will honor the speaker’s right not to have expressed views or opinions attributed to them outside of the NDU environment without his or her explicit permission. This policy protects external speakers from public access to their remarks and ensures information gained in these settings are for academic purposes only. It is important to understand that an academic climate of non-attribution or “Chatham House Rule” provides a sense of collaboration, fairness, and protection that promotes freedom of expression in classrooms, lectures, videos, online education forums, workshops, exercises, face-to-face dialogs, or any other exchange of verbal, telecast, and written communiqué within the university framework. It also enables the intellectual development of students as the policy protects the rights of students so they may challenge each other and ask any question pertinent to the discussion.

a. Academic freedom is a cornerstone of NDU’s core values and principles to promote the right of students and faculty to express their ideas and challenge the ideas of others without fear of retribution. While aspects of academic freedom are protected by the First Amendment, the principle pre-dates the Constitution. It is a right afforded to faculty members as a group for freedom in teaching, research, scholarship, internal criticism, and debate. It further serves as the
basis for faculty input in institutional governance and derives from shared professional expertise and experience.

b. Freedom of speech is a time-honored tradition that requires profound individual responsibility and good judgment. Academic Freedom provides the climate to pursue and express ideas, opinions, and issues relative to the university purpose, free of undue limitations, restraints, or coercion by the organization and external environment. This is not meant to restrict discussions of controversial subjects; however, good judgment and discretion must be a guiding standard. NDU is a professional institution comprised of the finest faculty, staff, and students with the highest of values. It is also understood that NDU is a family at large whose members shall refrain from making unreasonably offensive or irresponsible statements either verbally, pictorially, or in writing. The university cannot limit the right of students, faculty, or staff to express themselves, but common sense and professional honor should discourage members from denigrating any person’s race, color, ethnic group, religious beliefs, sexual orientation, or gender.

c. Academic integrity requires that authors follow university and program instruction, publication, and lecture procedures. Authors shall pursue facts from trusted sources, safeguard information (classified, unclassified, and personal identification information), and submit work for internal review before publication. DoD Directive 5230 describes procedures for the release of information that is officially endorsed by academic institutions, as well as those acting in a private capacity not associated with their official duties.

d. On-line Delivery of Instruction. The need to conduct some of our educational delivery in a virtual manner presents unique challenges to our traditional practice of non-attribution policy. We must safeguard freedoms of expression, but have situational awareness of the audience and active education and control measures to ensure adherence to the non-attribution policy.

(1) Recording of Class Sessions by Students. Students are prohibited from recording class sessions and distributing class recordings.

(2) Recording of Class Sessions by Instructors. Recording asynchronous online class sessions and faculty presentations are appropriate. This allows students to review content after class and provides a viewing opportunity for students who are unable to attend class. It is the responsibility of all NDU faculty to ensure that all personnel being recorded are aware of the voice and video recording and that the video and associated material are not reproduced or placed in the public domain. This means each faculty member must use NDU’s official learning management system (Blackboard or MS Teams at the time of promulgation of this policy) to record and post content. It is prohibited to place the recordings on the Internet or give or sell them to others who may also copy and make them available. Recording of synchronous sessions, which include student discussions or guest lectures, warrants further caution. Instructors should prepare to stop recording at certain points in the class to protect privacy, sensitive content, and the free expression of ideas without negative attribution, and to eliminate the possibility of stifling the discussion.
(3) All employees and students must adhere to DoD and NDU regulatory and policy standards and practices to prevent the unauthorized recording, misuse, or possible hacking of online academic instruction, discussion, work, or other forums. Use of any unauthorized material or the inclusion of suspect web/internet material could introduce malware or malign actors into the NDU network and jeopardize careers, reputations, future academic endeavors, well-being, or even national security and other legitimate governmental interests. The command has confidence that everyone will use their professional judgment when accessing and using material on the internet. However, if there is the slightest doubt then ASK the Information Technology Division (ITD) FIRST about the security of a site or action.

3. Action. All NDU affiliated colleges, institutions, agencies, and activities will adhere to this policy and incorporate the overarching philosophy within their respective policies and action. Emphasize online education and work environment professionalism. The reproduction of this policy is authorized.

4. NDU proponent: Provost and Vice President for Academic Affairs, (202) 685-0080

Cynthia Watson, Ph.D.
Interim Provost and Vice President of Academic Affairs
National Defense University
NDU INSTRUCTION 1025.07B

NATIONAL DEFENSE UNIVERSITY (NDU)
POLICY ON GRADES AND GRADING

**Originating Component:** Office of Academic Affairs

**Effective:** June 30, 2022


**Incorporates and Cancels:** NDU Instruction 1025.07 Policy on Grades and Grading dated 2 August 2021.

**Approved by:**
MICHAEL T. PLEHN, Lt Gen, USAF, President, National Defense University

**Purpose:** This instruction establishes the NDU policy on grades and grading to be implemented university-wide beginning with Academic Year 2022-23.
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**SECTION 1: GENERAL ISSUANCE INFORMATION**

**SECTION 1: GENERAL ISSUANCE INFORMATION**

SECTION 1: GENERAL ISSUANCE INFORMATION 2
1.1. APPLICABILITY.

This instruction sets forth policies and procedures for student grades, grading scales, and grading, effective for all colleges and course offerings as of the beginning of Academic Year 2022-23 (1 July 2022). NDU and its components will not change grade policy in the middle of an active course or program. Courses and programs that began before the issuance of this instruction, but extend into AY2022-23 are exempt from these policies and procedures until the completion of that course or program, after which the next iteration of that course or program will comply with the policies and procedures outlined below.

1.2. BACKGROUND.

Prior to August 2021, NDU operated under a grade policy with an 8-point range for the grade of A (93-100).\(^1\) Deans of Faculty believed that such a wide point range was not discreet enough to differentiate excellent or outstanding students from others. The Deans of Faculty also believed that such a wide range may contribute indirectly to grade inflation by the faculty. In August 2021, NDU issued NDUI 1025.07 Policy on Grades and Grading, which was designed to address grade inflation University-wide by limiting the A grade range to 3 points, 93-95, and a grade scale prescribed between 0 - 95 points with no A+ grades, nor any grades above 95 points. While this grade scale had been in use at one NDU college for several years without issue, its adoption University-wide was less successful.

Along with college selection of distinguished graduates, the new grading policy comports with the *JCS Vision and Guidance for PME and Talent Management* to identify “our best and brightest” and “make individual officers accountable for academic performance and record that performance in their permanent records.”\(^2\) This revised policy re-establishes a more standard 0 – 100-point scale, while reducing the range for a grade of A. It also recognizes that structural changes alone are insufficient to reduce grade inflation absent vigorous enforcement and a cultural shift by individual faculty, course directors, and Deans of Faculty.

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\(^1\) NDU AA 5,10 NDU Policy on Grades (18 July 2013) and NDU Grade Policy Correlation to Percentage Scales dtd 11 September 2014.

\(^2\) Joint Chiefs of Staff, *Developing Today’s Joint Officers for Tomorrow’s Ways of War: The Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management*, 5-6.
SECTION 2: POLICY

2.1. GRADING.

a. Grades. The table below shows letter grades, qualitative descriptors, quality points, and percent ranges to be used for grading. While brief, the qualitative grade descriptors nonetheless capture the range of graded outcomes, with the grade of B+ generally associated with the expected student performance. Quality points are used to calculate a student's Grade Point Average (GPA), whereas percent ranges are used for final course grades, individual assignments, and other course activities. Course letter grades and overall GPA are displayed on the student's transcript.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Qualitative Descriptor</th>
<th>Quality Points</th>
<th>Percent Range</th>
<th>Percent Range for Rounding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent (or Top tier) Performance</td>
<td>4.00</td>
<td>96-100</td>
<td>95.50-100.00</td>
</tr>
<tr>
<td>A-</td>
<td>Better than Expected Performance</td>
<td>3.70</td>
<td>90-95</td>
<td>89.50-95.49</td>
</tr>
<tr>
<td>B+</td>
<td>Expected Level of Performance</td>
<td>3.30</td>
<td>86-89</td>
<td>85.50-89.49</td>
</tr>
<tr>
<td>B</td>
<td>Acceptable Performance</td>
<td>3.00</td>
<td>83-85</td>
<td>82.50-85.49</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal Performance</td>
<td>2.70</td>
<td>80-82</td>
<td>79.50-82.49</td>
</tr>
<tr>
<td>C</td>
<td>Unacceptable Performance</td>
<td>2.00</td>
<td>70-79</td>
<td>69.50-79.49</td>
</tr>
</tbody>
</table>

F (For courses with letter grades) Failure 0.00 0-69 0.00-69.49

P (For Pass-Fail designated courses) Pass 0.00 N/A N/A

F (For Pass-Fail designated courses) Fail 0.00 N/A N/A

1. Differentiation of top-tier performance as described by CJCSI 1800.01F.
2. Below 80 is considered unacceptable graduate performance and is likely not to receive credit when transferred to other graduate institutions.
3. Used in technical implementation within learning management systems. See Configuration Guidelines for Creating Courses in the University Student Management System (USMS), Blackboard and Tk20.

Table A: NDU Letter Grade, Descriptors, Quality Points, Point Range, & Rounding

b. Other Course Grades. The table below defines other course grades for special circumstances.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>0.00</td>
<td>Incomplete: The I grade for a course will be assigned only upon approval of the course instructor and the student’s Dean of Faculty and Academic Programs. Incomplete indicates that one or more course requirements has not been completed for reasons that, in the judgment of the course instructor, were unavoidable. A student must initiate the request for an Incomplete grade with the instructor.</td>
</tr>
</tbody>
</table>
The student and the instructor will specify in writing the requirements to be completed and the deadline for completion, which may not exceed one calendar year. (College policies may vary; students should refer to their College’s student handbook for details.) Upon completion of the outstanding requirements, the student must request that the instructor submit a change of grade to the Registrar’s office. Any Incomplete grade not resolved by the documented deadline will convert to an F grade automatically. While the grade is recorded as an Incomplete, the student will not earn credits for the course and the grade will not affect the student’s GPA.

| W     | 0.00 | Withdrawal: A course or program withdrawal request first must be approved by the College’s Dean of Faculty and Academic Programs. The request may also require the approval of the student's sponsoring/parent organization. Finally, the request must be approved by the Provost and then submitted to the Registrar’s Office for assignment of the W grade in the system of record. The W grade does not affect the student’s GPA and the student will not earn credit for that course. For Distance Learning Students, Deans of Faculty may approve withdrawals. See also: NDU Instruction 1000.02 Student Disenrollment Policy. |
|-------|------|________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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|
| TR    | 0.00 | Transfer Credit: The TR grade for a course will be assigned by the Registrar's Office in accordance with the NDU Transfer Credit Policy. The acceptance of transfer credits is at the discretion of the University and the maximum number of transfer credits allowed is six (based on semester hours). If approved, the Registrar’s Office will properly notate the transfer credit in the student’s degree audit and on the transcript. A grade of TR does not affect the student’s GPA, but the student will be assigned earned credits for the transferred course. |
| AU    |      | Students will follow college and university procedures to audit a course. If approved, the Registrar’s Office will assign a grade of AU for that course, to be recorded on the student’s transcript. The AU grade does not affect a student’s GPA or earned credits, but serves to reflect attendance in the course. |

### Table B: Grades for Special Circumstances

#### 2.2. GRADING PHILOSOPHY.

NDU grading procedures serve to provide feedback to students and document performance. Assignment and final course grades provide students with a numerical value of performance against assessment criteria. All graded events at NDU (core courses and electives) shall be evaluated with a rubric that ties to course and program outcomes. The Office of the Secretary of Defense, through the DoD Instruction 1322.35, Volume 1 (26 Apr 2022), requires military education programs to maintain competitive grading standards that “provide meaningful differentiation of student performance” and identify those students who demonstrate exceptional mastery of program and course outcomes. Due to the competitive nature for entrance into NDU programs resulting in high-quality students, the average NDU student will generally earn course grades in the B+ to A-range. Only students who demonstrate truly exceptional outcome achievement will be awarded an “A.”

From an educational perspective, the most important feedback students receive is written and/or oral, which provides strengths and opportunities for improvement. Feedback should be specific and substantive so it can

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be used to help students improve their performance from one assignment to the next. All faculty should aim to provide detailed and exacting feedback to all students on all assignments in a timely manner. Reference individual College policies and the NDU Regulation 5.75, NDU Electives Program on the timeliness of grades.

Component Deans of Faculty and Academic Programs will implement the provisions of this grading policy for all courses under their purview. Implementation could include actions that:

1. Ensure faculty understand the assessment and grading requirements as set forth in this policy, to include faculty awareness of the importance of grade differentiation.

2. Train course directors and/or faculty on the development of rubrics that clearly delineate performance benchmarks relative to the established standard and between the grade ranges listed above.

3. Train faculty on the use of those rubrics to assess student performance and the importance of common interpretation of the rubric language (interrater reliability). Hold faculty accountable to provide substantive feedback on each graded event.

4. Establish grade distribution reporting at the aggregate course and/or program level.

5. Communicate expectations about NDU’s grading standards to NDU students early and often.

2.3. GRADUATION REQUIREMENTS.

To graduate with a NDU Master of Science or Master of Arts degree, a student must:

1. Have an overall program GPA of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

2. Pass all core and elective courses with the grade of B- or higher.

3. Satisfy all designated course work requirements as listed in the respective degree program plan for each college, including but not limited to the thesis, capstone, and oral exams, as applicable.
SECTION 3: RESPONSIBILITIES

3.1. PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS.
   a. Publish and maintain the NDU Policy on Grades and Grading, ensuring it reflects the intent of the OPMEP Manual (CJCSM 1810.01).
   b. Review and adjudicate requests for course and program withdrawal.
   c. Ensure that all deans and faculty, including instructional faculty not assigned to a college, are informed of the policy, and implement it effectively.
   d. Communicate expectations about NDU’s grading standards to NDU students early and often.

3.2. DEANS OF FACULTY AND ACADEMIC PROGRAMS.
   a. Advise the Provost on recommended changes to the NDU Policy on Grades and Grading, and provide evidence to support such recommendations (e.g., course grade distributions, program GPA distributions).
   b. Review and adjudicate requests for Incomplete grades and Withdrawals from courses and programs.
   c. Ensure that college faculty effectively implement the NDU Policy on Grades and Grading.
   d. Communicate expectations about NDU’s grading standards to NDU students early and often.

3.3. UNIVERSITY REGISTRAR.
   a. Assign Withdrawal course grade and withdraw students from programs upon approval by the Provost.
   b. Evaluate and assign transfer credits (TR) in accordance with the NDU Transfer Credit Policy.
   c. Ensure the timely and accurate transfer of grades from Learning Management System to the Student Information System.

3.4. FACULTY.
   a. All faculty are responsible for grading in accordance with this policy effective academic year 2022-23.
REFERENCES

NDU Instruction 1025.07 NDU Policy on Grades and Grading, August 2021

NDU Instruction 1025.07 Guidance Implementation Guidance for NDU Policy on Grades and Grading, 27 September 2021

NDU-AA Instruction 5.10, NDU Policy on Grades

AA Policy Memorandum dated 11 September 2014, NDU Grade Policy Correlation to Percentage Scales

Configuration Guidelines for Creating Courses in the University Student Management System (USMS), Blackboard and Tk20 (appended to NDU Instruction 1025.07 Guidance Implementation Guidance for NDU Policy on Grades and Grading, 27 September 2021)

NDU Instruction 1000.02 Student Disenrollment Policy 18 July 2016

Transfer Credit Policy, 20 Jan 2012

DoDI 1322.35, *Volume 1, Military Education: Program Management and Administration*, April 26, 2022

Joint Chiefs of Staff, *Developing Today’s Joint Officers for Tomorrow’s Ways of War: The Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management*, 1 May 2020
Appendix D: NDU President’s Open-Door Policy
February 1, 2022

MEMORANDUM FOR NATIONAL DEFENSE UNIVERSITY

SUBJECT: NDU-P Policy Memorandum: President’s Open-Door Policy

1. Purpose. To provide guidance to all National Defense University (NDU) Faculty, Staff, Students, and other federal personnel.

2. Applicability. This policy applies to all military personnel, civilians, and other federal personnel who serve at NDU, its Colleges, and Components.


4. Policy. All personnel have the opportunity to personally speak with the President of National Defense University to present facts, concerns, problems of a personal or professional nature, or other issues that the individual has been unable to resolve at a lower level. This access may not be denied at any subordinate level, nor shall any leader prevent individuals from addressing said concerns or take any form of retaliation against them for doing so. This policy is not intended to supplement or replace formal review processes established by policy or regulation. The formal review processes are always available to you should you desire to use them.

5. Procedures. All NDU members are encouraged to make full use of their chain of command to resolve issues. Many of them can, and should, be handled effectively at the lowest possible level. I highly encourage this as the first avenue of resolving concerns or problems. However, as I stated in my initial guidance letter the day I arrived, if you feel your concerns are not being heard, you can also reach out to me—I will ensure we address them.

6. Proponent. The point of contact for this Policy Memorandum is the Executive Officer to the National Defense University President and may be reached at 202-685-3924. If requested, the appointment can be recorded as a private entry on my daily calendar.

[Signature]

MICHAEL T. PLEHN, Maj Gen, USAF
President, National Defense University
Appendix E: Student Complaint Policy
NDU INSTRUCTION 1025.06

STUDENT COMPLAINT POLICY AND PROCEDURES

Originating Component: Office of Academic Affairs

Effective: August 25, 2017


Incorporates and Cancels: N/A

Approved by: John W. Yaeger, Ed.D, Vice President for Academic Affairs (VP-AA/Provost)

Purpose: In accordance with 34 CFR 602.16(a)(1)(ix), 34 CFR 668.43(b), and Middle States Commission on Higher Education accrediting policy this instruction establishes NDU policies, requirements, and procedures to ensure that NDU has effective policies and procedures for receiving, tracking, and resolving student complaints within a reasonable time frame and a process for making modifications and improvements to the institution as a result of information obtained in handling student complaints.
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SECTION 1: GENERAL ISSUANCE INFORMATION

1.1. APPLICABILITY. This instruction sets forth policies and procedures for student complaints and establishes an institutional record of complaints made by NDU students against NDU, its subordinate colleges, faculty, staff, or other students. Disciplinary issues and student professional conduct issues must be adjudicated through the appropriate disciplinary or legal processes as determined by the Office of the General Counsel.

1.2. BACKGROUND. Students may seek redress through their chain of command or other established mechanisms in accordance with applicable Department of Defense, Office of Personnel Management, and Agency processes and procedures. This instruction is not intended to interfere with such processes and procedures. Rather, it is designed to ensure that NDU and its subordinate colleges have effective means for receiving, tracking, and resolving student complaints within a reasonable time frame and that NDU processes make modifications and improvements to the institution as a result of information obtained in handling student complaints.

1.3. POLICY.

a. NDU is dedicated to a policy which provides that all student complaints at the university will be handled fairly and equally without regard to race, color, sex, age, religion, disability, national origin, marital status, veteran status, political affiliation, sexual orientation, gender identity or other non-merit factors. It is the policy of NDU to provide fair and orderly procedures for students to submit complaints. Nothing in this policy prevents a student from discussing a complaint informally with any appropriate NDU faculty, staff, personnel, or other student. A complaint is defined as a formal written submission by a student related to a grievance against NDU, its subordinate colleges, faculty, staff, or other students.

b. An institutional record of student complaints shall track receipt and resolution of student complaints. The institutional record of student complaints shall also facilitate making modifications and improvements to the institution as a result of information obtained in handling student complaints. NDU colleges shall establish and maintain student complaint logs. NDU colleges shall submit an annual report to the NDU Office of Institutional Research Planning and Assessment (IR). More frequent reports may be generated if required.

Student complaint logs shall record any known student complaints, including the:

1. Date the complaint was made;
2. Nature of the complaint;
3. Date that the college or cognizant authority initiated review of the complaint;
4. Date that the college determined the complaint to have been resolved;
5. Nature of the resolution

6. If applicable, explanations or extenuating circumstances worthy of consideration if certain reviews or resolutions might unfairly be viewed as untimely
SECTION 2: RESPONSIBILITIES

2.1. VICE PRESIDENT FOR ACADEMIC AFFAIRS (VP-AA)/PROVOST.

a. The Provost shall publish and disseminate policy related to student formal complaints, and review any matters forwarded by the Deans Council for his or her attention, including recommendations for modifications or improvements to the policy for handling student complaints. The Provost may direct corrective action, defer to the Deans Council or other competent authority to implement corrective action, or otherwise exercise discretion as to how NDU makes modifications and improvements to the institution. Through these decisions, the Provost will ensure that student complaints are handled fairly and orderly to provide the optimal educational and working environment for NDU faculty, staff, and students.

b. NDU- Academic Affairs shall coordinate with NDU General Counsel to help resolve any formal complaints related to academic programs filed through the complaint process.

c. NDU- Academic Affairs (IR) shall maintain a log of formal student complaints in accordance with federal accreditation requirements.

2.2. DEAN’S COUNCIL.

a. Deans Council shall discuss student formal complaints as an agenda item no less than annually, preferably coinciding with the completion of the spring semester to specifically assess the institutional record of student complaints, review the IR annual report as required, ensure that student complaints are addressed and resolved within a reasonable time frame, and make recommendations for modifications and improvements to the institution as a result of information obtained in handling student complaints.

b. The Deans Council shall require and/or receive additional reports as necessary. In the event that the Deans Council notes deficiencies in the handling of NDU student complaints, identifies modifications or improvements that should be made to the manner that NDU or particular colleges address student complaints, or otherwise believes that a matter brought before the Council is worthy of further action, the council will make recommendations to the Provost and Vice President for Academic Affairs and propose corrective action for those items that may appear to be systemic in nature.

2.3. GENERAL COUNSEL (OGC).
a. The Office of the General Counsel (OGC) shall receive and review all student complaint forms regardless of resolution for any matters that may require legal advice, and provide to IR for record keeping, trend analysis, and generation of annual reports.

b. The OGC shall be available to advise and provide recommendations on handling student complaints.

2.4. OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT (IR).

a. IR shall receive complaints from the OGC for record keeping, trend analysis, and generation of annual reports.

b. IR shall analyze the college/program complaint logs and reports received and provide an annual report of student complaints to the NDU Deans Council. At a minimum that report shall detail:

(1) The nature and frequency of student complaints;

(2) The timeliness of initiating review of complaints;

(3) The timeliness of resolving complaints;

(4) The nature of resolutions;

(5) Any noteworthy details about differing approaches amongst NDU colleges;

(6) Any noteworthy details about patterns pertaining to student complaints;

(7) If applicable, explanations or extenuating circumstances worthy of the Council's consideration if certain reviews or resolutions might unfairly be viewed as untimely.

2.5. NDU COLLEGES.
a. Chancellors and Commandants shall publish guidance for students regarding submitting complaints that is clear, consistent with this instruction, published, and readily available in documents such as student handbooks, course syllabi, and other published instructions.

b. Chancellors and Commandants shall identify an administrator and alternate who shall receive student complaints, maintain a student complaint log, and forward all complaint forms to the OGC regardless of resolution.

c. When presented with a formal written complaint, faculty and staff should attempt to resolve the complaint in a timely manner at the lowest level of organizational authority.

d. Chancellors and Commandants are responsible for addressing all complaints originating within their program(s). Students seeking further redress may do so through the OGC.

e. Colleges shall retain documentation of formal complaints and their resolution for five years.

2.6. NDU STUDENTS.

a. All students enrolled in NDU programs and courses have a responsibility to:

(1) Abide by appropriate military/department/agency rules, regulations and standards of conduct.

(2) Abide by NDU academic policies and procedures, and those of the college/program/course in which they are enrolled.

(3) Respect the opinions and rights of other students.

(4) Adequately prepare for each class.

(5) Comply with NDU academic integrity and standard of conduct policies.

b. Students enrolled in NDU programs and courses are afforded certain rights that enhance the educational environment and support learning effectiveness including, but not limited to:
(1) Freedom from discrimination on the basis of race, color, sex, age, religion, disability, national origin, marital status, veteran status, political affiliation, sexual orientation, gender identity or other non-merit factors.

(2) Freedom from sexual harassment.

(3) Freedom to engage in intellectual discourse and scholarship.

(4) Freedom to submit formal complaints on NDU, its subordinate colleges, faculty, staff, or other students.

c. To pursue a formal complaint, students should submit an NDU Student Formal Complaint Form (See Section 4) to the designated administrator of their respective college or program.

d. Formal written complaints must be submitted within one month of the occurrence of the action or matter in question or in accordance with policies established by School or Center Commandants/Chancellors/Directors.
APPENDIX A: NDU STUDENT FORMAL COMPLAINT FORM

Student Complaint/Grievance Application

Authority: National Defense University Programs Instruction
Principal Purpose: Formal submission of complaint/grievance for students
Routine Use: To provide a record to facilitate personnel management actions and
decisions, to serve as a data source for complaints/problem information and resolution
efforts.
Disclosure: Disclosure is voluntary. Failure to complete the requested items could
result in delayed action and/or an inaccurate/incomplete analysis of the complaint/
problem

Student Complaint Procedures

Specific references, guidance and procedures for filling a student complaint are
described in detail in NDU Instruction 1300.01. All students wishing to file a
complaint should review its provisions. Additionally, all students may raise
complaints under NDU policy utilizing this form which outlines a three step process
for registering a formal complaint. These steps ensure that the appropriate personnel
will address the student complaint in a timely manner at the lowest possible level.
Nothing in this policy precludes the right to request a meeting with the College or
component leadership.

Name ___________________________________________ Grade/Rank/Title

School/Component ________________________________

Academic Year __________________________ Seminar ____________________________

I certify that I met with ___________ on ____________ to attempt to
informally resolve my issue.

Faculty Advisor’s Signature/Date __________________________________________________________________

Student Signature/Date __________________________________________________________________________

Step 1: If the issue cannot be resolved informally, the student has the option to
submit a formal written complaint to the appropriate Dean (Faculty/Administration).
This form shall be used for the submission of a formal complaint. The appropriate
Dean will meet with the student within three working days of receipt of the written
complaint. At this point the applicable commandant/chancellor/director will notify
the Senior Vice President for Academic Affairs (for academic related grievance) or the
NDU Chief Operating Officer (for all other categories) that a formal complaint has
been registered.
Nature of Complaint or problem: Please describe what happened. Be as detailed as possible. Describe the incident(s)/behavior(s) and dates of the occurrence(s); the names of individuals involved, witnesses to whom it may have been previously reported. Include any other information relevant to your complaint/problem. Attach additional sheets and or supporting documents as needed.

Requested Remedy/Outcome: What assistance or complaint resolution are you seeking?

Affidavit

I, __________________________, fully understand the statement made by me and certify that the statement is true. I make this formal complaint without threat of punishment and without coercion, unlawful influence, or unlawful inducement.

Student Signature/Date

APPENDIX A: NDU STUDENT FORMAL COMPLAINT FORM
Appendix F: Transfer of Credit Policy
1. PURPOSE. This instruction establishes the internal and external process and procedure for transferring credits at the National Defense University (NDU).

2. APPLICABILITY. This instruction applies to all NDU Colleges, special components, research institutes, and offices who seek to award transfer of credits within NDU Colleges and from other institutions toward program or degree requirements.

3. POLICY:
   a. As a normal practice, degree-granting Colleges at NDU do not accept transfer credits.
   b. Specifically, the cohort programs, at the Information Resources Management College, the Industrial College of the Armed Forces, the Joint Forces Staff College/Joint Advanced Warfighting School, and the National War College, do not accept transfer credits.
   c. On a case-by-case basis, NDU and the College of International Security Affairs, may accept a student’s request to transfer credits earned at another institution to partially fulfill the requirements of an NDU program. Transfer of credit refers to courses students take outside of the College in which they are matriculated for the purpose of satisfying degree or program requirements.
   d. A student may not transfer more than six (6) credits to NDU. The student must have completed the course no more than 5 years prior to the date of the request to transfer the credits.
   e. Acceptance of transfer credits at NDU is discretionary on the part of the College and the University. Courses requested for transfer must be a “B” or better.

4. PROCEDURES:
   a. Students seeking approval to transfer credits earned at another institution should contact their individual College’s Academic Affairs Office. Students should include the following documents in their request for transfer credit:
i. an official transcript of the institution that awarded the credits the student seeks to transfer; and

ii. the course syllabus for credits the student seeks to transfer.

b. The College will evaluate the documents to determine if the requested courses are equivalent and relevant to the College’s course offerings and program requirements. The College will prepare and forward a package to the NDU Registrar’s Office with a recommendation based on their internal evaluation process.

c. The NDU Registrar will review the package for process consistency and confer with the College as necessary. Once the package is signed, the documents are sent back to the College for archiving.

d. In case of issues or challenges, The NDU Office of Academic Affairs will make the final decision on all requests to transfer credits to apply to an academic program at an NDU College.

5. GRADES and TRANSCRIPTS. Transferred credits will appear on the student’s transcript as transfer credits and the grade earned at the other institution will not be recorded or included in any computation of grade point average or used for computation of any grade-based metric used by the College or NDU.

John W. Yaeger, Ed.D.
Vice President for Academic Affairs