

Canadian
Forces
College

Collège
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Forces
Canadiennes



2005-2006

**Command and Staff Course Programme
(CSC)**

SYLLABUS

32

SYLLABUS
CANADIAN FORCES COLLEGE (CFC)
COMMAND AND STAFF COURSE PROGRAMME (CSC)
COMMANDANT'S PREFACE

1. The Syllabus is the capstone CSC document; specifically, it describes:
 - a. The CFC mandate for the CSC;
 - b. The organization and content of the CSC syllabus;
 - c. The programme goals and objectives; and
 - d. The detailed syllabus for each department.

2. The curriculum for CSC 32 continues to emphasize operations, leadership, ethics and the law of armed conflict. It also includes national security studies and a broad review of higher-level defence management in Canada.

3. It is essential that all officers, on joining the staff, read and study Chapters 1 and 2 of this document to the extent that they clearly understand the process of curriculum development and review. Curriculum review and development shall follow the process as stated in the Syllabus.

J.P.Y.D. Gosselin
Brigadier-General
Commandant

10 May 05

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CHAPTER 1
CFC MANDATE

CANADIAN FORCES COLLEGE

1. The CFC is responsible for the delivery of seven major programmes of study as follows:
 - a. The Command and Staff Course Programme (CSC) for selected Majors/Lieutenant-Commanders and Lieutenant-Colonels/Commanders;
 - b. The Advanced Military Studies Course Programme (AMSC) for selected Lieutenant-Colonels/Commanders and Colonels/Captains(N);
 - c. The National Security Studies Course Programme (NSSC) for selected Colonels/Captains(N) and General and Flag Officers;
 - d. The Joint Reserve Command and Staff Course Programme (JRCSC) for Reserve officers;
 - e. The Joint Staff Operations Course Programme (JSOC) for Captains/Lieutenants(N) and Majors/Lieutenant-Commanders occupying positions in the CF Joint Operations Group and the NDHQ Joint Staff;
 - f. The National Securities Studies Seminar Programme (NSSS); and
 - a. The Executive Leaders Symposium for newly-promoted Generals and Flag Officers.

2. Each of the seven major programmes of study is comprised of discrete courses and each discrete course contains a variety of curriculum activities designed to attain the desired level of learning in the applicable subject. The courses are delivered by six academic departments as follows:
 - a. Officership Studies Department (OF) — provides for student education in command, leadership, ethics, and communications skills.
 - b. Strategic Studies Department (SS) — provides for student education in governmental, domestic and foreign affairs.
 - c. Joint and Combined Warfare Studies (JC) — provides for student education in joint and combined operations and operational art.
 - d. Maritime Studies (MS) — provides for student education in maritime component doctrine, operations and planning.
 - e. Land Studies (LS) — provides for student education in land force component doctrine, operations and planning.

- f. Aerospace Studies (AS) — provides for student education in air component doctrine, operations and planning.
- g. Defence Studies (DS) — delivers non-standard courses offered on a variety of subjects to supplement and complement subjects taught in the core curriculum.

3. The Director of Joint Warfare Studies (DJWS) is responsible for the delivery of Maritime, Aerospace, Land, and Joint and Combined Warfare Studies at CFC and also oversees the delivery of the CSC and JSOC programmes. The Director of Strategic Studies (DSS) is responsible for the delivery of Officership and Strategic Studies at CFC and oversees delivery of the NSSC, the ELS, the AMSC and the NSSS programmes.

4. Higher-level direction to CFC for the Command and Staff Course Programme is currently provided in NDHQ Instruction ADM (Per) 7/89, promulgated on 30 May 1989. This has been augmented by separate guidance provided as a result of a newly revised Officer Professional Development System (OPDS), introduced in early 1996.

PROGRAMME DESCRIPTION

PROGRAMME

5. Command and Staff Course 32.

AIM

6. In accordance with the OPDS, the Command and Staff Course Programme is offered during Developmental Period 3, the Advanced Officer Developmental Period. The aim of the CSC is to prepare selected Majors/Lieutenant-Commanders and Lieutenant-Colonels and Commanders for tactical level command, and key staff appointments within operational level joint and combined headquarters.

SCOPE

7. Through a range of professional military educational activities, the programme develops officers to a level of knowledge and competence appropriate to the aim. Emphasis is placed on the following themes or programme goals:

- a. Command, Leadership and Ethics;
- b. Communications Skills;
- c. Operational Art Theory;
- d. Joint and Combined Operations; and
- e. National Security and Defence Studies.

CURRICULUM DESCRIPTION

8. Although each student of CSC 32 will graduate with a “pcsc” qualification, they will take different routes to acquire this qualification based on their individual learning needs. These different routes, broadly classified as Maritime, Land and Air, reflect the unique component knowledge and skills acquired prior to, and needed after the course. Thus the curriculum provides joint, bridged (two-component) and single-component learning opportunities that are designed to educate students about joint and combined warfare and to prepare them for higher-level command and staff appointments within their specific component.

9. Courses offered within the CSC programme, by department, are as follows:

a. **Officership Studies (OF) Department**

- (1) Command (COM 301);
- (2) Leadership (LDR 302);
- (3) Ethics and the Military Profession (EMP 303);
- (4) Communications and Media Relations (CMR 304);
- (5) Individual Research Project (IRP 305); and
- (6) Keynote Speaker Series (KEY 306);

b. **Strategic Studies (SS) Department**

- (1) Canadian National Security (CNS 301);
- (2) International Affairs (IAF 302); and
- (3) Canadian Defence Management (CDM 303);

c. **Joint and Combined Warfare (JC) Department**

- (1) Joint and Combined Planning (PLN 301);
- (2) Joint and Combined Operations (OPS 302);
- (3) Component Warfare in Joint Operations (CPT 303);
- (4) Warfare Theory and History (WTH 304);
- (5) Operations Other Than War (OOW 305); and
- (6) Law of Armed Conflict (LAC 306);

d. **Maritime Studies (MS) Department**

- (1) Maritime Component Doctrine (MCD 301);
- (2) Maritime Component Operations (MCO 302); and
- (3) Maritime Component Planning (MCP 303);

e. **Land Studies (LS) Department**

- (1) Land Component Doctrine (LCD 301);
- (2) Land Component Operations (LCO 302); and
- (3) Land Component Planning (LCP 303);

f. **Aerospace Studies (AS) Department**

- (1) Air Component Doctrine (ACD 301);
- (2) Air Component Operations (ACO 302); and
- (3) Land Component Planning (ACP 303).

g. **Defence Studies (DS) Department**

- (1) Electives (ELE 800).

10. The detailed syllabi for each of the foregoing courses are described in Chapters 3 through 9.

PROGRAMME DETAILS

11. Programme Length. The CSC 32 programme is 45 weeks long, inclusive of administration time and statutory holidays, but exclusive of opening and closing activities. The programme consists of four terms, beginning in August and finishing at the end of June.

12. Programme Divisions. The CSC programme is divided into four terms comprising three joint terms (Terms 1, 2 and 4) and one component term (Term 3). The joint terms contain the common material presented to the entire student body. The component term consists of three separate, concurrent courses that contain the operational doctrine unique to each component.

13. Programme Days. “Programme Days” are all weekdays between Monday, 15 August 2005 and Friday, 23 June 2006, excluding official holidays, the Christmas and the spring leave periods, and the house-hunting week.

14. Programme Hours. The curriculum for CSC will be a total of 1194 programme hours, comprising 892.0 hours of contact or instruction time and 302.0 hours of Assignment Preparation Time (APT).

15. Preparation Time. Preparation Time (PT) available for CSC 32 consists of 302.0 hours scheduled study time or Assignment Preparation Time (APT) and 657.0 hours homework study time referred to as Individual Preparation (IPT). In order to provide predictable and useful blocks of study time, uninterrupted APT will normally be provided every Monday, Tuesday, Wednesday and Friday afternoon commencing at 1330 hrs. Exceptions will be during exercises including Field Study Exercises (FSE) and for specific activities when approved by the DJWS. The maximum IPT available in any given week is 18 hours on the basis of three hours per evening Monday through Thursday, plus a total of six hours on the weekend. No IPT is scheduled on holidays, during field trips, during academic breaks, or during the house-hunting week.

16. The amount of preparation time (PT) estimated in the syllabus and scheduled for any particular activity, allows time for both reading and reflection or, in the case of discussions and exercises, for preparation.

17. Relevant programme statistics for CSC 32 are provided at Annex D.

Annexes:

Annex A	CFC Activity Coding Standard
Annex B	Command and Staff Course Educational Framework
Annex C	CFC Instructional Design Process
Appendix 1	Bloom's Taxonomy
Annex D	CSC 32 Programme Statistics
Annex E	CSC 32 Programme Goals and Learning Outcomes
Annex F	CSC 32 Learning Objectives

**ANNEX A
CHAPTER 1
CSC 32 SYLLABUS**

CFC ACTIVITY CODING STANDARD

CFC ACTIVITY CODING STANDARD

{prog.} / {dept.} / {course theme} {course no.} / {act. type} — {act. no.}

Programme {prog.}

1. Programme {prog.} — A single-letter sub-code, controlled by the Curriculum Board (CB) that designates the programme in which the activity is being delivered.
2. The same activity can be delivered on more than one programme. For scheduling and distribution purposes, each instance of the activity will adopt the {prog.} sub-code of its respective programme, but the remainder of the activity code would be the same.

{Prog.}	Programme Title
A	Advanced Military Studies Course (AMSC)
C	Command and Staff Course (CSC)
E	Executive Leaders Symposium
J	Joint Staff Operations Course (JSOC)
N	National Security Studies Course (NSSC)
R	Joint Reserve Command and Staff Course (JRCSC)
S	National Security Studies Seminar (NSSS)

Department {dept.}

3. Department {dept.} — A double-letter sub-code, controlled by the CB that designates the department within the College that is responsible for the curriculum area in which the activity belongs.

{Dept.}	Department Title
AS	Aerospace Studies
JC	Joint and Combined Warfare Studies
LS	Land Studies
MS	Maritime Studies
OF	Officership Studies
SS	Strategic Studies Department
DS	Defence Studies Department

Course Theme {course theme}

4. Course Theme {course theme} — A triple-letter sub-code, managed by the departments, but controlled by the CB, that designates the theme of the activity's parent course. The sub-code combination {course theme} {course no.} uniquely identifies a course of study within a particular programme.

{Course Theme}	Course Title	{Course Theme}	Course Title
Aerospace Studies Department		Land Studies Department	
ACD	Aerospace Component Doctrine	LCD	Land Component Doctrine
ACO	Aerospace Component Operations	LCO	Land Component Operations
ACP	Aerospace Component Planning	LCP	Land Component Planning
Joint and Combined Warfare Department		Officership Studies Department	
CPT	Component Warfare	COM	Command
DOC	Doctrine	CMR	Communications and Media Relations
LAC	Law of Armed Conflict	EMP	Ethics and the Military Profession
OOW	Operations Other than War	IRP	Individual Research Project
OPS	Operations	KEY	Keynote Speaker Series
PLN	Planning	LDR	Leadership
WTH	Warfare Theory and History		

Maritime Studies Department		Strategic Studies Department	
MCD	Maritime Component Doctrine	CDM	Canadian Defence Management
MCO	Maritime Component Operations	CGS	Canadian Government and Society *
MCP	Maritime Component Planning	CNS	Canadian National Security
Defence Studies Department		IAF	International Affairs
ELE	Electives	SCO	Strategic Concepts and Operations *
		SPM	Strategic Personnel Management*
		SRM	Strategic Resource Management *
		<i>* = NSSC & NSSS Programmes only</i>	

Course Number {course no.}

5. Course Number {course no.} — A triple digit sub-code, managed by the departments but controlled by the CB, of which the first digit denotes the DP level of the course and the last two digits, in combination with the first digit and the course theme, uniquely identify the course. The sub-code combination {course theme} — {course no.} uniquely identifies a course within a particular programme.

{Course no.}	Programme Title
200–229	Joint Staff Operations Course
300–319	Command and Staff Course
320-329	Joint Reserved Command and Staff Course
400–429	Advanced Military Studies Course
430–439	National Security Studies Course
440–449	National Security Studies Seminar
450-459	Executive Leaders Symposium
800-899	Defence Studies Department

Activity Type {act. type}

6. Activity Type {act. Type} — A double letter sub-code, managed by the departments but controlled by the applicable Course Coordinator, that designates the delivery format of the activity.

Code	Activity Type	Description
AV	Audio-Visual Presentation	The presentation to a large group of extended audio-visual material, such as a film or video, which may be followed by discussion in syndicate.
CS	Case Study	A researched and detailed analysis of a historic event, battle, campaign or situation for the purpose of reinforcing previously covered curriculum material — the findings of which are typically delivered in presentation format by an individual to a syndicate, or by a sub-syndicate or syndicate to a larger group.
DI	Discussion	A verbal exchange of information, usually conducted in syndicate and usually chaired by a student, for the purpose of reinforcing previously covered curriculum material.
DR	Directed Reading	A stand-alone reading assignment normally associated with non-residence syllabi.
EX	Exercise	An analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario.
FS	Field Study	A collective visit to agencies outside the College to provide a experiential opportunity to examine previously covered curriculum material in a closer, more practical setting.
LD	Lecture-Discussion	A presentation of curriculum material delivered by one or more guest speakers, followed by a syndicate discussion of the presented material and related pre-readings, followed by a plenary, question-and-answer portion.
LE	Lecture	A presentation of curriculum material delivered by a staff member or one or more guest speakers, usually concluded with a question-and-answer portion.
RP	Research Paper	A written deliverable that requires research and the preparation of an expository or persuasive essay using scholarly conventions.
SE	Staff Exercise	A written deliverable, presentation or interview based on the analysis of a simulated scenario for the purpose of teaching or reinforcing a specific element of the curriculum.
SM	Seminar	A syndicate discussion, chaired by an assigned student, based on a written deliverable prepared and distributed by the student chair to the syndicate members prior to the seminar.
SY	Symposium	The oral presentation and plenary discussion of student-prepared written deliverables, which are typically focused on a particular theme, to a large group of students, staff and, sometimes, outside participants.
TU	Tutorial	An interactive explanation of practical curriculum material conducted by a staff member or guest instructor either entirely in syndicate or in plenary with syndicate portions.

7. The following acronyms represent activities not otherwise described above that appear on the various programme schedules:

ADM	Administrative Period	A period used for a non-curriculum event, such as in-clearance, orientation or out-clearance.
APT	Assignment Preparation Time*	A period reserved for students to reflect, conduct research, do pre-readings, complete assignments and/or work on other curriculum material.

8. The College uses a preparation time* model that tracks the cumulative difference between the programme and non-curriculum time available for students to prepare for activities and the specific time required to complete that preparation. On the debit side, the model tracks the amount of time required to read, research, reflect and prepare for each activity; this time is called *Preparation Time (PT)*.

9. On the credit side of the model there is scheduled study time contained in the standard programme day referred to as Assignment Preparation Time (APT). The model also assumes that students have, on average, three hours available to them each night, and six hours on the weekend, to prepare for activities referred to as Individual Preparation Time (IPT). The model does not assume IPT is available during field trips and scheduled academic breaks. When the model identifies a deficit, i.e., when the time required for one or more activities (PT) exceeds the time available to do that preparation, APT periods are added to the programme's schedule to compensate.

Activity Number {act. no.}

10. A single- or double-digit sub-code, managed by the departments but controlled by DJWS, that differentiates between activities of the same format within the same course.

CFC Activity Coding Table

Programme	Department		Course			Activity		Number
			Theme	Number				
A [AMSC] C [CSC] E [ELS] J [JSOC] N [NSSC] R [JRCSC] S [NSSS]	AS	[Aerospace Studies]	ACD	ACO	ACP	200–229 [JSOC-level] 300–319 [CSC-level] 320-329 [JRCSC-level] 400–429 [AMSC-level] 430–439 [NSSC-level] 440-449 [NSSS-level] 450-459 [ELS-level]	AV [Audio-Visual] CS [Case Study] DR Directed Reading DI [Discussion] EX [Exercise] FS [Field Study] LD [Lecture-Discussion] LE [Lecture] RP [Research Paper] SE [Staff Exercise] SM [Seminar] SY [Symposium] TU [Tutorial]	1–99
	JC	[Joint/Combined Warfare Studies]	CPT OOW WTH	DOC OPS	LAC PLN			
	LS	[Land Studies]	LCD	LCO	LCP			
	MS	[Maritime Studies]	MCD	MCO	MCP			
	OF	[Officership Studies]	COM IRP	CMR KEY	EMP LDR			
	SS	[Strategic Studies]	CDM IAF SRM	CGS SCO	CNS SPM			
	DS	[Defence Studies]	ELE					
	800-899							

Example:

A/OF/LDR 401/LD-1 This code represents the first lecture-discussion in the Leadership 401 course being delivered on the AMSC. This course is offered by the Officership Studies department.

**ANNEX B
CHAPTER 1
CSC 32 SYLLABUS**

**COMMAND AND STAFF COURSE
EDUCATIONAL FRAMEWORK**

COMMAND AND STAFF COURSE EDUCATIONAL FRAMEWORK

1. The CSC is based on an androgical or learner-centred approach to education and is designed, insofar as is practicable, upon the following principles:
 - a. *Relevance.* To be meaningful, learning needs to be related directly to the learners' needs, interests and personal/professional questions or concerns;
 - b. *Respect.* Learning is best achieved in an environment that challenges learners. This environment comprises a number of critical characteristics: it must reduce unnecessary anxiety; it must respect, and provide for, the differences in learning styles and learning rates; and it must recognize that learning is emotional as well as intellectual;
 - c. *Responsibility.* Real learning can only occur with the agreement of the learner; therefore, learners need opportunities to become increasingly active in and responsible for their own learning;
 - d. *Relationships.* Learning is aided by interaction with others which in turn builds cooperation, collaboration and support, and encourages learners to access each others' resources;
 - e. *Room.* Physically, learners need a comfortable work environment that provides flexibility for a variety of instructional formats. Emotionally, learners need a structured framework with room for personal creativity and expression of differences; and
 - f. *Reinforcement.* Learners need opportunities to practice skills and use their knowledge, on-going feedback, and opportunities to feel increasingly successful in their learning tasks.

2. The design of the CSC Programme takes into account the androgical principles outlined above, in conjunction with the levels of learning necessary to meet the mandate of the programme. The College employs the following six levels of learning, based on B.S. Bloom's *Taxonomy of Educational Objectives: Cognitive Domain*:
 - a. *Knowledge.* Recall previously-learned material (facts, theories, etc.) in essentially the same form as taught (Level 1);
 - b. *Comprehension.* See relationships, concepts, and abstractions beyond the simple remembering of material. This typically involves translating, interpreting, and estimating future trends (Level 2);

- c. *Application*. Use learned material in new and concrete situations, including the application of rules, methods, concepts, principles, laws and theories (Level 3);
- d. *Analysis*. Break down material into its component parts so that the organizational structure may be understood. This includes identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved (Level 4);
- e. *Synthesis*. Put parts together to form new patterns or structures, such as a unique communication (a theme or speech), a plan of operation (a research proposal), or a set of abstract relations (schemes for classifying information) (Level 5); and
- f. *Evaluation*. Judge the value of material for a given purpose. Learning in this area is the highest in the cognitive hierarchy because it involves elements of all the other categories, plus conscious value judgements based on clearly defined criteria (Level 6).

3. The achievement of the desired levels of learning will depend firstly upon the requirement, and secondly upon the method of instruction that is chosen. For example, achievement of *knowledge* only may be accomplished by selection of one of the following methods: lecture, reading, panel, or film. A higher level of learning will require a combination of more than one of the above methodologies, with active methods, such as discussions, tutorials, case studies and exercises, being more beneficial than passive ones. For example, to achieve the *application* level of learning would require use of some of the above methods, in addition to more active activities such as practice with feed-back, video-feedback, role-playing, or exercises. As well, to ensure complete understanding of certain topics, students may need to experience the four stages of the experiential learning cycle. Although each adult learner normally prefers one stage of the cycle, the highest levels of learning will require the learner to experience activities catering to all four stages of the learning cycle. The four stages of the experiential learning cycle are not applicable in all cases but can be an extremely useful tool in others. The stages are as follows:

- a. *Concrete experience* — participating in an activity;
- b. *Reflective observation* — sharing reactions and discussing observations;
- c. *Abstract conceptualization* — making generalizations and developing principles; and
- d. *Active experimentation* — applying the learning to other situations.

4. The College's curriculum format is in consonance with generally accepted instructional design methodology and consists of:

- a. Course Aim and Scope. The aim and scope describe the overall outcome of the course. Chapter 1 of the Syllabus articulates the CSC Aim and Scope;

- b. Programme Goals. Programme Goals describe the study areas necessary to achieve the aim of the course. The CSC has five Programme Goals: Command, Leadership and Ethics; Communications Skills; Operational Art Theory; Joint and Combined Operations; and National Security and Defence Studies which are outlined in Annex E to Chapter 1 of the Syllabus;
- c. Learning Outcomes. Learning outcomes are a set of measurable samples of behaviour necessary to achieve a Programme Goal. Learning Outcomes for the CSC are identified by using four-digit alphanumeric codes and are listed in Annex E to Chapter 1 of the Syllabus; and
- d. Learning Objectives. Learning Objectives are sets of measurable samples of behaviour necessary to achieve the Learning Outcomes. They should not be confused with the aim of a period of instruction; it may take a great length of time, occupying several learning activities, to achieve a Learning Objective. Learning objectives are identified by attaching an alphabetic suffix to the four-digit alphanumeric Learning Outcome and they are listed in Annex F to Chapter 1 of the Syllabus.

**ANNEX C
CHAPTER 1
CSC 32 SYLLABUS**

CFC INSTRUCTIONAL DESIGN PROCESS

CFC INSTRUCTIONAL DESIGN PROCESS

INTRODUCTION

1. Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure the required quality of instruction is achieved. It is the entire process of analyzing learner needs and goals and the development of a delivery system to meet those needs. Instructional design, therefore, provides a process and framework for systematically planning, developing, and adapting instruction based on identifiable learner needs and content requirements.¹

2. Determining learner needs and designing goals for instruction to meet these needs may seem to be a fairly straightforward process at CFC given the homogeneity of military students. But, as with civilian students, military learners come from varied backgrounds and with different experience — each student is a unique learner. By not considering the educational level and experience of the military student, CFC faculty run the risk of delivering education that is either redundant or worse, irrelevant to the needs of the military learner. For this reason, instructional design is not simply a matter of focusing on individual curriculum activities. It involves consideration of the entire programme, courses and content alike to ensure that the value of the education provided meets the needs of those who will receive the education. Instructional designers consider all aspects of the learning experience from what is to be taught to how teaching will occur.

3. Careful, systematic planning is particularly important when the medium of instruction is something other than a teacher — for example, a guest lecturer or facilitator. Good teachers have the ability to adjust instruction on the spot according to the learner's needs. When the instructional medium is not as adaptable, having a design that is based upon principles of instruction becomes even more important.²

4. CFC faculty should answer three major questions as they develop curriculum:

- a. What are the objectives of the instruction?
- b. What is the instructional strategy and instructional medium?
- c. What method will be used to evaluate whether the instruction has been successful?³

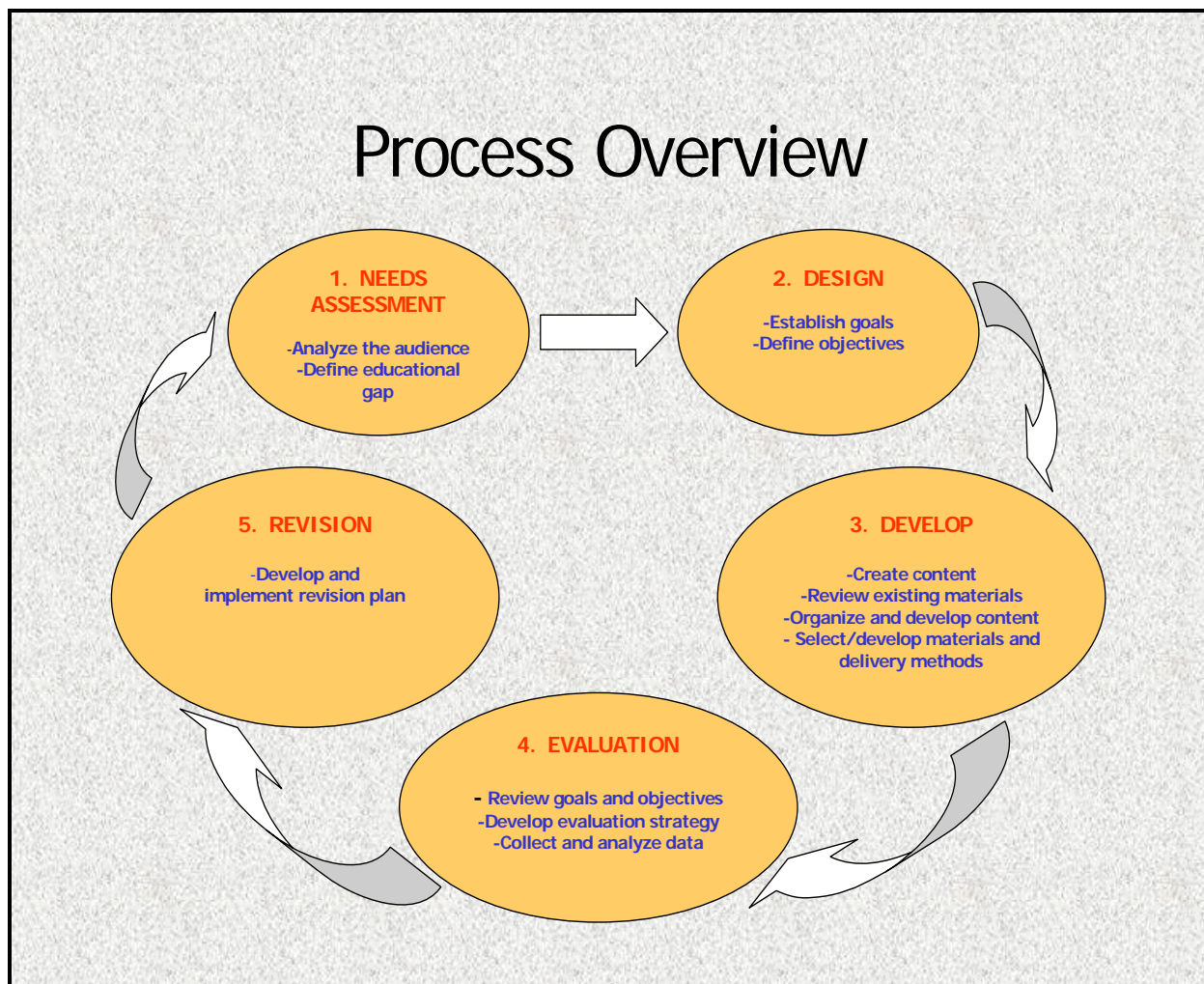
5. Addressing these three questions will lead the instructional designer to undertake three major phases in the instructional design process:

¹College of Engineering, University of Idaho, <http://www.uidaho.edu/eo/dist3.html>

²Patricia L. Smith and Tillman J. Ragan, *Instructional Design* (The University of Oklahoma, Prentice Hall),

³Ibid, 5.

- a. Perform an instructional analysis also referred to as a needs assessment to determine the objectives of the instruction;
 - b. Develop an instructional strategy to determine what method and medium will be used to deliver the instruction; and
 - c. Develop and conduct an evaluation to determine whether the instruction met its objectives.
6. Instructional design normally follows the following process:⁴



The remainder of this annex will examine, in detail, phases one through four of the process shown above to assist CFC faculty in creating quality educational products through their instructional design efforts.

⁴College of Engineering, University of Idaho, <http://www.uidaho.edu/eo/dist3.html>.

NEEDS ASSESSMENT

Define Educational Gap

7. Before designing or developing any educational product, it is important that the instructional designer undertake a needs assessment to determine the gap between what the learner currently knows and what educators want the learner to know on completion of the instruction. The fundamental question of needs assessment is, “What is the difference between the knowledge level that we have and the knowledge level that we want?”⁵ This undertaking can be exhaustive and may often require certain assumptions to be made in order to quantify the educational gap.

8. Generally speaking, the military requirement for a course should be derived from the CF Officer General Specification (OGS) or other strategic level guidance for officer professional military education (PME). Before beginning design of a course, the instructional designer must determine what knowledge the typical student has on arrival at CFC, and what level of understanding the student must reach by the time they depart from CFC. This determination of the gap defines the level of learning required and the course content.

9. Undertaking a needs assessment is not necessarily an easy task. The instructional designer must first look to courses previously taken by students attending the CSC Programme. Ideally, all students would have attended similar courses, but this will rarely be the case. Officers in combatant classifications will generally have had a different educational experience from those engaged in operational support occupations. Determining the median level of student knowledge may prove difficult; leading the instructional designer to make certain assumptions based on information readily available about previous courses the student may have attended. The evaluation process that occurs after completion of the CSC instruction will determine the validity of these assumptions.

10. Once the instructional designer has determined the start point for instruction, he or she must next determine what knowledge the student needs on completion of the instruction. Determining this outcome may be even more problematic than was determining the intake level of knowledge. The instructional designer may look, for example, to the OPDS documents, the OGS, recent inquiry or study reports and discussions with senior leaders in an attempt to ascertain this measure. Certainly, not having a sense of what knowledge the student needs on completion of the instruction will make designing curriculum to fill the gap difficult.

11. Undertaking a needs assessment may appear tedious to those involved with instructional design; however, it is the only means of justifying the need for instruction. Delivering education is an expensive undertaking that must be validated before it is designed. By not undertaking a needs assessment, the instructional designer has not established a requirement for the instruction, other than perhaps personal interest. Without an appreciation of the requirement or a sense of the gap in required knowledge, the instructional designer will also have little appreciation of the type of instruction or level of learning required to fulfil the educational objectives.

⁵Teaching Learning and Technology Centre, Seton Hall University, New York,
<http://tltcdev.shu.edu/design/needs.htm>.

DESIGNING CURRICULUM

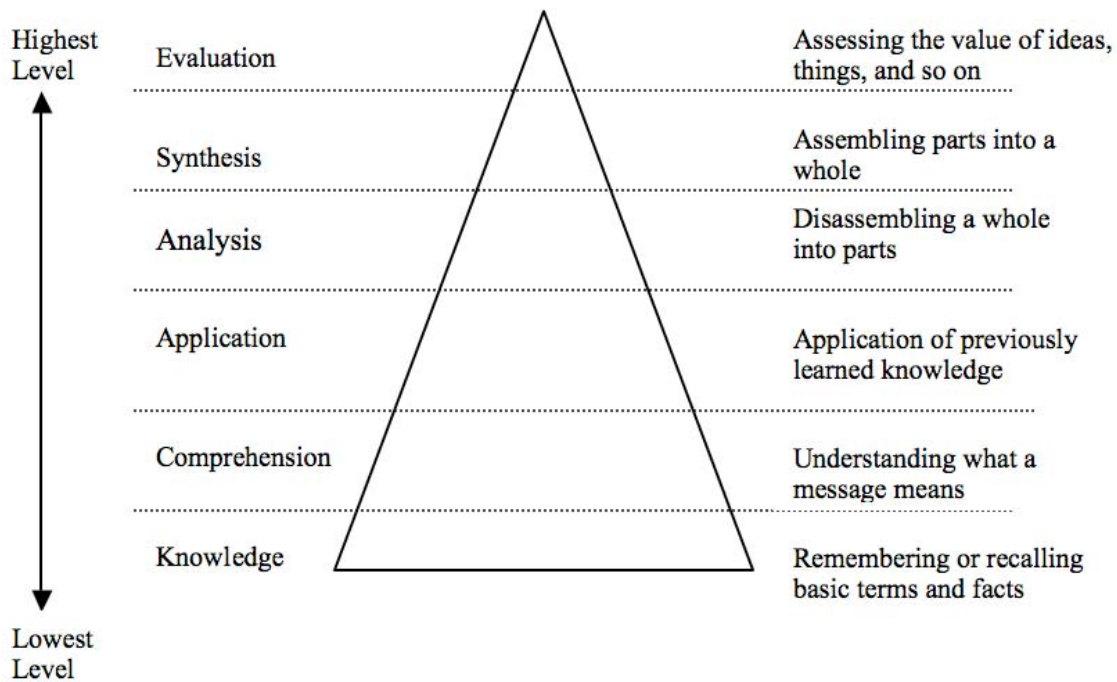
Analyze the Audience

12. The first aspect of design is to know the audience. For CFC faculty, this is relatively straightforward with the exception, as mentioned earlier, of knowing the relative backgrounds of the learners. Another aspect of analyzing the audience, however, the understanding of how people learn and what techniques should best assist students to achieve the desired level of learning.

13. At CFC, faculty are principally concerned with learning in the Cognitive or Affective Domains, the Cognitive being the more predominant. The Cognitive and Affective Domains were identified by Dr Benjamin Bloom as a means of delineating various aspects of learning.⁶

14. The Cognitive Domain involves knowledge and the development of intellectual skills. Bloom detailed the Cognitive Domain in six major categories to illustrate the means of learning progression. The six categories are shown in Figure 1 and detailed in Appendix 1.⁷ It is important that CFC instructional designers become intimately familiar with these six categories since the Cognitive Domain is that used most often at CFC.

Figure 1 — Levels of Objectives in the Cognitive Domain⁸



15. The instructional designer must carefully consider what learning needs to take place to achieve the desired level of learning. Setting too high a learning level for a given course may

⁶Learning Domains or Bloom's Taxonomy, <http://www.nwlink.com/~donclark/hrd/bloom.html>.

⁷Bloom's Taxonomy, http://web.odu.edu/educ/llschult/blooms_taxonomy.htm

⁸ William J. Rothwell and H.C. Kazanas, *Mastering the Instructional Design: A Systematic Approach* (Jossey-Bass, San Francisco), 160. [371.3078 R6 1998]

give the learner the false expectation that their level of understanding is higher than what is actually being achieved. Selecting the correct verb from the list provided at Appendix 1 for use in stating the course aim will help establish the intended learning level.

16. The Affective Domain deals with the development of attitudes. At CFC, this process is achieved more indirectly than is learning in the Cognitive Domain. Exercises that stress leadership and working with others are examples of the Affective Domain at work in an indirect fashion. There are also direct applications of Affective learning through courses, such as ethics, which are designed to raise student awareness of improper behaviour thereby instilling, or reinforcing, an attitude that fosters ethical conduct. Figure 2 illustrates the hierarchy of the Affective Domain and will be of interest to instructional designers who must include Affective learning in their programmes.

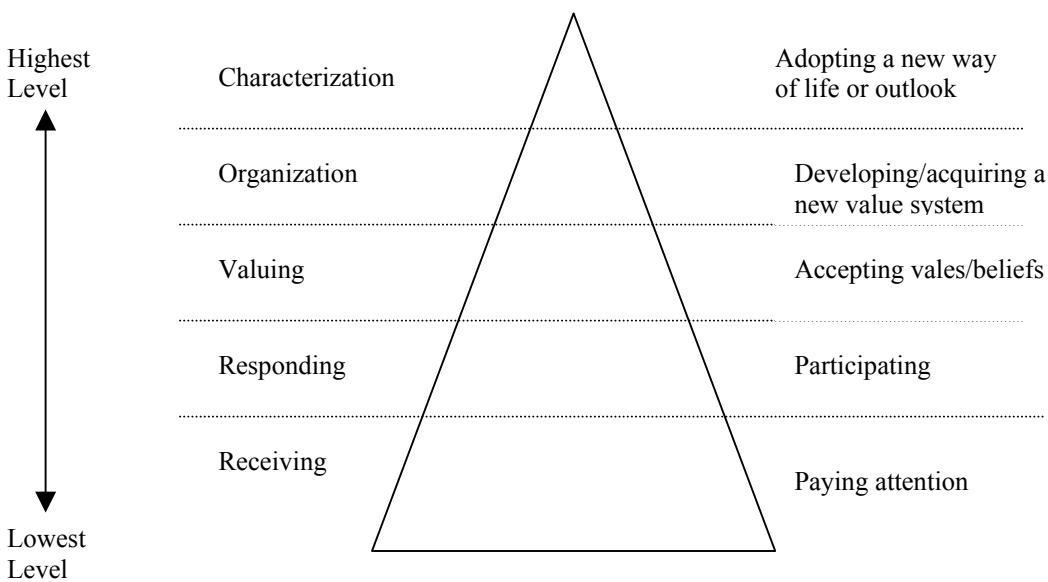


Figure 2 — Levels of Objectives in the Affective Domain⁹

DESIGN

Establish Goals and Objectives

17. Based on the instruction domain as well as student needs and characteristics, the next step is to establish learning goals and objectives. Goals are broad statements of instructional intent, while objectives are specific steps leading to goal attainment. CFC uses a system of Programme Goals, Learning Outcomes, Learning Objectives and Teaching Points to describe the linkage between the various aspects of the CSC programme structure.

18. Programme Goals. Programme goals describe the broad study areas necessary to achieve the aim of individual programmes offered at CFC. They do not generally relate to a specific learning level established in the Cognitive Domain. At CFC, programme goals are developed by

⁹Ibid, 161.

Curriculum Board and approved by the Commandant. A clear statement of the goals to be achieved within each programme offered at CFC is essential to developing accurate statements for the subordinate learning outcomes, learning objectives and teaching points.

19. Learning Outcomes. Once the programme goals have been established, the instructional designer indicates the desired Cognitive or Affective domain learning levels through the articulation of learning outcomes. “Learning outcomes are statements of standards which describe the expected performance learners must demonstrate before graduating from the Programme.”¹⁰ In other words, learning outcomes prescribe what the learner should be capable of demonstrating on completion of the programme. They are not simply a listing of broad knowledge or comprehension statements; rather, they articulate what the learner should be capable of doing in order to satisfy the goals of the programme. For example, if a programme goal was to develop the student’s understanding of how defence policy supports the application of national security policy, then a learning outcome would be, “On completion of the programme the learner will be capable of *analyzing* the linkage between defence policy and national security policy”.

20. Learning Objectives. Learning outcomes are then translated into learning objectives. A learning objective is a statement that specifies in behavioural (measurable) terms what a learner will be able to do as a result of instruction. It describes the intended result of the instruction rather than a description or summary of the content. Objectives can cover **knowledge, skills** as well as **attitudes**. As an instructional designer, ask the following question before writing your objective, “What do I want the student to do to demonstrate that he or she has learned?” Learning objectives are focused at the course versus programme level and rely on the verbs found in Appendix 1 to describe the objective. For example, from the learning outcome articulated above we note that the desired learning level for this outcome is four, analysis. A learning objective for a course supporting this learning outcome might read as follows: “On completion of this course, students will be able to differentiate between the various sources of input to defence policy development.” A course may have numerous learning objectives depending on the learning outcomes it is intended to support.

21. Teaching Points. Teaching points apply to the desired content of an individual curriculum activity. Achieving a prescribed learning level for individual activities becomes somewhat problematic given that measuring learning levels by lecture, case study, or discussion is “micro learning”. It is the combination of all elements of a course that achieve the overall learning level established by the learning outcomes. What is really required at the individual activity level is a clear indication of teaching points that the activity is to achieve. Clarity is absolutely essential if the instructional designer is to have any hope of achieving the intended aim of the lesson. Teaching points are also useful when using guest lecturers. Teaching points provide a clear indication of what material the activity is intended to cover. Instructional designers should resist the urge to include numerous teaching points in any one lesson. Generally speaking, five to seven teaching points are the maximum that can reasonably be incorporated into a single activity. An example of teaching points in a lecture on the historical development of Canadian defence policy might include the following teaching points:

¹⁰Dale Shipley, *Learning Outcomes: Another Bandwagon or a Strategic Instrument of Reform?*
<http://www.senecac.on.ca/quarterly/1994-vol01-num04-summer/shipley.html>.

- a. Describe the impact of signature of the NORAD agreement in 1958 on Canadian defence policy development.
- b. Evaluate the affects of the changing nature of Canada’s armed forces on Canadian defence policy development.
- c. Discuss the impact of the end of the Cold War on Canadian defence policy development.

22. Teaching Points should focus the activity on specific elements of knowledge that support the learning objectives for the course and learning outcomes for the programme. In many respects, the teaching points contained within course activities collectively become the foundation elements for the entire programme.

DEVELOPING CURRICULUM

23. The development stage focuses on the individual activities contained within a course and the means by which the individual activities collectively achieve the desired learning level for the course and, by extension, the programme. It is during the development stage that the instructional designer exercises the expertise of his or her craft. Appreciating the desired learning level articulated through the learning outcomes established for the programme, the instructional designer must use the various educational activities available for course development to build a course that achieves the desired learning level. Obviously, if the desired learning level is four — analysis, a course built exclusively on lectures and a seminar or two is going to fall short of the mark. The instructional designer must consider all potential activities that will build upon one another to achieve the analysis level articulated in the learning outcomes. To achieve this appreciation of a course as a comprehensive building block in achieving the programme learning outcomes, it would be *advantageous for department heads to assign an entire course to each individual faculty member in their department*. Basing work distribution on a course structure achieves two things:

- a. It helps achieve “buy-in” on the part of the individual faculty member who manages a complete segment of curriculum rather than individual parts; and
- b. It allows the individual faculty member to logically flow the content of a course keeping in mind the learning outcomes, learning objectives and associated learning levels that the course supports.

24. The predominant decisions that must be made at the activity level are organizational strategy decisions: “What content should be presented? How should this content be presented? What sequence should the activities follow?”¹¹ It is this coordination that makes assignment of an entire course content to one faculty member sensible. As has been indicated, faculty must decide not only on the content of each activity, but on the best vehicle by which to deliver that content — should it be lecture, case study, exercise, or written deliverable. Selecting methods, media, and materials that meet the needs of the learner and address the objectives of the course are easier if faculty can envisage course flow as a singular entity. Instructional media differ in

¹¹Smith, 139.

their characteristics and, hence, in their suitability for different learning styles. Varying the delivery strategy is important to maintaining learner interest. Faculty would be well advised to refer to Table 2 when considering various delivery strategies.

In general, learners retain:

- | |
|---|
| <ul style="list-style-type: none">• 10% of what they read• 20 % of what they hear• 30 % of what they see• 50 % of what they see and hear• 70% of what they talk over with others• 80% of what they use and do in real life• 95% of what they teach others |
|---|

Table 2 — Learner Retention¹²

Table 2 readily illustrates that bringing in a guest lecturer who may or may not follow the lesson content, talk for 50 minutes without the benefit of visual aids, and respond to very few probing questions by the learners, will contribute little to the overall learning level of the course. The addition of readings, a seminar or discussion, and, perhaps, an exercise, can increase the level of learning dramatically.

EVALUATING CURRICULUM

25. The “purpose of evaluation is to determine if the instructional methods and materials are accomplishing the established goals, outcomes and objectives.”¹³ Instructional designers are also interested in determining learner satisfaction with the material provided for learning. There are a number of methods that instructional designers might use to evaluate their curriculum. Selecting the right method depends on the information required by the instructional designer to fine-tune the course or programme to maximum efficiency.

26. Often at CFC, the focus is on the individual activity rather than on the course or programme. While there is value in assessing learner satisfaction with individual curriculum activities, instructional designers must ensure the contextual relevance of comments received from learners. Evaluating individual activities without full consideration of their context within the whole course may mislead faculty and result in change when change is not required. On the other hand, if the learner is unable to place the activity into context within the entire course, there may be a problem with the activity’s objectives and content.

27. Evaluation is much more than determining student satisfaction with the content of the instruction. It also involves assessing learner understanding of the material taught in order to ascertain whether the assigned learning level has been reached. This assessment can only be accomplished by testing learner knowledge in some manner. Providing learners with multiple-

¹² *Facts about Learning*, <http://www.arl.org/training/ilsc/learnfacts.html>.

¹³ College of Engineering, University of Idaho, <http://www.uidaho.edu/evo/dist3.html>.

choice quizzes at certain points in the programme is one form of determining learner understanding of the material. These quizzes can be administered anonymously if learners feel threatened by the idea of testing. What the instructional planner is interested in determining is learner understanding of the material, whether the instructional media met the learners' requirements, and whether the delivery sequence and content used for a course achieved the intended learning level.

28. By not incorporating some form of evaluation in the instructional design process, the faculty has few means available to determine the validity of assumptions made in the preceding phases of instructional design. Also, not evaluating learner knowledge means the instructional designer can never be certain that the learning level for the course or programme was achieved.

CONCLUSION

29. Instructional design is the essence of creating a well-planned educational product. The process provides designers of educational products with a template against which to consider the learner during all aspects of instructional design, development, and delivery. It is the learner and the learner's ability to absorb knowledge that is the key element of instructional design considerations.

30. Instructional design begins with a needs assessment to determine attributes of the learner and to measure the learning that must take place in order to satisfy a perceived deficiency in learner knowledge. Quantifying the gap is important to determining the amount and degree of learning that needs to take place. Next, the instructional designer looks at designing the content that will fill the gap. In this stage, goals, outcomes and objectives are developed that address what the learner will accomplish and the level to which learning will take place. At this point, a blue print for learning is drawn up complete with learning levels. Once a solid design has been created, faculty can move to developing lesson plans that articulate what will be taught and through which instructional medium/media. Teaching material becomes the vehicle that delivers the learning objectives stated in the design phase. Lastly, having delivered the education to the learner, the instructional designer closes the loop by assessing learner reaction to the experience and by determining the level of knowledge actually achieved by the learner. This final stage provides the necessary feedback needed to alter the instruction to fill any gap that still exists between what is known and what needs to be known by the learner.

31. As a final note, faculty should appreciate that this is but an introduction to instructional design. Those wishing to pursue the subject in more detail should consult any of several books in the IRC or the numerous web sites dedicated to the subject. It is an important aspect of educational delivery that should be understood and utilized by those who deliver education.

**APPENDIX 1
ANNEX C
CHAPTER 1
CSC 32 SYLLABUS**

BLOOM'S TAXONOMY

**APPENDIX 1
ANNEX C
CHAPTER 1
CSC 32 SYLLABUS**

BLOOM'S TAXONOMY

DESIRED LEARNING LEVEL	APPROPRIATE ACTION VERB
6. Evaluation: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.	appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.
5. Synthesis: Creatively or divergently applying prior knowledge and skills to produce a new or original whole.	arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
4. Analysis: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.	analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
3. Application: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.	apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
2. Comprehension: Grasping (understanding) the meaning of informational materials.	classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.
1. Knowledge: Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.	arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.

**ANNEX D
CHAPTER 1
CSC 32 SYLLABUS**

PROGRAMME STATISTICS CSC 32

(NOT AVAILABLE)

**ANNEX E
CHAPTER 1
CSC 32 SYLLABUS**

PROGRAMME GOALS AND LEARNING OUTCOMES

**ANNEX E
CHAPTER 1
CSC 32
SYLLABUS**

**COMMAND AND STAFF COURSE PROGRAMME
PROGRAMME GOALS AND LEARNING OUTCOMES**

The programme goals and associated learning outcomes for the CSC are listed in this Annex. They are articulated in the fashion of Bloom’s Taxonomy, as indicated in Appendix 1 to Annex C. Learning objectives are listed, together with the learning outcomes that they support, in Annex F.

PROGRAMME GOAL 1 — COMMAND, LEADERSHIP AND ETHICS

The aim of Programme Goal 1 is to develop the students’ ability to exercise command and leadership at the tactical level of war, while understanding operational-level, and being familiar with strategic-level, demands of command and leadership.

Learning Outcome Serial	Learning Outcome	Learning Level
C101	Analyze the art of leadership at the operational level.	4
C102	Synthesize the concepts of command at the tactical level.	5
C103	Comprehend the demands of command at the strategic level.	2
C104	Analyze ethical principles and practices.	4
C105	Interpret the principles and tenets of the profession of arms.	3

PROGRAMME GOAL 2 — COMMUNICATIONS SKILLS

The aim of Programme Goal 2 is to develop the individual student’s ability to apply problem-solving techniques and to communicate effectively with internal and external audiences.

Learning Outcome Serial	Learning Outcome	Learning Level
C201	Synthesize effective communication skills.	5
C202	Apply problem solving and decision making techniques.	3
C203	Apply effective public affairs skills.	3

PROGRAMME GOAL 3 — OPERATIONAL ART THEORY

The aim of Programme Goal 3 is to develop the students' understanding of operational art, including the impact of technology.

Learning Outcome Serial	Learning Outcome	Learning Level
C301	Comprehend warfare theory.	2
C302	Comprehend the impact of technology on modern warfare.	2

PROGRAMME GOAL 4 — JOINT AND COMBINED OPERATIONS

The aim of Programme Goal 4 is to develop the students' ability to plan and conduct joint and combined operations.

Learning Outcome Serial	Learning Outcome	Learning Level
C401	Analyze the basic doctrine of joint and combined operations.	4
C402	Analyze the concepts and procedures of operational level planning and apply plans in the conduct of joint and combined operations.	4
C403	Apply the concepts and principles of maritime power. (Naval students only).	3
C404	Apply the concepts and principles of land power. (Land students only).	3
C405	Apply the concepts and principles of aerospace power. (Air students only).	3
C406	Analyze and apply plans for the conduct of maritime component operations within joint and combined operations (Naval students only).	4
C407	Analyze and apply plans for the conduct of land component operations within joint and combined operations (Land students only).	4
C408	Analyze and apply plans for the conduct of air component operations within joint and combined operations (Air students only).	4
C409	Analyze the laws and principles governing the use of force.	4
C410	Describe the roles, capabilities and tasks of the environmental components (maritime, land and air) in joint and combined operations.	2

Learning Outcome Serial	Learning Outcome	Learning Level
C411	Apply the doctrinal concepts of joint power.	3
C412	Analyze the elements and capabilities of joint power.	4
C413	Collaborate in the planning of a joint/combined campaign.	3
C414	Demonstrate the conduct of joint or joint and combined operations.	3
C415	Analyze the laws and principles governing the use of force.	4
C416	Describe the roles, capabilities and core competencies of the environmental components (maritime, land and air) in joint and combined operations.	2
C417	Apply the doctrinal concepts of maritime power.	3
C418	Analyze the elements and capabilities of maritime power.	4
C419	Collaborate in the planning of maritime component operations within the context of a campaign plan.	3
C420	Apply the conduct of maritime component operations in support of joint or joint and combined operations.	4
C421	Apply the doctrinal concepts of land power.	3
C422	Analyze the elements and capabilities of land power.	4
C423	Collaborate in the planning of land component operations within the context of a campaign plan.	3
C424	Apply the conduct of land component operations in support of joint or joint and combined operations.	3
C425	Apply the doctrinal concepts of air power.	3
C426	Analyze the elements and capabilities of air power.	4
C427	Collaborate in the planning of air component operations within the context of a campaign plan.	3
C428	Apply the conduct of air component operations in support of joint or joint and combined operations.	3

PROGRAMME GOAL 5 — NATIONAL SECURITY AND DEFENCE STUDIES

The aims of Programme Goal 5 are: to develop students' comprehension of Canadian national security, foreign and defence policies and the factors, both internal and external, that influence them; and to develop their understanding of current principles and policies governing defence management.

Learning Outcome Serial	Learning Outcome	Learning Level
C501	Comprehend the sources and instruments of national power.	2
C502	Comprehend Canadian national security, foreign and defence policies and the factors, both internal and external, which influence them.	2
C503	Comprehend the strategic framework of the CF.	2
C504	Comprehend the current principles and policies governing defence management, force structure and force development.	2

ANNEX F
CHAPTER 1
CSC 32 SYLLABUS

LEARNING OBJECTIVES

ANNEX F
CHAPTER 1
CSC 32 SYLLABUS

COMMAND AND STAFF COURSE PROGRAMME

LEARNING OBJECTIVES

The Learning outcomes and associated learning objectives for the CSC are listed in this Annex. They are articulated in the fashion of Bloom's Taxonomy as indicated in Appendix 1 to Annex C.

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C101	Analyze the art of leadership at the operational level.	C101a	Analyze leadership theories and models.	4
		C101b	Analyze diverse leadership styles of previous operational commanders.	4
		C101c	Apply the concepts of command at the operational level.	3
		C101d	Comprehend the nature of the human environment including behavioural characteristics that need to be considered by leaders.	2
		C101e	Comprehend the nature of the human dimension in leadership (morale, unit cohesion, motivation and mechanisms of voice).	2
C102	Synthesize the concepts of command at the tactical level.	C102a	Synthesize the concepts of command at the tactical level.	5
		C102b	Analyze the nature of command.	4
		C102c	Comprehend the relationship between commanders, superiors, subordinates and staff.	2
		C102d	Comprehend the effects of C ⁴ I on the future of command.	2
C103	Comprehend the demands of command at the strategic level.	C103a	Recognize the challenges of command at the strategic level.	1
		C103b	Recognize the historical development of strategic level command structures within the CF.	1
		C103c	Know the state and future vision of the CF from the CDS perspective.	1
C104	Analyze ethical principles and practices.	C104a	Analyze the theories and models for ethical thinking, morality and ethical decision-making.	4
		C104b	Interpret ethical decision making in war.	3
		C104c	Interpret ethical decision making in operations other than war.	3
		C104d	Interpret ethical decision making in non-operational situations.	3
		C104e	Comprehend Just War Theory.	2

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C105	Interpret the principles and tenets of the profession of arms.	C105a	Interpret the principles and tenets of the profession of arms.	3
C201	Synthesize effective communication skills.	C201a	Apply military writing skills.	3
		C201b	Synthesize academic writing skills.	5
		C201c	Apply effective reading skills.	3
		C201d	Apply effective listening skills.	3
		C201e	Apply effective speaking and presentation skills.	3
C202	Apply problem solving and decision making techniques.	C202a	Apply creative thinking and problem solving techniques.	3
		C202b	Apply techniques of logical reasoning, argument and analysis.	3
		C202c	Apply decision-making techniques.	3
		C202d	Comprehend the nature of the negotiating environment and negotiation techniques.	2
C203	Apply effective public affairs skills.	C203a	Know the strategy policies and procedures of public affairs in the CF/DND.	1
		C203b	Apply effective media interview skills.	3
		C203c	Apply effective media/press conference skills.	3
		C203d	Comprehend the relationship between CF/DND and the media in a democratic society.	2
		C203e	Comprehend the nature of CF public affairs in an operational environment.	2
C301	Comprehend warfare theory.	C301a	Comprehend the concepts and theories of selected key military historians and theorists.	2
		C301b	Comprehend the development of operational art.	2
		C301c	Analyze the strategies and the operational-level concepts employed during selected operations/campaigns of the 20th Century.	4
C302	Comprehend the impact of technology on modern warfare.	C302a	Comprehend the impact of current and future trends in technological, doctrinal and conceptual development on maritime, land, and air warfare, and on joint and combined operations.	2

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C401	Apply the basic doctrine of joint and combined operations.	C401a	Comprehend the links between CF Joint policy and doctrine.	2
		C401b	Comprehend the challenges of alliance and coalition operations.	2
		C401c	Arrange the concepts and structures of joint force operational level command and control including operational command relationships.	5
		C401d	Comprehend the operational concepts and doctrine of Information Operations.	2
		C401e	Apply the operational concepts and doctrine of Peace Support Operations.	3
		C401f	Summarize the operational concepts and doctrine of Domestic Operations.	2
		C401g	Comprehend the operational concepts and doctrine of Counter-Terrorist and Counter-Insurgency Operations.	2
		C401h	Comprehend the applications of space to theatre operations and to the defence of North America.	2
		C401i	Apply the operational concepts and doctrine of amphibious operations, special operations, psychological operations, fire support and targeting to problem examples.	3
C402	Analyze the concepts and procedures of operational level planning and apply plans in the conduct of joint and combined operations.	C402a	Analyze the concepts of operational art and campaign planning including conflict termination.	4
		C402b	Plan operations using the CF Operations Planning Process (CFOPP).	5
		C402c	Develop joint force operations plans (OPLANs) with appropriate annexes.	5
		C402d	Develop joint force operational logistic support concepts and plans.	5
C403	Apply the concepts and principles of maritime power (Naval students only).	C403a	Describe maritime strategic warfare theory.	2
		C403b	Apply the components of a Canadian national maritime capability plan.	3
		C403c	Apply Canadian maritime defence policy.	3
		C403d	Describe naval command and leadership issues.	2

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C404	Apply the concepts and principles of land power (Land students only).	C404a	Demonstrate tactical employment of a Corps.	3
		C404b	Analyze manoeuvre warfare doctrine.	4
		C404c	Analyze land component command and control concepts.	4
		C404d	Apply doctrine for operations other than war (OOTW).	3
		C404e	Comprehend the impact of technology on land warfare.	2
		C404f	Comprehend the planning considerations for land component information operations.	2
		C404g	Comprehend the planning considerations for land component administration.	2
		C404h	Comprehend the planning considerations for land component fire support.	2
C405	Apply the concepts and principles of aerospace power (Air students only).	C405a	Analyze the nature and development of alliance and CF air doctrine.	4
		C405b	Analyze the concept of air power and its application across the spectrum of conflict.	4
		C405c	Demonstrate the ability to plan the use of air power in counter-air operations.	3
		C405d	Demonstrate the ability to plan the use of air power in counter-surface operations.	3
		C405e	Demonstrate the ability to plan the use of air power in strategic offensive operations.	3
		C405f	Demonstrate the ability to plan the use of air power in supporting air operations.	3
		C405g	Demonstrate the ability to plan the ground support operations necessary to support air operations.	3
		C405h	Analyze air component command and control.	4
		C405i	Interpret the impact of technology on aerospace power.	3

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C406	Analyze and apply plans for the conduct of maritime component operations within joint and combined operations (Naval students only).	C406a	Discuss maritime capabilities and doctrines of medium power countries.	2
		C406b	Design a naval operational logistics plan for use in the execution and sustainment of maritime operations in support of a joint campaign plan.	5
		C406c	Describe the concepts of maritime power in operational-level warfare.	2
		C406d	Describe naval management issues.	2
		C406e	Describe maritime operational warfare theory.	2
		C406f	Design a maritime operations plan, plus branches and sequels, for a naval campaign in a joint theatre of operations.	5
		C406g	Demonstrate limited control of Naval Operations, in a joint and combined context, through exercise simulation.	3
		C406h	Describe the command and control principles associated with commanding maritime forces at the operational level of war.	2
C407	Analyze and apply plans for the conduct of land component operations within joint and combined operations (Land students only).	C407a	Analyze the land components of the CF Operations Planning Process (CFOPP).	4
		C407b	Apply the necessary intelligence support to land planning with focus on the use of Intelligence Preparation of the Battlefield (IPB).	3
		C407c	Apply land component operations plans.	3
		C407d	Employ deep operations plans.	3
		C407e	Apply land component logistic support concepts and prepare plans.	3
		C407f	Apply land component deception concepts and prepare plans.	3
		C407g	Examine branches and sequels to a Land Component Operations Plan.	4
C408	Analyze and apply plans for the conduct of air component operations within joint and combined operations (Air students only).	C408a	Analyze the air components of the CF Operational Planning Process (CFOPP).	4
		C408b	Prepare air sub-campaign plans.	3
		C408c	Demonstrate the ability to develop master attack plans.	3
		C408d	Demonstrate the ability to conduct computer-based wargaming of a Master Attack Plan using a simulated Air Tasking Order process.	3
		C408e	Demonstrate the ability to develop branches or sequels to an Air Campaign.	3

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C409	Analyze the laws and principles governing the use of force.	C409a	Discuss the laws and principles governing the use of force in operations other than war.	2
		C409b	Identify the international conventions, customs, principles, and national and international court decisions that form the body of the law of armed conflict.	2
		C409c	Illustrate the laws and principles governing the use of force and their implications for military forces.	3
		C409d	Comprehend the CF doctrine and staffing process regarding Rules of Engagement.	2
		C409e	Describe the doctrine and staffing process regarding NATO and coalition Rules of Engagement.	2
		C409f	Apply operational level Rules of Engagement.	3
C410	Describe the roles, capabilities and tasks of the environmental components (maritime, land and air) in joint and combined operations.	C410a	Apply the concepts of maritime power at the operational level of war.	3
		C410b	Comprehend the command and control principles associated with commanding maritime forces at the operational level of war.	2
		C410c	Apply the concepts of land power at the operational level of war.	3
		C410d	Comprehend the command and control principles associated with commanding land forces at the operational level of war.	2
		C410e	Apply the concepts of air power at the operational level of war.	3
		C410f	Comprehend the command and control principles associated with commanding air forces at the operational level of war.	2
C411	Apply the doctrinal concepts of joint power.	C411a	Interpret joint and combined warfare theory.	3
		C411b	Interpret the concepts of joint and combined warfare.	3
		C411c	Recognize emerging joint and combined doctrinal concepts.	2
		C411d	Examine the historical development of joint doctrine.	4
		C411e	Discuss the impact of Canadian policy on Canadian joint doctrine.	2
C412	Analyze the elements and capabilities of joint power.	C412a	Discuss Canadian Joint Force Development.	2
		C412b	Describe the generation of Canadian joint forces.	2
		C412c	Analyze joint task force capabilities.	4
		C412d	Discuss the capabilities of allied nation and other medium power forces in a joint/combined context.	2
		C412e	Recognize emerging joint force capabilities.	2

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C413	Collaborate in the planning of a joint/combined campaign.	C413a	Describe the planning environment.	2
		C413b	Analyze the CF Operational Planning Process in a joint and combined context.	4
		C413c	Develop elements of a joint force campaign plan.	5
		C413d	Employ enablers in planning at the operational level.	3
		C413e	Comprehend the integration of supporting plans (SUPLANs).	2
C414	Demonstrate the conduct of joint or joint and combined operations.	C414a	Describe short-term plans within a current joint or joint/combined operation.	2
		C414b	Express the nature of command of coalition and alliance operations.	2
		C414c	Employ concepts and principles of synchronizing combat power at the joint force level.	3
		C414d	Employ joint force operations in a domestic scenario.	3
		C414e	Employ joint and combined operations in OOTW.	3
C415	Analyze the laws and principles governing the use of force.	C415a	Employ the international conventions, customs, principles, and national and international court decisions that form the body of the law of armed conflict.	3
		C415b	Illustrate the laws and principles governing the use of force and their implications for military forces.	3
		C415c	Explain the CF doctrine and staffing process regarding rules of engagement.	2
		C415d	Describe NATO and coalition doctrine and staffing processes for rules of engagement.	2
		C415e	Develop elements of operational Rules of Engagement in a joint and combined context.	5
		C415f	Analyze the laws and principles governing the use of force in operations.	4
		C415g	Analyze the laws and principles governing the use of force in OOTW.	4
C416	Describe the roles, capabilities and core competencies of the environmental components (maritime, land and air) in joint and combined operations.	C416a	Describe the employment of maritime power in operational level warfare.	2
		C416b	Describe the employment of land power in operational level warfare.	2
		C416c	Describe the employment of aerospace power in operational level warfare.	2
C417	Apply the doctrinal concepts of maritime	C417a	Interpret maritime warfare theory.	3
		C417b	Interpret the concepts of maritime power.	3

	power.	C417c	Recognize emerging maritime doctrinal concepts.	2
		C417d	Analyze the historical development of Canadian naval doctrine.	4
		C417e	Comprehend the impact of Canadian policy on Canadian naval doctrine.	2
C418	Analyze the elements and capabilities of maritime power.	C418a	Analyze the development of Canadian maritime power.	4
		C418b	Comprehend the generation of Canadian naval forces.	2
		C418c	Interpret maritime component capabilities.	3
		C418d	Discuss the capabilities of allied nation and other medium power naval forces.	2
		C418e	Recognize emerging maritime force capabilities.	2
C419	Collaborate in the planning of maritime component operations within the context of a campaign plan.	C419a	Describe the planning environment.	2
		C419b	Analyze the CF Operational Planning Process in a maritime context.	4
		C419c	Develop elements of a maritime component OPLAN.	5
		C419d	Employ enablers at the operational level.	3
		C419e	Comprehend the integration of supporting plans (SUPLANs).	2
C420	Apply the conduct of maritime component operations in support of joint or joint and combined operations.	C420a	Describe short-term plans within a current maritime operation.	2
		C420b	Express the nature of command of maritime operations.	2
		C420c	Apply concepts and principles of synchronizing combat power at the maritime component level.	3
		C420d	Describe the role of the maritime component commander when acting as the supported and supporting commander.	2
		C420e	Describe maritime component operations in domestic operations.	2
		C420f	Describe maritime component operations in OOTW.	2
C421	Apply the doctrinal concepts of land power.	C421a	Interpret land warfare theory.	3
		C421b	Interpret the concepts of land warfare.	3
		C421c	Recognize emerging land doctrinal concepts.	2
		C421d	Analyze the historical development of Canadian land force doctrine.	4
		C421e	Comprehend the impact of Canadian policy on Canadian land force doctrine.	2
C422	Analyze the elements and capabilities of land power.	C422a	Analyze the development of Canadian land power.	4
		C422b	Comprehend the generation of Canadian land forces.	2
		C422c	Interpret land component capabilities.	3
		C422d	Discuss the capabilities of allied nation and other medium power armies.	2
		C422e	Recognize emerging land force capabilities.	2

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C423	Collaborate in the planning of land component operations within the context of a campaign plan.	C423a	Describe the planning environment.	2
		C423b	Analyze the CF Operational Planning Process in a land component context.	4
		C423c	Develop elements of a land component OPLAN.	5
		C423d	Employ enablers at the operational level.	3
		C423e	Comprehend the integration of supporting plans.	2
C424	Apply the conduct of land component operations in support of joint or joint and combined operations.	C424a	Describe short-term plans within a current land operation.	2
		C424b	Express the nature of command of land operations.	2
		C424c	Apply concepts and principles of synchronizing combat power at the land component level.	3
		C424d	Describe the role of the land component commander when acting as the supported and supporting commander.	2
		C424e	Describe land component operations in domestic operations.	2
		C424f	Describe land component operations in OOTW.	2
C425	Apply the doctrinal concepts of air power.	C425a	Interpret air warfare theory.	3
		C425b	Interpret the concepts of air warfare.	3
		C425c	Recognize emerging air doctrinal concepts.	2
		C425d	Analyze the historical development of Canadian air force doctrine.	4
		C425e	Comprehend the impact of Canadian policy on Canadian air force doctrine.	2
C426	Analyze the elements and capabilities of air power.	C426a	Analyze the development of Canadian air power.	4
		C426b	Comprehend the generation of Canadian air forces.	2
		C426c	Interpret air component capabilities.	3
		C426d	Discuss the capabilities of allied nation and other medium power air forces.	2
		C426e	Recognize emerging air force capabilities.	2
C427	Collaborate in the planning of air component operations within the context of a campaign plan.	C427a	Describe the planning environment.	2
		C427b	Analyze the CF Operational Planning Process in an air component context.	4
		C427c	Develop elements of an air component OPLAN.	5
		C427d	Employ enablers at the operational level.	3
		C427e	Comprehend the integration of supporting plans (SUPLANs).	2

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C428	Apply the conduct of air component operations in support of joint or joint and combined operations.	C428a	Describe short-term plans within a current air operation.	2
		C428b	Express the nature of command of air operations.	2
		C428c	Apply concepts and principles of synchronizing combat power at the air component level.	3
		C428d	Describe the role of the air component commander when acting as the supported and supporting commander.	2
		C428e	Describe air component operations in domestic operations.	2
		C428f	Describe air component operations in OOTW.	2
C501	Comprehend the sources and instruments of national power.	C501a	Comprehend the elements of governance, policy and strategy.	2
		C501b	Comprehend the elements of national power.	2
		C501c	Comprehend the effects of emerging asymmetric and symmetric threats, challenges and opportunities on foreign and defence policies.	2
C502	Comprehend Canadian national security, foreign and defence policies and the factors, both internal and external, that influence them.	C502a	Comprehend the domestic factors that influence Canadian national security, foreign and defence policies.	2
		C502b	Comprehend military strategy and the role of high command.	2
		C502c	Comprehend the translation of Canadian strategy into operational plans.	2
		C502d	Comprehend the international system, international organizations (UN etc) and Canada's role in the world with regard to Canadian national security, foreign and defence policies.	2
		C502e	Comprehend the relationship between Canada and the United States.	2
		C502f	Comprehend the historical aspects of, and the determining factors influencing, military mobilization in Canada.	2
C503	Comprehend the Strategic Framework of the CF.	C503a	Comprehend the key documents that provide the strategic direction for the CF.	2
		C503b	Comprehend the current state and future vision of the DND from the Minister's perspective.	2

Outcome Serial	Learning Outcome	Objective Serials	Learning Objective	Learning Levels
C504	Comprehend the current principles and policies governing defence management, force structure and force development.	C504a	Comprehend the NDHQ organization and mission.	2
		C504b	Comprehend the function of the Defence Services Programme (DSP).	2
		C504c	Comprehend current CF management principles, philosophies and policies.	2
		C504d	Comprehend the current state of the DND and the future vision of senior Canadian military leaders.	2
		C504e	Comprehend the functioning of NDHQ and the future vision of key civilian appointee in DND.	2
		C504f	Comprehend the system for force generation and the related responsibilities of various headquarters in the CF.	2
		C504g	Comprehend the influence of government policies on force development and structure.	2

CHAPTER 2

CURRICULUM DEVELOPMENT

GENERAL

1. The existing CSC Programme curriculum is the product of many years of development. It reflects the attitudes and the beliefs of a large number of dedicated professional Canadian and international officers who have attended or have served on the staff of the College. Many have also attended or served on the staff of other command and staff colleges. As a result, our Curriculum reflects important recent developments in the profession of arms. Curriculum development is a continuing process involving the review of our current programmes of studies, planning and authorship of new or revised material, approval of changes, and production and distribution of the programme material to the faculty and students.

NDHQ INSTRUCTION ADM (PER) 7/89

2. As noted in Chapter 1, the College receives its strategic direction for the Command and Staff Course Programme from the NDHQ Instruction ADM (Per) 7/89. This document provides the aim, scope, and overall objectives of the CSC Programme, and authorizes the Commandant of the College to develop the detailed syllabus. Proposed changes originating within the College would be directed to the Commander Canadian Defence Academy (CDA). The change in aim and scope of the Command and Staff Course Programme is an example of a change requiring CDA-level approval.

COMMANDANT'S GUIDANCE

3. The Commandant, who at least once annually issues orders that include his periodic guidance on curriculum and on what is to be developed for the CSC Programme Syllabus, controls curriculum development. The guidance is drafted by the COS and results from higher direction from Commander CDA and the OPD Council, from the audits of course results and post-course surveys as scheduled in College business planning, and from College initiatives in tracking the development efforts in similar and allied institutions around the world. The Curriculum Board (CB), to ensure compliance over time, tracks the execution of this guidance internally.

VALIDATION AND EVALUATION

4. The College has established a quality assurance framework to ensure that the course curricula for all courses and seminars achieve the learning objectives and learning outcomes that have been set for them. This is achieved by the evaluation process. From the ABCs of Evaluation by Boulmetis and Dutwin, evaluation can be defined as “the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives have been or are being achieved.” Evaluation is a process with an **internal** focus to the College that ensures the effectiveness and efficiency in the conduct of an educational programme. A programme is effective to the extent that the learner has achieved the stated learning objectives. A programme is efficient to the extent that methods, material and resource expenditure are optimized. Evaluation data or feedback can be achieved a number of different ways. It can be

obtained through written critiques that assess content and delivery of a course or some sub-component of the course through obtaining feedback from students and staff at the College. It can be gained from student performance records that include course reports, term reports, student mark sheets, assessment and feedback forms. It can also be derived from an assessment of resource costs (personnel & fiscal) as reported in accordance with internal or external criteria to the College including a comparison of actual versus planned costs.

5. The quality assurance framework also ensures that the courses and seminars meet the operational and professional development requirements as promulgated by the Department of National Defence. This is achieved by the validation process. Validation is essentially the process of accumulating evidence that a programme accomplishes what it says it accomplishes measured against set criteria. Validation is a process with an **external** focus from the College that verifies that the educational system within the College has adequately prepared and continues to prepare graduates to perform the operational task and to meet specified performance requirements. Validation data or feedback can be obtained through validation questionnaires which would be directed at course and seminar graduates and their respective superiors at periodic intervals following graduation from the College.

6. The Director of Curriculum Support (DCS), is responsible to the Commandant for the application and standardization of the evaluation process within the College. DCS is also responsible for implementation and periodic application of the validation process to College courses and seminars.

RECORDEX

7. The primary evaluation tool for the Command and Staff Course is the RECORDEX. The RECORDEX is a spreadsheet that links the curriculum activities to their respective learning objectives and solicits student input on whether or not the objectives have been achieved. It also asks for input on related reading material and requires observations and recommendations where there indications that improvement is required. The RECORDEX is generated by the students and passed to the Directing Staff for further comment. Subsequently the RECORDEX is passed to the staff member responsible for planning the curriculum activity who in turn analyzes the collected data before making recommendations to the Director of Joint Warfare Studies (DJWS). If DJWS supports the recommendations they are either implemented immediately, or, depending upon the level of change being proposed; are taken to Curriculum Board (CB) and ultimately the Commandant for approval. Usually the students and Directing Staff complete the RECORDEX on a weekly basis with some exceptions where exercises of a duration longer than a week are involved. RECORDEX data is compiled and analyzed by College staff members on a term basis whereupon the recommendations will be acted upon as described above. Feedback provided by the students and resulting recommendations and/or subsequent actions taken will be discussed with course members at periodic intervals, usually following the completion of each term.

CURRICULUM BOARD

8. CB is comprised of the COS and the Directors of the College; with other staff attending in ex-officio or observer status. The CB meets throughout the year to discuss and recommend

changes to the curriculum content or delivery of all CFC programmes. In particular, to facilitate development of the syllabi for the programmes, the CB meets after the Commandant's Guidance has been issued and staff planning has occurred, to review the proposed changes to the subsequent year's course objectives. CB minutes, whether they deal with iterative course amendments throughout the year or major syllabus changes for a subsequent course, are reviewed and approved by the Commandant. The CB also makes recommendations to the Commandant on items that require approval from higher authority, such as changes to the aim or scope of a CFC programme.

CURRICULUM CHANGE — APPROVAL AUTHORITIES

9. There are three levels of approval for changes to the CSC:
 - a. CDA level. Any changes in the aim or scope of the CSC Programme will require the approval of CDA.
 - b. Commandant/CB. Curriculum changes that meet the stated CSC Programme objectives but alter the aim, direction, emphasis, or importance of a portion of the programme (e.g. Programme Goals, Learning Outcomes, Learning Objectives and their levels of learning), or which require a waiver of approved College policy for implementation, must be approved by the CB and the Commandant.
 - c. Director of Joint Warfare Studies. The DJWS may authorize changes in details of the execution of the approved curriculum as well as the method of achieving the approved aim of the various elements of the course. This includes authority to change timings and locations of events and academic packages, as long as the approved aim and emphasis are retained.

CHAPTER 3

OFFICERSHIP STUDIES DEPARTMENT

DEPARTMENT: OFFICERSHIP STUDIES

Programme Hours: 88.5

Preparation Time: 330.0

AIM

1. The department of Officership Studies (OF) provides participants with opportunities to acquire the knowledge and skills necessary to be effective leaders, commanders, and staff officers by broadening their awareness and understanding of command and leadership theory, communications skills, professional ethics, and human behaviour.

SCOPE

2. Officership Studies in the CSC programme have been grouped into six courses as follows:

- a. COM 301: Command;
- b. LDR 302: Leadership;
- c. EMP 303: Ethics and the Military Profession;
- d. CMR 304: Communications and Media Relations;
- e. IRP 305: Individual Research Projects; and
- f. KEY 306: Keynote Speaker Series.

RELATED PROGRAMME GOALS

Goal C1 — Command, Leadership, and Ethics.

Goal C2 — Communications Skills.

LEARNING OUTCOMES

3. On completion of the Officership Studies Courses participants will be able to use the knowledge and skills learned to:

Learning Outcome Serial	Learning Outcome
C101	Analyze the art of leadership at the operational level.
C102	Synthesize the concepts of command at the tactical level.
C103	Comprehend the demands of command at the strategic level.
C104	Analyse ethical principles and practices.
C105	Interpret the principles and tenets of the profession of arms
C201	Synthesize effective communication skills.
C202	Apply problem solving and decision making techniques.
C203	Apply effective public affairs skills.

LEARNING OBJECTIVES

4. Specific learning objectives for each intended learning outcome are as follows:

Objective Serial	Learning Objective
C101a	Analyze leadership theories and models.
C101b	Analyze diverse leadership styles of previous operational commanders.
C101c	Apply the concepts of command at the operational level.
C101d	Comprehend the nature of the human environment including behavioural characteristics that need to be considered by leaders.
C101e	Comprehend the nature of the human dimension in leadership (morale, unit cohesion, motivation mechanisms of voice).
C102a	Synthesize the concepts of command at the tactical level.
C102b	Analyze the nature of command.
C102c	Comprehend the relationship between commanders, superiors, subordinates and staff.
C102d	Comprehend the effects of C ⁴ I on the future of command.
C103a	Recognize the challenges of command at the strategic level.
C103b	Recognize the historical development of strategic level command structures within the CF.
C103c	Know the state and future vision of the CF from the CDS perspective.
C104a	Analyze the theories and models for ethical thinking, morality and ethical decision-making.

Objective Serial	Learning Objective
C104b	Interpret ethical decision making in war.
C104c	Interpret ethical decision making in operations other than war.
C104d	Interpret ethical decision making in non-operational situations.
C104e	Comprehend Just War Theory.
C105a	Interpret the principles and tenets of the profession of arms.
C201a	Apply military writing skills.
C201b	Synthesize academic writing skills.
C201c	Apply effective reading skills.
C201d	Apply effective listening skills.
C201e	Apply effective speaking and presentation skills.
C202a	Apply creative thinking and problem solving techniques.
C202b	Apply techniques of logical reasoning, argument and analysis.
C202c	Apply decision-making techniques.
C202d	Comprehend the nature of the negotiating environment and negotiation techniques.
C203a	Know the strategy policies and procedures of public affairs in the CF/DND.
C203b	Apply effective media interview skills.
C203c	Apply effective media/press conference skills.
C203d	Comprehend the relationship between CF/DND and the media in a democratic society.
C203e	Comprehend the nature of CF public affairs in an operational environment.

**ANNEX A
CHAPTER 3
CSC 32 SYLLABUS**

DETAILED SYLLABUS

DEPARTMENT OF OFFICERSHIP STUDIES



COMMAND — OF/COM 301

Course Hours — 16.5

AIM: The aim of Command 301 is to develop the ability to exercise command at the tactical level, while providing an understanding of command at the operational level and a familiarity with the demands of command at the strategic level. Examining theories of command, command and staff systems and historic and present day aspects of command at the tactical, operational, and strategic levels in peace and war accomplish this aim. Curriculum activities associated with this course are distributed throughout Terms One, Two, and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PREP	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/COM 301/AV-1	Higher Command in War	To stimulate the students' thinking on issues of leadership at the operational level of command.	1.5	1.5	C101a C101b C101c C101d C101e	C301
C/OF/COM 301/LD-1	The Human Dimension in Command	To familiarize students with contemporary thoughts on military leadership and emerging concepts of command and control and to develop an understanding of the "human factors" that shape individual leadership styles and influence the exercise of command.	6.0	6.0	C101c C101d C101e C102a C102b C102c C102d C104a	C301 C401 C402 C409
C/OF/COM 301/LE-1	Commander and Staff Relationships	To familiarize students with the relationship between commander, staff, and leadership responsibilities and challenges at a senior staff level.	1.5	1.5	C101d C102b C102c C103a	C401 C402
C/OF/COM 301/LE-2	Canadian Command Structure — Historical Review	To familiarize students with the history and development of command structures within the Canadian Forces.	1.5	1.5	C102c C103b	C503 C504
C/OF/COM 301/LE-3	Group Dynamics in Command	To examine various aspects of group dynamics in a military context, their potential impact on a commander's approach to command and ways in which a commander can integrate these to achieve the mission.	1.5	1.5	C101d C101e C102b C102c C103a	C402

CODE	TITLE	AIM	PROG TIME	PREP	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/COM 301/LE-4	The Commander and the Media	To examine the interaction/relationship between the media and the commander from a commander's perspective.	1.5	1.5	C103a C203c, C203d C203e	C302 C402
C/OF/COM 301/LE-5	Strategic Vision — CDS Vision for the Canadian Forces	To provide students with a contemporary view of the strategic level of the Canadian Forces from the perspective of Canada's Chief of the Defence Staff.	1.5	1.5	C103a C103c	C503 C504
C/OF/COM 301/SE-1	Exercise COMMAND VISION	To have students write a command vision statement by synthesizing and formalizing their respective thoughts on command and leadership.	1.5	6.0	C101c C102a C102b C201a	C301 C302 C401 C402 C403 C404 C405 C406 C407 C408 C409 C410
C/OF/COM 301 SUBTOTAL			16.5	21.0		

LEADERSHIP — OF/LDR 302

Course Hours — 13.5

AIM: The aim of Leadership 302 is to develop the ability to exercise leadership at the tactical level, while providing an understanding of leadership at the operational level and a familiarity with the demands of leadership at the strategic level. Examining various theories and models of leadership, the role of leadership in reducing operational/combat stress casualties and contemporary thoughts on military leadership at the operational level accomplish this aim. Curriculum activities associated with this course are distributed throughout Terms One, Two, and Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/LDR 302/DI-1	Authority, Responsibility and Accountability	To develop the students' understanding of authority, responsibility and accountability in the Canadian Forces.	1.5	3.0	C101a C102a C102c C103a C104a C104b C104c C104d C105a	C401 C409 C504
C/OF/LDR 302/LD-1	Leadership Theories and Models	To develop an understanding of contemporary theories and models of leadership and their practical application.	3.0	4.5	C101a	C401 C402
C/OF/LDR 302/LD-2	Leadership and Operational Stress	To develop an understanding of combat/operational stress from a medical and psychiatric perspective and the role of leadership in reducing combat/operational stress casualties.	3.0	3.0	C101d C101e C102a C102c	
C/OF/LDR 302/LE-1	Leadership and the Human Environment	To develop an understanding of the relationships between leadership and social/cultural settings and the multiplicity of leadership roles and styles in complex organizations.	1.5	1.5	C101d C101e	C401 C402

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/LDR 302/LE-3	Leadership at the Operational Level	To familiarize students with contemporary thoughts on military leadership at the operational level of command.	1.5	1.5	C101c	C301 C302 C401 C402 C403 C404 C405 C406 C407 C408 C409 C410
C/OF/LDR 302/LE-4	360 Self Development	To enhance student's appreciation of their leadership strengths and areas in need of improvement.	3.0	6.0	C101a C101d C101e C102c	
C/OF/LDR 302 SUB-TOTAL			13.5	19.5		

ETHICS AND THE MILITARY PROFESSION — OF/EMP 303

Course Hours — 15.0

AIM: The aim of Ethics and the Military Profession 303 is to increase the participants' appreciation of the military profession and to develop an understanding of ethical models and theories that are applicable and practical for use by Canadian Forces officers. Curriculum activities associated with this course are delivered in Term One and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/EMP 303/AV-1	Ethical Considerations in Combat	To stimulate the students' thinking on ethical issues in combat situations.	3.0	3.0	C101d C102c C104b C104e C105a	C301 C302 C409
C/OF/EMP 303/LD-1	A Framework for Ethical Thinking	To familiarize students with some of the fundamental theories of ethical thinking and to develop students' understanding of ethical models that are applicable to Canadian officers at a practical level.	3.0	4.5	C104a C104d	C409
C/OF/EMP 303/LD-2	Ethics and the Military Profession	To familiarize students with contemporary thoughts on ethics and the military profession.	3.0	4.5	C104a C104b C104c C104d C104e C105a	C409
C/OF/EMP 303/LD-3	Just War Theory	To examine the concepts of <i>jus ad bellum</i> and <i>jus in bello</i> and how they apply to the use of military force.	3.0	3.0	C104a C104b C104e C105a	C301 C302 C409
C/OF/EMP 303/LE-1	The Nature of Morality	To develop an understanding of contemporary theories concerning the nature of morality and their applicability to the military profession.	1.5	1.5	C104a C104b C104c C104d C105a	C409
C/OF/EMP 303/LE-2	Management Ethics and Governance	To familiarize students with some of the fundamental theories of business and management ethics in the workplace.	1.5	1.5	C104a C104d	C501
C/OF/EMP 303 SUB-TOTAL			15.0	18.0		

COMMUNICATIONS AND MEDIA RELATIONS — OF/CMR 304

Course Hours — 25.5

AIM: The aim of Communications and Media Relations 304 to develop the participants' ability to communicate effectively. Developing the ability to prepare and deliver verbal presentations, and familiarizing the participants with public affairs policies and the challenges of the media in a democratic society accomplish this aim. Curriculum activities associated with this course are delivered in Term One and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/CMR 304/LE-2	Public Affairs in Canadian Forces Operations	To familiarize students with Public Affairs staff responsibilities and planning considerations during the execution of an operation.	1.5	1.5	C103a C203e	C402 C406 C407 C408
C/OF/CMR 304/LE-3	Media and the Military — Media Perspective	To familiarize students with the roles and challenges of the media in a democratic society and the media perception of the CF.	3.0	1.5	C103a C203d	C402 C406 C407 C408
C/OF/CMR 304/SE-1	Exercise VERITAS SUI	To provide Directing Staff (DS) with information on students' backgrounds, general interests, professional goals and writing skills.	0.0	0.0	C201a	
C/OF/CMR 304/SE-2	Exercise LANGUAGE CHECK	To evaluate students' grammatical and writing skills.	0.0	0.0	C201b	
C/OF/CMR 304/TU-1	Approaches to Decision Making One	To develop the students' understanding of the use of the Decision Matrix as a problem solving tool.	1.5	3.0	C202c	
C/OF/CMR 304/TU-2	Critical Thinking and Effective Writing	To review the fundamentals of critical thinking and effective written analysis.	4.5	3.0	C201a C201b C202b	
C/OF/CMR 304/TU-3	Lateral Thinking Techniques	To develop the students' understanding of creative thinking and problem solving and to provide them with useable tools and techniques to generate better ideas.	3.0	3.0	C202a	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/CMR 304/TU-4	Effective Speaking and Presentation Skills	To develop student's ability to speak and give presentations to a variety of audiences in a professional and effective manner.	6.0	6.0	C101e C201d C201e C202b C202d C203b C203c	C101 C102
C/OF/CMR 304/TU-5	Media Interview Techniques	To provide students with practical tips, techniques and guidelines on how to conduct themselves when being interviewed by the media.	3.0	3.0	C201d C201e C203b C203c	C102 C103
C/OF/CMR 304/TU-6	Exercise SPOT LIGHT	To develop the ability to participate effectively in a media interview.	3.0	4.5	C203b C203c	C101 C102 C103
C/OF/CMR 304 SUB-TOTAL			25.5	25.5		

INDIVIDUAL RESEARCH PROJECT — OF/IRP 305

Course Hours — 4.5

AIM: The aim of Individual Research Project 305 is to develop the participants' ability to think critically and communicate effectively in writing. This aim is accomplished by requiring the students to prepare several properly documented, persuasive essays on various topics of military significance over the course of their year at the College. Curriculum activities associated with this course are distributed in Terms One, Two, Three and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/IRP 305/RP-1	Exercise GLOBAL VORTEX	To develop students' analytical abilities and writing skills while expanding their knowledge of the concept of national security.	0.0	40.0	C201b C201c C202b	C501 C502
C/OF/IRP 305/RP-2	Exercise FINAL ARBITER	To reinforce the students' understanding of ethics, ethical thinking and the Law of Armed Conflict (LOAC) through the writing of a persuasive essay examining a contentious military operation.	4.5	56.0	C104a C104b C104c C104e C105a C201b C201c C202b C409a C409b C409c	C301 C302
C/OF/IRP 305/RP-3	Leadership at the Operational Level — Exercise NAPOLEON WELLESLEY REVIEW	To develop students' ability to analyze the characteristics and requirements of leadership and command at the operational level of war.	0.0	50.0	C101a C101b C101c C101d C101e C102b C102c C201b C201c C202b	C301 C302 C401 C402 C403 C404 C405 C406 C407 C408 C409 C410
C/OF/IRP 305/RP-4	Exercise NEW HORIZONS (Non-MDS participants)	To develop the students' ability to write a persuasive essay on a subject of military significance.	0.0	100.0	C201b C201c C202b	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/IRP 305/RP-5	Master of Defence Studies (MDS) Research Project (MDS participants)	To prepare a properly defended thesis on a defence-related topic.				
C/OF/IRP 305 SUB-TOTAL			4.5	246.0		

KEYNOTE SPEAKER SERIES — OF/KEY 306

Course Hours — 13.5

AIM: The aim of Keynote Speaker Series 306 is to enhance the Command and Staff Course with a series of presentations that may not necessarily be directly related to the CSC curriculum. This aim is accomplished by exposing the students to the ideas and opinions of a number of high profile speakers who will be invited to the College to speak on relevant and topical issues that are of interest to military professionals. Curriculum activities associated with this course are distributed in Terms One, Two, Three and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/OF/KEY 306/LE-1	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-2	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-3	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-4	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-5	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-6	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-7	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-8	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306/LE-9	As Required	As Required	1.5	0.0	As Required	As Required
C/OF/KEY 306 SUB-TOTAL			13.5	0.0		
OF GRAND TOTAL			88.5	330.0		

CHAPTER 4

MARITIME STUDIES DEPARTMENT

DEPARTMENT: MARITIME STUDIES

Programme Hours: 81.0

Preparation Time: 129.0

AIM

1. The department of Maritime Studies (MS) provides participants opportunities to analyze the concepts and principles of maritime power and operational level planning. Participants will apply these concepts in the planning of maritime component operations.

SCOPE

2. Maritime Studies in the CSC programme have been grouped into three courses as follows:

- a. MCD 301: Maritime Component Doctrine;
- b. MCO 302: Maritime Component Operations; and
- c. MCP 303: Maritime Component Planning.

RELATED PROGRAMME GOAL

Goal C4 — Joint and Combined Operations.

LEARNING OUTCOMES

3. On completion of the Maritime Studies Courses participants will be able to use the knowledge and skills learned to:

Learning Outcome Serial	Learning Outcome
C403	Apply the concepts and principles of maritime power. (Naval students only).
C406	Analyze and apply plans for the conduct of maritime component operations within joint and combined operations (Naval students only).
C416	Describe the roles, capabilities and core competencies of the environmental components (maritime, land and air) in joint and combined operations.
C417	Apply the doctrinal concepts of maritime power.
C418	Analyze the elements and capabilities of maritime power.
C419	Collaborate in the planning of maritime component operations within the context of a campaign plan.

Learning Outcome Serial	Learning Outcome
C420	Apply the conduct of maritime component operations in support of joint or joint and combined operations.

LEARNING OBJECTIVES

4. Specific learning objectives for each intended learning outcome are as follows:

Objective Serial	Learning Objective
C403a	Describe maritime strategic warfare theory.
C403b	Apply the components of a Canadian national maritime capability plan.
C403c	Apply Canadian maritime defence policy.
C403d	Describe naval command and leadership issues.
C406a	Discuss maritime capabilities and doctrines of medium power countries.
C406b	Design a naval operational logistics plan for use in the execution and sustainment of maritime operations in support of a joint campaign plan.
C406c	Describe the concepts of maritime power in operational-level warfare.
C406d	Describe naval management issues.
C406e	Describe maritime operational warfare theory.
C406f	Design a maritime operations plan, plus branches and sequels, for a naval campaign in a joint theatre of operations.
C406g	Demonstrate limited control of Naval Operations, in a joint and combined context, through exercise simulation.
C406h	Describe the command and control principles associated with commanding maritime forces at the operational level of war.
C416a	Describe the employment of maritime power in operational level warfare.
C417a	Interpret maritime warfare theory.
C417b	Interpret the concepts of maritime power.
C417c	Recognize emerging maritime doctrinal concepts.
C417d	Analyze the historical development of Canadian naval doctrine.
C417e	Comprehend the impact of Canadian policy on Canadian naval doctrine.
C418a	Analyze the development of Canadian maritime power.
C418b	Comprehend the generation of Canadian naval forces.
C418c	Interpret maritime component capabilities.
C418d	Discuss the capabilities of allied nation and other medium power naval forces.
C418e	Recognize emerging maritime force capabilities.
C419a	Describe the planning environment.
C419b	Analyze the CF Operational Planning Process in a maritime context.

Objective Serial	Learning Objective
C419c	Develop elements of a maritime component OPLAN.
C419d	Employ enablers at the operational level.
C419e	Comprehend the integration of supporting plans (SUPLANs).
C420a	Describe short-term plans within a current maritime operation.
C420b	Express the nature of command of maritime operations.
C420c	Apply concepts and principles of synchronizing combat power at the maritime component level.
C420d	Describe the role of the maritime component commander when acting as the supported and supporting commander.
C420e	Describe maritime component operations in domestic operations.
C420f	Describe maritime component operations in OOTW.

**ANNEX A
CHAPTER 4
CSC 32 SYLLABUS**

**DETAILED SYLLABUS
DEPARTMENT OF MARITIME STUDIES**



MARITIME COMPONENT DOCTRINE — MS/MCD 301

Course Hours — 46.5

AIM: The aim of Maritime Component Doctrine 301 is to develop the ability to analyse the concepts and principles of maritime power. This aim is accomplished by examining historical and present-day aspects of maritime leadership, management and command, warfare theory, strategy, and policy and doctrine formulation at the tactical, operational and strategic levels in peace and war. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/MS/MCD 301/CS-1	Maritime Strategic Historical Case Studies	To produce an assessment of how maritime strategy influences a nation's ability to exercise maritime power through an examination of historical periods and the presentation of an oral brief.	6.0	15.0	C403a	C103 C201 C301 C406 C410 C502
C/MS/MCD 301/CS-2	Canadian Naval Policy Case Studies	To analyze the historical determinants and organizational principles behind Canadian naval policy decisions through the study of specific examples and the presentation of an oral brief.	6.0	15.0	C403c	C103 C201 C301 C406 C410 C504
C/MS/MCD 301/CS-3	Canadian Maritime Strategy Case Study	To analyze Canada's maritime strategy through the study of key policy documents and the presentation of an oral brief.	6.0	15.0	C403b	C103 C201 C202 C302 C406 C410 C501 C502 C503 C504
C/MS/MCD 301/DI-1	The Influence of Naval Philosophers and History on Maritime Strategy	To interpret the influence history and naval philosophers have had on maritime strategy in general, and Canadian maritime strategy in particular, with emphasis on the concepts of sea denial, sea control, and power projection.	1.5	3.0	C403a	C103 C301 C406 C410 C501

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/MS/MCD 301/DI-2	Maritime Strategy	To interpret the major theories of maritime strategy.	1.5	3.0	C403a	C103 C301 C406 C410 C502
C/MS/MCD 301/DI-3	Canadian Naval Force Structure: The Way Ahead	To interpret current concepts and plans for the future of Maritime Command.	1.5	3.0	C403c	C103 C302 C406 C410 C501 C502 C503 C504
C/MS/MCD 301/LD-1	Maritime Research and Development	To recognize new developments in naval technology, discussing the impacts on naval operations.	3.0	1.5	C403c	C103 C301 C302 C406 C410 C501
C/MS/MCD 301/LE-1	Maritime Strategy: The Great Maritime Powers	To outline the maritime strategy and doctrine of maritime powers.	1.5	3.0	C403a	C103 C301 C302 C406 C410 C501
C/MS/MCD 301/LE-2	Historical Development of Canadian Maritime Defence Strategy	To outline the historical development of Canada's maritime defence strategy.	1.5	1.5	C403a	C103 C301 C302 C406 C410 C502 C504
C/MS/MCD 301/LE-3	Canadian Maritime Security Policy	To outline the formulation of current Canadian maritime security policy.	1.5	1.5	C403c	C103 C302 C406 C410 C502 C504

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/MS/MCD 301/LE-4	Canadian Maritime Capital Acquisition Programme	To outline the factors involved in the development of Canada's Maritime Capital Acquisition Programme.	1.5	1.5	C403c	C103 C302 C406 C410 C502 C504
C/MS/MCD 301/LE-5	The Global Maritime Shipping Environment	To outline current conditions in the maritime commercial shipping industry and to identify some of the strategic and operational considerations during periods of tension and war.	1.5	1.5	C403b	C406 C410 C501
C/MS/MCD 301/LE-6	The Law and Custom of the Sea	To outline the origins and development of international maritime law.	1.5	1.5	C403a	C301 C302 C406 C410 C502
C/MS/MCD 301/LE-7	Canadian Naval Operational Command	To outline the principles and theories of naval operational command using historical examples.	1.5	1.5	C403d	C101 C301 C406 C410
C/MS/MCD 301/LE-8	Transport Canada — Canadian Marine Policy	To outline Canadian Maritime Policy.	1.5	1.5	C403b	C406 C410 C501 C502
C/MS/MCD 301/LE-10	Natural Renewable Ocean Resources	To outline the key factors associated with the Canadian Fishing Industry and the regulatory authority as exercised by the Department of Fisheries and Oceans.	1.5	1.5	C403b	C406 C410 C501 C502
C/MS/MCD 301/LE-11	Non-Renewable Ocean Resources	To outline the management policies and development issues of Canadian non-renewable ocean resources.	1.5	1.5	C403b	C406 C410 C501 C502
C/MS/MCD 301/LE-13	Canadian Maritime Law Enforcement	To outline Department of National Defence support to Other Government Departments in maritime law enforcement.	1.5	1.5	C403b	C410
C/MS/MCD 301/LE-14	Contemporary Maritime Warfare Theory	To outline new developments in maritime warfare theory.	1.5	1.5	C403a	C410

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/MS/MCD 301/LE-15	The Canadian Shipbuilding and Ship Repair Industry	To outline the current state of the Canadian shipbuilding and ship repair industry.	1.5	1.5	C403b	C406 C410 C501 C502
C/MS/MCD 301/LE-16	The Canadian Shipping Industry	To outline the current state of the Canadian shipping industry.	1.5	1.5	C403b	C406 C410 C501 C502
C/MS/MCD 301 SUB-TOTAL			46.5	76.5		

MARITIME COMPONENT OPERATIONS — MS/MCO 302

Course Hours — 19.5

AIM: The aim of Maritime Component Operations 302 is to develop the ability to analyse the diverse elements of maritime warfare and relate the concepts and principles of operational-level planning. This aim is accomplished by examining historical and present-day aspects of operational warfare theory. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/MS/MCO 302/CS-1	World Maritime Area Case Studies	To analyse to maritime capabilities and doctrines through an examination of other medium-power countries and the presentation of an oral brief.	6.0	15.0	C406a C406e	C103 C302 C401 C410 C504
C/MS/MCO 302/DI-1	Trends in Maritime Technology	To interpret the impact of technology on maritime operations and planning.	1.5	3.0	C406d	C302
C/MS/MCO 302/DI-2	Maritime Logistics	To interpret the impact of logistics considerations on maritime operations and planning.	1.5	3.0	C406c	C302 C504
C/MS/MCO 302/LE-3	Warship Design and Survivability	To outline the technical features of modern warship design.	1.5	1.5	C406d	C302 C405 C410 C504
C/MS/MCO 302/LE-4	Maritime Engineering and Fleet Support	To outline the current and future state of maritime engineering management and support in the Canadian Navy.	3.0	1.5	C406d	C302 C405 C410 C504
C/MS/MCO 302/LE-5	Canada's Naval Reserves	To outline the roles of Canada's Naval Reserves.	1.5	1.5	C406c	C302 C405 C410 C504
C/MS/MCO 302/LE-6	European Navies: Defence Policy and Strategy	To outline the maritime capabilities and doctrine of a European medium power navy.	1.5	1.5	C406a	C103 C302 C401 C410 C504

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/MS/MCO 302/LE-7	Pacific Rim Navies: Defence Policy and Strategy	To outline the maritime capabilities and doctrine of an Asian medium power navy.	1.5	1.5	C406a	C103 C302 C401 C410 C504
C/MS/MCO 302/LE-8	Latin American Navies: Defence Policy and Strategy	To outline the maritime capabilities and doctrine of a Latin American medium power navy.	1.5	1.5	C406a	C103 C302 C401 C410 C504
C/MS/MCO 302 SUB-TOTAL			19.5	30.0		

MARITIME COMPONENT PLANNING — MS/MCP 303

Course Hours — 15.0

AIM: The aim of Maritime Component Planning 303 is to develop and apply plans for the conduct of maritime component operations. This aim is accomplished by examining historical and present-day examples of maritime component plans from selected campaigns and by developing plans using a hypothetical joint scenario. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/MS/MCP 303/CS-1	Naval Campaign Case Studies	To analyze maritime operational concepts and doctrine through the examination of selected historical naval campaigns and the presentation of an oral brief.	6.0	15.0	C406c	C101 C102 C103 C201 C202 C301 C401 C402 C410
C/MS/MCP 303/DI-1	CMS Issues and Challenges	To discuss current issues facing the Canadian Navy.	1.5	3.0	C403d	C410
C/MS/MCP 303/LE-1	Command and Control Terminology	To outline the terminology associated with command and control of maritime forces.	1.5	1.5	C406h	C301 C302 C409 C410 C401 C502
C/MS/MCP 303/TU-1	Maritime Planning	To explain the organizational principles of the naval planning process.	6.0	3.0	C406f	C302 C402 C410
C/MS/MCP 303 SUB-TOTAL			15.0	22.5		
MS GRAND TOTAL			81.0	129.0		

CHAPTER 5

AEROSPACE STUDIES DEPARTMENT

DEPARTMENT: AEROSPACE STUDIES

Programme Hours: 79.5

Preparation Time: 138.0

AIM

1. The department of Aerospace Studies (AS) provides participants with opportunities to analyze the concepts and principles of aerospace power and operational level planning in the conduct of air component operations. Participants will apply these concepts in the planning of air component operations.

SCOPE

2. Aerospace Studies in the CSC programme have been grouped into three courses as follows:

- a. ACD 301: Air Component Doctrine;
- b. ACO 302: Air Component Operations; and
- c. ACP 303: Air Component Planning.

RELATED PROGRAMME GOAL

Goal C4 — Joint and Combined Operations.

LEARNING OUTCOMES

3. On completion of the Aerospace Studies Courses participants will be able to use the knowledge and skills learned to:

Learning Outcome Serial	Learning Outcome
C405	Apply the concepts and principles of aerospace power. (Air students only).
C408	Analyze and apply plans for the conduct of air component operations within joint and combined operations (Air students only).
C416	Describe the roles, capabilities and core competencies of the environmental components (maritime, land and air) in joint and combined operations.
C425	Apply the doctrinal concepts of air power.

Learning Outcome Serial	Learning Outcome
C426	Analyze the elements and capabilities of air power.
C427	Collaborate in the planning of air component operations within the context of a campaign plan.
C428	Apply the conduct of air component operations in support of joint or joint and combined operations.

LEARNING OBJECTIVES

4. Specific learning objectives for each intended learning outcome are as follows:

Objective Serial	Learning Objective
C405a	Analyze the nature and development of alliance and CF air doctrine.
C405b	Analyze the concept of air power and its application across the spectrum of conflict.
C405c	Demonstrate the ability to plan the use of air power in counter-air operations.
C405d	Demonstrate the ability to plan the use of air power in counter-surface operations.
C405e	Demonstrate the ability to plan the use of air power in strategic offensive operations.
C405f	Demonstrate the ability to plan the use of air power in supporting air operations.
C405g	Demonstrate the ability to plan the ground support operations necessary to support air operations.
C405h	Analyze air component command and control.
C405i	Interpret the impact of technology on aerospace power.
C408a	Analyze the air components of the CF Operations Planning Process (CFOPP).
C408b	Prepare air sub-campaign plans.
C408c	Demonstrate the ability to develop master attack plans.
C408d	Demonstrate the ability to conduct computer-based wargaming of a Master Attack Plan using a simulated Air Tasking Order process.
C408e	Demonstrate the ability to develop branches or sequels to an Air Campaign.
C416c	Describe the employment of aerospace power in operational level warfare.
C425a	Interpret air warfare theory.
C425b	Interpret the concepts of air warfare.
C425c	Recognize emerging air doctrinal concepts.
C425d	Analyze the historical development of Canadian air force doctrine.
C425e	Comprehend the impact of Canadian policy on Canadian air force doctrine.

Objective Serial	Learning Objective
C426a	Analyze the development of Canadian air power.
C426b	Comprehend the generation of Canadian air forces.
C426c	Interpret air component capabilities.
C426d	Discuss the capabilities of allied nation and other medium power air forces.
C426e	Recognize emerging air force capabilities.
C427a	Describe the planning environment.
C427b	Analyze the CF Operational Planning Process in an air component context.
C427c	Develop elements of an air component OPLAN.
C427d	Employ enablers at the operational level.
C427e	Comprehend the integration of supporting plans (SUPLANs).
C428a	Describe short-term plans within a current air operation.
C428b	Express the nature of command of air operations.
C428c	Apply concepts and principles of synchronizing combat power at the air component level.
C428d	Describe the role of the air component commander when acting as the supported and supporting commander.
C428e	Describe air component operations in domestic operations.
C428f	Describe air component operations in OOTW.

**ANNEX A
CHAPTER 5
CSC 32 SYLLABUS**

**DETAILED SYLLABUS
DEPARTMENT OF AEROSPACE STUDIES**



AEROSPACE COMPONENT DOCTRINE — AS/ACD 301

Course Hours — 24.0

AIM: The aim of Aerospace Component Doctrine 301 is to develop the ability to analyse the concepts and principles of air and space power and be able to apply them in the planning of air component operations. This aim is accomplished by examining historical and present-day aspects of aerospace theory, strategy, doctrine and policy at the operational level in peace and war. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/AS/ACD 301/CS-1	Strategic Attack Case Study — Combined Bomber Offensive	To comprehend the Strategic Attack air power function as it is applied to a historical case study and applied to air operations today.	3.0	12.0	C425a C425b C425c C425d C426a C428c	
C/AS/ACD 301/CS-2	Counterland Case Study — Malayan Emergency	To comprehend the Counterland air power function as it is applied to a historical case study and applied to air operations today.	3.0	12.0	C425a C425b C425c C425d C426a C428c C428e	
C/AS/ACD 301/CS-3	Airlift Case Study — Berlin Airlift	To comprehend the Airlift air power function as it is applied to a historical case study and applied to air operations today.	3.0	12.0	C425a C425b C425c C425d C426a C428c C428e	
C/AS/ACD 301/CS-4	Counterair Case Study — Desert Storm	To comprehend the Counterair air power function as it is applied to a historical case study and applied to air operations today.	3.0	12.0	C425a C425b C425c C425d C426a C428c	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/AS/ACD 301/CS-5	Command and Control Case Study	To comprehend the Command and Control air power function as it is applied to a historical case study and applied to air operations today.	3.0	12.0	C425a C425b C425c C425d C426a C428c C428e	
C/AS/ACD 301/LD-1	Canadian Air and Space Policy	To comprehend current air force policy.	3.0	4.5	C425c C425d C425e C426a C426b C426d C426e C428e	
C/AS/ACD 301/SM-1	Principles of Aerospace Doctrine Seminar	To analyze current Canadian and Allied aerospace doctrine.	1.5	9.0	C425a C425b C425c C425d C428f	
C/AS/ACD 301/SM-2	Airpower Theorists	To analyze air power theories and their relationship to current doctrine.	3.0	9.0	C425a C425b C426e	
C/AS/ACD 301/LE-1	Principles of Aerospace Doctrine	To understand the principles of Canadian strategic/basic aerospace doctrine.	1.5	3.0	C425a C425b C425c C425d C428c C428d C428f	
C/AS/ACD 301 SUB-TOTAL			24.0	85.5		

AEROSPACE COMPONENT OPERATIONS — AS/ACO 302

Course Hours — 12.0

AIM: The aim of Aerospace Component Operations 302 is to develop the ability to comprehend the concepts and capabilities of an air and space component and be able to apply them in the planning of air and space component operations. This aim is accomplished by examining current force structures, capabilities and doctrinal concepts. Activities within the programme are also included in the JC Component Warfare (CPT 303) programme. The Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/AS/ACO 302/LE-1	Allied Air Forces	To comprehend the capabilities of selected allied air forces.	3.0	0.0	C426c C426d	
C/AS/ACO 302/LE-2	Combined Air Operations Centre	To develop the student's comprehension of the organization and command and control processes within the CAOC.	1.5	1.5	C426c C427a C427d C428a C428b C428c C428d	
C/AS/ACO 302/LE-3	Command and Control	To comprehend the command and control concepts required for the effective employment of air forces.	1.5	1.5	C427a C427d C428b C428c C428e	
C/AS/ACO 302/LD-1	Combat Support Operations	To comprehend the Combat Support air power function.	4.5	1.5	C426b C428a C428b	
C/AS/ACO 302/SM-1	Effects Based Operations	To comprehend the concept of effects based operations and how it is applied in today's operational environment.	1.5	6.0	C425a C427a C427d C428a C428c C428f	
C/AS/ACO 302 SUB-TOTAL			12.0	10.5		

AERO SPACE COMPONENT PLANNING — AS/ACP 303

Course Hours — 43.5

AIM: The aim of Aerospace Component Planning 303 is to understand and apply the operational planning process for the conduct of air and space component operations. This aim is accomplished by introducing all aspects of the air operations estimate process, to include plan and order formats, strategy to task concept, command and control issues, and the employment of various aids to decision-making. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/AS/ACP 303/CS-1	Air Warfare Case Studies	To analyze theoretical and doctrinal concepts of air power as demonstrated in selected conflicts. This will be achieved using historical examples, ascertaining lessons learned and applying them to current doctrine and force structures.	3.0	18.0	C425a C426a C427c C428c	
C/AS/ACP 303/CS-2	Air Warfare Case Studies	To analyze theoretical and doctrinal concepts of air power as demonstrated in selected conflicts. This will be achieved using historical examples, ascertaining lessons learned and applying them to current doctrine and force structures.	3.0	18.0	C425a C426a C427c C428c	
C/AS/ACP 303/DI-1	Operational Airspace Control	To provide the students with an understanding of the complexity of the airspace within an area of operations.	1.5	1.5	C427a C427c C427e C428a	
C/AS/ACP 303/LE-1	Joint Air Operations Planning	To develop the student's ability to use concepts and principles of air campaign planning.	1.5	1.5	C427a C427b C427c C428a C428c C428d C428f	
C/AS/ACP 303/LE-2	Air Warfare Centre	To provide the students with an understanding of the organization and function of the AWC.	1.5	0.0	C427a C427b C427c C428d	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/AS/ACP 303/LE-3	Current Operations Plans	To develop the student's understanding of the Air Tasking Order, SPINS, Airspace Control Order, etc., which are command and control products disseminated by the CAOC.	1.5	0.0	C427a C427c C427d C427e C428a C428c C428f	
C/AS/ACP 303/LE-4	The Air Operations Directive, SUPLANS and Annexes	To provide the students with an understanding of the Air Operations Directive and its supporting SUPLANS and annexes.	1.5	0.0	C427a C427c C427e C428a	
C/AS/ACP 303/LE-5	Air Force Experimentation Centre	To provide the students with an understanding of the organization, mission and products of the Air Force Experimentation Centre.	1.5	0.0	C426c C426e C427b C427c C427d C428c	
C/AS/ACP 303/LE-6	Director of Air Requirements (DAR-4)	To provide the students with an understanding of the products available with which planners can use to facilitate the planning process.	1.5	0.0	C426c C426e C427b C427c C427d C428c	
C/AS/ACP 303/TU-1	Introduction to Joint Air Estimate Process	To understand the basics of theatre campaign plans and supporting air plans; and to comprehend the purpose and content of the six phases of the Joint Air Estimate Process.	27.0	3.0	C426a C426b C427a C427b C427d C428a C428c C428d	
C/AS/ACP 303 SUB-TOTAL			43.5	42.0		
AS GRAND TOTALS			79.5	138.0		

CHAPTER 6

LAND STUDIES DEPARTMENT

DEPARTMENT: LAND STUDIES

Programme Hours: 105.0

Preparation Time: 82.5

AIM

1. The department of Land Studies (LS) provides participants with opportunities to analyze land component operations in support of operational level joint and combined operations.

SCOPE

2. Land Studies in the CSC programme have been grouped into three courses as follows:

- a. LCD 301: Land Component Doctrine;
- b. LCO 302: Land Component Operations; and
- c. LCP 303: Land Component Planning.

RELATED PROGRAMME GOAL

Goal C4 — Joint and Combined Operations.

LEARNING OUTCOMES

3. On completion of the Land Studies Courses participants will be able to use the knowledge and skills learned to:

Learning Outcome Serial	Learning Outcome
C404	Apply the concepts and principles of land power (Land students only).
C407	Analyze and apply plans for the conduct of land component operations within joint and combined operations (Land students only).
C416	Describe the roles, capabilities and core competencies of the environmental components (maritime, land and air) in joint and combined operations.
C421	Apply the doctrinal concepts of land power.
C422	Analyze the elements and capabilities of land power.

Learning Outcome Serial	Learning Outcome
C423	Collaborate in the planning of land component operations within the context of a campaign plan.
C424	Apply the conduct of land component operations in support of joint or joint and combined operations.

LEARNING OBJECTIVES

4. Specific learning objectives for each intended learning outcome are as follows:

Objective Serial	Learning Objective
C404a	Demonstrate tactical employment of a Corps.
C404b	Analyze manoeuvre warfare doctrine.
C404c	Analyze land component command and control concepts.
C404d	Apply doctrine for operations other than war (OOTW).
C404e	Comprehend the impact of technology on land warfare.
C404f	Comprehend the planning considerations for land component information operations.
C404g	Comprehend the planning considerations for land component administration.
C404h	Comprehend the planning considerations for land component fire support.
C407a	Analyze the land components of the CF Operations Planning Process (CFOPP).
C407b	Apply the necessary intelligence support to land planning with focus on the use of Intelligence Preparation of the Battlefield (IPB).
C407c	Apply land component operations plans.
C407d	Employ deep operations plans.
C407e	Apply land component logistic support concepts and prepare plans.
C407f	Apply land component deception concepts and prepare plans.
C407g	Examine branches and sequels to a Land Component Operations Plan.
C416b	Describe the employment of land power in operational level warfare.
C421a	Interpret land warfare theory.
C421b	Interpret the concepts of land warfare.
C421c	Recognize emerging land doctrinal concepts.
C421d	Analyze the historical development of Canadian land force doctrine.
C421e	Comprehend the impact of Canadian policy on Canadian land force doctrine.

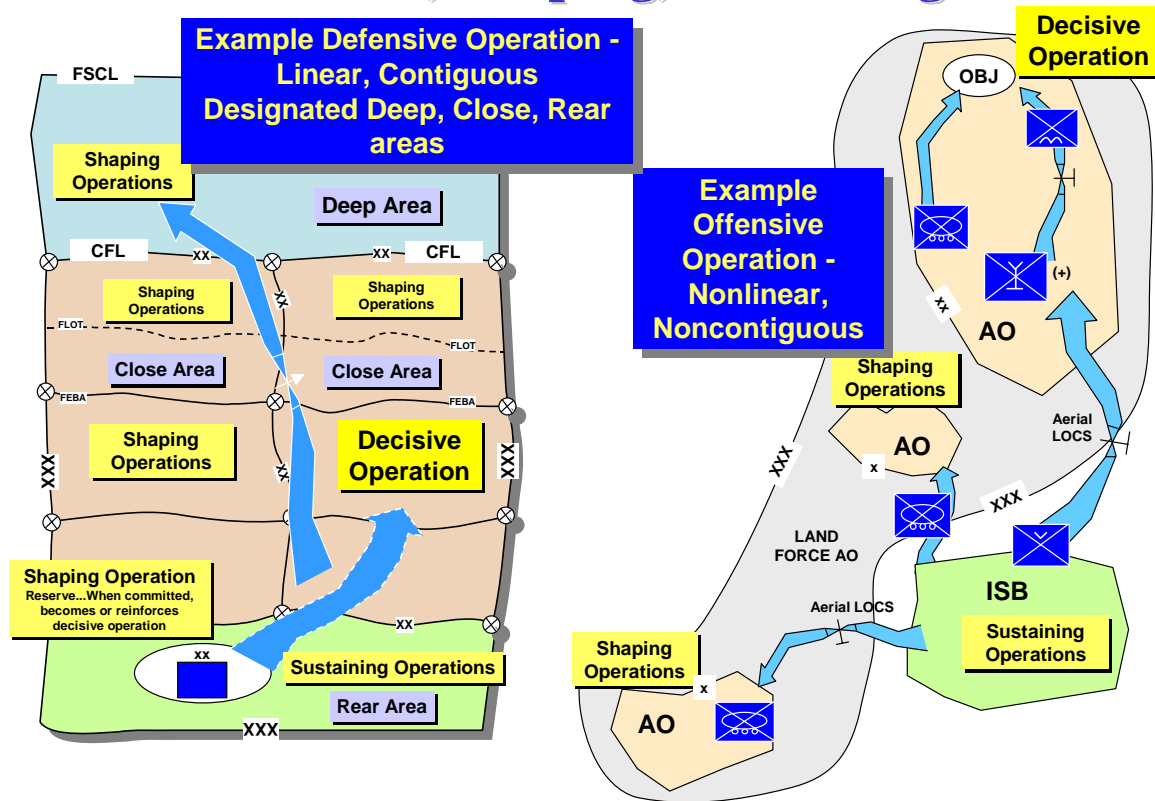
Objective Serial	Learning Objective
C422a	Analyze the development of Canadian land power.
C422b	Comprehend the generation of Canadian land forces.
C422c	Interpret land component capabilities.
C422d	Discuss the capabilities of allied nation and other medium power armies.
C422e	Recognize emerging land force capabilities.
C423a	Describe the planning environment.
C423b	Analyze the CF Operational Planning Process in a land component context.
C423c	Develop elements of a land component OPLAN.
C423d	Employ enablers at the operational level.
C423e	Comprehend the integration of supporting plans.
C424a	Describe short-term plans within a current land operation.
C424b	Express the nature of command of land operations.
C424c	Apply concepts and principles of synchronizing combat power at the land component level.
C424d	Describe the role of the land component commander when acting as the supported and supporting commander.
C424e	Describe land component operations in domestic operations.
C424f	Describe land component operations in OOTW.

**ANNEX A
CHAPTER 6
CSC 32 SYLLABUS**

**DETAILED SYLLABUS
DEPARTMENT OF LAND STUDIES**

DETAILED SYLLABUS
DEPARTMENT OF LAND STUDIES

Decisive, Shaping, Sustaining



LAND COMPONENT DOCTRINE — LS/LCD 301

Course Hours — 39.0

AIM: The aim of Land Component Doctrine 301 is to introduce contemporary theories and practice of land component command, doctrine and organization in both a Canadian Forces and international context. This aim is accomplished by examining contemporary aspects of various land component topics in the context of operational-level doctrine including training, intelligence, administration, technology, and manoeuvre warfare concepts. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/LS/LCD 301/DI-1	Army of the Future Discussion	To develop the students' understanding of trends contributing to the development of future land forces.	1.5	3.0	C404c C404e	C410 C504
C/LS/LCD 301/DI-2	Land Operational Level Doctrinal Concepts	To develop the students' understanding of land operational level concepts.	1.5	3.0	C404b C404c	C407 C410
C/LS/LCD 301/DI-3	Manoeuvre Warfare	To develop the students' understanding of the theory of manoeuvre warfare.	1.5	3.0	C404b C404c	C407 C410
C/LS/LCD 301/DI-4	Complex Terrain — Urban Operations	To identify current trends in land component operations conducted in complex terrain, urban operations in particular.	1.5	3.0	C404a C404h	C410
C/LS/LCD 301/DI-5	Sustaining Land Component Operations	To develop the students' understanding of land component sustainment issues.	3.0	3.0	C404g	C401 C410
C/LS/LCD 301/DI-6	CLS Issues and Challenges	To discuss current issues facing the Canadian Army.	1.5	3.0	C103c C404c C404e	C410
C/LS/LCD 301/FS-1	Technology and Industry FSE	To develop the students' comprehension of the practical implications of research, development and production on the fielding of new capabilities.	6.0	0.0	C404e	
C/LS/LCD 301/LE-1	Historical Perspectives on the Army of the Future	To familiarize the student with the trends contributing to the development of future land forces.	1.5	1.5	C404c C404e	C410
C/LS/LCD 301/LE-2	Contemporary Canadian Army Institutional Issues	To familiarize the student with major current institutional issues facing the Canadian Army.	4.5	1.5	C404e	C410
C/LS/LCD 301/LE-3	Land Force Doctrine	To familiarize students with major current doctrinal issues facing the Canadian Army.	1.5	1.5	C102c C404b C404c	C410

C/LS/LCD 301/LE-4	Allied Armies Perspectives	To familiarize the student with the capabilities and doctrine of those armies represented by the allied army officers.	6.0	1.5	C201e C404c	C401
C/LS/LCD 301/SM-1	Technology and Warfighting Seminar	To familiarize the student with technological change and its potential impact on operational and tactical warfighting.	3.0	3.0	C404e	C302 C410
C/LS/LCD 301/SM-2	Land Component Use of Joint Assets and Doctrinal Challenges	To confirm student understanding of the potential application of joint assets in support of land component operations while highlighting some of the doctrinal challenges that exist in areas such as coordination measures, C ² , aviation and UAVs.	3.0	4.5	C401i C404c C404e C407d C410c	
C/LS/LCD 301/SM-3	Peace Support Operations	To confirm the student's understanding of the planning considerations for peace support operations.	3.0	3.0	C401e C404d	C410
C/LS/LCD 301 SUB-TOTAL			39.0	34.5		

LAND COMPONENT OPERATION — LS/LCO 302

Course Hours — 6.0

AIM: The aim of Land Component Operations 302 is to develop the ability to apply the Operations Planning Process (OPP) at the operational level and to provide familiarity with a variety of operational issues. This aim is accomplished by introducing a range of operations topics including operations in a nuclear, biological, and/or chemical threat environment, information operations, deep operations, and operations at the corps level in all phases of war. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/LS/LCO 302/DI-1	Offensive Operations Discussion	To develop the students' comprehension of offensive operations at the land level.	1.5	3.0	C301c C404b C404c	C410
C/LS/LCO 302/DI-2	Irregular Warfare	To develop the student's comprehension of land component operations in irregular warfare.	1.5	3.0	C404b C404c C404h	C410
C/LS/LCO 302/DI-3	Defensive Operations Discussion	To develop the students' comprehension of defensive operations at the land component level.	1.5	3.0	C301c C404b C404c C404h	C410
C/LS/LCO 302/LE-1	Information Operations	To familiarize the student with information operations in the land battle.	1.5	1.5	C401d C404f	C401 C410
C/LS/LCO 302 SUB-TOTAL			6.0	10.5		

LAND COMPONENT PLANNING — LS/LCP 303

Course Hours — 60.0

AIM: The aim of Land Component Planning 303 is to develop an ability to utilize the Operations Planning Process (OPP) at a higher formation (headquarters) level. This aim is accomplished by introducing all aspects of the Operations Planning Process including higher formation staff relationships; command and control issues; plan and order formats; development of administrative estimates, and the employment of various aids to decision-making. Curriculum activities associated with this course are delivered in Term Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/LS/LCP 303/CS-1	Combat Service Support Case Studies	To develop the student's understanding of sustainment at the land component level.	3.0	15.0	C201e C404g	C401 C410
C/LS/LCP 303/DI-1	Command and Control and Staff Functions	To develop the student's understanding of the nuances surrounding command and control at the land component headquarters.	3.0	3.0	C102c C404c C404e	C410
C/LS/LCP 303/EX-1	EX VIMY RIDGE — The Offence	To develop the student's understanding of the employment of the CF OPP at the land component and corps levels for offensive operations.	45.0	12.0	C404a C404b C404c C404f C404g C407a C407b C407d C407e	C201 C402 C410
C/LS/LCP 303/LE-1	The Canadian Forces Operations Planning Process (CFOPP) at Higher Formation Level	To familiarize the student with the employment of the OPP at a higher formation HQ.	1.5	1.5	C402a C402b	C410
C/LS/LCP 303/LE-2	Land Sustainment Planning	To explain sustainment planning at the land component level.	1.5	1.5	C404g	
C/LS/LCP 303/SM-1	Component/Corps Planning Seminar	To validate the students' analysis of planning at the land component and corps levels.	6.0	1.5	C407a C407g	C404
C/LS/LCP 303 SUB-TOTAL			60.0	34.5		
LS GRAND TOTAL			105.0	79.5		

CHAPTER 7

STRATEGIC STUDIES DEPARTMENT

DEPARTMENT: STRATEGIC STUDIES

Programme Hours: 113.5

Preparation Time: 78.0

AIM

1. The Department of Strategic Studies (SS) provides participants with opportunities to analyze domestic and international factors that influence strategic level decisions. Participants will examine the interests, values, policies, issues, and processes that affect Canadian strategic decision makers.

SCOPE

2. Strategic Studies in the CSC programme have been grouped into three courses as follows:
- a. CNS 301: Canadian National Security;
 - b. IAF 302: International Affairs; and
 - c. CDM 303: Canadian Defence Management.

RELATED PROGRAMME GOAL

Goal C5 — National Security and Defence Studies.

LEARNING OUTCOMES

3. On completion of the Strategic Studies Courses participants will be able to use the knowledge and skills learned to:

Learning Outcome Serial	Learning Outcome
C501	Comprehend the sources and instruments of national power.
C502	Comprehend Canadian national security, foreign and defence policies and the factors, both internal and external, which influence them.
C503	Comprehend the strategic framework of the CF.
C504	Comprehend the current principles and policies governing defence management, force structure and force development.

LEARNING OBJECTIVES

4. Specific learning objectives for each intended learning outcome are as follows:

Objective Serial	Learning Objective
C501a	Comprehend the elements of governance, policy and strategy.
C501b	Comprehend the elements of national power.
C501c	Comprehend the effects of emerging asymmetric and symmetric threats, challenges and opportunities on foreign and defence policies.
C502a	Comprehend the domestic factors that influence Canadian national security, foreign and defence policies.
C502b	Comprehend military strategy and the role of high command.
C502c	Comprehend the translation of Canadian strategy into operational plans.
C502d	Comprehend the international system, international organizations (UN, etc) and Canada's role in the world with regard to Canadian national security, foreign and defence policies.
C502e	Comprehend the relationship between Canada and the United States.
C502f	Comprehend the historical aspects of, and the determining factors influencing, military mobilization in Canada.
C503a	Comprehend the key documents that provide the strategic direction for the CF.
C503b	Comprehend the current state and future vision of the DND from the Minister's perspective.
C504a	Comprehend the NDHQ organization and mission.
C504b	Comprehend the function of the Defence Services Programme (DSP).
C504c	Comprehend current CF management principles, philosophies and policies.
C504d	Comprehend the current state of the DND and the future vision of senior Canadian military leaders.
C504e	Comprehend the functioning of NDHQ and the future vision of key civilian appointees in DND.
C504f	Comprehend the system for force generation and the related responsibilities of various headquarters in the CF.
C504g	Comprehend the influence of government policies on force development and structure.

**ANNEX A
CHAPTER 7
CSC 32 SYLLABUS**

**DETAILED SYLLABUS
DEPARTMENT OF STRATEGIC STUDIES**

**ANNEX A
CHAPTER 7
CSC 32 SYLLABUS**

DETAILED SYLLABUS

DEPARTMENT OF STRATEGIC STUDIES



CANADIAN NATIONAL SECURITY — SS/CNS 301

Course Hours — 44.5

AIM: The aim of Canadian National Security 301 is to develop students’ understanding of the concept of national security and its national components, Canadian foreign and defence policies, the dimensions of the problems posed by weapons of mass destruction and national security as seen from the perspective of the Minister of National Defence. Curriculum activities associated with this course are distributed in Terms One and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/CNS 301/FS-1	Arctic Component, Cross-Environmental Field Study Exercise — The Canadian Northern Dimension	To understand the unique aspects of the peoples, governance, natural resources and strategic significance of the Canadian Arctic.	6.0	0.0	C501a C501b C502a	C103 C201 C202
C/SS/CNS 301/LD-1	Canadian National Identities	To understand Canada as a country with multiple national identities and how regional disparities can affect the governance of Canada.	3.0	3.0	C501a C501b C502a	C103 C201 C202
C/SS/CNS 301/LE-1	Introduction to National Security Studies.	To understand the general field of National Security Studies, including a review of the interconnections of national power, national strategy and national policy.	1.5	1.5	C501a C501b C501c C502a C502d	C103
C/SS/CNS 301/LE-2	The Evolution of Security as a Concept	To introduce “security” as a concept in order to improve analysis of policy of conflict.	1.5	0.0	C501a C501b	C103 C401
C/SS/CNS 301/LE-3	The Canadian Parliamentary System	To understand the mechanics of government in Canada, the roles and constraints of principal institutions, the legislative process, as well as the importance of regional issues and perspectives.	1.5	0.0	C501a C501b	C103
C/SS/CNS 301/LE-4	The PM, the Cabinet and Policy Making.	To understand the institutions, political environment, and the policy parameters within which defence and security decisions are made.	1.5	0.0	C501a C501b	C103 C401
C/SS/CNS 301/LE-5	Canadian Foreign Policy	To understand current Canadian foreign policy, including international obligations and potential future developments.	1.5	0.0	C501a C501b C501c C502a C502d C502e	C103 C401

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/CNS 301/LE-6	Canadian Defence Policy	To understand the process by which defence policy is developed in Canada and the current policy.	1.5	0.0	C501a C501b C501c C502a C502d C502e C503a C504g	C103 C401
C/SS/CNS 301/LE-7	Canadian Security — An Outsider's View	To provide students with a review of Canadian security and defence policy offered by an analyst not formally connected or employed by the Canadian Government.	1.5	0.0	C501a C501b C501c C502a C502d C502e C503a C504g	C101 C103 C104 C401
C/SS/CNS 301/LE-8	Canadian Defence Policy — The Minister's Perspective	To understand Canadian defence policy from the perspective of the Minister of National Defence.	1.5	0.0	C501a C501b C501c C502a C502d C502e C503a C503b	C103 C401
C/SS/CNS 301/LE-9	Canadian Strategy and Operational Plans	To understand the process by which defence policy is developed in Canada and the current policy.	1.5	0.0	C502b C502c	C301
C/SS/CNS 301/LE-10	Strategy and the Role of High Command	To understand military strategy, the role of high command and the strategic civilian - military interface.	1.5	0.0	C502b C502c	C301
C/SS/CNS 301/LE-11	Strategic Aspects of the Arctic	To understand the national and international strategic significance of Canada's Arctic territory.	1.5	0.0	C501b C502a	C103

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/CNS 301/SE-1	EX STRATEGIC WORLD	To understand selected topics of strategic significance to Canada's security and to develop students' ability to deliver an oral presentation.	16.0	24.0	C201a C201b C201c C201d C201e C202a C202b C202c C202d C501b C501c C502d C502e	C103 C401
C/SS/CNS 301/SM-1	Canadian Foreign and Defence Policy Seminar	To understand Canadian foreign and defence policy.	3.0	6.0	C501 C502 C503 C504g	C103 C201 C202 C401
C/SS/CNS 301 SUB-TOTAL			44.5	34.5		

INTERNATIONAL AFFAIRS — SS/IAF 302

Course Hours — 46.5

AIM: The aim of International Affairs 302 is to develop students' understanding of Canada's role in various International Organizations and Alliances, i.e., UN, EU, NATO, OAS and NORAD, the Canadian relationship with the United States of America, Canada's involvement in selected Global Regions throughout the world, and selected contemporary international security issues unique to specific regions of the world. Curriculum activities associated with this course are distributed in Terms Two, Three and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/IAF 302/LE-1	Utility of Force in International Politics	To understand the role of armed coercion by states and non-state actors in the international system.	1.5	0.0	C501c C502d	C102 C103 C401
C/SS/IAF 302/LE-2	International Organizations — The United Nations	To understand the purpose and principle security institutions of the United Nations, i.e., Security Council and General Assembly, and Canada's participation.	3.0	0.0	C502d	C102 C103 C401
C/SS/IAF 302/LE-3	International Organizations — The Organization of American States	To understand the history, roles and challenges of the OAS and current Canadian activities in the organization.	1.5	0.0	C501c C502d C502e	C102 C103
C/SS/IAF 302/LE-4	International Organizations — The European Union and ESDP	To understand the European Union (EU), European Security and Defence Policy (ESDP), and the implications for Canada.	1.5	1.5	C501c C502d	C103 C401
C/SS/IAF 302/LE-5	International Organizations — NATO	To understand the organizational structure, politics, and evolving mission of the North Atlantic Treaty Organization (NATO).	1.5	1.5	C501c C502b C502d	C103 C401
C/SS/IAF 302/LE-6	International Organizations — NATO/ACT	To understand the roles and current challenges of NATO Allied Command Atlantic Transformation. (To be delivered during the North American FSE)	0.0	0.0	C501c C502b C502d C502e C504g	C102 C103 C401
C/SS/IAF 302/LE-7	International Organizations — NORAD	To understand the NORAD Alliance as a major component of Canadian national security. (To be delivered during the North American FSE)	0.0	0.0	C501c C502a C502b C502c C502d C502e	C102 C103 C401
C/SS/IAF 302/LE-8	International Organizations — Contemporary Issue	To understand a contemporary international security issue.	1.5	0.0	C501c C502a C502b C502d C502e C502f	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/IAF 302/LE-9	U.S.A. — US Political Culture	To understand the ideology and history underlying US political culture.	1.5	0.0	C501a C501b C501c C502d C502e	C103 C401
C/SS/IAF 302/LE-10	U.S.A. — US Political System and its impact on Defence Policy	To understand the institutions, agencies and legislative process of the US government as they relate to national security issues.	1.5	0.0	C501a C501b C501c C502d C502e	C103 C401
C/SS/IAF 302/LE-11	U.S.A. — US Foreign Policies	To understand current US foreign policy, including international obligations and potential future developments.	1.5	0.0	C501a C501b C501c C502d C502e	C103 C401
C/SS/IAF 302/LE-12	U.S.A. — US Defence Policies	To understand the process by which defence policy is developed in the US and the current policy.	1.5	0.0	C501b C501c C502d C502e C502f	C103 C401
C/SS/IAF 302/LE-13	Global Regional Issue — Selected Regional Focus	To understand the dynamics and issues within a contemporary region in the world.	1.5	0.0	C501c C502d C502e C502f	C401
C/SS/IAF 302/LE-14	Global Threats, Challenges and Opportunities.	To understand the effects of emerging asymmetric and symmetric threats, challenges and opportunities on foreign and defence policies.	1.5	0.0	C501c C502d C502e C502f	C401
C/SS/IAF 302/LE-15	Global Regional Issue — Revolution in Military Affairs (RMA)	To understand the political implications of the Revolution in Military Affairs (RMA) in international relations.	1.5	0.0	C501c C502d C502e C502f	C401
IAF 302/SE-1	EX GLOBAL EXPRESS	To understand the socio-political, economic, demographic and military factors applicable to selected regions of the world.	16.5	12.0	C201 C202 C501a C501b C501c C502d C502e C502f	C102 C103 C201 C202 C401

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/IAF 302/SM-1	Canada in the World Seminar	To understand the political, economic and military elements of national power, Canada's relationships with regional powers and international organizations, and Canada's relationships with major world regions and components.	6.0	12.0	C501c C502a C502d C502e C502f C503a C504g	C102 C103 C201 C202 C401
C/SS/IAF 302/SM-2	U.S.A. — US Foreign and Defence Policies Seminar	To understand US foreign and defence policy, and the US perception of its role in the world.	3.0	6.0	C501a C501b C501c C502d C502e	C103 C201 C202 C401
C/SS/IAF 302 SUB-TOTAL			46.5	34.5		

CANADIAN DEFENCE MANAGEMENT — SS/CDM 303

Course Hours — 22.5

AIM: The aim of Canadian Defence Management 303 is to develop students' understanding of the Canadian Arctic, major elements of Canadian national capabilities, the economy, the labour force, selected aspects of national mobilization, and industrial capacity which could support military objectives and with the principal officers and functions involved with the management of Canadian defence. Curriculum activities associated with this course are distributed in Terms Three and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/CDM 303/LD-1	Canadian Defence Economics	To understand the characteristics, structure and operation of the Canadian economy from a domestic, international and defence point of view.	3.0	1.5	C501b C502a C502d C502f	C201 C202
C/SS/CDM 303/LD-2	Defence Resource Management	To understand the Defence Services Programme and its associated management system (DMS), the allocation of the defence budget and the capacity and preparedness of Canada's industrial base to support defence activity.	3.0	1.5	C501b C502a C504a C504b C504c C504d C504e	C201 C202
C/SS/CDM 303/LE-1	A Senior Military View	To understand the current state of the CF and the future vision of one of Canada's senior military leaders.	1.5	0.0	C502b C503a C504a C504b C504c C504d	
C/SS/CDM 303/LE-2	Canadian Human Resource Issues	To understand the dimensions and demographic challenges of Canadian human resources with emphasis on the importance of how and why these are changing, and their past and present effects on DND and the CF.	3.0	0.0	C502a C502g C504a C504c C504f	
C/SS/CDM 303/LE-3	DND Budgeting and Financial Management	To understand current budgeting and financial management and policies in the CF and DND.	1.5	0.0	C502a C503a C504a C504c	
C/SS/CDM 303/LE-4	CF and DND Information Management	To understand the philosophy, principles and policies for information management in the CF and DND.	1.5	0.0	C501b C502f C503a C504a C504c C504f	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/SS/CDM 303/LE-5	CF and DND Materiel Management	To understand the policies, current issues and future trends in materiel management in the CF and DND.	1.5	0.0	C501b C502a C502f C504a C504c C504f	
C/SS/CDM 303/LE-6	Canada's Reserve Forces	To understand the Canadian Reserves' dimension of the CF Total Force.	1.5	0.0	C501b C502a C502f C503a C504c C504g	
C/SS/CDM 303/LE-7	Deputy Minister of National Defence	To understand the functioning of NDHQ from the perspective of the Deputy Minister, the senior public servant in DND.	1.5	0.0	C501a C501b C502a C502c C502d C503b C504a C504d	
C/SS/CDM 303/LE-8	CF Force Generation	To understand the responsibilities of various CF headquarters for Force Generation.	1.5	0.0	C504g C504h	C402
C/SS/CDM 303/SM-1	Defence Management Seminar	To reinforce students' understanding of the Canadian economy, national demographics, the defence industrial base and the organization for defence of Canada.	3.0	6.0	C501 C502 C503 C504	C201 C202
C/SS/CDM 303 SUB-TOTAL			22.5	9.0		
SS GRAND TOTAL			113.5	78.0		

CHAPTER 8

JOINT AND COMBINED WARFARE STUDIES DEPARTMENT

DEPARTMENT: JOINT AND COMBINED WARFARE STUDIES

Programme Hours: 534.0

Preparation Time: 301.0

AIM

1. The department of Joint and Combined Warfare Studies (JC) provides participants with opportunities to acquire the knowledge and skills essential to the planning and conduct of joint and combined operations across the spectrum of conflict. In particular students are placed in simulated situations in which they must identify and define complex problems, offer innovative and insightful solutions, and exercise sound professional judgement.

SCOPE

2. Joint and Combined Warfare Studies in the CSC programme have been grouped into six courses as follows:

- a. PLN 301: Joint and Combined Planning;
- b. OPS 302: Joint and Combined Operations;
- c. CPT 303: Component Warfare in Joint Operations;
- d. WTH 304: Warfare Theory and History;
- e. OOW 305: Operations Other Than War; and
- f. LAC 306: Law of Armed Conflict.

RELATED PROGRAMME GOALS

Goal C3 — Operational Art Theory.

Goal C4 — Joint and Combined Operations.

LEARNING OUTCOMES

3. On completion of the Joint and Combined Warfare Studies Courses participants will be able to use the knowledge and skills learned to:

Learning Outcome Serial	Learning Outcome
C301	Comprehend warfare theory.
C302	Comprehend the impact of technology on modern warfare.
C401	Analyze the basic doctrine of joint and combined operations.
C402	Analyze the concepts and procedures of operational level planning and apply plans in the conduct of joint and combined operations.
C409	Analyze the laws and principles governing the use of force.
C410	Describe the roles, capabilities and tasks of the environmental components (maritime, land and air) in joint and combined operations.

LEARNING OBJECTIVES

4. Specific learning objectives for each intended learning outcome are as follows:

Objective Serial	Learning Objective
C301a	Comprehend the concepts and theories of selected key military historians and theorists.
C301b	Comprehend the development of operational art.
C301c	Analyze the strategies and the operational-level concepts employed during selected operations/campaigns of the 20th Century.
C302a	Comprehend the impact of current and future trends in technological, doctrinal and conceptual development on maritime, land, and air warfare, and on joint and combined operations.
C401a	Comprehend the links between CF Joint policy and doctrine.
C401b	Comprehend the challenges of alliance and coalition operations.
C401c	Arrange the concepts and structures of joint force operational level command and control including operational command relationships.
C401d	Comprehend the operational concepts and doctrine of Information Operations.
C401e	Apply the operational concepts and doctrine of Peace Support Operations.
C401f	Summarize the operational concepts and doctrine of Domestic Operations.
C401g	Comprehend the operational concepts and doctrine of Counter-Terrorist and Counter-Insurgency Operations.
C401h	Comprehend the applications of space to theatre operations and to the defence of North America.

Objective Serial	Learning Objective
C401i	Apply the operational concepts and doctrine of amphibious operations, special operations, psychological operations, fire support and targeting to problem examples.
C402a	Analyze the concepts of operational art and campaign planning including conflict termination.
C402b	Plan operations using the CF Operations Planning Process (CFOPP).
C402c	Develop joint force operations plans (OPLANS) with appropriate annexes.
C402d	Develop joint force operational logistic support concepts and plans.
C409a	Discuss the laws and principles governing the use of force in operations other than war.
C409b	Identify the international conventions, customs, principles, and national and international court decisions that form the body of the law of armed conflict.
C409c	Illustrate the laws and principles governing the use of force and their implications for military forces.
C409d	Comprehend the CF doctrine and staffing process regarding Rules of Engagement.
C409e	Describe the doctrine and staffing process regarding NATO and coalition Rules of Engagement.
C409f	Apply operational level Rules of Engagement.
C410a	Apply the concepts of maritime power at the operational level of war.
C410b	Comprehend the command and control principles associated with commanding maritime forces at the operational level of war.
C410c	Apply the concepts of land power at the operational level of war.
C410d	Comprehend the command and control principles associated with commanding land forces at the operational level of war.
C410e	Apply the concepts of air power at the operational level of war.
C410f	Comprehend the command and control principles associated with commanding air forces at the operational level of war.

**ANNEX A
CHAPTER 8
CSC 32 SYLLABUS**

DETAILED SYLLABUS

DEPARTMENT OF JOINT AND COMBINED WARFARE STUDIES

DETAILED SYLLABUS

DEPARTMENT OF JOINT AND COMBINED WARFARE STUDIES



JOINT AND COMBINED PLANNING — JC/PLN 301

Course Hours — 214.5

AIM: The aim of Joint and Combined Planning 301 is to develop the ability to apply the basic doctrine of joint and combined operations in planning at operational headquarters. This aim is accomplished by confirming an understanding of Canadian Forces and Allied joint doctrine, the concepts and structures of joint force operations, and the processes and procedures of planning in national, coalition and alliance operations. Curriculum activities associated with this course are distributed in Terms Two, Three and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/PLN 301/CS-1	Rules of Engagement Planning for Operations	To prepare operational-level ROE.	6.0	15.0	C409d C409e C409f	
C/JC/PLN 301/DI-1	Rules of Engagement Application in Operations	To demonstrate an understanding of the application of ROE across the spectrum of conflict.	1.5	3.0	C409d C409e C409f	
C/JC/PLN 301/DI-2	Campaign Design	To consolidate the students' understanding of the concepts used in campaign design.	1.5	1.5	C401b C403b	
C/JC/PLN 301/DI-3	The CF Operations Planning Process	To consolidate the students' understanding of the OPP and its products.	1.5	1.5	C403b	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/PLN 301/EX-1	EX FINAL LANCE	To use the CFOPP to prepare a campaign plan, selected supporting plans and operational-level ROE.	58.5	6.0	C401b C401c C401d C401h C401i C402a C402b C402c C402d C404a C404c C405c C405d C405e C405h C406b C406c C406h C409e C409f C410a C410b C410c C410d C410e C410f	C202
C/JC/PLN 301/FS-1	National Capital FSE	To familiarize students with the agencies within Canada's National Capital that directly or indirectly influence CF operations.	15.0	0.0	C103a C401a C504a C504f	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/PLN 301/FS-2	NATO/European FSE	To demonstrate NATO military C ² structures and joint and combined operational-level planning processes.	54.0	0.0	C401b C401c C402a C402b C404h C405a C406a C410a C410b C410c C410d C410e C410f	C502
C/JC/PLN 301/FS-3	Defence of North America FSE	To demonstrate concepts and procedures for planning and employment of Alliance and US forces in North America.	30.0	0.0	C302a C401b C401c C401f C401h C405a C405h C406h	C502
C/JC/PLN 301/LE-1	Theatre Level Warfare and Campaign Planning	To identify the concepts of operational art and campaign planning.	3.0	1.5	C402a	
C/JC/PLN 301/LE-3	The CF Operations Planning Process	To demonstrate the CF Operations Planning Process (CFOPP).	3.0	3.0	C402a C402b	
C/JC/PLN 301/LE-4	Targeting Theory and the Role of the Joint Targeting Board	To summarize targeting theory and explain the Role of the Joint Targeting Board.	1.5	1.5	C401i C402b	
C/JC/PLN 301/LE-5	CF Rules of Engagement	To explain the CF ROE for operations across the spectrum of conflict.	1.5	1.5	C409d	
C/JC/PLN 301/LE-6	Alliance and Coalition ROE and Staffing Process	To comprehend the ROE for combined and coalition operations.	1.5	1.0	C409e	
C/JC/PLN 301/LE-7	Conflict Termination	To analyze operational level conflict termination procedures used during campaigns in a war-fighting scenario.	1.5	1.5	C402a	
C/JC/PLN 301/LE-8	Staff Processes at Operational Level HQs	To explain key staff functions during current operations and illustrate the challenges of operational-level staff work.	1.5	0.0	C401b C401c	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/PLN 301/LE-9	Wargaming and the CFOPP	To summarize the methods, techniques, and products of wargaming in a joint and combined planning process.	1.5	0.0	C402b	
C/JC/PLN 301/TU-1	EX TYRO PLANNER	To develop the student's ability to use the CF OPP.	28.5	12.0	C401c C401i C402a C402b C410a C410b C410c C410d C410e C410f	
C/JC/PLN 301/SM-1	Joint Targeting Process Seminar	To confirm understanding of the joint targeting process and the Role of the Joint Targeting Board.	3.0	6.0	C401c C401i C402b	
C/JC/PLN 301 SUB-TOTAL			214.5	55.0		

JOINT AND COMBINED OPERATIONS — JC/OPS 302

Course Hours — 18.0

AIM: The aim of Joint and Combined Operations 302 is to develop the ability to apply the basic doctrine of joint and combined operations at the operational level of war, while understanding the capabilities of enabling operations. This aim is accomplished by examining Canadian Forces and Allied joint doctrine, the organization and function of headquarters at the operational level, and the function of the intelligence, information operations and sustainment processes in support of operations. Curriculum activities associated with this course are delivered in Term Two and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/OPS 302/DI-1	Information Operations	To summarize CF Information Operations.	1.5	3.0	C401d	
C/JC/OPS 302/DI-2	Joint Intelligence Preparation of the Battlefield (JIPB)	To consolidate students' understanding of the JIPB process.	1.5	3.0	C402a C402b	
C/JC/OPS 302/DI-3	Sustaining the Joint and Combined Force	To consolidate the students' understanding of the roles and responsibilities of theatre logistics organizations.	1.5	3.0	C401c C402d	
C/JC/OPS 302/LE-2	Intelligence Procedures at the Operational-Level	To summarize the doctrine and procedures of intelligence support at the operational level.	1.5	1.5	C401c C402b	
C/JC/OPS 302/LE-3	CF Information Operations: Planning and Coordination	To summarize the planning considerations for CF Information Operations.	1.5	1.5	C401a C401c C401d	
C/JC/OPS 302/LE-4	CF Support to Deployed Operation	To identify the CF elements of joint theatre level logistics support.	1.5	1.5	C401a C401c	
C/JC/OPS 302/LE-5	Deception Operations	To summarize deception operations at the operational-level.	1.5	1.5	C401d C401i C402a	
C/JC/OPS 302/LE-6	Strategic Mobility	To identify how strategic lift is planned and executed in support of joint and combined operations.	1.5	1.0	C401a C402d	C502
C/JC/OPS 302/LE-8	Sustaining the Joint and Combined Force	To introduce current concepts for sustaining joint and combined forces on operations.	1.5	1.0	C401b C402a C402d	
C/JC/OPS 302/LE-9	Joint Force Command and Control	To summarize the concepts and structures of joint force operational command and control.	1.5	1.5	C401a C401c	
C/JC/OPS 302/LE-10	CF Joint Operations Group	To summarize the roles, missions and activities of the CF Joint Operations Group.	1.5	1.5	C401a C401c	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/OPS 302/LE-11	National Command Element	To explain the challenges of command at the National Command Element level.	1.5	1.5	C401a C401c	
C/JC/OPS 302 SUB-TOTAL			18.0	22.0		

COMPONENT WARFARE IN JOINT OPERATIONS — JC/CPT 303

Course Hours — 162.0

AIM: The aim of Component Warfare in Joint Operations 303 is to develop the ability to apply the basic doctrine of joint and combined operations at the operational level of war, while understanding the capabilities of service components. This aim is accomplished by examining Canadian Forces and Allied joint doctrine, the concepts and the roles, capabilities and employment of component forces. Curriculum activities associated with this course are distributed in Terms One, Two and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/CPT 303/CS-1	Maritime Component Operations Case Study	To interpret the maritime concept of operations for a given joint campaign in relation to the doctrinal roles and tasks of the maritime component commander.	3.0	6.0	C401b C401c C401i C406c C406f C406h C410a C410b	C301
C/JC/CPT 303/CS-2	Land Component Operations Case Study	To interpret the land concept of operations for a given joint campaign in relation to the doctrinal roles and tasks of the land component commander.	3.0	6.0	C401b C401c C401i C404a C404c C407c C410c C410d	C301
C/JC/CPT 303/CS-3	Air Component Operations Case Study	To interpret the air concept of operations for a given joint campaign in relation to the doctrinal roles and tasks of the air component commander.	3.0	6.0	C401b C401c C401i C405b C405c C405d C405f C405h C408b C410e C410f	C301

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/CPT 303/DI-2	Land Component Operations	To consolidate the students' comprehension of land component operations.	1.5	3.0	C404a C404b C404c C407d C410c C410d	
C/JC/CPT 303/DI-3	Air Component Operations	To consolidate the students' understanding of the roles, characteristics and capabilities of the air component.	1.5	3.0	C405h C410e C410f	
C/JC/CPT 303/DI-5	Special Operations	To consolidate the students' understanding of the roles, characteristics and capabilities of special operations forces and their integration into operational level warfare.	1.5	3.0	C401c C401i	
C/JC/CPT 303/DI-6	The Functions of Maritime Power	To consolidate the students' understanding of how maritime power is employed.	1.5	3.0	C401b C401c C410a C410b	C301 C302 C403
C/JC/CPT 303/DI-7	Land Power	To consolidate the students' understanding of the environment, concepts, roles and means of land power.	1.5	3.0	C410c C410d	C301
C/JC/CPT 303/DI-8	Counterland Operations	To comprehend the counterland airpower function.	1.5	3.0	C405d C410e	
C/JC/CPT 303/DI-9	Countersea Operations	To comprehend the countersea air power function.	1.5	3.0	C415b C416a C416c C418c	
C/JC/CPT 303/DI-10	Counter Air Operations	To comprehend counter air operations.	1.5	3.0	C405c C410e	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/CPT 303/EX-1	Exercise DETERMINED LANCE	To apply operational art and the CF operations planning process in the development of a Component Command OPLAN for medium intensity operations.	58.5	4.0	C413b C419c C419d C420c C420d C423c C427b C427e C424c C424d C428b C428d	C416
C/JC/CPT 303/FS-1	Cross Environmental FSE	To demonstrate CF naval, land and air forces.	30.0	0.0	C401a C403c C404c C404e C404h C405b C405h C502d C504g	C102
C/JC/CPT 303/LD-1	Land Component Offensive and Defensive Operations	To identify how the land component conducts offensive and defensive operations.	3.0	6.0	C404a C404b C404c C404d C410c C410d	
C/JC/CPT 303/LD-2	Joint Area Air Defence Commander	To comprehend the function of the Joint Area Air Defence Commander.	3.0	1.5	C415b C416c C418c	
C/JC/CPT 303/LE-1	Introduction to Joint Operations	To outline the organization and C2 concepts underlying joint and combined operations.	1.5	2.0	C401a C401c C410b C410d C410f	C102
C/JC/CPT 303/LE-2	The Maritime Component in Joint and Combined Operations	To outline the roles, characteristics, and capabilities of the maritime component in joint and combined operations.	1.5	1.0	C406c C406h C410a C410b	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/CPT 303/LE-3	The Land Component in Joint and Combined Operations	To outline the roles, characteristics, and capabilities of the land component in joint and combined operations.	1.5	1.0	C404a C404b C404c C404d C410c C410d	
C/JC/CPT 303/LE-4	The Air Component in Joint and Combined Operations	To outline the roles, characteristics, and capabilities of the air component in joint and combined operations.	1.5	1.0	C405a C405b C405h C410e C410f	
C/JC/CPT 303/LE-6	Special Operations	To describe the capabilities, employment principles, and planning factors for special operations at the operational-level.	1.5	1.5	C401c C401i	
C/JC/CPT 303/LE-7	Psychological Operations	To describe the capabilities, employment principles, and planning factors for psychological operations at the operational-level.	1.5	1.5	C401d C401i C402a	
C/JC/CPT 303/LE-8	Command of Maritime Operations	To explain the challenges associated with the conduct of maritime component operations.	1.5	1.5	C406c C410a	C101
C/JC/CPT 303/LE-9	Command of Land Operations	To explain the challenges associated with the conduct of land component operations.	1.5	1.5	C407c C410b	C101
C/JC/CPT 303/LE-10	Command of Air Operations	To explain the challenges associated with the conduct of air component operations.	1.5	1.5	C405a C410c	C101
C/JC/CPT 303/LE-11	1971 Indo-Pakistan War Case Study —Strategic Context	To outline the strategic context of the 1971 Indo-Pakistan War, as part of the component operations case studies.	1.5	0.0	C401c C410a C410c C410e	C301
C/JC/CPT 303/LE-12	Canada's Navy	To introduce the organization and capabilities of Canada's Navy.	1.0	0.0	C401a C403b	C504
C/JC/CPT 303/LE-13	Canada's Army	To introduce the organization and capabilities of Canada's Army.	1.0	0.0	C401a C404c	C504
C/JC/CPT 303/LE-14	Canada's Air Force	To introduce the organization and capabilities of Canada's Air Force.	1.0	0.0	C401a C405a	C504
C/JC/CPT 303/LE-15	Command at the Operational Level	To familiarize the student with the perspective of command at the operational level from senior NATO, American and European commanders.	1.5	1.5	C401b C401c C402a	C102 C103

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/CPT 303/LE-16	Chief of the Maritime Staff	To receive the latest appreciation of the future of Canada's Navy.	1.5	1.5	C401a C403d	
C/JC/CPT 303/LE-17	Chief of the Land Staff	To receive the latest appreciation of the future of Canada's Army.	1.5	1.5	C401a C404c C404e	
C/JC/CPT 303/LE-18	Chief of the Air Staff	To receive the latest appreciation of the future of Canada's Air Force.	1.5	1.5	C401a C405b C405h	
C/JC/CPT 303/LE-19	Fleet Engagement	To outline the doctrine and operational concepts of fleet engagement.	1.5	1.5	C401b C401c C410a C410b	C301 C302 C403
C/JC/CPT 303/LE-21	Maritime Exclusion and Interception	To outline the doctrine and operational concepts of maritime exclusion and interception.	1.5	1.5	C401b C401c C410a C410b	C301 C302 C403
C/JC/CPT 303/LE-22	Sea Denial	To outline the doctrine and operational concepts of sea denial.	1.5	1.5	C401b C401c C410a C410b	C301 C302 C403
C/JC/CPT 303/LE-23	Fleet in Being	To outline the doctrine and operational concepts of fleet in being.	1.5	1.5	C401b C401c C410a C410b	C301 C302 C403
C/JC/CPT 303/LE-24	Maritime Operational Logistics	To outline maritime logistics planning and its integration into fleet operations.	1.5	1.5	C406b C410a	C405 C504
C/JC/CPT 303/LE-25	Naval Power Projection	To outline the doctrine and operational concepts of naval power projection.	1.5	1.5	C401b C401c C410a C410b	C301 C302 C403

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/CPT 303/LE-26	Deep Operations	To develop the students' understanding of deep operations at the corps level.	1.5	1.5	C404a C404h C405b C405d C410a C410c C410d C410e	
C/JC/CPT 303/LE-27	The Protection of Trade and Attacks on Enemy Trade	To outline the doctrine and operational concepts of protection of trade warfare.	1.5	1.5	C401b C401c C410a C410b	C301 C302 C403
C/JC/CPT 303/LE-28	The Land Operational Environment	To describe the land operational environment.	1.5	1.5	C404b C404c C410d	
C/JC/CPT 303/LE-30	Land Component Sustainment Operations	To describe land component sustainment in joint and combined operations.	1.5	1.5	C404e C404g C410c C410d	
C/JC/CPT 303/LE-31	Strategic Attack Operations	To comprehend strategic attack operations.	1.5	1.5	C405e C410e	
C/JC/CPT 303/LE-34	Air Combat Enablers	To comprehend air combat enablers.	1.5	1.5	C405f C410e	
C/JC/CPT 303/LE-35	Fundamental Principles of Air Power	To outline the fundamental principles which guide the employment of air power.	1.5	3.0	C415d C415e C416a C416b C416c	
C/JC/CPT 303/LE-36	Space Applications and Operations	To comprehend the employment of space-based systems in Joint and Combined Operations.	1.5	1.5	C401h C405i C410e	
C/JC/CPT 303/TU-1	Introduction to Joint Operations	To consolidate the students understanding of the organizational and C2 concepts for joint and combined operations.	1.5	1.5	C401c C401e C410b C410d C410f	

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/CPT 303 SUB-TOTAL			162.0	94.5		

WARFARE THEORY AND HISTORY — JC/WTH 304

Course Hours — 37.5

AIM: The aim of Warfare Theory and History 304 is to develop an understanding of the history of warfare theory and an ability to analyse contemporary warfare theory and concepts. This aim is accomplished by introducing the classic military theorists and the development of the operational art. It also provides participants with the opportunity to assess the impact of developing concepts in theory and technology on modern warfare. Curriculum activities associated with this course are distributed in Terms Two and Three and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/WTH 304/CS-4	Joint and Combined Operations since 1942 — Case Studies	To illustrate the use of operational art, campaign planning concepts and specific strategies during selected 20th century operations and campaigns and to highlight some challenges of coalition warfare.	9.0	15.0	C301c C401b C402a	C410
C/JC/WTH 304/LE-1	Historical Development of Operational Art	To illustrate the historical background behind current concepts of operational art.	1.5	1.5	C301b	C402
C/JC/WTH 304/LE-2	Maritime Strategy: Intellectuals of Sea Power	To define the core concepts of key naval historians and theorists, including Mahan, Corbett, and Richmond.	1.5	1.5	C301a	C410
C/JC/WTH 304/LE-3	Land Warfare Theory	To describe the core concepts of land warfare.	1.5	3.0	C404b C410c	C301
C/JC/WTH 304/LE-4	Aerospace Strategy: Proponents of Air Power	To describe the influence of early air power enthusiasts, including Douhet, Mitchell, and Trenchard.	1.5	1.5	C301a	C410
C/JC/WTH 304/LE-6	Battlefield Studies — Europe	To explain the planning and conduct of selected battles.	3.0	0.0	C301c	C410
C/JC/WTH 304/LE-7	Contemporary Air Power Theories and their Influence on Joint and Combined Warfare	To describe contemporary air power theorists (Warden, Boyd) and concepts (Rapid and Decisive Ops, EBO).	1.5	3.0	C415a C415b C415c C415d C415e	
C/JC/WTH 304/SM-1	Contemporary Principles of War	To deduce contemporary principles of war in the Canadian context.	1.5	6.0	C301a C301b C301c	C402

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/WTH 304/SM-2	Philosophers of Warfare: Ancient and Modern	To compare the ideas and writings of classical military theorists, principally Sun Tzu, Jomini, and Clausewitz.	3.0	10.0	C301a	C402
C/JC/WTH 304/SM-3	Historical Development of Operational Art	To distinguish trends in the historical development of western operational art.	1.5	8.0	C301b	C402
C/JC/WTH 304/SY-1	CFC Joint Symposium	To contribute to the intellectual debate of joint issues within the CF.	8.0	4.0	C302a	
C/JC/WTH 304 SUB-TOTAL			37.5	49.5		

OPERATIONS OTHER THAN WAR — JC/OOW 305

Course Hours — 55.5

AIM: The aim of the Operations Other Than War Course is to develop an understanding of contemporary strategy, doctrine, and concepts of conflicts other than conventional warfighting and to develop the ability to apply the operational planning process in such operations. This aim is accomplished by confirming an understanding of the strategic and operational concepts and doctrine for Peace Support Operations, Domestic Operations, and Terrorism. It also provides participants with an opportunity to apply the operational planning process to such operations. Curriculum activities associated with this course are distributed in Terms Two and Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/OOW 305/CS-1	Domestic Operations Case Study	To illustrate the challenges and complexity of current domestic or homeland defence operations, through study of a recent operation.	3.0	6.0	C411e C412d C414d	C502
C/JC/OOW 305/DI-1	Operations Other Than War	To develop an understanding of the roles and responsibilities of the UN, the Canadian Government, and the Canadian Forces in operations other than war.	1.5	3.0	C401e	C502
C/JC/OOW 305/EX-1	EX FRIENDLY LANCE	To develop a campaign plan for a peace support operation at the joint/combined operational level.	28.5	6.0	C401b C401c C401e C402a C402b C402c C402d	C202 C502
C/JC/OOW 305/LE-1	Insurgency and Counterinsurgency Operations	To introduce insurgency and counterinsurgency operations.	1.5	1.5	C401g	
C/JC/OOW 305/LE-2	Terrorism and Counter Terrorism	To introduce terrorism and counter-terrorism operations.	1.5	1.5	C401g	
C/JC/OOW 305/LE-4	Legal Implications of Domestic Operations	To outline the laws that apply to the CF during domestic operations.	1.5	1.5	C401a C401f C409a	
C/JC/OOW 305/LE-5	CF Domestic Operations	To summarize the policy and doctrine governing the CF in domestic operations.	1.5	1.5	C401a C401f	C504
C/JC/OOW 305/LE-6	Modern Peacekeeping	To provide a conceptual framework for modern peacekeeping.	1.5	1.5	C401e	
C/JC/OOW 305/LE-7	The United Nations and Peace Support Operations	To summarize UN programmes, structures and activities for peace support operations.	1.5	1.5	C401e	C502

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/OOW 305/LE-8	The Canadian Forces and Peace Support Operations	To explain the roles and responsibilities of the CF, and to develop an understanding of the key factors that influence CF participation in international peace support operations.	1.5	1.5	C401a C401e	C502
C/JC/OOW 305/LE-9	Humanitarian Response to PSOs	To summarize humanitarian, human rights, democratization, development and policing dimensions of peace support operations.	1.5	1.5	C401e	
C/JC/OOW 305/LE-10	Military Dimension of Peace Support Operations	To provide a conceptual framework for military support to peace support operations.	1.5	1.5	C401c C401e	
C/JC/OOW 305/SM-1	Insurgency and Counterinsurgency Operations	To demonstrate an understanding of the concepts and techniques in conducting insurgency and counterinsurgency operations.	3.0	6.0	C401g	
C/JC/OOW 305/SM-2	CF Domestic Operations	To demonstrate an understanding of the law, policy and doctrine that governs the CF in domestic operations.	1.5	6.0	C401a C401f C409a	
C/JC/OOW 305/SM-3	Terrorism and Counter Terrorism	To demonstrate an understanding of the concepts and theories terrorism with emphasis on the military response to counter these threats.	3.0	6.0	C401g	
C/JC/OOW 305/SM-4	DCDS Directive for Domestic Operations	To demonstrate an understanding of current CF directives that govern domestic operations.	1.5	6.0	C411e C414d C412b	C502
C/JC/OOW 305 SUB-TOTAL			55.5	52.5		

LAW OF ARMED CONFLICT — JC/LAC 306

Course Hours — 25.5

AIM: The aim of the Laws of Armed Conflict and Rules of Engagement Course is to develop the ability to apply the laws and principles governing the use of force in operations. This aim is accomplished by confirming an understanding of the Laws of Armed Conflict in accordance with the Canadian Forces Laws of Armed Conflict Course. Curriculum activities associated with this course are delivered in Term Two and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/JC/LAC 306/SE-1	Law of Armed Conflict	Apply the laws and principles governing the use of force.	27.0	15.0	C409a C409b C409c	C102 C104
C/JC/LAC 306 SUB-TOTAL			27.0	15.0		
JC GRAND TOTAL			516.0	293.0		

CHAPTER 9

DEFENCE STUDIES DEPARTMENT

DEPARTMENT: DEFENCE STUDIES

Programme Hours: 18.0

Preparation Time: 52.0

AIM

1. The Defence Studies department (DS) delivers non-standard courses offered on a variety of subjects that permit individual students to pursue opportunities meant to tailor their educational experience more directly with their own needs and ambitions.

SCOPE

2. Defence Studies in the CSC programme have been grouped into one course as follows:

- a. ELE 800: Selected Issues in Strategic Studies, Officership, Joint and Combined Warfare, and Military Studies.

RELATED PROGRAMME GOALS

Goal C1 — Command, Leadership and ethics.

Goal C2 — Communications Skills.

Goal C3 — Operational Art Theory.

Goal C4 — Joint and Combined Operations.

Goal C5 — National Security and Defence Studies.

**ANNEX A
CHAPTER 9
CSC 32 SYLLABUS**

**DETAILED SYLLABUS
DEPARTMENT OF DEFENCE STUDIES**

**ANNEX A
CHAPTER 9
CSC 32 SYLLABUS**

**DETAILED SYLLABUS
DEPARTMENT OF DEFENCE STUDIES**



ELECTIVES — DS/ELE 800

Course Hours — 18.0

AIM: The aim of the Electives Course is to supplement and complement subjects taught in the core curriculum. It provides students with an opportunity to broaden their individual perspectives and develop additional opportunities for creative thought. Curriculum activities associated with this course are delivered in Term Four and consist of the following:

CODE	TITLE	AIM	PROG TIME	PT	SUPPORTED LEARNING OBJECTIVES	ANCILLARY LEARNING OUTCOMES
C/DS/ELE 800/SM-1	Various	Various	18.0	52.0		
DS GRAND TOTAL			18.0	52.0		

CHAPTER 10

ADMINISTRATION PERIODS

DEPARTMENT: VARIOUS

Programme Hours: 43.5

Activities are distributed throughout all four CSC terms and consist of the following:

CODE	TITLE	PROG TIME	TERM
ADM-1	Fall Sports Afternoon	3.0	1
ADM-2	Winter Sports Day	6.0	3
ADM-3	Fall Promotions and Awards	1.5	2
ADM-4	Spring Promotions and Awards	1.5	4
ADM-5	DS Period 1	1.5	1
ADM-6	DS Period 2	1.5	1
ADM-7	DS Period 3	1.5	2
ADM-8	DS Period 4	1.5	2
ADM-9	DS Period 5	1.5	2
ADM-10	DS Period 6	1.5	2
ADM-11	DS Period 7	1.5	3
ADM-12	DS Period 8	1.5	4
ADM-13	Term Two Overview	1.5	1
ADM-14	Terry Fox Run	3.0	1
ADM-15	Cross-Environmental FSE Briefing	1.5	1
ADM-16	National Capital FSE Briefing	1.5	2
ADM-17	NATO and European FSE Briefing	1.5	3
ADM-18	North American FSE Briefing	1.5	4
ADM-19	Fall General Mess Meeting	1.5	1
ADM-20	Spring General Mess Meeting	1.5	3
ADM-21	Staff-Student Hockey Game	3.0	2
ADM-22	Career Manager Briefings	1.5	3
ADM-23	Component Programme Introductions	1.5	3
TOTALS		43.5	