MARINE CORPS COMMAND AND STAFF COLLEGE DISTANCE EDUCATION PROGRAM

Process for Accreditation of Joint Education (PAJE)

Self-Study Report

March 2004

MARINE CORPS COMMAND AND STAFF COLLEGE
DISTANCE EDUCATION PROGRAM

Process for Accreditation of Joint Education (PAJE) Self-Study Report

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Subj: COLLEGE OF CONTINUING EDUCATION 2004 PROCESS FOR ACCREDITATION OF JOINT EDUCATION (PAJE) SELF-STUDY REPORT

The institutional self-study contained within this report is the culmination of a ten-month internal analysis of the Marine Corps Command and Staff College Distance Education Program (CSCDEP). As an integral part of our preparation for reaffirmation as a Phase I JPME provider, this self-study conforms to the guidance contained in the Chairman of the Joint Chiefs of Staff Instruction 1800.01A, Officer Professional Military Education Policy.

This self-study draws upon the suggestions contained in the 1999 PAJE report, which granted the CSCDEP full accreditation without any significant findings.

In conjunction with these efforts, the CCE has also initiated a Program Review Board (PRB) process, which has resulted in a comprehensive review and plan for updating the CSCDEP curriculum.

Since the last PAJE team visit in December 1999, the CCE has experienced significant growth, enabling it to provide increased support to the distance learner worldwide. This growth is represented through the merger of the Distance Learning Center and the CCE, infusing the organization with technical capabilities and expertise in order to leverage the unique capabilities of both organizations. The merger has allowed a reallocation of personnel within the organization so that critical skills could be brought to bear within distance learning. Additionally, several new billets were created, primarily in the areas of courseware development, and institutional evaluation & institutional research.

The institutional opportunity now facing the CCE is to capitalize on the discovered benefits resulting from that merger

and integrate the expertise and added talent resulting from the reorganization. With increased resources available to the CCE, the leadership continues to define and shape policies and procedures that will continue to improve distance learning for our students.

The timing of the PAJE and completion of this self-study was the perfect vehicle to frame a deliberate examination of CCE's educational programs and processes, and to ensure that the content of the CSCDEP courses meet the Chairman of the Joint Chiefs of Staff standards, learning areas, and objectives.

While the CCE possess the unique mission of providing PME at a distance, the college works closely with the Training and Education Command, the Marine Corps University, and the Marine Corps Institute in providing a rewarding and challenging educational environment for its students. Through this close cooperation, our students master the same educational objectives as their resident course counterparts. Accordingly, we believe our curriculum has reached a level of depth and maturity that merits reaffirmation as a JPME Phase I provider.

We look forward to the PAJE review in March 2004 and are prepared to demonstrate the strength of the CSCDEP, and our commitment to quality distance education.

T.K. Kerrigan

T.K. KERRIGAN

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Overview

This chapter provides an overview of the Marine Corps College of Continuing Education (CCE) and the methodology used to conduct the 2004 Process for Accreditation of Joint Education (PAJE) self-study. It also presents a brief historical background of the College of Continuing Education from its inception to its most recent reorganization.

A. The Purpose of the Self-Study Report

The purpose of the Command and Staff College Distance Education Program (CSCDEP) self-study is twofold: first, to conduct a comprehensive program analysis in order to identify the issues that impact the CSCDEP; second, to gain reaffirmation as an intermediate-level, joint professional military education (JPME) phase I provider.

B. A Brief History of the Marine Corps PME and the College of Continuing Education

The Marine Corps professional military education (PME) program includes both resident and distance education versions of the Command and Staff College (CSC) curriculum. The CSC resident course has provided quality education to the leadership of the Marine Corps for more than eighty years. In addition, the Marine Corps Institute has provided the CSCDEP via correspondence courses since the early 1950s. Both organizations trace their lineage to the Post Schools of Quantico established by General John A. Lejeune in November 1919.

In 1985, the Marine Corps underwent a review of its professional military education and formal school programs. Three years later, in 1988, General Alfred M. Gray, the 29th Commandant, directed that the Marine Corps undertake an extensive redesign of its PME program. The Commandant's directive to redesign the PME program was reinforced by the

report of the Panel on Military Education of the House Armed Services Committee and by the Chairman, Joint Chiefs of Staff, 1990 Military Education Policy document (MEPD). As an outgrowth of that extensive redesign, the Marine Corps University was founded as the comprehensive institution for Marine Corps PME.

Prior to 1997, a small cadre of active-duty and reserve Marines embedded within the staff of the resident Command and Staff College managed the CSCDEP. In order to better address the unique requirements that exist in a distance learning environment, the Commandant established the CCE on 1 May 1997. The CCE is the Marine Corps' primary organization for the design and development of distance learning courseware and for the delivery of distance PME, including the JPME program required by the Chairman of the Joint Chiefs of Staff, to all Marines regardless of location.

The CCE transforms the resident course objectives into courseware specifically tailored for the distance learning student, combining distance education technology and adult learning theory that includes an optional seminar experience to extend PME to Marines worldwide.

On 1 October 2002, the Commanding General, Training and Education Command, directed that the CCE and the Distance Learning Center (DLC) merge. This reorganization became a reality in June 2003 when the two organizations collocated in Daly Hall as the Marine Corps College of Continuing Education. The CCE is now the service-level advocate for all Marine Corps distance learning programs. The CCE is specifically tasked and organized to promote PME and distance learning by providing an effectively structured system of distance training and education opportunities available to all Marines.

The CCE ensures that the CSCDEP is derived from and closely parallels the resident CSC curriculum through a collaborative development process with the resident Command and Staff College. This distance education program employs various instructional methods, including technologically enhanced correspondence courses and voluntary adjunct faculty-led seminars.

C. Organization of the Self-Study Report

This PAJE self-study was accomplished in accordance with the guidance set forth in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01A, Officer Professional Military Education Policy (OPMEP), dated 1 December 2000.

The self-study is divided into an introduction, eight chapters, and a series of appendices and enclosures. The appendices and enclosures include additional detail and supporting materials for the subjects contained in the main body of the self-study. This self-study includes information and self-assessment data from the academic year 2003 (AY03) CSCDEP, except where indicated.

D. Program Assessment

The Marine Corps has a long history of participation in joint operations. As the nation's forward-deployed force in readiness, we fully comprehend our implied role as that of a joint force enabler. Understanding the implications of this role, our officers must be thoroughly familiar with joint operations as well as with the unique characteristics of the joint warfighting environment. As a

result of the changes mandated by the 1986 Goldwater-Nichols Act, Marine Corps intermediate-level resident and distance PME was redesigned to comply with the requirement to integrate joint doctrine, acculturation, and perspectives throughout the entire curriculum.

The CSCDEP is a proven, effective means of providing quality JPME to Marine Corps officers. This comprehensive, self-contained program includes adjunct faculty-led seminars designed to provide distance learning students with a forum in which they can discuss and share insights related to the course learning objectives. The policies and procedures outlined in CJCSI 1800.01A guide the design and development of each course and ensure that the CSCDEP provides current and appropriate JPME to students.

Chapter 1
INSTITUTIONAL PURPOSE

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Chapter Overview

This chapter provides an overview of the institutional purpose and mission of the Marine Corps College of Continuing Education (CCE) as they relate to the Command and Staff College Distance Education Program (CSCDEP). The CCE's mission serves to focus and integrate the efforts between the college and the other organizations involved in the design, development, and delivery of its distance education programs.

This chapter is divided into six sections that address the institutional purpose, mission, educational philosophy, institutional goals, and strategic initiatives of the CCE.

A. CCE Institutional Purpose

The CCE provides distance education and training opportunities to Marines by using pedagogically sound practices and methodologies and by capitalizing on advances in technology that close the gap between resident and distance education. Education and training requirements, responsibilities, and policies for Marines are defined in Marine Corps Order P1553.4A. This directive is supported by Marine Administrative Message ALMAR 423-99, published on 22 September 1999, which provides amplifying instructions and emphasis for Marines to participate in professional military education (PME).

The CCE is responsible for the CSCDEP, a cornerstone program that provides a structured, intermediate-level joint professional military education (JPME) phase I distance education curriculum to Marines worldwide. The CSCDEP student enrollment includes both active-duty and reserve Marines and a limited number of civilian, sister service, and international military personnel. The CSCDEP provides ILS education to approximately 80 percent of all eligible Marine officers. Student demographics are detailed in Chapter 5: STUDENT BODY.

The CSCDEP is offered to students via standard correspondence course books and is enhanced with Web-based, CDROM, and multimedia instructional courseware. The CCE also administers a global network of adjunct faculty who lead seminar discussions and provide a professional forum in which students can interact with one another and learn the selected course objectives. These seminars take place at seven satellite campuses located at major bases and stations around the world, affording worldwide access.

By translating its institutional purpose to course delivery and student support, CCE has found that the program and its enhancements have resulted in improved student participation and in a higher number of graduates since program inception. These program enhancements, which are described in detail in chapter 3, are not meant to replace the core curriculum, nor are they required for graduation. They are voluntary supplements designed to enhance the student distance learning (DL) experience by providing an active learning environment, a forum for student discussion, and established points of contact (i.e., regional coordinators and adjunct faculty).

B. CCE Mission Statement

The mission of the College of Continuing Education is as follows:

> **"Design, develop, deliver, evaluate, and manage distance learning products and programs across the Marine Corps Training and Education continuum in order to increase operational readiness."**

As the service-level advocate and resource sponsor for all Marine Corps distance learning programs, the CCE meets these responsibilities by applying distance learning strategies across the entire Marine Corps Training and Education Continuum, from entry level training to career-long PME (see figure 1).

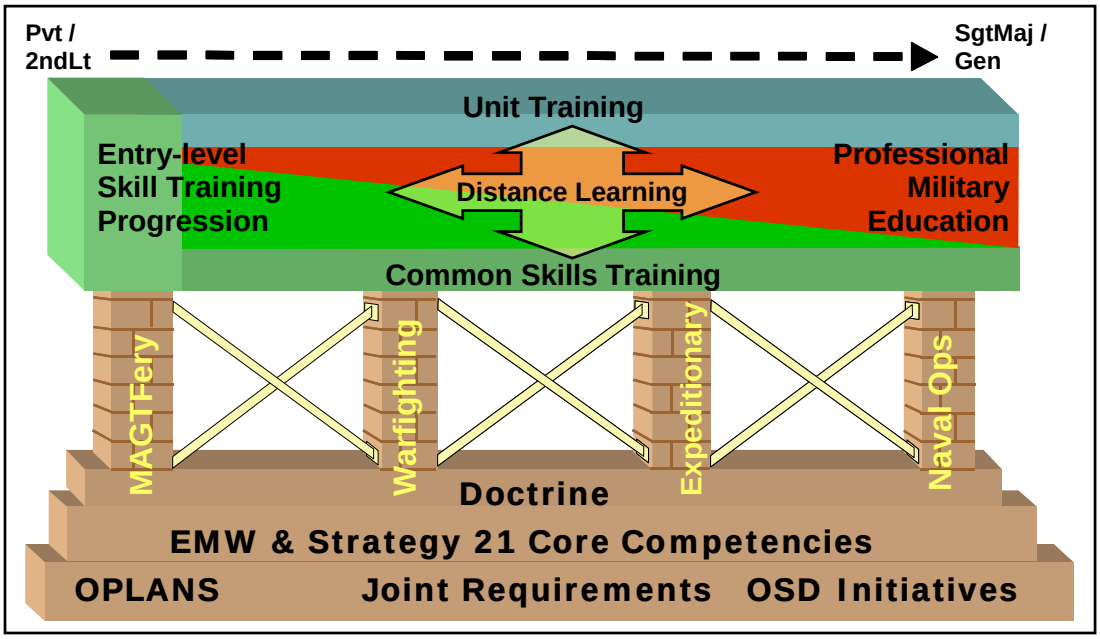

Figure 1. The Marine Corps Training and Education Continuum

C. CSCDEP Mission

The mission of the CSCDEP is as follows:

> **"The CSCDEP provides an intermediate-level PME program at a distance in order to prepare our graduates to perform effectively in command and staff duties with Marine air-ground task forces and for assignment with joint and multinational organizations."**

This mission reflects the CSCDEP's primary purpose of providing intermediate service and joint PME at a distance in order to serve the needs of the Marine Corps and the joint community. The CSCDEP's mission parallels that of the resident course and reflects the unique nature of the distance learning environment and its close relationship with the other schools and institutions within the Marine Corps Training and Education Command (TECOM).

D. CCE Educational Philosophy

As part of the Training and Education Continuum, Marine Corps PME is a dynamic, integrated, and progressive learning system for training and educating Marines throughout their careers. The program consists of resident instruction, distance education, professional reading, and other avenues of professional self-directed study.

The program concentrates on honing the leadership, warfighting, and staff development skills of the CSCDEP's students, and it incorporates the educational learning areas and objectives of joint professional military education required by the Chairman of the Joint Chiefs of Staff. The CSCDEP focuses on both the service-unique aspects of our curriculum—to educate students for command and staff duties within Marine air-ground task forces (MAGTFs)—as well as on the requirements common to officers serving joint, multinational, and service-level organizations, as defined in CJCSI 1800.01A.

The importance the Marine Corps places on PME has been codified in Marine Corps Order P1553.4A and all Marine message (ALMAR) 034/99. These directives outline the Marine Corps' PME requirements, stating that "[a]ll officers should complete the PME appropriate for their grade, as an enhancement for promotion consideration." ALMAR 034/99 also states that "nonresident PME for company-grade officers and majors is now equivalent to that of resident PME for purposes of promotions and assignments."

The core of the CSCDEP is the Command and Staff College curriculum and associated course objectives, which are transformed into distance learning courseware. The course design and mode of delivery are a direct result of having analyzed our student population and our students' widely divergent environments. The technologies used are educationally sound, reliable, flexible, portable, and familiar to the intended audience. Multiple platforms allow students in different environments with varying levels of technology to access the courseware. These considerations are critical to this program because of our students' geographic dispersion, the potential lack of Internet access, and the requirements imposed by the operational demands on our expeditionary forces.

These delivery options offer students the opportunity to participate in multiple program enhancements featuring active learning environments. These program enhancements include interactive multimedia instruction and other technologically enhanced learning materials, adjunct faculty-led seminars that allow students to draw upon and incorporate their experiences and expertise in completing the program requirements, and the visiting scholar program, which invites resident course instructors and other qualified guest speakers to lecture at the satellite campuses and to deployed units. In this way, the CSCDEP has incorporated structured active learning methods, adult learning philosophies, and distance education methodologies into the various courses where appropriate.

E. CCE Institutional Goals

The Director, CCE has articulated the following seven goals as means of accomplishing the CCE's purpose and mission as well as of lending an institutional focus to the college's efforts:

1. Develop and implement current, relevant distance training and education and PME programs that enable graduates to perform successfully in subsequent assignments of increasing responsibility.
2. Collaborate with the Marine Corps University (MCU) to develop the resources needed to sustain and enhance strong distance education and training programs that meet student learning needs.
3. Exercise an educational leadership role within TECOM, particularly in the area of distance education advocacy and the PME policies and practices that support it.
4. Develop programs that foster faculty and professional staff development and enrichment, emphasizing the unique pedagogical techniques and skills that improve teaching and encourage autonomous learning through distance education and training.
5. Implement and continuously improve organizational structures that best support the efficient and effective delivery of distance education and training programs.
6. Capitalize on technological innovations for the betterment and improved accessibility of its distance education and training programs.
7. Maintain PAJE accreditation (JPME phase I) for the CSCDEP.

These institutional goals can be found at http://www.mcu.usmc.mil/cce/dep/mission.htm.

F. CCE Strategic Initiatives

A number of strategic initiatives have been defined in order to frame current activities and to plan for future contingencies. The CCE senior leadership has developed the following goals:

1. Expand the success of the CSCDEP seminar program to all distance learning courses by using adjunct faculty and/or distributed technology.
2. Develop a comprehensive program evaluation system that ties together academic review and resource requirements. This objective requires clearly defined requirements and metrics in order to make sound evaluations.
3. Develop the capability to administer electronic testing, including short-answer and essay exams, with immediate student feedback and integration into a comprehensive program evaluation database, while maintaining the integrity of the testing process.
4. Leverage technology to transform the CCE's courses into expeditionary education, thus increasing worldwide access to education and training.

G. Chapter One Assessment

The CCE's institutional purpose, mission, educational philosophy, goals, and initiatives reflect an attitude of "jointness" and directly support the intent of the Commandant of the Marine Corps and the Chairman of the Joint Chiefs of Staff concerning intermediate-level service schools as articulated in MCO P1553.4A and CJCSI 1800.01A.

Chapter 2

ORGANIZATION

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Chapter Overview

This chapter provides an organizational and administrative overview of the training and education infrastructure within the Marine Corps, with particular emphasis on the Marine Corps Training and Education Command (TECOM) and the College of Continuing Education (CCE). This chapter also describes the CCE staff sections and the tasks and responsibilities of key CCE personnel. The chapter concludes with an assessment of the CCE's organizational strengths and challenges.

A. Organization of the Training and Education Command

TECOM was established in October 2000 to directly oversee the Commandant's Title 10 training and education responsibilities.

The mission of TECOM is as follows:

"To develop, coordinate, resource, execute, and evaluate training and education concepts, policies, plans, and programs to ensure Marines are prepared to meet the challenges of present and future operational environments."

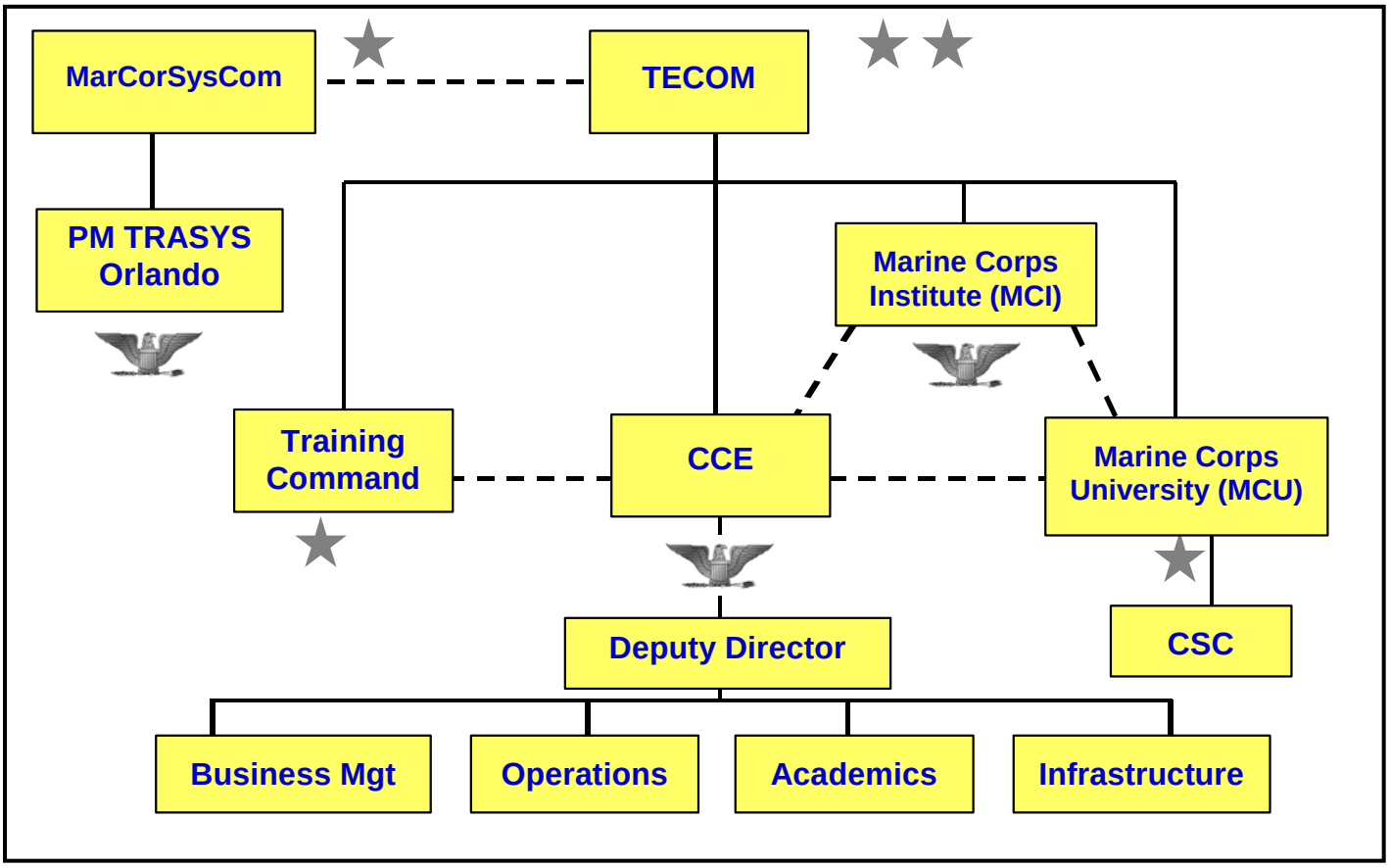

Figure 2. Training and Education Command Organization

Marine Corps University (MCU). The Marine Corps University is the educational component of TECOM. The President, MCU, who is also the Commanding General (CG), Education Command, reports directly to the CG, TECOM, and fulfills all assigned responsibilities through the directors and commanding officers of the six subordinate colleges, schools, and academies.

Command and Staff College (CSC). As stated in TECOM Policy Letter 2-03, the CSC defines the appropriate core competencies and determines the course objectives for the CSCDEP courses and the degree to which each objective is to be accomplished by course. The CSC also identifies the joint professional military education (JPME) learning areas and objectives to be embedded in specific courses and, with faculty guidance, helps identify readings and source materials and suggests appropriate discussion topics for consideration. The CSC also conducts annual reviews of courses and participates in the CCE program review board (PRB) process.

College of Continuing Education (CCE). The CCE (figure 2), in partnership with the CSC, transforms resident courses into distance education-unique courseware through a deliberate and comprehensive process that includes developing examinations, managing the institutional effectiveness and research program, and determining study time and course length for all nine CSCDEP courses. The CCE also manages the DEP course enhancements, including the CSCDEP seminar program.

Marine Corps Institute (MCI). The Director, MCI, is responsible for printing, warehousing, distributing, and grading distance education materials. MCI also performs registrar functions and issues course completion certificates.

Since the last PAJE visit, the CCE has been reorganized under the Training and Education Command, and reports directly to the CG, TECOM. On 1 October 2002, the CCE and the Distance Learning Center merged, with the Director, CCE, assuming overall responsibility for all Marine Corps distance education and training initiatives and programs. This new organization is now empowered to leverage the respective strengths and resources of both organizations in order to improve the quality of distance education and training programs across the Marine Corps.

B. Organization of the CCE

The CCE consists of the director, deputy director, academics department, operations department, infrastructure branch, and the business management branch (figure 2). Refer to the CCE standard operating procedures (SOPs) for detailed billet descriptions.

Director, CCE

The director is an active-duty colonel responsible for the implementation, operation, and maintenance of the CCE. As staff representative to the CG, TECOM, the director of the CCE performs the following functions:

- Maintain staff cognizance of all aspects of Marine Corps distance education and training and serve as the coordinating authority for all aspects of the CCE, including integration with resident training and education.
- Integrate CCE policy, procedures, and standards throughout the Marine Corps and its training establishment.
- Participate as a member of the PAJE team and of the Military Education Coordinating Council (MECC).

Deputy Director, CCE

The deputy director is a GS-15 responsible for the day-to-day operations of the CCE. The deputy's duties include the following:

- Develop metrics for evaluating the effectiveness of current CCE outreach capabilities.
- Coordinate, oversee, and facilitate the TECOM-wide process to target training and education for distance learning (DL) conversion and development.
- Lead efforts to revise and update the CCE strategic plan. Ensure thorough coordination and consolidation of input.
- Lead efforts to update and rewrite the CCE standard operating procedures for the newly formed organization, ensuring all major sections' processes are integrated and easily understood.
- Manage the planning, programming, and budgeting activities on behalf of the organization and the Marine Corps DL program in coordination with PM-Training Systems, MarCorSysCom.

Dean of Academics, CCE

The dean of academics is a GS-14 who manages three diverse and complex program sections that require coordination and integration of professional, technical, and administrative work. These sections include training courseware development, CSCDEP, and EWSDEP. Additionally, the dean is responsible for the following:

- Supervise and make resource management decisions that have a direct and substantial effect on the CCE's ability to develop, implement, distribute, assess, and revise courseware; integrate emerging technologies and procedures for synchronous and asynchronous education; and establish and enforce general academic policies.
- Maintain requisite expertise in policies and procedures related to Marine Corps education and training.
- Manage the PRB process.
- Develop and maintain contacts with the resident schools and with associated organizations.
- Participate as a member of the PAJE team and of the MECC and Distance Learning Coordinating Council (DLCC) working groups.

Operations Department Head

The operations branch head is an active-duty lieutenant colonel responsible to the director for the following:

- Oversee all operational activities of the CCE.
- Identify and implement advanced technologies to support total-force-distributed distance learning.
- Establish and manage the plans, policies, and procedures for the Marine Corps Distance Learning Program.
- Develop management strategies and implementation policy for the use of advanced instructional technologies. Enhance Marine Corps training and education opportunities through intelligent use of modern instructional technologies such as video teletraining (VTT). Improve access to training and education for Marines of all ranks and experience levels.
- Oversee the satellite campuses and regional coordinators. Oversee EWSDEP and CSCDEP.

Business Operations Manager

The business operations manager is a GS-14 responsible for operational and program management. Duties include the following:

- Plan, program, budget, and execute all CCE funds.
- Coordinate the CCE program objective memorandum and program review initiatives and manage all CCE contracting efforts.
- Oversee customer outreach, edumarketing, and learning management system support efforts.

Infrastructure Branch Head

The infrastructure branch head is an active-duty major who, in coordination with PM-Training Systems, MarCorSysCom, manages the CCE infrastructure in order to improve access to distance education and training products and programs. Additionally, the infrastructure branch head is responsible for the following:

- Coordinate information security activities for CCE programs.
- Manage the transition of DL assets to the Navy-Marine Corps Intranet (NMCI) environment in coordination with PM-Training Systems, MarCorSysCom.
- Coordinate Marine Corps Satellite Education Network (MCSEN) video teleconferencing/VTT network scheduling and operations.
- Oversee all learning resource centers (LRCs), deployable learning resource centers (DLRCs), automated electronic classrooms (AECs), and VTT suites.

C. Special Committees

The CCE has two special committees, the PAJE self-study committee and the CSCDEP program review board.

PAJE Self-Study Committee

The PAJE self-study committee (figure 3) is drawn from several command and staff sections within TECOM. Curriculum developers, resident faculty, staff administrators, and civilian contractors participated in the CSCDEP self-study. Below is a top-level organizational view of the CSCDEP self-study committee. Enclosure (1) includes a roster of all committee members.

The self-study organization and the process used are consistent with the guidance published in CJCSI 1800.01A. The CSCDEP self-study consisted of a steering committee and eight principal subcommittees, which paralleled the topics specified in the Officer Professional Military Educational Policy (OPMEP). The PAJE coordinator, in concert with each subcommittee chair, conducted a comprehensive review of the functional areas, guided by the procedures outlined in the OPMEP. The draft PAJE study was forwarded to the CCE executive committee for review and action. Once approved, the CSCDEP self-study was forwarded to the steering committee, which reviewed the study in its entirety to ensure it was thorough and academically sound. The final report was then briefed to the director, CCE, and the CG, TECOM, for final review and approval prior to publication and distribution.

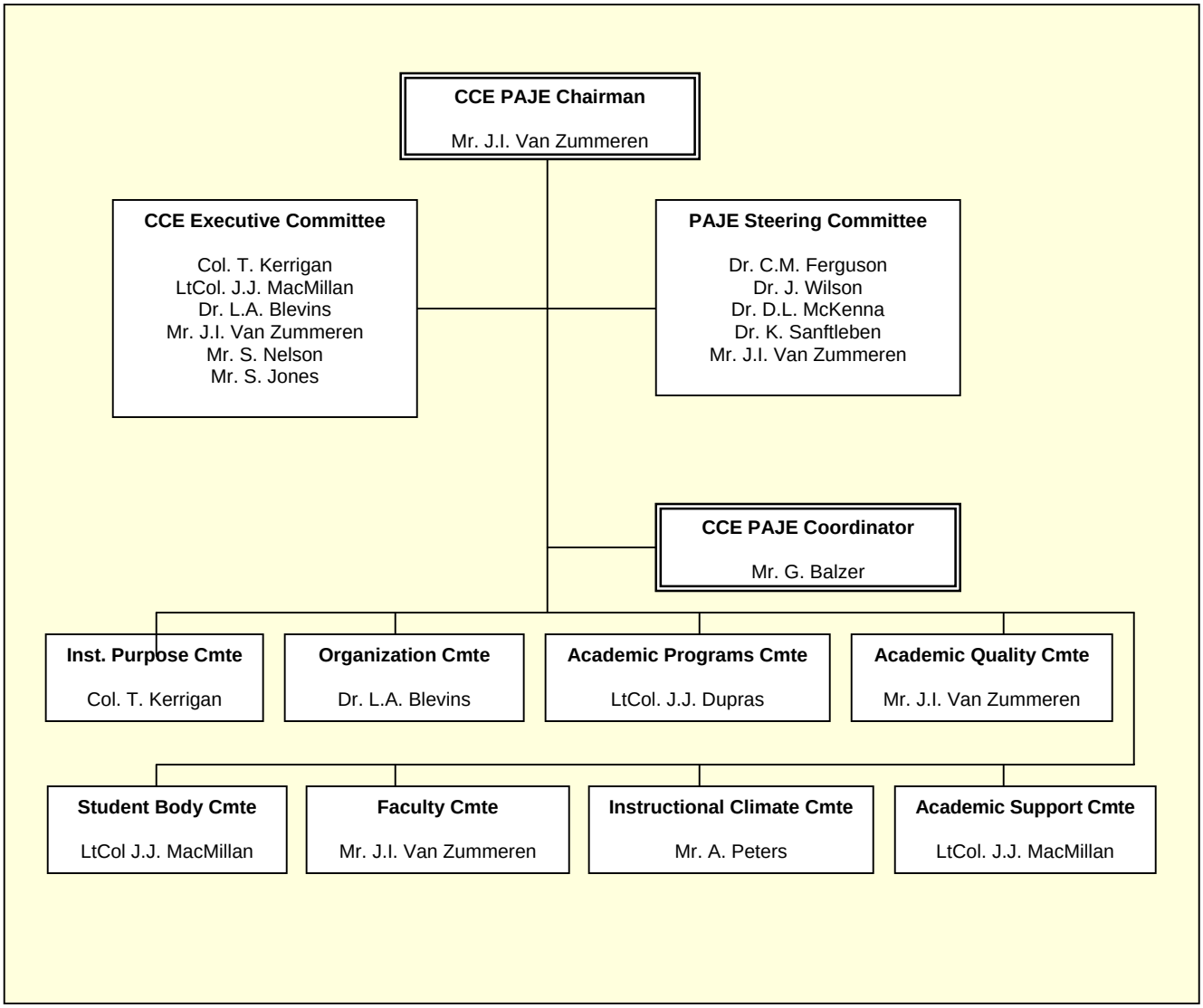

Figure 3. CSCDEP PAJE Self-Study Committee Organization

Program Review Board

The program review board is the second special committee that reviews the CSCDEP. The CCE uses the PRB process annually to review, recommend, and approve changes to the CSCDEP. The PRB, which follows the completion of an academic year, is a comprehensive formal review of the entire CSCDEP. It focuses on internal and external inputs that may recommend program, curriculum, or courseware change. Changes are made either through the revision process or through the generation of errata. All aspects of the CSCDEP (content, delivery, and student services) are examined during the PRB process, and results, conclusions, and recommendations are then presented to the CCE and CSC directors for review and comment. The director, CCE, then approves the necessary actions that support the PRB recommendations. The academic year 2002 (AY02) and academic year 2003 (AY03) PRBs are included with the PAJE reference materials. The PRB process is described in detail in Chapter 4, Academic Evaluation and Quality Control.

D. Organizational Strengths and Challenges

Organizational Strengths

Three CCE organizational strengths are 1) the reorganization of all Marine Corps distance education and training programs under the CCE, 2) the size of the CCE staff, and 3) the expertise of the Marines, GS civilians, and contractors who support the program. The CCE organization is relatively small considering its worldwide reach. The small size and professional experience of the CCE staff facilitate communication and close coordination among the CCE faculty and staff, resident course faculty, regional coordinators, and other agencies internal and external to TECOM that support the program. The streamlined infrastructure allows program information to be shared quickly, efficiently, and simultaneously—from the highest levels of the organization down to the adjunct faculty in the field—thus ensuring the currency and relevancy of PME to the operating forces.

With the responsibilities for all distance education and training programs under one organization, prioritizing courseware development and providing necessary resources has become the most efficient process for effectively meeting Marine Corps training and education needs.

Organizational Challenges

The most significant challenge the CCE faces is stabilizing policies, procedures, and structure within the newly formed organization. To better capture the opinions and concerns of graduates and reporting seniors of those graduates, the CCE has created a director of institutional effectiveness and research position and an administrative manager position that will focus on collecting and interpreting survey data and produce information necessary for the CCE to provide resources that meet student needs.

Chapter 3
ACADEMIC PROGRAMS AND CURRICULUM

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Chapter Overview

This chapter introduces and describes the Command and Staff College Distance Education Program (CSCDEP) with an emphasis on how the CSCDEP curriculum meets the joint professional military education (JPME) requirements as outlined in CJCSI 1800.01A. This chapter is composed of five parts. First is a description of the CSCDEP academic program, followed by a description of how the JPME requirements are integrated throughout CSCDEP courses. Next is a description of the curriculum development process. This chapter concludes with a review of the program's academic strengths and challenges.

A. Academic Program

The CSC distance education program began in the early 1950s as a paper-based correspondence program, and this educational methodology continues as the primary means of instruction for the CSCDEP. The enduring value of this method is that it meets the professional military education (PME) needs of students in expeditionary environments.

Today, the CSCDEP serves as the foundation of a technologically enhanced, multimedia course that is educationally sound, reliable, flexible, and portable. Emerging technology has been methodically introduced into the program as appropriate, based on the instructional material and the subject matter covered. All courses remain text-based, with an increasing number offered with CD supplements, interactive multimedia instruction (IMI), and an adjunct faculty-led seminar program. The College of Continuing Education (CCE) uses its webpage, http://www.tecom.usmc.mil/cce/, to assist students with administrative, academic, and other program matters.

The CCE, in partnership with the CSC faculty, designs, develops, implements, and constantly reviews the CSCDEP to ensure that the nine distance education courses closely parallel the resident curriculum.

The CSC resident faculty review and certify all nine CSCDEP courses to ensure that appropriate course objectives are addressed and that course content is accurate, current, and relevant. This process ensures that the students' learning experiences meets MCU's goal—to deliver a quality distance education program parallel to the resident program. In short, the CSCDEP offers the same educational width with less depth than the resident course.

Three significant changes in curriculum design and development have occurred since the last PAJE review. First, the CCE has increased its distance education faculty to include two active-duty and one reserve Marine, a dean of academics, and two contracted subject matter experts (SMEs). Second, this faculty is now collocated with the CSC resident faculty and staff. Third, a comprehensive program review board (PRB) process has been established and institutionalized.

The PRB, an adaptation of the traditional course content review board (CCRB), assists the CCE with the review of the entire distance education program in one formal process. The PRB is held annually by the CCE in order to review, analyze, and evaluate the development, delivery, and effectiveness of nine distance education courses and to recommend and prioritize program updates.

B. Courses

The CSCDEP consists of nine courses students complete in order to graduate from the program. These nine courses, discussed briefly below, are described in greater detail in the CSCDEP standards and learning area binders (provided as reference material) as well as on the CSCDEP webpage, http://www.tecom.usmc.mil/cce/students/pme/stu_csc.asp.

The nine CSCDEP courses are as follows:

8801	Theory and Nature of War
*8802A	Strategy and Policy
*8803A	Operational Level of War
8804	The Marine Air-Ground Task Force (MAGTF)
*8805A	The Marine Corps Planning Process
*8806A	Joint, Multinational, and Interagency Operations
8807	MAGTF Operations
8808	Amphibious Operations
8809	Operations Other Than War

NOTE: * The "A" designation identifies courses revised since the previous PAJE. "A" courses incorporate the most current joint doctrine.

8801 Theory and Nature of War. The CSCDEP curriculum takes a top-down approach to the study of war. Accordingly, the initial course, The Theory and Nature of War, provides the overarching theoretical and historical context for the courses that follow. Specifically, the 8801 course addresses the evolution of warfare from the seventeenth century to the present and analyzes the contributions of notable military theorists and practitioners such as Sun Tzu as well as their relevance to contemporary military thought. The CCE developed and fielded a CDROM enhancement that includes IMI designed to enhance student interaction by appealing to multiple adult-learning styles and preferences.

8802A Strategy and Policy. The strategy and policy course focuses on national security strategy and policy. In particular, 8802A explores the relationships between national interests and the use of military force to serve national policy. The course also examines strategic choices made in past conflicts in order to provide historical perspectives and to present the concerns and issues facing the strategist in war. This course focuses on decision-making processes, the elements of national power, development of national goals and objectives, national strategic planning, and considerations that must

be weighed prior to the use of military force. The 8802A course concludes with two new think pieces on U.S. policy toward China and the Middle East, which allow students to draw their own conclusions about how the U.S. should approach both regions. The course is offered in both a paper-based format and on CDROM. The CDROM version includes electronic readings and digitized lectures.

8803A Operational Level of War. This course is designed to develop and enhance student understanding of the relationship between the strategic, operational, and tactical levels of war and how national security strategy translates into military action. While all courses in the program contribute to the accomplishment of the Chairman's objectives, 8803A is a cornerstone of the program's JPME requirements. Organization for command is discussed to ensure students understand the various levels and types of command, ranging from the President of the United States and the Secretary of Defense to the warfighting regional combatant commanders. A Desert Storm case study is used to develop both a background and a perspective of theater warfare and the operational art. The course also examines, from a joint perspective, campaign planning, the Joint Operation Planning and Execution System (JOPES) and the associated considerations for deliberate and crisis action planning, joint and service doctrine, information operations, and force deployment planning. Also, 8803A addresses service doctrine, capabilities, and limitations of the U.S. Army, Navy, Air Force, and Coast Guard. 8803A is offered in both paper and CDROM formats. The CDROM includes electronic readings, multimedia instruction, and digitized lectures.

8804 The Marine Air-Ground Task Force (MAGTF). The MAGTF course provides students with an extensive understanding of the Marine Corps' capabilities, limitations, equipment, organization, support requirements, and command and control structure, as well as of the employment techniques of the Marine Corps' warfighting forces, particularly as they relate to the MAGTF. The course also is offered in an IMI format that consists of a student text based on the resident curriculum and a CDROM designed to enhance student interaction by appealing to different adult learning styles and preferences. This course, along with 8805A, is required of all Marine Corps officers taking sister-service intermediate-level school (ILS) programs.

8805A The Marine Corps Planning Process (MCPP). The 8805A course provides a detailed analysis and explanation of the six steps of the MCPP. This course is a required of all Marine Corps officers enrolled in a sister-service ILS program in order to ensure that every Marine officer has a practical understanding of MCPP and how it integrates with joint operational planning. The MCPP is compatible with joint processes and applicable to all levels across the spectrum of conflict. This recently revised course places the MCPP in a joint planning context. 8805A is a multimedia course with a hard-copy text based on the resident curriculum and a robust IMI product that stresses active learning through a practical application exercise based on an Asia-Pacific joint and multinational operational scenario. The IMI product is also distributed for use by sister-service and allied students in the resident program.

8806A Joint, Multinational, and Interagency Operations. While all courses within the program contribute to the accomplishment of the Chairman's objectives, 8806A, along with 8803A, is a cornerstone of the program's JPME requirements. Due to the complexity of joint operations, this course addresses many subjects, including Marine Corps componency, JOPES and JTF planning, joint targeting, joint fire support, information operations planning, joint logistics support, joint intelligence support, space operations, special operations, multinational operations, homeland security, defense, and interagency operations. The overall purpose of this course is to examine how joint, multinational, and

interagency operations work and how the MAGTF fits into the scheme of joint and multinational warfare. Course 8806A is offered in both a paper-based format and on CDROM. The CDROM version includes electronic readings, digitized lectures, and multimedia instruction.

8807 MAGTF Operations. The MAGTF Operations course teaches students about the complexities associated with MEF-level capabilities and operations. The course provides a refresher of offensive and defensive operations but expands these operations to the MEF level while adding depth in the areas of fire support, combat service support, and rear area operations. The MAGTF Operations course also presents two case studies: Desert Storm and the Pusan Perimeter.

8808 Amphibious Operations. Course 8808 covers joint amphibious and landing force doctrine and explores a range of subjects, including the nature, capabilities, limitations, phases, and characteristics of a MAGTF in an amphibious operation; service and command responsibilities; the MEU(SOC); and planning considerations. Plans for updates include new material on expeditionary operations, in alignment with the resident course instruction.

8809 Operations Other Than War (OOTW). The OOTW course focuses on military operations that deter war and promote peace through means other than large-scale combat operations or conventional war. Course 8809 provides students a foundation for assessing situations and evaluating military options within the spectrum of operations other than war. This course examines the culture in OOTW, humanitarian operations, peacekeeping operations, and military support to civil authorities. Several case studies also are explored.

C. The Joint Professional Military Education Curriculum

Coverage of the JPME learning areas and objectives are interwoven throughout the CSCDEP courses. The CSCDEP faculty and the CSC faculty recognize that JPME requirements are better met by embedding joint warfighting into an overall service college curriculum. For this reason, all instruction on MAGTF operations is nested under the broader joint learning areas and objectives in order to emphasize the primacy of joint operational requirements and describe how MAGTF capabilities contribute to joint operational plans and operations. The nine JPME learning area crosswalk matrices located at enclosure (2) provide a detailed breakdown of the locations of joint learning areas and CSCDEP course objectives.

Major Changes Reflected in CSCDEP Courses

The CSCDEP is designed and developed around the standards, learning areas, and objectives established in the OPMEP. The AY02 CSCDEP program review board prioritized the revision process and emphasized the need to maintain the joint perspective. Core joint education courses were prioritized for revision to ensure that the CSCDEP complies fully with current Chairman, Joint Chiefs of Staff (CJCS), and Marine Corps policies.

The revised CSCDEP focuses on the strategic and operational levels of war and areas such as the MCPP and the conduct of joint, multinational, and interagency operations. With a greater emphasis on joint interoperability, the CCE, in close cooperation with the resident CSC faculty, has produced several updated, interactive learning products for its distance education students.

The many changes occurring in joint doctrine, procedures, and operations are incorporated into the resident CSC curriculum as the JPME coordinator, course directors, and subject matter experts review newly released doctrine and professional literature to identify joint content. These changes, combined with the results of the CSCDEP annual PRB process (described in Chapter 4, ACADEMIC EVALUATION AND QUALITY CONTROL), are then incorporated into the CSCDEP curriculum by the CCE academics department. A detailed review of the CCE curriculum development process is outlined later in this chapter and in the CCE standard operating procedures.

8800 Series Changes

8802A Strategy and Policy. This course was renamed based on the renaming of the resident course. The Strategic Level of War course required significant changes in the areas of strategic intelligence, U.S. economics, and the United Nations' and NATO's global roles. These subject areas were updated and current readings replaced outdated materials. The lessons dealing with the Joint Planning and Execution Committee, the Joint Strategic Planning System, the Unified Command Plan, the Unified Action Armed Forces, the Joint Requirements Oversight Council, and the joint warfighting capabilities assessment were also updated to reflect how these documents and organization have evolved over the past four years. All these topics were consolidated into one very robust lesson titled National Strategic Planning. Last, we added two lessons on U.S. policy toward China and the Middle East that allow students to evaluate U.S. foreign policy and national security strategy toward both regions. Students can use what they've learned in this course to evaluate U.S. policy toward two potential strategic challenges. Digitized lectures have also been added to the courseware.

8803A Operational Level of War. The Operational Level of War course has been resequenced and updated while retaining the Desert Storm case study and *The Generals' War* reading by Michael R. Gordon and General Bernard Trainor. (Student comments over the past four years indicated a strong desire to retain the case study and the reading.) Instead of dedicating the last two lessons to the study of Desert Storm, we have threaded Desert Storm throughout the course, providing selected readings from *The Generals' War* in almost every lesson. Other course additions include the following new lessons: Force Deployment Planning and Execution (FDP&E), Information Operations at the Operational Level, U.S. Coast Guard Service Doctrine, War Termination and Conflict Resolution, and Campaign Analysis. A more robust and comprehensive lesson on Campaigning and the Operational Art was also added. We provided an optional practical application for the Deliberate and Crisis Action Planning lessons, which we acquired from the Air Command and Staff College distance education program. Last, we added digitized lectures from the Air Command and Staff College and several hours of multimedia instruction from the J7's DOCNET and the Joint Deployment Training Center in Ft. Eustis, Virginia.

8805A The Marine Corps Planning Process: This revised course took 18 months to develop and includes an extensive IMI product to accompany the revision. The IMI includes virtually all course instruction while providing examples from a realistic yet fictitious joint/multinational scenario based in the Asia-Pacific region. Whereas the old 8805 course provided no joint context, this new course includes instruction on joint planning processes and how the MCPP interfaces with joint planning. The scenario-based IMI with an embedded practical application reinforces joint doctrine and education.

8806A Joint, Multinational, and Interagency Operations: The new Joint and Multinational Operations course has been expanded from six to nine lessons. The Theater Logistics lesson was replaced with a

lesson on Operational Capabilities that includes operational fire support, operational logistics, and operational intelligence. Lessons on JOPES and JTF Planning, Joint Targeting, Homeland Security and Defense, and Interagency Interactions were also added. The Information Operations Planning lesson goes into greater detail than its 8803A counterpart and uses recently published Marine Corps doctrine. Course 8806A includes the first Marine Corps-produced digitized lecture, which deals with Space Operations. CDROM readings and reference documents support this course.

The AY03 PRB recommended courses 8801, 8804, 8807, 8808, and 8809 be the focus of effort for review and revision this year and next year. The AY02-03 PRB report provided detailed analysis and board recommendations, which were subsequently approved by the Director, CCE.

CCE Enhancements to CSCDEP

Using its existing resources—both at Quantico and at its worldwide satellite sites—the CCE offers a wide variety of innovative enhancements to the CSCDEP program. As the CCE extends its reach, via the use of technology gained as a result of the CCE-DLC merger, more program enhancements are being made available to its geographically dispersed active-duty and reserve student population.

CSCDEP Seminar Program. The single most successful program enhancement to date has been the CSCDEP Seminar Program. Offered to all CSCDEP students, the voluntary group discussion seminar program offers distance education students a time-tested and active learning environment. In academic year 2003, 1,127 students are participating in 66 adjunct faculty-led CSCDEP seminar groups. The success of the seminar program is evidenced by the fact that 85 percent of all distance education student graduates were seminar students.

Videoteletraining (VTT) Sessions. VTT sessions are offered throughout the academic year at selected regional sites to give students located at bases with small student populations (e.g., U.S. Naval Academy; NAS Meridian; MCAS Iwakuni and Camp Fuji, Japan; and Camps Hansen and Schwab, Okinawa) an opportunity to join seminars taking place within the same time zone. These sessions are well attended and have received numerous favorable comments from participants.

Visiting Scholar Program. The Visiting Scholar program allows CCE to take advantage of its resident faculty's expertise by sending faculty members to regional CCE sites to lecture and/or lead CSCDEP seminar discussions. The Visiting Scholar Program also allows CCE to bring selected experts to Quantico for the purpose of lecturing in the Marine Corps University (MCU) videotaping studio. These videotapes are digitized and incorporated in the CSCDEP courseware for all CCE students to view. The Marine Corps University Foundation is a key supporter of this program by providing funds necessary to pay for visiting scholar trips to the CSCDEP seminars. A list of visiting scholars for annual year 2003 is found in enclosure (3).

Marine Expeditionary Unit (Special Operations Capable) (MEU[SOC]) Support. This program enhancement entails sending a CSC faculty member aboard ship with a MEU(SOC) that is returning from its six-month deployment. During the return voyage to the United States, CSCDEP students traditionally have time to participate in a CSCDEP seminar.

The CCE continues to research, design, and develop courseware that integrates an increasing level of technological sophistication and reduces the time required by students to complete their JPME requirements, enriches their educational experience, and ultimately, positively improves their

performance on high-level service or joint staffs. The course revision process now includes CDROMs with courses presented in HTML format. Each reading and viewing is linked within the courseware. Viewings include DOCNET extracts, service college digitized lectures, joint agency and service IMI products, and Marine Corps-produced IMI products and digitized lectures. Appropriate software plug-ins are also included on each CDROM. These CDROMSs are educationally complete, stand-alone products. The advantages of digital media include portability (one CD vice two or three large paper-based texts); color presentations of charts, graphs, maps, and other images; and the use of IMI materials, which incorporate active learning methods that appeal to adult students.

The CCE continues to believe, however, that for the foreseeable future, it will still print and distribute hard-copy courseware in order to satisfy the learning styles of some students and meet the realities of expeditionary operational environments.

D. CSCDEP Development Process

As previously noted in this self-study, the CSCDEP is based on the resident CSC curriculum. In this regard, the approved resident school course objectives are the same as those used for the CSCDEP. The CSC faculty represent a unique asset of intellectual capital. This faculty offer academic excellence and current operational know-how that broaden and deepen the character of the educational experience for resident and distance education students, resident and adjunct faculty, and administrators alike. The CSC's ability to export this expertise through distance education channels is the result of a team effort between the resident school and the CCE. To encourage a continued team effort and to take greater advantage of the resources that these two organizations provide, TECOM policy letter 2-03 was promulgated to establish policy and procedures for developing, approving, implementing, and maintaining the CSCDEP courseware.

The CSC is tasked with the following:

- Define appropriate core competencies for the DEP courses.
- Establish program and course objectives for DEP courses.
- Identify readings and source materials.
- Identify JPME learning areas and objectives with reference mapping.
- Provide course issues with reference mapping for possible seminar consideration.

The CCE is tasked with the following:

- Review, edit, and adapt the resident school DEP's program of instruction (POI) for distance education delivery.
- Oversee approved DEP courseware printing, student enrollment, and delivery by MCI.
- Manage DEP course enhancements.
- Manage the institutional effectiveness and research program for the CSCDEP.
- Manage the DEP program review process.
- Coordinate the course review and revision process with the CSC.

A detailed description of the various phases of the CSCDEP course development process is found in enclosure (4).

E. Academic Program Strengths and Challenges

Program Strengths

The CSCDEP's strength is its current, relevant, academically sound courses that incorporate supporting technology and adjunct faculty-led seminars in order to ensure that complex issues are explained clearly, explored fully, and understood by students. Additionally, through a deliberate and comprehensive course design and development process, joint learning areas and objectives are woven seamlessly throughout the entire program. Thus, the Marine Corps' service-specific competencies are nested within the joint requirements, which constitute the core of the academic program.

Program Challenges

The operational environment and geographic dispersion of the CCE students and staff create several unique distance education challenges.

The most significant challenge is transforming a yearlong resident course into a distance education program that is right-sized and meets all required educational objectives.

A closely related challenge is updating a distance education curriculum in order to maintain its relevancy in a rapidly changing environment. Given current capabilities, the CCE has the capability to update approximately three courses a year, or to redo the curriculum every three years. The prioritization of course updates is driven by the PRB process, which determines which courses to update first based on course content relevancy.

Collecting and analyzing institutional research information continues to be a challenge as well. The most difficult aspect of this effort is reaching CSCDEP graduates to obtain their feedback on the effectiveness of their CSCDEP experience. The CCE is committed to resolving this problem and has launched an edumarketing campaign designed to raise student awareness. The college asks the adjunct faculty and commanders Corps-wide to encourage CSCDEP graduates to visit the CCE webpage and submit a graduate survey. Additionally, the MCI recently installed a new scanning system that digitizes returned student exams and surveys, which will increase the amount of institutional research data the CCE receives.

Chapter 4
ACADEMIC EVALUATION AND QUALITY CONTROL

IN THIS SECTION

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Chapter Overview

Academic evaluation and quality control are continuous processes within the Command and Staff College Distance Education Program (CSCDEP). The staff and faculty of the College of Continuing Education (CCE) have an appreciation for the distance education environment and view the CSCDEP as a structured program of instruction. Thus, when conducting an evaluation of the CSCDEP, the CCE uses a programmatic review of the entire system that designs, develops, delivers, and evaluates the CSCDEP's distance education and training programs.

Changes to the CSCDEP are generated through external and internal channels. These two channels are linked at the program review board (PRB), which is discussed in detail later in this chapter.

External changes are identified through directives from higher authority; changes in Marine Corps doctrine, organization, training, equipment, or structure; and changes identified by the Marine Corps University (MCU), the resident course curriculum, or other guidance identified in the Officer Professional Military Education Policy (OPMEP) and the Military Education Coordination Council (MECC).

Internal changes originate from within the CCE, primarily through its program review board. This program takes into account a wide range of quantitative and qualitative data, which are used to review, validate, and modify the nine CSCDEP courses, courseware technologies, delivery methods, and program support. The analysis of this data forms the basis for the annual CSCDEP program review board.

Through this process the CCE ensures the CSCDEP is current, relevant, and meets all service and ILS requirements.

A. Evaluation of Student Success

Student mastery of course objectives, joint educational objectives, and learning areas is assessed using nine complex, multiple-choice, proctored exams. These challenging exams are closed-book, thereby adding an element of difficulty and rigor that holds students accountable for their learning. The Theory and Nature of War course (8801) includes an essay exam that is currently offered only to students participating in the seminar program. Students who earn a failing score receive remediation to help them meet course objectives.

Our distance education students may submit their exams to the MCI for grading or have their exams graded by CCE regional coordinators. Students participating in the seminar program also may have their adjunct faculty grade the exams.

B. Program Evaluation

The CSCDEP program undergoes several formative and summative evaluations prior to, during, and following courseware publication and delivery. The formative evaluation process is described in enclosure (4). This process has proven effective in ensuring the nine CSDEP courses are educationally sound and presented in a format conducive for use in a distance-learning environment. CSC resident faculty participation is an integral part of the evaluation process. Once the review process has been completed and changes have been made, the CCE uses student seminars to validate the revised courses by examining aspects of course construction, including general accuracy of the content and supporting materials, the use of technology, and the effectiveness of the examinations. Following the review, courses are approved by the Director, CCE, and forwarded to the MCI for printing and general enrollment.

Summative evaluations are accomplished through several methods. All CSCDEP students receive an end-of-course survey as part of their courseware package from MCI. Either the regional coordinators or the MCI then forward the surveys to the CCE. Next, the academics and operations branches analyze the surveys as part of the PRB process. Survey instruments are found in enclosure (5).

The CCE academics branch also receives test item data reports from each regional coordinator. Upon receipt of these reports, the CSCDEP faculty conduct a test item analysis to identify test questions that may be too hard, too easy, or confusing to the student. Coupled with student feedback, such analysis forms the basis for course material and assessment item revisions.

In addition to receiving current student, graduate, and reporting senior surveys, CCE conducts annual contract quality assurance (CQA) visits to every regional campus to ensure that the CSCDEP is professionally administered and meets the distance education needs of its students and the Marine Corps in general. CQA trip reports are maintained by the operations officer and are used in the annual PRB report.

C. Instructional and Seminar Standardization

As previously mentioned, CSCDEP courses are developed to meet the learning needs of Marines without the assistance of an instructor. However, during the academic year, the CCE offers several opportunities for CSCDEP students to participate in an enhanced learning environment supported by local programs that use the CSDEP courseware as their base. Approximately one-third of all CSCDEP students take advantage of such opportunities by attending the optional seminar program. This program expands understanding of the course learning objectives by providing students opportunities for small-group interaction and discussion facilitated by adjunct faculty. To ensure that the seminar program is standardized, the CCE publishes an annual academic schedule that lists specific lessons for each week. This standardization allows CSCDEP students to join any seminar group when traveling during the academic year. Standardization also provides students with a uniform learning opportunity, regardless of the experience or expertise of their adjunct faculty

discussion leader or the remoteness of their geographic location. The academic schedule for the CSCDEP seminar program is available at http://www.mcu.usmc.mil/cce/csc.

Seminar standardization is primarily the responsibility of the academics branch (which develops all courseware) and the operations branch (which delivers the educational program). The principal method the CCE uses to standardize seminar and course instruction is dissemination of focused courses designed for distance learners. These courses ensure all students receive the same courseware and master the same course learning objectives. The CSCDEP course materials, which are the basis for all instruction and discussion, focus on using written materials enhanced by the seminar leader's knowledge and experiences in order to help students accomplish all educational objectives. CSC resident faculty PowerPoint presentations are available on the CCE webpage to assist the seminar leaders with seminar preparation. Additionally, the CCE has a faculty development website and discussion forum that allow seminar leaders to share ideas and seminar discussion techniques. The standardized exams for the nine CSCDEP courses also provide a degree of uniformity and consensus with regard to instructional content. Each exam question is directly mapped to the lesson educational objectives.

Seminar standardization also is accomplished through periodic observation and evaluation visits by the CCE faculty and staff. These visits may be part of the broader curriculum assistance site visits to a particular base or region or they may be conducted by a regional coordinator during the course of his normal duties, which include the evaluation of the seminar leaders.

D. Student Remediation and Performance

CSC distance education students are given five years to complete their course work. The following procedures are used to either disenroll students from the CSCDEP or to provide course remediation to help students meet course objectives.

1. Students who fail to complete the CSCDEP within five years are automatically notified of disenrollment by the MCI.

2. Students who determine that they are unable to meet the five-year completion deadline are encouraged to contact MCI Student Services (www.mci.usmc.mil) or call (800) MCI-USMC to request an administrative drop from the program. Those students are dropped without prejudice. Any student disenrolled from the CSCDEP can reenroll as a new student and continue to matriculate through the program with all previous successful coursework credited to the reenrollment. Reenrolled students receive a new five-year timeframe in which to complete their coursework.

3. If a machine-graded exam is marked with a failing grade, it is then hand-graded by a member of the MCI staff before the failing grade is posted.

4. CSCDEP students who fail a course exam are notified by the MCI of the failure and automatically receive an alternate exam. The MCI safeguards failed exams and makes them available for the CCE to provide student remediation through one of its regional coordinators. Students either may take the alternate exam and resubmit it to the MCI or contact the CCE or one of the CCE regional coordinators and arrange for remediation prior

to taking the alternate exam. The CCE will request the student's failed exam from the MCI and make it available as part of the remediation process.

5. Distance education students who participate in the CSCDEP seminar program and fail a course exam may remediate with their adjunct faculty instructor or regional coordinator.

As previously stated, student learning is evaluated through nine proctored examinations. Students who earn an examination grade of 79 or below must be successfully remediated before continuing with the next CSCDEP course. A student who fails an exam is contacted by the MCI and is issued an alternative version of the exam. The student then may either retake the exam with a suitable proctor or contact the CCE or one of the seven regional coordinators for a one-on-one study session followed by a retake of the exam. Failure of a remediated examination results in disenrollment from the program, unless there are mitigating or extenuating circumstances. In these cases, the Director, CCE, is the final approving authority for a second remediation.

To address student performance in the CSCDEP and seminar program, the CCE has a standing student performance evaluation board (SPEB) that is administrative in nature, not disciplinary. The SPEB provides a forum for the resolution of various student-related issues. These issues include, but are not limited to, substandard academic performance and violations of professional-ethical standards or integrity. As an administrative board, the SPEB serves both an institutional and an individual purpose. At the institutional level, the SPEB provides a review process for substandard student performance and recommends appropriate action. At the individual level, the SPEB may help students to improve performance by monitoring their progress. The ultimate goal of the SPEB is to determine what is best for the program, the students, and the Marine Corps and to recommend appropriate action.

CSCDEP students receive course assistance from the CCE administration and student support sections of the operations branch. All students are encouraged to telephone the appropriate CCE faculty to discuss questions raised through their studies or examination results. A toll-free telephone line (800-992-9210) is funded by the College so students may call at times convenient to them. Phone numbers of regional coordinators are published on the CCE webpage and in the CSCDEP student handbook.

E. Curriculum Modification and Update Process

The CSCDEP program review board is used to institutionalize changes to the distance education program. This annual review, which follows the completion of an academic year, is a formal and comprehensive review of the entire CSCDEP. It focuses on a series of inputs, both internal and external, that indicate potential curriculum and courseware changes. These changes are made either through the revision process or through the generation of errata. All aspects of the CSCDEP (content, delivery, and student services) are examined through the PRB process as shown in figure 4, below.

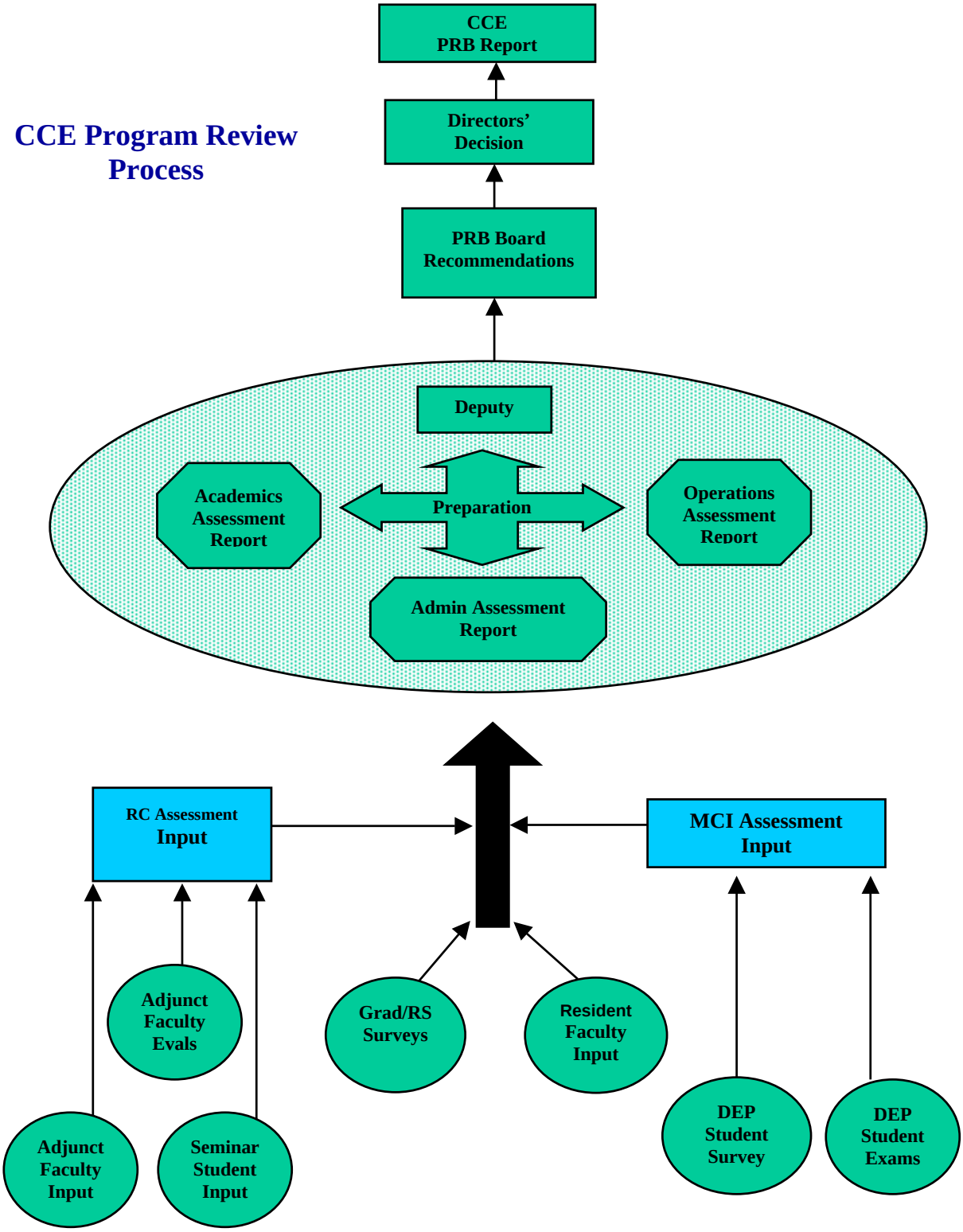

Figure 4. CCE Program Review Process

Appropriate CCE staff analyze each area of the distance education program and present results, conclusions, and recommendations based on this analysis. This presentation is given to the PRB, a group of individuals who are involved in the many production and distribution processes of the CSCDEP. Based on the PRB's recommendations, a final report is created for both the Directors, CCE and CSC, to review. Action is then taken on recommendations approved by the Director, CCE.

Course revision is a thorough, time-consuming process that involves the faculty, staff, course directors, and curriculum developers at both the resident CSC and the CSCDEP. If a recommendation to revise a course is approved, the course is put through the course development process depicted in the table in enclosure (4).

F. Graduate and Supervisor Surveys

The graduate and supervisor surveys collect data from CSCDEP graduates and their reporting seniors in order to provide a longitudinal view (noncohort) of course effectiveness. The survey asks graduates to address the effectiveness of specific course and overall program design, delivery, instructional methodologies, and joint professional military education (JPME) subject matter and its relevancy to preparing officers for joint assignments. The surveys are administered by the operations branch and analyzed by the academics and operations branches. Survey analysis is an important element of the annual PRB process described above as it gives important information about the program and its effectiveness in providing intermediate service-level education to our students.

In the past, graduate and reporting senior surveys were mailed out each September. As was noted in the 1999 PAJE report, return rates were extremely low for such a labor-intensive process, and it was recommended that the Marine Corps investigate ways to increase these returns. Several alternatives were attempted, including sending e-mails to known graduates and encouraging graduates and commanders to participate in interviews during CCE command visits. These efforts have generated minimal success, as discussed in the 2002 and 2003 PRB reports.

The CCE now uses online surveys (www.mcu.usmc.mil/mcu/Surveys/CCE.htm), which are available to all students with Internet access. To ensure online survey success, the CCE has initiated an awareness campaign as part of the overall CSCDEP marketing strategy.

G. Program Evaluation Strengths and Challenges

Evaluation Strengths

The numerous internal and external quality control reviews that the CSCDEP curriculum undergoes are clearly program strengths. The reviews provide information that the CSCDEP faculty need to provide a quality educational course that prepares students for increased responsibilities in the operational forces.

The annual PRB has become one of the program's greatest strengths. Unlike the more traditional course content review board (CCRB), which focused almost exclusively on academic content, the PRB takes a comprehensive look at all aspects of the DEP, including student support and seminar oversight. The PRB process also provides the CCE leadership with a thorough and unflinching review of the program in its entirety to ensure that resource allocation and courseware

development priorities are made and that the CSCDEP delivered is effective, meets all service and joint requirements, and provides a quality learning environment.

Evaluation Challenges

As previously discussed, reaching graduates and reporting seniors to complete surveys continues to be a challenge. The low return rate limits the CCE's ability to address its students' distance education learning needs and determine the most effective technologies for improving student understanding of course learning objectives. To increase the survey return rates, the CCE has launched several initiatives, including greater regional coordinator outreach with graduates and reporting seniors in their sphere of influence; an edumarketing campaign designed to make current students, graduates, and reporting seniors aware of the CCE online surveys and the importance of completing those surveys; and promotion of survey awareness at the Commander's Course and while traveling with the Director, CSC, when he conducts annual command tours.

Chapter 5

STUDENT BODY

IN THIS SECTION

A. CSCDEP STUDENT BODY COMPOSITION AY03, P. 29

B. STUDENT BODY STRENGTHS AND CHALLENGES, P. 30

Chapter Overview

This chapter provides an overview of the students enrolled in the Command and Staff College Distance Education Program (CSCDEP) during academic year 2003 (AY03).

A. CSCDEP Student Body Composition AY03

As stated in Marine Corps Order P1553.4A, Professional Military Education (PME), the CSCDEP is a joint PME phase I certified intermediate service-level (ISL) program that prepares officers for command and staff duties within Marine air-ground task forces (MAGTFs) and joint and other service organizations. The CSCDEP parallels the resident CSC course of instruction closely, and its nine courses use appropriate course objectives. Field grade officers and officers selected for promotion to major are eligible to enroll in the CSCDEP. The course is also open to other service officers (O-4 selects and above) of both active and reserve components, qualified federal government employees (GS-12 and above), and approved international officers who meet course prerequisites. Company grade officers, chief warrant officers, and staff noncommissioned officers who have completed their career-level PME may request a waiver to enroll in the CSCDEP. CSCDEP graduates are considered to be PME complete. Marine administrative message 423/99 (http://www.mcu.usmc.mil/cce/pme/maradmin_423_99.htm) explains PME requirements for Marines.

During AY03, a total of 4,736 students enrolled in the CSCDEP, of which 1,127 participated in the adjunct faculty-led seminar program. These students represent a diverse spectrum of the nation's military services, as depicted in the following table:

Rank and Service Breakdown as of December 2003 (AY04)

Service	O-6	O-5	O-4	O-4S	Civ	Totals
USMC	60	1,640	3,028	0		4,728
USN	2	12	44	0		58
USA	0	8	38	0		46
USAF	0	0	44	0		44
USCG	0	2	8	0		10
International	0	0	0	0	14	14
Civilian	N/A	N/A	N/A	N/A	8	8
TOTAL	**62**	**1,662**	**3,162**	**0**	**22**	**4,908**

B. Student Body Strengths and Challenges

Student Body Strengths

CSCDEP students are, for the most part, U.S. military officers operating in the same joint environment, demonstrating the same joint competencies, and learning the same joint educational objectives as students from the other ILS schools. CSCDEP students also have a shared military ethos, a common experience base, and a similar language unique to the joint military culture. These commonalities, and the fact that the CSCDEP is solidly rooted in joint learning areas and educational objectives, ensure that graduates are prepared for joint assignments and can compete for promotion consideration and command assignments.

Student Body Challenges

Providing a comprehensive educational program that meets the readiness needs of the Marine Corps and joint community and, at the same time, promotes student learning in high operational tempo environments is daunting. The CCE continues to explore learning technologies, methodologies, and activities that will enrich the students' learning experience without increasing the course workload.

Chapter 6

FACULTY

IN THIS SECTION

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B. CSCDEP ADJUNCT FACULTY, P. 32

C. MILITARY FACULTY MIX, P. 33

D. STUDENT-TO-FACULTY RATIO, P. 33

E. FACULTY ORIENTATION, TRAINING, AND UPDATING, P. 33

F. FACULTY DEVELOPMENT PROGRAMS, P. 34

G. FACULTY STRENGTHS AND CHALLENGES, P. 34

Chapter Overview

This chapter provides an overview of the Command and Staff College Distance Education Program (CSCDEP) faculty, which includes military, government, and civilian course developers. This faculty is supported by a network of military and civilian adjunct faculty who serve as seminar leaders for the CSCDEP seminar program.

A. CSCDEP Faculty Qualifications

In partnership with the Marine Corps University (MCU) staff and the Command and Staff College (CSC) resident faculty, CSCDEP course development faculty combine to provide relevant educational opportunities for students by transforming resident course content into distance education-unique courseware. The CSCDEP faculty work with the CSC resident faculty to research, design, develop, implement, and assess courseware for the nine CSCDEP courses. The resident faculty also prepare and participate in the CSCDEP program review board (PRB) process and provide technical and practical suggestions and solutions to developing and ongoing program initiatives.

The CSCDEP faculty comprises an experienced group of professionals with a unique blend of academic expertise and operational experience. This diverse group includes military, civilian, and government subject matter experts. Figure 5 lists CSCDEP faculty qualifications.

Name	Title	Service	Highest Degree	Position	JPME Phase I	TLS	JSO
Van Zummeren, James	Mr.	GS-14 USMC (Ret.)	Master's/ABD	Dean of Academics	Yes	Yes	No
Dupras, John	LtCol.	USMC	Bachelor's	CSCDEP Branch Head	Yes	Yes	Yes
Hemleben, John F.	Mr.	Civilian Contractor USMC (Ret.)	Master's (2)	CSCDEP Curriculum Developer/AdjFac Seminar Leader	Yes	Yes	No
O'Neal, Michael	Maj.	USMC	Master's	CSCDEP Curriculum Developer	Yes	No	No
Sandbakken, Rolf	Mr.	Civilian Contractor USMC (Ret.)	Bachelor's	CSCDEP Curriculum Developer	Yes	No	No
Kenkel, James D.	Mr.	LtCol USMCR GS-14	Master's	Staff officer IMA Det	Yes	No (enrolled in AWC distance program)	No

Figure 5. CSCDEP Faculty

B. CSCDEP Adjunct Faculty

The CSCDEP faculty is supported by a network of military and civilian adjunct faculty who serve as seminar leaders for the CSCDEP seminar program. These seminar discussion groups are optional for distance education students. The sole purpose of having military (active duty and retired) and civilian educators lead seminars is to help students understand and translate the complex concepts presented throughout the CSCDEP by peer interaction, seminar activities, and personal examples the adjunct faculty use to illustrate the relevancy of the course content.

The CSCDEP adjunct faculty are hired as consultants. The adjunct faculty prepare and teach CSCDEP courses in a seminar format that includes presentations of written materials and instructor-led discussions of the materials. The adjunct faculty also use CCE course guides to help them focus on the educational objectives for each lesson.

The adjunct faculty are required to have at least a bachelor's degree; knowledge of joint- and service-specific military subject matter addressed in the CSCDEP courses; knowledge of principles, methods, and practices of the case study method; and experience leading seminars suitable for mid-grade officers. It is desired that the adjunct faculty be graduates of the CSC or the CSCDEP, the School of Advanced Warfighting (SAW), the Marine Corps War College, or another service intermediate-level school (ILS) or senior service school (SSS) program. Additionally, it is desired that adjunct faculty understand the background and development of American military policy from the colonial era to present, especially policies relating to the Marine Corps and other services as well as to joint operations and planning. Below is a snapshot of the 79 CSCDEP adjunct faculty's qualifications:

JPME I	JPME II	Ph.D.	JSO	Navy	Army
69	39	12	25	3	1

C. Military Faculty Mix

The OPMEP exempts the CSCDEP faculty from the resident school's nonhost military department faculty mix. However, the CSCDEP designs, develops, and revises its courses directly with the CSC faculty, who conform to the OPMEP faculty mix requirement. This unique arrangement allows the CSCDEP faculty to build courseware with resident faculty members who have the requisite multi-service functional and operational expertise. There are nonhost military department adjunct faculty and students who participate in and enrich seminar discussions. Additionally, several CSCDEP courses are supported with video presentations by instructors from sister services.

D. Student-to-Faculty Ratio

CSCDEP courses facilitate a multi-service faculty perspective through the active participation of the resident faculty in course design, development, implementation, and review. Chapter 3 outlines the CSCDEP course development process.

The CCE has addressed student-to-faculty mix in light of the unique nature of the CCE's distance education program. As addressed above, the CCE uses technology, regional coordinators, and the Marine Corps Institute to assist students. The only area in which the CCE addresses student-to-faculty ratio directly is the seminar program, which has a student-to-adjunct faculty ratio of 15:1.

E. Faculty Orientation, Training, and Updating

Adjunct faculty development in the distance learning environment is an ongoing challenge. To meet this challenge, the CCE holds an annual faculty development symposium at Quantico. During the symposium, the regional coordinators and the CCE faculty and staff, with participation from the MCU, CSC, MCI, and TECOM, discuss the administration of distance education to students worldwide and useful seminar discussion methods. These sessions are videotaped and made available for adjunct faculty review. The regional coordinators also hold an adjunct faculty development session prior to the new academic year to share information gained from the annual faculty symposium with their adjunct faculty. However, the operational responsibilities of most adjunct faculty members limit these sessions to one day. The CCE continues to explore ways to use technology to increase the amount of faculty development time for its adjunct faculty.

The CCE uses several methods to keep its faculty and adjunct faculty current with changes in joint and service doctrine, procedures, and policies. First, the CSCDEP faculty were relocated to the Breckinridge Hall and collocated with the resident CSC faculty to increase opportunities for daily contact. This significant change facilitates course design, allows CSCDEP staff to attend impromptu resident faculty strategy sessions, and creates a collegial attitude and environment for the two faculties to share course development ideas and constructs. The collocation of the two faculties ensures that CSCDEP courses are derived from and closely parallel the resident CSC program.

Another important benefit of the relocation is participation by CSCDEP faculty in the resident course content review boards held for each resident course. Participation allows the distance and resident faculties to share and compare useful suggestions and methods. The CSCDEP faculty also attend lectures, periods of instruction, and seminars that provide relevant information for course

development. The distance and resident faculties have built relationships and hold daily conversations that add significantly to the awareness of changes to joint and service areas of interest and to emerging ideas for educating students about joint and service warfighting.

CSCDEP faculty also participate as members of the PAJE team. PAJE participation is an excellent way to keep the entire CSCDEP faculty current with joint educational matters. Faculty members benefit by developing relationships with members of the PAJE network, which leads to discussions that generate timely suggestions for CSCDEP courseware development and program management. The faculty also attend Joint Curriculum Coordination conferences, review agendas, provide opinions and topics for the Military Education Coordinating Council Working Group (MECC [WG]), and attend MCU meetings at which MECC and other J-7 OPMEP matters are shared.

The information CSCDEP staff gain from working closely with the J-7, PAJE teams, sister-service ILS schools, and the resident CSC faculty is shared with CSCDEP adjunct faculty and the seven regional coordinators who manage the program at satellite campuses. The most timely method used to pass information and share ideas relating to the CSCDEP is the password-controlled CCE faculty development webpage (http://www.mcu.usmc.mil/cce/login/facultydev.asp). This secure site provides all CSCDEP members access to specific lesson support material, including resident faculty lecture notes and a password-controlled discussion forum where faculty and adjunct faculty can share seminar ideas and information.

F. Faculty Development Programs

In addition to the faculty and adjunct faculty activities listed above, the CCE holds a weeklong faculty development seminar at Quantico each summer. These annual seminars are attended by organizations and individuals responsible for Marine education and training: the Marine Corps Training and Education Command (TECOM), the MCU, the Marine Corps Institute (MCI), the CSC, the CCE, and the regional coordinators. Each year, a theme relevant to the events of that particular year is chosen. All seminars include a review of course content changes, seminar discussion methods, student activities, and emerging policies and subject matter from the joint and service education communities.

Seminar sessions are videotaped so the regional coordinators can share the proceedings with their adjunct faculty. Each summer, the regional coordinators hold adjunct faculty development sessions at which they share the information from the CCE faculty seminar and address issues that impact the delivery of distance education (e.g., best seminar practices observed during the previous academic year, the schedule of classes for the upcoming academic year, and administrative matters).

G. Faculty Strengths and Challenges

Faculty Strengths

The most significant strength of the CSCDEP faculty is their extensive operational experience. Collocation with the resident faculty is also important because it adds academic and operational depth to the courseware development process. Though the adjunct faculty are primarily responsible for delivering courses in a seminar environment, a review of credentials and occupations shows that many adjunct faculty are current or former CSC resident faculty and/or have extensive operational and joint service experience. These credentials help the adjunct faculty initiate meaningful discussions with our students.

Another significant strength is the assistance the regional coordinators provide to adjunct faculty and students. Regional coordinators are available to answer administrative and education-related questions, proctor and remediate exams, and coordinate enrollment and graduation issues.

Faculty Challenges

The most significant challenge is to locate and recruit faculty and adjunct faculty members with the qualifications and skills necessary to either develop and administer appropriate CSCDEP courses or to deliver the course to the seminars worldwide.

Chapter 7

INSTRUCTIONAL CLIMATE

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B. ACTIVE AND PASSIVE LEARNING MEASURES, P. 37

C. EDUCATIONAL APPROACH TO JPME STANDARD 1: JOINT AWARENESS AND PERSPECTIVES, P. 38

D. STUDENT COUNSELING AND ADVISORY SERVICES, P. 38

E. SUMMARY OF CHAPTER SEVEN, P. 39

Chapter Overview

This chapter provides an overview of the instructional climate that exists within the College of Continuing Education (CCE) and that is created by the Command and Staff College Distance Education Program (CSCDEP) and its voluntary seminar program.

A. Academic Freedom

The CCE is dedicated to the principle of academic freedom as fundamental and essential to the health of the institution. The CCE policy is that faculty, adjunct faculty, and students shall be given the widest latitude in which to express their views in a permissive learning environment bounded only by limitations of classified information and propriety. The tenets of the CCE's academic freedom policy fall within the scope of the Marine Corps University policy.

The CCE's commitment to academic freedom is uniquely expressed through the CSCDEP seminar program, in which all distance education students can participate and discuss a wide range of issues pertaining to course material and their real world experiences. CSCDEP seminar students also can take advantage of the knowledge of guest lecturers and visiting resident faculty. Additionally, CSCDEP students are encouraged to express their opinions regarding course content, delivery, and relevancy in end-of-course reviews. Surveys afford students the freedom to share timely and appropriate feedback without fear of retribution.

Discussions and surveys encourage students to investigate, question, and challenge course constructs and thereby gain a deeper understanding and fuller appreciation of Marine air-ground task force (MAGTF) and joint learning objectives.

B. Active and Passive Learning Measures

CSCDEP courses are designed, developed, and delivered to meet the spirit of the Officer Professional Military Educational Policy (OPMEP)-suggested use of both active and passive learning methods. Students participating in the seminar program receive a highly interactive academic experience where they interact with one another and are assisted by experienced adjunct faculty

members, visiting resident CSC faculty, and other invited guests who share MAGTF and joint experiences.

All distance education students receive active learning methodologies, thanks to the deliberate introduction of technology, which supports instructional approaches previously not feasible in the program. Active learning involves a wide range of methods and media such as reflective readings, case studies, and interactive multimedia instruction. Passive learning is presented by CDROM-based lectures and web-based or other electronic instruction, which present material in a format that does not require student action.

C. Educational Approach to JPME Standard 1: Joint Awareness and Perspectives

The educational approach the CSCDEP used to meet joint professional military education (JPME) Standard 1 has been to incorporate it into the JPME objectives throughout the entire CSCDEP curriculum.

The foundation of the CSCDEP and the means by which it achieves the joint objectives is through focused courseware and well-mapped student assessments. This focused joint professional military education program ensures that all distance education students receive the same courseware and master the same joint educational objectives. To improve student awareness of the joint perspective presented in this program, we have incorporated service doctrine, capabilities, limitations, and historical case studies throughout the CSCDEP courseware in the form of digitized lectures from the other JPME phase I accredited service schools and colleges. We also provide web-based references to current joint doctrine and publications. Finally, course test questions reinforce awareness of joint perspectives by specifically addressing the JPME learning objectives, thereby providing a mechanism to evaluate student learning in these areas.

D. Student Counseling and Advisory Services

All distance students receive a CSCDEP program information guide with their course materials. A web-based version is also available at http://www.mcu.usmc.mil/cce/csc/information.htm. The guide contains points of contact students can use to answer questions, by either web, e-mail, or telephone.

The CCE provides a wide range of academic support for distance PME students on its webpage, http://www.mcu.usmc.mil/cce/csc/.

The CCE also provides student access to the seven regional coordinators who support the CSCDEP seminar program. Contact information is available at http://www.mcu.usmc.mil/cce/regional/index.htm. The regional coordinators are prepared to assist all students who have specific questions concerning course enrollment, participation, and graduation requirements.

The Marine Corps Institute (MCI) also offers student services, including the full range of registrar functions related to administrative matters and CSCDEP program enrollment. The MCI tracks student progress in completing the CSCDEP, replaces course materials, grades course examinations, issues or replaces course completion certificates and program diplomas, and prepares grade

transcripts. The MCI is available online at http://www.mci.usmc.mil/newmci/default.asp. This link contains access to the MCI frequently asked questions (FAQs) page. The MCI also staffs a toll-free telephone number, (800) MCI-USMC, to further assist students.

The *Hotline*, published quarterly by the MCI, provides up-to-date information on course availability and schedules. The *Hotline* is distributed to each reporting unit code (RUC) within the Marine Corps, is now included in the packing list with every MCI course distributed, and is posted on the MCI webpage.

E. Summary of Chapter Seven

The CCE is dedicated to supporting CSCDEP students by providing a comprehensive program that covers MAGTF and joint educational objectives. The program also empowers students to discuss and debate the educational content and methods of instruction by providing access to several advisory services that include CCE faculty, regional coordinators, MCI, and adjunct faculty seminar leaders.

Chapter 8

ACADEMIC SUPPORT

Chapter Overview

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B. PHYSICAL RESOURCES, P. 42

C. TECHNOLOGY RESOURCES, P. 42

D. FINANCIAL RESOURCES, P. 43

E. STUDENT SUPPORT, P. 44

This chapter provides an overview of the support functions of the College of Continuing Education (CCE) and other supporting agencies in the design, development, and delivery of the Command and Staff College Distance Education Program (CSCDEP).

A. Library

The General Alfred M. Gray Research Center (GRC), located on the Marine Corps University (MCU) campus at Quantico Marine Corps Base (MCB), is the principal research resource for CCE students, wherever they may be stationed. That said, the CSCDEP is designed to be self-contained, with all required reading and support materials provided in the student materials package. Students have no written research requirements; thus, access to the GRC is not required for successful program completion.

The GRC is a state-of-the-art electronic research facility that offers a centralized repository for various print, audiovisual, and digital research and archival collections focused on military arts and sciences, military history and doctrine, Marine Corps history and doctrine, regional studies, and international affairs.

The GRC provides inter-library loans to and answers reference requests from CSCDEP students. The GRC staff is ready to support CSCDEP students in any way possible but, as stated previously, all required materials are distributed directly to the students, and access to the GRC is not a program requirement.

The library director is a member of the Military Education Coordination Council Library Working Group (MECC-LWG), which comprises all libraries of the senior joint professional military education (JPME) schools as well as the four undergraduate academy libraries. The MECC-LWG members support each other through joint purchases of some databases, as subject matter resources in their respective areas, by lending and borrowing materials, and as joint participants in the Military Educational Research Library Network (MERLN), www.merln.ndu.edu, a portal to JPME library catalogs and to several special collections available at some of the libraries.

The MECC-LWG is currently working to establish a new web-accessible catalog of all the participating members' catalogs.

The GRC recently received a waiver from participation in the Navy Marine Corps Intranet (NMCI) and permission to develop and implement a self-funded and self-controlled *.edu* domain outside the Marine Corps Enterprise Network. Moving to an *.edu* domain will create both opportunities and challenges for serving the CCE's distance education students and faculty. On the one hand, the GRC will have the opportunity to work with the CCE to develop and fund an intranet that will give remote students access to library databases that are presently available only to resident students. The new domain also will house the Knowledge Network, which will allow remote students and faculty to interact with resident students and faculty. On the other hand, the GRC will face challenges in accessing increasingly restricted *.mil* sites from its *.edu* domain.

B. Physical Resources

The CSCDEP is supported by a main campus/administration center located aboard Quantico MCB and by eight satellite campuses staffed by CCE regional coordinators and located at major Marine Corps installations and other teaching locations that fall under the supervision and administration of the regional coordinators. Enclosure (6) contains detailed descriptions of the Quantico main campus and the eight satellite campuses.

C. Technology Resources

All CCE staff and faculty members have Pentium PCs connected to the Quantico MCB network for intranet and Internet access. In addition, automation capabilities provide worldwide access to current information, research materials, and subject matter experts.

The computer hardware provided to the regional coordinators at the eight satellite campuses includes a networked Pentium IV 1.8 Ghz or higher computer for each faculty member with one shared laser printer in each department, a laser printer for printing oversized and graphic-intensive jobs, a color scanner; a compact-disk writer, and a graphics workstation. Each computer is loaded with Microsoft Office, Exchange/Outlook, and Internet Explorer and Netscape software. This software package includes word processing, graphics, spreadsheet, database, e-mail, and Internet access applications.

Faculty and students have access to the CCE website, http://www.mcu.usmc.mil/cce/, where they may view current program and schedule information. This site is maintained by CCE personnel at Quantico, who are dedicated to keeping content current and relevant. Adjunct faculty have access to a restricted faculty development area of the website that offers teaching materials for use in their classes. This section also hosts a faculty discussion forum (web-based bulletin board) where our adjunct faculty, who are scattered across the globe, may seek assistance with issues or discuss topics of interest.

The CCE is currently validating the use of its 26 worldwide video teletraining (VTT) studios to support distance education programs. In remote locations where there are not enough students to support a full-size seminar, we can use VTT capability to provide students access to seminars held at other bases. In addition, VTT can be used for various other functions, including faculty development, seminar support, and program coordination. Thus far, the VTT seminars have received positive feedback from participating students.

The CCE has hired a contract support webmaster to manage the development of web-enabled courseware and support pages. The webmaster maintains the CCE website and MarineNet portal page, updating content to keep course listings and schedules current. The webmaster also develops tools to facilitate faculty development, such as a restricted area for materials used in class preparation and a forum in which adjunct faculty may share thoughts and experiences. The CCE is developing PME courses in electronic format, which are published to CDs to enable troops deployed overseas to access course materials when carrying hard-copy texts is not feasible. The new electronic format incorporates multimedia materials, such as video lectures of subject matter experts, that help to make the distance learning experience more closely approach the classroom learning environment.

D. Financial Resources

Sources of Financial Support and Adequacy

Financial support for the CCE comes from four sources: 1) The annual operating budget (AOB), 2) the Marine Corps University Foundation, and 3) various Marine Corps Reserve funding sources (ADSW/IMADet). Beyond these resources, the CCE's 8800 series also derives considerable financial support from 4) the Marine Corps Institute (MCI), which incurs all CSCDEP printing and mailing costs.

Annual Operating Budget

The CCE has an established an AOB, which is managed through the Training and Education Command (TECOM) financial management officer. Official accounting records are maintained under the direction of the fiscal management officer. CCE fund allocations are made based on a portion of the overall Marine Corps professional development program objective memorandum (POM) and the Marine Corps Distance Learning Program (MCDLP) POM. As a result, the CCE has two separate funding lines, a distance professional military education (DPME) program funding line and an MCDLP funding line. Between these two lines, the overall fiscal year (FY) 04 AOB is approximately $13.4 million. Initial FY04 funding provided $10.9 million to support the MCDLP and $2.5 million to support the DPME program.

The CCE business operations manager oversees the CCE budget and regularly reconciles fiscal accounts with TECOM financial management.

Marine Corps University Foundation

The Marine Corps University Foundation was incorporated in 1989 as a private organization to be operated exclusively for educational purposes. Since its inception, the Foundation has helped finance a wide range of MCU programs when government funding was not available. During annual year (AY) 00-03, the Foundation supported the following CCE activities:

- Visiting Scholar Program
- Student/faculty research support
- Battlefield Studies Program

Total Foundation funding for AY03-04 is $10,000. Of this, $2,000 is allotted to the Battlefield Studies Program (which enables CSCDEP seminar students to take part in battlefield study trips),

while $8,000 funds CCE's Visiting Scholar Program. If additional funds are required to support student and faculty research, then those funds are requested on an as-needed basis. Thus, the financial support provided by the Foundation permits sponsorship of CCE activities that would not occur if we relied solely on government funding. These activities add depth to the CSCDEP and also significantly enhance its JPME efforts.

USMC Reserve Funding Sources

Each fiscal year, the CCE receives critical budget and personnel support from the Marine Corps Reserve, either through personnel provided to the CCE via long- or short-term Active Duty for Special Work (ADSW) funding or from Reserve officers attached to the CCE's Individual Mobilization Augmentation Detachment (IMADet).

ADSW funding continues to play an important role by providing additional staff support to the CCE's reserve programs. In addition, the CCE's IMADet continues to provide academic staff support to the curriculum development section. Unfortunately, our IMADet has recently dropped from five support personnel to two. We will continue to seek Reserve Marines who possess the necessary qualifications to support the CCE academically and operationally.

MCI Funding of the 8800 Series

The MCI's funding responsibilities for printing and mailing the CSCDEP 8800 series average $145,000 annually. Appropriate increases are slated for future years as courses are revised with the continued introduction of CDROMs as part of the new course material.

Fiscal Strengths

The fact that the CCE has a variety of funding sources affords flexibility to meet requirements. This flexibility enhances the CCE's overall ability to provide its students with a quality ILS distance education experience.

E. Student Support

Registrar and Student Services

The MCI provides registrar functions for CCE distance education programs and printing and distribution services for the CSCDEP. The MCI is responsible for the following administrative functions: student enrollment, individual student course/program progress tracking, grading of course examinations, and verification of course/program completion. The distribution function includes pagination and printing of courses and mass production of CDROM enhancements, storage and security of CSCDEP course components, preparation of program packages for mailing, and CSCDEP course package delivery via the United States Postal Service.

Within the MCI, the Student Services Division (SSD) provides customer service to CSCDEP students over a variety of channels (e.g., telephone, e-mail, postal mail, walk-in). The MCI website, www.mci.usmc.mil, also posts course information and lists answers to frequently asked questions.

The SSD is also responsible for grading CSCDEP end-of-course examinations. A high-speed scanner automatically grades all examinations. The scores are entered into the MCI database (MCI.AIS) electronically and are forwarded to each student's permanent record in the Marine Corps Total Force System (MCTFS). Future SSD improvements include a new system that will

scan CSCDEP student surveys, thus helping the CCE to gather program and course feedback from students who cannot attend the seminar program.

The MCI Logistics Division (LD) maintains printing, warehousing, packaging, security, and postal services for the CSCDEP. The LD production facilities print the CSCDEP paper-based courses and reproduce multimedia course materials such as CDROMs. The postal facility disseminates paper-based courses worldwide.

Improvements since the last PAJE report include a bar coding system that allows students to track online the date their program package left the MCI and a carousel storage and a conveyor transport system that carries CSCDEP course components and packages through the warehouse for processing, thus eliminating manual transport. These enhancements have contributed to a less-than-24-hour processing time from student online enrollment to course material shipment.. Future LD improvements will include a virtual storage system that will allow staff to more accurately track warehouse inventory of course materials.

CCE Operations Branch

The CCE operations branch coordinates the CSCDEP seminar program through a network of satellite campuses and regional coordinators. The CCE operations branch sets up the course schedule before the beginning of the academic year, which runs from October to June and requires two years to complete. This step ensures all seminars worldwide are on the same schedule, thus allowing officers who are TAD to attend a seminar at the TAD site so they can maintain course progress.

In addition, the operations branch coordinates both the Visiting Scholar and Battlefield Study Programs. The Visiting Scholar Program allows CSC resident school professors, retired general officers, and subject matter experts to lend their expertise on a particular subject in order to enhance the seminar experience. A Battle of Okinawa study takes place annually, and other battlefield studies have included Gettysburg and Chancellorsville. The Battlefield Study Program has been very well received by participants.

In order to support our Marine students afloat, the CCE coordinates with the resident school to provide instructor support to Marine expeditionary units (MEU). When the MEU completes its deployment, a resident school instructor is flown to Rota, Spain, and joins the MEU during its two-week return trip across the Atlantic. While aboard, the instructor teaches three CSCDEP courses. All student materials are coordinated and distributed before the MEU departs the United States, so students are prepared for the arrival of the resident faculty at the end of the deployment.

Within the operations department is the student support section. Student services handles all waiver requests, diploma production, enrollment issues, and course schedule information. Students may contact CCE by telephone (DSN, commercial, or 1-800), the website e-mail link, or walk-in. Additional student support available at the CCE website includes a CSCDEP information guide, a writing guide, syllabi errata, course schedules, and lesson plans.

Future improvements in student support will include a new website that will offer students additional academic support. This new website will be more user friendly, with links to supplemental readings for each lesson and downloadable lectures from the resident school.

Appendix (A)
The Marine Corps College of Continuing Education Response to the 1999 PAJE Report

Following the 1999 accreditation of the Command and Staff College Distance Education Program (CSCDEP) by the Chairman, Joint Chiefs of Staff, the Director and staff of the College of Continuing Education (CCE) reviewed and discussed the PAJE team visit report.

In 1999, the Chairman of the Joint Chiefs of Staff accredited the CSCDEP as meeting all requirements contained in CJCSI 1800.01A. The accreditation was based on the PAJE 1999 report, which contained no findings but several suggestions. Listed below are the actions taken in response to the suggestions contained in the 1999 PAJE report.

Standard 1. Develop Joint Awareness Perspective and Attitudes

a. **Continue to emphasize the selection of faculty to provide a broader range of joint experiences and backgrounds.**

   CCE Response: The CCE has a clearly defined and active program that seeks to recruit adjunct faculty with joint experience and backgrounds. Sixty-nine of 79 faculty members are joint professional military education (JPME) I complete. Thirty-nine have completed JPME II, with 25 having JSO experience. Twelve hold Ph.D.s, seven of whom come from organizations other than the Marine Corps. More important, the CCE continues to seek and recruit adjunct faculty who have operational experience and expertise relevant to the curriculum they teach.

b. **Continue to expand the use of technology, such as the web, to provide additional opportunities for enhancing joint perspectives and cooperation and to allow students not in a seminar the experience of an increased degree of interaction. For example, use of the web allows for rapid update of materials, links to a wide variety of sources in the civilian community and to other Service web sites. Other applications may include developing common course content on Service-specific and joint issues by cross-Service teams to enhance joint perspectives and save developmental funds. Use of web-based groups or message boards can be considered.**

   CCE Response: The CCE has increased its use of technology to enhance joint and other service perspectives. The College has leveraged electronic courseware from various joint sources and other-service Military Education Coordinating Council (MECC) schools to ensure joint and other service perspectives are accurately and effectively conveyed to all its students, whether they are in the seminar program or not. Examples of enhancements include lessons in the 8803A and 8806A courses that use joint doctrine DOCNET material to teach several topics involving joint doctrine. The CCE uses interactive multimedia courseware from the Joint Deployment Training Center at Fort Eustis, Virginia, and incorporates digitized lectures from Air Force, Army, Navy and Coast Guard personnel assigned to or supporting the Air Command and Staff College. Additionally, the CCE has developed digitized lectures and interactive multimedia instruction (IMI), which include the teaching of joint warfighting and planning. The CCE also provides its students and faculty web access to joint and service lectures derived from various sources, such as the Joint Faculty Education Conference and the conferences on

weapons of mass destruction and peacekeeping. The CCE is now investigating the use of focused and specially designed interviews with notable authors who are associated with our courseware and that would be produced as audio CDROMs and web *.wav* files.

c. **Develop performance measures for student-support services to ensure that student needs are met and consider alternative methods to deliver services (such as via the web or by contractor). Work within the Marine Corps University and other commands, such as Marine Corps Institute, to improve support or consider realigning resources to the CCE C&SCDEP.**

CCE Response: Since the creation of the Training and Education Command (TECOM), which has brought all educational functions under one common commander, there have been marked improvements in student services. The Marine Corps Institute (MCI) and the CCE have upgraded their student support sections and have established 800 numbers so students can contact the MCI or CCE with any issues or problems they might have. In addition, the CCE has established an online forum for detailed student feedback concerning student support issues in the end-of-course survey located at http://www.mcu.usmc.mil/mcu/Surveys/CCE.htm. Survey data is now used during the CSCDEP annual program review board (PRB) process, which reviews the distance education program in its entirety, including student services.

The MCI has developed the following standards, separated into distribution (from the logistics division) and customer service (from the student services division). The performance measure for distribution of course materials is a 24-hour turnaround time from receipt of enrollment at the MCI until the student study materials (e.g., courses, books) are submitted to the U.S. Postal Service. We can check the date and time course materials left the MCI against the processing sheets to determine the time interval for preparation. We have no control over Postal Service procedures and cannot measure their service performance.

Telephone: No more than 70 seconds on hold before talking to a customer service representative for the first time. Ninety percent of calls are completed satisfactorily at the front desk level and do not need to be raised to the next service level. The CCE uses BCM Vue, an electronic system that tracks calls and analyzes call statistics so that we may check our progress on meeting our customer service goals.

E-mail: Turnaround response time is no more than 24 hours from receipt of the electronic message.

Letters: Turnaround response time is no more than 24 hours from receipt of the letter.

Standard 2. Employ Predominantly Active and Highly Effective Instructional Methods for the Subject Matter and Desired Level of Learning

a. **Continue to expand both print and web-based student information guides to facilitate the interaction of students with CCE C&SCDEP faculty and staff, to explain college policies, and to provide a basis for a broader appreciation of the JPME opportunities of the program. A printed guide should be provided to each student.**

CCE Response: The CCE currently provides print and web-accessible student information guides with each program it mails out.

b. **Continue to resource learning enhancements such as the visiting scholar program and the development of technological enhancements, in addition to expanding the number of seminars.**

CCE Response: Since the last CSCDEP PAJE in 1999, the CCE has continued to resource these programs and has significantly expanded them. In 1999, the program had 68 seminars. By annual year 2003, the program had grown to 74 seminars. Other program enhancements have been expanded as well. For example, the Visiting Scholar Program continues to grow as requests from satellite campuses increase and as support to Marine expeditionary units afloat continues with CCE sending resident course faculty members to conduct CSCDEP seminars during the return trip home. The program has sponsored several battlefield study staff rides to Chancellorsville, Antietam, Gettysburg, and Okinawa. Other program augmentations include an online bulletin board for regional coordinators adjunct faculty, faculty development, video teletraining (VTT) lectures to distant locations, and CDROM and interactive multimedia instruction. The CSCDEP continues to enjoy strong support from TECOM and from the Marine Corps as a whole.

Standard 3. Assess Student Achievement

a. **Consider periodically introducing sample CCE C&SCDEP multiple-choice tests to the resident Command and Staff students to ascertain CCE C&SCDEP program comparability.**

CCE Response: This suggestion is problematic because the CSCDEP courses are not exact replicas of the resident program courses. To meet the resident course learning objectives, CSCDEP courses are modified to take advantage of the limited time distance education students have compared with resident students. Delivery of the distance programs also requires different presentation methods, including alternative readings and student assessments that resident students would have to read before taking exams. However, the resident faculty reviews all distance education learning objectives and course materials to ensure they parallel the resident course objectives and materials. Another step taken to close the gap between the two programs was collocating the CSCDEP curriculum developers with the resident faculty. This collocation has created a closer link between the development of distance education and resident courses. Resident faculty also participate in the CSCDEP program review board process.

b. **Include a statement of "Student Evaluation Procedures and Policies" in the SOP.**

CCE Response: Because of the CCE-DLC merger, a new CCE SOP is being published that includes student evaluation procedures, policies, and performance standards.

c. **Develop a larger group of test questions for each course and prepare alternate and scrambled forms of each course examination. Rotate and alternate the tests for each course to improve security by minimizing compromise of the examination questions.**

CCE Response: The purpose of multiple versions of test items is to provide alternative exams for students retaking exams and also to reduce the potential for integrity violations. While this potential is always present, our tests are sent in sealed envelopes that must be opened and signed by a valid proctor, either a commissioned officer or an adjunct faculty member. Another method for expanding test questions is e-testing, an option used for some of CCE's other courses. When resources become available to continue to expand e-testing, CCE will include its PME courses.

d. **Review opportunities for incorporation of essay or similar assessment tools into the program.**

CCE Response: The CCE is actively pursuing technology that will grade student essay exams electronically, thus allowing for open testing of student responses. Research into this capability has been conducted, vendors have been screened, and the contract has been approved. The CCE is now field testing this initiative with its seminar program. We expect to use essay exams in several courses for all CSCDEP students beginning in academic year 2005.

Standard 4. Support the Needs of the Joint Community

a. **Create an analyst position supporting expertise in survey and test development, as well as data analyses and collection. This position should be assigned to the Academic Dean.**

CCE Response: The CCE has been authorized to hire a GS-12 to serve as the administrative manager for institutional effectiveness and institutional research and as the coordinator for curriculum accreditation for the academics department. This individual will report to the dean of academics. The administrative manager is expected to start work in January 2004.

b. **Explore ways to increase the return rates on the two critical assessment instruments -- Graduate Survey Questionnaire and the Reporting Senior Questionnaire. Suggested means to increase the return rates include on-line accessibility, telephone follow-up, and mailing the questionnaires again.**

CCE Response: The CCE continues to explore ways to address graduate and reporting seniors surveys effectively. In 1999, 2000, and 2001, the CCE administrative section expended significant effort locating recipients and mailing out graduate and reporting surveys. The return rate was less then one percent with minimal substantive comments. With the loss of administrative personnel, the academics and operations departments began an effort to encourage graduates and reporting seniors to fill out an online survey. Although the CCE launched a limited information awareness campaign, student response was limited due to lack of awareness. For academic year 2003, the regional coordinators asked graduates in their areas of influence to fill out a survey and to get their reporting seniors to do the same. This effort yielded responses from 167 graduates and 47 reporting seniors. Graduate and reporting seniors' viewpoints also were captured during annual quality assistance visits by members of the CCE operations department. Comments received during those trips are included in the trip reports and PRB reports.

The Director has initiated another method of collecting graduate and reporting senior opinions that involves coordinating future CSC command trips with the CCE. Raising graduate and reporting senior awareness of the surveys remains an institutional challenge. Through edumarketing campaigns and the efforts of the regional coordinators, the CCE continues to encourage graduates and reporting seniors to send us their opinions, which will help the College to capture institutional research data that will be used in the PRB report.

Standard 5. Conduct a Quality Faculty Recruitment, Selection, Assignment, and Performance Assessment Program

a. **The statement of work for the contract for recruiting adjunct faculty members should include a statement extending the area of circulation for position announcements. Recommend placement of announcements in the *Chronicle of Higher Education,* education centers on non-host bases, non-host Service newspapers, and the Internet.**

CCE Response: The CCE adjunct faculty are program consultants hired by a contractor. Computing Technologies, Inc. (CoTs) is responsible for marketing, interviewing, and hiring all adjunct faculty (with CCE oversight by the dean of academics in regards to faculty qualifications and in keeping with the adjunct faculty requirements delineated in the SOW), the regional coordinators, and some administrative support personnel. To date, the CCE has not lacked qualified adjunct faculty. Even in remote areas, the attractiveness of teaching PME to Marines and sister-service officers is a legitimate selling point in hiring active-duty and reserve officers with extensive operational and academic credentials as well as eminently qualified retired officers and civilian academics with appropriate educational and operational credentials.

b. **To elevate the joint experience level of perspective adjunct faculty members, use more definitive words in the SOP describing desired knowledge and skills of faculty. Rather than the statement, "Knowledge of the Chairman of the Joint Chiefs of Staff Instruction on Officer Professional Military Policy and the accreditation Process," use terms such as joint specialty officer (JSO), JSO nomination, joint task force (JTF) experience, Joint Staff experience, and PAJE experience as coordinators and representatives to more adequately describe joint skills and knowledge desired.**

CCE Response: In the current SOP, the contracted adjunct faculty specifications were refined to quantify the exact qualifications that are required and desired. In cases in which waivers are required, the CCE dean of academics has the final approval authority on all adjunct faculty hires.

c. **Continue efforts or consider alternatives for realigning the two title 10 Ph.D. positions and the two military positions from the Resident Command and Staff College; and the one military position from the Resident Amphibious Warfare School to the CCE C&SCDEP.**

CCE Response: To meet the academic challenges of distance education, the CCE has hired two subject matter experts with extensive backgrounds in PME and related matters and has realigned two active-duty Marine officer billets to support the CSCDEP. Additionally, the CCE deputy director has a doctorate in education and the dean of academics recently advanced to doctoral candidacy with a focus in education.

d. **Continue efforts to establish means to recruit from the Reserve community for augmentation of permanent faculty.**

CCE Response: At the time of the 1999 PAJE, the CSCDEP course writers and faculty were mostly reservists brought on to augment the CSC staff in the development of the distance education program. Since that time, a permanent staff of highly qualified course writers has been recruited. Recruiting reserve officers with the necessary qualifications and experiences is a difficult task. Currently, one reserve lieutenant colonel directly supports the CSCDEP, while three reserve officers are on staff with the CCE.

e. **Ensure adjunct faculty members meet the same requirement.**

CCE Response: The CCE has amended the contract with CoTs to ensure CoTs meets the requirement find and hire qualified adjunct faculty to support the CSCDEP. The seven regional coordinators also advertise and look for active-duty, reserve, and retired officers with the knowledge and skills necessary to meet the responsibilities of adjunct faculty members in a distance education environment.

Standard 6. Conduct Faculty Development Programs for Improving Instructional Skills and Increasing Subject Matter Mastery

a. **Create a position for a faculty development coordinator. This position should ensure continuity of a faculty development program across the regions. The faculty development process is critical for keeping the adjuncts current on joint issues. This position should be assigned to the Academic Dean.**

CCE Response: This position has not been filled because of resource constraints. The main focus of CCE has been to find qualified course developers. Now that the CCE has received authorization to hire an institutional research and accreditation expert, the hiring of a faculty development specialist is top priority.

b. **Develop and implement a plan to establish mobile training units to provide faculty development initiatives for adjuncts across all regions.**

CCE Response: The seven regional coordinators provide adjunct faculty development sessions. The CCE has also taken steps to improve adjunct faculty skills and knowledge in leading seminars. The most significant step has been establishment of a faculty website that provides information related to each course, resident faculty lectures and notes, and a password-protected forum page designed for interfaculty communication. Future initiatives include videotaped best seminar practices by the CCE and resident faculty with adjunct faculty experience and videotaped discussions of lesson-course learning objectives and practical exercises.

c. **Allocate funds to send selected adjunct faculty members to the Total Force Summer Program as assistant faculty advisors. In return, these adjuncts will train other adjunct faculty in their region.**

CCE Response: This program no longer exists.

JOINT CURRICULUM LEARNING AREAS

Learning Area 1. National Military Capabilities and Command Structure

a. **Course 8801 should introduce Joint Publication 1 to enhance coverage of joint doctrine; similarly, Course 8802 should introduce Joint Publication O-2. This would demonstrate how the classic theorists, campaigns, and historical organizational concepts have influenced present national military capabilities and command structures, as well as the joint doctrine for employing them.**

   CCE Response: After conducting a thorough curriculum review, the CCE determined that the most suitable place for the inclusion of these publications was in course 8803A, Operational Level of War.

b. **Subsequent course revisions or updates should include summaries of each Service's major weapons and other combat systems and of how those systems are employed in joint campaigns to enhance force capability.**

   CCE Response: With the ongoing curriculum review and course revision, weapons systems receiving primary consideration in joint planning are introduced where appropriate. To provide a categorical listing of each service's weapons systems may prove redundant and could also "date" the material due to the speed with which modern weapons are being developed and fielded. This requirement is met by directing students to research the other services' websites in order to gain an appreciation of their current weapons systems.

c. **Include the Air Force Doctrine Document 1 discussion of the USAF's core competencies in subsequent revisions of the Course 8803. In addition, include appropriate readings from Air Force Doctrine Document 2, "Organization and Employment of Aerospace Power."**

   CCE Response: Both these publications, plus an interactive multimedia piece from the U.S. Air Force (Air University), are included in recent updates to the curriculum.

d. **Include coverage of US Coast Guard capabilities and doctrine in the Course 8803. Supporting readings could include "The US Coast Guard: A Unique National Security Instrument," published by the Naval War College.**

   CCE Response: As a result of this recommendation, an additional lesson titled "Service Warfighting: The U.S. Coast Guard" has been added to course 8803. This lesson is 2.7 hours in length and includes a digitized lecture by Commander John Long, U.S. Coast Guard.

Learning Area 2. Joint Doctrine

a. **The Marine Corps College of Continuing Education should identify distribution requirements for joint publications to its satellite and subsidiary global campus network. This would assure the dissemination of the latest approved joint doctrine since the joint publications CD-ROMs are updated and available every 6 months. Distribution requirements can be established by contacting Marine Corps Combat Development Command, (703) 784-3609/3617.**

   CCE Response: Doctrinal publications required for the course are included in the student courseware. Also included are URLs to the Joint Electronic Library and to other service doctrine websites, ensuring that students receive timely and accurate information.

b. **Advise students in the syllabus that all approved joint publications can be accessed at www.dtic.mil/doctrine, the Joint Doctrine Web site, as well as joint force employment briefing modules on operational art, planning joint operations, logistics support to operations, military operations other than war (MOOTVV), intelligence support to operations, joint air operations, and considerations before and during combat.**

   CCE Response: Links to the Defense Technical Information Center (DTIC) and the Marine Corps doctrine page appear on the CSCDEP student webpage and are made available to all adjunct faculty as part of the faculty development process so that faculty can advise their students. All course revisions include Doctrine Networked Education and Training (DOCNET) segments embedded within our courseware CDROMs.

c. **The relationship between the joint and USMC planning systems should be stressed. Add a reference to Joint Publication 5-00.2, "Joint Task Force Planning Guidance and Procedures," to the required reading list.**

   CCE Response: Text discussing the integration of the Marine Corps planning process (MCPP) and the Joint Operation Planning and Execution System (JOPES) has been completely rewritten in the new course 8805A, which provides a practical understanding of MCPP and how it integrates with JOPES and the JTF planning process. The Marine Corps planning process is both compatible with joint processes and applicable to all levels across the spectrum of conflict. The recently revised course 8805A places MCPP in a joint planning context. The course is offered in a multimedia format that stresses active learning through practical application exercises based on an Asia-Pacific joint and multinational operational scenario. Joint Pub 5-00.2, Joint Task Force Planning and Procedures, is included in both courses 8805A and 8803A.

d. **A switch to CD-ROMs would solve the current problem with the joint publication readings.**

   CCE Response: All CSCDEP digitized readings for the revised courses are available to students via either the web or supporting CDROM. These formats allow the CCE to include most current doctrine and make the readings appeal to a wider variety of adult learning styles than do simple text-based formats.

e. **Add Joint Publication 3-13, "Information Operations," to the required reading list for Course 8806, lesson 6.5, "Information Warfare."**

CCE Response: As of the last curriculum update, it was determined that Joint Pub 3-13 is functionally outdated. Yet, because Joint Pub 3-13 is the only signed joint publication dealing with information operations, we have included the DOCNET presentation of Joint Pub 3-13 in course 8803A, Information Operations at the Operational Level of War. Additionally, the new course 8806A, Joint, Multinational, and Interagency Operations, examines the details of information operations and incorporates the recently published Marine Corps MCWP 3-40.4, Marine Air-Ground Task Force Information Operations.

f. **The integration of joint doctrine in this program should serve as a model for other joint distance learning education programs to emulate.**

CCE Response: With the results of the past two PRBs and the curriculum review and revision process taken over the past three years, the CSCDEP has fully integrated joint doctrine and concepts throughout the entire curriculum and stands alongside its sister service schools as a provider of JPME.

Learning Area 3. Joint and Multinational Forces at the Operational Level of War

a. **Include as a required reading in Course 8803, Lesson 17, "Final Report to Congress on the Conduct of the Persian Gulf War," and "An Operational Analysis of the Persian Gulf War," by Douglas Craft, (Strategic Studies Institute, US Army War College). These documents will give the student a fundamental view of the DOD perspective of the campaign and link the previous lessons on campaign planning and the operational level of war.**

CCE Response: The document "Final Report to Congress on the conduct of the Persian Gulf War" has been incorporated into the updated course 8803A as recommended.

b. **Expanding the supplementary readings could enhance the viability of some lessons. For instance, Course 8803, Lesson 17, "Persian Gulf War," has no supplementary reading list. Suggestions to support this observation include Course 8801 uses Warrior Generals: Combat Leadership in the Civil War by Thomas Buell; Courses 8801 and 8802 use Strategies of Containment and Now We Know by John L. Gaddis; Courses 8802, 8808, and 8809 use One Hundred Years of American Seapower by George Baer; and Course 8809, Lesson 12, uses "Rules of Engagement," by F. M. Lorenz. Continue to use and reference publications by the Marine Corps Museum and History Division. This is an excellent medium by which to introduce students to the resources and assets of the USMC historical community.**

CCE Response: The CSCDEP educational philosophy is to focus the curriculum and to increase academic rigor rather than take a broad generalized view of the subject. Our experience has been that although supplementary readings can be of great value, if not properly focused, they can confuse the distance education student. Supplementary readings are not assessed and are not a part of the learning objective design process; therefore, they are limited to germane areas of study. If a student's curiosity leads to a desire to pursue a particular topic, the student handbook directs the student to contact one of CCE's seven regional coordinators or the CCE academics department for further guidance.

Learning Area 4. Joint Planning and Execution Processes

a. **The institution should include relevant and current JOPES materials in Courses 8805 and 8803. The materials in Course 8806 would seem to be a logical candidate for the inclusion of materials from Learning Area 4.**

CCE Response: With the curriculum revision process, JOPES has been fully incorporated into the curriculum. The CCE is collaborating with the Joint Doctrine Training Center, which is now a part of the Joint Forces Command, the lead for the joint deployment process. JOPES is initially presented during the "Deliberate and Crisis Action Planning" lessons of course 8803A. It is also presented in lesson one, "The Marine Corps Planning Process," of the new course 8805A. Last, in the revised course 8806A, the CCE has designed a lesson that deals extensively with JOPES and JTF planning.

b. **Existing historical case studies, particularly on 20th century operations, could be made more robust to better support teaching points in the courses and to reinforce concepts from Learning Area 4.**

CCE Response: As part of its course review and revision process, the CCE has recently taken the Desert Storm case study, as seen through the eyes of Michael Gordon and General Bernard Trainor in their book *The Generals' War*, and has strategically placed selective readings throughout the entire course. The case study is threaded throughout each lesson, thus making it a robust and detailed study that supports joint warfare concepts and doctrine.

c. **There may be some advantage in reviewing the readings on Clausewitz in Course 8801 given the continued interest in military circles in his writings. Recent writings, for example by Dr. Chris Bassford, an adjunct faculty member, may be particularly pertinent for distance education students.**

CCE Response: The CCE's intent is to revise course 8801 following the PAJE, as this course was determined to be of lower priority than the courses containing joint educational requirements. Also, because course 8801 is historical in nature, its content does not change as rapidly as the material related to the joint warfare environment. Recent works on Clausewitz by Christopher Bassford and others will be reviewed for possible inclusion in the future revision.

d. **Course 8806 should be reviewed. Consider including a lesson that directly covers joint planning for joint operations.**

CCE Response: In the curriculum revision process, course 8806 was entirely revised and, as previously explained, the course contains lessons on JOPES and JTF planning, information operations planning, and joint targeting as well as discussions on space operations, special operations, and multinational and interagency operations. Course 8806A centers on all aspects and elements of joint operations planning.

e. **Instructional material on conflict termination should be added to the campaign planning material.**

CCE Response: An entire lesson that deals specifically with war termination and conflict resolution has been developed for course 8803A, Operational Level of War. This lesson requires 4.6 hours of study.

f. **Expand the curriculum with a broader and more in-depth coverage of how national intelligence supports JFCs.**

CCE Response: The revised course 8802A, Strategy and Policy, includes an entire lesson on the use of national level intelligence.

Learning Area 5. Systems Integration at the Operational Level of War

a. **Strengthen curriculum coverage of the relationships of RMA and MTR with additional required readings such as "The Military Technical Revolution: A Military Assessment" by Andrew F. Kerpinevich (OSD, Office of Net Assessment) and "The Emerging System of Systems," by Admiral W. A. Owens.**

CCE Response: During the previous PAJE conducted in 1999, this suggestion related to the old learning area 5. With the publication of the new Officer Professional Military Educational Policy (OPMEP), this subject area is no longer a requirement.

b. **Analyze Courses 8802 and 8803 for opportunities to include coverage of the application of C4ISR systems. In Course 8802 consider adding this to Lesson 7, "Joint Requirements," and Lesson 12, "Cold War and Beyond." In Course 8803, consider adding this to Lesson 5, "Joint Planning," Lesson 6, "Deliberate Planning," Lesson 11 "Campaign Design," and Lesson 12, "Campaign Planning," and including additional case studies.**

CCE Response: C4ISR systems are covered to a limited extent in the CCE's new courses 8802A, 8803A, 8805A, and 8806A. We understand the importance of C4ISR systems, but since they change so frequently, we believe putting more systems in a curriculum that is updated only every two or three years will reduce course credibility with our students. We attempt to provide instruction that stands the test of time, naturally, with some exceptions. Portions of this topic are covered in the deliberate and crisis action planning lessons as well as in the national and operational intelligence lessons.

c. **Introduce students to information operations prior to Course 8806, Lesson 5, "Information Warfare and Command and Control Warfare," with a separate lesson and readings from Joint Publication 3-13, "Information Operations."**

CCE Response: The CSCDEP now introduces information operations in a course 8803A lesson titled "Introduction to Information Operations at the Operational Level of War."

Enclosure (1)
Marine Corps College of Continuing Education
Command and Staff College Distance Education Program
2004 PAJE Self-Study
Committees and Members

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Enclosure (2)

College of Continuing Education (CCE)
Command and Staff College Distance Education Program (CSCDEP)
8800 Series Crosswalk Matrices

CSCDEP COMPREHENSIVE LEARNING AREA CROSSWALK MATRIX

Course Title	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
8801 Theory and Nature of War	2	1			1						10		10	9		1							
8802A Strategy and Policy	2	2	2		3					2			3	2	4	3	2	1			1		
8803A Operational Level of War	9	5	3	3	9	12	3	2	7	9	2	8	3	11	5	5	5	4	7	1	1	1	
8804 The MAGTF	8	5			4	4	1		2	2	2	4						1		4			4
8805A The Marine Corps Planning Process		2	1		2	2		6	3	6	1	7	1	1	1			1	1				
8806A Joint, Multinational and Interagency Operations	5	6	1	1	6	8	4	1	3	7	1	8		5	3	4	1	2	6	4	1	4	
8807 MAGTF Operations	5	1			5	2	1		5	2	4	2	2	1					1				
8808 Amphibious Operations	9	2		1	3	8	2		6	2	2	2	1						1	1			1
8809 OOTW	7	5	3	2	3	5	2			10	4		7	2		2							
TOTALS	**47**	**29**	**10**	**7**	**26**	**41**	**13**	**9**	**26**	**40**	**26**	**31**	**27**	**31**	**13**	**15**	**8**	**9**	**16**	**10**	**3**	**5**	**5**

8801 – THEORY AND NATURE OF WAR

The CSCDEP curriculum takes a top-down approach to the study of war. Accordingly, the initial course, Theory and Nature of War, provides the overarching theoretical and historical context for the courses that follow. Specifically, course 8801 addresses the evolution of warfare from the seventeenth century to the present and analyzes the contributions of notable military theorists and practitioners as well as their relevance to contemporary military thought. The CCE developed and fielded a CDROM enhancement that includes interactive multimedia instruction (IMI) designed to enhance student interaction by appealing to multiple adult-learning styles and preferences.

Course 8801	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 **Classical Theorists (I): Sun Tzu**											X		X										
LESSON 2 **War in the Early Modern Era (1648-1789)**											X		X	X									
LESSON 3 **War in a Revolutionary Age (1789-1815)**											X		X	X									
LESSON 4 **Classical Theorists (II): Clausewitz**											X			X		X							
LESSON 5 **Classical Theorists (III): Jomini**											X			X									
LESSON 6 **Mid 19th Century Warfare: American Civil War (1861-1865)**											X		X	X									
LESSON 7 **Latter 19th Century Warfare: Prussia**					X						X		X										
LESSON 8 **Modern Theorists (I): Naval—Mahan and Corbett**											X		X	X									
LESSON 9 **The 20th Century: The Age of Total War (I)—The Character of World War I**													X	X									

Enclosure (2)

8801 – THEORY AND NATURE OF WAR

Course 8801	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 10 **The 20th Century: The Age of Total War (II)—** **The Character of World War II**		X											X	X									
LESSON 11 **Modern Theorists (II): Air—Strategic and Tactical**	X										X		X										
LESSON 12 **Modern Theorists (III): Revolutionary War**	X										X		X	X									
TOTALS	**2**	**1**			**1**						**10**		**10**	**9**		**1**							

Enclosure (2)

8802A – STRATEGY AND POLICY

The updated course 8802A, Strategy and Policy, explores the relationships between national interests and the use of military force to serve national policy. The old Strategic Level of War course was renamed Strategy and Policy and was updated following the lead of the resident school. Current readings replaced outdated materials, and significant changes were made in the areas of strategic intelligence, U.S. economics, and the United Nations' and NATO's global roles. The lessons dealing with the Unified Command Plan, the Joint Requirements Oversight Council, and the joint warfighting capabilities assessment were also updated to reflect how these documents and organization have evolved over the past four years. The updated course examines strategic choices made in past conflicts in order to provide historical perspectives and to present the concerns and issues facing the strategist in war. This course focuses on decision-making processes, national interests, development of national goals and objectives, and considerations that must be weighed prior to the use of military force. Course 8802A also includes a lesson and a think piece on U.S. policy toward China, which allow students to draw their own conclusions about how the U.S. should approach China. The course is offered in both a paper-based format and on CDROM. The CDROM version includes electronic readings and three digitized lectures.

Course 8802	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 Grand Strategy: Theory and Practice					X										X	X							
LESSON 2 Economics and Policy															X								
LESSON 3 Intelligence and Policy																		X			X		
LESSON 4 National Security Policy in the Post-Cold War Era	X	X																					
LESSON 5 Unified Action Armed Forces (USAAF) and the Unified Command Plan (UCP)		X	X																				
LESSON 6 Joint Strategic Planning System (JSPS)					X										X	X	X						
LESSON 7 The Joint Requirements Oversight Council and the Joint Warfare Capabilities Assessments Process			X												X		X						
LESSON 8 Total Force	X				X																		

Enclosure (2)

8802A – STRATEGY AND POLICY

Course 8802	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 9 The Multinational Environment: The United Nations and NATO in the Post-Cold War Era										X						X							
LESSON 10 Case Study: Axis Strategy in World War II													X										
LESSON 11 Case Study: Allied Strategy in World War II													X	X									
LESSON 12 Cold War Strategy and Beyond: Korea and Vietnam Case Studies										X			X	X									
TOTALS	2	2	2		3					2			3	2	4	3	2	1			1		

Enclosure (2)

8803A – OPERATIONAL LEVEL OF WAR

Course 8803A, Operational Level of War, is designed to develop and enhance student understanding of the relationship between the strategic, operational, and tactical levels of war and how national security strategy translates into military action. While all courses in the program contribute to the accomplishment of the Chairman's objectives, 8803A is a cornerstone of the program's JPME requirements. Organization for command is discussed to ensure students understand the various levels and types of command, ranging from the President of the United States and the Secretary of Defense to the warfighting regional combatant commanders. A Desert Storm case study is used to develop both a background and a perspective of theater warfare and the operational art. The course also examines, from a joint perspective, campaign planning, the Joint Operation Planning and Execution System (JOPES), and the associated considerations for deliberate and crisis action planning, joint and service doctrine, information operations, and force deployment planning. Course 8803A is offered in both a paper-based format and on CDROM. The CDROM version includes electronic readings, multimedia instruction, and digitized lectures.

Course 8803A	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 Intro to the Operational Level of War						X				X				X			X						
LESSON 2 Intro to Desert Storm Case Study	X	X		X	X		X			X		X	X	X				X					
LESSON 3 Intro to Joint Warfare	X	X	X		X	X	X			X	X	X	X	X			X	X	X				
LESSON 4 Organization of Joint Forces		X	X	X	X	X			X					X									
LESSON 5 Campaigning and the Operational Art		X			X	X		X		X	X	X		X	X	X			X				
LESSON 6 Intro to FDP&E	X			X		X			X	X		X		X	X	X	X		X				
LESSON 7 Intro to Information Operations						X			X										X	X	X	X	
LESSON 8 Service Warfighting: U.S. Air Force	X				X	X			X	X													

Enclosure (2)

8803A – OPERATIONAL LEVEL OF WAR

Course 8803A	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 9 Service Warfighting: U.S. Navy	X				X	X			X														
LESSON 10 Deliberate Planning & Security Cooperation Plans	X					X						X		X	X	X	X		X				
LESSON 11 Crisis Action Planning						X		X				X		X	X	X	X	X	X				
LESSON 12 Service Warfighting: U.S. Coast Guard	X				X	X	X		X	X				X									
LESSON 13 Service Warfighting: U.S. Army	X	X			X	X			X	X		X		X				X					
LESSON 14 War Termination & Conflict Resolution	X		X		X					X		X	X	X	X	X			X				
LESSON 15 Campaign Analysis (Optional)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTALS	9	5	3	3	9	12	3	2	7	9	2	8	3	11	5	5	5	4	7	1	1	1	

8804 – THE MARINE AIR GROUND TASK FORCE (MAGTF)

Course 8804, The MAGTF, provides students with an extensive understanding of the Marine Corps' capabilities, limitations, equipment, organization, support requirements, and command and control structure, as well as of the employment techniques of the Marine Corps' warfighting forces, particularly as they relate to the MAGTF. The course also is offered in an interactive multimedia instruction (IMI) format that consists of a student text based on the resident curriculum and a CDROM designed to enhance student interaction by appealing to different adult learning styles and preferences. This course, along with 8805A, is required of all Marine Corps officers taking sister-service intermediate-level school (ILS) programs.

Course 8804	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 Introduction to the MEF as a Warfighter	X				X					X													
LESSON 2 MEF Command Element	X	X					X				X												
LESSON 3 MEF Battlespace Management						X			X											X			X
LESSON 4 Marine Air-Ground Task Force (MAGTF) C4						X					X									X			X
LESSON 5 Marine Air-Ground Task Force Intelligence	X				X	X												X		X			X
LESSON 6 Force Protection	X	X																					
LESSON 7 Fighting the ACE	X	X			X				X			X								X			X
LESSON 8 Fighting the Ground Combat Element	X																						
LESSON 9 MEF Operational Fires	X	X										X											
LESSON 10 MEF Targeting		X										X											
LESSON 11 Sustaining the MEF	X				X	X				X		X											
TOTALS	8	5			4	4	1		2	2	2	4						1		4			4

Enclosure (2)

8805A – THE MARINE CORPS PLANNING PROCESS

Course 8805A, The Marine Corps Planning Process (MCPP), provides a detailed analysis and explanation of the six steps of the MCPP. This course is a required of all Marine Corps officers enrolled in a sister-service ILS program in order to ensure that every Marine officer has a practical understanding of the MCPP and how it integrates with joint operational planning. The MCPP is compatible with joint processes and applicable to all levels across the spectrum of conflict. This recently revised course places the MCPP in a joint planning context. 8805A is a multimedia course with a hard-copy text based on the resident curriculum and a robust interactive multimedia instruction (IMI) product that stresses active learning through a practical application exercise based on an Asia-Pacific joint and multinational operational scenario. The IMI product is also distributed for use by sister-service and allied students in the resident program.

Course 8805A	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 Marine Corps Planning Process Introduction and Overview		X	X		X	X			X			X			X				X				
LESSON 2 Mission Analysis & Intelligence Preparation of the Battlespace		X			X			X	X	X	X	X	X	X				X					
LESSON 3 Course of Action Development								X		X		X											
LESSON 4 Course of Action War Game								X		X		X											
LESSON 5 Course of Action Comparison and Decision								X		X		X											
LESSON 6 Orders Development						X		X	X	X		X											
LESSON 7 Transition								X		X		X											
TOTALS		2	1		2	2		6	3	6	1	7	1	1	1			1	1				

8806A – JOINT, MULTINATIONAL, AND INTERAGENCY OPERATIONS

While all courses within the program contribute to the accomplishment of the Chairman's objectives, 8806A, along with 8803A, is a cornerstone of the program's JPME requirements. Due to the complexity of joint operations, this course addresses many subjects, including Marine Corps componency, JOPES and JTF planning, joint targeting, joint fire support, information operations planning, joint logistics support, joint intelligence support, space operations, special operations, multinational operations, homeland security, defense, and interagency operations. The overall purpose of this course is to examine how joint, multinational, and interagency operations work and how the MAGTF fits into the scheme of joint and multinational warfare. Course 8806A is offered in both a paper-based format and on CDROM. The CDROM version includes electronic readings, digitized lectures, and multimedia instruction.

Course 8806A	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 MARFOR as a Component		X			X				X			X		X									
LESSON 2 Joint Operation Planning and Execution System (JOPES) and Joint Task Force (JTF) Planning		X			X	X	X		X			X		X	X	X	X		X			X	
LESSON 3 Operational Capabilities (Logistics, Intelligence, and Fires)	X			X		X				X		X		X	X	X		X	X	X			
LESSON 4 Joint Targeting Process		X				X	X			X		X							X			X	
LESSON 5 Information Operations Planning	X				X	X			X	X				X	X				X	X	X	X	
LESSON 6 Special Operations	X	X				X	X			X		X				X			X	X		X	
LESSON 7 Space Operations	X				X	X		X		X	X	X						X		X			
LESSON 8 Multinational Operations		X			X	X				X		X											
LESSON 9 Homeland Security, Defense, and Interagency Operations	X	X	X		X	X	X			X		X		X		X			X				
TOTALS	5	6	1	1	6	8	4	1	3	7	1	8		5	3	4	1	2	6	4	1	4	

8807 – MAGTF OPERATIONS

Course 8807, MAGTF Operations, teaches students about the complexities associated with MEF-level capabilities and operations. The course provides a refresher of offensive and defensive operations but expands these operations to the MEF level while adding depth in the areas of fire support, combat service support, and rear area operations. The MAGTF Operations course also presents two case studies: Desert Storm and the Pusan Perimeter.

Course 8807	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 Maneuver Warfare									X		X												
LESSON 2 Fundamentals of Offensive Operations	X					X			X		X												
LESSON 3 MEF Fire Support in the Offense and Defense	X				X				X			X											
LESSON 4 Combat Service Support Operations									X	X		X											
LESSON 5 Rear Area Operations		X			X	X																	
LESSON 6 Desert Storm Case Study: MEF in the Offense	X				X				X	X	X		X						X				
LESSON 7 MEF Defensive Combat Operations	X				X		X							X									
LESSON 8 Pusan Perimeter Case Study Delay and Defend	X				X						X		X										
TOTALS	5	1			5	2	1		5	2	4	2	2	1					1				

Enclosure (2)

8808 – AMPHIBIOUS OPERATIONS

Course 8808, Amphibious Operations, covers joint amphibious and landing force doctrine. The course explores a range of subjects, including the nature, capabilities, limitations, phases, and characteristics of a MAGTF in an amphibious operation; service and command responsibilities; the MEU(SOC); and planning considerations.

Course 8808	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 **Amphibious Operations Overview**	X	X				X																	
LESSON 2 **Amphibious Operations C2**	X					X			X											X			X
LESSON 3 **Amphibious Intelligence Requirements and Systems**					X	X																	
LESSON 4 **Amphibious Planning Process**						X			X														
LESSON 5 **Naval Surface Fire Support (NSFS) and Amphibious Fire Support Planning and Execution**	X	X				X	X		X														
LESSON 6 **Mine Countermeasures in the Littoral**	X								X														
LESSON 7 **Expeditionary Logistics**	X			X					X														
LESSON 8 **Supporting Preassault and Deception Operations**	X					X				X		X							X				
LESSON 9 **Ship-to-Shore Movement and The Amphibious Assault**						X				X													
LESSON 10 **Case Study: Okinawa**	X										X		X										
LESSON 11 **Maritime Pre-positioning Force**	X				X																		
LESSON 12 **MEU(SOC) Operations**	X				X							X											

8808 – AMPHIBIOUS OPERATIONS

Course 8808	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 13 Operational Maneuver from the Sea and Ship-to-Objective Maneuver						X	X		X		X												
TOTALS	9	2		1	3	8	2		6	2	2	2	1						1	1			1

8809 – OPERATIONS OTHER THAN WAR (OOTW)

Course 8809, Operations Other Than War (OOTW), focuses on military operations that deter war and promote peace through means other than large-scale combat operations or conventional war. Course 8809 provides students a foundation for assessing situations and evaluating military options within the spectrum of operations other than war. This course examines the culture in OOTW, humanitarian operations, peacekeeping operations, and military support to civil authorities. Several case studies also are explored.

Course 8809	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 1 Prologue to Operations Other Than War					X						X		X	X									
LESSON 2 The Impact of Culture on Warfighting	X									X													
LESSON 3 Theory of Unconventional Warfare	X					X	X						X										
LESSON 4 Case Study: Algeria										X	X		X	X									
LESSON 5 Humanitarian Assistance		X				X				X	X					X							
LESSON 6 Why Operations Other Than War Are Warlike	X				X					X													
LESSON 7 U.S. Special Operations Command	X	X	X	X																			
LESSON 8 Peace Operations	X					X				X			X										
LESSON 9 Case Study: Bosnia		X								X	X		X										
LESSON 10 U.N. Peace Operations		X			X	X				X			X										
LESSON 11 DoD Counter-drug Support	X									X													
LESSON 12 Legal Aspects of OOTW										X													

8809 – OPERATIONS OTHER THAN WAR (OOTW)

Course 8809	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	5A	5B	5C	5D
LESSON 13 Military Support to Civil Authorities			X				X																
LESSON 14 Noncombatant Evacuation Operations (NEOs)		X	X			X										X							
LESSON 15 Case Study: Somalia	X			X						X			X										
TOTALS	7	5	3	2	3	5	2			10	4		7	2		2							

Enclosure (2)

Enclosure (3)

Command and Staff College Distance Education Program (CSCDEP) Visiting Scholars

Month	Region	Guest Lecturer	Subject
Oct 02	CLNC	LtCol. David Rababy	MAGTF Intelligence
	Okinawa	Dr. Heilman	Battle of Okinawa
Nov	CLNC	Dr. Craig Swanson	Character of WW II (8801)
Dec	Okinawa	MajGen. Goodman (CG 1st MAW)	Marine Aviation/Componency/ Warfighting
	Okinawa	Dr. Mathews	8801 session
Jan 03	CLNC	Dr. Craig Swanson	National Security Policy
Feb	Hawaii	LtGen. Robert Dierker (USAF) PACOM	Multinational Environment & U.N. (8802)
	CLNC	Norman Polmar	Intelligence (AWS)
	CLNC	Col. Tim Howard (CO Wpns Trn Btn)	Intelligence at the MEF level
Apr	Hawaii	LtGen. Hanlon	8803 session
	Okinawa	Maj. Ron Dennard	Battle of Okinawa Staff Ride

Enclosure (4)
Course Development Process

Component	Process	Participants
PHASE 1: PROGRAM REVIEW BOARD PROCESS		
Program review	At the conclusion of the academic year, a program review board (PRB) is held to examine program effectiveness, review options for improvements, and assess course enhancements. Analysis is based on inputs from students, adjunct faculty, regional coordinators, reporting seniors, College of Continuing Education (CCE) staff visits, the Marine Corps Institute (MCI) student support section, and resident faculty and course directors.	CCE, MCI, MCU, CSC
Program adjustments	Adjustments to specific courses are based on PRB recommendations and the Director's approval. The coursework priority list is revised for the new academic year.	CCE, MCI, MCU, CSC
PHASE 2: REVIEW/REVISION OF DEVELOP DISTANCE EDUCATION COURSES		
Analysis	Collect current resident course in hardcopy and electronically.	CCE, CSC
	Collect all CCRB/PRB course revision and change approvals.	CCE
	Identify core competencies for each course.	CCE, CSC
	Determine course objectives for each course.	CCE, CSC
	Determine resident course and educational objectives to be used in each course.	CCE, CSC
	Notify the MCI of upcoming revision: • Identify special production requirements, if needed. • Develop course transition plan. • Develop printing and distribution timeframe.	CCE, MCI
Design	Adapt selected course objectives and educational objectives for distance education.	CCE
	Determine instructional strategies (e.g., case studies, practical application).	CCE
	Determine instructional methods and media (e.g., interactive multimedia instruction [IMI], paper, audiovisual).	CCE, CSC, MCI
	Determine total hours appropriate for each course.	CCE
	Determine JPME learning areas and objectives for each course.	CCE, CSC
	Design course with all of the above in mind: • Identify material to be cut from the resident program and placed in the distance education course. • Determine and lay out specific lessons. • Determine reading sources (research).	CCE, CSC
Development	Select specific readings to be inserted in appropriate lessons.	CCE, CSC
	Ensure readings are nonproprietary or seek copyright permission.	CCE, MCI

Component	Process	Participants
	Begin writing the course: • Print and/or obtain electronic files of readings. • Synthesize and draft course. • Provide subject matter expert (SME) support to outsourced instructional materials as needed. • Design case studies, practical applications, and so forth, as needed. • Develop and place selected instructional strategies (e.g., case studies, practical applications) into the course. • Conduct first edit. • Make first-round changes. • Conduct content editorial/technical review, as needed. • Make second-round changes. • Conduct final edit. • Make final changes.	 CCE CCE CCE, CSC CCE, CSC CCE, CSC CCE CCE CCE, CSC CCE CCE CCE
	Begin writing the exam (two versions): • Determine number of questions per lesson based on student effort (lesson hours). • Draft questions for first version. • Edit first version. • Make initial changes to first version. • Create second version. • Edit second version. • Make initial changes to second version. • Conduct content edit of first version • Make final changes.	 CCE CCE CCE CCE CCE CCE CCE CCE, CSC CCE
	Create original and two copies of final course draft.	CCE
	Create staffing documents for approval by the Directors, CCE and CSC.	CCE, CSC
	Conduct student validation: • Collect data from student validation. • Make changes to the course, as needed.	 CCE CCE
	Send copy of the final draft to the MCI: • Work out final details on educational aids issues (special printing/production). • Confirm timing for inclusion in box of books.	CCE, MCI
	Paginate and develop a table of contents.	CCE
	Deliver to the MCI for printing and distribution.	CCE, MCI
Evaluation	Collect and analyze the end-of-course student surveys.	CCE
	Track and analyze grade reports.	CCE
	Obtain and analyze the statistical analysis of exams report (SAER) and the regional coordinator exam report.	CCE, MCI
	Collect and analyze instructor end-of-course comments.	CCE
	Review graduate and reporting senior surveys, if appropriate.	CCE
	Conduct the PRB.	MCI, MCU, CSC

Component	Process	Participants
PHASE 3: RESIDENT SCHOOL APPROVAL		
Resident school	The appropriate director approves the recommended new course.	CSC
CCE	The Director, CCE, approves courseware for production and distribution.	CCE, MCI
PHASE 4: PRODUCTION/DISTRIBUTION		
Courseware	Submit to the appropriate publishing firms.	MCI
Course availability	Announce course availability and begin distribution.	MCI
PHASE 5: IMPLEMENTATION/ASSESSMENT		
Student database	Maintain the student registration database.	MCI
Evaluation form collection	Regional coordinators collect evaluation forms from seminar students and forward them to the CCE. Forms returned to the MCI by nonseminar students are forwarded to the CCE by the MCI.	CCE, MCI, MCU
PRB process preparation	CCE courseware developers evaluate course feedback and relevant implementation information and prepare the initial PRB report.	CCE

Enclosure (5)
College of Continuing Education
End-of-Course Survey
Command and Staff College (8800)

This evaluation is designed to solicit your feedback on the quality of the content and materials in the Command and Staff College Distance Education Program. Your responses will be used to improve the course for your fellow Marines. Please take a few minutes to complete the survey.

What is your status?

- ◻ USMC Active Regular
- ◻ USMC Active Reserve
- ◻ USMCR
- ◻ USA
- ◻ USAF
- ◻ USN
- ◻ USCG
- ◻ Civilian
- ◻ Other

Which course did you take? _____

In which region are you located?

- ◻ Quantico, VA
- ◻ Camp Lejeune, NC
- ◻ Pensacola, FL
- ◻ Miramar, CA
- ◻ Camp Pendleton, CA
- ◻ Hawaii
- ◻ Okinawa

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. The educational objectives were clear.						
2. The course book and readings helped me learn the material.						
3. The course content was organized in a way that allowed me to meet the educational objectives.						
4. The written material was understandable and logically presented.						
5. The content of the learning material was relevant to preparing students to function as commanders and staff officers at the appropriate level.						
6. The course enhanced my ability to think critically. (Critical thinking is the ability to be habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, prudent in making judgments, and persistent in seeking results that are as precise as subject and the circumstances of inquiry permit.)						
7. The course length was appropriate to cover the content.						

End-of Course Survey

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
8. On average, I spent more than 4 hours a week reading or on exam preparation.						
9. The exam(s) effectively and fairly tested my mastery of the educational objectives.						
10. The course was as challenging as other graduate-level courses I have taken.						
11. The knowledge acquired in this course will help improve my performance in a command and/or staff position.						

Please rate the following instructional methodologies as to effectiveness in presenting course materials and in assisting you in learning the material. (if applicable)

	Unsatisfactory	Poor	Neutral	Good	Outstanding	Not Applicable
12. Interactive computer courseware (e.g. DOCNET, MCPP)						
13. Digitized lectures						
14. Audio segments						
15. Adjunct faculty lectures						
16. Practical exercise/application						
17. Seminar discussion						
18. Visiting scholar/guest speaker						

Program Quality

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
19. The course met my expectations.						
20. I was satisfied with the course, overall.						
21. Peer association and interaction was one of the more important intangible benefits of the seminar instruction.						
22. The structured schedule was one of the more important intangible benefits of the seminar instruction.						
23. I would recommend the seminar CSC distance program to my peers and subordinates.						

24. What did we teach that we should not? (3 lines maximum)

25. What did we not teach that we should? (3 lines maximum)

26. Please provide any additional comments on the material provided for this course. (3 lines maximum)

Enclosure (5)
Distance Education Program (DEP) Graduate Survey

1550
C40CCE
(date)

From: Director, College of Continuing Education
To: Command and Staff College Distance Education Program (CSCDEP) Graduates

Subj: **CSCDEP GRADUATE SURVEY**

Encl: (1) Graduate Survey
(2) Reporting Senior Survey

1. Feedback from graduates is critical to the institutional growth and effectiveness of CCE's distance education programs. Since graduating, you have had the opportunity to apply the knowledge gained from our program and reflect on the merit of this education. CCE's goal is to improve each student's capability to out-think and out-fight opponents, while instilling an understanding of the extraordinary responsibilities and philosophies inherent to command and staff leadership.

2. As a CSCDEP graduate, you and your reporting senior (RS) (or immediate supervisor) are the best resources for evaluating the degree to which CCE has accomplished its educational mission. Your input and that of your supervisor will ensure continuous improvement in our curriculum and our capability to deliver the best possible PME opportunities. I ask that you please take the time to complete and return the graduate survey contained in enclosure 1. Equally important, I also request that you deliver the RS survey contained in enclosure 2 to your RS or immediate supervisor.

3. It is important to us that you take a few minutes of your time and complete the survey. While most of the questions are concise, a section is provided for narrative comments. I look forward to studying your responses, and I appreciate your contribution to the professional development of our Corps.

T.K. KERRIGAN
Col USMC

Distance Education Program Graduate Survey

Please respond to the following questions using a #2 pencil. Mark only one response per question and fill in the square completely.

PART I - DEMOGRAPHIC DATA

1. What is your service?

☐ USN ☐ USA ☐ USAF ☐ USMC ☐ USCG ☐ Civilian ☐ Other _____

2. What is your type duty assignment?

☐ Joint or Combined Staff ☐ MEF/Corps/Numbered Air Force/Numbered Fleet
☐ Service Headquarters ☐ Battalion/Squadron ☐ Division/Wing/FSSG ☐ Other _____

3. How many more years are you planning to stay in the military?

☐ Fewer than 1 ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ 7-8 ☐ More than 8

Please indicate, by checking the appropriate box, how strongly you agree or disagree with the following statements in parts II through VII.

PART II – EDUCATIONAL OBJECTIVES

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
The CSCDEP curriculum has helped me to…						
4. think critically and conceptually based on the study of major historical campaigns.						
5. understand the role of the military in a democratic society.						
6. better understand planning considerations at the MEF and joint levels.						
7. prepare plans and orders for the employment of military forces.						
8. make better decisions and give better staff advice.						
9. serve in an organization involving multinational forces.						
10. serve in an organization involving joint forces.						
11. work in an environment at the operational level.						
12. succeed in joint staff officer (JSO) positions.						

Distance Education Program Graduate Survey

PART III - CURRICULUM TOPICS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. The CSCDEP curriculum covered subjects necessary for professional development.					
14. (*Seminar participants*) The CCE provided adjunct faculty with the flexibility required to update curriculum subject matter.					

PART IV - CSCDEP FOCUS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. Practical exercises should be part of the CSCDEP.					
16. Academics should be the CSCDEP's only focus.					
17. The CSCDEP should produce officers who have a wide breadth of knowledge.					
18. The CSCDEP should produce officers who have depth in tactics, techniques, and procedures.					
19. The CSCDEP's focus should include more joint education.					

PART V - ACADEMIC RIGOR

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unsure
20. The CSCDEP curriculum was academically challenging.						
21. The CSCDEP curriculum compares favorably with graduate professional schools.						
22. CSCDEP graduates are as well prepared or better prepared than other service staff college graduates.						
23. More emphasis on formal grading is necessary in the CSCDEP.						

PART VI - CURRICULUM GOALS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The CSCDEP curriculum has helped me to…					
24. understand the theory and nature of war and its relationship to the application of other elements of national power.					
25. think strategically and recognize the relationship between national security interests and goals and the way military power can be used to serve those interests and goals.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. translate strategic guidelines into operational direction in the form of a campaign plan designed to accomplish military objectives.					
27. assess the relationship between the operational and the tactical levels of war and orchestrate tactical battles and engagements as part of campaigns designed to create military conditions that accomplish strategic goals.					
28. employ the MAGTF originally and effectively anywhere within the spectrum of conflict, articulating the capabilities of a MAGTF within the spectrum of conflict and within a joint/multinational environment with primary focus at the Marine expeditionary forces (MEF) level.					
29. understand joint service subject matter that will prepare you for joint duty assignments and eventual nomination for JSO designation.					
30. know the structure, organization, and mission of each Marine Corps MAGTF (MEU, SPMAGTF, MEF), particularly the MEF.					
31. understand the complexities and unique challenges associated with operating in a joint or multinational environment.					

PART VII - GENERAL

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
32. I am aware of the CCE and its programs. (e.g., seminars, study groups, student support)						
33. I am aware of the CCE satellite campus system at major bases, stations, and the Marine Corps Reserve.						
34. I believe PME can contribute to professional competence.						
35. I believe existing Marine Corps PME programs contribute to the professional competence of graduates.						
36. I participated in CCE seminars or study groups.						
37. CCE seminars or programs helped me to complete the CSCDEP.						

	Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Likely	Very likely
How likely would you be to do the following?					
38. Accept or decline assignment to the **resident** CSC if you could decline "without prejudice"					
39. Accept or decline assignment to **another service intermediate-level school** if you could decline "without prejudice"					

PART VIII – NARRATIVE QUESTIONS

40. Are you aware that both the resident CSC and CSCDEP satisfy the JPME phase I requirement and qualify you for joint billet assignments?

Yes No

41. What additional skills and knowledge would you recommend adding to the CSCDEP to meet the professional competence requirements of Marine Corps officers?

42. What additional comments and recommendations, if any, do you have regarding the CCE, CSCDEP, and Marine Corps PME programs?

Enclosure (5)

College of Continuing Education
Distance Education Program (DEP)
Graduate Reporting Senior Survey

1550
C40CCE
(date)

From: Director, College of Continuing Education (CCE)
To: Reporting Senior or Supervisor of Command and Staff College Distance Education Program (CSCDEP) Graduate

Subj: **COMMAND AND STAFF COLLEGE DISTANCE EDUCATION PROGRAM GRADUATE'S REPORTING SENIOR SURVEY**

Encl: (1) Survey with return envelope

1. As the reporting senior (RS) or supervisor of a CSCDEP graduate, you are a great resource for evaluating the degree to which CCE is accomplishing its educational mission. I value your opinion and need your input to ensure continuous improvement in CCE's curriculum and in its capability to deliver the best possible professional military education (PME) to our students.

2. The CSCDEP provides intermediate-level PME for field-grade officers and eligible civilians of the U.S. Marine Corps, other services, and our international allies. The program prepares graduates for command and staff duties in a Marine air-ground task force (MAGTF), the service headquarters, and joint or combined staffs through a challenging academic course of intellectual and professional development. The goal of the CCE is to improve each student's capability to out-think and out-fight opponents, while instilling the extraordinary responsibilities and philosophies inherent to command and staff leadership.

3. I ask that you please take a few minutes of your time to complete the enclosed survey. I look forward to studying your responses, and I appreciate your contribution toward improving the professional development of our officers.

T.K. KERRIGAN
Col USMC

Distance Education Program
Graduate Reporting Senior Survey

Please respond to the following questions using a #2 pencil. Mark only one response per question and fill in the square completely.

Part I – Demographic Data

1. What is your service?

☐ USN ☐ USA ☐ USAF ☐ USMC ☐ USCG ☐ Civilian ☐ Other _____

2. What is your type of duty assignment?

☐ Joint or Combined Staff ☐ MEF/Corps/Numbered Air Force/ Numbered Fleet

☐ Service Headquarters ☐ Battalion/Squadron ☐ Division/Wing/FSSG

☐ Other _____

3. Are you currently or have you been assigned to a joint or combined staff?

☐ Yes ☐ No

4. What level of PME have you completed?

☐ Entry Level ☐ Career Level ☐ Intermediate Level ☐ Top Level

Part II – Educational Objectives

Please respond by checking the appropriate box.

5. How strongly do you agree or disagree that the CSCDEP has improved your graduate's ability to do the following?

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Not Observed**
Think critically						
Make sound decisions in complex situations						
Understand strategy and operational art						
Understand joint perspectives						
Be an innovator/ initiator of programs, policies, and solutions						
Analyze problems from a broader perspective						

Distance Education Program
Graduate Reporting Senior Survey

Part III - General Questions

6. How strongly do you agree or disagree that CSCDEP influenced or prepared your graduate to do the following?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not observed
Serve as a leader and staff officer						
Pursue further professional learning/education						

7. To what extent are you aware of the following?

	Unaware	Slightly Aware	Unsure	Aware	Well Aware
The CCE and its programs (e.g., seminars, study groups, student support)					
The CCE satellite campus system at major bases, stations, and the Marine Corps reserve?					
How PME contributes to the professional competence of graduates					
How existing Marine Corps PME programs contribute to the professional competence of graduates					

Part IV – Narrative Questions

8. What skills and knowledge would you suggest adding to the CSCDEP to meet the professional competence requirements of Marine Corps officers?

9. What comments and recommendations, if any, do you have regarding the Marine Corps CCE, CSCDEP, and PME programs?

Enclosure (5)
College of Continuing Education
Distance Education Program
Seminar Course Evaluation

Name/Rank *(optional)* _____ Course No. _____

On a scale of 1 (very poor) to 5 (outstanding), please rate the following items:

	Poor				**Outstanding**
A) Quality of class discussion	1	2	3	4	5
B) Relevance to capabilities necessary in a Marine Officer	1	2	3	4	5
C) Seminar environment contributed to learning	1	2	3	4	5
D) Quality of distance education (DE) reading materials	1	2	3	4	5
E) Quality of DE exams	1	2	3	4	5
F) Quality of DE course syllabus books	1	2	3	4	5
G) Amount of time in schedule for week-to-week preparation	1	2	3	4	5
H) Convenience of class times, dates, and locations	1	2	3	4	5

On a scale of 1 (very unlikely) to 5 (very likely), please rate how likely you are to do the following:

	Very unlikely				**Very likely**
I) Recommend the seminar program to a fellow officer	1	2	3	4	5
J) Recommend this specific course to a fellow officer	1	2	3	4	5

Additional comments:

_____
_____
_____
_____
_____
_____

*** Note:** For specific recommendations to the curriculum, course syllabus books, or exams, please use the *Course Content and Programs Review Board (CCPRB) Recommendation Form* available from your CCE regional coordinator or instructor.

(front)

Instructor Evaluation

Instructor's name_____

On a scale of 1 (poor) to 5 (outstanding), please rate your instructor in the following areas:

	Poor				**Outstanding**
A) Bearing	1	2	3	4	5
B) Enthusiasm	1	2	3	4	5
C) Courtesy, tact	1	2	3	4	5
D) Quality of presentation	1	2	3	4	5
E) Professional knowledge and insight	1	2	3	4	5
F) Class preparedness	1	2	3	4	5
G) After-hours availability to students	1	2	3	4	5

H) Would you recommend this instructor to a fellow officer? Why or why not?

I) What specific recommendations would you make to improve the seminar program?

Enclosure (5)
Quality Assurance Visit Student Interview Form

Rank/Name _____ DEP: ☐EWS ☐CSC

MOS (Designator & Title) _____

Duty Station/Unit _____ Time in Grade _____

1. In which type of CCE enhancement did you participate?

☐ Seminar ☐ VTC ☐ Exam Proctoring
☐ Mentoring ☐ Other

2. How did you hear about the program?

☐ Regional Coordinator ☐ Friend ☐ News Article
☐ Chain of Command ☐ Other

3. Have you accessed the CCE website?

☐ Yes ☐ No

4. Do you feel commanders are giving distance PME sufficient command support?

☐ Yes ☐ No

5. How would you assess the quality of the instructors?

☐ Outstanding ☐ Excellent ☐ Good
☐ Fair ☐ Poor

6. What do you think about the course content?

☐ Current and at appropriate level
☐ Current but not at appropriate level
☐ Not current but at appropriate level
☐ Not current and not at appropriate level

7. What do you think about the course rigor?

☐ Very Easy ☐ Not Too Demanding
☐ Challenging ☐ Extremely Challenging

8. Did you know there is no prejudice in turning down the resident EWS or CSC **after** successfully completing the Distance Education Program (DEP)?

☐ Yes ☐ No

9. After you complete the EWSDEP or CSCDEP, would you accept or decline attendance at a resident career-level or intermediate-level school?

☐ Attend USMC School
☐ Attend Other Service School (Army, Navy, Air Force)
☐ Decline
☐ Unsure

10. What is your overall perspective of the CCE services provided?

☐ Outstanding ☐ Excellent ☐ Good ☐ Poor

Question 11 is **for CSCDEP students only**

11. The CSCDEP satisfies the JPME phase I requirement and qualifies you for joint billet assignment. Were you aware of this?

☐ Yes ☐ No

12. Do you have any recommendations, comments, or questions?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Enclosure (6)
Marine Corps Command and Staff College
Distance Education Program
Satellite Campuses

Quantico, VA

The Marine Corps College of Continuing Education (CCE) satellite campus office for the Quantico/national capital region and the Marine Corps Reserve is collocated on the CCE main campus in Daly Hall. Offices for the Quantico/reserve regional coordinator (RC) occupy cubicle-style office space on the first floor of Daly Hall. These spaces are currently considered adequate and allow for daily contact with other members of the CCE staff. All necessary support equipment is provided and maintained by TECOM. Limited storage for course materials is available in the office space with additional storage available on the third floor. Classroom support aboard Quantico is provided by the Command and Staff College for the Command and Staff College Distance Education Program (CSCDEP) seminars and by the Expeditionary Warfare School for the Expeditionary Warfare School Distance Education Program (EWSDEP) seminars. Because many captains are assigned to the Basic School, we offer an EWS seminar program at Camp Barrett. A full seminar program is also offered to officers in the Washington D.C. area. The Commanding Officer of Headquarters Bn HQMC offers appropriate classroom facilities in building 26 aboard Henderson Hall in Arlington, Virginia.

Camp Lejeune, NC

The Marine Corps CCE satellite campus office for North and South Carolina is located aboard Marine Corps Base Camp Lejeune. At present, the Camp Lejeune office occupies room 104, building 202, Base Education Center. The 450 square feet of office space is currently considered adequate for the regional coordinator and his administrative assistant. Local seminars are conducted at various sites in the Camp Lejeune/Marine Corps Air Station New River area. Sites include Officers' Club meeting rooms, unit conference rooms, and Workforce Learning Center classrooms.

Plans call for the office (along with the rest of the Base Education Center) to move to a new location within the next 24 months. The building to be occupied is the current Camp Lejeune dependant school's administration building on Stone Street.

Camp Pendleton, CA

The Marine Corps CCE satellite campus at Camp Pendleton, California, is centrally located in the 22 Area aboard Marine Corps Base Camp Pendleton, California. The regional coordinator and administrative assistant occupy two adjoining offices in the west wing, 1st deck, building 22181. The first deck of the west wing contains the CCE satellite campus offices, two small classrooms, and a larger classroom that was recently converted to a learning resource center and contains approximately 20 computers. Additionally, a small storage space is available to secure extra course materials and office supplies, although it also contains the building's phone switching equipment and one of 22 Area's computer server hubs.

The regional coordinator for Camp Pendleton also provides support to MCAGCC 29 Palms, MCLB Barstow, California; MWTC Bridgeport, California; and the three West Coast Marine expeditionary units (MEUs) that deploy on a rotating six-month basis (11th, 13th, and 15th MEU SOC]).

MCAS Miramar, CA

The MCAS Miramar, California, Marine Corps CCE satellite campus supports Marines aboard MCAS Yuma, Arizona; Marine Corps Recruit Depot, San Diego, California; and the Naval Postgraduate School, Monterey, California.

Aboard MCAS Miramar, the regional coordinator occupies office and classroom space in building 8656, station G-3 training. The memorandum of agreement (MOA) between CCE and commander, Marine Corps Air Bases Western Area, provides for the commander to support the Miramar satellite campus and regional coordinator with office and classroom spaces, furniture, utilities, telephone services, and computer connectivity. This support is superb and goes far beyond the specifics outlined in the MOA. Building 8656 has been significantly upgraded in the past several years. The facility is fully air conditioned, recently received new painting and carpet throughout, and has fiber optic IT connectivity. In 2001, a new 40-seat electronic classroom with computer workstations at each seat, fully integrated overhead/Proxima projection, "Smart Board," and full television/video capability was installed. Additional classroom spaces are available for small-group and seminar-style (15 students) instruction with Proxima and white board capability. Coordination with the chief of staff, COMCABWest, resulted in the commanding general's conference room being made available for evening seminars as well. This facility includes full overhead/Proxima projection, white board, and television/video capability.

The regional coordinator met with appropriate commanders and staff officers at other supported sites to ensure appropriate classroom facilities were available for seminar meetings. The Naval Postgraduate School Classroom Scheduling Office is highly supportive of the CCE program. At the outset of each CCE academic year, liaison is made with the schedulers who assign as many fully automated classrooms as necessary to support evening seminars.

NAS Pensacola, FL

The Pensacola regional coordinator for CCE is located aboard NAS Pensacola, five miles west of Pensacola, Florida. Marine Aviation Training Support Group-21 (MATSG-21) is the major Marine command located aboard NAS Pensacola, headquartered at 222 East Avenue, buildings 52 and 18. The regional coordinator's office is on the second deck of building 18. Storage space is available across the hall in one of the classrooms. Additional storage space is available in a nearby warehouse. While the office is fairly small (approximately 10 x 15 square feet), it is functional. The new learning resource center will be across the hall. Head facilities are available on the same deck. Shower facilities are located on the north end of the first deck of the same building. Facilities for the regional coordinator and his administrative assistant are more than adequate.

MCB Hawaii

The Marine Corps CCE satellite campus, Hawaii, is an outstanding facility located aboard Marine Corps Base Hawaii at Kaneohe Bay. It occupies the second deck of TECOM/MCU Hawaii Campus, building 224. The campus is directly across the street from the library and the joint education center office and anchors the southern end of the complex that houses the learning resource center, regimental schools, motor vehicle operator school, scout sniper school, medical "smart center," registrar offices for local universities and colleges, and various classrooms.

The CCE satellite campus includes 1,500 square feet of space, including an 840 square foot seminar room for used exclusively for CSCDEP seminars; separate offices for the regional coordinator and administrative assistant; a small office dedicated to tutoring, testing, and remediating students; and a smaller storage room for

books and student course materials. The CSCDEP seminar room is equipped with a web-connected desktop computer, projector, and audiovisual system capable of displaying computer images, videotapes and live cable television newscasts, and various other presentation equipment such as overhead projector and dry-erase chalkboards. This seminar room can seat up to 20 students.

In addition to the facilities listed above, the Hawaii CCE campus also has dedicated use of two additional classroom/seminar rooms for its EWSDEP phases I and II seminars. These rooms are on the first deck of building 224, below the CSCDEP seminar room, and are used during the day by the Marine Corps University's (MCU) SNCO Academy for its Corporals' Course and Sergeants' Course classes. These rooms and the CSCDEP seminar room are similarly equipped with web-connection and live news broadcast viewing. Each room can seat up to 30 students.

Okinawa, Japan

The CCE satellite campus office is centrally located and enthusiastically supported by the host, Marine Corps Base Camp Butler. The Okinawa CCE office is well-equipped and well-maintained. This facility was specifically constructed for CCE in 1998 and consists of office equipment and space for the regional coordinator and the administrative assistant, filing and storage areas, and a conference table. Additional storage space is being provided to accommodate growing administrative program requirements. Also, an approximately 900 foot space supports students who attend the Camp Foster seminar and faculty development. Both the regional coordinator and administrative assistant have a computer, printer, color scanner, and CDROM burner. The network was upgraded two years ago to accommodate improved fiber optics. The office is equipped with fax and DSN capability. A functional website is in place to support students and programs.

The Okinawa region uses conference rooms provided by the host command. These conference rooms are normally a commander's facility and are well-equipped and well-maintained. The conference rooms are adequate in size to support student seminar populations and practical applications.