

SYLLABUS
CANADIAN FORCES COLLEGE (CFC)
NATIONAL SECURITY PROGRAMME (NSP)

PREFACE

The National Security Programme (NSP) is designed to prepare selected military, public service, international and private sector leaders for future strategic responsibilities within a complex and ambiguous global security environment. The 10-month residential programme is intended for the following participants: CF colonels and naval captains; officers of similar rank from allied nations; and civilian executives from within the Department of National Defence (DND), other government departments, public security agencies, non-governmental organizations, and academic institutions.

The *Canada First Defence Strategy* requires the Canadian Forces to work in partnership with the knowledgeable and responsive public service personnel of the Department of National Defence. This integrated Defence team serves as a core element of a whole-of-government approach to meeting security requirements, both domestically and internationally, consistent with the International Affairs outcome of Canada's 2005 *Whole-of-Government Framework*. The Canadian Forces exploits the National Security Programme to fulfill its commitment to ensure that senior military, public service and private sector leaders are prepared to shape Government of Canada strategic responses in Canada's national security interests.

There are five main benefits resulting from the implementation of the National Security Programme:

The Professional Development Factor — Demands placed on those selected to lead their institution are great. Globally, leading at the institutional level requires a new set of capabilities, knowledge and orientations. The National Security Programme is designed to enhance and refine the knowledge and capabilities of the participants as future institutional leaders and national security professionals. The curriculum is focused on imparting the expertise and the cognitive, social and transformational capacities necessary for effective executive leadership working at the national strategic level.

The Sociocultural Factor — Effective institutional leadership is critical to the success of national institutions, and success at the national level requires the engagement of multiple players across the whole of government. It is increasingly clear that no single department can be effective on its own in the attainment of departmental goals and national objectives. The National Security Programme expands and enhances the candidates' understanding of the strategic level of government, highlighting DND and key national security community department/agency synergies that must exist for institutional leadership to be effective. The complexity of the current and future security environment will demand a comprehensive understanding and successful integration of institutional cultures across the whole of government in order to secure Canada for Canadians. The National Security Programme's curriculum provides future leaders of national institutions and the private sector with the understanding and capabilities to become decisive whole-of-government leaders. It provides future institutional leaders with the opportunity to share their experiences with, and learn from, proven national and international practitioners for success across the whole-of-government community.

The Quality of the Candidates — The candidates are experienced security professionals who are highly motivated to share their knowledge with colleagues, to enhance their understanding of the strategic environment, and to develop their leadership skills. Canadian Forces and international officers of Colonel/Naval Captain rank and public servants of EX and EX minus 1 status, are joined by provincial, municipal and private sector leaders from industry to make up a diverse, engaging and knowledgeable class, who stand to learn as much from each other as they do from the curriculum.

International Engagement Factor — The class includes international military and foreign service officers who bring their professional expertise and national perspective, adding valuable diversity and richness to every discussion.

Public Service Engagement Factor — Recognizing the requirement for a whole-of-government approach, completing the National Security Programme allows future senior executives to develop and apply the full range of their skills to meet the future challenges facing the country, one of the key priorities of Public Service Renewal. In addition, completing the National Security Programme allows future senior executives to achieve a high degree of currency in issues of national security policy and strategy, and to retain it. This is also consistent with Public Service Renewal, keeping the institution of the Public Service dynamic, fresh and respected.

This syllabus details the learning objectives that are to be met through the NSP and provides general information on the specific activities that support each objective. This syllabus is published annually on the authority of the Commandant, CFC. It is based on learning outcomes approved by the CFC Education Management Policy Board (EMPB). Suggestions for amendments to this syllabus should be forwarded to the Director of Curriculum (DoC) at CFC.

More information on CFC can be obtained from the *Canadian Forces College Handbook* (CFC 205) and from the CFC website at <http://www.cfc.forces.gc.ca/>.

J.G.E. Tremblay
Major-General
Commander
Canadian Defence Academy

NATIONAL SECURITY PROGRAMME SYLLABUS

TABLE OF CONTENTS

Commandant's Preface		i
Table of Contents		iii
Chapter 1	Programme Description	1-1/9
	Programme Title	1-1/9
	Programme Aim	1-1/9
	Programme Goals, Learning Outcomes and Objectives	1-1/9
	Programme Composition, Course Titles and Descriptions	1-5/9
	Exercises	1-7/9
	Programme Length	1-8/9
	Programme Hours	1-8/9
	Programme Preparation Time	1-8/9
	National Qualifications, Identification Codes and International Equivalencies	1-9/9
Chapter 2	Student Assessment	2-1/19
	General	2-1/19
	Assessment Standards	2-1/19
	Progress Monitoring	2-2/19
	Activity Matrix and Activity Assessment	2-2/19
	Student Progress Record	2-3/19
	Academic Appeals	2-3/19
	Course, Rotation and Programme Reports	2-3/19
	Professional Assessment Rubric	2-5/19
	Unsatisfactory Progress	2-7/19
	Academic Misconduct	2-7/19
	Progress Review Board	2-8/19
	Turnitin Requirements	2-9/19
	Grading Standards	2-9/19
	Grading Rubrics and Marking Guides	2-9/19
Chapter 3	Academic Requirements	3-1/2
	NSP Course Streams	3-1/2
	Master of Public Administration	3-1/2
	Requirements for NSP Participants	3-2/2
	Annex A — NSP Curriculum Map	3-A-1/1
	Annex B — NSP Core Course Scheduling	3-B-1/1

CHAPTER 1

PROGRAMME DESCRIPTION

PROGRAMME TITLE

National Security Programme (NSP).

PROGRAMME AIM

1. The aim of the NSP is to prepare selected military, public service, international and private sector leaders for future strategic responsibilities within a complex and ambiguous global security environment.

PROGRAMME GOALS, LEARNING OUTCOMES AND OBJECTIVES

2. In accordance with the Officer Professional Development Standards (OPDS), the NSP is offered during Developmental Period 4 (DP4), the Advanced Officer Developmental Period. Through a range of professional educational activities, the programme develops officers to a level of knowledge and competence appropriate to the aim. The scope of the NSP is designed to educate and to prepare military officers and other national security leaders to be effective in strategic-level leadership and staff positions in complex joint, interagency, and multinational settings across the full spectrum of conflict. Emphasis is placed on the following themes or programme goals:

- a. N1 — Strategic Command and Institutional Leadership. The aim of Programme Goal N1 is to further develop the participants' ability to evaluate and apply the principles of strategic command, leadership and management in leading the institutions of defence and national security and to evaluate and characterize institutional culture and ethos.

Serial (Course Alignment)	Learning Outcomes and Objectives	Learning Level
N101	At the end of DS 581 and CF 575, participants will have examined the concepts, theories and techniques of executive leadership; analysed their effective application at the strategic and institutional levels; and conducted self-assessment feedback to enhance their personal leadership styles.	
N101a	Apply theories and concepts of executive leadership and systems thinking.	3
N101b	Apply doctrine and practical experience of leadership at the strategic level.	3
N101c	Examine leadership in the context of the political, societal, and international environment in order to position the institution for success.	4
N101d	Examine the role of leadership and professional stewardship in achieving internal institutional alignment in order to adapt to external changes and achieve internal effectiveness.	4

Serial (Course Alignment)	Learning Outcomes and Objectives	Learning Level
N101e	Evaluate and enhance personal leadership effectiveness in order to develop the ability to position the institution for success.	6
N102	At the end of DS 591 and CF 575, participants will have explored the theories and concepts of strategic command and the key constraints and dynamics affecting strategic military decision-making within the context of comprehensive approaches.	
N102a	Examine the theories and concepts of strategic command.	4
N102b	Examine the institutional, governmental, and external constraints on strategic military decision-making within the context of comprehensive approaches.	4
N102c	Examine current and emerging political, societal, and institutional dynamics in order to develop the capacity for strategic military decision-making within the context of comprehensive approaches.	5
N103	At the end of DS 597 and CF 575, participants will have gained a comprehensive understanding of how nations develop and implement national security policy; the relationship between states, international organizations and other non-state actors; and the important concepts associated with executive leadership and strategic command in the contemporary security environment.	
N103a	Critically analyse the practical methods by which nations develop and implement national security policy in light of national interests and values; governmental processes; bilateral relationships; and international commitments.	5
N103b	Examine the practical methods by which nations translate national security policy into comprehensive response and planning approaches to the current and future strategic security environments.	4

- b. N2 — Strategic Resource Management. The aim of Programme Goal N2 is to refine the participants’ understanding of strategic resource management in order to analyse institutional human resource policy and to evaluate the impact of the Defence Resource Management System in generating and sustaining a national capacity to meet Canada’s security needs.

Serial	Learning Outcomes and Objectives	Learning Level
N201	At the end of DS 582 and CF 575, students will have examined strategic management theories and managerial approaches; evaluated the resource management systems used within the federal government with emphasis on defence; and analysed complex managerial planning, decision-making, and organizational components at the strategic level in order to generate and sustain institutional capabilities.	
N201a	Examine strategic-level planning and change management processes and manage the process to generate and sustain institutional capabilities.	5
N201b	Examine human resource management concepts and theories in the context of strategic-level government policy and guidance in order to generate and sustain required human capital.	4
N201c	Examine financial management and budgeting concepts and theories in the context of strategic-level government policy and guidance in order to generate and sustain institutional capabilities.	4
N201d	Examine procurement concepts and theories in the context of strategic-level government policy and guidance, and Canada's industrial base in order to generate and sustain institutional capabilities.	4

- c. N3 — Canadian National Security and International Relations. The aim of Programme Goal N3 is to further develop the participants' understanding of factors, both internal and external to Canada, that influence the implementation of Canada's national security policy and to examine the (international) geostrategic environment that influences national security strategy as it pertains to Canada's national interests and the promotion of Canada's values.

Serial	Learning Outcomes and Objectives	Learning Level
N301	At the end of DS 572 and CF 575, participants will have gained a comprehensive understanding of how Canada develops and implements national security policy; an understanding of how the United States develops and implements national security policy; and a knowledge of how other friendly countries develop and implement national security policy.	
N301a	Analyse and critique the methodology by which Canadian national security policy is conceived, developed, implemented and communicated; and develop policy options to advance Canada's national security interests.	5
N301b	Examine and apply the methodology by which United States national security policy is conceived, developed, implemented and communicated; and compare this methodology to the Canadian experience.	4

N301c	Interpret and apply the methodology by which friendly countries' security policies are conceived, developed, implemented and communicated; and illustrate the relevance of this methodology to the Canadian experience.	3
-------	---	---

- d. N4 — Strategic Concepts: Strategy Formulation and the Application of National Power. The aim of Programme Goal N4 is to further develop the participants' understanding of the elements of national power through an examination of its diplomatic/political, informational, sociocultural, military, and economic determinants; to analyse their influence on Canada's strategic options; and to evaluate the controls on their implementation in intra-, inter-, and non-governmental environments.

Serial	Learning Outcomes and Objectives	Learning Level
N401	At the end of DS 571 and CF 575, participants will have distinguished and applied the elements of national power; examined the geostrategic environment including state, non-state, and interstate actors; analysed regional security issues and their effect on the development of Canadian international policy; and examined the roles and functions of international political, economic, trade-related and military institutions that are specifically important to Canada.	
N401a	Compare traditional international relations theories and apply them as analytical frameworks to examine contemporary global affairs.	4
N401b	Examine the geostrategic environment and trends in interstate relations; the role of non-state actors including international governmental and non-governmental institutions; failed and fragile states; and clandestine transnational political and religious movements.	4
N401c	Analyse national power, its determinants, and the constraints on the use of military power in order to enable participants to develop a framework for formulating Canadian international policy.	5

- e. N5 — Comprehensive Campaign Design in Complex Environments. The aim of Programme Goal N5 is to develop the participants' capacity to design comprehensive national and multinational campaign plans to generate strategic effects in complex security environments.

Serial	Learning Outcomes and Objectives	Learning Level
N501	At the end of DS 592 and CF 575, participants will have examined the impact of modern theories of conflict, doctrinal foundations, and emerging concepts on comprehensive operations and campaigning within the context of strategic objectives as they apply in the current and future defence and security environments.	
N501a	Appraise the role of contemporary theories of conflict in modern comprehensive campaigns and operations.	4

Serial	Learning Outcomes and Objectives	Learning Level
N501b	Appraise the role of emerging concepts of operational art and future technology in modern comprehensive campaigns and operations.	4
N501c	Critically analyse the foundations of modern doctrine and its relevance in the current and future operational environments.	4
N501d	Examine the impact of strategic objectives on campaign planning; critique historical campaigns and operations; and develop the capacity to formulate a comprehensive campaign plan.	5

PROGRAMME COMPOSITION, COURSE TITLES AND DESCRIPTIONS

3. The NSP comprises eight discrete core courses containing a variety of curriculum activities. These activities are optimized for residential delivery and are designed to attain the desired level of learning in the applicable subject. The courses delivered are as follows:

- a. CF 575 — The Formulation of National Strategy. This course examines the process by which and the environment in which national security policy and strategy are formulated. The course uses a strategic framework model to familiarize course participants with the mechanisms by which national security strategy is derived from national purpose and interests. It simultaneously examines the impact of domestic and global trends on the aforementioned framework. Structurally, this course holds the majority of programme exercises; provides a common theme for the Professional Military Education (PME) portion of the NSP; and establishes common linkages between all of the courses in the programme.
- b. DS 571 — The Geostrategic Environment and International Affairs: Implications for Canada’s National Security. This course examines Canada’s place in the post-Cold War international political, strategic and economic environment. It begins with a review of traditional international relations theories and their applicability in understanding contemporary global affairs. The course then turns to an examination of trends in interstate relations, the role of non-state actors including international governmental and non-governmental institutions, and failed and fragile states, as well as clandestine transnational political and religious movements. The course also considers characteristics of national power, their determinants, and the constraints on the use of military power in order to enable participants to distinguish the elements of national power and the impact of the constraints on the formulation of Canadian international policy.
- c. DS 572 — Canadian Government and Decision-Making in a Strategic Context. This course examines contemporary political systems, comparing their formal institutions and decision-making processes. Beginning with a strong focus on Canada, it concentrates on Western, liberal democracies with market economies, examines the differing impacts of history, geography, religion and ideology on how governments operate, and also considers the place of civil society in the political pro-

cess. Finally, this course will assess the impact of differing domestic systems on the conduct of foreign and defence policy for Canada and nations friendly to Canada.

- d. DS 581 — Executive Leadership and Strategic Thinking. This course examines the role of executive leadership and the process of strategic thinking, with an emphasis on the context of Canadian Defence and Security. The course initially examines the broader external environment in which public sector leadership is situated, with consideration of: Canadian government processes; joint, inter-agency and multinational environments; and whole-of-government/comprehensive approaches. The course then shifts focus to consider initiating and leading change, with consideration of broad government objectives and comparison to the private sector. The third component explores the concept of stewardship of professions, with consideration of: ethical culture; integrated teams; and developing the next generation of leaders. The final aspect integrates all course material through a simulated governmental hearing on a defence or security topic.
- e. DS 582 — Strategic Resource Management: Implementing Canadian Foreign and Defence Policy. This course examines strategic resource management in the national context. It combines formal presentations, case studies and seminar discussions to enable participants to integrate strategic management theories and managerial approaches, to evaluate the resource management system used within the federal government, with emphasis on defence, and to allow individuals to develop the ability to analyse complex managerial situations at the strategic and institutional levels. Individuals will examine how decisions about financial, material, infrastructure and human resources influence the government's ability to implement foreign and defence policy.
- f. DS 591 — The Exercise of High Command: A Canadian Context. This course is designed to allow senior decision-makers, both military and civilian, to study high command in a military and broader security context. The course will examine the practice of high command in the 20th and early 21st centuries, with particular emphasis on institutional, governmental, and external constraints and dynamics affecting strategic decision-making. The course will focus on those theories and concepts of command that are most applicable for complex whole-of-government operations. Topics to be covered will include: key concepts and modern doctrine on command; Western and Canadian historical perspectives on command; theoretical frameworks to analyse command; the military-civilian interrelationships at the politico-military-diplomatic strategic level; the influence on military operations of the "whole-of-government" approach to achieving foreign policy objectives; the development of a system of national command to achieve policy objectives; and civil control and monitoring of operations in the information age.
- g. DS 592 — Comprehensive Campaign Theory and Design. This course is designed to examine the concepts of comprehensive operations and campaigning as they apply in the current and future defence and security environments. The course will focus on the impact of strategic objectives on the resultant linkages among ends, ways and means in joint, combined, coalition, alliance and integrated (inter-agency)

environments. The course will also examine the impact of modern theories of conflict, doctrine and emerging concepts of campaign design and planning. The course uses a combination of lectures, panels and specific case studies in exploring these issues and concepts.

- h. DS 597 — Contemporary Security Studies. This course examines the role of regions in the international security system in which Canada operates. By comparing the different parameters that influence regional dynamics, individuals will examine various factors such as geography, history, culture and institutions, as well as the role of actors comprising potential and established hegemony, major regional powers and a host of other actors — both regional and non-regional, state and non-state. The course aims to complete this theoretical examination through an empirical understanding of the international context influencing Canada and its security policies. In this regard, the second objective of the course is to provide experiential learning of the international security environment through visits to the central agencies and offices at the centre of Canadian government; selected US governmental departments and organizations; selected countries; and significant international organizations through which Canada works multilaterally.
4. A supplemental course is also available for those international students wishing to expand their understanding of reading and writing in a Canadian academic context.
- a. CF 579 — Critical Thinking and Writing in a Canadian Context. This course provides international students with a rigorous introduction to critical thinking and writing in a Canadian context. After a series of introductory lecture-discussions (which will be open to all international students at the Canadian Forces College), the remaining classes will be taught in a workshop mode, meaning that they will combine discussion, presentations, and dedicated time for independent and collaborative reading and writing.

EXERCISES

5. As part of the NSP learning process, a series of Exercises is conducted to allow participants to apply the theories and concepts studied throughout the year. These exercises are connected to multiple learning outcomes and objectives, and are a key aspect of the educational experience for NSP. With the exception of Strategic Communicator, all of the exercises are embedded in CF 575. Below is a list of NSP exercises and their associated aims.

- a. Strategic Communicator. To provide an opportunity to practise explaining and defending a policy position before a simulated Parliamentary committee. This exercise is embedded in DS 581.
- b. Strategic Bridge. To provide an opportunity to practise the application of the strategy formulation model through the design of a security strategy given national policy guidance.
- c. Strategic Power. To provide an opportunity to practise interdepartmental, national-level crisis management in an international scenario.

- d. Strategic Warrior. To provide an opportunity to practise the design and coordination of an element of national security strategy on an interdepartmental basis, given a national security strategy that has previously been derived from national policy guidance.
- e. Strategic Play. To provide an opportunity to practise interdepartmental, national-level crisis management in a domestic scenario.
- f. Capstone. To provide an opportunity to reflect on the elements of the programme by addressing several strategic themes in order to solidify overall understanding and prepare for future strategic roles.

PROGRAMME LENGTH

6. NSP. NSP spans one academic year, inclusive of administration time and statutory holidays, but exclusive of opening and closing activities. The Professional Military Education (PME) programme by itself consists of eight core courses beginning in September and finishing in June. An alternative stream in the programme is outlined in Annex A and provides the opportunity for students to pursue a Masters of Arts degree. The NSP core course structure comprises:

- a. DS 571 — (1 graduate/PME credit)
- b. DS 572 — (1 graduate/PME credit)
- c. CF 575 — (1 PME credit)
- d. DS 581 — (1 graduate/PME credit)
- e. DS 582 — (1 graduate/PME credit)
- f. DS 591 — (1 graduate/PME credit)
- g. DS 592 — (1 graduate/PME credit)
- h. DS 597 — (1 graduate/PME credit)

PROGRAMME HOURS

7. The contact time for NSP is approximately 560-620 hours depending on course selection.

PROGRAMME PREPARATION TIME

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

9. On the credit side, the model tracks scheduled study time contained in the standard programme day referred to as Assignment Preparation Time (APT). The model also assumes that

students have, on average, three hours available to them each night and six hours on the weekend to prepare for activities. This is referred to as Individual Preparation Time (IPT). (Note: The model assumes less IPT is available during field studies and none during scheduled academic breaks.) When the model identifies a deficit (ie, when the time required for one or more activities (PT) exceeds the time available (APT, IPT) to do that preparation), APT periods are added to the programme's schedule to compensate.

10. The amount of preparation time (PT) estimated in the syllabus and scheduled for any particular activity assumes a 20-pages/hour reading rate, or in the case of discussions and exercises, for preparation. The published preparation time is an estimate of the hours an average student would need to achieve a satisfactory grade.

11. APT has been programmed into the work week where needed. The maximum IPT available in any given week is 18 hours on the basis of three hours per evening Monday through Thursday, plus a total of six hours on the weekend.

NATIONAL QUALIFICATIONS, IDENTIFICATION CODES AND INTERNATIONAL EQUIVALENCIES

12. The following are the National Qualification (NQual) and Identification (ID) Codes awarded for successful completion of the NSP programme:

- a. National Security Programme
ID Code: 116776
NQual: AJGQ Colonel and Captain(N) Advanced

13. The following are the National Qualification (NQual) and Identification (ID) Codes that can be applied towards the completion of Development Period (DP) 4 with the successful conclusion of specific portions of the NSP Programme:

- a. National Security Programme — DS 572 and DS 581
ID Code: 117799
NQUAL — AJPU
- b. National Security Programme — DS 571 and DS 582
ID Code: 117799
NQUAL — AJPU
- c. National Security Programme — DS 591 and DS 592
ID Code: 117799
NQUAL — AJPU

CHAPTER 2

STUDENT ASSESSMENT

GENERAL

1. Student assessment is an essential process at the Canadian Forces College. On the NSP, student assessment is a joint venture carried out by the designated Course Instructors who are members of the resident Academic Staff (AS) or contracted Subject Matter Experts (SMEs). The Course Instructors write Course Reports (CRs), and the Senior Mentors (SMs) write Rotation Reports (RRs) and Programme Reports (PRs) on each of the students. These reports record student progress on NSP.

2. A key responsibility of the faculty is to determine if students have achieved the prescribed learning outcomes and objectives. In the NSP construct, each course has an associated learning outcome which defines its overarching goal. Each outcome contains several learning objectives. Though a “Primary Learning Objective” is assigned to each activity in the course outline, course activities generally touch on multiple objectives under the outcome. In addition, the courses are designed to support each other; accordingly, “Ancillary Learning Objectives” defined under other learning outcomes may also apply to particular course activities.

3. To aid the assessment process, all courses require the student to complete “summative activities” such as essays, papers, assignments, oral presentations, chairing of seminars and discussions, seminar participation, and exercise deliverables. The Course Instructor or a designated member of the faculty will assess each summative activity. Written work is assessed in accordance with the College academic instruction which is based on Royal Military College of Canada (RMCC) academic policies for graduate work.

4. The following glossary of terms is used:

- a. Assessment — determining the learning level students have achieved for each learning objective and recording that learning level, as a grade of pass/fail. Assessment also has a programme evaluation function.
- b. Evaluation — determining if the instructional methods and materials are accomplishing the established goals, outcomes and objectives, as well as determining learner satisfaction with the material provided for learning.
- c. Validation — verifying that the programme has adequately prepared graduates to perform specific tasks or achieve specified DND goals.
- d. Summative activities — activities such as tests, essays, presentations, seminars and exercises that serve the purposes of assessment, evaluation, and validation.

ASSESSMENT STANDARDS

5. Standards for student assessment are set and documented, including detailed rubrics for marking essay assignments. The Director of Academics carefully monitors assessment standards and maintains close contact with the Course Instructors and contracted SMEs.

6. To help ensure standardization, the Director of Programmes and/or the Director of Academics shall carry out random reviews of marked assignments. In addition, he/she will answer questions about marking as they arise and, if SMs or students so request, review the marking of specific assignments. Further monitoring shall occur during regular reviews, conducted by the Director of Programmes, of student performance. Any problems will be resolved at Progress Review Boards (PRBs).

PROGRESS MONITORING

7. Regular monitoring of a student’s progress is required throughout the programme to provide the following:

- a. a record of the student’s participation in DP4 PME;
- b. early warning of difficulties/deficiencies;
- c. feedback on the effectiveness of the PME; and
- d. information for PRBs.

8. Students experiencing difficulty in any area of performance are to be counselled and closely monitored.

ACTIVITY MATRIX AND ACTIVITY ASSESSMENT

9. The following table briefly describes each type of NSP learning activity and where it fits in the programme. Academic staff and SMs will monitor and assess a participant’s overall performance throughout the programme. Student Chair assignments will be as required by the specific activity; for instance, some seminars are participant-led while others are led by academic staff.

Activity Code	Activity Description
Seminar — SM	A syndicate discussion normally based on a written deliverable prepared and distributed to syndicate members prior to the seminar.
Lecture-Discussion — LD	A lecture followed by a syndicate discussion of the presented material and related preparatory readings. A plenary Q&A often follows.
Discussion-Lecture — DL	A syndicate discussion followed by a combined lecture and plenary Q&A period.
Lecture — LE	A prepared oral presentation delivered by one or more staff members or guest speakers, usually concluded with a question-and-answer period.
Panel Discussion — PD	A discussion period delivered by multiple staff members or guest speakers, sometimes preceded by prepared remarks and usually concluded with a question-and-answer period.

Activity Code	Activity Description
Case Study — CS (Discussion)	A syndicate discussion based on an analysis of an historic event, battle, campaign or situation for the purpose of reinforcing previously covered curriculum material. The analysis is prepared and distributed to syndicate members prior to the seminar.
Case Study — CS (Written)	A researched and detailed analysis of an historic event, battle, campaign or situation for the purpose of reinforcing previously covered curriculum material.
Exercise — EX	Analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario.
Experiential Learning Visit — ELV	A collective visit to agencies or locales outside the College to provide an experiential opportunity to examine issues related to a programme curriculum in a closer, more practical setting.
Individual Research Paper — RP	A written work that requires research and the preparation of an expository or persuasive essay using scholarly conventions.
Tutorial — TU	An activity utilized to teach a particular solution or approach to an issue. Discourse within a tutorial is directed towards very specific ends.

STUDENT PROGRESS RECORD

10. As stated above, the students' performance in each activity is assessed using the applicable grading rubric and the overall grade in that activity is recorded.
11. Student files comprise individual assignment marks, final course averages, and the final overall academic average. Students who wish to use NSP credits in pursuit of a graduate degree must achieve at least a B- (70%) standing in each course.

ACADEMIC APPEALS

12. Students who feel that they have grounds for complaint in academic matters (eg, review of a grade) should, as a first step, approach the assigned Course Instructor, through their SM. If the matter cannot be settled at this level, appeal is made formally through the student's SM to the Director of Programmes who will pass the appeal to the Director of Academics as required. When making an appeal, the student must explain why they disagree with the assigned grade and demonstrate where the marking is not in accordance with the grading rubrics and marking guides provided in paragraph 33.
13. Key to this process is the expectation that disputed matters will be resolved as closely as possible to the level at which they originate, and as quickly as is consonant with careful review.

COURSE, ROTATION AND PROGRAMME REPORTS

14. NSP student assessment and evaluation are divided into two distinct components: an academic assessment in the form of the course report (CR), and professional assessments in the

form of the Rotation Report (RR) and programme report (PR). The CR, RR and PR provide the formal record of what the student has achieved on the NSP.

15. Course Instructors will write a CR for every student. The CR will consolidate the assessments of student achievements in seminar and on various assignments for each course contained within the programme.

16. The rotation report (RR) will be written by the SM and discussed with each student at the end of the first two rotations. The RR is similar in role to the Canadian Forces Personal Appraisal System (CFPAS) Personal Development Report (PDR). Its aim is to provide students with periodic feedback regarding observations on professional competencies, reinforce strengths, and identify areas in need of improvement. The RR will inform the development of the PR. The RR will remain in the student's individual programme file.

17. SMs will draft a PR on each student at the conclusion of the NSP, with a focus on the capacities of a senior leader dealing with security issues at the strategic level. PRs are reviewed by DOP and presented to the Commandant for his approval and signature. On completion they are forwarded for inclusion in the graduate's personnel file.

18. Comments in the RR and PR will be structured so as to describe competencies used in the professional development framework of the Canadian Forces, as laid out in *Leadership in the Canadian Forces: Leading the Institution*. Observations will be grouped under the major capacities required of senior leaders as follows:

- a. Expertise — Such as understanding the strategic environment, the range of factors affecting policy, roles and relationships of the actors in strategic decision-making, and ability to represent the institution inside this environment;
- b. Cognitive Capacities — Including ability to absorb and analyse complex information and create new knowledge through synthesis;
- c. Social Capacities — Such as an external focus allowing relationship-building across institutional and other boundaries, communicative ability, and an ability to engage with others in building a team approach;
- d. Capacity for Change — Openness and cultural awareness that permit anticipation of change, acknowledgement of differing perspectives, ability to deal with ambiguity, and pursuit of self-development; and
- e. Professional Ideology — Leadership ability, as well as a sense of dedication to and stewardship of the institution, clear self-identity, and an ethical sense of purpose that informs judgements and actions.

19. In addition to the above description of professional competencies, the PR will assess the participant's overall success in achieving the aim of the programme. No letter grade is assigned in the PR. Truly remarkable or exceptional accomplishments will be noted, but most of the narrative will report on the student's abilities within the five capacities above. Most importantly, the

report shall suggest the participant’s potential for senior leadership positions and/or suitability for specific educational or employment opportunities.

20. For those who attend only portions of the programme, an abbreviated PR in the form of a letter will be produced to capture essential observations on the student’s abilities and make appropriate recommendations for future employment.

PROFESSIONAL ASSESSMENT RUBRIC

21. Rubrics are a simplified way to assess student capacities, and help determine what level of professional development the student achieved on NSP. Attached below is a set of comprehensive assessment forms that shall be used when considering the professional capacities of each student:

	Outstanding	Superior	Proceeding as Expected
Expertise			
Institutional Level	Consistently demonstrated superior institutional knowledge, including factors for developing Government of Canada (GoC) policy, and the coordination of the instruments of national power.	Demonstrated detailed institutional knowledge, including factors for developing GoC policy, and the coordination of the instruments of national power.	Demonstrated practical institutional knowledge, including factors for developing GoC policy, and the coordination of the instruments of national power.
Strategic Level	Consistently demonstrated exceptional understanding of the strategic level environment and the dynamic complexity of this environment.	Demonstrated a comprehensive understanding of the strategic level environment and the dynamic complexity of this environment.	Demonstrated a practical understanding of the strategic level environment and the dynamic complexity of this environment.
Cognitive Capacities			
Analytical Ability	Consistently demonstrated profound ability to think critically, draw on diverse information and synthesize robust conclusions and decisions.	Demonstrated consistent ability to think critically, draw on diverse information and synthesize defensible conclusions and decisions.	Demonstrated ability to think critically, draw on diverse information and synthesize practical conclusions and decisions.
Creativity	Through intuition, abstract thinking and detailed synthesis, consistently demonstrated ability to expertly craft novel meanings and solutions to issues and problems.	Through abstract thinking and synthesis, consistently demonstrated ability to discern new meanings and solutions to issues and problems.	Through abstract thinking, demonstrated ability to discern meanings and solutions to issues and problems.

Social Capacities			
Communication	With masterful appreciation of the audience and venue, demonstrated ability to artfully send and receive information for greatest effect.	With a clear appreciation of the audience and venue, demonstrated ability to persuasively send and receive information for greatest effect.	With an appreciation of the audience and venue, demonstrated ability to compellingly send and receive information for greatest effect.
Interpersonal	Effortlessly built team cohesion and commitment, while always exploring strategic partnering opportunities.	Readily built team cohesion and commitment, while regularly exploring strategic partnering opportunities.	Demonstrated ability to build team cohesion and commitment, while exploring strategic partnering opportunities.
Capacity for Change			
Self-Development	A passionate learner, who regularly sought to understand the dynamics of the environment in order to maximize personal development and effectiveness.	An active learner, who regularly sought to understand the dynamics of the environment in order to enhance personal development and effectiveness.	A willing learner, who sought to understand the dynamics of the environment in order to augment personal development and effectiveness.
Group Directed	Always working for the greater good, had a contagious capacity to transform and improve group results.	Consistently working for the greater good, had a strong capacity to transform and improve group results.	Working for the greater good, had the capacity to transform and improve group results.
Professional Ideology			
Stewardship of the Profession	Proved a consistent and reliable steward of the profession, of the institution, and of resources and a champion for the development and welfare of subordinates.	Demonstrated a highly developed awareness and active stewardship of the body of knowledge at the core of the profession and the institution.	Demonstrated acute awareness and stewardship of the body of knowledge at the core of the profession and the institution.
Internalized Ethos	Demonstrated highly developed moral and ethical judgement in thinking and acting, always displayed sound character and credibility, with consistent positive impact on colleagues.	Demonstrated highly developed moral and ethical judgement in thinking and acting; always displayed sound character and credibility; and reflected the highest standards of the profession.	Behaved ethically and professionally in all circumstances belying an evident sense of pride in the institution.

Guide to differentiating between assessment levels

- Typically 10% of the student cohort will be rated as “Outstanding.”
- Usually, 40% will be well on their way to being outstanding strategic leaders and will be rated as “Superior.”

- The remaining 50% of the students will meet the requirements of NSP and will be rated as “Proceeded as Expected.” This implies that the student is well prepared for employment in the strategic environment.

UNSATISFACTORY PROGRESS

22. Unsatisfactory progress is indicated by:

- a. failure to pass an NSP course;
- b. failure to display appropriate senior leader capacities as outlined above; or
- c. failure to demonstrate a positive attitude towards the programme.

23. Advancement to next course. Students must satisfactorily complete all course requirements as described in each individual course outline before continuing on to the next course. Only the Director of Programmes in consultation with the Director of Academics can recommend to the Commandant any exceptions to this rule.

24. Failed Assignment. If a student fails a summative activity, he/she is allowed one supplementary attempt, or in the case of an essay, a rewrite. The supplementary (or rewritten essay) mark awarded will be no higher than B– (70). If the student fails the supplementary attempt or the essay rewrite, the student shall be placed on probation. The Course Instructor shall immediately notify the SM who will advise the Director of Programmes. In any case, a Progress Review Board will be held to review the student’s case and make recommendations to the Commandant.

ACADEMIC MISCONDUCT

25. There are three categories of academic misconduct as follows:

a. Cheating, some examples of which are the following:

- (1) an act or attempt to give, receive, share or utilize unauthorized information or assistance before or during a test or examination;
- (2) deliberate failure to follow rules on assignments, presentations, exercises, tests, or examination;
- (3) tampering with official documents, including electronic records;
- (4) falsifying research data;
- (5) the inclusion of sources that were not used in the writing of the paper or report; and
- (6) the impersonation of a candidate at an examination.

b. Plagiarism, which includes the following:

- (1) deliberately and knowingly using the work of others and attempting to pre-

sent it as original thought, prose or work. For example, this includes the failure to appropriately acknowledge a source, misrepresentation of cited work, and misuse of quotation marks or attribution; and

(2) failure to adequately acknowledge collaboration or outside assistance.

c. Other violations of academic ethics, including the following:

(1) deliberately not following ethical norms or guidelines in research;

(2) failure to acknowledge that work has been submitted for credit elsewhere; and

(3) misleading or false statements regarding work completed.

26. Academic misconduct investigations will be conducted in accordance with existing DAODs and with CFC and RMCC policies and regulations. Penalties imposed upon students found guilty of academic misconduct may range from a mark of zero for the activity to dismissal from the programme.

PROGRESS REVIEW BOARD

27. In addition to the reasons detailed above, a PRB shall be convened any time it becomes apparent that:

a. a student's progress is so far below the minimum standard that there is virtually no likelihood of his/her attaining the standard;

b. a student's continued presence on the course is adversely affecting the training or morale of the remainder of the participants; or

c. a student has been charged with academic misconduct.

28. Failure. If a PRB determines that a student has failed the NSP, that decision will be communicated to the student and to the student's chain of command.

29. The PRB assists the Commandant in formulating and discussing policy on student academic performance. As well, the PRB considers incidents which may arise in relation to these policies, such as lack of progress or academic failure. The Board composition is:

a. Chairperson: As appointed by the Commandant;

b. Members: Directors; and

c. Secretary: Registrar.

30. Other members of the staff, such as the Chief Librarian, may be invited by the Chairperson to participate in the Board's discussions in order to provide professional assistance as required.

TURNITIN REQUIREMENTS

31. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the Canadian Forces College's use of the Turnitin service are described on the [Turnitin website](#).

GRADING STANDARDS

32. Assessment of work on NSP will be expressed in either numeric or letter form. Letter marks will be converted to their numerical equivalent and recorded in the student record; the conversion is made using the table below, which is taken from the RMCC Graduate Studies Calendar.

NSP Letter-Percentage Grade Table

Letter Grade	Percentage Relationship	Letter-Number Conversion
A+	94–100	95 (rarely 100)
A	87–93	90
A–	80–86	83
B+	76–79	78
B	73–75	75
B–	70–72	72
C+	*66–69	68
C	*63–65	64
C–	*60–62	61
D+	*56–59	58
D	*53–55	54
D–	*50–52	51
Fail	*Below 50	

*Failure in an RMCC graduate-level “required course”.

GRADING RUBRICS AND MARKING GUIDES

33. Rubrics are a simplified way to grade student deliverables and participation, and help decide what mark a student should receive for his/her effort. Rubrics save time and facilitate the objective assignment of marks. More important than these two reasons, however, is that when rubrics are presented to the students beforehand it tends to result in the submission of better-quality work. The Canadian Forces College is committed to pedagogical excellence and accountability in all aspects of its curriculum. There follows, therefore, a set of comprehensive assessment forms that shall be used for marking assignments or activities completed during the NSP.

Marking Guide — Seminar Chair

	A	B	C	F
Intellectual Rigour				
Introduction	Provides summary of themes in readings, clear thesis statement, and road map of presentation.	Mentions readings and includes clear thesis statement.	Some sense of an argument indicated.	Provides no sense of where presentation is headed.
Understanding	Demonstrates very good understanding of the readings and their application to the thesis.	Readings are used to support the thesis.	Some of the readings are used to support the thesis.	Does not reference the readings.
Effective Communication				
Delivery	Communicates ideas with some enthusiasm, proper vocal projection, appropriate language and clear delivery, while making some eye contact.	Communicates ideas clearly. No significant delivery problems.	Some difficulty communicating ideas due to vocal projection, language, or lack of eye contact.	Ideas are not clear.
Organization	Very good organization and pacing. Meets time stipulations.	Generally organized but some difficulties meeting time stipulations.	Some difficulties in organization and/or meeting time stipulations.	No sense of organization. Presentation is far too long/short.
Written Summary	Meets all requirements and is generally free of typographical errors.	Meets almost all requirements and is generally free of typographical errors.	Meets some of the requirements and contains typographical errors.	None provided.
Overall Impact				
Impact on Discussion	Level of discussion is somewhat better due to the presentation.	Presentation has limited impact on level of discussion.	Presentation has no impact on level of discussion.	Presentation does not allow for constructive discussion.
Structure and Control				
Organization	Discussion proceeded logically thanks to clear, implicit or explicit, direction from the chair.	Most of the discussion proceeded logically thanks to clear, implicit or explicit, direction from chair.	Discussion jumped from issue to issue resulting in surface-level exchanges of opinions and ideas.	Topics covered in the discussion diverged significantly from the original outline.
Discussion environment	Chair enabled all students to have reasonable opportunities to speak.	Chair was generally successful in providing all students with opportunities to speak.	Chair was only somewhat in control of the discussion environment.	Interventions were required by senior staff to maintain order.

	A	B	C	F
Flexibility				
Response to Criticism	Chair welcomed opposing views and used them to further advance the discussion.	Chair welcomed and responded to opposing views.	Chair struggled to accommodate opposing views and tended to take them personally.	Chair's conduct actively discouraged opposing views.
Synthesis				
Summary of Views	Thoughtful, organized and engaging summary of discussion clearly added to students' learning experience.	Summary of the discussion captured the major issues being considered.	Effort was made to summarize the discussion.	No summary at the end of the discussion.

Guide to differentiating between the letters

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that their colleague had received an A+, then that grade is not deserved.
- A/A– level work is clearly superior. The assessor must be absolutely convinced that had this particular student not given the presentation, the quality of the learning experience for the entire group would have been inferior.
- B+ and C+ level work should be reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. A student who chairs consistently, predictably and certainly acceptably but also demonstrates occasional flashes of excellence would receive a grade of B+. A relatively unprepared chair who demonstrates an occasional flash of brilliance would receive a grade of C+.
- The grade B– is reserved for those instances when the assessor cannot be certain whether the faults in performance at the coordination level should be attributed either to a lack of effort or to issues beyond the chair's control, and/or at the analytical level should be attributed either to a lack of effort or a sincere misunderstanding.
- The grade C– is reserved for students who have achieved the absolute bare minimum as chair.
- To receive an F, the student must, in his performance as chair, have clearly made the learning experience worse for all of those involved. There should be absolutely no hesitancy when it comes to the grade F. If there is, the student's performance as chair should be awarded a D.

CFC Marking Guide — Seminars

	A+	A	B	C	F
Participatory Contribution (40%)					
Relation to Peers	Displays leadership in actively supporting, engaging and listening to peers (ongoing).	Actively supports, engages and listens to peers (ongoing).	Makes a sincere effort to interact with peers.	Limited interaction with peers.	No interaction with peers.
Participation	Displays leadership in playing an active role in discussions (ongoing).	Plays an active role in discussions (ongoing).	Participates constructively in discussions (ongoing).	When/where prepared, participates constructively in discussions.	Never participates.
Intellectual Contribution (30%)					
Preparation	Arrives fully prepared, having also done additional readings.	Arrives fully prepared.	Arrives mostly, if not fully, prepared.	Arrives noticeably less than entirely prepared.	Unprepared.
Quality of Comments	Comments advance the level and depth of the dialogue (consistently).	Comments occasionally advance the level and depth of the dialogue.	Makes relevant comments based on the assigned material (ongoing).	When/where prepared, makes relevant comments based on the assigned material.	Demonstrates a noticeable lack of interest in the material.
Overall Impact (30%)					
Impact on Group Dynamic	Group dynamic and level of discussion are consistently better because of the student's presence.	Group dynamic and level of discussion are often better because of the student's presence.	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence.	Group dynamic and level of discussion are not affected by the student's presence.	Group dynamic and level of discussion are harmed (perhaps significantly) by the student's presence.

Guide to differentiating between the letters

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that their colleague had received an A+, then that grade is not deserved.
- A/A– level work is clearly superior. The assessor must be absolutely convinced that had this particular student not been present for the discussion, the quality of the learning experience for the entire group would have been inferior.
- B+ and C+ level work should be reserved for students who are capable of exhibiting A-like

qualities but fail to do so in a consistent manner. A student who makes a generally consistent, predictable and certainly acceptable contribution but also demonstrates occasional flashes of brilliance would receive a grade of B+. A relatively unprepared student who demonstrates an occasional flash of brilliance would receive a grade of C+.

- The grade B– is reserved for those instances when the assessor cannot be certain whether the faults in performance at the analytical level should be attributed to a lack of effort or a sincere misunderstanding.
- The grade C– is reserved for students who have achieved the absolute bare minimum during the seminar.
- F-level work objectively does not fulfil the requirements or goals of the seminar. There should be absolutely no hesitancy when it comes to the grade F. If there is, the student’s performance in the seminar should be awarded a D.

Marking Guide — Case Study

	A	B	C	F
Evidence				
Organization	Paper proceeds logically from start to finish and is coherent throughout.	Paper includes some minor logical inconsistencies, but they hardly detract from the overall coherence of the argument.	Significant logical inconsistencies in parts of the paper make the overall credibility of the argument somewhat dubious.	The paper is illogical, incoherent, and as a result completely unconvincing.
Analysis	Analytical abilities on display are clearly superior and reflect an originality of thinking.	Analytical abilities on display demonstrate an ability to separate ideas into their component parts.	Analytical abilities on display are inconsistent. Some ideas are clear and fully understood; others are not.	Paper reproduces arguments from other sources without any evidence of understanding.
Depth	Paper draws from sources that represent the best primary and (if applicable) most comprehensive secondary information on the subject. Quantity of sources exceeds expectations.	Paper draws from a legitimate variety of primary and (if applicable) relatively comprehensive secondary information. Quantity of sources meets or exceeds expectations.	While the paper may draw from a significant number of sources, the information obtained from them is largely surface-level (for example, encyclopaedia entries and/or newspaper articles).	Paper is drawn largely, if not exclusively, from inappropriate material.
Breadth	Paper draws from an impressive variety of sources and perspectives.	Paper draws from an acceptable variety of sources and perspectives.	Sources either come largely from a single perspective or are quantifiably insufficient to meet the assignment demands.	Sources both lack quantity and represent an excessively limited point of view.

	A	B	C	F
Synthesis	Presentation of the evidence demonstrates a masterful understanding of its themes, both specific and general.	Presentation of the evidence demonstrates a clear understanding of its themes, both specific and general.	Presentation of the evidence demonstrates a flawed understanding of either its specific or its general themes.	Presentation of the evidence demonstrates a flawed understanding of both its specific and its general themes.
Writing				
Overall	Grammar, punctuation, and spelling are virtually flawless. Language and word choice are appropriate throughout.	Limited flaws in grammar, punctuation, and/or spelling do not detract from the overall message of the paper. Some minor problems noted with language and word choice are not overly problematic.	Significant flaws in some of grammar, punctuation, spelling, language and/or word choice.	Paper is incoherent because of flaws in grammar, punctuation, spelling, language, and/or word choice.
Format				
Overall	Paper follows CFC scholarly conventions, including proper citation methods, virtually flawlessly.	Only minor flaws in terms of CFC scholarly conventions including citation methods.	Significant flaws in terms of CFC scholarly conventions (likely including problems with citation methods).	Paper displays a blatant disregard for CFC scholarly conventions.
Intellectual Rigour				
Introduction	Provides summary of themes in readings, clear thesis statement, and road map of presentation.	Mentions readings and includes clear thesis statement.	Some sense of an argument indicated.	Provides no sense of where presentation is headed.
Understanding	Demonstrates very good understanding of the readings and their application to the thesis.	Readings are used to support thesis.	Some of the readings are used to support the thesis.	Does not reference the readings.
Effective Communication				
Delivery	Communicates ideas with some enthusiasm, proper vocal projection, appropriate language and clear delivery, while making some eye contact.	Communicates ideas clearly. No significant delivery problems.	Some difficulty communicating ideas due to vocal projection, language, or lack of eye contact.	Ideas are not clear.

	A	B	C	F
Organization	Very good organization and pacing. Meets time stipulations.	Generally organized but some difficulties meeting time stipulations.	Some difficulties in organization and/or meeting time stipulations.	No sense of organization. Presentation is far too long/short.
Written Summary	Meets all requirements and is generally free of typographical errors.	Meets almost all requirements and is generally free of typographical errors.	Meets some of the requirements and contains typographical errors.	None provided.
Overall Impact				
Impact on Discussion	Level of discussion is somewhat better because of the presentation.	Presentation has limited impact on level of discussion.	Presentation has no impact on level of discussion.	Presentation does not allow for constructive discussion.

A guide to differentiating between the letters

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that the syndicate had received an A+, then that grade is not deserved.
- A and A– level work is clearly superior. The assessor must be absolutely convinced that had this particular syndicate not given the presentation, the quality of the learning experience for the entire group would have been inferior. If an assessor has difficulty determining whether the work deserves an A– or a B+, then the work should be awarded a B+. There should not be any hesitancy when it comes to grades of A– and above.
- B+ and C+ level work represent optimal achievement under reduced expectations. In other words, a B+ is the best B there can be. B+ and C+ level work should be reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. A case study presentation that is acceptable, and also demonstrates occasional flashes of excellence, would receive a grade of B+. A case study presentation that appears poorly prepared, but includes an occasional flash of brilliance, would receive a grade of C+.
- The grade B– is reserved for presentations that, on the whole, clearly exceed the criteria for a C. At the same time, however, specific aspects of these presentations deserve no more than C-range grades. The grade B– is reserved for those instances when the assessor cannot be certain whether the faults in performance at the coordination level should be attributed to either a lack of effort or to issues beyond the syndicate’s control, and/or at the analytical level should be attributed to either a lack of effort or to a sincere misunderstanding.
- The grade C– is reserved for presentations whose redeeming features only barely allow them to avoid failure. The grade C– is reserved for the syndicate which has achieved the absolute bare minimum.
- F-level work objectively does not fulfil the requirements or the goals of the assignment. To receive an F, the syndicate’s presentation must have clearly made the learning experience

worse for all of those involved. There should be absolutely no hesitancy when it comes to the grade F. If there is, the syndicate's presentation should be awarded a D.

Marking Guide — Discussant

	A	B	C	F
Intellectual Rigour				
Introduction	Provides summary of themes in readings, clear thesis statement, and road map of presentation.	Mentions readings and includes clear thesis statement.	Some sense of an argument is indicated.	Provides no sense of where presentation is headed.
Understanding	Demonstrates very good understanding of the readings and their application to the thesis.	Readings are used to support thesis.	Some of the readings are used to support the thesis.	Does not reference the readings.
Effective Communication				
Delivery	Communicates ideas with some enthusiasm, proper vocal projection, appropriate language and clear delivery, while making some eye contact.	Communicates ideas clearly. No significant delivery problems.	Some difficulty communicating ideas due to vocal projection, language, or lack of eye contact.	Ideas are not clear.
Organization	Very good organization and pacing. Meets time stipulations.	Generally organized but some difficulties meeting time stipulations.	Some difficulties in organization and/or meeting time stipulations.	No sense of organization. Presentation is far too long/short.
Written Summary	Meets all requirements and is generally free of typographical errors.	Meets almost all requirements and is generally free of typographical errors.	Meets some of the requirements and contains typographical errors.	None provided.
Overall Impact				
Impact on Discussion	Level of discussion is somewhat better because of the presentation.	Presentation has limited impact on level of discussion.	Presentation has no impact on level of discussion.	Presentation does not allow for constructive discussion.

Guide to differentiating between the letters

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue — at least temporarily — in a new way. If members of the group would be surprised that their colleague had received an A+, then that grade is not deserved.

- A/A– level work is clearly superior. The assessor must be absolutely convinced that had this particular student not given the presentation, the quality of the learning experience for the entire group would have been inferior.
- B+ and C+ level work should be reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. A student who presents consistently, predictably and certainly acceptably, but also demonstrates occasional flashes of excellence, would receive a grade of B+. A relatively unprepared discussant who demonstrates an occasional flash of brilliance would receive a grade of C+.
- The grade B– is reserved for those instances when the assessor cannot be certain whether the faults in performance at the coordination level should be attributed either to a lack of effort or issues beyond the discussant’s control, and/or at the analytical level should be attributed either to a lack of effort or a sincere misunderstanding.
- The grade C– is reserved for students who have achieved the absolute bare minimum as discussant.
- To receive an F, the student’s performance as discussant must have clearly made the learning experience worse for all of those involved. There should be absolutely no hesitancy when it comes to the grade F. If there is, the student’s performance as discussant should be awarded a D.

Marking Guide — Research Papers

	A	B	C	F
Argument				
Organization	Paper proceeds logically from start to finish and is coherent throughout.	Paper includes some minor logical inconsistencies, but they hardly detract from the overall coherence of the argument.	Significant logical inconsistencies in parts of the paper make the overall credibility of the argument somewhat dubious.	The paper is illogical, incoherent, and as a result completely unconvincing.
Thesis Quality	Thesis, whether implicit or explicit, is absolutely clear and highly original.	Thesis, whether implicit or explicit, is clear and deliberate.	Thesis is identifiable in some form, with effort.	Paper does not contain, either implicitly or explicitly, a thesis.
Objectivity	Paper demonstrates a masterful grasp of all sides of the issue.	Paper effectively recognizes a variety of points of view.	Paper is clearly, albeit unintentionally, partial. It either fails to deal with contrary points of view out of ignorance, or deals with them unfairly.	Paper is deliberately partial. The author has used the paper as a pulpit instead of as a framework for rigorous critical analysis.

	A	B	C	F
Analysis	Analytical abilities on display are clearly superior and reflect an originality of thinking.	Analytical abilities on display demonstrate an ability to separate ideas into their component parts.	Analytical abilities on display are inconsistent. Some ideas are clear and fully understood; others are not.	Paper reproduces arguments from other sources without any evidence of understanding.
Evidence				
Depth	Paper draws from sources that represent the best primary and (if applicable) most comprehensive secondary information on the subject. Quantity of sources exceeds expectations.	Paper draws from a legitimate variety of primary and (if applicable) relatively comprehensive secondary information. Quantity of sources meets or exceeds expectations.	While the paper might draw from a significant number of sources, the information obtained from those sources is largely surface-level (for example, encyclopaedia entries and/or newspaper articles).	Paper is drawn largely, if not exclusively, from inappropriate material.
Breadth	Paper draws from an impressive variety of sources and perspectives.	Paper draws from an acceptable variety of sources and perspectives.	Sources either come largely from a single perspective or are quantifiably insufficient to meet the demands of the assignment.	Sources both lack quantity and represent an excessively limited point of view.
Synthesis	Presentation of the evidence demonstrates a masterful understanding of its themes, both specific and general.	Presentation of the evidence demonstrates a clear understanding of its themes, both specific and general.	Presentation of the evidence demonstrates a flawed understanding of either its specific or its general themes.	Presentation of the evidence demonstrates a flawed understanding of both its specific and its general themes.
Relevance	Evidence is directly applicable to the analysis throughout.	Evidence is largely applicable to the analysis throughout.	Some of the evidence is clearly tangential and detracts from the credibility of the argument.	Evidence does not contribute to a fulfilment of the goals of the assignment.

	A	B	C	F
Writing				
Overall	Grammar, punctuation, and spelling are virtually flawless. Language and word choice are appropriate throughout.	Limited flaws in grammar, punctuation, and/ or spelling do not detract from the overall message of the paper. Some minor problems with language and word choice are noted but not overly problematic.	Significant flaws in some of grammar, punctuation, spelling, language and/or word choice.	Paper is incoherent because of flaws in grammar, punctuation, spelling, language, and/or word choice.
Format				
Overall	Paper follows CFC scholarly conventions, including proper citation methods, virtually flawlessly.	Only minor flaws in terms of CFC scholarly conventions including citation methods.	Significant flaws in terms of CFC scholarly conventions (likely including problems with citation methods).	Paper displays a blatant disregard for CFC scholarly conventions.

A guide to differentiating between the letters

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the reader to think, or see an issue — at least temporarily — in a new way.
- A and A– level work is clearly superior. If an assessor has difficulty determining whether a paper deserves an A– or a B+, then the paper should be awarded a B+. There should not be any hesitancy when it comes to grades of A– and above.
- B+ and C+ level work represent optimal achievement under reduced expectations. In other words, a B+ is the best B there can be.
- The grade B– is reserved for papers that, on the whole, clearly exceed the criteria for a C. At the same time, however, specific aspects of these papers deserve no more than C-range grades.
- The grade C– is reserved for papers whose redeeming features only barely allow them to avoid failure.
- F-level work objectively does not fulfil the requirements or the goals of the assignment. There should be absolutely no hesitancy when it comes to the grade F. If there is, the paper should be awarded a D.

CHAPTER 3

ACADEMIC REQUIREMENTS

1. The NSP is a professional programme offered at the CFC as a series of courses conducted at the graduate level. Participants are expected to perform at the graduate level and are encouraged to benefit from this higher level of education by formally enrolling in a degree programme.

NSP COURSE STREAMS

2. NSP is offered in two streams: NSP and NSP Masters.
 - a. NSP. NSP is the baseline Professional Military Education (PME) programme and satisfies Developmental Period 4 (DP4) requirements for CF participants. Students in this stream will be required to complete eight core courses and a series of exercises.
 - b. NSP Masters. NSP Masters completes DP4 requirements for CF participants and grants credits towards an RMCC Master of Public Administration (MPA). Students in this stream will be required to complete the eight NSP core courses, exercises, an economics course, and a directed research project (DRP).

MASTER OF PUBLIC ADMINISTRATION

3. Those wishing to participate in the NSP Masters must seek admission to the Royal Military College Masters of Public Administration (MPA) degree programme. Specifics for admission to this programme are available on the graduate calendar of RMCC's website, shown below. CFC's academic staff will assist in the application process.

4. The MPA is an interdisciplinary academic degree. The programme collaborates closely with other RMCC graduate programmes and draws significantly on material and staff of the Departments of Business Administration, Political Science and Economics, Military Psychology and Leadership, and increasingly on science and engineering subjects. Military and civilian individuals engaged or interested in the security environment, as it is and is emerging, in Canada and internationally, including traditional defence issues, will find the programme relevant and useful.

5. Candidates for the MPA will be admitted under the general regulations of RMCC. In general, candidates to the MPA programme must have completed an Honours (four-year) Baccalaureate degree with a minimum 70% (B-) average in their graduating year. Candidates with lesser qualifications may be considered for acceptance with provisional or probationary status.

6. Additional coursework to earn the MPA includes the following:
 - a. MBA 521 — Economics. This course is divided into two distinct parts — microeconomics and macroeconomics. The portion of the course on microeconomics is intended to provide theoretical and practical knowledge of individual economic agents, including consumers, business firms, public sector agencies, workers and investors. The general approach is to examine the formulation of economic models of consumer behaviour and production. The macroeconomic portion of the course will examine national issues and interrelationships in the economy. The

debates concerning fiscal, monetary and exchange rate policies will also be examined, and foreign economies will be investigated.

- b. PR 500 — Directed Research Project. The aim of the Individual Research Project is to develop the participants' ability to think critically and communicate effectively in writing. Individuals accomplish this by preparing a properly documented, persuasive essay on a strategic level security or defence related topic over the course of their year at the College. Students pursuing the MPA will be required to produce a paper of 50 to 100 pages in length. The Research Project is worth two graduate/PME credits.

REQUIREMENTS FOR NSP PARTICIPANTS

7. All students taking the NSP will complete courses in accordance with the attachments to this annex.

8. To seek admission to the Masters programme, students must provide the CFC Registrar with the following:

- a. academic transcripts;
- b. a memorandum indicating:
 - (1) interest to pursue the degree programme;
 - (2) information of currently held degrees (type of degree, length of undergraduate degree (three or four years), date received); and
 - (3) other academic courses completed since the last degree.

9. Academic references are required as part of any application to Graduate Studies at RMCC. The RMCC application form states, "All candidates must provide names, titles and phone numbers of three persons who have knowledge of your academic ability to serve as referees. Candidates for ... MPA ... must also have asked the referees to submit a letter of reference in support of the application."

10. Additional information on graduate studies at RMCC is located at:

English: <http://www.rmc.ca/aca/ac-pe/index-eng.asp>

Français: <http://www.rmcc-cmrc.forces.gc.ca/aca/ac-pe/index-fra.asp>

Annexes:

- | | |
|---------|----------------------------|
| Annex A | NSP Curriculum Map |
| Annex B | NSP Core Course Scheduling |

**ANNEX A
CHAPTER 3
NSP SYLLABUS**

NSP CURRICULUM MAP	NSP	NSP Masters
<p>NSP Diploma Courses (Core) DS 571 — The Geostrategic Environment and International Affairs DS 572 — Canadian Government and Decision-Making in a Strategic Context CF 575 — The Formulation of National Strategy DS 581 — Executive Leadership and Strategic Thinking DS 582 — Strategic Resource Management DS 591 — The Exercise of High Command DS 592 — Comprehensive Campaign Theory and Design DS 597 — Contemporary Security Studies</p>	Required	Required
<p>NSP Diploma Exercises (Core) (embedded in CF 575) Exercises (Strategic Power, Strategic Warrior, Strategic Play, Capstone)</p>	Required	Required
<p>NSP Masters Courses MBA 521 — Economics PR 500 — Directed Research Project (DRP)</p>	Not Required	Required
<p>Supplemental Course CF 579 — Critical Thinking and Writing in a Canadian Context</p>	Optional	Optional

**ANNEX B
CHAPTER 3
NSP SYLLABUS**

Roto 1 (Aug-Nov)	Roto 2 (Nov-Mar)	Roto 3 (Apr-Jun)
CF 579: Critical Thinking and Writing in a Canadian Context		
DS 572: Canadian Government and Decision-Making in a Strategic Context	DS 571: The Geostrategic Environment and International Affairs	DS 591: The Exercise of High Command: A Canadian Context
DS 581: Executive Leadership and Strategic Thinking	DS 582: Strategic Resource Management	DS 592: Comprehensive Campaign Theory and Design
DS 597: Contemporary Security Studies <i>Ottawa ELV</i>	<i>US/UN ELV</i>	<i>International ELV</i>
CF 575: The Formulation of National Strategy	<i>Ex STRATEGIC BRIDGE Ex STRATEGIC POWER</i>	<i>Ex STRATEGIC WARRIOR Ex STRATEGIC PLAY CAPSTONE</i>
MBA 521: Economics	PR 500: Directed Research Project	
Fall Session (Aug-Dec)	Winter Session (Jan-Jun)	