



ACADEMIC GUIDE

ARMY MANAGEMENT STAFF COLLEGE

RESIDENT PROGRAM IN SUSTAINING BASE LEADERSHIP AND MANAGEMENT

April 2004

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STATEMENT OF STUDENT RESPONSIBILITY

You and we are a learning team and thus share responsibility for your education. We are committed to providing you the program, curriculum, and assistance that you need to succeed while you are here at the Army Management Staff College. You are responsible not only for preparing for class, studying, writing papers, preparing for briefings, taking exams, and completing assignments on time but also for knowing AMSC regulations and program requirements for the SBLM Program. Please read the *Academic Guide*, and be prepared by knowing the regulations and requirements outlined in this book.

We are also committed to creating and sustaining a learning community that facilitates not only academic development but also the personal development of its members. Fundamental to this commitment is the expectation that the individual members of this community will:

Be honest.

Demonstrate respect for self.

Demonstrate respect for others.

Demonstrate respect for the principles stated as Army Values, FM 22-100.

Demonstrate respect for the law.

Demonstrate respect for Army and AMSC policies, and understand the administration and processes for changing them.

We want to guarantee each student's right to learn while protecting the fundamental rights of all. The concept of rights and freedoms carries with it corresponding responsibilities for which students are accountable. It is the responsibility of all students to know and abide by the regulations and policies that govern the AMSC and the SBLM Program.

Information for Students with Disabilities

A central selection board makes selection decisions to the SBLM Program without regard to disabilities. If you have a disability, we will make every effort to accommodate your needs by using the services available through Fort Belvoir, the Army, and the Department of Defense. But, we must know you have a need for accommodations.

Eligibility:

Any student who presents documentation that indicates he or she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having impairment is eligible for service.

Documentation Required:

Students with disabilities interested in receiving accommodations should present supporting documentation of their disability to the AMSC Registrar. Accommodations are made on an individual basis and are based on documented need.

Students with physical, medical, or psychological disabilities may be required to present documentation from physicians, psychiatrists, or other persons and agencies qualified to make a diagnosis of the disability. The Registrar will work with the SBLM Department Chairs to ensure that the requested accommodation is carried through to the faculty and curriculum delivery team.

Accommodations

Wide ranges of accommodations are available to students based on their request. We work closely with Fort Belvoir and the Army to provide the accommodation on a case-by-case basis.

As a student with a disability, you have certain rights by law as summarized below:

- Appropriate accommodations according to your documented need.
- Equal access to an education.
- Equal and fair treatment.
- Confidentiality.

In order to receive services from the AMSC, it is your responsibility to:

- Request services in a timely manner. As soon as you receive notification that you are selected to attend AMSC, please let us know what accommodations you need. IT IS CRITICAL THAT YOU IDENTIFY ALL YOUR ACCOMMODATION NEEDS BEFORE THE PROGRAM BEGINS. At the very latest, we should know your need for accommodation 4 weeks before the Program begins.
- Identify your disability status to persons from whom you desire accommodations. You may contact the AMSC Registrar directly by

telephone at (703) 805-4756 or DSN 655-4756. You may email the Registrar at turnerj@amsc.belvoir.army.mil

- Provide the Registrar with appropriate documentation for the accommodation requested.
- Maintain an updated address with the Registrar's Office.
- Be your own advocate.

Support Services

AMSC does not offer a structured program for students with specific disabilities; however, a variety of services can be coordinated with Fort Belvoir and the local area. So that we are able to do the appropriate coordination, please notify the AMSC Registrar as soon as possible about your need for accommodation.

Questions

May be addressed to:

Registrar
Ms. Jane Turner
703-805-4756
jane.turner@amsc.belvoir.army.mil

GENERAL INFORMATION

Background

The Army Management Staff College's (AMSC) *Sustaining Base Leadership and Management (SBLM) Program* provides graduate-level professional development—executive knowledge, skills, and perspective across functional areas for leaders and managers who serve or will serve in the Army's sustaining base.

AMSC defines the sustaining base as that aggregation of people, guidance, systems, money, materiel, and facilities that prepare the soldier for, get the soldier to, sustain the soldier during a particular action, return that soldier home, and take care of the soldier's family throughout. It encompasses Headquarters, Department of the Army through installation, and even unit. It encompasses the environment and context within which the Army must accomplish its mission; functional areas such as resources, personnel, logistics, acquisition, installation management; decision-making tools and practices; and creative, critical, and strategic thinking applied to problem solving. Within its broad educational mission, AMSC's SBLM Program offers students the opportunity to be the literate of the future¹.

The academic program focuses on enduring principles and concepts over transient or procedural activities. The content stresses critical thinking and active learning, practical work among student and faculty-student teams, and *intensive* student self-preparation—at least 2 weeks of which occur before matriculating to the 12-week resident portion of the program.

The SBLM Program employs a variety of teaching and learning techniques that include lectures, seminar discussions, research projects, practical exercises, case studies, field trips, and student leadership opportunities.

Through frequent written and oral evaluations of progress; students demonstrate knowledge of the mission, roles, functions, and organization of the Army, and relate Army systems (money, people, things, and places) to each other and the larger economic, social, and political environments within which Army leaders must manage and make decisions.

The SBLM Program is a pass/fail program. The American Council on Education, College Credit Recommendation Service evaluated this program—read "Credit Equivalencies" at TAB D for more information.

¹ Toffler, A., & Toffler, H. (1994). *Creating a new civilization: The politics of the third wave*. Atlanta, GA: Turner Publishing, Inc.

History

In examining civilian school opportunities within the Department of the Army in 1985, the Inspector General noted two key issues. First, there was no management or leadership training for key civilian employees comparable to that provided by military staff and senior service colleges. Second, there was no comprehensive program for military or civilians to train in Army-specific subjects geared to the sustaining base. In response to these weaknesses, the Chief of Staff approved the establishment of a college to educate and prepare selected military and civilian leaders.

Initially, AMSC conducted the program at the Maritime Institute of Technology and Graduate Studies in Linthicum, Maryland. The pilot class of 42 civilian and eight military students represented 17 different commands, 19 civilian career fields, and eight military career branches. From 1990-1992, AMSC delivered the program three times annually at the Radisson Mark Plaza (now the Hilton) Hotel in Alexandria, Virginia.

Fort Belvoir, Virginia, became the permanent home for AMSC as the College moved into its new quarters at Humphreys Hall in January 1993. At that time, the size of each class increased from 100 to 200 students. Soon after the College established itself at Fort Belvoir, Thayer Hall joined the “AMSC Campus.” Thayer Hall, which was built as a library, now houses the AMSC library, which specializes in sustaining base topics, as well as the Fitness Center. The students reside at Knadle Hall, directly across from the campus.

To accommodate students who are unable to attend the resident program, the College instituted a Nonresident Pilot Program in September 1993. The first Nonresident Program class began in January 1995. This program provides the same content as the resident program, but is adapted to the distance learner. Since its inception, the program became a cyber-schoolhouse featuring on-line learning resources and virtual seminar discussions. The Nonresident Program also catalyzed the Year 2000 Electronic Campus. This virtual campus eventually will include all AMSC programs. To access the electronic campus, click on <http://www.amsc.belvoir.army.mil/ecampus/default.htm>

In 1994, at the request of the Vice Chief of Staff of the Army, pursuant to the intent of the Chief of Staff of the Army, the Assistant Chief of Staff for Installation Management (ACSIM) asked AMSC to prepare Garrison and Area Support Group Commanders to effectively lead and manage diverse garrison functions, organizations, and operations to accomplish the total installation mission. AMSC accomplished this through the Garrison Pre-command Course. In addition, AMSC was asked to prepare Installation Commanders to effectively lead and manage the diverse and inter-linked multiples of existing and

emerging sustaining base programs and policies affecting Army installations and their missions through its components of the General Officer Installation Command Course. Garrison Sergeants Major soon discovered the potential value of a course dedicated to their role and linked to the Garrison Command Team concept. In 1997, AMSC piloted the Garrison Sergeants Major Course. With the ACSIM's support AMSC institutionalized the course in 1999.

Among other changes in the personnel community linked to regionalization, the Deputy Assistant Secretary of the Army for Civilian Personnel Policy moved Personnel Management for Executives (PME) from the soon to close Army Center for Civilian Human Resource Management² to the Army Management Staff College in October 1997. The personnel community has offered PME since 1954. Offered for many years at numerous regional sites around the country, AMSC now offers PME, which focuses on the people issues of organizations, at Fort Leavenworth in the Kansas City area.

In addition to its programs, faculty consults with organizations on specific issues of interest touching the sustaining base. In part, faculty uses these consultations to gather real-time examples of challenges facing leaders and managers throughout the sustaining base. Faculty then applies these examples as part of the learning experiences of students in AMSC's programs.

In the course of a few short years, AMSC grew from one to seven programs and added a significant consulting base. These activities exemplify AMSC's two core competencies, educating sustaining base leaders and serving as resource to the sustaining base.

Purpose

The AMSC serves three basic purposes. *First*, in support of the Army Civilian Training, Education, and Development System (ACTEDS), it educates Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base. *Second*, the College promotes the bonding of civilian and military leaders, thereby enhancing the cohesiveness of the Army. *Third*, the College adds to the body of sustaining base knowledge through research and consulting, thus acting as a resource to the communities it serves.

² The remaining training function moved to the Civilian Personnel Operations Center Management Agency located at Aberdeen Proving Ground, Maryland.

Customer Requirements

In 1995 AMSC faculty interviewed 169 general officer, Senior Executive Service (SES), and political appointee executives of the Army, DOD, and selected federal institutions. The purpose was to validate requirements which AMSC graduates should fulfill as a critical pool of future Army leaders, managers, and executives. The findings from that validation are listed in the next section. These requirements heavily influence the selection of the AMSC resident SBLM Program curriculum design, organization, and content, as well as the selection of learning and teaching methods. The SBLM Program orients delivery on adult learning strategies, many opportunities to practice, and real-time, non-standard problem solving. AMSC faculty provide students the opportunity to learn. Students must take the opportunity and apply themselves to that learning.

AMSC Customers Demand...

Leaders Who Can:

- Lead people.
- Make decisions and solve problems—and take action on the decisions.
- Write clearly and concisely for internal and external audiences.
- Orally communicate with internal and external audiences.

Leaders Who Have:

- Vision (“see” connections; understand where the Army is going.)
- Flexibility (mental agility and ability to lead in ambiguous situations.)
- “Can do” attitude.
- Selflessness (organizationally focused.)

Leaders Who Know:

- Mission, roles, functions, organization of the Army.
- MACOM, major subordinate command mission, goals, and objectives.
- Relationships among Army systems (money, people, things, & places.)
- Command vision of next higher level.
- How their organizations fit into the Army context.

Diagnostic Instruments

The SBLM Program uses selected diagnostic instruments to help students better understand themselves in their roles as leaders and managers. These instruments typically assess such areas as writing skills, management and

leadership, individual personality type, and learning styles. Included are pure self-assessments and assessments that measure the perceptions of supervisors, peers, and subordinates, also called 360-degree assessments. These instruments, coupled with ongoing feedback in these areas from the faculty advisor, will assist students in recognizing their strengths and weaknesses

Faculty Advisors

We will assign each student a faculty advisor. Normally, three faculty members are assigned to each seminar to serve as facilitators and advisors. One of these faculty members serves as Seminar Leader and will be the student's primary point of contact for all academic and administrative issues. Student needs or problems should first be discussed with the assigned Seminar Leader, or in the Seminar Leader's absence, one of the seminar faculty members. The student may be referred to other staff members for administrative assistance as needed.

Each seminar room contains a Faculty/Staff Biography book. This book provides information about each faculty and staff member.

Classroom "Rules of the Road"

We assign students a permanent seat for presentations in the Lecture Hall upon arrival at the AMSC. Students may not change seat assignments without permission from seminar faculty. Students with medical conditions that require a seat change should immediately bring it to the attention of their seminar faculty. Faculty, in coordination with the Registrar's staff, may change seat assignments for accommodation purposes. Seating in seminar rooms is the responsibility of seminar faculty. Attendance will be monitored during all sessions presented in lecture or seminar.

The doors that are located adjacent to the stage in the lecture hall are for emergencies only. Please enter and exit the lecture hall using the foyer doors.

Students share responsibility for the general cleanliness of the lecture hall and seminar rooms. *We do not permit eating and drinking in the Lecture Hall or in the foyer leading to the Lecture Hall*³. Seminar rooms are the student's home base. Remove trash from the desk areas daily. Books, notes, and personal study materials may be left in assigned seminar rooms during the class day;

³ Students with medical conditions requiring drink should bring a physician's note.

however, students remain responsible for the books, materials, or equipment they have been issued or have signed out. Students must not rearrange or remove classroom furniture without prior seminar faculty approval.

We assign selected seminars to host the presentation of Track Topics. Therefore, we ask seminar students and faculty to prepare space for the use of others; for example, clear tables of materials so that others may move freely about and to ensure that private or sensitive material has been properly stored. Conversely, Track Topic users of seminar rooms should leave the rooms as they found them.

Humphreys Hall, the location of AMSC, is a *NO SMOKING* facility. Smoking areas have been designated at the east side building parking lot. Smoking policy will be discussed in seminar. Please do not smoke in other than designated smoking areas.

Security and Safety

Students share responsibility for the security of seminar rooms, lecture hall, computer center, library, fitness center—indeed, all AMSC buildings and facilities. We open buildings at 0630 and lock them at 1700. Students have access to the buildings at other hours but should ensure that doors lock behind them. Some doors may need an extra tug or push to close properly.

The normal rules for secure and safe environments apply. Do not leave valuables unattended. Know the location of and route to meeting points in case of fire/emergency drills. Report problems or other safety/security observations immediately to the seminar faculty or building manager.

Class Schedule

We will provide a tentative schedule of the 12-week program. This draft schedule identifies class times, locations, guest speaker presentations, and special events. This schedule is only a guide; it is *subject to frequent changes*. We will make the final weekly schedule available each Thursday for the following week. If there are any changes to the final weekly schedule, students will either receive a new schedule or be notified by their Seminar Leader about the change. Schedules are available on the LAN in the seminar room.

Identification Badges

Administration will issue student identification badges during in-processing. Please wear them during all scheduled events and at all official AMSC functions. The size and number of the class, administrative staff, and faculty makes it difficult to get to know everyone. Wearing identification badges

facilitates communication with staff, faculty, other students, and guests of AMSC. Guest speakers especially appreciate the gesture of wearing identification badges where they can be easily read. Students must wear their identification badges in order to receive lunch on regularly scheduled class days.

Survey Instruments

We administer survey instruments to all students throughout the program. These surveys cover a broad range of areas including academic, administrative, and quality of life issues. We use the feedback received to improve the program. We expect all students to participate in the survey process. We hold surveys in the strictest confidence and report data only in aggregate form.

Accountable and Non-Accountable Items

During seminar in-processing, we issue students a number of books and learning materials. We will charge to replace non-accountable items if they are lost. They may not be replaced at all if the item is in short supply. We will charge for accountable items not returned or returned in unusable, marked up, or other defaced condition. AMSC will not issue diplomas to students with outstanding obligations to the College.

Use of Photocopy Equipment, Fax, Computers...

AMSC makes government photocopy equipment, fax machines, computers and other office equipment available for student use contingent upon the following:

- Use only equipment in seminar, Student Services, or otherwise indicated for student use.
- Use equipment only in discharging responsibilities associated with the curriculum, class leadership, or sanctioned College activities.
- Treat equipment with care and respect. Do not use it for purposes it was not intended to fulfill.

Misuse, misapplication, or willful damage and disregard of the above may result in involuntary administrative attrition from the SBLM Program.

Use Electronic Media

Everyone at the College relies on e-mail to communicate. We do not intend to replace appropriate face-to-face communication or signatures of approval for College/student activities with e-mail or e-mail approvals.

What is appropriate to send over electronic means is subject to debate and discussion across all professional communities. We expect all AMSC students to use language, tone, and quality of communication over e-mail or other electronic means which indicates they are of high professional character and possess the self-control and discipline which may be expected of executives.

Misuse of Internet, e-mail, or other electronic communication—to include hacker or hacker-like activities, accessing or sending pornographic materials, and using libelous language—may result in involuntary administrative attrition from the College.

EDUCATIONAL PHILOSOPHY

Approach

The SBLM Program approaches education through broad-based leadership, management, decision making, and integrative knowledge of the Army, especially its existence in a dynamic world environment. The program emphasizes education over training.

The SBLM Program's educational philosophy is learner and peer-focused. It is practice oriented. The program features multiple opportunities for life related, problem-centered, consequential, critical thinking. The emphasis is on how to think, not what to think.

Seminar discourse and group work for individual learning reinforces the focus on peers. In small groups, students relate program material to their prior experience and learning as well as benefit from others' experience. The groups serve to facilitate personal development as group members learn about their own skills of leadership, teamwork, and personal influence.

We employ a variety of teaching and learning techniques at AMSC. These include guest speakers, case studies, practical exercises, lectures, field trips, reading and writing, and research. The Resident Student Syllabus Guidelines presented later in this *Academic Guide* describes each of these techniques in more detail. Salient to all these techniques, however, is the SBLM Program's approach to critical thinking.

Critical Thinking

Critical thinking is integral to SBLM Program teaching and learning methods. It is defined as disciplined, self-directed thinking displaying a mastery of intellectual skills and abilities—thinking about your thinking while you're thinking to make your thinking better.

*The parts of Critical Thinking are:*⁴

1. All reasoning has a *PURPOSE*.
 - a. Take time to state your purpose clearly.
 - b. Distinguish your purpose from related purposes.
 - c. Check periodically to be sure you are still on target.
 - d. Choose significant and realistic purposes.

⁴ Paul, R. (1996). Helping students access their thinking. Center for Critical Thinking [Available Internet], <http://www.criticalthinking.org>, then click on "College and University," then click on "Library."

2. All reasoning is an attempt to *FIGURE SOMETHING OUT, TO SETTLE SOME QUESTION, TO SOLVE SOME PROBLEM*.
 - a. Take sufficient time to clearly and precisely state the question at issue.
 - b. Express the question in several ways to clarify its meaning and scope.
 - c. Break the question into sub questions.
 - d. Identify if the question has one right answer, is a matter of opinion, or requires reasoning from more than one point of view.
3. All reasoning is based on *ASSUMPTIONS*.
 - a. Clearly identify your assumptions and determine whether they are justifiable.
 - b. Consider how your assumptions shape your point of view.
4. All reasoning is done from some *POINT OF VIEW*.
 - a. Identify your point of view.
 - b. Seek other points of view and identify their strengths as well as weaknesses.
 - c. Strive to be fair-minded in evaluating all points of view.
5. All reasoning is based on *DATA, INFORMATION, and EVIDENCE*.
 - a. Restrict your claims to those supported by the data that you have.
 - b. Search for information that opposes your position as well as information that supports it.
 - c. Make sure that all information used is clear, accurate, and relevant to the question at issue.
 - d. Make sure you have gathered sufficient information.
6. All reasoning is expressed through, and shaped by, *CONCEPTS* and *IDEAS*.
 - a. Identify key concepts and explain them clearly.
 - b. Consider alternative concepts or alternative definitions to concepts.
 - c. Make sure you are using concepts with care and precision.
7. All reasoning contains *INFERENCES OR INTERPRETATIONS* by which we draw *CONCLUSIONS* and give meaning to data.
 - a. Infer only what the evidence implies.
 - b. Check inferences for their consistency with each other.
 - c. Identify assumptions that lead you to your inferences.
8. All reasoning leads somewhere or has *IMPLICATIONS* and *CONSEQUENCES*.
 - a. Trace the implications and consequences that follow from your reasoning.
 - b. Search for negative as well as positive implications.
 - c. Consider all possible consequences.

These eight parts then must be merged with the intellectual standards that characterize the quality of reasoning about a problem, issue, or situation. You will be expected to infuse these into your thinking. The most significant of these are:⁵

— *CLARITY*: Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we do not yet know what it is saying. For example, the question, “What can be done about the education system in America?” is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the “problem” to be. A clearer question might be “What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?”

— *ACCURACY*: Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in “Most dogs are over 300 pounds in weight.”

— *PRECISION*: Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in “Jack is overweight.” (We don’t know how overweight Jack is, one pound or 500 pounds.)

— *RELEVANCE*: How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the “effort” does not measure the quality of student learning, and *when this is so*, effort is irrelevant to their appropriate grade.

— *DEPTH*: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lacks depth). For example, the statement “Just say No” often used to discourage children and teens from drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

⁵ Paul, R. (1996). Universal intellectual standards. Center for Critical Thinking. [Available Internet], <http://www.criticalthinking.org>, then click on “College and University,” then click on “Library.”

BREADTH: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...? A line of reasoning may be clear, accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

— *LOGIC*: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true? When we think, we bring a variety of thoughts together into some order. When the combinations of thoughts are mutually supportive and make sense in combination, the thinking is “logical.” When the combination is not mutually supportive, is contradictory in some sense, or does not “make sense,” the combination is not logical.

Executive Core Qualifications of the Senior Executive Service (SES)

The Army Management Staff College prepares selected Army Civilian and Military leaders to assume leadership and management responsibilities throughout the sustaining base. Graduates of the SBLM Program may one day be the Senior Executive leading the organization. Several SBLM Program graduates are already in the SES. To enter the SES, that graduate must have first met the qualifications of the SES. The Office of Personnel Management (OPM) defines certain core qualifications needed by senior executives. For more information about the Executive Core Qualifications, view this Internet site: <http://www.opm.gov/ses/ecq.html>

GUEST SPEAKER GUIDELINES

AMSC invites various distinguished key leaders and managers for the Army to speak to the class, faculty, graduates, and guests of AMSC to enhance the program. Most speakers represent a specific link to the SBLM Program curriculum. As the titular leader of their organization, they represent the official position or policy of the Army. We make every effort to present a diversity of speakers. Depending on external conditions, selected speakers may cancel. Guest speakers rank among the top reasons the weekly-published schedule changes.

Every effort is made to ensure ample opportunity for speakers to answer student questions. Students have a variety of responsibilities during guest speaker sessions. Students must be prepared to ask questions. Using the rules of critical thinking, they should challenge the guest speaker with questions of interest to the program of study and other students. They should welcome, as a means to enhance their own learning, opposing perspectives presented by the speaker. They should make the speaker feel welcome and present at all times the image of the consummate professional in dress and in behavior.

General Policy

In order to afford the courtesies befitting the rank and stature of AMSC guest speakers please observe the following procedures.

- Turn off all watch alarms, beepers, cellular telephones and similar instruments calling for your attention.
- Wear appropriate attire: a Class A uniform for military students and a coat and tie or appropriate equivalent dress for civilian students. (Do not remove your jacket unless invited to do so by the Guest Speaker.)
- Be seated at least 5 minutes before the scheduled time, and do not leave your assigned seat until properly excused. Students with special problems who must leave the lecture hall out of cycle should work with their faculty on alternate seating.
- Rise when the speaker is announced, and be seated as directed.
- Applaud when the guest speaker is introduced.
- When asking questions, stand, identify yourself, your organization, and its location—not your seminar; ask your question and be seated. Ask one question at a time. You will be handed a microphone to ask your question so that everyone may hear the question as well as the answer. Please keep

your question short and focused. If you must ask a follow-up question, please request the microphone again by raising your hand.

- Speak loudly and clearly so everyone can hear you.
- Avoid asking multiple part questions.
- Remember the Nonattribution Policy (see below)!
- Applaud when the guest speaker finishes, but retain your seat until the student representative expresses the "thank-you" for your class.
- Rise and applaud when the representative finishes.
- Remain standing behind your assigned seat until we have escorted the Guest Speaker from the lecture hall.

Please volunteer to introduce guest speakers. If we cannot find a volunteer, we will assign an introducer. We will provide seminars with the names of guest speakers for this purpose. Each seminar may select its own volunteers. Protocol will provide background information on the speaker to help the student prepare the introduction. Keep introductions short and pithy, relating the speaker's expertise to the topic or area under discussion. It is inappropriate to simply read the Protocol-provided biographical information. Students must practice the introduction with a seminar faculty member. The student will have an opportunity to meet the speaker a few minutes in the Protocol Office prior to the presentation.

We encourage students to volunteer to thank guest speakers. Such representatives will be selected at the same time as introducers. This is an additional opportunity to meet the speakers for a few minutes prior to the presentation.

Nonattribution Policy

One aspect of learning requires open expression of thoughts and opinions in an atmosphere of academic freedom. To obtain open expression requires trust that those thoughts and opinions will not appear subsequently in other environments where the speaker may encounter consequences if those remarks are attributed to that speaker. The College is responsible for safeguarding this privilege of open, frank discussion—for upholding this covenant of trust. AMSC's policy of nonattribution during guest speaker sessions demonstrates our commitment to fulfilling that trust, and thereby enhances the educational

value of our Guest Speaker Program. To facilitate candid expression and learning, the nonattribution policy applies to all AMSC programs and sessions in which persons identified as guest speakers participate.

The nonattribution policy is this:

Any AMSC student, faculty member, or visitor may attribute nothing a guest speaker says during an AMSC presentation to the speaker. No AMSC student, faculty member, staff member, or visitor may discuss specific statements from any lecture or question-and-answer period in any way that would identify by name, rank, position, title, or other characteristics the guest speaker who made those statements.

The name or other identifying features of a previous guest speaker are not to be used when asking questions of or making comments to a later speaker.

Nothing a guest speaker says is to be attributed to the speaker during discussions, writings, or other discourse with any government or private-sector person, forum, publication, medium, or in any other way.

One exception to this policy exists: During scheduled academic events at AMSC when no other persons are present, AMSC faculty members and students may associate remarks with an identified guest speaker when doing so significantly aids learning at that time and place.

Recording Policy

Consistent with nonattribution policy, attendees at AMSC guest speaker presentations will not record them verbatim, by any means, without written permission in advance from the guest speaker. Accordingly, students, faculty members, staff members, and visitors will not bring tape or video recorders into any session. Bringing such equipment without express and advance written permission to record will be viewed as intent to record without permission, which constitutes an honor violation by students and an integrity violation by others.

Occasionally, the Commandant may desire to record or videotape selected guest speakers for use in other College programs or activities. The Commandant will obtain permission for such recording from the guest speaker or his/her trusted agent. Recorders/ operators will be identified in such cases to the guest speaker. No student, faculty member, staff member, or visitor should infer that he/she may also record in such circumstances.

Students, faculty, staff, or visitors who wish to record or video tape any presentation, discussion, counseling, or similar event given by an AMSC faculty

member, staff member, fellow student, or visitor must obtain permission in advance from the presenter to do so.

Functional Chiefs Representatives

The AMSC develops leaders and encourages them to understand the role, contributions, and relationships of all career fields to the Army. Thus, each seminar receives a balanced distribution of career fields in its student representation—to the extent possible based on class demographics. Integration of career fields to program enhances the learning process and the understanding of the Army.

The AMSC provides the opportunity for development within each career field. During the SBLM Program, AMSC will provide the student a unique opportunity to meet with his/her Functional Chiefs Representative (FCR). This executive highlights new programs and describes opportunities within their proponency. Students gain an appreciation and understanding of training, operational assignments, and self-development programs that improve technical and leadership skills. Students will need these skills to ensure continued outstanding performance within each career field.

Career Field gatherings provide a forum for students to meet with other students of the same career field. Often such acquaintances lead to life-long networking and professional friendships. A designated student is the host for each meeting. This host or hostess will offer a few words of welcome to the FCR, make introductions, and ensure the meeting flows smoothly. At the close of the meeting, the host will express the group's appreciation.

The AMSC Protocol Officer is the point of contact for all FCR meetings. Protocol will provide each seminar a listing of specific FCR meetings. If held during lunch, students will bring their lunches to the appropriate room. The FCR will eat with the students.

As you review the list and commit to attending your FCR meeting, please remember students may attend the meetings of any FCR scheduled. Students not currently in a career program may want to take advantage of this opportunity. You must inform the protocol officer if you wish to attend any FCR meeting. Once you commit to attending, please be sure you come. If you cannot come, please ensure you notify the protocol officer at least 24 hours in advance.

SEMINAR PROCESS

Seminar

A seminar involves a high degree of student participation in a small group setting. This format provides an opportunity to emphasize the substance of a lecture and/or assigned readings through analysis, synthesis, or evaluation⁶. Seminar discussions are designed to elicit and exchange substantive information from previous experience and expertise. This dialogue stimulates the development of new solutions to problems as well as the identification of all factors that impact on policy decisions.

The seminar experience also provides the opportunity for individuals to learn about their own skills in leadership, teamwork, and oral presentation by practicing each of these skills in the relatively safe seminar environment.

Phases of Seminar Development

It is important to recognize that the seminar group, like other groups, tends to follow an orderly, sequential process as it develops into an effective and productive unit. There are different theories addressing this; however, most of them have at least some similarities. One theory has labeled these stages as forming, norming and storming, and performing, respectively. An additional step, not part of the developmental process, is the step of Adjourning.

Forming. During this initial phase of group development, members of the group are meeting for the first time, getting acquainted, and clarifying the goals and priorities of the group. A great deal of testing occurs. Individuals test which behaviors are acceptable and which are taboo. Much attention is focused on the group leader as group members search to define their tasks and their boundaries. Individuals are concerned about such issues as:

- Who are the other members in this group?
- What is the purpose of the group?
- How much commitment or investment do I want to make in the group?

Members are often polite, superficial, and uncomfortable. Discussions normally involve safe topics of conversation, war stories, and requests for additional information.

⁶ Bloom, B. S., et al. (Eds.). Taxonomy of education objectives: Handbook I, cognitive domain. New York: David McKay Co., Inc.

Norming and Storming. Following the Forming stage, the group begins to organize itself. Roles, responsibilities, and task structure are addressed. Issues of power and competition dominate group life, and the mood can be highly emotional and rebellious until these issues are defined. As the definitions become clear, group cohesion evolves with a new atmosphere of cooperation, openness, and positive feedback. Individuals become more confident and comfortable with the group environment. Members address such issues as:

- What role will I play in the group?
- What are the group norms? Do I accept the role and norms?
- How much influence will I allow the group to have over me?

In some groups, power struggles and cliques develop, occasionally resulting in group dissolution.

Performing. If the group evolves beyond the first two phases, it enters into a productive working phase. Roles and norms have been decided, goals accepted, and tasks assigned. The task theme is problem solving. The emphasis now moves to an examination of how the group can work together most efficiently and effectively. Group members begin to work as a single unit resulting in greater productivity. The relationship is one of interdependence. Competition with other groups often occurs. The group exhibits cohesion, sharing of experiences, trust, mutual support, and open discussion when there are differences of opinion. Individuals feel free to disagree with others within the group, to take risks, and to share opinions and emotions of a personal nature.

Adjourning. The final step is Adjourning. This involves reflection on accomplishment and disengagement of relationships. There is time set aside in the SBLM Program for adjourning the seminar. This may involve recognition for participation, a time for members of the group to say their good-byes, or anything else the seminar members want to do at that time.

Frequently, at the end of the program, seminar members express the feeling of having gone through these or similar stages. Some pass through some of the above stages very quickly and others progress more slowly. Seminars can and do return to earlier stages of group development when new tasks are introduced or when changes in individuals occur. Awareness that there is a normal progression through these stages can provide the seminar a better understanding and appreciation of group dynamics and the learning process.

Characteristics of Seminar Learning

1. Sharing Ideas

One of the main activities of a seminar is, of course, discussion. Discussion is a method of sharing ideas with others to achieve a clearer and broader view of fundamental problems and issues. Seminars provide the opportunity to share ideas. Each individual brings certain understandings, information, and experiences. By providing an opportunity for all members to share their points of view, the seminar sharpens and extends each individual's own range of knowledge and understanding about basic problems or issues. An effective seminar requires the cooperation of all its members, all must talk together, think cooperatively; share knowledge, experience, opinions, and ideas in exploring a problem.

Discussion is not a method of argument or debate. It involves the critically thought out presentation of differing points of view with the ultimate aim of settling an issue or deciding upon a program of action. Discussion provides new sources of information, new perspectives, and helps keep us receptive. Through discussion, individuals can learn to analyze problems more effectively and to form sound judgments about them. Perhaps most importantly, discussion helps stimulate individual thinking and reading long after the discussion is over. As a result of participating in seminar discussions, you will find that you have learned to read more critically, that you are deriving more from your reading than before, and that you have gained a deeper awareness of your responsibilities as a leader.

Effective participation in seminar discussion can also result in acquiring new insights and skills. You can learn how to listen with a purpose, appreciate the other person's point of view, and develop an awareness of the many sides of truth.

Effective discussion requires shared participation. Shared participation, in turn, requires that everyone be given an opportunity to express opinions to the group. This opportunity is available only if each member is conscious of the rights of others to present their perspectives—and acts positively on that consciousness.

2. Listening

Listening is just as important in seminars as discussion. Good listening requires not only a sincere desire to understand what others have to say, but also a belief in the importance and worth of other members' ideas. You can

show your interest in, and concern for, all comments by devoting your full attention to the speaker.

Because communication is a two-way process, you must develop effective listening habits. Think about what is being said and relate it to the information contained in the assigned reading selections or the lecture. Good listening by all members of the group helps ensure the maximum flow of information and ideas.

When members of the seminar are talking, listen carefully so that you can grasp the full meaning of their comments. Give them the attention you would like to have and would expect from them when you are speaking. Do not start collecting your thoughts and thinking of what you are going to say next while someone else is speaking. Stay "tuned in" to the discussion and try to understand the other person's point of view. Look at the speaker, and listen for meaning rather than words. Imagine yourself in the other person's shoes and see how the problem looks from a different perspective.

Before replying to comments of another member of the seminar, be certain you understand not only what was said, but also what the intention was. If you are uncertain about what message was intended, ask for further explanation. Refrain from agreeing or disagreeing until you comprehend the essence of the ideas. Request the speaker to restate the ideas when the meaning is not clear, or restate it as you understand it and ask whether your statement summarizes the ideas. This procedure, particularly in a heated discussion, may make the speaker modify what was said and clarify the speaker's intended meaning. After making an honest effort to understand the comments, try to analyze them and give them perspective. Evaluate the comments on the basis of the overall idea. Do not listen to a person merely with the intention of locating some minor inconsistency in the line of reasoning, but consider the entire idea. Think for a while after the speaker has finished. Then, if you disagree, say so in a positive manner and explain why and at what point you disagree.

Through careful listening and evaluation of the other person's remarks, each member can contribute to the effectiveness of the seminar.

3. Sticking to the Subject

Effective seminar discussion also requires sticking to the subject. Occasional brief digressions are permissible and even advisable. In general, however, a group must concentrate on the main subject if it is to move forward to decision making or problem solving. The failure of members to stick to the subject may be due to many causes, but among the most common are insufficient information, inability to analyze and synthesize, poor listening habits, or lack of motivation. Whatever the cause for digression, each member

should assume responsibility for developing those habits and skills that will enable the group as a whole to concentrate on the discussion topic.

4. Shared Leadership/Shared Responsibility

The quality and amount of group productivity is not the sole responsibility of the faculty facilitator, but is shared jointly by each member of the seminar. Distributed or shared leadership affords all members an opportunity to develop skills, improves the overall success of the seminar, and disbursts responsibility for the learning that occurs or fails to occur.

Increased motivation and individual development are among the advantages that accrue to members in a seminar where leadership is shared. In the one—leader group—the leader is frequently the only one motivated and the only one who assumes responsibility for motivating the other members of the group. When all members share leadership, they become more involved in the problem and assume more responsibility for energizing and involving other members of the group. All members have a greater opportunity for individual growth and development in the group process and in problem solving. Just as teachers often learn more than their students do, so do leaders learn and develop more than their followers.

5. Environment

Properly setting the stage for a seminar means developing an open environment or atmosphere in which members feel secure and comfortable. Effective communication in a group situation is largely dependent upon the established atmosphere or the interpersonal relations of the group. An effective seminar provides an environment wherein members feel free to express ideas that they deem important to the problem or topic being discussed. When there is an accepting attitude on the part of the group, individuals do not fear the possibility of being ridiculed or laughed at by other members.

Communication problems are minimal when the group environment reflects warmth, acceptance, and understanding. Of course, some individuals may lack oral skills and find it difficult to communicate their ideas. Generally speaking, however, the emotional reactions and personality dynamics of the group members can present more formidable obstacles to effective communication than an individual's inability to express himself/herself effectively. Those who listen frequently react more to the personality of the speaker than to the ideas expressed. Speakers who are accepted members of the group will not have problems conveying ideas to listeners.

If the group environment demonstrates poor interpersonal relationships, it may be the result of poor communication. In such an environment, people may

be possessive of their own ideas, resist criticism, and resist the ideas of other members of the group. Other indications of ineffective communication are non-receptive atmosphere, apathy, boredom, daydreaming, hairsplitting, or harangues over precise definitions or terms. When such symptoms appear in the seminar, members must take stock of their group process to find out what is wrong and decide what to do to correct the situation.

Introspection

An effective seminar also depends upon the participation of members in another activity—introspection. This is an important seminar activity that is often overlooked and mistakenly neglected. Continual individual analysis of goals and activities should be an integral part of the seminar program as it permits intelligent modification of the problem solving or discussion process at any stage. Some suggested questions you should ask yourself concerning your activities and the seminar group's activities are:

- What is my general reaction to today's seminar?
- What new insights or helpful ideas did I get from today's seminar discussion?
- What did the seminar add to the lecture, readings, or practical exercises?
- What value did I add to today's seminar experience?
- What would I like to change about the seminar experience?
- What did I learn about my own skills in leadership and team building today?

A learning self-assessment described later as part of the evaluation plan provides you an opportunity to document your goals, professional development, and intellectual growth. You can then review the document periodically in order to assess progress.

Seminar Organization

While at AMSC, every student will hold a position of responsibility in a seminar. The general duties associated with these positions are outlined below; however, the actual scope of the duties will vary based on the initiative and personality of the students and the seminar faculty. The only positions that are filled prior to the student's arrival are the Student Class President and Student Seminar Presidents. Students will volunteer for the remaining seminar positions during the first week of class.

Class President. The Class President is the principal student spokesperson for the class. The Class President attends scheduled meetings with the Commandant, Department Chairs, and Seminar Presidents. The Class President has the additional role of assisting the College in greeting guest

speakers and in ensuring that students return to class on time after breaks during lecture hall presentations. This is especially important when the College has guest speakers. The Class President has an overall responsibility for the coordination and conduct of class activities, ensuring a successful class for everyone. Of course, the Class President needs the full support of seminar presidents in all of these roles.

Seminar President. The Seminar President is the principal student spokesperson for the seminar. The Seminar President's duties include assisting the Faculty Seminar Leader in matters pertaining to student concerns, recommendations, and administrative matters; guiding the seminar in its participation in all non-academic activities; attending scheduled meetings with the Commandant and back-briefing the seminar students and faculty leader about the meetings; monitoring seminar attendance and ensuring any student requests for emergency leave are processed through the Seminar President to the Faculty Seminar Leader; ensuring students return to the seminar room on time after breaks and assisting the Class President in this function when classes are held *en masse*; monitoring the performance of seminar members in the conduct of their positions of responsibility and reporting concerns, if any, to the Seminar Leader; and functioning as the principal point of contact within the seminar for all matters in the absence of the Seminar Leader or other faculty members.

In general, both seminar and class presidents catalyze student energy and participation, act as liaison for the class with the AMSC leadership, and encourage student attention to AMSC's underlying operational rules.

Student Awards Review Committee (SARC) Representative. The SARC representative helps the seminar understand the AMSC awards and student participation in the awards program. The SARC representatives will collect, review, forward, and recommend the disposition of nominations for Certificates of Appreciation and the AMSC Alumni Association Leadership Award. The committee will select one of its members as chairperson during its first meeting. A member of the AMSC SBLM Awards Review Board (SARB) serves as advisor to the SARC. See AMSC Student Award and Recognition Program for more details.

Treasurer. The seminar's Treasurer collects moneys for group activities and coordinates the financial aspects of other seminar activities.

Fitness Coordinator. The seminar's Fitness Coordinator is the point of contact for all health and fitness matters within the seminar. This includes collecting fitness points from seminar members, and encouraging seminar members to participate in health/fitness activities.

Survey Coordinator. The seminar's Survey Coordinator is responsible for providing students with the times and procedures for completing student surveys. The Survey Coordinator will receive a 1-hour brief regarding duties and the use of the automated survey system. Throughout the course, the Survey Coordinator will assist students in using the automated survey system.

Media/Computer/Supply Coordinators (*May be as many as two individuals per seminar*). The seminar's Media/Computer/Supply Coordinators are responsible for all aspects of audio visual, computer, and supply support within the seminar to ensure all audiovisual equipment is available, set up, and functional as needed for appropriate student-led seminar sessions and to ensure sufficient supplies are available for students within the seminar room (computer paper, slide frames, magic markers). These individuals are also responsible for providing assistance and training to other seminar members on the seminar's audiovisual equipment and for consolidating certain requirements on diskette for the seminar, including a seminar end-of-program CD-ROM. Responsible for collecting seminar and student requirements in a Seminar folder according to the Seminar Products Accreditation Checklist.

Mid-Program Social Planner. The seminar's Mid-Program Social Planner works with the other seminar planners in planning and organizing the class mid-program social activity.

Graduation Activities Planner. The seminar's Graduation Activities Planner works closely with the other seminar planners in developing plans for the graduation social and activities associated with graduation (excluding the actual graduation ceremony).

Activity Coordinator. The seminar's Activity Coordinator assists in planning and organizing all social and informal activities excluding the mid-program and graduation activities (for example, local area professional sporting events, theater performances, and dinner theaters). Depending upon the social event or activity, this may also require working with Activity Coordinators from the other seminars.

News/Information Coordinator. The seminar's News/Information Coordinator assists in planning, coordinating and assembling input for selected seminar/class publications. The actual publications vary from class to class and may include a class yearbook, newsletter and/or complete student roster listing names, addresses (work and home), and phone numbers.

Memorabilia Coordinator. The seminar's Memorabilia Coordinator organizes and coordinates seminar efforts to design and procure distinctive memorabilia for the seminar or class, if desired (cups, mugs, tee-shirts). This may also require working with Memorabilia Coordinators from other seminars.

Photographer. The seminar's photographer takes or arranges for the taking of photographs at social, formal, and informal seminar activities. The seminar's photographer may work closely with the News/Information Coordinator, photographers from other seminars, and the College Public Affairs Officer. Students interested in this position should bring their personal camera(s) to AMSC. The College does not provide regular or digital cameras.

Resource Conservation/Recycle Coordinator (RC/RC). The seminar's RC/RC is responsible for ensuring sound resource and energy conservation is practiced within the seminar and is also responsible for the seminar's recycling program.

Community Project Coordinator Committee Representative. SBLM students traditionally “give back” to the base and/or the local community through a student-led community service project. The Committee Coordinator is responsible for serving on the committee that will determine the project and coordinate its implementation.

Additional Possible Seminar Roles. The number of students in seminar or the circumstances at the time may require additional seminar roles. The seminar, working with its faculty, may develop additional roles. Some examples are:

- Security coordinator for safety and security briefings and related matters.
- Transportation coordinator. A single point of contact for travel vouchers and coordinating transportation needs in seminar.
- Country Store manager for snack and beverage requirements in seminar.
- Scheduling coordinator keeps the seminar up to date on the latest schedule changes.
- Distribution coordinator for mail, flyers, newsletters, and other distributable items.
- CD coordinator collects ideas from seminar about the student content for the CD provided students as part of their exit package. Generally, we will ask for one class representative to work with the appropriate staff to develop the content of this CD, but seminars may want to think about that content early in the program. The CD will contain the program syllabi, selected readings and briefings, as well as other suitable reference material.

ACADEMIC POLICY AND PROCEDURES

AMSC Honor Code

The Army Management Staff College is committed to Army values as outlined in [FM 22-100, Army Leadership](#). Inherent in these values is integrity and ethical conduct. By pledging to support the Army Management Staff College Honor Code, you agree to uphold the standards as outlined below.

- I will not lie in my academic endeavors. Lying is the willful and knowledgeable telling of an untruth as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work.
- I will not cheat in my academic endeavors. Cheating is inappropriate possession or use of copies of papers, examinations, solutions, or any other controlled issue material. Inappropriate means the College did not intend to provide this material to students before the examination or performance of other academic work. Students who accept copies of papers, examinations, solutions, or other controlled issue from anyone except the designated faculty at the designated time and who do not call this to the attention of AMSC personnel (faculty, department chairs, and commandant) are contributing to cheating. Contributing to cheating is the same as cheating, whether for others or for oneself.
- I will not practice plagiarism. Plagiarism is the presentation of another's writing or another's ideas as one's own without appropriate citation of credit. This includes material extracted from the Internet or other electronic source. Use of other students', graduates' or author's work without appropriate citation or reference that this work belongs to another is stealing intellectual property. It is a form of cheating and lying. Using text written by another, short or long, when you know that it is not yours and not giving credit to the owner is a violation of the AMSC Honor Code.
- I will give prompt notification to my faculty advisor when I observe academic dishonesty. I have recourse to department chair, and commandant when I believe that insufficient action has been taken.
- I will model behavior that reflects the spirit of Army values. I will insist that my fellow students also model that behavior.

Attendance Policy

Academic performance is directly related to the attitude, enthusiasm, and cooperation of the student in all educational offerings and will be considered demonstrated performance of leadership and managerial potential. It is

mandatory that students attend all scheduled activities, unless properly excused. This includes attendance at all tutorial sessions recommended by seminar faculty. Unexcused absences or tardiness will not be tolerated. The student may be subject to administrative action and/or Academic Board action based on an unexcused absence or tardiness. *Students must resolve prior commitments that conflict with the College schedule before arriving.*

In addition, the SBLM Program is part of an intensive 12-week resident educational experience. Students are required to be a resident *at the school* while attending the SBLM Program. The daily academic schedule features a minimum of 8 hours of class work—additionally, work teams and study groups meet in the evenings or on the weekends. The typical study day is 12 or more hours. Typically, students band together to work on their fitness plans and participate in group exercises before or after classes. Students may eat together during work to facilitate networking. All of these activities translate to days beginning very early in the morning and ending very late in the evenings. Students who are not in residence at the school and lack permission from a Department Chair, or Commandant, AMSC, are subject to administrative action and/or Academic Board action. This includes disenrollment for failure to complete graduation requirements.

The student should always consider the classroom day to be 0730-1700, regardless of the projected schedule. The projected schedule is not necessarily the final schedule. This means that students should make themselves available during the entire period, 0730-1700. Students should not schedule absences or departures without appropriate approval.

The following guidance is provided for excusing students from class:

As a general policy, *an absence from scheduled academic instruction will not be approved except in cases of emergency.* Routine personal business (i.e., medical, dental, and eye appointments) should be scheduled during designated independent study time or other personal time, if possible.

Except in cases of emergency, students will submit a request for leave, in writing, to the Seminar President. The request must indicate the anticipated period of absence and include a justification for the request. If the period of absence covers a scheduled required evaluation or other critical periods of activity or if the anticipated period of absence is in excess of 1 hour, the request must be submitted to the Faculty Seminar Leader for approval. The Faculty Seminar Leader has the authority to approve a request for absence up to 8 hours. Any request for leave of 8 hours or more must be submitted through the Seminar President and Faculty Seminar Leader to the respective Department Chair for final approval. The Commandant approves absences

exceeding 3 days. Students disagreeing with leave approval decisions may appeal to the next higher chain authority. The chain of command for leave decisions is Faculty Seminar Leader, Department Chair, and Commandant. The AMSC Commandant's decision is final.

In the event of an emergency which may cause the student to be absent from class, the student must contact the Faculty Seminar Leader or Seminar President. If this cannot be accomplished, the student must contact the Administrative Department or other responsible College officials with information concerning the circumstances surrounding the emergency as soon as possible. If an emergency causes early departure from a required evaluation, the responsible Department Chair may authorize a re-evaluation. The same is true if an emergency causes significantly late arrival for a required evaluation. Significantly late means that the student will not have sufficient time to complete the evaluation in the remaining time allocated for the evaluation. The student is responsible for any sessions or required evaluations missed as a result of absence regardless of the circumstances involved. An automatic failing grade will be awarded for unexcused absences involving a required evaluation.

Homework and Outside Preparation

Most academic assignments require both in and out-of-class preparation. AMSC guidelines governing in and out-of-class learning requirements (homework) are designed to ensure integration and balance, optimal student use of time, and maximal learning.

The program requires extensive reading. In addition, there are long-term assignments such as papers. It is important that students "scope out" the entire workload, including all SBLM Program requirements, soon after arrival at AMSC and program their time wisely for the entire 12 weeks. Students should be aware that homework requirements may be greater on some days than others and may also be greater at the beginning of the program than at the end, reinforcing the requirement for careful planning.

Students unprepared for class discussion because they have not completed the reading or other homework significantly diminish the learning experience for all students. In our experience, consistent lack of preparation on the part of even one or two students eventually causes a downturn in the quality of seminar interaction and affects the general good tone of the class. Seminar faculty may recommend an Academic Board for consistent lack of preparation for seminar or class activities. *Satisfactory completion of homework is an integral part of the graduation requirements.*

Student Evaluation Policy

About Academic Standards and Evaluation. The SBLM Program is intellectually rigorous as a result of the intensive program of reading, oral presentation, writing, and small group interactions. The underlying program purposes are:

- Application of values-based leadership and management principles to meet organizational goals, and exhibit professional behavior consistent with the Army's culture and values.
- Application of decision-making and problem-solving skills associated with being a leader and a member of a sustaining base organization.
- Evaluation of the national security environment and its demands on the Army as a partner in joint or multi-national scenarios.
- Analysis and application of how the Army develops, generates, projects, and sustains the operational force; and
- Analysis of the operation and inter-relationships of the major DOD and DA decision support systems involved in the management of information, resources, installations, logistics, acquisition, and force management.

The program is learner-centered. Faculty will evaluate written and oral presentations required for the various segments and return them to the student with detailed comments and critiques suitable to engender improvement. *The objective of evaluations is to give the student an opportunity to demonstrate the ability to analyze, synthesize, and evaluate sustaining base issues and to demonstrate the ability to create intelligent choices among the difficult options facing decision makers throughout the Army.*

Learner-Centered Education. Students are responsible for learning and exercising creative, critical, and strategic thinking. Most adult students tend to prefer life-related and problem-centered learning, and they learn best when they can integrate new ideas with what they already know and have experienced. This is the basis for teaching much of the program in seminar and for the directive that faculty support students' efforts to learn. Faculty are responsible for facilitating the students' creative, critical, and strategic thinking. *Faculty are responsible for creating a learning environment—the opportunity to learn.* To do this, faculty will teach, coach, counsel, mentor, facilitate, and evaluate students. Students are responsible for doing the learning and meeting the standards.

Evaluation Philosophy. The term evaluation is appropriate because AMSC faculty judge the worth or quality of the student's understanding of and facility with the material. The specific evaluation medium may include a paper, oral report or briefing, or practical exercise. Selected evaluations may apply electronic media. Evaluations are not limited to these methods. The evaluation is as much a part of the learner-centered program as teaching sessions or facilitating discussions. Evaluation of students begins with the required prework and continues when students arrive at AMSC. It ends with the Academic Evaluation Report (AER) sent to home station.

Objective of Evaluation. The primary objective of the evaluation is for the student to demonstrate abilities to analyze, synthesize, and evaluate—to think and not to simply restate "knowledge," but to work through the implied linkages, relationships, and implications of a particular issue. Evaluations require students to analyze, synthesize, and evaluate sustaining base issues and craft intelligent choices among the difficult options facing decision makers throughout the Army. All assigned material is subject to evaluation, whether it is directly covered in class or not. *Based on the evidence of previous classes, students who have difficulty with the SBLM Program evaluations have not addressed the question asked, have provided a list of information where analysis was requested, or generally had difficulty expressing their thoughts in writing.*

Academic Evaluation Records, Academic Reports, and Student Portfolios

Academic Records. The seminar Faculty Advisor will maintain academic records on all students. Information necessary for accurate evaluation of student performance will become a permanent part of those files. Faculty Advisors will maintain records of all formal counseling sessions, including date, time, and a summary of events. They will return copies of papers and written evaluations to students. Students will maintain their own portfolios. These will provide information about their academic progress throughout the program. Students will include all the papers and written evaluations returned by their Faculty Advisor in their portfolios. The permanent record of successful completion will be the diploma. Any other confirmations of graduation may be requested in writing from the AMSC Registrar. Transcripts will not be issued routinely.

Student Portfolios. Students will maintain portfolios that will act as records of their academic progress throughout the SBLM program. Students will keep work samples and/or products that showcase their improvement and even mastery of skills and competencies they have obtained during the program. Faculty will provide specific required products for the students' portfolios during the first week of the program. Students will submit their portfolios for

review by their faculty advisor during the last counseling session. Students will have their student portfolios in their possession when attending counseling sessions. Supervisors are encouraged to review the portfolio of graduates.

Academic Evaluation Reports. After completion of the program, students will receive a copy of their individual Academic Evaluation Report (AER), DA Form 1059, that records their academic status and provides an evaluation of their performance.

AMSC will send the AER to the civilian student's supervisor and to the student. For military, AMSC will send the AER to the Army Personnel Command (PERSCOM), ARPERSCOM or other appropriate organization. The student's Major Army Command (MACOM) commander or other appropriate Head-of-Organization will receive a memorandum mentioning the names of students from that MACOM who graduated from SBLM for that respective class.

Faculty Advisors will write the AER and review a draft of the completed form with the student as a part of formal end-of-program counseling. The draft is subject to Department Chair, and Commandant review, and the final AER may not appear precisely as written by the faculty member.

Students disagreeing with performance statements made on the AER may appeal these to the appropriate the Commandant, who is the final authority on all such appeals.

Graduation Requirements

The SBLM Program is a pass/fail educational program⁷. To receive a diploma, students must *meet all residence and attendance requirements and pass each required evaluation with a grade of "Satisfactory."*⁸ Class preparation

⁷ Department of Defense Directive 5124.7 requires educational institutions to be accredited. AMSC's programs are evaluated by the American Council on Education (ACE). To keep our review level we must ensure that standards are met by every graduating student. See the TAB on ACE CREDIT. AMSC is accredited by the Council on Occupational Education (COE). COE is a Department of Education recognized national accrediting body.

⁸ Work completed at AMSC receives one of only two possible evaluation results. These evaluation results are based solely on the student's immediate work. Selected required evaluations may be evaluated using a blind process in which the faculty member evaluating the paper or other material sees only the student's work, with no knowledge of the student's identity. The possible evaluation results are pass or satisfactory and fail or unsatisfactory. *The SBLMP academic work is at the graduate level. A preponderant amount of satisfactory work means that 80% or more of the completed evaluation is satisfactory.*

Fail or Unsatisfactory. Fail means the work is unsatisfactory. In other words, the student has failed to demonstrate a basic understanding of the tenets and concepts involved in the assignment and has failed to meet a preponderance of the criteria of the general writing or presentation assessment, as appropriate.

Pass or Satisfactory. Pass means the work is satisfactory. In other words, the student has demonstrated a basic understanding of the tenets and concepts involved in the assignment and has met a preponderance of the criteria of the general writing or presentation assessment, as appropriate.

and homework preparation are part of the graduation requirements. AMSC publishes no order of merit lists.

To measure satisfactory performance, the SBLM Program uses an overall assessment plan that includes both assessments and evaluations.

Assessments measure the student's abilities in skills such as writing, speaking, analysis and decision making. Assessment may also include instruments to measure personality and learning preferences. In short, assessments include any instruments that ultimately help the faculty create a better learning opportunity for the students. Assessments are not given a grade, but students do receive feedback. Evaluations test to what extent the student can understand and apply the concepts and content covered throughout the curriculum. Evaluations demonstrate to student, faculty, and management the cumulative progress of the student through the program, provide an on-call academic status report, and in the long run, provide a means by which external reviewers of the AMSC can assess to what degree students met AMSC-established standards.

Students will track their own progress by means of a Learning Self-Assessment and keep copies of salient assessment and evaluation results in their Student Portfolio.

At the beginning of each class, SBLM Program seminar faculty will discuss the required evaluations and provide deadlines. Deadlines for required evaluations will also be published in the weekly schedule. We require students to meet these deadlines. Any issues around deadlines should be surfaced immediately to seminar faculty.

Faculty can recommend students for Academic Probation. Academic Probation is addressed later in this Guide. Students generally are allowed one opportunity to “redo” a failed, required evaluation—these redo’s are limited. Additional or repeated failures and/or redo's may result in an Academic Board.

Military students must meet the Army Weight/Height standards in accordance with (IAW) Army Regulations, AR 600-9, and must pass the Army Physical Fitness Test (APFT) IAW TRADOC Regulation 350-6.

Military students—you must provide a copy of your APFT Scorecard (DA Form 705) to your faculty advisor prior to graduation. If your current height and weight are not in accordance with the standards of AR 600-9 and a Body Fat Content Worksheet (DA Forms 5500-R and 5501-R) was prepared and determined you to be in compliance, you must also provide a copy of that worksheet to your advisor.

Students are required to be resident while attending the SBLM resident Program. Students not in residence, without express written permission from the Commandant, will be considered as failing to complete graduation requirements and can be disenrolled from the program. Students must submit their requests through the Registrar.

The College does not transfer students between programs. The program is intense, and the pace is such that any remedial work places an unacceptable burden on existing faculty, staff, and other students. The program design does not support selective attendance. Students are expected to begin and complete the same program. In emergencies, students may request deferral to another program, and a Department Chair or the Commandant may authorize such deferrals on a case-by-case basis. If necessary, the commandant will adjudicate such decisions. The commandant's decision is final.

Student Attrition

1. Types of Attrition

There are two types of attrition: 1) academic and 2) administrative. As a general rule, disposition of academic failure will be referred by the Faculty Seminar Leader through the respective Department Chair to the Commandant. An Academic Review Board will convene when the student faces the possibility of expulsion. Determination as to administrative attrition, which includes but is not limited to, acts of misconduct, unsuitability, compassion, attitude, honor violation (to include plagiarism) and voluntary withdrawal for the good of the service, will be referred through the Department Chairs to the Commandant with recommendations for disposition.

Dismissal of students from the SBLM Program can be considered 1) an unqualified release or 2) an elimination action (involuntary attrition or disenrollment). Unqualified release refers to a dismissal on the basis of compassionate or emergency situations. In these instances, the appropriate Department Chair will verify the circumstances. Elimination refers to a dismissal for cause. There are numerous reasons that may underlie dismissal for cause. The right of the individual to due process, sufficient to protect his/her interests, will be provided in all cases with full access to legal counsel.

The Commandant is the final approving authority for disciplinary action contemplated against students. AR 350-1 and TRADOC Regulation 350-10 task the Commandant to establish precise procedures to determine how students in which circumstances students should be disciplined (and the level of discipline) or dismissed.

2. Regulatory Information

Military students may be dismissed from the SBLM Program, and designated as non-graduates, for failure to meet regulatory physical fitness and weight standards. Determination of failure to meet these standards will be made by the applicable Department Chair in accordance with AR 350-1 TRADOC Regulation 350-10, AR 350-15, AR 600-9, and local implementation policy. Students will be apprised of these requirements during registration procedures.

After a military student has failed all available opportunities to meet the standards, the applicable Faculty Advisor and Department Chair will prepare a letter of notification for the Commandant's signature notifying the individual of dismissal and designation as a non-graduate for failure to meet established physical fitness and/or weight standards. The student will be provided the right to rebut the action per provisions of paragraph 2-6, AR 600-37, prior to departing. The military student will acknowledge receipt by signing and dating a copy of the notification letter. The completed action with rebuttal and consideration will be forwarded to the Registrar for filing and disposition to the individual's unit and records maintenance facility.

Civilian students must meet the standards of conduct described in DOD 5500.7-R. Joint Ethics Regulation.

Students may be dismissed and designated non-graduates for failure to meet regulatory requirements.

3. Special Situations

There are numerous special situations that can lead to dismissal of a student. These cases may occur as a result of actions while a student is at AMSC or as a result of actions prior to arrival. In all these special situations, the appropriate Faculty Advisor and Department Chair will document all the facts in the matter and present them in writing after appropriate Staff Judge Advocate (SJA) review—with a recommendation for disposition. The recommendation will be routed to the Commandant. An enclosure to this recommendation will be a letter of notification to the student. This letter will inform the student of the action being taken and any options with regard to program completion. If the action is adverse in nature and is going to the individual's permanent record, the individual must be given the opportunity IAW Chapter 7 of AR 600-37 to rebut the action. The student will acknowledge receipt by signing and dating a copy of the letter of notification. A copy of the completed action will be provided to the Registrar for filing and distribution of documents to the individual's unit and record maintenance facility as applicable. These special situations normally fall under the following categories

and do not require an Academic Board: court martial; serious civil convictions; AR 15-6 investigations; medical; request of parent command; and voluntary withdrawal for cause (conduct or academic).

Administrative Attrition

Administrative attrition includes the dismissal of students from the AMSC as a result of administrative action and for reasons independent of the student's ability to achieve program objectives. The following reasons are recognized as types of administrative attrition. A student initiated request for disenrollment from the SBLM Program does not require an Academic Board.

Medical. Student withdrawal from the program because of medical reasons which prevent completion of the program. The condition may affect the student or a member of the student's family.

Misconduct and Disciplinary Actions. Student release because of factors involving personal conduct of a nature warranting termination from the program. Includes but is not limited to:

- Absence Without Leave (AWOL).
- Refusal to attend class, remain in residence, or otherwise follow faculty or appropriate staff guidance.
- Illegal use (abuse) of alcohol and controlled substances (drugs).
- Commission of a felony.
- Failure to follow policy or procedures.
- Disruption of the normal academic environment of others (e.g. harassment), or any related incidents.
- Misuse of Government resources, or abusive behavior toward other students, staff, faculty, or others associated with AMSC—regardless of the location in which the behavior occurs.

Honor Code Violations. The Honor Code is of paramount importance to the Army Management Staff College. *The essence of the Code is that a student's word is accepted without question because students do not lie, cheat, steal, or tolerate anyone who does.* A dishonest act is an offense against the entire student body. The Commandant expects each student and each member of the AMSC staff and faculty to enforce the Honor Code and practice academic

ethics. Work that is presented by students, staff, and faculty as their own will be considered their own. Honor violations and the breach of professional ethics and integrity will not be tolerated.

Violation of Copyright. Copyright laws are specific and demanding. All students and AMSC personnel must honor them and not become complacent with photocopying, tape duplication, software duplication, or use of materials gathered through electronic databases, libraries, or the Internet and its various providers.

Violation of the Nonattribution Policy. Violation of the AMSC nonattribution policy regarding guest speakers is a serious matter. It not only threatens academic freedom at AMSC, but also brings into question the ethics of the individual who has agreed to abide by the policy. All students must sign a nonattribution policy form. Refer to the earlier section entitled, Educational Approach and Philosophy, Nonattribution Policy, for the precise language of the policy. Violation of the nonattribution policy is grounds for disenrollment from AMSC.

Compassion. Termination for compassionate reasons usually occurs in situations involving the health, welfare, and security of an individual or family which are so compelling that the best interest of the individual requires termination of student status.

Resignation. The resignation of any student involves a voluntary request for release from the program prior to completion. For military students, AMSC staff will contact the appropriate assignment branch office at HQ PERSCOM or other POC's, i.e., ARPERSCOM and the service member's parent unit for disposition instructions. For civilian students, the staff will contact the appropriate MACOM or organizational POC and parent unit for disposition. Resignations do not require Academic Boards.

Attrition for Academic Reasons

Unsatisfactory performance on assessments and evaluations provides a clear indication that the student does not meet the required academic standard of the SBLM Program. Academic attrition includes the loss of students from the SBLM Program due to failure to achieve minimum program objectives and standards. Students being considered for removal from the SBLM Program due to academic reasons will have the opportunity to present their case to an Academic Review Board. These procedures are addressed in another section of this *Guide*.

Good Standing

A student in good standing completes all assessments and evaluations at a

satisfactory level and by the required deadline. Once the student either engages in behavior that is cause for general probation or academic probation, the student is no longer in good standing. Students not in good standing will be given written notice specifying the type of probation on which they have been placed. See the next sections for further information on academic or general probation. Students may appeal their standing to the Commandant. The Commandant is the final authority on all such matters.

Program Duration

The SBLM Program's duration includes the required resident and nonresident components. Work included in the nonresident component (prework) is a part of the program's required work. Students who do not complete the required prework may lose their good standing and be recommended for academic probation by their faculty advisor. Department chairs may place students on academic probation after conferring with faculty and the student. Non-completion of the prework is taken as an indicator of ability to keep pace with this intense program and successfully complete the requirements. *To be released from this probation, the student must successfully pass Evaluation 1 on the first attempt.*

No-Fault Deferral

Students recognizing early in the SBLM Program that even with remediation they will not achieve the academic standard may request a no-fault deferral. With a no-fault deferral, students may, within one calendar year seek re-matriculation to the program without reapplication. Early recognition saves AMSC and Army resources and provides the student an opportunity to build skills before returning to the program. For any student, a no-fault deferral may only occur once, and AMSC assumes the student will seek outside opportunities to improve the deficient skill.

Faculty recognizing early in the program that their student will not achieve the standard will request that the student undertake academic remediation or accept a no-fault deferral. If the student does not wish to defer and does not successfully complete academic remediation, then the department chair may place the student on Academic probation or request that an Academic Review Board be convened. If the student wishes to accept the no-fault deferral, the student will submit a memorandum through the faculty advisor to the appropriate department chair.

Students who are placed on academic probation during the assessment period may be removed from probation by passing Evaluations #1 and #2 on the first attempt. Receiving an Unsatisfactory on either evaluation will normally result in the convening of an Academic Board.

Academic Remediation

Students experiencing difficulties in meeting the academic standards and achieving the program outcomes of the SBLM Program will have the opportunity to pursue remediation activities designed to aid in meeting the standards. *Simply engaging in remediation activities does not guarantee that standards will be met and graduation will occur.*

When a student demonstrates unsuccessful performance on assessment of skills such as writing, speaking, analyzing, or problem solving, the faculty advisor will initiate a remediation plan. The faculty advisor and the student develop the remediation plan jointly. A copy is provided to the appropriate department chair, who may amend the plan as warranted. Remediation plans must meet guidance provided in the specific skill or content. Department chairs and faculty will ensure the equity of remediation plans across skills, content, and students in any given class.

Remediation may include one or more of the following types of activities: scheduled classes tutoring in specific content, workshops for designated skills, or revision of specified assignments.

If, after remediation activities, the student continues to exhibit deficiencies in a particular skill, the faculty advisor will refer the student to the appropriate department chair. The department chair will review the remediation record, speak with the student, and determine whether to place the student on academic probation or refer the student to the Academic Review Board. The department chair may offer the student the option of resigning (see Resignation). For cause, the department chair may offer the student a no-fault deferral. In either case, the department chair will document the action and provide a copy to the Commandant.

Academic Probation

Students must achieve a grade of SATISFACTORY on all required evaluations in order to graduate. A list of required evaluations will be made available for students to review at the beginning of class. Because the first few weeks of the program focus on assessment and remediation, Academic Probation is mandatory anytime a student fails an evaluation. *Academic probation means that a student must pass the next evaluation the first time to continue with the program. In addition, the student must also have passed the re-evaluation of the original failed evaluation.*

Upon failure of any evaluation, the faculty advisor and the appropriate department chair will offer appropriate remediation to the student, and the student will be reevaluated on the material. The re-evaluation will be sufficiently different from the original evaluation to measure real learning. A

grade of satisfactory on the re-evaluation meets the criteria of passing the evaluation.

If the student receives a grade of SATISFACTORY on the re-evaluation and passes the next regularly scheduled evaluation on the first try, the student will be removed from Academic Probation. It will be possible for students to be on Academic Probation more than once during the program.

Probation is an indicator that something is wrong. Students should contact their faculty as early as possible when they recognize they are having difficulty with some portion of the curriculum or program. Early recognition provides the best chance for subsequent success.

If the student receives a grade of UNSATISFACTORY on the re-evaluation, he or she will be afforded remediation and possibly an additional re-evaluation as determined by the department chair⁹. Simultaneously at this juncture, the appropriate department chair will remand the student and the student's academic record to the Academic Board for consideration of options. See the section on Academic Boards in this *Guide* for a range of options and the chart on negotiating the probationary process; located later in this section. The latter graphs the probationary and deferral processes.

A student who is not on probation and receives a grade of UNSATISFACTORY on the last evaluation will be placed on probation, offered remediation, allowed to take a re-evaluation, and remanded to an Academic Board. If the student passes the re-evaluation, the Academic Board will be cancelled. If the student receives an unsatisfactory on the re-evaluation, the Academic Board will be conducted.

A student who is on probation and receives an UNSATISFACTORY on the last evaluation will be remanded to an Academic Board by the department chair, offered remediation, and allowed to take the re-evaluation. However, passing the re-evaluation at this point will not result in cancellation of the Academic Board.

Faculty advisors will notify their seminar leaders of any failures and generally keep their seminar leaders apprised of student progress and standing within the seminar. Faculty seminar leaders will notify their respective department chairs of any issues or concerns with either good academic standing or good order in the seminar.

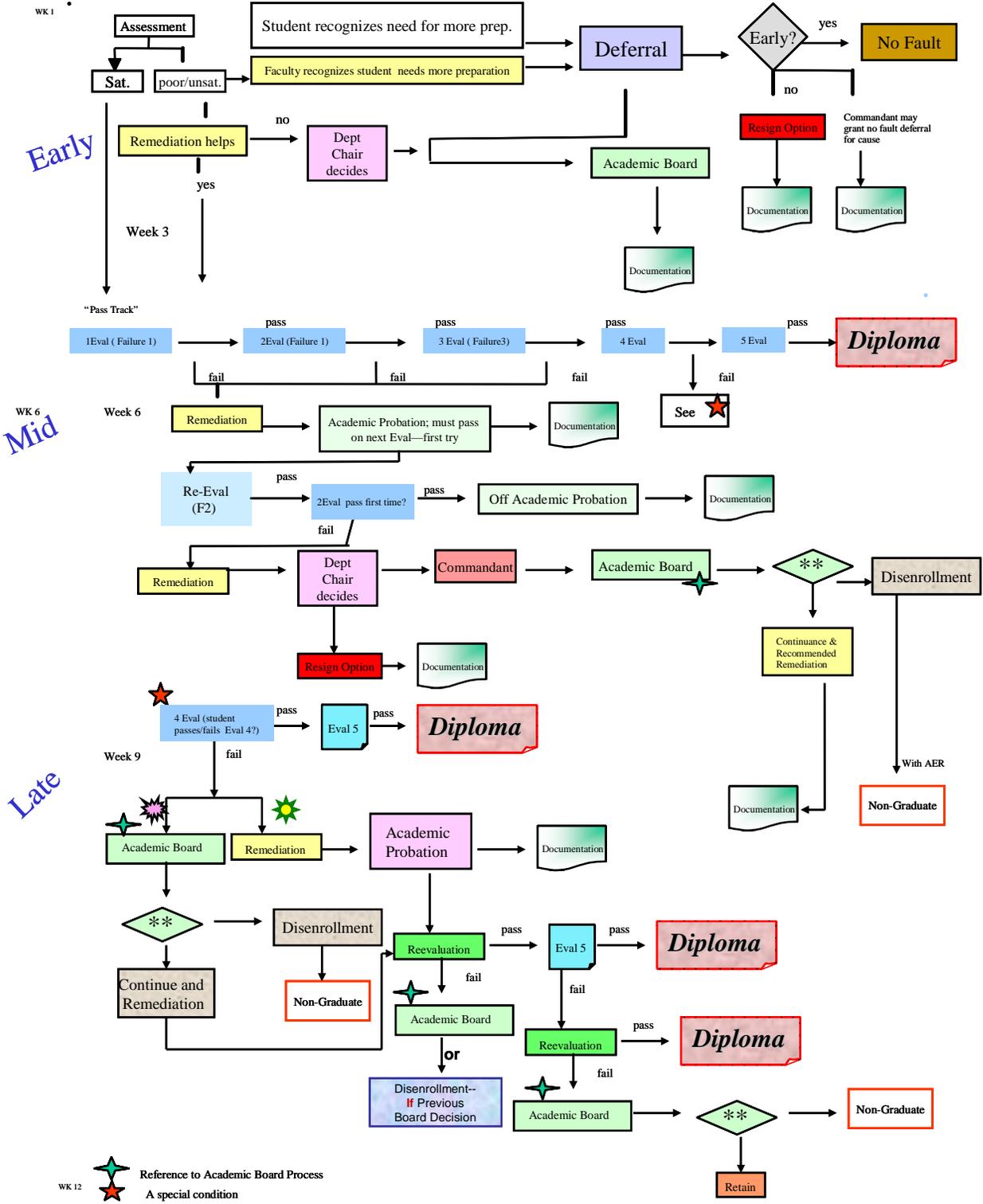
⁹ This is done in rare cases where the student is otherwise exceptionally good with an excellent academic record and where the failure is one very close to achieving a passing grade. Additional considerations will include the circumstances under which the student took the evaluation (e.g., illness, external pressures due to extraordinary circumstances beyond the student's control, or the like.) In short, the circumstances appear to be close to passing and an Academic Board appears to be an extreme measure. Such decisions are made in consultation with the department chairs.

Department chairs will notify students in writing that they are on academic probation with a copy furnished to the students faculty advisor. They will include a copy of the relevant *Academic Guide* pages. Students may respond to the probation notice in writing. Appeals may be made in writing thru the Department Chair to the Commandant. The Commandant is the final authority on all appeals. Appeals regarding Academic Boards may be made after the Boards have met. See the section on Academic Boards.

In Summary—Negotiating the remediation/evaluation process

The chart on the next page follows the probation and Academic Review Board processes; along with option points to defer or make other academic standing decisions.

Remediation/Evaluation Process



- Reference to Academic Board Process
- A special condition
- **** Board recommends; Commandant decides
- If already on Academic Probation.
- If not previously on Academic Probation

Prework: Students with incomplete Prework may be placed on Academic probation by the appropriate department chair

General Probation

A more "general" form of probation may occur in instances where the student incurs other infractions which in-and-of-themselves may not merit removal or other Academic Board action but where additional or continued infractions will change that balance in favor of removal. Examples may include but are not limited to:

- Disruptively participating or failing to participate or contribute to seminar sessions, exercises, or tasks—even after counseling by seminar faculty. Participation assumes preparation for the day's material and exercises, contribution of ideas; taking of active roles within practical exercises, for example.
- Behaviors that are extreme and have negative impact on AMSC or its affiliated organizations, including Knadle Hall, the post library, or other Fort Belvoir community activities. Behaviors while at AMSC which generally leave the public with a poor perception of the AMSC and/or its students.
- Failing to be resident at AMSC without the required permission.
- Failing to attend scheduled program events without prior approval or proper notification to seminar faculty or other appropriate official.
- Failure, after warning, to observe published rules such as non-smoking outside of designated smoking areas; tardiness to scheduled class activities; or alcohol consumption/substance abuse policies.

Students will be informed in writing if they are placed on "general" probation. A Department Chair will generally issue this type of probationary letter. Students will be given the opportunity to respond to the probation in writing. Appeals may be made through the Department Chair to the Commandant. The Commandant is the final authority on all such probations.

For General Information

Except where otherwise indicated in this Guide, students being considered for removal from AMSC, whether caused by academic, or general probation, or other cause, will have the opportunity to present their cases to an Academic Review Board.

Academic Review Boards

An Academic Review Board is an advisory board for the Commandant pursuant to AR 350-1 and TRADOC Regulation 350-10 Individual Military

Education and Training. Although any of the matters covered may be referred to a Board, the following situations are those more commonly considered by a Board which determines the facts and makes recommendations for disposition:

- Students whose personal conduct is such that their continuation in the program is prejudicial to the interests of other students—such as disciplinary infractions or academic ethics violations as defined under Administrative Attrition.
- Students whose academic progress, demonstrated motivation, attitude or conduct, although not requiring formal disciplinary action, are prejudicial to the interests of other students, or where it is unlikely that the student can meet the standards established for graduation—either Academic, Academic Continuing or General Probation qualify.
- Academic Review Boards also consider appeals and requests from previous students regarding academic and enrollment matters; confirm students as graduates; confirm students as recipients of the AUSA or AMSC outstanding student award when legitimate challenges are made; assist in the selection of students for honors and awards as appropriate and review other student academic issues as directed by the Commandant.

The AMSC Academic Review Board is normally composed of the following:

- President.
- Additional Senior Academic Officials or Faculty.
- At Least 2 Other Disinterested Faculty or Staff.
- Non-Voting Recorder.
- Non-Voting Assistant Recorder.
- Non-Voting Clerk to the board.

All faculty or staff serving on the board and voting must possess a grade equal to or greater than the student(s) before the board. Board membership must include appropriate diversity.

The Commandant will appoint all board members in writing. The Commandant will appoint all replacement members of the board and may appoint additional members or excuse members as circumstances may direct. Any member so excused shall not be counted in determining the existence of a quorum. The absence of any of the designated positions from a Board will not

render the Board improperly constituted. The Commandant has final decision authority on Board recommendations.

The Recorder will serve as an assistant to the Commandant, Registrar, and Board President for the organization, operation, and management of Academic Boards. The Recorder will:

- Prepare Letters of Appointment for the Commandant's signature;
- Prepare and distribute notification to Board members of pending Board meetings; and
- Prepare letters of notification for the board president's signature to the student(s).

The Recorder will provide a copy of the signed Letter of Notification with enclosures consisting of all documentary evidence to be considered by the Board to the student(s); brief the student(s) on the content; and have the student(s) acknowledge receipt by signing and dating the original copy. The Recorder also:

- Prepares a Letter of Instruction (LOI) for signature of the Board President for the Board members. In advance of the Board meeting, the recorder will provide a packet to each member of the Board consisting of the Letter of Instructions with the signed Letter of Notification to the student and all documentary evidence as enclosures to be considered by the Board.
- Coordinates for a room to hold the Board meeting and if necessary, the use of required equipment or services to record the Board proceedings. The Board President determines the need for and use of electronic recording devices.
- Coordinates the appearance of all witnesses.
- Completes an administrative checklist and a Board procedural guide or script as appropriate. Using these and the evidence packet coordinates with the Board President on all administrative aspects and general procedures for the Board meeting.
- Prepares minutes and supporting data for approval through the Board President, to the Commandant. These will be marked, "FOR OFFICIAL USE ONLY," and contain all supporting and implementing materials. The minutes will consist of a summary record of the Board meeting. Most Board meetings will not use electronic recording equipment. Even if the meeting may have been recorded, a verbatim transcript will be made only when directed by the Commandant or higher authority. Upon FINAL

DISPOSITION/ACTION in the case, all tapes will be erased.

- Prepares a Letter of Notification to the student of the Board's findings and recommendations. The Board President signs this letter. If the action is adverse in nature the right to rebuttal per paragraph 2-6, AR 600-37 will be provided. The student will acknowledge receipt by signing and dating a copy of the notification letter.¹⁰
- Prepares a Letter of Notification of the Board's Recommendation for the Commandant. Simultaneously prepares a Board Information Book for the Commandant's review.
- Files the completed action with all documentation with the Office of the Registrar for the purpose of maintaining historical records of minutes, action taken, and approval documentation.
- Serves as the primary point of contact in assisting Board and faculty members with all Board associated actions.
- Prepares a letter of notification for the student. This is for the Commandant's signature and conveys the Commandant's final decision. Additionally prepares a letter of notification for the Commandant's signature to notify all involved AMSC staff, faculty, and, if appropriate, students of actions taken.

With recommendations from the respective Department Chairs, all Academic Boards will meet by direction of the Commandant. The Department Chair] prepares a packet with his/her recommendation for the board for the Commandant. This packet will include at a minimum any memoranda supporting the recommendation and relevant student academic performance information. The department chair for leadership and management prepares a list of eligible, appropriately diverse, and available board members, including a nomination for president. A quorum consists of a majority of the voting members appointed to serve on the Board and not excused prior to convening the meeting. The student will normally be given a minimum of 3 working days notice prior to the convening of a Board. However, individual situations may dictate that the normal notice period would be counterproductive or inappropriate. Accordingly, under special circumstances, the notice period may be reduced or expanded for good cause. The notice to the student will include the following:

- Notice that a Board is to be convened and he (she) will be afforded an

¹⁰ Appeals may be made to: COMMANDANT, ARMY MANAGEMENT STAFF COLLEGE, , 5500 21ST STREET STE 1206, FORT BELVOIR VA 22060-5394.

opportunity to appear before it.

- Time, date, and place of Board proceeding.
- Specific statement of reasons for the Board and all allegations against the student.
- Copies of or access to all known documentary evidence which will be provided to the Board.
- Names of all known witnesses the Board intends to call. The student will be given the opportunity to interview all witnesses before the Board, if he/she desires.
- Statement of the student's right to consult with legal counsel.
- Right of the student to be present during the appearance of all witnesses relevant to allegations against him/her and the opportunity to question those witnesses. These questions may stimulate other questions from Board members.
- Further questioning may be pursued by Board members based on these questions.
- Notice of right to have a representative accompany the student to this session. The representative may speak for the student. This representative may but need not be a legally qualified counsel. The Board may not deny the student legally qualified counsel if the student elects to have such counsel and counsel is available. Such counsel will be retained at the student's expense.
- Right of the student to present matters in writing, in person, or both. The student may call witnesses in his/her behalf. If witnesses are not reasonably available as determined by the Board, their written statements may be submitted directly to the Board President, who may delegate this task to the Recorder.

Deliberations of the Academic Board are privileged information and minutes of meetings are marked "FOR OFFICIAL USE ONLY." Recommendations of the Board are privileged until released by the Commandant or higher authority. Each voting member in attendance has one vote. The recommendation of the Board will be determined by a majority vote. Minority opinions may be submitted when deemed appropriate by any Board member. In those instances where a Board member has been known to have significant and damaging information about the student outside the student's AMSC tenure, that member will be excused from the Board. Board members must be impartial

toward the student.

Proceedings of the Academic Board as a general rule shall be closed proceedings but may be declared open by the President of the Board or higher authority. If witnesses are to appear, they usually will be notified at least 24 hours in advance. They will report to the President of the Board when called. If appropriate, the recorder will swear in all witnesses. After being seated they may present statements orally or in writing. They are required to answer questions from the student, his/her representative, and the Board members. Witnesses will not be allowed to make "off the record" remarks.

Standards of Proof, Voting, and Options Regarding Recommendations:

- The standard of proof to justify an adverse recommendation by the Board is "preponderant evidence." This is evidence that a reasonable person would be willing to accept as sufficient to support the conclusion and a greater weight of evidence than supports any different conclusion.
- After evaluating all the evidence, the Board will deliberate and vote on findings and recommendations. A majority must vote in favor of adopting a recommendation before that recommendation may be forwarded to the Commandant. Dissenting views will be included. Recommendations for serious offenses, to include violations of academic ethics, will normally include, BUT NOT BE LIMITED TO, one of the following:
 - Dismissal as a student from AMSC with no opportunity to complete the program by any means in the future.
 - Dismissal as a student with the opportunity for enrollment in a future class or alternative delivery mode, such as the Nonresident Program.
 - Letter of counseling from the Commandant specifying the adverse nature of the incident and repercussions of continued behavior/action of this type. The letter may be forwarded through the supervisor of record and filed in the individual's permanent file or local file.

Recommendations for academic difficulties include, but are not limited to:

- Dismissal as a student from AMSC with no opportunity to complete the program by any means in the future.
- Dismissal as a student with the opportunity for enrollment in a future class or alternative delivery mode, such as the Nonresident Program.
- Placement of the student on academic probation and advice in writing by a Department Chair of specific requirements he/she must complete

in order to graduate.

- Formal letter of counseling signed by the Commandant. Note that formal letters of counseling to be included in an Official Personnel Folder will be coordinated with the student's respective supervisor or supervising authority.
- Formal letter of counseling signed by his/her Department Chairman as appropriate.
- Formal letter of counseling signed by the Seminar Leader or Faculty Advisor as appropriate.
- Any action less severe than the above.

The Commandant will notify the student in writing of his/her decision concerning approval of the Boards findings and recommendations. The Registrar is responsible for completing all paperwork on the Board; the appropriate distribution of materials; and maintenance of the historical records of Board actions. The following documents should be available through the Recorder for reference by any persons associated with a Board action. The Recorder will ensure these applicable documents are available during the actual conduct of a Board.

- AR 15-06, Procedure for Investigating Officers and Boards of Officers.
- AR 135-175, Separation of Officers
- AR 340-17, Release of Information and Records from Army Files.
- AR 340-21, The Army Privacy Program
- AR 350-1, Army Training and Education
- TRADOC Regulation 350-10, Institutional Leader Training and Education
- TRADOC Regulation 350-6, Training, Enlisted Initial Entry Training (IET) Policies and Administration
- AR 350-15, Army Physical Fitness Program.
- AR 600-8-24, Officer Transfer and Discharges.
- AR 600-09, The Army Weight Control Program.

- AR 600-37, Unfavorable Information
- DOD 5500.7-R. Joint Ethics Regulation.
- Academic Guide, The Army Management Staff College, for current class.

Dismissal of Reserve Component personnel will be coordinated with National Guard Bureau (NGB) or Office of the Chief, Army Reserve (OCAR) as appropriate. Dismissal of active military students will be coordinated with HQ PERSCOM (civilians with the respective personnel office or organizational POC).

Job Aid for Academic Boards

Sequence	Who	Tasks
1	Student action assessed by faculty catalyzes academic board	Faculty call this to department chair's attention.
2	Department Chair	<ol style="list-style-type: none"> 1. Issues probation memo stating cause and that an academic board will be recommended; gives to student 2. Issues memo recommending academic board to Commandant
3	Department Chair	<ol style="list-style-type: none"> 1. Prepares packet for Commandant recommending board; includes memos supporting the recommendation and relevant student academic performance information. 2. Requests Department Chair, leadership and management to provide board composition list to Commandant.
4	<ol style="list-style-type: none"> 1. Commandant approves board composition 2. Department Chair, L&M 	<ol style="list-style-type: none"> 1. Gives approval to department chair L&M 2. Notifies board president and Registrar; provides board names to Registrar <ul style="list-style-type: none"> ▪ President. ▪ Additional Senior Academic Officials or Faculty. ▪ At Least 2 Other Disinterested Faculty or Staff. ▪ Non-Voting Recorder. ▪ Non-Voting Assistant Recorder. ▪ Non-Voting Clerk to the board.
5	Registrar	<p>Initiates the letter/memo notification process; board president signs letter signs:</p> <ol style="list-style-type: none"> 1. Notification to Student 2. Notification to witnesses 3. Notification to Board Members 4. Letter of Instruction to Board; including complete documentary evidence 5. Letter of Instruction to Student 6. Any other initial correspondence
6	Recorder	Executes the letter/memo notification process in #5

7	Board President; board meets	Directs the board process and ensures that documentation represents the actual work, findings, conclusions, and recommendations of the board.
8	Recorder and assistant recorder	Take the board notes, collect all documentation;
9	Clerk	Manages the calling of witnesses; runs errands for the board (e.g., photocopying)
10	Board President	Board completes its work and develops findings and recommendations
11	Recorder	<ol style="list-style-type: none"> 1. Creates the "Board Book" which represents all documentation collected and created by the board 2. Creates the memo of notification to the student of board findings, recommendations
12	Board President	Signs and gives student the preliminary findings and recommendations of the board; obtains signature denoting receipt
13	Recorder	<p>Ensures receipt of the notification to student of board results</p> <p>Ensures receipt of any appeals from student. Adds to board book. Forwards complete board book to Commandant. Creates the memo for commandant signature denoting acceptance or final resolution of the case</p> <p>Creates memo of notification to faculty, staff, students (if appropriate) of disposition of the case</p>
14	Commandant	Signs final memo of notification of board results to faculty and staff
15	Commandant	Notifies the student's supervisor of the outcome as appropriate, especially if the student is disenrolled.
16	Registrar	Simultaneously to 15 notifies the organizational POCs, PERSCOM, etc.
17	Board President and board members	Return any board documentation evidence to Registrar
18	Registrar	Initiates and confirms return and shredding of extraneous and extra copies of the board documentation.
19	Faculty and department chair	Develop the close out AER for the student.

STUDENT AWARDS AND RECOGNITION PROGRAM

A MESSAGE TO ALL STUDENTS—

Recognizing excellence within your organization is an important part of organizational life. While you are here, you are a part of the AMSC organization. Take the opportunity to recognize excellence among your classmates.

Opportunity to Recognize Student Excellence

The Student Awards and Recognition Program affords faculty and students the opportunity to recognize excellence among the current class—using AMSC’s educational goals as part of the criteria.

Educational Goals Underlie Award Criteria

The educational goals underlying the award criteria are:

1. *Demonstrated leadership*

a. Understanding how Army elements link together to accomplish mission for national goals. Behavior that demonstrates increased ability to perform leadership competencies, expanded vision and perspective, and enhanced abilities to communicate orally and in writing.

b. Commitment to selflessness and service.

c. Abilities to think creatively, critically, and consequentially.

d. Decision making under risk conditions.

e. “Can-do” attitude and approach.

2. *Demonstrated academic achievement.*

3. *Demonstrated exercise of a total team orientation.*

4. *Demonstrated effectiveness as a role model.*

It's Policy to Recognize Exceptional Performance

It is AMSC policy to recognize truly exceptional performance, achievement, and contribution to class and class learning. Every student is eligible and encouraged to compete for the established awards. Further, every student is urged to nominate fellow students for demonstrated excellence using both AMSC awards and, where appropriate, recognized Army awards (AR 672-20, Civilian Awards, and AR 672-5-1, Military Awards).

It is not AMSC policy to present awards that recognize completion of standard requirements (e.g., lecture attendance or completion of required readings and outside study assignments, or the personal niceties of loaning property or information to benefit another). These types of activities are required of all students by virtue of the program and in no way distinguish a student as exceptional.

Faculty and Student Awards Review Committees

Two committees will be established each class to review and endorse award nominations to the approving authority. The composition and responsibilities of each committee are as follows:

Student Awards Review Committee (SARC):

The SARC will consist of one student representative per seminar and one Faculty Advisor. Student representatives will be elected by their respective seminars not later than the beginning of the second week of the program. The chairperson of the SBLM Award Review Board (SARB) will serve as the Faculty Advisor and is a non-voting member of the committee. The Student committee will select one of its members as chairperson during its first meeting. The chairperson of the SARC will serve as the liaison member to the SARB. The SARC Chair will provide the Department Chairs and the Faculty Advisor a list of committee members by seminar no later than the end of Week 2 of the resident program.

The purpose of the SARC is to collect, review, and make award recommendations for the AMSC Alumni Association Leadership Awards and Certificates of Appreciation. Further, the SARC provides student leaders and representatives an opportunity to exercise leadership using awards as the vehicle.

All nominations for Certificates of Appreciation, whether from faculty or other students, will be submitted to and processed by this committee. AMSC Certificates of Appreciation remain official AMSC documents and are signed by

the Commandant. The SARC will ensure that Certificates of Appreciation are recommended for approval only when absolutely warranted—as a guideline, such official certificates signed by the Commandant should not exceed approximately 5% of the student body count. Routine performance, occasional glimpses of brilliance, and being a "really nice person" or "loaning your car" are not considered appropriate criteria for award of an official AMSC Certificate of Appreciation. Nominations that are not approved will be returned to the submitting individual. All recommendations for approval/disapproval made by this committee are final.

SARC representatives will present approved AMSC Certificates of Appreciation, signed by the Commandant, in the awardee's seminar. This responsibility includes coordinating/scheduling presentation times with Faculty Seminar Leaders *and any other desired guests or presenters*.

The SARC may issue its own form of certificates of appreciation. Designated student leaders on behalf of the class membership will sign these certificates. Coordination for presentation remains the responsibility of the SARC representatives.

Generally, 95% of all Certificates of Appreciation are student nominated, recommended, approved, produced, and presented. Selected Certificates of Appreciation may be forwarded through the Chair, Department of Leadership and Management, to the Commandant for signature. These should represent the highest level of student effort suitable for a Certificate of Appreciation. The Management Support Assistants, Department of Academics, will produce certificates to be signed by the Commandant and return these signed to the SARC chairperson.

The SARC will collect and process nominations for the AMSC Alumni Association Leadership Award. It will establish guidelines for its class that exemplify the stated selection criteria. It may review the nominations in consultation with members of the AMSC Alumni Association Board of Directors or its designated representative as necessary or as requested. The SARC will forward this recommendation to the Commandant for approval.

SBLM Awards Review Board (SARB):

The SARB will consist of seven members: five faculty members appointed by the Chair, Department of Leadership and Management, plus the Director of Administration and a non-voting SARC Chairperson. The SARC Chairperson will act as the communication link between the actions of the SARC and those of the SARB. The SARC Chairperson will attend only those meetings of the SARB in which specific information is needed. Faculty members will be appointed to the committee for a period of 1 year from the date of their

appointment. Appointments will be staggered so those one or two new members join the committee before each class cycle. The Chair, Department of Leadership and Management, will identify the committee chair from among the members. The Chair, Department of Leadership and Management, will fill vacancies occurring on the committee as appropriate and necessary.

The SARB recommends the winners of AMSC's top-level awards, including the AUSA Award and Exceptional Achievement Certificates. It also processes nominations for Best Student in Seminar and such other top-level awards as fall into the special or distinguished act category. Nominations disapproved by this committee will be returned to the submitting individual(s).

The SARB Chair has the latitude to call for advocacy interviews when the provided information appears insufficient but the nomination otherwise appears to have merit, or when the nominations are exceptionally close and cannot be resolved without further input.

Committee members should excuse themselves from voting, or any other activity of consequence to a final decision, when their personal involvement or closeness to the student warrants it.

The SARC and the SARB Have Some Things in Common:

- Both committees will solicit input for awards and rigorously review all award nominations received.
- Both committees will ensure consistency and fairness of consideration among seminars and individuals while complying with the philosophy and policy guidance of this memorandum. Issues of equity apply, and both committees will ensure equity.
- Both committees will calibrate the standards by which selection will occur.
- The committees are the only bodies authorized to make final award recommendations. Names of all final award nominees are submitted to the Chair, Department of Leadership and Management, for review and forwarding to the Commandant for approval.
- For the AUSA, Alumni Association Leadership, and Best (Student) in Seminar Award winners, a member of the recommending committee will provide a written justification to accompany the DA Form 1256, Incentive Award Nomination and Approval. Written justifications will follow SBLM good writing guidance.

The Awards

AMSC has three basic categories of student awards. Briefly, these *are Academic Excellence and Leadership Impacting Class Wide, Exceptional Achievement, and Special or Distinguished Acts*, including Certificates of Appreciation.

Category 1. Academic Excellence and Leadership Impacting Class Wide

Three awards represent academic excellence and leadership impacting class wide or across the class. One award of each type may be given per class. Students winning multiple awards with medals will receive only the highest medal. These awards are:

(1) The Association of the United States Army Award, which serves as AMSC's top award.

(2) The AMSC Alumni Association Leadership Award.

(3) The Federal Managers Association Writing Contest Award.

The Association of the United States Army (AUSA) Award

The AUSA Award is the top overall performance award recognizing academic excellence and leadership. One student per class may earn this award. The AUSA Award winner is the student who best demonstrates:

- a. *A balanced combination of academic excellence and leadership.*
- b. *Leadership of an activity that involves a significant portion of the class or even extends into a larger community.*
- c. *Overall excellent performance in the majority of activities joined.*
- d. *Ideally, the nominee has participated in the FMA Writing Contest.*

The winning student best meets the challenges presented under the Awards Philosophy header, demonstrated leadership, demonstrated academic achievement, demonstrated exercise of a total team orientation, and demonstrated effectiveness as a role model across the class. Award nominations come from the faculty and are processed through the SARB. The SARB determines the process specifics for each class. See TAB A for current general guidance covering citation, presentation, and the required nomination

format for AUSA.

The AMSC Alumni Association Leadership Award

The Alumni Association may give this award to the one student who exemplifies those qualities expected of the Army's very best leaders—to include selfless service, high moral and ethical standards, voluntary acceptance of leadership responsibilities, demonstrated primary concern for students, initiative, team orientation, and class-wide impact of actions. Award nominations come from students and are processed by the SARC. See TAB A for current general guidance covering citation, presentation, and the nomination format for this award.

Federal Managers Association Writing Contest

Students winning the Federal Managers Association (FMA) Writing Contest provide insight to a sustaining base issue and write exceptionally well. The issue and the writing skill are reviewed by an editorial panel on behalf of the FMA. One student per class may be selected. Of the three resident student and one nonresident student papers winning over the course of a year, one is selected for publication in the *Federal Managers Quarterly*

Category 2. Exceptional Achievement Awards

The Exceptional Achievement category includes the Best in Seminar Award as well as Certificates of Achievement for truly exceptional performance. The SARB processes this category of awards.

The Best in Seminar

This award may be presented to one student in each seminar as determined by the respective seminar faculty team. The winning student best exemplifies successful completion of the SBLM Program and seminar leadership. Extraordinary accomplishments such as, but not limited to, exceptional academic achievement and overcoming significant personal obstacles or hardships, or excellent leadership within the seminar or class are appropriate criteria for selecting this individual.

Exceptional Achievements

Exceptional achievements not falling in another category above may be recognized by an achievement award. Such achievements may include, but are not limited to, exceptional demonstrations of student leadership coupled with academic achievement and focused within seminar, or one-time acts of exceptional leadership. Numbers of Certificates of Achievement will normally

not exceed 5% of class size.

Category 3. Special or Distinguished Acts

This category includes the Health and Fitness related awards and Certificates of Appreciation.

Health and Fitness Awards

Students earn these awards based on points accumulated during their AMSC attendance. Faculty present the certificates at the end of the Program—students may win a gold certificate for 1200 or more points, a silver for 1000-1199 points, and a bronze for 700-999 points.

Certificates of Appreciation

Certificates are awarded for extraordinary contributions such as, but not limited to, lending significant assistance to one's classmates in an academic area of personal expertise, exceptional performance in seminar or class duties (e.g., Environmental Coordinator), or devoting truly significant effort toward a seminar or group project. The SARC processes all Certificates of Appreciation, establishing both criteria and process. Numbers of Certificates of Appreciation will normally not exceed 15% of class size.

Award Nomination Process

Nominations

Award nominations may be made by students and/or faculty depending upon the type of award involved. Note that only faculty members may nominate students for the AUSA award and Best Student in Seminar. Only students will nominate for the AMSC Alumni Association Leadership Award. Both faculty and students may nominate for certificates of appreciation, but faculty should note that such nominations will be processed through the SARC. Nominations for all awards will be submitted to the appropriate Awards Review Committee based on deadlines established by the respective committee chair and announced through the appropriate chains of command. The Commandant is the final AMSC approving authority for all awards.

Required formats for the various categories of award nominations, presentation information, and sample award citations provided under TAB A. TAB B shows milestones for the awards process.

Presentation of Awards and Related Ceremonies

Certain awards are presented at the Graduation Rehearsal Awards Ceremony and some at the Graduation Ceremony, while others are presented in seminar. The summary of administrative information provided in TAB C summarizes criteria, nomination, and presentation procedures for each type of award.

**Citation
Presentation Information
Required Nomination Format**

AUSA

This citation will be used for the award winner.

FOR EXEMPLARY ACADEMIC ACHIEVEMENT, INITIATIVE, AND LEADERSHIP. DISTINGUISHED BY HIS/HER CHARACTER, STANDARDS, AND ACCOMPLISHMENTS, MR./MS. MERITS RECOGNITION AS A MOST OUTSTANDING GRADUATE OF THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM CLASS 0X-X. HIS/HER CONTRIBUTIONS TO THE ARMY UPHOLD THE HIGHEST TRADITIONS OF THE ARMY MANAGEMENT STAFF COLLEGE AND THE UNITED STATES ARMY.

Presentation Information: Commander’s Award for Civilian Service or appropriate military equivalent; AUSA Plaque and Army Medal presented at Graduation Ceremony.

Nomination Format

TO: AMSC SBLM AWARDS REVIEW BOARD

DATE:_____

Nominations that do not comply with this format will be returned to the submitting individual(s).

NOMINEE’S NAME:_____

SEMINAR:_____

NOMINATING FACULTY NAME:_____

SEMINAR:_____

ENDORISING FACULTY NAME:_____

SEMINAR:_____

Each faculty member may nominate one student for the AUSA award. Nomination must be endorsed by a faculty member from another seminar. Nominations need not come from the student’s seminar.

Please provide a rationale statement in bullet format (second level bullets may be used to provide specific examples of how the student meets the criteria). It may not exceed two pages in length and should address the student’s demonstrated performance, such as

- how the student demonstrates exemplary academic and scholarly

- achievement (samples of evaluated requirements may be attached);
- what specific initiative the student has taken to lead under what specific extraordinary circumstances;
 - how the student's actions personify the total team concept;
 - how the student's contributions benefited students across the class, or students across the class and a larger community;
 - what risk-taking and self-improvement was involved; and
 - your reasons and evidence why this student should be considered the best in the class.

**Citation
Presentation Information
General Recommended Nomination Format**

AMSC Alumni Association Leadership Award

This citation will be used.

FOR OUTSTANDING CONTRIBUTION THROUGH EFFECTIVE LEADERSHIP WHILE A STUDENT IN THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM CLASS 0X-X. MR./MS. LED [FILL IN ACTION]. HIS/HER PERFORMANCE REFLECTS GREAT CREDIT ON HIM/HER, THE ARMY MANAGEMENT STAFF COLLEGE, AND THE UNITED STATES ARMY.

Presentation Information: Civilian Achievement Medal or military equivalent and plaque presented at Graduation.

The AMSC Alumni Association Leadership Award. Given by the Alumni Association, this award is given to the one student who exemplifies those qualities expected of the Army's very best leaders—to include selfless service, high moral and ethical standards, voluntary acceptance of leadership responsibilities, demonstrated primary concern for students, initiative, team orientation, and class-wide impact of actions. Criteria for selection must be demonstrated and are

- high moral and ethical standards;
- voluntary acceptance of leadership responsibilities;
- fundamental concern for helping fellow students;
- takes the initiative;
- recognized widely by class members as a team player; and
- actions have a class-wide impact.

The AMSC student body will nominate their peers for the AMSC Alumni Association Leadership Award in accordance with the guidelines established by the SARC. The awards committee will review the nominations in consultation with a member of the AMSC Alumni Association Board of Directors or its designated representative. The committee will forward its recommendation through the Chair, Department of Leadership and Management, to the Commandant for approval.

**Citation
Presentation Information
Required Nomination Format**

Federal Managers Association (FMA) Writing Contest

Citation and justification provided by the AMSC POC to the FMA. Runners-up and Honorable Mentions Certificates provided by the AMSC Graphics Department.

Presentation Information: Civilian Achievement Medal or military equivalent, plaque, and certificate presented at Graduation ceremony to the winner. Runners Up and Honorable Mentions' certificates presented at Graduation Rehearsal Awards Ceremony.

Professional Article: All students complete a Professional Article during the class. This is a research paper on a topic of their choice and should be suitable for publication. Students have the option of submitting their Professional Article as an entry in the FMA Writing Contest. Participation is voluntary but highly encouraged, especially for nominees of the SBLM Program's top awards.

**Citation
Presentation Information
Required Nomination Format**

Best (Student) in Seminar

This citation will be used.

FOR ACADEMIC EXCELLENCE, FOSTERING LEADERSHIP AND TEAMWORK IN OTHERS, AND COMMITMENT TO PROFESSIONALISM, MR./MS. XXXXX LED BY PERSONAL EXAMPLE, DEMONSTRATING THE VALUES AND STANDARDS OF THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM AND THE ARMY. HIS/HER ACTIONS REFLECT GREAT CREDIT ON HIM/HER, THE ARMY MANAGEMENT STAFF COLLEGE, AND THE UNITED STATES ARMY.

Presentation Information: Department of the Army Certificate of Achievement is presented at the Graduation Rehearsal Awards Ceremony to one student from each seminar.

Nomination Format

TO: AMSC SBLM AWARDS REVIEW BOARD

DATE: _____

NOMINEE'S NAME: _____

SEMINAR: _____

NOMINATING FACULTY NAME: _____

SEMINAR: _____

Concurring Faculty in Seminar (Nominations unanimous by Seminar Faculty):

The Best (Student) in Seminar Award may be presented to one student in each seminar as determined by the respective seminar faculty teams. The winning student best exemplifies successful completion of the SBLM Program and leadership within that particular seminar. Extraordinary accomplishments such as, but not limited to, exceptional academic achievement and overcoming significant personal obstacles or hardships, or excellent leadership within the seminar or class are appropriate criteria for selecting this individual.

Seminar faculty may nominate one student per seminar. The nomination should have been discussed and agreed to among all seminar faculty before being forwarded. The nomination is typically made by the respective Faculty Seminar Leader. Please provide a rationale statement in bullet format. The statement may not exceed two pages in length and should address the student's demonstrated performance. Faculty should consider academic, leadership, and team work abilities and potential. The citation used for this award will be the same for all winners. Nominating faculty will provide a brief justification to accompany the DA Form 1256.

- How the student exemplifies successful completion of the SBLM Program curriculum within your seminar.
- What specific initiative the student has taken to lead within the seminar.
- How the student's contributions benefited the seminar.
- What self-improvement was involved.
- Your reasons and evidence why this student is the best in the seminar.

**Citation
Presentation Information
Required Nomination Format**

Exceptional Achievement Certificate

Nominators provide the citation. The citation must be short and clearly state the effect of the exceptional achievement as well as the achievement.

Presentation Information: AMSC Certificate of Achievement presented at the Graduation Rehearsal Awards Ceremony to approved students.

Nomination Format

TO: AMSC SBLM AWARDS REVIEW BOARD

DATE: _____

NOMINEE'S NAME: _____

SEMINAR: _____

NOMINATING FACULTY NAME: _____

SEMINAR: _____

Concurring Faculty in Seminar (Nominations unanimous):

Exceptional Achievements not falling in either Best in Seminar, Alumni Association Leadership, or AUSA Awards may be recognized by an AMSC Certificate of Achievement. Such achievements may include, but are not limited to, exceptional demonstrations of student leadership coupled with academic

achievement and focused within the seminar, or one-time acts of exceptional leadership. Numbers of Certificates of Achievement will normally not exceed 5% of the class size. Submission should articulate the following:

- Specify the achievement.
- What was the impact of the achievement:
- What evidence can you provide for its impact?
 - • Provide bullets:

AMSC Health Fitness Certificate

No citation required.

Presentation Information: Certificate presented in seminar by seminar Health/Fitness Coordinator.

Award is earned individually based on points accumulated during AMSC attendance. Bronze Certificate equals 700-999 points; silver 1000-1199 points, and gold 1200 points or more.

**Citation
Presentation Information
Required Nomination Format**

AMSC Certificate of Appreciation

Nominators provide the citation (sample follows).

FOR HIS/HER LEADERSHIP AND HUMANITARIAN EFFORTS WHILE A STUDENT IN THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM FROM TO, 200X. MR./MS. PERFORMED HIS/HER DUTIES AS SEMINAR MEMORABILIA COORDINATOR AND AWARDS COMMITTEE REPRESENTATIVE IN AN EXEMPLARY MANNER. HIS/HER ENTHUSIASM AND RESOURCEFULNESS GAINED STUDENT SUPPORT FOR CARE AND FEEDING OF THE HOMELESS. MR./MS. 'S CONTRIBUTIONS REFLECT GREAT CREDIT ON HIM/HER, HIS/HER FELLOW STUDENTS, THE ARMY MANAGEMENT STAFF COLLEGE, AND THE DEPARTMENT OF THE ARMY.

Presentation Information: Student certificates may be given as appropriate. SARC to coordinate the entire process.

Nomination Format

TO: AMSC STUDENT AWARDS REVIEW COMMITTEE DATE: _____

NOMINEE'S NAME: _____ SEMINAR: _____

SUBMITTER'S NAME: _____ SEMINAR: _____

Award nominations are collected by student seminar representatives, nominations are made by the SARC. Nominations are forwarded through the Chair, Department of Leadership and Management, to the Commandant where an AMSC Certificate of Appreciation is desired. Student-generated certificates may be processed as the SARC determines.

The criteria and formats presented were developed by previous classes. Each class may establish its own criteria and format.

Please provide a rationale statement in bullet format. The statement may not exceed two pages in length and should address the student's demonstrated performance. Justification must be based on specific examples of actions above and beyond what one should expect of any AMSC student, not on personal opinions. Below is a list of categories and criteria to better recommend

nominees for this award.

Categories of Award

1. Service
 - a. Mentoring
 - b. Peer Development
 - c. Tutoring
2. Leadership
 - a. Morale
 - b. Esprit de Corps
 - c. Fitness
3. Other
 - a. Team Building
 - b. Participation on Committee Safety Awareness
 - c. Presentation
 - d. Community Service
 - e. Special Act

Criteria

1. Sustains or enhances the stature of AMSC
2. Relevant to category selected
3. Meaningful and substantial
4. Submission Suspense
5. As achievement occurs, Certificates will be awarded upon approval

Student Awards Program Milestones

Week 1—Seminars elect Student Award Review Committee representatives.

Week 2— Chair, Department of Leadership and Management, convenes Faculty and Student Awards Review Committees.

- Chairpersons for both committees identified.
- Faculty Advisor and Student Liaison appointed.

Week 9—Faculty nominates candidates for the AUSA award according to the standards set forth in the Academic Guide. Nominations are due Wednesday of Week 9.

- Candidates for each category are nominated separately.

Week 10—The SARB will select the AUSA award winner; review and concur with the Best in Seminar nomination for each seminar; and select Certificates of Achievement award winners (not to exceed 5% of student body count) not later than Wednesday of Week 10. The SARB will hold the nominations of Best in Seminar and Certificates of Achievement until the non-selected AUSA nominations are returned to seminar faculty. These will be returned not later than Thursday of Week 10. The faculty may reassess their submission for Best in Seminar. Revisions of submissions for Best in Seminar and Certificates of Achievement based on non-selection for AUSA must be submitted not later than 1200, Monday of Week 11.

The final SARC award nominations are due to the Chair, Department of Leadership and Management, not later than 0800 on Tuesday of Week 10.

Week 11— Chair, Department of Leadership and Management, notifies the Protocol Officer and Public Affairs Officer of coming selections—after approval of the Commandant.

Week 12—Distribution of awards. While certain awards are given at Graduation or at the Graduation Rehearsal Awards Ceremony, Certificates of Appreciation may be given at any time. Recommendations should be prepared and given to the SARC Chair for committee consideration as soon as possible after the award is earned.

Awards Program Administrative Information

AMSC Student Awards and Recognition Program Administrative Information—Consolidates Facts Previously Provided

AWARD TITLE	NOMINATION PROCEDURES	PRESENTATION INFORMATION	CRITERIA/ COMMENTS Refer to Academic Guide Text for Details.....
ACADEMIC EXCELLENCE AND LEADERSHIP IMPACTING CLASS WIDE			
1. AUSA	Each faculty member may nominate one student from the class at large. Nominees need not come from the faculty member’s seminar. Nominations must be endorsed by another faculty member from another seminar. Nominations processed by SARB.	Commander’s Award for Civilian Service or appropriate military equivalent and AUSA Plaque presented at Graduation Ceremony.	Student judged best in the class based on the combination of exemplary academic and scholarly achievement, initiative taken to lead under extraordinary circumstances, and overall excellence in exemplifying the overall total team concept. Impact of contributions must include significant portion of class. Demonstrated risk-taking and motivation for self-improvement.
2. AMSC Alumni Association Leadership Award	Nominations come from student body and are processed through SARC	Civilian Achievement Medal or military equivalent and plaque presented at Graduation Ceremony.	High moral and ethical standards. Voluntary acceptance of leadership responsibilities. Primary concern for helping fellow students. Takes the initiative. Recognition as a team player. Actions have a class-wide impact.

AWARD cont.	NOMINATION PROCEDURES	PRESENTATION INFORMATION	CRITERIA/ COMMENTS Refer to Academic Guide Text for Details.....
3. Writing Contest	Rules and judging criteria are outlined in Pre-Work material on organizing	Civilian Achievement Medal or military equivalent; and FMA plaque presented at Graduation Ceremony. Runners Up and Honorable Mention: Certificate presented at Graduation Rehearsal Awards Ceremony.	Participation is voluntary but highly encouraged. Potential nominees for the AUSA award should enter.
EXCEPTIONAL ACHIEVEMENT AWARDS			
4. Best in Seminar	Nominated unanimously by each seminar faculty team. One nomination per seminar. Reviewed by Faculty Awards Committee.	Department of Army Certificate of Achievement is presented at the Graduation Rehearsal Awards Ceremony to one student from each seminar.	Student who best exemplifies successful completion of the SBLM Program within that particular seminar. Exceptional academic achievement and overcoming significant personal obstacles or hardships, or excellent leadership within the seminars are examples of appropriate criteria for selecting the individual.
5. Exceptional Achievement Certificate	Nominated unanimously by each seminar faculty team. Nominations not to exceed 5% of class size. Recommendations by SARB	AMSC Certificate of Achievement presented at Graduation Rehearsal Awards Ceremony to approved students.	For exceptional Achievements not recognized in other award categories. Such achievements may include, exceptional demonstrations of student leadership coupled with academic achievement and focused within seminar, or one-time acts of exceptional leadership.

COLLEGE CREDIT EQUIVALENCIES

Introduction

The SBLM Program demands much from students—full attention, full capacity learning, full capacity participation. The program also seeks to instill a "life-long" learning philosophy in students. AMSC is not intended to be an end unto itself—it is intended to greatly enhance students' learning abilities and interests. Those abilities and interests will help students keep current and learn quickly to recognize, analyze, evaluate, and apply the changes that come with increasing frequency in our environment. To give students the opportunity to apply their AMSC education in more than one location, to get more than one output for one product, we asked the American Council on Education (ACE) to evaluate our resident program. If you have an interest in the application of credit equivalencies to a degree program you are considering, you should attend the information session. This session is voluntary and will be announced on the AMSC Academic Schedule. For further information, contact the Registrar at 703-805-4756.

ACE CREDIT

Based on an intensive review by the American Council on Education, College Credit Recommendation Service (CREDIT), the Army Management Staff College received the following rating:

Length: 433 hours (12 weeks) Residential including a 40-hour pre SBLM Program session.

Dates Covered: May 1997—Present

Objective: To educate selected Army civilian and military leaders to assume more important leadership and managerial responsibilities in the Sustaining Base by focusing on leadership, management, and decision making.

Learning Outcome: Upon successful completion of this course, the student will be able to communicate in oral and written format with various levels of staff and management in an appropriate and effective manner; manage selection, evaluation, and training; coordinate employee compensation and benefits, interpret labor law for the organization, counsel employees as appropriate; recognize political trends and discuss the challenges, concerns, and opportunities these trends represent for U.S. security interests, and the need for coherent national policies; manage an integrated system of procurement, inventory control, and ultimate distribution from a domestic and/or global perspective, including personnel and materiel; utilize problem

solving processes to stimulate the exploration of leadership, management, and decision making in large (and smaller) organizations; apply management principles to consideration of structure management and control of public service sector; identify an organizational culture, with similarities and differences, and manage effectively and sensitively in that environment; explore national interests in elements of power and their effects upon shaping national strategy; assess the impact of the American political culture on strategic planning; identify the major elements of government, at various levels, and be able to describe and manage a project involving the interaction between the public and private sectors.

Credit Recommendation:

In the upper division baccalaureate degree category: 3 semester hours in Communications; 3 semester hours in Human Resources Management; 3 semester hours in Public Administration.

In the upper division baccalaureate or the graduate degree category, 3 semester hours in Business Administration or Management

In the graduate degree category: 6 semester hours in Logistics Management and 6 semester hours in Government.

ARTICULATION AGREEMENTS

AMSC's SBLM program has direct articulation agreements with the following institutions of higher learning. To determine how your work at AMSC can be converted to college credits at any of the following universities, visit their website or contact the university directly.

American Military University (AMU)

<http://www.apus.edu/AMU/home/AMU/>

Capella University

<http://www.capella.edu>

Central Michigan University (CMU)

<http://www.cel.cmich.edu>

Strayer University

<http://www.strayer.edu>

University of Maryland University College

www.umuc.edu

Webster University
<http://www.webster.edu>

AMSC COLLEGE FAIR

AMSC hosts a College Fair during the final week of each SBLM class. Take advantage of this opportunity to speak directly with an ACE or university representative and learn how to transfer credits to a college of your choice.