



U.S. NAVAL WAR COLLEGE
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Naval Command and Staff Online Program

Version 3.0

JOINT MARITIME OPERATIONS

JULY 2025



**UNITED STATES NAVAL WAR COLLEGE
COLLEGE OF DISTANCE EDUCATION**

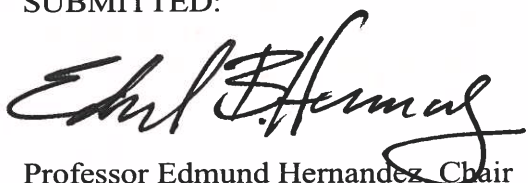
**JOINT MARITIME OPERATIONS
NAVAL COMMAND AND STAFF
ONLINE PROGRAM**

SYLLABUS AND STUDY GUIDE

Foreword

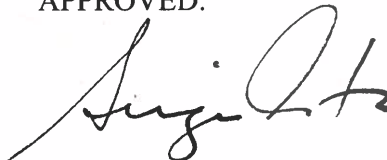
This syllabus and study guide provides a comprehensive overview of the U.S. Naval War College, College of Distance Education Naval Command and Staff Program Joint Maritime Operations Course. It addresses all pertinent administrative policies and provides session-by-session material along with guidance for student use. The Program curriculum is produced by the College of Distance Education's Joint Military Operations Department.

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COLLEGE OF DISTANCE EDUCATION

JOINT MARITIME OPERATIONS
NAVAL COMMAND AND STAFF
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PROGRAM OVERVIEW & ADMINISTRATION

Mission

In keeping with the U.S. Naval War College (NWC) mission, the online Naval Command and Staff (NC&S) Program is designed to educate mid-career leaders for service at the operational and high-tactical levels of war. These leaders will be capable of meaningfully contributing to staff actions necessary for the linkage of ends, ways, and means in the attainment of strategic and operational objectives in both peace and war. The Program is focused on and meets Joint Professional Military Education (JPME) Phase I and Navy Professional Military Education requirements.

Course Overview

Joint Maritime Operations (JMO) is the third and final course of the NC&S Program. It addresses the high-tactical and operational levels of war throughout the full spectrum of military operations, with an emphasis on mid-to-high intensity combat at sea. In this course, students will learn to apply operational art and naval/joint warfare theories to understand complex ill-structured problems and then to develop creative solutions to them using appropriate military capabilities.

JMO provides students with the intellectual tools to help answer the four enduring questions each mission poses to joint force commanders and their staff planners:

- What are the objectives and desired end state? (Ends)
- What sequence of actions is most likely to achieve those objectives and end state? (Ways)
- What resources are required to accomplish that sequence of actions? (Means)
- What is the likely chance of failure or unacceptable results in performing that sequence of actions? (Risk)

Chairman, Joint Chiefs of Staff (CJCS) Officer Professional Military Education Policy

The Chairman of the Joint Chiefs of Staff (CJCS) Instruction CJCSI 1800.01G sets the policies, procedures, objectives, and responsibilities for Joint Professional Military Education (JPME). It directs the services and service colleges to comply with the Officer Professional Military Education Policy (OPMEP) by meeting the outcomes it defines. The Officer JPME outcomes are designed to produce officers fully capable of serving as leaders or staff officers at the operational level of war.

The OPMEP Service Intermediate-Level College (ILC) Joint Learning Area (JLA) objectives are presented in Appendix A to highlight the linkage between them, the NWC Program Learning Outcomes (PLOs), and the CDE JMO Course Learning Outcomes (CLOs). Each syllabus session also lists the Naval War College (NWC) learning objectives to be addressed in that session

NWC Program Learning Outcomes

Graduates of the CDE NC&S will achieve JPME, Phase I certification and will have demonstrated the following Naval War College Program Learning Outcomes (PLOs):

- PLO 1: Demonstrate joint planning and joint warfighting ability in military operations and campaigns across the continuum of competition. JLAS: 3, 5, 6.
- PLO 2: Create theater and national military strategies designed for contemporary and future security environments. JLAS: 4, 5.
- PLO 3: Apply the organizational and ethical concepts integral to the profession of arms to decision-making in theater-level, joint, and multinational operations. JLAS: 2.
- PLO 4: Apply theory, history, doctrine, and sea power through critical, strategic thought in professional, written communication. JLAS: 1, 3, 4

CDE JMO Course Learning Outcomes

The CDE JMO learning and assessment methodology is based on outcomes aligned with officer OPMEP JPME objectives and Naval War College desired student educational outcomes. Students who successfully complete the Joint Maritime Operations (JMO) Course will be competent in the four CDE JMO Course Learning Outcomes (CLOs):

- CLO 1: Apply critical thinking, creative thinking, and problem-solving skills to support decision-making in joint maritime operations.
- CLO 2: Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- CLO 3: Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.
- CLO 4: Apply the Joint Planning Process to communicate how to employ maritime power to achieve military objectives.

Course Organization

Joint Maritime Operations introduces the student to subject matter organized into three sub-courses: Operational Art, Joint Capabilities, and Joint Planning Process. Each is made up of multiple sessions which build upon one another.

JMO-1: OPERATIONAL ART addresses operational art theory and its practical application.

JMO-2: JOINT CAPABILITIES explore operational level planning considerations for employing U.S. military capabilities. Several sessions also provide deeper dives into key functional aspects of operational planning, including command and control, maritime law, sustainment/deployment, and intelligence.

JMO-3: JOINT PLANNING PROCESS (JPP) is the standardized methodology to plan military operations. It is derived from theory and extensive studies of military history. Students will apply the JPP to a fictional scenario and develop a concept of operations to achieve an assigned mission.

Syllabus Organization

The syllabus establishes the basis for required course work. Each session within the course is organized as

- A. **Session Overview.** Specifies the general context of the session, its purpose, and how it fits into the overall Program. In addition, it provides a framework for session material, questions to ponder, and focus areas. Specific details for each session will be delineated by the Professor.
- B. **Objectives.** Identifies the session goals and provides an intellectual line of departure for the readings. Provides the desired Navy Service outcomes and associated Course Learning Outcomes (CLOs) for the session.
- C. **Student Preparation.** Includes media, lectures and readings which focus student preparation and enhance understanding of the topic. Students are expected to complete all required media, lectures, and readings (except those annotated as “Scan”). These materials are vital to the development of Program concepts and to the quality of the learning experience. There is no classified material issued or required for the completion of this Program and all student submissions must be UNCLASSIFIED.
- D. **Student Deliverables.** Session requirements are identified in the section. Discussion Board Forums, practical exercises, and assessments are outlined in specific detail in Blackboard.

Course Requirements

The Joint Maritime Operations course is designed to be completed in 24 weeks in a faculty-led environment. Students must complete each session and submit all deliverables in accordance with (IAW) the posted schedule in Blackboard. Any personal or professional commitments that might preclude completion of the Program within these limits should be made known to the Professor

as soon as possible. The student's ability to continue in the program will be reviewed on an individual basis.

Access requirements for the Online Program: Access to a computer or tablet with internet and e-mail capability is required

Connectivity to the Internet is needed to access *Blackboard Ultra* located at <http://navalwarcollege.blackboard.com/>. Students should contact the Professor for any required assistance. Each student will receive a USERID and PASSWORD upon enrollment in the Program. Blackboard Ultra, the Learning Management System (LMS) used in the Program, supports multiple computer systems and internet browsers. However, Blackboard is optimized for Google Chrome, and as such, Blackboard may not provide the best experience if Chrome is not used. Note: Internet Explorer is no longer supported by Blackboard.

Workload

The Naval Command and Staff Program requires an average weekly workload of eight to ten hours of study and preparation for most students, but more may occasionally be required. Advanced planning and careful allocation of resources and time will help mitigate these peak workloads; however, there is very little leeway with the schedule, particularly when assessments are scheduled. BLACKBOARD COLLABORATE SESSIONS

Office hours

Professors may elect to hold "office hours" using Blackboard's Collaborate feature to address student questions. If held, student participation in these sessions is completely voluntary. Student participation or non-participation in "office hours," in and of itself, will not influence Program grading in any way.

Assessment

Assessments provide the opportunity for students to demonstrate attainment of the Program/Course's Outcomes.

Formative Assessments

Formative Assessments (FAs) are interim checks of a student's understanding of specific course concepts. They are graded as either "Meets Expectations" or "Not Yet." While they do not factor into course grades, successful completion of all FAs in a sub-course is required before taking the Summative Assessment. Any FA assessed as "Not Yet" meeting expectations must be remediated. The appropriate remediation methodology will be determined by your professor. A full or partial redo is typically required, either verbally or in writing, but other methods may be used. Because the course does not pause for rework, remediation should be addressed as rapidly as possible.

Summative Assessments

Summative Assessments (SAs) offer opportunities for students to demonstrate the ability to apply the concepts studied in sub-course sessions. Like FAs, any SA submission which does not meet minimum standards (80, B-) must be successfully remediated in order to continue with the Program. A successfully remediated SA will receive a grade of 80. Failure to meet minimum standards on the second attempt is grounds for disenrollment. The following general grading criteria apply to SA grading; individual grading rubrics specific to each SA are available in Blackboard.

- A+ (97-100) **Work of truly superior quality.** Organized, coherent and well-written response. Completely addresses the question. Covers all applicable major and key minor points. Demonstrates total grasp and comprehension of the topic.
- A (94-<97) **Work of exceptional quality.** Demonstrates an excellent grasp of the topic, addressing all major issues and key minor points. Organized, coherent, and well-written.
- A- (90-<94) **Work of very high quality and well above average.** Demonstrates a very good grasp of the topic. Addresses all major and at least some minor points in a clear, coherent manner.
- B+ (87-<90) **Solid work and slightly above average.** Well-crafted answer that discusses all relevant important concepts with supporting rationale for analysis.
- B (84-<87) **Average performance expected of the student.** A successful consideration of the topic overall, but either lacking depth or containing statements for which the supporting rationale is not sufficiently argued.
- B- (80-<84) **Acceptable, but below average work.** Addresses the question and demonstrates a fair understanding of the topic but does not address all key concepts and is weak in rationale and clarity.
- <B- (<80) **Below Program standards.** Grades below a B- require remediation.

Student Contribution Assessment

Discussion Board posts and replies and participation in group projects are used to assess a student's contribution grade. **Each student is expected to be fully engaged throughout the program. If a student's contribution grade falls below a B- (or is in danger of reaching that point) the Professor will intervene and ensure that the student understands that a contribution grade of B- or better is required for successful completion of each sub-course.** The student will be provided the opportunity to improve their contribution grade through remediation provided by the Professor. A final contribution grade below a B- in a sub-course will result in a recommendation for disenrollment from the Program. The following grading criteria apply to contribution:

- A+ (97-100) Peerless demonstration of wholly thorough preparation for cohort sessions. Consistently contributes original and highly insightful thought. Exceptional player and leader.

A	(94-<97)	Superior demonstration of complete preparation for cohort sessions. Frequently offers original and well-thought-out insights. Routinely takes the lead to accomplish team projects.
A-	(90-<94)	Excellent demonstration of preparation for individual sessions. Contributes original, well-developed insights in the majority of sessions. Often takes the lead to accomplish team projects.
B+	(87-<90)	Above average preparation for cohort sessions. Occasionally contributes original and well-developed insights. Obvious team player who sometimes takes the lead for team projects.
B	(84-<87)	Average preparation for cohort sessions. Occasionally contributes original and insightful thought. Acceptable team player: takes effective lead on team projects when assigned.
B-	(80-<84)	Minimally acceptable preparation for cohort sessions. Infrequently contributes well-developed insights; may sometimes post without having thought through an issue. Requires prodding to take the lead in team projects.
<B-	(<80)	Grades below a B- require remediation.

Assessment(s) Due Dates and Late Submissions

Each assessment will have a specific due date for submission which is clearly delineated in Blackboard. This may be adjusted by the Professor when appropriate. **Any work turned in past an established deadline without previous approval from the Professor will receive a grade of not greater than a B- (80). On a case-by-case basis, late work, especially a pattern of late work, may result in the student's disenrollment from the Program.** We recognize that most students are taking this course on top of demanding day jobs. If work commitments or personal issues impede a student's ability to complete course work on time, he/she should reach out to the Professor as soon as possible to explore options. We are committed to helping students make it through the course. However, if this proves impossible, a student may disenroll voluntarily and receive credit for any fully completed sub-courses. When the situation improves, the student may reenroll to complete the remaining sub-courses.

Collaboration/Team efforts

All assessments within the NC&S Program are open book and open notes. The student may consult any of the readings, lectures, or Program resources while completing the assessment. Collaboration between students on assessments is NOT permitted unless specifically authorized or required by the Professor. The use of commercially produced computer software for proofreading a student's work prior to submission is authorized. Students are also permitted to have another student or person proofread their work for them; however, this assistance cannot encompass more than the same grammar and spelling issues addressed by the software programs.

Throughout the course the Professor may require team efforts. Team efforts may be during Discussion Board Forums, Joint Planning Process (JPP) worksheet development, or other

times as directed by the Professor. It is contingent upon the student to fully participate in team efforts as required by the Professor.

Academic Honor Code

Plagiarism, cheating, and misrepresentation are prohibited. Such practices are inconsistent with the professional standards required of all military personnel and government employees. In the case of U.S. military officers, such conduct clearly violates the “Exemplary Conduct Standards” delineated in Title 10, U.S. Code, Sections 3583 (U.S. Army), 5947 (U.S. Naval Service), and 8583 (U.S. Air Force).

Definitions

Plagiarism is the use of someone else’s work without giving proper credit to the author or creator of the work. It is passing off as one’s own another’s words, ideas, analysis or other products. Whether intentional or unintentional, plagiarism is a serious violation of academic integrity and must be treated as such by the command. Plagiarism includes but is not limited to the following actions:

- The verbatim use of others’ words without citation.
- The paraphrasing of others’ words or ideas without citation.
- Any use of others’ work (other than facts that are widely accepted as common knowledge) found in books, journals, newspapers, websites, interviews, government documents, Program materials, lecture notes, films, and so forth without giving credit.

Students are expected to give full credit via proper citations when utilizing another’s words or ideas in their written coursework. However, citations should be used sparingly. A FA or SA submission chock full of citations, especially direct quotes and paraphrases, often fails to demonstrate a minimum understanding of course material or the ability to apply it.

Cheating is defined as the giving, receiving, or using unauthorized aid in support of one’s own efforts, or the efforts of another student. (Note: NWC Reference Librarians are an authorized source of aid in the preparation of class assignments). Cheating includes the following:

- Gaining unauthorized access to assessments.
- Assisting or receiving assistance from other students or other individuals in the preparation of written assignments or assessments unless specifically permitted.
- Utilizing unauthorized materials (notes, texts, crib sheets, and the like, in paper or electronic form) during assessments.
- The use of artificial intelligence (AI) computer programs to compose, or aid in the composition of, discussion board posts, formative assessments, or summative assessments.

Misrepresentation is defined as reusing a single paper for more than one purpose without permission or acknowledgement. Misrepresentation includes the following:

- Submitting a single paper or substantially the same paper for more than one Program at the NWC without permission from the Professor.
- Submitting a paper or substantially the same paper previously prepared for some other purpose outside the NWC without acknowledging that it is an earlier work.

Action in case of suspected violation

If a student's submitted written work appears to violate this code of conduct, the following procedures must be followed:

- The Deputy Dean, CDE will be notified, and will initiate an investigation. In the event that a formal investigation is warranted, the student will be informed of the nature of the case and be allowed to submit information on their behalf. The results of the investigation will be delivered to the Dean, CDE.
- The Dean, CDE will review the case and recommend to the Provost whether it should be referred to the Academic Integrity Review Committee (AIRC).
- The Provost may elect to have the case settled by the Dean, CDE; or refer it to the AIRC, in which case the President, NWC will be notified of the pending action.
- The AIRC will review the case, interviewing the student if feasible and desired; and/or accept any further written student information. The AIRC will make findings of fact and recommend appropriate action to the President, NWC via the Provost. That action may include any or all of the following:
 - Lowering of grades on the affected work, or on the entire Program, to a letter grade of "F" with a numerical equivalent between 0 and 59.
 - Inclusion of remarks in Fitness Reports.
 - Letters to appropriate branches of the Service, agencies, offices, or governments.
 - Dismissal from the NWC/CDE.
 - Referral for disciplinary action under the Uniform Code of Military Justice, or for appropriate action under rules governing civilian personnel.
- If the violation is discovered after graduation, the matter may be referred to the individual's current command or office, and if appropriate, the NWC diploma, and JPME I credit may be revoked.

Guidance for Written Submissions

All U.S. Naval War College programs encourage a free and open exchange of ideas. Students are exposed to a broad spectrum of opinions to encourage individual analysis rather than

learning preconceived doctrine. Two things about this methodology are worth noting: First, the views expressed by the faculty are their own and not necessarily related to an official Navy position. Second, the Program provides few clear-cut answers to the issues addressed. This approach may be frustrating to some, but it more accurately represents the complex and uncertain nature of issues students will face in their profession and is considered a more effective method to develop the ability to analyze, draw conclusions, and make sound decisions. While there may be no single right answer to a question, there are still good and bad submissions. Written work should be formal, comprehensive, and in an academically acceptable style. Guidance for each submission will be delineated in the instructions for each assignment in Blackboard.

Submitting Assessments

Assessments for the Naval Command and Staff Program must be submitted in Microsoft Word format via the Blackboard “Assignments” using the following naming convention:

Last name, First name_FA or SA #_Question #
(e.g., Jones_John_FA1_Q3).

End-Of-Course Questionnaire

The completion of an End-of-Course questionnaire for JMO is required for the successful completion of the Program. Constructive student comments help ensure the Program will improve in subsequent years. If there are any questions or difficulties completing the questionnaire, contact CDE at: onlineadmin@usnwc.edu.

Disenrollment

If a student determines they cannot continue to actively participate in the Program, they must contact the Professor as soon as possible to discuss the situation. Should disenrollment be necessary, students will retain credit for any fully completed sub-course. While there are no specific time limits on rejoining the Program and retaining credit; significant changes to the Program curriculum over time may result in the need for a student to complete a previously completed sub-course.

Key Personnel Contacts

If you require additional course information, or if problems develop that you cannot resolve locally with your professor, contact one of the individuals listed below:

Prof. Edmund Hernandez, CAPT USN (Ret)
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(401) 856-5553
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CURRENCY CAVEAT: The U.S. Naval War College attempts to keep the Naval Command and Staff Program as current as possible, but due to administrative constraints, some subject matter may fall out of date. Should a student encounter any such information, the College welcomes all suggestions for improvement. Please provide your observation to one of the contacts listed above or:

Electronically – Send recommended updates to the appropriate Module Point of Contact (see above)

Mail—U.S. Naval War College, 686 Cushing Road, Newport, RI 02841-1207.

Attn: 1G: College of Distance Education

OPERATIONAL ART

The Operational Art course provides the students a disciplined, cognitive foundation for solving military problems. Operational Art is not a planning process or a checklist; rather, it is a conceptual approach towards creating conditions that, together, are likely to achieve designated objectives. Political and strategic decisions result in military objectives. Commanders and staff must then develop ideas for achieving them. Operational Art provides a structured and historically informed way to accomplish this in a joint environment.

These sessions are foundational for comprehending operational concepts introduced throughout the remainder of the NC&S Program and for practical use in the field. The study of Operational Art, to include the elements of operational warfare, basic operations, and campaign planning, is essential to comprehending the nuances of the operational level of war. Students will discover that they are, in fact, learning a different “language.” The lexicon of the operational commander and staff is rooted in the language of Operational Art. A critical point for students to keep in mind is that, while they will first investigate Operational Art from the theoretical perspective, the value of Operational Art lies in its practical utility in addressing ill-structured problems.

Each session will introduce the theoretical components of Operational Art and the application of these concepts using the Leyte Gulf and Falklands/Malvinas case studies. The Leyte Gulf case will be used to illustrate the major concepts of Operational Art. As the major synthesis event, the Falklands/Malvinas case will be the opportunity for students to apply the Operational Art concepts they have learned.

In this course, students are required to successfully complete two Formative Assessments, one Summative Assessment, and participate in multiple Discussion Board Forums.

Course Learning Outcomes (CLOs) addressed and assessed in Operational Art:

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.

Formative and Summative Assessments

See NC&S Online Program Schedule for your term for required assignment due dates.

JMO 1.1
INTRODUCTION TO OPERATIONAL ART
AND
PRINCIPLES OF JOINT OPERATIONS

A. Session Overview

This first session will introduce the Joint Force's disciplined approach to military problem solving: Operational Art and the Principles of Joint Operations.

The Principles of Joint Operations, which are connected to the theory of Operational Art, provide a framework for gaining insight into a historical event and further answering "what happened," "why it happened," and "what we can learn from it that is relevant today." The principles also can form the basis upon which a good idea can be visualized.

Operational Art requires thinking critically about military problems. The application of Operational Art is a cognitive process which helps commanders use resources effectively and efficiently to achieve objectives. It requires broad vision, the ability to anticipate, and effective joint and multinational cooperation. Operational Art is practiced by Joint Force Commanders, their staffs, and subordinate commanders.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.

Session Objectives:

- Comprehend how general warfare principles underpin doctrine.
- Comprehend the disciplined approach to military problem solving by using Operational Art.
- Comprehend how Operational Art provides a link between strategy to tactics.
- Comprehend the relationship between military theory and doctrine.

C. Student Preparation

1. "Introduction to OPART" (Video)
2. Shurkin, Michael. "Modern War for Romantics: Ferdinand Foch and the Principles of War." War on the Rocks, July 8, 2020. Read all. <https://warontherocks.com/2020/07/modern-war-for-romantics-ferdinand-foch-and-the-principles-of-war/>
3. Menning, Bruce W. "Operational Art's Origins." *Military Review* 77 (1997). Read 1-13.

(Government)

4. U.S. Office of the Chairman of the Joint Chiefs of Staff. *Joint Campaigns and Operations*. Joint Publication (JP) 3-0, Washington, D.C.: CJCS, 18 June 2022 (Rev 1, 10 Sep 2024). Read: II-3 – II-5 “Operational Art-In Planning and Execution” and A-1 – A-5 “Principles of Joint Operations.” **(JP 3-0) (Government)**

5. Vego, Milan. *Joint Operational Warfare: Theory and Practice*. Newport: Naval War College, 2009. Read: I-3 – I-13 “On Operational Art” and I-15 – I-29 “Evolution of Operational Warfare.” **(Government)**

6. Hone, Tom, *Understanding and Using the Work of Milan Vego*, Newport RI: U.S Naval War College, 2014. Read 1-3. **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 1.2

MILITARY OBJECTIVES AND LEVELS OF WAR

A. Session Overview

Often considered synonymous with the “mission” or “end-state,” the Objective is the purpose which must be accomplished. The selection of an Objective is the first and most critical step in undertaking any military enterprise. Without a clearly attainable (and nested/aligned) objective, any military effort expended is unlikely to contribute to the political aims for the conflict.

The growing scope and complexity of warfare means that a strategic objective is rarely achieved directly by a tactical action in one fell swoop. One battle usually does not decide a war; multiple battles require completing intermediate (operational) objectives, by which the strategic objective would gradually be approached. To address this challenge, the operational level of war and Operational Art developed over time as a proven means to link tactical actions with strategic objectives through intermediate steps. If objectives were not suitably ‘nested’ or aligned, then tactical actions might not contribute to the achievement of operational and ultimately strategic objectives. Such wasted effort is usually measured in blood and treasure, and too much of it might result in defeat.

To determine the best way to achieve an assigned mission, operational planners plan regressively, or ‘backwards’ from the Objective. This approach keeps the focus on strategic and operational objectives, facilitates the identification of related tactical objectives necessary to reach them, helps avoid wasted time, and reduces unnecessary sacrifice.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.

Session Objectives

- Investigate the relationship between Levels of War and their Objectives.
- Comprehend the concept of regressive planning.
- Determine the objectives for the Battle of Leyte Gulf (1944) using regressive planning.

C. Student Preparation

1. “War in the Pacific” (Video)
2. “The Battle for Leyte Gulf.” Naval War College Interactive.
3. Hime, Douglas N. U.S. Naval War College. Joint Military Operations Department. “The

Leyte Gulf Case Study.” Newport, RI: Naval War College, December 2013. Read: 1-32. Scan: Appendices A – E. **(Government)**

4. Vego, Milan. *Joint Operational Warfare, Theory and Practice*. Newport, RI: Naval War College, 2009. Read: II-3 – II-20 “Military Objectives and the Levels of War.” **(Government)**

5. Liddell-Hart, B.H. “The Objective in War.” Newport, RI: *Naval War College Review*, Vol.5: No.10, Article 2, 1952. Read 1-30. **(Government)**

6. Vego, Milan. The Objectives in Naval Warfare. Newport, RI: Naval War College Review, June 2015 Read 1-18. **(NWC 1102)**.

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 1.3

OPERATIONAL FACTORS

A. Session Overview

While the Objective provides purpose to an operation, the Operational Factors (Time/Space/Force) provide a framework that helps planners develop an understanding of the operational environment *in relation to the objective*.

The commander and staff planners consider the objective through the lenses of Force and Space, over Time, to identify opportunities and risks. It is often in the interplay/relationships between factors that the most useful insights can be found. Force or Space can sometimes be traded for Time, or a high operational tempo can deny an adversary Time to deploy or reconstitute Forces. Factor analysis also helps clarify the tradeoffs between the Joint Principles of joint operations. Assessing Force-Space, for example, might prompt consideration of an opportunity to Mass combat power on the Objective versus the risks such concentration might pose to the Security of bases of operation or lines of communication. Along with other key Operational Art concepts, Factor Analysis helps commanders, and their staffs, visualize the best way to achieve the objective.

B. Objectives

CLOs

- Apply Operational Art to operational and high-tactical objectives in the maritime environment.

Session Objectives

- Investigate the relationship between the Operational Factors and how they relate to the Objective.
- Analyze how Operational Factors are balanced in relation to the Objective and each other in order to determine advantages/disadvantages and opportunities/risks towards achievement of the objective.
- Comprehend how the physical environment impacts planning for and the conduct of military operations.

C. Student Preparation

1. “War in the Pacific.” Review as necessary.
2. “The Battle for Leyte Gulf.” Naval War College Interactive. Review as necessary.
3. Hime, Douglas N. U.S. Naval War College. Joint Military Operations Department. “The Leyte Gulf Case Study.” Newport, RI: Naval War College, December 2013. Review as necessary. **(Government)**
4. Vego, Milan. *Joint Operational Warfare: Theory and Practice*. Newport, RI: Naval War College, 2009. Read: III-3 – III-60 “Operational Factors.” **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 1.4

THEATER: STRUCTURE AND GEOMETRY

A. Session Overview

Theater structure and theater geometry are closely related to Factor Space. Theater structure is a way to manage Factor Space. Commanders structure their theaters (e.g., theater of operations, area of operations), relative to strategic and operational objectives. Theater Geometry provides a vocabulary for describing the militarily significant characteristics of a theater or area of operations. A strong understanding of the operational environment is essential for planning effective large scale, joint military operations. Terms like positions, bases of operation, decisive points, and lines of operation or communication describe important considerations when visualizing how to employ a joint or combined force to achieve the Objective.

B. Objectives

CLOs

- Apply Operational Art to operational and high-tactical objectives in the maritime environment

Session Objective

- Comprehend the relationship between the Objective and the physical geometry of a theater.
- Comprehend the key terms pertaining to Theater Structure and Geometry.

C. Student Preparation

1. “War in the Pacific.” Review as necessary.
2. “The Battle for Leyte Gulf.” Naval War College Interactive. Review as necessary.
3. Hime, Douglas N. U.S. Naval War College. Joint Military Operations Department. “The Leyte Gulf Case Study.” Newport, RI: Naval War College, December 2013. Review as necessary. **(Government)**
4. U.S. Office of the Chairman of the Joint Chiefs of Staff. *Joint Campaigns and Operations*. Joint Publication (JP) 3-0, Washington, DC: CJCS, 18 June 2022 (Rev 1, 10 Sep 2024). Read: IV- 19 – IV-23 “Organizing Operational Areas.” **(JP 3-0) (Government)**
5. Vego, Milan. *Joint Operational Warfare; Theory and Practice*. Newport, R.I.: Naval War College, 2009. Read: IV-3 – IV-10 “The Theater and Its Structure.” **(Government)**
6. _____. *Joint Operational Warfare; Theory and Practice*. Newport, R.I.: Naval War College, 2009. Read: IV-49 – IV-78 “Theater Geometry.”

(Government)

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 1.5

OPERATIONAL FUNCTIONS

A. Session Overview

To employ forces with the maximum effectiveness, a number of supporting structures and activities, called “Functions,” should be fully organized and developed. Although functions are relevant at all levels of war (tactical, operational, and strategic), this session will focus on the warfighting or “operational” functions: Command & Control (C2), Intelligence, Information, Fires, Movement & Maneuver, Protection, and Sustainment.

Commanders and their staffs mitigate challenges and exploit opportunities identified during Factor Analysis by balancing or manipulating functions. For example, if facing a Force-Space imbalance at the Objective, it might be possible to isolate a portion of the enemy force with fires and deception (Information) while maneuvering friendly forces to take advantage of the opportunity created. Functions provide a framework for considering and assigning resources and priorities in support of the operational idea.

B. Objectives

CLOs

- Apply Operational Art to operational and high-tactical objectives in the maritime environment

Session Objectives:

- Comprehend the relationship between the operational functions and the operational factors
- Comprehend the role of operational functions in operational planning and execution.
- Analyze the Battle of Leyte Gulf to comprehend how operational functions support major operations and campaigns.

C. Student Preparation

1. “War in the Pacific”. Review as necessary.
2. “The Battle for Leyte Gulf.” Naval War College Interactive. Review as necessary.
3. Hime, Douglas N. U.S. Naval War College. Joint Military Operations Department. “The Leyte Gulf Case Study.” Newport, RI: Naval War College, December 2013. Review as necessary. **(Government)**
4. U.S. Office of the Chairman of the Joint Chiefs of Staff. *Joint Campaigns and Operations*. Joint Publication **(JP) 3-0**, Washington, D.C.: CJCS, 18 June 2022 (Rev 1, 10 Sep 2024).
Read: III-1 – III-5 “Introduction and Command and Control.”
Scan III-6 – III-14.
Read III-15 – III-16 “Information.”

Scan: III-17 – III-27.
Read: III-28 – III-30 “Intelligence.”
Read: III-30 – III-31 “Fires.”
Scan: III-32 – III-37.
Read: III-37 – III – 40 “Movement and Maneuver.”
Read: III-40 – III-42 “Protection.”
Scan: III-43 – III 47.
Read: III-48 – III-49 “Sustainment.”
Scan: III-50 – III-54. **(JP 3-0) (Government)**

5. Vego, Milan. *Joint Operational Warfare; Theory and Practice*. Newport, R.I.: Naval War College, 2009.

Read: VIII-3 – VIII-4 “Operational Functions.”
Read VIII-7 – VIII- 9 and VIII- 20 – VIII-21 “Operational Command Organization.”
Scan: VIII -10 – VIII-19.
Read: VIII – 25 – VIII – 28 and VIII – 39 “Operational Intelligence.”
Scan VIII -29 – VIII-38.
Read: VIII- 45 – VIII-48 and VIII-55 – VIII-56 “Operational Command and Control Warfare.”
Scan: VIII-49 – VIII-52.
Read: VIII-59 – VIII-63 and VIII-68 – VIII-69 “Operational Fires.”
ScanVIII-64 – VIII- 67.
Read: VIII-75 – VIII-77 and VIII-89 – VIII-90 “Operational Logistics.”
Scan VIII-78 – VIII-88.
Read: VIII-95 – VIII 100 “Operational Protection.”
(Government)

D. Student Deliverables.

See NC&S Online Program Schedule for your term for required assignment.

JMO 1.6

CENTER OF GRAVITY AND CRITICAL FACTORS ANALYSIS

A. Session Overview

Given an Objective, Factor Analysis helps commanders and planners understand the operational environment and the scope of the military problem. Armed with this deeper understanding, they can begin to visualize how best to accomplish the objective, which often involves manipulating Functions. This emerging "operational idea," or broad concept for achieving the Objective, normally must address *how* to defeat or render ineffective the main source of the enemy's strength, otherwise known as the Center of Gravity (COG). Just as Theater Geometry enables a more detailed analysis of Factor Space, the COG concept enables a more detailed analysis of Factor Force.

Like other Operational Art concepts, COG has relevance at all levels of war. At the strategic level, the COG is usually something intangible, such as political leadership, public support, or alliance solidarity. At the operational and tactical levels, especially in conventional conflict, the COG is almost always a fielded military force. The enemy COG is that force most directly standing in the way of the friendly objective, while the friendly COG is that force most necessary to achieve the friendly objective. Defeating or neutralizing the enemy COG while protecting the friendly one is usually necessary to achieve one's objective. The relationship between the COG and the objective is critically important. There is one COG associated with each objective.

Because the enemy COG is a source of strength, it may be unwise to attack it directly. In search of a better, less costly approach, planners analyze or 'deconstruct' COGs. By considering the Critical Capabilities (CCs) and Critical Requirements (CRs) necessary for the COG to act as a source of strength, it may be possible to identify Critical Vulnerabilities (CVs). Attacking these may allow you to weaken or even neutralize this force indirectly. COG analysis applies to the friendly COG as well, because it may also have CVs that must be protected. As commanders seek to exploit the vulnerabilities associated with the enemy COG, they must also consider mitigating the vulnerabilities associated with the friendly COG.

B. Objectives

CLOs

- Apply Operational Art to operational and high-tactical objectives in the maritime environment

Session Objectives

- Comprehend the principal methods of combat force employment, point of culmination, and the operational idea.
- Investigate how to determine a center of gravity, and the subsequent deconstruction of a center of gravity to determine defeat mechanisms.
- Comprehend how culmination informs a commander's operational approach towards achieving the objective.

- Analyze the utility of the concept of center of gravity in solving military problems.

C. Student Preparation

1. “War in the Pacific.” Review as necessary.
2. “The Battle for Leyte Gulf.” Naval War College Interactive. Review as necessary.
3. Hime, Douglas N. U.S. Naval War College. Joint Military Operations Department. “The Leyte Gulf Case Study.” Newport, RI: Naval War College, December 2013. Review as necessary. **(Government)**
4. U.S. Naval War College, Joint Military Operations Department. Joint Planning Process (JPP) Workbook (NWC 4111K). Newport, RI: Naval War College, 10 January 2022. Read: D-1 – D-22 “Appendix D – Center of Gravity Determination.”
5. U.S. Office of the CJCS. *Joint Planning*. Joint Publication (JP) 5-0. Washington, D.C: CJCS, 01 Dec 2020 (Ch 1, 1 Jul 2024). Read: IV-22 - IV-27 “COG” and IV-42 - IV-45 “Defeat Mechanisms.” **(JP 5-0) (Government)**
6. Vego, Milan. *Joint Operational Warfare; Theory and Practice*. Newport, R.I.: Naval War College, 2009. Read: VII-13 - VII-33 “Concept of Critical Factors and Center of Gravity.” **(Government)**
7. _____. *Joint Operational Warfare; Theory and Practice*. Newport, R.I.: Naval War College, 2009. Read: V-3, “Methods of Combat Force Employment”; V-5 – V-10 “Campaigns”, and V-33 – V-37 “Major Operations.” **(Government)**
8. _____. *Joint Operational Warfare; Theory and Practice*. Newport, R.I.: Naval War College, 2009. Read: VII-73–VII-91 “Concept of Culminating Point.” **(Government)**
9. _____. *Joint Operational Warfare; Theory and Practice*. Newport, R.I.: Naval War College, 2009. Read: IX-103 – IX-129 “The Operational Idea.” **(Government)**
10. Butler, James P. “Godzilla Methodology.” *Joint Force Quarterly* 72 (1st Quarter 2014): 26-30.
<https://login.usnwc.idm.oclc.org/login?url=https%3A%2F%2Fwww.proquest.com%2Ftrade-journals%2Fgodzilla-methodology-means-determining-center%2Fdocview%2F1511035204%2Fse-2%3Faccountid%3D322>

Supplemental Reading

1. Strange, Joseph L., and Richard Iron. “Center of Gravity: What Clausewitz Really Meant.” *Joint Force Quarterly* 35 (Fall 2004): 20-27.
https://usnwc.primo.exlibrisgroup.com/permalink/01USNWC_INST/e8pt7d/cdi_proquest_reports_203608887
2. Kornatz, Steven D. “The Primacy of COG in Planning.” *Joint Force Quarterly* 82 (3rd Quarter 2016): 91-97. **(Government)**
https://usnwc.primo.exlibrisgroup.com/permalink/01USNWC_INST/e8pt7d/cdi_proque

[st reports 1809936699](#)

3. Strange, Joseph L, and Richard Iron. “Understanding Centers of Gravity and Critical Vulnerabilities: Part 2: the CG-CC-CR-CV Construct: A Useful Tool to Understand and Analyze the Relationship between Center of Gravity and Their Critical Vulnerabilities.” Air University, Accessed on 21 January 2025.

[https://theforge.defence.gov.au/sites/default/files/adfwtc04 centres of gravity and critical vulnerabilities by strange and iron.pdf](https://theforge.defence.gov.au/sites/default/files/adfwtc04_centres_of_gravity_and_critical_vulnerabilities_by_strange_and_iron.pdf)

4. Watch the 10-minute micro-lecture video, Butch Cassidy COG Example.

https://navalwarcollege.blackboard.com/bbcswebdav/xid-15639145_1

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 1.7

ANALYSIS OF THE FALKLANDS/MALVINAS CONFLICT

A. Session Overview

This session serves as the final synthesis event for the components of Operational Art discussed in preceding sessions and as preparation for the upcoming Summative Assessment. Students will analyze the Falklands/Malvinas conflict using Operational Art concepts and describe to what extent the two sides applied theory effectively.

This case study starts with a video lecture of the historical/strategic background to the conflict. There is also an interactive walk-through of the various components of the case drawing out elements from both sides involved. Historical examples provide an excellent opportunity for illustrating the complexities of planning, preparing, conducting, and sustaining major operations and campaigns, and the reasons why certain military actions either succeeded or failed. This case is rich in examples of how to apply the concepts associated with Operational Art, and the consequences of doing so poorly.

The purpose of this session is to analyze the major aspects of the Falklands/Malvinas conflict using Operational Art concepts learned thus far. As the major synthesis event for the Operational Art portion of the syllabus, the motivations, planning, and actions of both sides in the conflict will be examined in some detail.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.

Session Objectives:

- Evaluate the outcome of the Falklands/Malvinas War using Operational Art concepts and elements.
- Synthesize operational issues that are valid for the employment of modern, multinational and joint forces in the current environment.

C. Student Preparation

1. Watch the following JMO presentation on the Falkland/Malvinas conflict: JMO Falklands-Malvinas Conflict of 1982, CDR Simon Rogers, RN, 06 April 2022
<https://usnwc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=f7ee155f-504f-4af2-ad6a-ae6f00c09ff7>
2. Hime, Douglas N. "The 1982 Falklands-Malvinas Case Study." Newport, RI: Naval War

College, 2010. Read 1-47. Scan 66-74. **(Government)**

Supplemental Reading

1. “Falklands/Malvinas Strategic Setting.” **(Video)**
2. “The Falklands/Malvinas War” Naval War College Interactive Presentations: **(Videos)**
 - a. Introduction and the Strategic Setting **(CDE 8110, Ma)**
 - b. The Road to War **(CDE 8110Mb)**
 - c. The War at Sea **(CDE 8110Mc)**
 - d. The War Ashore **(CDE 8110Md)**
 - e. Conclusion **(CDE 8110Me)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 1.8
SUMMATIVE ASSESSMENT

A. Session Overview

This writing requirement is intended to measure a student's mastery of Operational Art.

As Operational Art permeates virtually all other sessions that follow, it is reasonable to expect that students will carry forward a basic level of proficiency in analyzing and applying Operational Art principles and concepts. This Summative Assessment is designed to determine the student's level of mastery of the concepts and to reveal to students those concepts that may need reinforcing.

Students must prepare complete responses to questions presented by the faculty. The assignment will not require students to recall specific facts, but rather to integrate and apply major principles, ideas, and concepts covered in the Module.

The basis for evaluation will be:

- Complete, logical, and well-supported solutions to each question or problem presented.
- Application of appropriate Program concepts to the specific question chosen.
- Clear and concise articulation of ideas.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.

Session Objectives:

- Demonstrate the ability to analyze operational situations in the contemporary security environment using Operational Art and joint doctrine.
- Demonstrate the ability to apply critical and creative thinking to operational problems.
- Demonstrate the ability to apply clear and precise written communication.
- Demonstrate comprehension of operational leadership concepts and challenges.

C. Student Preparation

Review media and readings as required.

D. Student Deliverables

The student must complete a 5–6-page Summative Assessment response focusing on the topic provided in Blackboard. Essay requirements and an associated rubric are delineated within the Summative Assessment section of Blackboard. The assignment is an individual effort; collaboration is NOT permitted.

JOINT CAPABILITIES

The focus of the Joint Capabilities course is on the proper employment of naval and joint capabilities at the operational level of war.

The initial sessions, after providing a background in naval warfare theory and objectives, introduce the warfighting organizational options, capabilities, doctrine, and planning considerations when employing all the Services and Special Operations Forces (SOF) in a joint/multinational effort at the operational level of war. The remaining sessions cover areas affiliated with some of the operational functions introduced in Operational Art—command and control, intelligence support, Operations in the Information Environment (OIE), cyberspace operations, and joint operational logistics—culminating in an end-of-course assessment that ties together these concepts.

Students should come away with a comprehension of the capabilities each Service possesses as well as the proper organization and employment (selection, assignment, and tasking) of forces in joint and multinational environments to accomplish assigned tasks. The emphasis throughout this course is on the theoretical foundations of naval/joint Operational Art and their employment in naval/joint/multinational warfare, which will assist the student in considering how best to deploy and employ forces and functional support systems to accomplish assigned objectives. Students will have the opportunity to apply knowledge gained in this course in detail during Joint Planning Process course.

In this course, students are required to successfully complete three Formative Assessments and one Summative Assessment, plus participate in multiple Discussion Board Forums.

Course Learning Outcomes (CLOs) addressed and assessed in Module 4:

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Formative and Summative Assessments:

See NC&S Online Program Schedule for your term for required assignment due dates.

JMO 2.1

MILITARY OPERATIONS AND THE COMPETITION CONTINUUM

A. Session Overview

This session focuses on the military activities an operational commander may be tasked to perform anywhere on the competition continuum. The military is often called upon to undertake these activities simultaneously within the same operation. In general, the range of military operations requires the operational level commander to carefully analyze the situation and determine how to best use joint forces to accomplish operational objectives in what may be very complex and ambiguous conditions.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the full range of military operations across the competition continuum.
- Comprehend the implications of cooperation and competition for military operations in the competition continuum.
- Comprehend how naval forces can contribute to operations across the competition continuum.

C. Student Preparation

1. “Naval Operations Short of War.” **(Video)**
2. U.S. Office of the Chairman of the Joint Chiefs of Staff. *Joint Campaigns and Operations*. Joint Publication (JP) 3-0, Washington, D.C.: CJCS, 22 18 June 2022 (Rev 1, 10 Sep 2024). Read: I-2 – I-4 “Strategic Environment and National Security Challenges”, V-1 – V-8 “The Competition Continuum”, and VII-1 – VII-38 “Joint Campaigns and Operations in Armed Conflict.” **(JP 3-0) (Government)**
3. Vego, Milan. *Naval Support to Foreign Policy*. Newport, RI: U.S. Naval War College, Dec 2016. Read 1-35. **(Government)**
4. Hone, Tom, *Understanding and Using the Work of Milan Vego*, Newport RI: U.S. Naval War College, 2014. Review 1-3. **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.2

MARITIME OPERATIONAL LAW

A. Session Overview

The focus of this session is primarily operational law in a maritime context: specifically, the legal frameworks governing U.S. military operations at and from the sea, and rules of engagement/rules for the use of force. Operational law is a broad term encompassing those facets of international law, U.S. domestic law, U.S. military regulations, and the domestic law of other nations impacting military planning and operations. When planning and conducting military operations, commanders and their subordinates must comply with the international law that governs (1) the location of hostilities/extraterritoriality, (2) the legal basis for nations to use force, and (3) levels of lethality.

The Maritime Operational Law video lecture focuses on the law of the sea and the law affecting military operations in the maritime environment. The general features of the maritime environment, what is called the Maritime Domain, will be discussed from a legal perspective. Legal classifications or regimes of the ocean and airspace directly affect maritime operations by determining the degree of control a coastal nation may exercise over the conduct and activities of foreign merchant ships, warships, and aircraft operating in those areas.

Students will need to understand the purposes and relationships between the Law of Armed Conflict (LOAC), Standing Rules of Engagement (SROE), and United Nations Convention on the Law of the Sea (UNCLOS) and where and when they apply.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Differentiate between LOAC and UNCLOS.
- Comprehend the authorities that are necessary to act in various situations in the maritime environment.
- Comprehend the Standing Rules of Engagement (SROE) and the development of operation-specific Rules of Engagement (ROE).

C. Student Preparation

1. Maritime Operational Law (Video)
2. Luke, Ivan T. “Legitimacy in the Use of Seapower” Newport, RI: U.S. Naval War College, Joint Military Operations Department, July 2015. Read 1-7. (Government)

3. U.S. Naval War College. "CJCS Standing Rules of Engagement and Rules for the Use of Force." Extracts from CJCS Instruction 3121.01B. Scan: A-1 – A-6 "Enclosure A Standing Rules of Engagement for US Forces", J-1 – J-5 "Enclosure J Rules of Engagement Process" and L-1 - L-5 "Enclosure L Standing Rules for the Use of Force for US Forces."
(Government)
4. U.S. Army, International and Operational Law Department, The United States Army Judge Advocate General's Legal Center and School. "Law of Armed Conflict Documentary Supplement". Charlottesville, VA. 2014. Read: 1-15. Scan: remainder of the document.
(Government)
5. U.S. Department of the Navy. Naval Warfare Publication 1-14M, The Commander's Handbook on the Law of Naval Operations. Mar 2022. Scan: Chapters 1, 5, and 8 (NWP 1-14M) (Government)

Supplemental Readings

1. Harvison, Melissa. "Operational Law Primer." Newport, RI: U.S. Naval War College, Joint Military Operations Department, September 2023. Read: 1-3. Reference: 4-78, as required. (NWC 2147B).
2. Sanders, Robert. U.S. Naval War College. Joint Military Operations Department. "The South China Sea Dispute Background & Arbitration Case." Newport, RI: Naval War College, 2016. Read: 1-10. (Government)
3. Walker, George K. The Tanker War, 1980-88, Law and Policy. U.S. Naval War College International Law Studies, Volume 74 (2000). As revised 23 Aug 2013, excerpted and revised by CDR Dan Crouch. Read all. (Government)
4. Law of the Sea Summary Sheet
5. Department of Defense. "Annual Freedom of Navigation Report; FY 2023." March 08, 2024.
6. United Nations Convention on the Law of the Sea. December 10, 1982

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.3

NAVAL WARFARE THEORY AND THE MARITIME DOMAIN

A. Session Overview

This session will examine the nature and character of naval warfare, the differences between wars at sea and those on land, warfare conducted on the open-ocean, and war in the littorals. It will introduce, in broad terms, the principal objectives of naval warfare, which will be discussed in greater detail in subsequent sessions. While the ultimate purpose of warfare is determined on land where people live and politics prevail, the immediate object of any navy is to disable an opposing navy at sea in order to create the necessary maritime conditions to achieve the national objectives on land.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the nature and character of naval warfare, including technological impacts.
- Comprehend in broad terms why nations build and maintain navies.
- Comprehend the mutual relationship between war on land and at sea.
- Comprehend the main components of the maritime domain and where those components are operationally significant.

C. Student Preparation

1. Till, Geoffrey. *Seapower: A Guide for the Twenty-First Century*. 4th ed. New York: Routledge, 2018. Read: 20-49 “In search of seapower” and 65-73 “2.2. The modern competitive navy,” and “2.3 The post-modern collaborative navy.” **(E-Reserves)**
2. Vego, Milan. *Introduction to Naval Warfare*. January 2011. Newport: U.S. Naval War College. Read 1-28. **(Government)**
3. U.S. Navy, U.S. Marine Corps, U.S. Coast Guard. *Advantage at Sea: Prevailing with Integrated All-Domain Naval Power*. Washington, D.C.: Headquarters U.S. Navy, U.S. Marine Corps, and U.S. Coast Guard, December 2020. Read 1-36. **(Government)**

4. Franchetti, Lisa M. Chief of Naval Operations: *Navigation Plan for American's Warfighting Navy 2024*, Read 1-27. (Government)

5. Vego, Milan. *On Naval Theory*. June 2015. Newport: U.S. Naval War College. Scan: 1-15. (Government)

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.4

OBJECTIVES OF NAVAL WARFARE

A. Session Overview

This session considers the purpose of naval warfare at the operational level of war. Sea control is the necessary condition that allows naval forces freedom of action to achieve military objectives in the face of an opposing force. This session will examine sea control and sea denial as theoretical constructs, as well as the methods used by the stronger and weaker sides to obtain or deny sea control in a maritime theater.

Sea control, and the original concept of command of the sea, has been a fundamental maritime objective for hundreds of years. Historically, the principal objective of a fleet was to obtain and maintain what was called command of the sea or maritime supremacy in modern joint terms. The meaning of this term has undergone significant changes owing to the advent of submarines, aircraft, and guided missiles. The term used today, sea control, or sea superiority in modern joint terms, more accurately conveys the true state of affairs in a war at sea. Sea control requires some level of control in all three domains (air, surface, and sub-surface) to assure one's own unfettered use of the sea, or to deny such use to a strong and resourceful opponent. Sea control is the ability of one's fleet to operate with a high degree of freedom of action in a sea or ocean area for a limited period of time. The objective for a weaker opponent at sea would normally be that of sea denial; that is, to challenge the unfettered access of a more powerful opponent, increasing their risk in operating in one or all of the domains.

Sea control can only be understood in the context of an armed struggle at sea (i.e. warfare). A blue-water navy does not obtain sea control through forward presence because in peacetime any navy, regardless of its size or combat power, has almost unlimited access to any sea or ocean area. Forward naval presence is generally conducted with full respect of the territorial waters of other countries and in accordance with international treaties and conventions. So, while forward presence may set the conditions for gaining sea control when armed conflict occurs, the need to obtain at least local sea control is paramount to successful joint operations.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the theories of sea control and sea denial and differentiate between

the various degrees of sea control.

- Comprehend the theoretical and practical implications of sea control and sea denial in regard to the objectives, and the operational factors and functions.
- Comprehend the main methods of obtaining, maintaining, and exploiting sea control, and the conditions for denying and disputing sea control.
- Comprehend the role and importance of other Services in helping to establish sea control and sea denial.

C. Student Preparation

1. Vego, Milan. *The Objectives of Naval Warfare*. Newport, RI: Naval War College, June 2015. Read: 1-15. **(Government)**
2. Vego, Milan. "Obtaining and Maintaining Sea Control" Newport, RI: Naval War College, Joint Military Operations Department, June 2014. Read: 1-5. Scan remainder. **(NWC 1108) (Government)**
3. Vego, Milan. *Maritime Strategy and Sea Denial: Theory and Practice*. New York: Routledge, 2019. Read 104-120 "Chapter 4: Disputing Sea Control" **(Government)**
4. Vego, Milan. "Exercising Sea Control" Newport, RI: Naval War College, Joint Military Operations Department, June 2015. Read: 1-28. **(NWC 1131) (Government)**

Supplemental Readings

1. Mongilio, Heather. "A Brief Summary of the Battle of the Black Sea." *USNI News*, 15 November 2023. <https://news.usni.org/2023/11/15/a-brief-summary-of-the-battle-of-the-black-sea>
2. Kirichenko, David. "Ukraine's Strategy for winning the Battle of the Black Sea." *Center for Maritime Security*, 2 November 2023. <https://centerformaritimestrategy.org/publications/ukraines-strategy-for-winning-the-battle-of-the-black-sea/>

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.5
U.S. NAVAL CAPABILITIES – PART I

A. Session Overview

The purpose of this first of two sessions is to delve a little deeper into three of the six main naval warfare disciplines: Air Warfare (AW); Air and Missile Defense (AMD), which some may know as Anti-Air Warfare (AAW); and Amphibious Warfare (AMW). In each case, the aim is to describe and to analyze the tactical fundamentals of employing naval forces in each of the named disciplines.

In Air Warfare, it is important to understand the differences in employing naval air assets as opposed to land-based air assets. Naval air greatly extends the range and increases the speed at which a commander may either attack adversary forces in the air, land, sea, or undersea domains or defend his own forces in a maritime environment. Naval air also has the capacity to significantly enhance situational awareness in the maritime environment by enabling the commander to dispatch sensors well beyond surface sensor ranges. The strike, or power projection capability of AW is one of the key ways a navy exploits sea control

The Navy AMD concept is designed to protect naval forces from air attack, allowing them the freedom of action to conduct other naval warfighting operations. Navy AMD seeks to gain and maintain air superiority within the maritime environment, both to defend friendly forces and to retain the capability to conduct offensive strikes, or power projection. In AMD, it is important to appreciate that the Carrier Air Wing (CVW) is just one of several tools available, the others being the other AMD-capable surface ships and sister service AMD capabilities.

Amphibious Warfare is an excellent example of naval combined arms and is inherently a joint effort. Amphibious operations include the assault, withdrawal, raid, demonstration, and humanitarian assistance/noncombatant evacuation operations. Regardless of the type of operations, the theory always holds true; establish local sea control and air superiority, designate a landing beach or beaches, and develop a ship-to-shore movement/amphibious fires/afloat sustainment plans. AMW is also one of the key ways a navy exploits sea control, such as by using the sea as a maneuver space.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives:

- Comprehend the tactical capabilities and limitations of employing naval aviation.
- Comprehend the dominant principles, primary objectives and tactical methods of employing naval assets in AMD.
- Comprehend the fundamental concepts and the unique considerations needed for employing amphibious forces in support of operational objectives.
- Comprehend the influence of the physical environment on each of these three disciplines.

C. Student Preparation

1. Strike Warfare **(Video)**
2. Amphibious Warfare **(Video)**
3. Leighton, Bruce G. "The Relation of Aircraft to Sea-Power." *U.S. Naval Institute Proceedings* 54, no. 9 (September 1928): Read 728-745. **(Copyright)**
4. Majumdar, Dave, and Sam LaGrone. "Inside the Navy's Next Air War." *U.S. Naval Institute News* (23 January 2014). Read all. **(PURL)**
5. O'Neil, William D. "Naval Anti-Air Warfare." *National Defense* LXV, no. 365 (February 1981). Read all. **(Government)**
6. U.S. Office of the Chairman of the Joint Chiefs of Staff. Countering Air and Missile Threats, Joint Publication (JP) 3-01. Washington, D.C.: CJCS, 6 April 2023 (Ch 1, 13 Mar 2024). Read: ix-xxii "Executive Summary" and I-1 – I-13 "Chapter I Introduction." **(JP 3-01) (Government)**
7. _____. *Amphibious Operations*, Joint Publication (JP) 3-02. Washington, D.C.: CJCS, 4 January 2019, Validated 21 January 2021. Read: xi-xxi "Executive Summary" and I-1 – I-10 "Chapter I Overview of Amphibious Operations." **(JP 3-02) (Government)**
8. U.S. Naval War College, Joint Military Operations Department. *Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Scan: 9-14 and 24-26 Navy section. **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.6
U.S. NAVAL CAPABILITIES – PART II

A. Session Overview

The focus of this second session on naval capabilities is the three remaining main naval warfare disciplines: Undersea (USW), Anti-submarine (ASW), and Anti-surface Warfare (ASUW). In each case the aim is to describe and analyze the tactical fundamentals of employing naval forces in each of the named disciplines.

Traditionally, submarines have operated alone, relying on individual stealth for both their protection and operational effectiveness as offensive weapons. Submarines provide unique, and often unmatched, capabilities in intelligence, surveillance, and reconnaissance (ISR), naval special warfare, strike operations, employment of mines, and other tactical actions such as maritime interdiction and counter narcotics. At the national level, submarines provide a critical strategic deterrence capability. Taken together, the inherent stealth and independence associated with the employment of submarines continues to challenge an adversary and provide a unique ability to contest the subsurface and surface domains.

Sea mines are the other main undersea weapon system, one which can pose significant challenges to maritime operations. Relatively easy to deploy in large numbers, difficult to find and eliminate, mines can be a persistent threat at very low cost.

In the ASW portion of the session the focus will be on the objectives and methods of employing the full spectrum navy/joint ASW forces in the struggle for sea control or in sea denial operations. Large areas, complex and variable environments, a very perishable skill set amongst sonar operators, an immense demand on time and resources, and an increased emphasis on operations in the littorals all combine to make ASW one of the most difficult problems in naval warfare. At the operational level of war, maritime commanders need to consider various courses of action to degrade the adversary submarine threat.

Finally, the ASUW portion of the session will explore the predominant principles of surface warfare, and how various air, surface, and subsurface platforms network in real-time and space to find, track, and attack adversary surface targets. Surface warfare (traditionally anti-surface warfare (ASUW)) is conducted primarily on the surface of the oceans and against surface targets. Today, there are a wide variety of weapon and platform types: traditional guns and torpedoes, ship- and air- launched cruise missiles, guided and unguided aircraft-deployed ordnance, unmanned systems, and even directed energy weapons.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objective

- Comprehend the tactical capabilities, limitations and main methods of employing submarines.
- Know the dominant principles of anti-submarine warfare and the primary objectives and methods of employing ASW forces.
- Comprehend how ASW forces conduct sea control/sea denial operations.
- Know the primary objectives and tactical methods of employment of multiple combat arms in finding, tracking, and attacking adversary surface forces.

C. Student Preparation

1. Surface Warfare media (**Video**)
2. Strike Warfare media (**Video**) Review as required.
3. Submarine and Antisubmarine Warfare media (**Video**)
4. Mine Warfare media (**Video**)
5. Lautenschlager, Karl. "The Submarine in Naval Warfare, 1901-2001." *International Security* 11, No. 3 (Winter 1986-1987): 94-140. Read: 94-111. (**PURL**)
6. Filipoff, Dmitry. "Fighting DMO, pt. 1: Defining Distributed Maritime Operations and the Future of Naval Warfare." Center for International Maritime Security, 20 February 2023. Read all.
7. Toti, William J. "The Hunt for Full-Spectrum ASW." US. Naval Institute Proceedings 140, no. 6 (June 2014): Read 38-43 (**NWC 3219**)
8. Truver, Scott C. "Taking Mines Seriously: Mine Warfare in China's Near Seas." *Naval War College Review*, Vol.65(2), 2012, Read: 30-66. (**Government**)
9. Vego, Milan. *Fundamentals of Antisubmarine Warfare (ASW)*. Newport, RI: U.S. Naval War College, Joint Military Operations Department, June 2016. Read 1-31. (**Government**)
10. Vego, Milan. *Fundamentals of Surface Warfare* Newport, RI: U.S. Naval War College, Joint Military Operations Department, May 2016. Read 1-25. (**Government**)
11. U.S. Naval War College, Joint Military Operations Department. *Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Scan: 14-18 and 23 Navy section. (**Government**)

Supplemental

1. Rowden, VADM Thomas; RADM Peter Gumataotao; and RADM Peter Fanta. "Distributed Lethality." *U.S. Naval Institute Proceedings* 141, no. 1 (January 2015): Read 343-347. **(PURL)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.7
U.S. COAST GUARD CAPABILITIES

A. Session Overview

The United States Coast Guard, a Department of Homeland Security (DHS) organization, operates in today's joint environment while preserving the operational agility necessary to respond to uncertain future crises. This session will focus on the organization and employment of USCG forces both from within the joint community and when used for domestic security and support. A discussion of mission, capabilities, and doctrine provides baseline knowledge to inform future planners of potential contributions of this service for future operational contingencies.

The Coast Guard is an armed service that has participated in every American war since its inception. Although multi-mission in nature and charged with significant responsibilities in such diverse areas as maritime law enforcement, search and rescue, pollution response, and maintaining aids to navigation, Coast Guard forces also provide military capabilities in support of the national military strategy. In recent combat operations, Coast Guard forces have provided to Joint Force Commanders maritime interception operations, port operations and security, coastal sea control, and other mission sets where the service's expertise can add value. The Coast Guard functions as the lead federal agency for maritime homeland security and plays a supporting role for maritime homeland defense.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the missions, authorities, and capabilities of the U.S. Coast Guard as a potential tool for use by the joint force commander.
- Comprehend the nature and extent of U.S. Coast Guard international engagement, as a potential tool for use by the joint force commander.
- Comprehend the considerations for employing U.S. Coast Guard forces as part of a joint and multinational force at the high-tactical and operational levels of war.

C. Student Preparation

1. U.S. Naval War College, JMO Department. *Service Briefs*. “U.S. Coast Guard Briefing”. **(Video)**
2. U.S. Coast Guard. United States Coast Guard Operational Posture 2024, October 2024. Read pages 3-4, “Defense Readiness” section of page 6, “Indo-Pacific” section of page 7, and “Middle East and Europe” section of page 11. Scan remainder of document. **(Government)**
3. U.S. Coast Guard, U.S. Navy, and U.S. Marine Corps. Advantage at Sea: Prevailing with Integrated All-Domain Naval Power, December 2020. Read Preface, Foreword, Introduction, and pages 6-11. Scan remainder of document. (Advantage at Sea) **(Government)**
4. U.S. Naval War College, Joint Military Operations Department. *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023 Scan: 134-161 Coast Guard section. **(Government)**
5. U.S. Coast Guard. *Doctrine for the U.S. Coast Guard*. Coast Guard Publication 1(USCG Pub 1), February 2014. Read: 5-26 “Chapter 1” and 61-72 “Chapter 3.” Scan: 73-92 “Chapter 4.” **(USCG Pub 1) (Government)**
6. U.S. Coast Guard. *Operations*. Coast Guard Publication 3-0, February 2012. Read: Executive Summary, Chapter-1 Introduction and Chapter-2 Mission. Scan: remainder. **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.8
U.S. MARINE CORPS CAPABILITIES

A. Session Overview

This session will focus on the organization and employment of Marine forces at the operational and high-tactical levels of war. Highlights include roles, missions, core competencies, operational concepts, doctrine, and considerations for employing the Marine Air Ground Task Force (MAGTF) in a joint environment. Marine operating forces offer the JFC various options for employment, from forward deployed ship-borne MAGTFs to self-sustaining units capable of operating hundreds of miles inland. It is important to understand the distinctions between Marine and Army ground forces, especially their relative capabilities and limitations. (The U.S. Army is addressed in the next session).

The Marine Corps ethos, heritage, and warfighting philosophy influence how the Marine Corps organizes, trains, equips, and employs its operating forces. Concepts such as maneuver warfare, decentralized command and control, and a bias for decision making at the lowest level permeate the Marine mindset. The USMC is in the process of adjusting to maximize contributions in great power competition and conflict.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the roles and missions of the U.S. Marine Corps and its contribution to the Joint Force.
- Comprehend how the U.S. Marine Corps is organized to plan, execute, sustain, and train for maritime and joint expeditionary operations in support of the Joint Force Commander (JFC).
- Comprehend broad doctrinal Service concepts guiding the employment of Marine forces at the high-tactical and operational levels of war.
- Comprehend emerging concepts within the U.S. Marine Corps.

C. Student Preparation

1. U.S. Naval War College, JMO Department. *Service Briefs*. “U.S. Marine Corps Briefing”. **(Video)**
2. U.S. Marine Corps. 39th Commandant’s Planning Guidance. Washington, D.C.: Headquarters U.S. Marine Corps, April 2024. Read: 1, 10-20. Scan: remainder. **(Government)**
3. Macander, Michelle and Grace Hwang *Marine Corps Force Design 2030: Examining the Capabilities and Critiques*, 22 July 2022. Center for Strategic & International Studies. Read 1-3.
4. U.S. Marine Corps. *A Concept for Stand-in Forces*. Washington, D.C.: Headquarters U.S. Navy and U.S. Marine Corps, 2017. Read 3-18. **(Government)**
5. _____. *Warfighting*. Marine Corps Doctrinal Publication (MCDP) 1. Washington, D.C.: Headquarters U.S. Marine Corps, 1997 incorporating change 1 dated 4 April 2018.
Scan: 3-3 – 3-16 “Chapter 3” and 4-3 – 4-25 “Chapter 4.” *(MCDP-1)* **(Government)**
6. U.S. Naval War College, Joint Military Operations Department. *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Scan: 55-68 USMC section. **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.9
U.S. ARMY CAPABILITIES

A. Session Overview

This session emphasizes how the Army is organized and employed to contribute to the Joint Force at the high-tactical and operational levels of war. Highlights include roles, missions, core competencies, operational concepts, doctrine, and considerations for employing Army forces in a joint environment. The Army employs ground forces to accomplish sustaining, shaping, and decisive operations while combining the effects of war-fighting functions to generate combat power.

FM 3-0 *Operations* (2025) updates the U.S. Army operating concept from earlier doctrine to reflect the conditions of the current operational environment. This version of FM 3-0 establishes multidomain operations as the Army's operational concept. Conceptually, multidomain operations reflect an evolutionary inflection point, building on the incremental changes in doctrine as the operational environment has changed over the last forty years. In practice, however, these conceptual changes will have revolutionary impacts on how the Army conducts operations in the coming decade. The multidomain operations concept draws from previous Army operational concepts, including Air-Land Battle, Full Spectrum Operations, and Unified Land Operations.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives:

- Comprehend the roles and missions of the U.S. Army and its contribution to the Joint Force.
- Comprehend how the U.S. Army is organized to plan, execute, sustain, and train for maritime and joint expeditionary operations in support of the Joint Force Commander (JFC).
- Comprehend broad doctrinal Service concepts guiding the employment of Army forces at the high-tactical and operational levels of war.
- Comprehend emerging concepts within the U.S. Army.

C. Student Preparation

1. U.S. Naval War College, JMO Department. *Service Briefs*. “America’s Army – The Nation’s Force for Decisive Action.” **(Video)**
2. U. S. Army. The Army. Army Doctrine Publication (ADP) 1. Washington, D.C.: Headquarters Department of the Army, July 2019. Read: 1-1 – 1-5 “Chapter 1 Why America Needs an Army”, 2-1 – 2-11 “Chapter 2 Today’s Army”, and 3-1 – 3-3 “Chapter 3 Ready to fight prepared for the future, determined to win.” **(ADP 1) (Government)**
3. U.S. Department of the Army. Field Manual 3-0: Operations 21 Mar 2025. Read: Chapter 1, 1-3, Chapter 3, 47-55, and Chapter 7, 171-180. **(FM 3-0) (Government)**
4. Congressional Research Service. Defense Primer: Army Multi-Domain Operations (MDO). 1 Oct 2024.
5. U.S. Naval War College, Joint Military Operations Department. *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Scan: 29-39 US Army section. **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.10

U.S. AIR FORCE & U.S. SPACE FORCE CAPABILITIES

A. Session Overview

This session will focus on the organization and employment of United States Air Force (USAF) and United States Space Force (USSF) forces at the high-tactical and operational levels of war. The USAF and USSF employ their assets globally to achieve strategic, operational, and tactical objectives. Most air and space assets can perform multiple functions to achieve the desired objectives. The inherent versatility of flexible assets is just one of the strengths the USAF and USSF bring to the operational planning table to ensure the joint force commander dominates adversaries. This session provides baseline knowledge of Air Force and Space Force capabilities and doctrine, informing students about what the USAF and USSF contribute to operations throughout the spectrum of conflict.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the roles and missions of the U. S. Air Force and U.S. Space Force to include their contribution to the Joint Force.
- Comprehend how the U. S. Air Force and U.S. Space Force are organized to plan, execute, sustain, and train for maritime and joint expeditionary operations in support of the Joint Force Commander (JFC).
- Comprehend broad doctrinal service concepts guiding the employment of Air and Space Force forces at the high-tactical and operational levels of war.
- Know emerging concepts within the U.S. Air Force and U.S. Space Force.

C. Student Preparation

1. U.S. Naval War College, JMO Department. *Service Briefs*. “U.S. Air Force Briefing.” **(Video)**
2. U.S. Air Force. *Air Force Doctrine Publication (AFDP) I*. Maxwell AFB, AL: March 2021. Read: 1-20. **(Government)**

3. U.S. Air Force. *Air Force Doctrine Publication 3-0, Operations and Planning*, Air Force Doctrine Document (AFDP) 3-0. Maxwell AFB, AL: 22 Jan 2025, Read 11-24. **(Government)**
4. U.S. Air Force. *Agile Combat Employment (AFDN 1-21)*, Maxwell AFB, AL: 23 August 2022, Read 2-14 **(Government)**
5. U.S. Space Force, *Space Doctrine Publication 3-0 Operations Executive Summary*, Washington D.C.: Headquarters, U.S. Space Force, 19 July 2023 Read 1-2. **(Government)**
6. U.S. Space Force. *Space Doctrine Publication 3-0 Operations Doctrine for Space Forces* Washington, D.C.: Headquarters, U.S. Space Force, July 2023. Read: 6-12 “Chapter 1: Military Space Operation”, 32-38 “Chapter 4: Space Force Operations” **(Government)**
7. U.S. Space Command, Fiscal Year 2025 Priorities and Posture of United States Space Command, statement of General Stephen N. Whiting, Commander, United States Space Command. Scan 2-18. **(Government)**
8. U.S. Naval War College, Joint Military Operations Department. *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Scan: Scan 69-73 US Air Force section and 87-90 US Space Force section. **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.11

U.S. SPECIAL OPERATIONS FORCES CAPABILITIES

A. Session Overview

The session provides a foundational understanding of U.S. Special Operations Forces (SOF) capabilities and doctrine that will inform future planners of the potential contributions of Special Operations Forces in future operational contingencies. SOF are small, specially organized units manned by people carefully selected and trained to operate under physically demanding and psychologically stressful conditions. They accomplish missions using specialized equipment and the unconventional applications of tactics against strategic and operational objectives in hostile, denied, or politically sensitive environments. Their aim is to achieve military, diplomatic, informational and/or economic objectives that otherwise would be out of reach, by employing military capabilities for which there is no broad conventional force requirement.

Since the establishment of the U.S. Special Operations Command (USSOCOM) in 1987, all services' SOF have been under the combatant command (COCOM) of one unified commander and have been trained and equipped to conduct unilateral, joint and combined special operations across the Range of Military Operations (ROMO). Each military service has established a major command to serve as the service component of USSOCOM. SOF can support the geographic combatant commanders, U.S. ambassadors and their country teams, and other government agencies.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objective:

- Comprehend the roles and missions of SOF and its contribution to the Joint Force.
- Comprehend how SOF/U.S. Special Operations Command is organized to plan, execute, and sustain operations in support of the Joint Force Commander (JFC).
- Comprehend broad doctrinal Service concepts guiding the employment of SOF at the high-tactical and operational levels of war.
- Know emerging concepts within the Special Operations Community.

C. Student Preparation

1. U.S. Naval War College, JMO Department. *Service Briefs*. “Special Operations Forces (SOF) Briefing.” **(Video)**
2. U.S. Office of the Chairman of the Joint Chiefs of Staff. *Joint Doctrine for Special Operations*. Joint Publication (JP) 3-05. Washington, D.C.: CJCS, 22 September 2020.
Read: ix – xxi “Executive Summary”, I-1 – I-14 “Chapter I Overview of Special Operations”, II-1 – II-4 “Chapter II Special Operations Core Activities”, and III-1 – III-6 and III-22 – III-25, Scan: III-6 – III-21 “Chapter III Command and Control of Special Operations Forces.” **(JP 3-05) (Government)**
3. U.S. Special Operations Command. *SOCOM Fact Book 2025*. MacDill AFB, Tampa, FL: Headquarters USSOCOM. Scan: 2-40. **(Government)**
4. U.S. Naval War College, Joint Military Operations Department. *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Scan: 163-176 SOF section. **(Government)**

D. Student Deliverables:

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.12
JOINT COMMAND AND CONTROL

A. Session Overview

Many consider the most important of the Joint Functions to be Command and Control. This session focuses on the Joint Force Commander's (JFC's) authorities, the command relationships and organizational options when establishing a joint force as well as the internal functions of the JFC's staff. Additionally, it introduces the functions and responsibilities of the subordinate service and functional component commanders. Since the United States may not always undertake unilateral military operations, this session also introduces the critical aspects of multinational operations to include command and control, intelligence sharing, rules of engagement, capabilities gaps, and logistics.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the range of considerations that influence the crafting of command structures for Joint and/or Multinational operations and campaigns.
- Comprehend the joint force command relationships (COCOM, OPCON, TACON, and support) and the authorities that each includes.
- Comprehend key HQ functions and the staff organization and processes that support these functions.
- Comprehend the joint doctrine on multinational operations with special emphasis on planning with multinational partners.

C. Student Preparation

1. [Vego, Milan. Joint Operational Warfare, Theory and Practice. Newport, RI: U.S. Naval War College, 2009. Read VIII-7 – VII-23 “Operational Command](#)

Organization.” (Government)

2. U.S. Office of the Chairman of the Joint Chiefs of Staff. Joint Campaigns and Operations. Joint Publication (JP) 3-0, Washington, D.C.: CJCS, 18 June 2022 (Rev 1, 10 Sep 2024). Read: III-1 – III-14 “Command and Control.” **(JP 3-0) (Government)**
3. U.S. Office of the Chairman of the Joint Chiefs of Staff. The Joint Force. Joint Publication (JP) 1, Vol 2, Washington, D.C.: CJCS, 19 Jun 2020. Read: III-2 - III-5 "Organizing Joint Commands." **(JP 1, Vol 2) (Government)**
4. U.S. Naval War College, Joint Military Operations Department. *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Read: 197-204 “Appendix C Composite Warfare Commander (CWC) Concept.” **(NWC 3153T) (Government)**
5. U.S. Office of the Chairman of the Joint Chiefs of Staff, *Multinational Operations*. Joint Publication (JP) 3-16. Washington DC CJCS, 01 March 2019, (Ch1, 17 June 24). Read: I-1 - I-8 “Chapter I Fundamentals of Multinational Operations” and II-1 – II-18 “Chapter II Command and Coordination Relationship.” **(JP 3-16) (Government)**
6. Department of the Navy. *Maritime Operations at the Operational Level of War*. Navy Warfare Publication (NWP) 3-32. October 2008. With Change 1, Washington, DC: Department of the Navy, CNO, August 2010. Scan: 7-1 – 7-24. **(NWP 3-32) (Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.13
JOINT LOGISTICS

A. Session Overview

Logistics and sustainment are disciplines that all warfighters must understand. According to JP 4-0, logistics involves planning and executing the movement and support of forces. Sustainment is defined by NTTP 5-01.4 as the provision of personnel, logistics, and other support required to maintain operations until successful accomplishment of the mission.

The joint operational commander and the commander's staff must have a clear comprehension of the capabilities and limitations of operational logistics to execute daily operations across the competition continuum. Providing logistics to our forces throughout the world is a complex process and requires a great deal of coordination and synchronization by both supported and supporting commands and organizations.

Sustaining the force applies to all elements of the national military establishment. Sustainment begins before the first unit deploys and continues until the last remaining unit departs the area of operations. Sustainment planning requires an understanding of all the elements of the operating environment, commander's intent, scheme of maneuver, forces available, force flow requirements, restrictions on footprint, host nation capabilities and limitations, time, space, risk tolerance, etc. Every operation is unique and the risk of marginalizing the logistical requirements of an operation, often by relying on a simplistic data-based sustainment solution rather than a mission/force-based solution, can result in logistical culmination or operational failure.

Finally, Operational Contract Support (OCS) is a core joint logistics capability that synchronizes and integrates contracted specialties to support Combatant Command-directed operations. OCS can be a force multiplier, enhancing deployed forces' operational reach and/or providing options to mitigate force caps or skills shortages within the uniformed Services. OCS is "Commander's business" and as such, this capability needs attention, emphasis and inclusion throughout the planning process in order for it to add value to the commander and staff's efforts in planning/conducting joint and naval operations.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the relationship among the elements of strategic, operational, and tactical logistics and understand the implications of operational factors on naval, joint, and multinational logistics.
- Comprehend the operational concept of logistics support to achieve operational objectives.
- Comprehend the elements of the strategic deployment triad, including benefits and challenges of each.
- Comprehend current Joint doctrine on the steps of the deployment process.

C. Student Preparation

1. “Strategic Deployment.” **(Video)**
2. U.S. Naval War College. Joint Military Operations Department, *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: Naval War College, January 2023. Read 177- 188 Strategic Mobility section. **(Government)**
3. U.S. Navy. Office of the Chief of Naval Operations. *Navy Planning, Logistics*. Navy Tactics, Techniques, and Procedures (NTTP) 5-01.4. Washington, DC: Department of the Navy, CNO, April 2015. Read: 1-1 - 1-12 “Chapter 1 Logistics and the Navy Planning Process.” **(NTTP 5-01.4) (Government)**
4. [U.S. Office of the Chairman of the Joint Chiefs of Staff. Joint Deployment and Redeployment Operations, Joint Publication \(JP\) 3-35. Washington, D.C.: CJCS, 31 March 2022. Read: I-1 - I-6 “Chapter I Overview” and III-1 – III-6 “Chapter III Planning.” Scan: A-1 – A9 “Appendix A Information Technology Enabling Tools.” \(JP 3-35\) \(Government\)**](#)
5. [_____ . Joint Logistics, Joint Publication \(JP\) 4-0. Washington, D.C.: CJCS, 12 Jul 2023. Read: I-1 – I-13 “Chapter I Joint Logistics and Sustainment Overview”, II-1 – II-17 “Chapter II Core Logistics Functions”, III-1 “Chapter III Introduction”, III-15 – III-19 “Chapter III Logistics Authorities.” \(JP 4-0\) \(Government\)](#)
6. [_____ . Operational Contract Support, Joint Publication \(JP\) 4-10. Washington, D.C.: CJCS 4 March 2019. Read: ix – xvii “Executive Summary.” Scan: Chapters I Introduction and Chapter III Contract Support Integration. \(JP 4-10\) \(Government\)](#)

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.14
JOINT INTELLIGENCE

A. Session Overview

This session focuses on the nature and principles of intelligence, the responsibilities of both the joint force and maritime commanders and the duties of the staff intelligence officer/J2/N2, primarily at the operational level. Intelligence, as a discipline and an operational function, is essential to the successful conduct of military operations in both peacetime and war. Intelligence operations are often described as a high demand/low-density enterprise, meaning requirements routinely outstrip available resources. It is therefore imperative intelligence resources be utilized as efficiently as possible in accordance with a clear set of priorities informed by commander's intent and guidance. This will ensure limited resources are applied against the commander's most pressing concerns. This session will examine the importance of the Intelligence Estimate and Joint Intelligence Preparation of the Operational Environment (JIPOE), and how they support the Joint Planning Process (JPP) and the Navy Planning Process (NPP).

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend Joint and Navy doctrinal terminology relating to intelligence, including the intelligence process and associated intelligence functions.
- Comprehend how the intelligence process is synchronized to support decision-making and operational planning, specifically towards a more comprehensive understanding of the adversary and the operational environment.
- Comprehend intelligence organizations and operational-level integration.
- Comprehend the roles and responsibilities of the commander and the intelligence officer in the intelligence process at the operational level.

C. Student preparation

1. "Intelligence Support to Operational Planning." **(Video)**
2. United States Navy, Office of the Chief of Naval Operations. *Naval Intelligence*. Naval

Warfare Publication (NWP) 2-0. Norfolk, VA: Department of the Navy, March 2014. Read: 1-1 – 1-15 “Chapter 1 Intelligence” and 3-1 – 3-4 “Chapter 3 Naval Intelligence Operations.” Scan: 4-1 – 4-5 “Chapters 4 Intelligence Preparations of the Maritime Operational Environment” and 5-1 – 5-15 “Chapter 5 Naval Intelligence Support to Planning, Executing, and Assessing Operations.” (NWP 2-0) **(Government)**

3. U.S. Office of the Chairman, Joint Chiefs of Staff. *Joint Intelligence*, Joint Publication (JP) 2-0. Washington, D.C.: CJCS, 26 May 2022 (Ch1, 5 July 2024). Read: ix – xxxii “Executive Summary” and I-1 – I-19 “Chapter I The Nature and Role of Intelligence.” **(JP 2-0) (Government)**

4. U.S. Office of the Chairman, Joint Chiefs of Staff, *Joint Guide for Joint Intelligence Preparation of the Operational Environment*, Washington, D.C.: CJCS, 26 May 2022. Read: vii – xxi “Executive Summary.” **(Government)**

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.15
INFORMATION AND CYBERSPACE OPERATIONS

A. Session Overview

The focus of this session is to develop an understanding of how Information and Cyberspace may be used in the pursuit of military objectives and political ends in contemporary conflict.

Information is described in JP 3-04 as “data in context to which a receiver assigns meaning.” The Information Environment (IE) is the aggregate of social, cultural, linguistic, psychological, technical, and physical factors that affect how humans and automated systems derive meaning from, act upon, and are impacted by information, including the individuals, organizations, and systems that collect process, disseminate, or use information. Operations in the Information Environment (OIE) are military actions involving integrated employment of multiple information sources and actions to affect drivers of behavior. Information Advantage is the operational advantage gained through the joint force’s use of information for decision making and to create effects on the IE.

Cyberspace Operations (CO) is the employment of cyberspace capabilities where the primary purpose is to achieve objectives in or through cyberspace. In JP 3-12 cyberspace has a direct relationship with the physical domains. Cyberspace is part of the information environment and is dependent on the physical domains of air, land, maritime, and space. CO use links and nodes located in the physical domain and enable freedom of action in these domains.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Comprehend the principles, strengths, and limitations of integrating information operations and cyberspace operations into Service and joint planning.
- Comprehend how OIE and CO are used to inform, persuade, and influence decision makers across the spectrum of conflict.
- Comprehend the relationships between lethal and non-lethal fires in developing OIE and CO objectives and tasks that support the Joint Force Commander’s mission and

objectives.

- Comprehend the use of cyber warfare in the pursuit of military objectives and political ends.
- Comprehend the ability of cyberspace operations to achieve mass effects in the physical domains.

C. Student Preparation

1. “Cyberspace and International Law” Lecture (**Video**)
2. Temple-Raston, Dina. “How the US Hacked ISIS,” National Public Radio, 26 September 2019. <https://www.npr.org/2019/09/26/763545811/how-the-u-shackedisis>. Read or listen to the audio edition included in the hyperlink. (**NWC 4219**).
3. Crowell, Richard M. “War in the Information Age: A Primer for Information Operations and Cyberspace Operations in 21st Century Warfare.” Newport, RI: U.S. Naval War College, Joint Military Operations Department, 5th Edition, January 2019 Read 16-25, Scan remainder. (**Government**)
4. Fahrenkrug, David T. “Countering the Offensive Advantage in Cyberspace: An Integrated Defensive Strategy.” NATO Center for Cyber Defense Centre of Excellence, Tallinn, 2012. Read 197-206. (**Government**)
5. Reilly, Robert R. “Information Operations: Successes and Failures.” Westminster Institute, 2013. Read 2- 13 (**Copyright**)
6. U.S. Office of the Chairman of the Joint Chiefs of Staff. *Information in Joint Operations*. Joint Publication (JP) 3-04. Washington, DC: CJCS, 14 September 2022. Scan: viii–xii. Read: II-1 to II-7, and VII-1 to VII-11. (**JP 3-04**) (**Government**)\
7. [U.S. Office of the Chairman of the Joint Chiefs of Staff. Joint Cyberspace Operations. Joint Publication \(JP\) 3-12, Washington, DC: CJCS, 19 December 2022. Read: vii – xvii. “Executive Summary” Scan: remainder. \(**JP 3-12**\) \(**Government**\)](#)

D. Student Deliverables

See NC&S Online Program Schedule for your term for required assignment.

JMO 2.16
SUMMATIVE ASSESSMENT

A. Session Overview

This session is designed to facilitate a comprehension of the strengths and vulnerabilities of the Services in varied situations. Students must draw on previous sessions covering individual Service capabilities and limitations and essential supporting elements to discuss options for responding to an assigned scenario. The session should help the student appreciate the benefits of Service cooperation, and the synergy of joint forces.

Earlier sessions addressed the capabilities and limitations of individual Services and of basic combat support functions, such as intelligence and strategic mobility. This session affords students an opportunity to consider combinations of Service capabilities for responding to a given scenario. The fictional scenario is intended to represent circumstances that may arise in the near term. It is not a prediction about potential future U.S. force employment.

The Service Capabilities Vignette assignment is an open book assignment structured so that a student can apply information learned from the various readings to an operational scenario. Grading will be IAW paragraphs 8-9 of the syllabus.

Online assignment questions/instructions are located within the Blackboard structure.

B. Objectives

CLOs

- Demonstrate the ability to apply critical and creative thinking.
- Demonstrate the ability to communicate clearly and precisely.
- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.

Session Objectives

- Demonstrate a comprehension of U.S. Service-specific and joint capabilities and limitations and employment considerations in a joint environment.
- Explain possible combinations and limitations of Service capabilities to assess what advantages various mixes of forces offer.
- Demonstrate an appreciation of the roles of intelligence, information operations, logistics,

and strategic mobility in the global application of military power.

- Demonstrate the ability to apply naval, joint, and multinational capabilities in a maritime/joint theater in a given scenario.
- Demonstrate the ability to apply critical and creative thinking to operational problems.
- Demonstrate the ability to apply clear and precise written communication.

C. Student Preparation

1. Naval War College. Joint Military Operations Department. *Service Capabilities Vignette for North Africa: Scenario and Background Information*. **(Government)**

2. U.S. Naval War College, Joint Military Operations Department. *Reference Guide, Forces/Capabilities Handbook*. Newport, RI: U.S. Naval War College, January 2023. Review as necessary. **(Government)**

Review pertinent Module materials as needed.

This is an “Open Book” assignment—all Program materials can be used when completing the assignment requirements.

D. Student Deliverables

The student must complete a Summative Assessment response focusing on the topic provided in Blackboard. Essay requirements and an associated rubric are delineated within the Summative Assessment section of Blackboard. The assignment is an individual effort; collaboration is NOT permitted.

JOINT PLANNING PROCESS

The Joint Planning Process (JPP) course provides students an opportunity to apply what they have learned in both the Operational Art and Joint Capabilities courses to a fictional military problem or mission. The JPP is joint planning doctrine for the U.S. Military (most allies and partners use very similar processes, by design). Derived in large part from Operational Art theory, it provides a common framework for joint (and combined) cooperation. While this cannot entirely eliminate Clausewitz's fog and friction, using a standard process makes joint (and combined) planning faster and more effective, and facilitates command and control.

Session 5.1 introduces students to the Joint Planning Process and the fictional Operation PACIFIC TEAK scenario, together with the resources necessary to complete the final Summative Assessment of the Naval Command & Staff course. Although the scenario is fictional, real-world Southeast Asian geography is used, including bases of operation which may be available to U.S. and coalition forces in real world contingencies. Although limited to UNCLASSIFIED sources, real world units and capabilities are used for both friendly and enemy forces, with the latter operating primarily modern Chinese platforms.

Session 5.2 constitutes the Summative Assessment of the student's ability to bring concepts learned throughout the Program together and apply them to a fictional military scenario. Acting as a Joint Task Force staff, students will execute the seven steps of the Joint Planning Process and produce a basic Operation Order communicating the resulting plan to component commanders.

Course Learning Outcomes (CLOs) addressed and assessed in Module 5:

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to joint maritime objectives across the competition continuum.
- Apply the Joint/navy Planning process to communicate how to employ maritime power to achieve military objectives.

Summative Assessments

See NC&S Online Program Schedule for your term for required assignment due dates.

JMO 3.1
THE JOINT PLANNING PROCESS (JPP) AND
INTRODUCTION TO OPERATION PACIFIC TEAK

A. Session Overview

Preceding sessions introduced the theoretical underpinnings of Operational Art and Naval Warfare theory and considerations for employing joint force capabilities across the Competition Continuum. Students will now apply their understanding of these concepts to a fictional planning exercise using the Joint Planning Process (JPP).

The U.S. Military, and allies/partners, use the JPP for planning at the operational/high tactical level to facilitate joint, and combined, cooperation and C2. The JPP is a doctrinal, step-by-step process derived from OpArt theory. While the latter provides broad guidelines and principles based on historically informed analysis, applying them to a specific situation via the JPP requires judgment and experience. Critical and creative thinking are also essential in developing an accurate understanding of the situation and mission and then devising Courses of Action (COA) likely to prove effective. Done well, the joint planning process can increase the chances of achieving objectives while minimizing the costs. This is one way the US tries to tilt the odds in its favor – the more heavily the better. For this course students use the JPP worksheet as a simplified method to provide a basic familiarity with the planning process. Reality is often much more complex. For an example of what it is like to be a planner, read Dr. Don Thieme’s account of IRAQI FREEDOM planning in the Naval War College Review (see Supplemental Readings).

In addition to the JPP worksheet, students develop an operations order once they have chosen a course of action for accomplishing the JTF PACTEAK mission. Why? Orders are a key mechanism of C2. This is how the U.S. military formally transmits direction and intent to subordinate commanders. Commander’s intent is a key enabler of effective mission command, allowing disciplined initiative by subordinates as the situation changes. There is a particular format (SMEAC: Situation, Mission, Execution, Admin, C2) and language associated with orders which facilitates rapid understanding across the joint force – once students become familiar with them. Orders are not essays conforming to academic grammar rules. Often the language is terse, with incomplete sentences, and it uses joint and OpArt terminology to convey concepts and tasks with a high degree of clarity and brevity. Well-written orders (not all of them are!) effectively convey the commander’s expectations in a format suitable for wide dissemination via low-bandwidth connectivity (might that be useful in a comms-contested environment?). It is not an easy task to convert a course of action into message format, but it is a crucial one for effective joint (and combined) C2.

Turning students into polished and experienced planners is well beyond the scope of this course. It takes years and many reps to build planning expertise. But this course should help students develop a basic familiarity with joint planning and joint military capabilities together with a growing ability to apply Operational Art and Naval Warfare theory concepts.

Should students be on an operational staff in the future, this course, including materials considered in Operational Art and Joint Capabilities is intended to provide a foundation for effective participation in planning efforts. Students will be able to contribute to the planning process should they be selected to attend a Joint Planning Group or Operational Planning Team. For those supporting an operation, the experience in this course should enable better understanding of the big picture and may facilitate the exercise of disciplined initiative in line with the commander's intent. At the end of the day, Joint Professional Military Education is aimed at improving the effectiveness of the joint force in order to achieve objectives as quickly as possible, at minimum cost in blood and treasure.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to join maritime objectives across the competition continuum.
- Apply the Joint/navy Planning process to communicate how to employ maritime power to achieve military objectives.

Session Objectives

- Apply the Joint Planning Process (JPP) to solve a military problem.
- Comprehend how the concepts of Operational Art are used in the JPP.

C. Student Preparation

1. Resident JMO Joint Planning Process Lecture, Sep 2024, (Prof. Chris Kidd) <https://usnwc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=83c5ef15-b137-4998-a0dd-b1be01268437>
2. _____. Joint Planning Process (JPP) Workbook. Newport, RI: U.S. Naval War College, 10 January 2022. Read: 24-34 The JPP. Scan: 1-1 to 7-1 for detailed JPP step and Order guidance (NWC 4111K) (.pdf)
3. U.S. Naval War College. "Joint Planning Process (JPP) Exercise Borneo Scenario." Newport, RI, 5 February 2024 w/ Ch1 31 July 2024. Read: Ch 1-2. Scan: remainder as necessary. (Government)
4. Joint Military Operations Department. "Forces/Capabilities Handbook." Newport, RI, January 2023. (Government) Review as necessary

5. _____. Joint Guide for Joint Intelligence Preparation of the Operational Environment, Washington, D.C.: CJCS, 26 May 2022. Review as necessary. (Government)
6. _____. Joint Campaigns and Operations. Joint Publication (JP) 3-0, Washington, DC: CJCS, 18 June 2022 (Rev 1, 10 Sep 2024). Review as necessary. (JP 3-0) (Government).
7. _____. Joint Planning, Joint Publication (JP) 5-0. Washington, DC: CJCS, 01 Dec 2020 (Ch 1, 1 Jul 2024). Scan Chapter I, Chapter II, (JP 5-0) (Government)
8. _____. “CJCS Standing Rules of Engagement and Rules for the Use of Force.” Extracts from CJCS Instruction 3121.01B. Review as necessary. (Government)

SUPPLEMENTAL

1. General Norman Schwarzkopf Press Briefing, February 27, 1991 (YouTube.com) <https://www.youtube.com/watch?v=wKi3NwLFkX4> (21 min, not counting question & answer time)
2. OPLAN 1003V: Operation IRAQI-FREEDOM from a Planner’s Perspective, Naval War College Review, Vol.76, Iss. 4, (Autumn 2023): 2-58 (Don Thieme) <https://www.proquest.com/docview/3048520834/fulltextPDF/850A0A92A4B94879PQ/1?accountid=322&sourcetype=Scholarly%20Journals>
3. “Doing Just Less Than the Minimum in the Red Sea.” CDR Salamander, <https://cdrsalamander.substack.com/p/doing-just-less-then-the-minimum>
4. “Ukraine and the Problem of Restoring Maneuver in Contemporary War.” Institute for the Study of War, August 2024, <https://www.understandingwar.org/backgrounder/ukraine-and-problem-restoring-maneuver-contemporary-war>

D. Student Deliverables

None.

JMO 3.2

SUMMATIVE ASSESSMENT: CAPSTONE

A. Session Overview

This session provides an opportunity for the student, using the Joint Planning Process worksheet provided, to analyze an operational crisis action scenario and apply Operational Art, operational doctrine, and critical thinking to arrive at a course of action applicable to the crisis.

The Joint Planning Process Summative Assignment is an open book assignment structured so that the student, or student teams, can apply information learned from the readings to an operational case study. The assignment is structured so that the student/team must use the JPP Worksheet to complete the first six steps of the JPP and the steps of the JIPOE using the **Borneo (Operation PACIFIC TEAK)** case study as a framework and the OPORD shell to complete step seven of the JPP.

The basis for evaluation of the assignment will be:

1. A demonstrated understanding of the Joint Planning Process (JPP).
2. Logical and well-supported solutions to each required part of the process using the supplied worksheet.
3. Application of appropriate Program concepts within the framework of the Navy and Joint Planning Processes.
4. Clear, concise, and well supported articulation of ideas.

B. Objectives

CLOs

- Apply critical thinking, creative thinking, and problem-solving skills to support decision making in joint maritime operations.
- Apply Operational Art to operational and high-tactical objectives in the maritime environment.
- Apply the principles of naval warfare theory to join maritime objectives across the competition continuum.
- Apply the Joint/navy Planning process to communicate how to employ maritime power to achieve military objectives.

Session Objectives

- Demonstrate understanding of the Joint Planning Process and apply the Joint Planning Process to a specific operational situation.

- Demonstrate the ability to analyze operational situations in the contemporary security environment using Operational Art and joint doctrine.
- Demonstrate the ability to apply naval, joint, interagency and multinational capabilities in a maritime/joint theater across the range of military operations.
- Demonstrate the ability to apply critical and creative thinking to operational problems.
- Demonstrate the ability to apply clear and precise written communication.

C. Student Preparation

Review past media/lectures as required.

The assignment is “open book”—all materials can be used when answering the assignment questions. This is an individual requirement; collaboration is NOT permitted unless specifically directed by the student’s Professor.

The *Joint Planning Process (JPP) Worksheet* and an Operation Order shell will be provided to the students. The worksheet and the OPORD shell are the required submission formats for this assignment.

D. Student Deliverables

Summative Assignment instructions are located within the Blackboard structure. Students (or teams) must produce a filled-in JPP worksheet and a completed OPORD (basic only—with no appendixes or annexes) to be submitted for critique/grading.

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APPENDICES
APPENDIX A
OFFICER PROFESSIONAL MILITARY EDUCATION POLICY
(CJCSI 1800.01G, 15 April 2024)

SERVICE INTERMEDIATE-LEVEL COLLEGE (ILC) JOINT LEARNING AREAS (JLA)

JLA 1 - Strategic Thinking and Communication. Joint officers demonstrate advanced cognitive and communications skills employing critical, creative, and systematic thought. They evaluate alternative perspectives and demonstrate the ability to distinguish reliable from unreliable information to form reasoned decisions. They persuasively communicate on behalf of their organizations with a wide range of domestic and foreign audiences. Via their communication, they synthesize all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment.

JLA 2 - The Profession of Arms. Joint officers are first and foremost members of the profession of arms, sworn to support and defend the Constitution, with specialized knowledge in the art and science of war. They demonstrate joint-mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgement and the embodiment and enforcement of professional ethics, norms, and laws. They apply the principles of life-long learning and demonstrate effective joint leadership and followership.

JLA 3 - The Continuum of Competition, Conflict, and War. Joint officers are experts in the theory, principles, concepts, and history specific to sources of national power, the spectrum of conflict, and the art and science of warfighting. They apply their knowledge of the nature, character, and conduct of war and conflict, and the instruments of national power, to determine the military dimensions of challenges to U.S. national interests, evaluating the best use of the military instrument across the full spectrum of conflict to achieve national security objectives.

JLA 4 - The Security Environment. Joint officers effectively and continuously assess the security implications of the current and future operational environment. Using appropriate interdisciplinary analytical frameworks, they evaluate historical, cultural, political, military, economic, innovative, technological, and other competitive forces to identify and evaluate potential threats, opportunities, and risks.

JLA 5 - Strategy and Joint Planning. Joint officers apply a knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated, all-domain joint plans across the spectrum of conflict. They demonstrate broad understanding of joint, interagency, intergovernmental, and multinational capabilities and policies to inform planning. They envision requisite future capabilities and develop strategies and plans to acquire them. They use strategy and planning as primary tools to develop viable, creative options for policy makers. In so doing, they position the United States to achieve national objectives across the full spectrum of conflict.

JLA 6 - Globally Integrated Operations. Joint officers creatively apply U.S., allied, and partner military power to conduct globally integrated, all-domain operations and campaigns. They exercise intellectual agility, demonstrate initiative, and rapidly adapt to disruptive change across all domains of competition, conflict, and war. They do so consistent with law, ethics, and the shared values of the profession of arms in furtherance of U.S. national objectives.

