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DEPARTMENT OF THE NAVY
OFFICE OF THE SECRETARY
WASHINGTON, D. C. 20350

Executive Registry
84-1445

26 March 1984

OTE REGISTRY
84-9074

The Honorable William J. Casey
Director, Central Intelligence Agency
Washington, D.C. 20505

Dear Mr. Casey: *Bill*

For many years, civilian officials of various government departments and agencies have attended the Naval War College. In continuation of past practice, I take pleasure in extending a cordial invitation to nominate one representative to attend the senior resident college, the College of Naval Warfare, and one representative to attend the junior resident college, the College of Naval Command and Staff, during academic year 1984-1985.

The candidate for the College of Naval Warfare should be a GS-13 to GS-15. The candidate for the College of Naval Command and Staff should be a GS-11 to GS-13. Both candidates should have a baccalaureate degree and exceptional potential for advancement. The average age of College of Naval Warfare students is 42. College of Naval Command and Staff student average age is 36. Course descriptions are enclosed.

All U.S. students at the Naval War College will receive classified material through Top Secret. Your prospective students should therefore ensure that an expanded scope background investigation has been completed within the past four years or that one is initiated at the earliest opportunity. Please include certification of security investigations completed and clearances held in your students' orders.

Your prospective students should arrive at the Naval War College in time to attend a Navy familiarization session on August 8, 1984. Classes will graduate on June 21, 1985.

Please advise the President, Naval War College, Newport, Rhode Island 02841, with copy to the Chief of Naval Operations (OP-114D2), Washington, D.C. 20350, of your intentions regarding participation prior to April 30, 1984.

Sincerely,

John Lehman
Secretary of the Navy

Enclosures

APR 30 5 11 PM '84



OVERVIEW OF THE ACADEMIC PROGRAM

PRESCRIBED CURRICULUM

The resident academic program accomplishes the mission of the Naval War College through a prescribed curriculum that examines three major areas of professional knowledge--Policy and Strategy, Defense Economics and Decision Making, and Naval Operations. The specific material presented in the program varies in sequence, scope and methodology according to the distinctive requirements of the senior and intermediate officer programs. The former program focuses on Policy and Strategy. The latter focuses on naval operations and planning. Each course covers the broad spectrum of knowledge and expertise required to command forces in a combat environment and to assume positions of increasing responsibilities in the Navy, the Department of Defense, and the highest levels of government. This core curriculum is complemented by an elective program offering a variety of related professional courses, and a program of lectures and readings in the naval applications of international law as described below. Selected students may undertake advanced research projects as an alternative to segments of the regular curriculum.

THE ELECTIVES PROGRAM

The Electives Program permits students to devote a reasonable percentage of their total academic effort to areas of their own choosing. Whereas the three prescribed studies emphasize a common body of knowledge for all students, the electives allow a desirable diversity of intellectual effort as a counterbalance. Each student may choose from a variety of courses and thereby design an elective program that not only complements the curriculum but is best suited to his or her personal, academic and professional needs. All U.S. students are required to select one 10-week elective each trimester. The electives require about 20 percent of the student's effort and are graded pass/fail.

INTERNATIONAL LAW PROGRAM

The program introduces legal consideration and application into several divisions of the prescribed curriculum. The academic year begins with a one-day series of lectures and seminars in which the student is introduced to some of the basic areas of international law. The concepts introduced during this day are then enforced and expanded during the rest of the year through the Policy and Strategy Course, the Naval Operations Course and through several electives. The Policy and Strategy Course emphasizes the relationship of international law to the planning and execution of national policy and the role of law in the world community and specific international organizations. The Naval Operations Course concentrates on the application of legal principles to peacetime and wartime naval

operations. Generally, one international law related elective is offered each trimester on subjects dealing with the law of the sea, the laws of war, terrorism, the history and origins of international law, international negotiation or human rights.

The specific areas sought to be addressed during the year include: territorial jurisdiction, asylum, space law, law of war, rules of engagement, neutral rights and duties, treaty obligations, and law of the sea.

GRADING

As an accredited academic institution, the Naval War College awards grades in each of the three prescribed courses. The grades are based on students' written performance in examinations, essays and term papers, as well as oral briefs, reports and class participation. Students who participate in special academic programs such as those sponsored by the Center for Advanced Research are graded by the sponsoring center.

Students are graded on the following basis:

- A: Work of very high quality clearly above average graduate work.
- B: Expected performance of the average graduate student.
- C: Below average for graduate student.
- F: Unsatisfactory.

ACCREDITATION

The Office on Educational Credit of the American Council on Education, based on its evaluation of March 1976, recommends that credit in appropriate graduate education programs be granted, in accordance with the policies and regulations of the admitting institution, for a maximum of nine graduate semester hours for the Naval War College Course in Policy and Strategy and for a maximum of twelve graduate semester hours for the course in Defense Economics and Decision Making. Naval Operations courses are essentially military courses and, as such, not candidates for accreditation.

COLLEGE OF NAVAL WARFARE
POLICY AND STRATEGY COURSE

OBJECTIVE

The objective of this course is to acquaint officers with the fundamentals of foreign policy and military (including naval) strategy. These subjects are examined from an historical as well as contemporary perspective to demonstrate the perennial nature of the problems facing statesmen, admirals, and generals and to explore the full range of options open to decisionmakers in the fields of policy and strategy. Emphasis is placed on the complexity and ambiguity of the decisionmaking process, now and in the past. The end result for the student should be a broader understanding of that process and an enhanced capability for participating in it.

COURSE DESCRIPTION

The course combines theoretical analyses, historical case studies and examinations of the contemporary national security environment and the utility of military, particularly naval force. The process of relating strategic theories to practice through a series of historical and contemporary cases is cumulative and provides the officer not only with a fund of information but, more decisively, a sharpened quality of mind and judgement both tough and analytical.

There are basically three elements to the course:

o The first, theory and prototype case studies, involves an examination of the fundamentals of foreign policy and military (including naval) strategy; of Clausewitz and modern strategic thinking; and of the classical and modern policy-strategy prototypes, the Peloponnesian War, the Second Punic War, and the Napoleonic Wars.

o The second element, historical case studies, includes a study of the wars of German unification; the naval races prior to and after World War I; World Wars I and II; Korea; Vietnam and the strategies of the post-World War II period.

o The third part, Contemporary Employment of Force Case Studies, encompasses an analysis of U.S.-Soviet relations; alliance arrangements, including NATO; the Third World; contemporary force balances and strategic doctrines; nuclear weapons and deterrence; conventional forces; naval force and its role in combined and joint operations.

Enclosure (2)

Running through these studies are a number of recurring themes, including:

- o The relation between political ends and military means.
- o The relation of military to nonmilitary instruments of policy.
- o The relations between strategic theories and practice.
- o Civil-military relations.
- o The influence of the domestic, international, and technological environments.
- o The interdependence of sea, land, and air power.
- o The role of allies.
- o Constraints on the use of force.

METHODOLOGY

The structure of the course includes:

- o Three lectures a week, two by Strategy Department faculty members and one by a visiting lecturer. Each of these lectures is followed by an extended post-lecture conference of an hour to an hour and a half duration.
- o Seminars. Each student attends a seminar of ten to twelve students moderated by one civilian scholar and one military officer, thus combining both rigorous academic and professional dimensions. The students prepare during the term three to four papers 1500 to 3000 words each. These papers provide the focus for the seminar discussions and are based on the 500 to 700 pages of reading which all the students complete each week.
- o Examinations and Grading. The student is evaluated for his/her essays and seminar preparation and participation as well as a midterm and final comprehensive examination.

DEFENSE ECONOMICS AND DECISION MAKING COURSE

OBJECTIVES

The central objective of this course is the expansion of each officer's personal philosophy of what constitutes an integrative, balanced military executive point of view. Specific objectives are increased insights into:

Enclosure (2)

1. Economic-based issues and techniques useful in the wide selection and application of military forces.
2. Major behavioral and management control issues influencing national security decision making, policy implementation, and change.
3. Decision analysis frameworks for logically addressing complex, fiscally constrained and uncertain national defense issues.
4. The structure, process, and major issues involved in selecting and programming future military forces.

COURSE DESCRIPTION

The Defense Economics and Decision Making course is a senior-level, military executive development course uniquely designed for the Naval War College. It is based on the premise that an effective senior defense executive is required to balance many disciplines and points of view in meeting the external and internal demands of senior command and staff assignments. The course is multidisciplinary in nature. It synthesizes concepts from organizational psychology, economics, analytical decision tools, political science, and management control. The integrating themes of the course are decision making, uncertainty, and resource allocation. Areas selected for special emphasis are:

1. The domestic and international economic environment affecting national security.
2. Major force planning issues and alternatives.
3. Individual and organizational influences on high level decision making and commitment.
4. Management control strategies for large national defense organizations.
5. A framework for analyzing unstructured force-related problems with high uncertainty and complexity.

The course concludes with a simulation of the development of the current military services' Program Objective Memorandum. This exercise involves all the key decision points, conflicts, budget constraints, and real issues faced by senior decision makers in preparing the services' portion of the Five Year Defense Plan.

METHODOLOGY

The course emphasizes active learning in a seminar environment. Points of theory are studied and applied to cases or organizational situations representing complex national security issues. Over 80

Enclosure (2)

cases are utilized, ranging from issues dealing with major force alternatives to complex behavioral situations. All emphasize real problems related to long-term national security matters and offer a unique opportunity for parallel learning. A single case can illustrate a tool of analysis, a review of analysis, as well as the particular issue itself (an example here might be the future Navy force planning cases). Examples of other cases include: NATO Force Alternatives, Navy General Purpose Forces, and Contingency Forces.

The Defense Economics and Decision Making course is organized into five major activities undertaken concurrently:

1. Defense Economics
2. Defense Analysis Concepts and Cases
3. Non-Quantitative Factors in Defense Decisions
4. Force Planning
5. Defense Resource Allocation Simulation

Students are evaluated on the basis of their ability to develop unique written solutions to defense-related problems, employing an integrative and balanced viewpoint through written essays, case analyses, and final examinations.

SELECTION AND APPLICATION OF NAVAL FORCES COURSE

OBJECTIVES

The Selection and Application of Naval Forces Course is a senior officer's theater level course in naval strategy and operations. By concentrating on the principles and logic involved in naval strategic and tactical decisions and selection of necessary forces, the course has application to other services. The basic aim is improved understanding of how to employ U.S. Forces in situations ranging from peacetime presence to nuclear war. Studies cover U.S. and possible aggressor navies' capabilities and limitations, missions and functions, and the significance of these factors in operational situations. Detailed objectives are increased insights into:

1. Total Force vs. capabilities of possible aggressors.
2. Strategy, Tactics and Principles of War--definitions and relationships.

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3. International Law and Controls on the Application of Power.
4. Decision making through historical analysis and practice in war gaming and crisis action scenarios.
5. Operational functions and tasking, and forces required.

COURSE DESCRIPTION

The course builds on concepts from history, strategy, science, logic, and fleet and personal experience. A pervasive theme is decision making: the selection of optimum forces and then the best tactics to achieve theater objectives. The course emphasizes active learning through historical examples, case studies and war games.

The course is organized into four consecutive components commencing with Introduction and Perspective, followed by Naval Tactical Considerations, Naval Planning and Gaming, then Joint Strategic Considerations.

In addition to the unity provided by the logical order of material studied, there is a special theme of examining U.S. and U.S.S.R. strengths and weaknesses and near term and future naval strategy. This provides further cohesion.

Specifically, Introduction and Perspective examines the principles of war through case studies. Battles are reviewed to gain an understanding of the interrelationship between tactical and strategic objectives, the influence of the "commander" at both strategic and tactical levels and the application of the principles of war. Broad mission areas for U.S. naval forces are examined, comparing and contrasting them with those of the U.S.S.R.

In Naval Tactical Considerations the student learns the basics of Naval Warfare: Weapons, Systems and Platforms. The study of the interrelationships of these basics will augment the student's appreciation of force capability and selection, and the importance of sound tactics.

Naval Planning and Gaming refreshes the student briefly on the planning process, and then applies it in both a theater-level war games and in a series of crises. These games include critiques so that all may share in choices and decisions at every level. Finally, he moves to the joint arena and examines warfare from the viewpoint of senior military commanders in that portion entitled Joint Strategic Considerations.

METHODOLOGY

Lectures, seminars, historical case studies and presentations are all utilized as learning vehicles. Several tactical scenarios

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and games are analyzed as played--ranging from simple probabilities to complex theater-level operations crisis actions, and a global confrontation. The progression is integrative both in complexity and in number of forces. Some cases stress individual effort and preplanning; others require a team or staff approach. Students are evaluated on their submission of a tactical concept paper and a final examination, as well as on their seminar preparation and participation.

Enclosure (2)

COLLEGE OF NAVAL COMMAND AND STAFF

POLICY AND STRATEGY COURSE

OBJECTIVES

The Naval Command and Staff course and the Naval Warfare course employ a similar format; and, in general, the emphasis in the Command and Staff program is more heavily oriented toward the utility of naval forces, albeit in conjunction with non-naval forces, whereas the interdependence of forces and problems of the national application of joint forces provide the center of gravity for analysis in the College of Naval Warfare.

DEFENSE ECONOMICS AND DECISION MAKING COURSE

OBJECTIVES

The Defense Economics and Decision Making Command and Staff course is a mid-level, military executive development course also uniquely designed for the Naval War College. Major emphasis is placed on the preparation of officers for future senior command and staff assignments. The course is conceptually similar to that of the senior course in that a multidisciplinary approach is used. However, the Command and Staff curriculum places greater emphasis on the operating environment as well as the staff perspective. Integrating themes of the Command and Staff course are: decision making, uncertainty, and resource allocation. Areas selected for special emphasis are:

1. Domestic and international economic issues central to National Security.
2. Behavioral influences on decision making and commitment.
3. Management control of large national security organizations.
4. Force Planning Concepts and Cases.
5. A staff framework for analyzing unstructured force-related problems with high attendant uncertainty.

The course concludes with the study of the Preparation of the Department of Defense Budget (PPBS System) and the development of each service's Program Objective Memorandum for the current fiscal year. A simulation is conducted wherein the students research key programming issues in actual documents used in the budget preparation.

METHODOLOGY

The instructional methodology is similar to that used in the senior course.

THE EMPLOYMENT OF NAVAL FORCES COURSE

OBJECTIVES

The Employment of Naval Forces is a development course for naval tacticians designed for mid-level officers. By concentrating on the principles, historical analysis and logic involved in naval operations decisions, the course has application to other military forces. The central objective of this course is improved understanding of how to optimize employment of U.S. Naval forces in situations ranging from peacetime presence to nuclear war. To this end we study U.S. and possible aggressor navies' capabilities and limitations, and the significance of these factors in tactical situations. Detailed objectives are increased insights into:

1. Strategy, Tactics and Principles of War--definitions and relationships.
2. Operational Planning and Staff Procedures.
- 3.. Total Force vs. the character of possible aggressors.
4. International Law and Controls on the Application of Power.
5. Decision-making, through historical analysis and practice in war gaming.

COURSE DESCRIPTION

The course is multifaceted in its approach. It builds on concepts from history, strategy, physics, logic, and fleet and personal experience. The pervasive theme is decision-making, both to choose optimum tactics to achieve a strategy and to make optimum use of assets in developing tactics. The course emphasizes active learning through case studies and war games. It is organized into four consecutive components commencing with the Introduction and Perspective, followed by Naval Missions and Functions, Elements of Tactics, and finally Naval Planning and Gaming. In Introduction and Perspective, the student examines the application of the principles of war to naval operations and the role of the leader in naval warfare. This is accomplished through the examination of two historical case studies, the Battle of Leyte Gulf and Inchon. This segment of the course continues with an examination of the current threat to naval forces of the United States and her allies. The limitations of the naval commander's discretion under international law and rules of engagement are examined through a historical example and a series of international law case studies. In Naval Missions and Functions, the student is introduced to ways in

which naval forces and naval power can be used in support of national interests, in peacetime, time of rising tensions, and wartime. The focus is on the fundamental geographic considerations of modern warfare and their impact, an appreciation for the differences between U.S. and Soviet fleet missions and functions, and an understanding of the vital role of credible naval capabilities in achieving national objectives. The spectrum of warfare is examined, from strategic nuclear to conventional warfare, including strategic mobility, sea control and power projection. This segment is followed by Elements of Tactics, which provides the necessary foundation for tactical planning and force employment. The student will study the interrelationships of the basics of warfare; Weapons, Systems and Platforms. These studies will:

1. Link the principles of naval warfare to sea control and projection tactics.
2. Develop an understanding of current and near future platforms and associated weapons systems.
3. Allow the student to analyze selected tactical situations in order to identify the factors which most affect outcomes.
4. Identify those aspects of International Law which influence tactical decision.

The final phase of the course, Naval Planning and Gaming, presents two distinct phases. In Naval Operational Planning the student is introduced to an exercise in the military planning process as used in the Navy. Having completed a study of the planning process, the gaming phase is devoted to preparations for, and play of, two war games, one at the task group level and the second at the theater level.

METHODOLOGY

The basic element of formal instruction is the individual seminar, augmented by readings, lectures and demonstrations. War Gaming is employed for both practical learning and the evaluation of employment concepts. Students are required to prepare a fleet-oriented Tactical Concept Paper. There is a final examination.