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STATEMENT OF

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BEFORE

THE HOUSE ARMED SERVICES SUBCOMMITTEE

OVERSIGHT AND INVESTIGATIONS

ON

PROFESSIONAL MILITARY EDUCATION

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Introduction:

Good afternoon, Chairman Snyder, Ranking Member Wittman and distinguished Members of the Subcommittee. I greatly appreciate this opportunity to address the Subcommittee in order to discuss the accomplishments of your Marine Corps Expeditionary Warfare School (EWS) located at Marine Corps Base Quantico, Virginia.

Historical Foundation:

EWS traces its lineage to July 1921 when Brigadier General Smedley Butler and Major General John LeJeune established the Company Grade Officers Course, one of three courses that were established to formalize the progressive development of a professional officer corps. Since that time, this resident career level program has consistently adapted, anticipated, and effectively prepared graduates to meet the complex tactical challenges encountered by the Operating Forces.

EWS is the product of a merger that occurred in 2002 between two Quantico based career-level courses, the Amphibious Warfare School (AWS), and the Command and Control Systems Course (CCSC). The merger blended the best of both courses - the command and control emphasis of CCSC and the detailed instruction on expeditionary operations taught at AWS. For nearly 90 years, the resident career level officer education program at Quantico has yielded tactically astute graduates who are mentally, physically, and technically prepared to meet the challenges of their operating environments. EWS has a rock solid program to continue that legacy of excellence in producing ready and relevant tactical leaders.

Mission

EWS provides Marine, sister service and international captains career-level

Professional Military Education (PME) and oversees their Professional Military Training (PMT) in Command and Control (C2), planning and employment of the Marine Air-Ground Task Force (MAGTF) operations ashore and in Naval Expeditionary Operations with particular emphasis on maneuver warfare doctrine, combined arms, and tactical decision-making. Upon graduation, students will be prepared to command or serve as primary staff officers in their Military Occupational Specialty (MOS), integrate resident capabilities within their element of the MAGTF, to integrate their element within the MAGTF, and to understand the functions of the other elements of the MAGTF.

Educational Philosophy

EWS challenges students to think critically by providing them with a firm doctrinal foundation, augmented with broad outside readings, the exchange of practical experiences, and reinforced with extensive practical application and practical exercises while maintaining a close working relationship with the school's faculty and staff. Learning occurs in the auditorium, classroom, and conference group settings. There are fifteen conference groups that each consist of 15-16 captains. Student MOSs are screened to ensure conference groups are organized to achieve diversity, broad MAGTF representation, sister service representation and international military officer representation. Each conference group is mentored by a major, who acts as the captains' Faculty Advisor (FACAD).

Throughout the academic year, each FACAD guides the learning process, mentors, monitors, and evaluates student progress and challenges the students to broaden their education and professional competence. Each member of the faculty brings both an academic background and an operational combat background to the group environment.

They have full appreciation of our students' extensive operational experience, most of whom have served multiple combat tours in Iraq and/or Afghanistan.

EWS employs the Socratic Method and other adult-oriented teaching methods to enable our students to think critically and creatively as they look at the current operating environment and future combat roles and responsibilities. EWS students are also required to write at the professional level, including concise point papers and research/decision papers.

Program Goals

The following are the stated program goals for EWS:

1. At the tactical level, integrate the capabilities of each of the four elements of the MAGTF.
2. At the tactical level and within a specific element of the MAGTF, plan and execute Naval Expeditionary Operations.
3. At the tactical level and while fighting as a MAGTF, integrate the warfighting functions with consideration to the principles of war, Maneuver Warfare doctrine and cultural factors.
4. Command or operate as a staff officer within a specific MOS and element of the MAGTF.
5. At a fundamental level, understand the concept of Joint Operations, the roles and responsibilities of the Joint Task Force, working in a framework that includes multi-national partners, Joint Staff integration, Interagency coordination, and coordination with Non-Governmental Organizations.

6. Lead subordinates within a framework of ethical values.
7. Express ideas in a clear and well-reasoned manner that is the product of rigorous and disciplined thought.

Students

All students are captains or other service equivalents. Additionally, students represent all military occupational specialties. The EWS Admissions Policy supports the mission and purpose of EWS and reflects the needs of the United States Marine Corps. The EWS Director provides guidance to the Officer Assignments Branch (MMOA) on the desired MOS spread for the 190 Marine students that attend EWS each year. Additionally, records are screened to select 70 captains for attendance at the various Army Captains Career Courses. MMOA carefully screens individual records and occupational field sponsors rank order the eligible candidates. An annual board comprised of senior officers is then held to select the best qualified captains for resident education from the pool of eligible candidates. School seat quotas are based on allocations granted by the Commandant of the Marine Corps, reciprocal agreements with other Services, and the Department of Defense and Department of State agreements on foreign military student education exchange programs.

EWS Academic Year 2009-2010 student body will comprise the following:

U.S. Marine Corps Officers	190
U.S. Navy	2
U.S. Army & Army National Guard Officers	22
U.S. Air Force Officers & Air National Guard	6
International Military Officers	22

TOTAL 242

For Academic Year 2010, which commences 6 August 2009, 22 international students will attend from the following 21 countries: Afghanistan, Brazil, Canada, Colombia, France, Germany (2), Hungary, India, Indonesia, Italy, Japan, Korea, Nepal, Netherlands, Norway, Pakistan, Philippines, Spain, Taiwan, Turkey, and Ukraine.

Of the 237 officers who graduated in May 2009, 191 of them, including international officers, were either Operation IRAQI FREEDOM or Operation ENDURING FREEDOM combat veterans. I anticipate that the student body for Academic Year 2009-2010 will be similarly experienced. Marine captains arrive at EWS at approximately the seven year mark in their careers while sister service attendees generally arrive with 4-5 years of experience.

Faculty

The EWS faculty consists of fifteen FACADs in the grade of Major and three Division Heads in the grade of Lieutenant Colonel/Commander (US Navy). Faculty members are selected through a rigorous screening process and the collaborative efforts of Headquarters Marine Corps, Manpower Management Officer Assignments branch, Marine Corps University (MCU), and the Director of EWS. A Title 10 faculty member serves as the Chief Academic Officer and a Marine Colonel is personally selected as Director EWS by the Commandant of the Marine Corps. Each instructor is a subject matter expert in his/her respective fields. Seven hold Masters Degrees from the Services Command and Staff Colleges and two more hold Masters Degrees from civilian universities. 100% of the FACADs and division heads are highly experienced combat veterans with grade appropriate command and staff experience. Due to the selective nature of assignment to the EWS faculty, an instructor/faculty advisor position is

considered a premier and upwardly mobile billet for a Marine Corps major with many generals having once served on the faculty and staff of EWS.

FACADs are encouraged to remain active in their fields through attendance at lectures, symposia, and conferences. In fact, a FACAD's work has been accepted for publication on the topic of the synchronization of training and professional military education to better prepare officers to conduct future operations. Supplementing the EWS faculty, and an integral part of the education of our students, are the faculty from the other co-located Marine Corps University schools, the Marine Corps War College the Marine Corps Command and Staff College, and the School of Advanced Warfighting. The MCU faculty supports EWS with Academic Chairs and Scholars and subject matter experts in the fields of Arabic culture, Iran, Iraq, Afghanistan, Pakistan, the Middle East, insurgency, terrorism, ethics, leadership, historical case studies, interagency operations, intelligence matters, and faculty education. Additionally, EWS conducts a four-week faculty development program before each academic year that includes internal instruction and educational preparation by professors from MCU, as well as presentations by external experts on education, critical thinking, intuitive decision making, and leadership and ethics.

Curriculum

EWS' curriculum provides instructional emphasis on command and control, combined arms operations, warfighting skills, tactical decision making, MAGTF operations and Naval Expeditionary Operations. The curriculum is approved by the President of Marine Corps University and is shaped by the Commandant of the Marine Corps guidance and priorities, feedback from the Operating Forces, lessons learned

systems, graduate surveys, reporting senior surveys, curriculum review boards, course content review boards, instructor rating forms and external studies.

The EWS curriculum is divided into five primary courses, each of which contains multiple sub-courses. The five major courses are Command and Control (C2), MAGTF Operations Ashore, Naval Expeditionary Operations, Professional Studies and the Occupational Field Expansion Course (OFEC). The curriculum contains approximately 80% academic education with 20% dedicated to training. Marine Corps University provides oversight of the curriculum through its Curriculum Review Board process.

1. Command and Control.

C2 is the initial course of instruction where the student is instructed in command and control theory and doctrine and introduced to the doctrinal planning and decision-making processes. Additionally, enduring principles, such as the theory and nature of war are discussed in the context of the six warfighting functions and Maneuver Warfare doctrine. An introduction to joint warfare fundamentals is also included in this phase of study, although the OPMEP mandated primary joint professional military education Learning Areas 1 and 2 (Joint Campaigning) are threaded throughout the 10 month curriculum and during the Capstone exercises.

The C2 course of instruction begins with the introduction of Warfighting. The subsequent sub-courses within C2 include the following: C2 theory and doctrine, C2 systems, the Marine Corps Planning Process (MCP), Information Management (IM), and Information Operations (IO). The method of instruction includes a combination of assigned readings on theories of war, historical readings and case studies, the Marine Corps Doctrinal Publications (MCDP) 1 through 6, Marine Corps Warfighting

Publications (MCWP), Marine Corps Reference Publications (MCRP), Joint Publications, self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, guest speakers, discussions, tactical decision exercises (TDEs), and practical exercises (PE). Course requirements include participation in seminars and practical exercises, a test at the conclusion of the warfighting and IM and ten sub-courses, and a practical application test at the conclusion of the MCPP sub-course.

At the conclusion of the C2 portion of the curriculum, the student should possess a sound comprehension of the nature of war, the warfighting functions, foundations of Joint Operations, and Maneuver Warfare. Also, the student should be grounded in the Marine Corps Planning Process, the science of C2, IO and IM as they relate to a combat operations center, planning, and the commander's decision-making process.

Learning Outcomes:

1. Relate the nature and theory of war to the Marine Corps doctrine of Maneuver Warfare.
2. Explain command and control of the MAGTF.
3. Develop a tactical plan using Marine Corps Planning Process (MCPP).
4. Explain IM theory and doctrine as it relates to Command and Control of a MAGTF.
5. Develop Joint and MAGTF Information Operations plans during combined offensive, defensive, and Phase IV operations.

2. *MAGTF Operations Ashore.*

MAGTF Operations Ashore builds on the fundamentals taught in C2 and centers on the enduring concepts such as task organization, the single-battle concept, combined

arms, integration and doctrinal employment common to all sized MAGTFs. The MAGTF Operations Ashore course is divided into separate sub-courses that introduce each element of the MAGTF: the Command Element (CE), the Aviation Combat Element (ACE), the Ground Combat Element (GCE) and the Logistics Combat Element (LCE).

During the MAGTF Operations Ashore course, the resources, doctrinal concepts, and warfighting capabilities associated with each element of the MAGTF are taught initially as a stand-alone element, then as part of a task-organized, synergistic MAGTF. The course provides detailed instruction on the integration of the MAGTF's Major Subordinate Elements (MSE) and the employment of combined arms during offensive, defensive, and support operations.

Common themes throughout the MAGTF Operations Ashore segment are the single-battle and combined arms concepts, Information Management (IM) and Information Operations (IO). The method of instruction includes a combination of assigned readings from doctrinal publications, historical readings and case studies, lectures, seminars, discussions and tactical decision exercises. Each sub-course of MAGTF Operations Ashore culminates with a practical exercise (PE) under the command of a Joint Task Force. Other graded events include tests at the conclusion of each sub-course and an evaluation of performance during major PEs.

Within MAGTF Operations Ashore is the Current Operating Environment (COE) module of instruction. The purpose of the COE learning module is to focus the student's education on emerging threats and the students are introduced to Limited Contingency Operations, Counter Insurgency Operations, Irregular Warfare and Hybrid Warfare. The COE sub-course emphasizes the enduring nature of the doctrinal themes and their

applicability in current operations. The method of instruction includes a combination of assigned readings from doctrinal publications, lectures, seminars, panel discussions, and a capstone counter insurgency practical exercise.

At the conclusion of MAGTF Operations Ashore, the student possesses a comprehensive and thorough understanding of the capabilities and limitations of a MAGTF and its MSEs. Ultimately, this knowledge will facilitate the student's ability to integrate the elements to create the necessary synergy in order to effectively accomplish the MAGTF's mission.

Learning Outcomes:

1. Analyze the resources, doctrinal concepts, and warfighting capabilities of each element of the MAGTF.
2. Develop a plan that integrates the MAGTF's major subordinate elements (MSE) during combined arms offensive, defensive, and Phase IV operations.
3. Develop Joint and MAGTF IO plans during combined arms offensive, defensive, and Phase IV operations.
4. Develop an IM plan that supports the planning process and the commander's decision making process.

3. Naval Expeditionary Operations.

The third major segment of the EWS curriculum is Naval Expeditionary Operations. Building upon the knowledge acquired from the previous courses of instruction, this portion of the curriculum addresses the unique core competency of the Marine Corps as an expeditionary force with an emphasis on amphibious operations, specifically as part of a larger naval or Joint operation. This includes the MAGTF in

amphibious operations and Maritime Prepositioned Force (MPF) operations.

The Naval Expeditionary Operations course of instruction develops proficiency in the Marine Corps' core competencies: expeditionary readiness, MAGTF combined-arms operations, expeditionary operations, sea-based operations and forcible entry from the sea. Naval Expeditionary Operations contains five sub-courses: Expeditionary Operations Concepts Foundations, Amphibious Planning, Marine Expeditionary Unit (MEU) Operations, Maritime Pre-positioned Force Operations and Eastern Cross practical exercise. The method of instruction includes a combination of assigned readings from doctrinal publications, historical readings and case studies, the use of SPTs, IMIs, lectures, seminars, discussions, tactical decision exercises, and PEs.

Throughout Naval Expeditionary Operations, students are evaluated during several practical exercises, as well as through four concise point papers and a capstone planning exercise which also includes Navy planners from Expeditionary Training Group Atlantic. At the conclusion of this course, the student possesses a comprehensive understanding of the MEU, amphibious operations planning, MPF operations, and the execution of naval expeditionary operations.

Learning Outcomes:

1. Apply the concepts for MAGTF operations in support of expeditionary operations.
2. Develop a plan for the employment of an amphibious MAGTF.
3. Develop a plan to accomplish an assigned MEU mission utilizing the Rapid Response Planning Process (R2P2).
4. Develop a plan to deploy, assemble and employ a Maritime Pre-Positioned

Force (MPF) MAGTF.

4. Professional Studies. Professional studies, the fourth major segment in the curriculum, consists of the following sub-courses: Leadership & Ethics, Professional Communications, and Operational Culture. These sub-courses are interwoven throughout the syllabus and have a dual nature as stand alone periods of instruction and reinforcement to other portions of the curriculum.

a. Leadership and Ethics. The goal of this sub-course is to apply the fundamentals of leadership within an ethical framework across the entire spectrum of conflict while simultaneously developing subordinates. Course requirements include the development of a leadership strategy for subordinates. Guest speakers are brought in throughout this phase of instruction.

b. Professional Communication. The goal of the Professional Communication program is to prepare students to communicate effectively in their occupational roles – initially as commanders and, subsequently, as staff and executive officers. To this end, this course of instruction focuses on developing critical thinking skills in concert with effective oral and written forms of communication. Although this course exists primarily to support other portions of the curriculum, students are also required to submit a terminal (argumentative) contemporary issues research paper, or a book summary and review.

c. Operational Culture. This sub-course provides a foundation in understanding and analyzing culture as it applies to military operations and planning. It includes a historical perspective of the cultures within which military forces are working and examines the current operating environment from a cultural perspective in order to

develop students who are capable of operating in a cross-cultural environment. Students are taught to map and understand the human terrain as skillfully as they analyze and navigate physical terrain. Notably, the 22 international students will augment the operational culture program with 11.0 hours of country specific instruction.

Learning Outcomes:

1. Apply critical analysis skills to historical case studies, battlefield studies, staff rides, and contemporary military issues and express the analysis both orally and in writing.
2. Discuss and consider the impact of cultural factors on the conduct of military operations.
3. Discuss the ethical, legal, and cultural issues confronted by military leaders.
4. Prepare military written correspondence which appropriately addresses the issue using proper style, grammar, punctuation, and format.
5. Discuss the importance of character based leadership in establishing a command climate that develops subordinates.

5. *Occupational Field Expansion Course (OFEC)*. The purpose of this fifth portion of the curriculum is to prepare the student to command at the company-level and/or to operate as a staff officer within the student's specific MOS and element of the MAGTF. OFEC is divided into two sessions, one in the fall and one in the spring.

The two-week fall OFEC session focuses on improving the student's depth of knowledge within their MOS. The fall OFEC also serves to broaden the student's knowledge within his/her element of the MAGTF. The six-week spring OFEC session concentrates on further developing the student's MOS proficiency with continued

specific education, training, and the introduction of practical application. In contrast to the fall OFEC, the spring OFEC contains a combined arms portion addressing fire support coordination and urban warfare.

Capstone Exercises

MAGTF Operations Ashore and Naval Expeditionary Operations conduct Marine Expeditionary Brigade-level capstone exercises under a Joint Task Force that incorporate the EWS program outcomes, course outcomes, and associated educational objectives. These school-wide exercises include the use of collaborative tools and C2 systems resident in the MAGTF and external agencies.

International Military Student Program

In addition to the academic curriculum, all international military students (IMS) are given the opportunity to participate in the Marine Corps Field Studies Program (FSP). The FSP is designed to familiarize the IMS with the responsibilities of governments, militaries, and citizens to protect, preserve, and respect the rights of every individual. The FSP is also specifically designed to provide the IMS with awareness and functional understanding of internationally recognized human rights and the American democratic way of life. A two-week orientation course, which is not part of the academic program, precedes the resident EWS course, and includes an English language component.

Student Evaluation

The Expeditionary Warfare School evaluates student performance through both objective and subjective means. The institution's evaluation program serves two purposes: it evaluates the student's understanding of the material presented; and it provides information relative to the quality of the EWS educational experience.

The school ensures testing instruments evaluate each educational objective. Instructors use the results of evaluations to counsel students regularly on their progress and to make appropriate revisions to instructional materials.

Standard Evaluation Instruments: Student performance is evaluated on a 100-point system. A minimum score of a 75 is necessary to complete graded requirements successfully and graduate.

(1) Communication Program. Students are evaluated by their faculty advisors and the communication instructors for their ability to express themselves effectively both orally and in writing. Communication is evaluated in terms of content, critical thinking, organization, format/delivery, grammar & mechanics, and word choice.

(2) Standard Evaluations. There are various standard evaluations throughout the academic year. They consist of a series of questions requiring narrative answers, essay, or a graphic portrayal of solutions on worksheets, maps or overlays.

(3) Non-Standard Evaluations. Non-standard evaluation of student performance is based on the judgment of the evaluator who provides both the student and the appropriate instructor with a narrative summary of observations on the Student Performance Report form. Non-standard evaluations will be provided on a student's:

- Contribution as a seminar member.
- Performance in OFEC.
- Performance during practical exercises, war games, and simulations.

Fitness Reports. Academic fitness reports are prepared on all USMC students at the end of the school year by their FACAD and the Division Head. Reports on other service students are submitted on the forms required by their respective services. In the

case of international military students, a detailed report of successful course completion and academic achievement is prepared for transmittal to each student's country.

Remediation. The remediation of a student who fails a particular subject area is the responsibility of the FACAD. The FACAD ensures that appropriate remedial instruction, direction, and guidance are provided. Students who do not attain a passing grade in a remedial evolution may be referred to the Deputy Director. In conjunction with the Director, the Deputy Director determines whether or not to convene a Student Performance Evaluation Board to consider the matter and make recommendations to the Director regarding the student.

Student Awards

Those students who excel while attending EWS are recognized in several different areas. This formal recognition takes the form of inclusion into the Marine Corps University President's Honor Roll (top ten percent), the General Roy S. Geiger Award (top student), the International Military Student Officer Award (top student), the various OFEC training awards, and various writing awards.

The writing awards include: EWS Professional Writing Award for Book Review, EWS Professional Writing Award for Contemporary Issues, The Captain Patrick Rapicault Sister-service Professional Writing Award, The Captain Patrick Rapicault International Military Officer Professional Writing Award. In total, EWS had eighteen papers accepted for publication.

Facilities and Resources

EWS occupies facilities onboard Marine Corps Base Quantico, Virginia and occupies the entirety of Geiger Hall. Built in 1948 but recently renovated, the facility is

adequate to achieve its educational objectives with several large classrooms able to hold the entire student body, an auditorium for guest speakers and formal presentations, and individual conference group rooms. It presents a professional appearance to students and guests alike as well as a quiet and collegial environment for academic study. EWS students have full access to the resources provided at the Gray Research Center, a world class research facility located on the base as part of the Marine Corps University complex.

The Future

EWS is currently pursuing a transition to the EWS Distributed Education Network (EDEN). EDEN will eventually provide each student with a laptop computer to enhance their educational experience and to familiarize them with the software used in the operating forces. This academic year three of the fifteen conference groups will have the laptops with the anticipation of additional funding for all conference groups in the 2010-2011 academic year.

It is also my goal as Director to expand the use of modeling and simulation systems to support the execution of tactical decision exercises and practical exercises.

Conclusion:

EWS has a very powerful curriculum that, for career level officers, is unique in the Department of Defense. A common misperception is that EWS is a school for captains. In reality, EWS is a school with a student body of captains who are preparing to be majors and beyond. The foundational knowledge imparted to our captains prepares them for a career in our armed forces which may last for decades after they graduate. EWS is the first step in the Marine Corps University PME education continuum,

providing the solid foundation for the intellectual and professional growth of our officers.

The Marine Corps places great emphasis on selecting the absolute best faculty and staff to ensure the students receive the education they need and deserve. The institution is a national treasure, one whose modest budgetary requirements provide the Nation an exponential return through the increased effectiveness in the career-level leaders that serve in our Armed Forces.

Thank you, Mister Chairman, for the chance to speak with you today. I welcome the Sub-Committee's questions. Semper Fidelis.