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# An Approach to Graduate Education with the Naval War College

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Thesis  
BARRISH

NAVAL WAR COLLEGE

Newport, R.I.

An Approach to Graduate Education  
with the Naval War College

by

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MASTER OF MARINE AFFAIRS  
UNIV. OF RHODE ISLAND

Defense Economics and Decisions

submitted to

Captain J. Wilson, USN  
Military Chair of Human Resource Management

8 April 1974

Problem: Investigate an apparent conflict between the perceived needs of members in an organization and the goals established by an element of the same organization. Some of the Navy institutional values described by Anthony L. Wermuth<sup>1</sup> are compared with a segment of the Naval War College student population's need to achieve accredited higher education.

Concepts: It has been stated as a fundamental premise "... that all social systems are, at one time or another, plagued by contradictory functional requirements." From a broader view it may also be observed, "... that contradictory functional requirements and structures not only exist within systems but also impinge upon them from without." The dynamic resolution of competing interests may be held as a balance between too rigid an adherence to old values and too rapid an acceptance of ephemeral standards.<sup>2</sup> A difference in values between members of an organization and a subset or element of the organization will necessitate a change, either in the individuals or within the organization.

There is a question as to the likelihood of individuals' first order values being subject to change. In the perspective

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<sup>1</sup>Anthony L. Wermuth, The Institutional Values of the Navy (Falls Church, Virginia: Westinghouse, 1973) p. 61.

<sup>2</sup>Gideon Sjoberg, "Contradictory Functional Requirements," William J. Gore and J.W. Dyson, eds., The Making of Decisions, (Glencoe, Illinois: The Free Press, 1964) p. 327.

of Eric Berne, individuals' responses are dependent on an internally written script. The individual's game plan or value set is difficult to modify; rather more to be expected is a <sup>conscious</sup> ~~conscious~~ or <sup>unconscious</sup> ~~unconscious~~ effort to achieve prior values even when faced with frustrations.<sup>3</sup>

A period of time will be required for acceptance of change by all concerned; during that time lower productivity may be expected for the organization. The friction may be heightened and intensified when environmental interaction apparently supports individual needs rather than organizational goals.

Analytical definitions, constraints, and goals:

Defining positions of actors in a systematic representation of the real world can always be faulted; any reductive representation risks oversimplifying complex factors and interrelationships. In recognition of this shortcoming, a test of outcomes must be held in the real world to validate analytical hypothesis. The primary goal of this paper is to examine some contemporary management theories in assessing motivation of Naval War College (NWC) students. Their needs for accredited higher education are assessed using a limited survey; functional requirements of the NWC are compared with student held values as perceived by the author.

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<sup>3</sup>Eric Berne, What Do You Say After You Say Hello? (New York: Bantam Books) p. 131-132.

Actors in this system are:

Set 1 Naval War College Students

with subsets:     a Senior Course Students  
                  b Junior Course Students  
                  c Navy/Marine Students  
                  d Army/Marine Students

Set 2 Naval War College Command

Set 3 Civilian Universities

with subsets:     a George Washington University  
                  b University of Rhode Island

Environmental influences are:

US Navy

US military services other than Navy

US Government

US Society

Conflict in Vietnam

A limited survey, developed from examples in Rummel and Ballaine<sup>4</sup> with assistance from Professor Delaney of the Naval War College faculty, has been carried out to test some hypothetical interactions among a small number of the actors and the environment. Survey results are included in this paper.

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<sup>4</sup>J. Francis Rummel and Wesley C. Ballaine, Research Methodology in Business. (New York: Harper and Row, 1963) p. 114.

TABLE 1

NWC Student Body Education Attainments<sup>a</sup>

Education	Senior Course				Junior Course				Combined			
	Total	Navy/ <sup>b</sup> Marine	Army/ AF	Civil	Total	Navy/ Marine	Army/ AF	Civil	Total	Navy/ Marine	Army/ AF	Civil
Master's	88	52	27	9	66	50	16		154	102	43	9
More than one	3	3							3			
Technical <sup>e</sup>	22	8	9	5	33	28	5		55			
Nontechnical <sup>f</sup>	63	41	18	4	33	22	11		96			
Multiple Bachelor's <sup>*</sup>	41	32	5	4	27	20	3	4	68	52	8	8
Bachelor's	53	38	6	9	121	100	19	2	174			
No degree	1	1			8	8			9			
Total	183	123	38	22	222	178	38	6	405	301	76	28
Note c	48%	42%	70%	41%	30%	28%	42%	0%	38%	34%	57%	32%
Note d	71%	68%	84%	59%	42%	55%	50%	67%	55%	51%	63%	61%

\*or Bachelor's and at least 18 hours of graduate study credit

- NOTES: a Data on Officers; 26th ed., (Newport: US Naval War College) October 1973.  
 b Navy/Marine includes Coast Guard.  
 c Percentage of students with master's degrees.  
 d Percentage of students with master's or multiple bachelor's degrees.  
 e Technical Master's Degrees include Engineering, Systems Analysis, Physical Sciences.  
 f Nontechnical Master's Degrees include Political Science, Management, History.

Discussion: A review of NWC students' academic attainments is presented in table 1:

In the senior course at the NWC, the proportion of students with advanced degrees is about 50%, in comparison with the national male population average for this age group of 10%. One third of the junior course students hold master's degrees, while 10% of their age group in the civilian sector have more than a bachelor's degree.<sup>5</sup> The advanced degrees previously earned by the NWC students satisfied social, organizational, and individual needs. The American Dream and attendant upward social mobility are supported in large measure through educational attainments. The Chief of Naval Training, Vice Admiral Cagle, during testimony to a Congressional Committee on 26 January 1973, noted that in the business world "... in the middle management and executive levels these days -- on the order of 40 to 60 percent of those officials do have graduate degrees." The Admiral went on to state that 16 to 17 percent of the Navy Officer Corps "... now have advanced degrees and these young officers are reflecting what they see in the civilian sector, a desire of young men all over the country today wanting more education."<sup>6</sup>

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<sup>5</sup>Comparative data for US population from The World Almanac, 1974 ed. (Providence, R.I.: Newspaper Enterprise Assoc.) p.313.

<sup>6</sup>U.S. Congress, House, Committee of Appropriations, Department of Defense Appropriations for 1974, 93rd Congress, 1st sess., 1973, pt. 4, p. 612.

TABLE 2

## Naval Aviation Community NWC Student Body Education Attainments

Education	Senior Course			Junior Course		
	All Students	Navy/ Marine	Naval Aviation <sup>a</sup>	All Students	Navy/ Marine	Naval Aviation <sup>a</sup>
Masters	88	52	6	66	50	11
Multiple Bachelors	41	32	12	27	20	3
Bachelors	53	38	14	121	100	40
No degree	<u>1</u>	<u>1</u>	<u>      </u>	<u>8</u>	<u>8</u>	<u>4</u>
Total	183	123	32	222	178	58
Note b	48%	42%	19%	30%	28%	19%
Note c	71%	68%	56%	42%	55%	24%

<sup>a</sup>1310/1320; designated Naval Aviator/Naval Flight Officer

<sup>b</sup>Percentage of students with master's degree

<sup>c</sup>Percentage of students with master's or multiple bachelor's degree



As reflected by table 1, a large number of NWC students have at least partially satisfied their need for advance education. Many students in the senior course who have not attained a master's degree have completed some postgraduate work or earned a second bachelor's degree, either in a service funded program or at their own expense. Significantly more NWC students from the Army and Air Force hold advanced degrees than do Navy students. Junior class students, probably due to time constraints, have a fewer advanced degrees but have significantly more technical (engineering/physical sciences) masters'. Particularly for junior Navy students, this concentration on technical education is achieved at the Naval Postgraduate School.

A comparison of the education attainments of Naval Aviator/Flight Officers and all other Naval/Marine Officers, presented in table 2, suggests that NWC students who are in the seagoing aviation community have had less opportunity for advanced education than their fellow students. This situation can be partially attributed to one of the "hidden" costs in the Vietnam conflict. According to the 1968-71 Superintendent of the Naval Postgraduate School (NPS), Rear Admiral McNitt, "... their services were so badly needed that they have not been available for assignment to the postgraduate program. This has been particularly true for

officers in Naval Aviation."<sup>7</sup> Superintendent McNitt stated that "the availability of such officers is now improving."<sup>8</sup> But the war, and its attendant demands, have obviously affected the education opportunity for a segment of the naval officer corps. To fulfill "future needs ... for a graduate program on the part of many officers..." the Superintendent went on to describe a proposal to provide a new "... interdisciplinary curricular program requiring seven quarters of study leading to a master of science degree in national security affairs, a field of concentration which the American Political Science Association has recently approved for political science degrees."<sup>9</sup> Steps to preclude competition and overlap with the NWC junior course were described by the Superintendent. The Naval Postgraduate School curriculum was to "offer a balanced combination of courses in political science (50%), economics (25%), and systems analysis (25%)."<sup>10</sup> The proposed course has apparently come to fruition with a slight shift in emphasis; the first graduate degrees in Master of Arts/Naval Intelligence will be conferred during March 1975 on both line and restricted line officers.<sup>11</sup> A similar program

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<sup>7</sup>Robert W. McNitt, "The Naval Postgraduate School," U.S. Naval Institute Proceedings, June 1970, p. 69.

<sup>8</sup>Ibid.

<sup>9</sup>Ibid., p. 77.

<sup>10</sup>Ibid., p. 78.

<sup>11</sup>Telephone conversation with NPS Naval Intelligence Program Curriculum Officer, LCdr. Chapin, 27 March 1974.

is under review at the Defense Intelligence School in Washington, D.C. with a Master of Science/Strategic Studies being proposed.<sup>12</sup>

The military has invested much energy and effort in providing higher education; a statement by the Chairman of the Joint Chiefs of Staff, Admiral Moorer, announces ongoing support:

The importance of postgraduate education continues to grow in the 1970s as we progress into an even more demanding technical and management environment. This development of the Navy Officer Corps, through advanced education and training under the guidance of very outstanding professionals is an essential part of our preparedness for future challenges and opportunities which await our country at sea.<sup>13</sup>

From the perspective of individuals, postgraduate education may be of major importance in satisfying the higher order needs identified by Abraham Maslow.<sup>14</sup> The widely accepted structure he identified was presented by Anthony Wermuth as follows:

#### Universal Needs

- 1) The most elemental level; physiological (thirst, hunger, sex, etc.).
- 2) Safety (security, health, aggression, anxiety, etc.)
- 3) Social (identification, affection, love, belongingness, etc.)

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<sup>12</sup> ibid.

<sup>13</sup> the graduate, (U.S. Naval Postgraduate School, Monterey: June 1973) p. 3.

<sup>14</sup> Abraham Maslow, Motivation and Personality, (New York: Harper and Row, 1964)

- 4) Egoistic (self-respect, self-esteem, prestige, success, etc.)
- 5) Self-fulfillment (personal growth, self-actualization, achievement, etc.)<sup>15</sup>

Douglas McGregor has postulated that the satisfaction of needs at the beginning of Maslow's scale (i.e. physiological) will increase an individual's drive to achieve the next rank (i.e. safety).<sup>16</sup> It is probable that most NWC students are concerned with satisfying the highest order need (i.e. self-fulfillment). There is a reasonable basis for describing this need-fulfillment as a positive, motivating factor as defined by Herzberg.

In a study of management level personnel, Herzberg and his colleagues found that good feelings of employees could be correlated with factors they termed motivators. These motivators invariably had to do with accomplishments and feeling of growth in job competence. What made these men feel good was clearly related to self-actualization (the highest order need described by Maslow.)<sup>17</sup>

From an organizational perspective, the current Superintendent of NPS, Rear Admiral Freeman, has described Navy

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<sup>15</sup>Wermuth, p. 4.

<sup>16</sup>Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960) p. 36.

<sup>17</sup>Edgar H. Schein, Organizational Psychology, (Englewood Cliffs, N.J.: Prentice-Hall, 1965) p. 58 quoting F. Herzberg, et al., The Motivation to Work (New York: Wiley, 1959).

requirements for higher learning in an article titled "Graduate Education -- the Continuing Imperative." Prompted perhaps by declining enrollment since 1969, he asserted the effectiveness of NPS in comparison with civilian schools in terms of real costs and the requirement for Navy oriented curricula.<sup>18</sup>

It appears that Congressional pressure may reduce the amount of service funded postgraduate education. As an alternative to the NPS, Congressman Flynt asked during 1974 budget hearings, "Has any consideration been given to require military personnel receiving full-time general education type training to pay part of the costs?"<sup>19</sup> Vice Admiral D. Bagley, Chief of Naval Personnel, and Vice Admiral Cagle, Chief of Naval Training responded by describing an ongoing Department of Defense study, "... talking about officer graduate level programs leading to a degree and requiring that an officer obtain ... a percentage of his curriculum requirements on his own time and at his own expense..."<sup>20</sup>

Vice Admiral Malcom Cagle went on to describe plans for a Navy Campus for Achievement. Differentiating between a similar Air Force Program, he stated "... we are not attempting to give degrees or issue anything ourselves. We are going to lean on

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<sup>18</sup>Mason Freeman, "Graduate Education -- the Continuing Imperative," U.S. Naval Institute Proceedings, September 1973 p. 59-60.

<sup>19</sup>House, p. 609.

<sup>20</sup>ibid., p. 609-610.

the academic world to do it for us... Our information indicated that the academic world opposed a new Navy College with an officer signing degrees and we would rather work with the accrediting agencies and two of them have been working very closely with us in developing our program."<sup>21</sup>

Since the 1974 budget hearings took place, there have been several indications of Congressional intent to reduce government funding for advanced in-service education.<sup>22</sup> The Air Force Institute of Technology (AFIT), that services counterpart to NPS, has been criticised and suffered a 20 million dollar reduction in funding;<sup>23</sup> similar cuts may be likely at NPS. As an alternative to service paid graduate education, many officers have used their GI benefits for this purpose while on active duty; Congress is encouraging this use of veterans benefits by active duty personnel.<sup>24</sup>

The strong interest of the Navy Officer Corps in obtaining higher education by off-duty study is clear in Lieutenant Goad's prescriptive 1968 article, "Moonlighting Toward a Master's: A do-it-yourself PG Program." Lt. Goad,

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<sup>21</sup>ibid., p. 618.

<sup>22</sup>Larry Carney, "House Unit Wants More Use of GI Bill by Actives," Navy Times, 12 Dec. 1973, p. 2:2. Dick Ritter "GAO Hits Advanced Study Abuses," Navy Times, 20 March 1974,

<sup>23</sup>"Additional AFIT Cuts May Hit 300 Officers," Air Force Times, 19 Dec. 1973, p. 17:1.

<sup>24</sup>Carney, p. 2:2.

while extoling the merits of this plan, which included use of GI Bill benefits, did identify problems faced by naval officers obtaining an advanced degree while on shore duty. He mentioned the difficulty of, "... finding courses which will count toward degree credit; courses must be available at times which are practicable to him; and they must be capable of being completed..."<sup>25</sup> There was a very positive reaction to his article; during the next 22 months, seven responses were included in the "Comment and Discussion" section of the Naval Institute Proceedings.<sup>26</sup> The tone of most comments not only reflected strong support for off-duty education, but also pointed out constraints liable to preclude full acceptance. The conflict between a unit's mission and individual absence to attend a civilian college was frequently mentioned.

In the past, many NWC students could look forward to an opportunity to engage in graduate studies similar to those suggested by Lt. Goad in a cooperative program with George Washington University. Commencing with the 1972 academic year, a new syllabus was introduced at the Naval War College. The rigorous nature of the new courses coincided with the cessation of a complementary civilian university formal graduate degree program. In his annual report for 1973,

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<sup>25</sup>T.W. Goad, "Moonlighting Toward a Master's," U.S. Naval Institute Proceedings, August 1968, p. 61.

<sup>26</sup>Naval Institute Proceedings, November 1968, p. 113; January 1969, p. 102-103; March 1969, p. 109; June 1969, p. 113-114; November 1969, p. 126-128.

Vice Admiral Turner, President of the Naval War College, addressed the rationale for this policy change:

Our long and rewarding association with George Washington University was terminated amicably this year. Increased student involvement in our own curriculum... reduced significantly the time available to pursue profitably a cooperative degree program... Also, the surfeit of officers holding an advanced degree in international affairs reduced the utility of the program to the Navy.

The NWC President acknowledged that "Many students were disappointed by this action both because the degree was tangible evidence of academic achievement and because many believed it affected promotion and assignment opportunities."<sup>27</sup>

Several factors that limited the Military Establishment's value of NWC accreditation were described by Vice Admiral Turner with the subject still "being examined."<sup>28</sup> A visit to NWC by the Commission on Accreditation of Service Experience (CASE) has recently been completed; results and recommendations based on their evaluation are not yet available. A variety of alternative accreditation proposals are presented later in this paper.

With the availability of advanced, accredited education for NWC students curtailed during the 1972-73 school year, the NWC President recognized that other performance incentives

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<sup>27</sup>Annual Report 1973, Naval War College Review, September -- October 1973, p. 12.

<sup>28</sup>ibid.



were needed. The annual report pointed out that Distinguished Graduate status and probable promotion enhancing fitness reports are earned by top student performers and "... the Chief of Naval Personnel has recognized completion of this NWC curriculum as the professional military counterpart of an academic master's degree and is so considered for officer personnel management purposes."<sup>29</sup>

Given the termination of the NWC/George Washington University complementary master's program, it is hypothesized that prospective NWC students who wanted an accredited, advanced degree would endeavor to attend another War College since they all still participate in cooperative master's programs.\* It should be noted that NWC still has a cooperative program with the University of Rhode Island (URI); the program is attended by a small number of NWC students in response to stringent entry caveats suggested by NWC.

Participation in this program commits the student to one of the heaviest academic workloads at the Naval War College since ... the University of Rhode Island will allow but six hours credit for work completed at the War College, and the student must in addition meet the normal academic and professional requirements of the War College curriculum... Experience has shown that only those students with notable academic ability and

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<sup>29</sup> ibid., p. 13.

\*an extract from the Army War College comparison of all War College Programs is included in this paper as appendix I.

a strong personal<sup>30</sup> interest should enroll in this rigorous program.

In response to a survey questionnaire\* distributed to the seven NWC students who currently are also attending URI, only one respondent related that he knew about a cooperative degree program prior to receipt of NAVWARCOLNOTE 1560; that officer had called NWC when he learned of his prospective assignment there. Two of the seven survey respondents indicated that they had considered trying to get orders to another War College rather than attend NWC; their desire for a master's degree was given as a motivating factor. No survey of the NWC students who did not enroll in the URI Master of Marine Affairs (MMA) program was attempted, nor were Navy/Marine students at other War Colleges surveyed.

On balance, it seems that other services made an effort to send officers already holding a master's degree to NWC.\*\* Among the Navy students at NWC, only a few saw fit to enter the complementary URI program; six out of those seven already held master's degrees. Their motivation and need for a second advanced degree was surveyed; they were questioned about how conflicts between NWC and URI classes were resolved; grades earned in both courses were compared; and their

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<sup>30</sup>NAVWARCOL NOTICE 1560, 20 March 1973, p. 2.

\*copy enclosed as appendix II.

\*\*see table 1.

assessment of promotion enhancement that would likely accrue due to additional postgraduate education was solicited.

There was a high correlation between personal satisfaction with the MMA program and preferential attendance there when classes conflicted with NWC programs. Performance at NWC by these jointly enrolled students was graded superior for four of the seven during the first trimester; the other three received passing grades. Grades at URI were very clustered; six students had A/A- averages for the first semester and one had a B average. All students questioned felt that the programs were complementary and mutually reinforcing. Three of the respondents felt the MMA degree would be somewhat more of a contribution to promotion than being a distinguished graduate of NWC: one felt that equal weight would be given for both achievements. Three other students felt that the NWC distinguished graduate standing had the highest possible promotion enhancing value.

It should be noted that enrollment at URI involves a 40 plus mile trip two or three times a week and some expense in addition to the GI Bill aid used by six of the seven students. One of the seven has received professional development funds provided by a Navy Program Manager. Five of the seven contemplate pursuing a Ph.D. On balance, it seems valid to assert that the jointly enrolled students are

strongly motivated toward higher education, their performance at NWC is good, and the benefits from the increased education are gained at little cost to the Navy or to the NWC goal of professional specialization.

Alternatives: Rather than return to the type of complementary graduate program previously conducted with George Washington University, it might be feasible for NWC to subtly announce the existence of the current URI--MMA program in the War College Review. The availability of this program is not widely known at present; wider knowledge may attract some officers who are now attempting to attend other war colleges which have better known cooperative advanced education programs.

To fill the needs of the students not willing to take on the arduous URI complementary program but still desirous of advanced education, the possibility of NWC credit contributing to degree requirements for a Master of Arts/Naval Intelligence (MA/NI) should be investigated. Supplemented by off-duty study at civilian universities, perhaps the full amount of NWC credit validated by the CASE study could be transferred to NPS. While civilian universities generally limit the amount of transfer credit they will accept, perhaps NPS will agree to study the feasibility of conferring the MA/NI based on non-resident studies.

The possibility of NWC credits partially fulfilling Defense Intelligence Schools (DIS) forthcoming Master of Science in Strategic Studies should also be investigated, particularly since many NWC graduates will be serving in the Washington/DIS area.

Finally, the prospects for advanced degrees via the Navy Campus for Achievement (NCA) should be investigated. Recent coverage in Navy Times announced that:

... seven colleges in the nation have been selected by the Naval Education and Training Command, Pensacola, to cooperate with the Navy in the start of the new program.

Under the program, the college determines what credit the student is allowed for previous courses and nontraditional educational experiences, then states what remaining requirements must be met for award of a degree.

The student may take courses at the NCA or at any other accredited institution and transfer them to the contracting NCA.<sup>31</sup>

A copy of the Chief of Naval Operations directive for NCA is included in this paper as appendix III.

Conclusion: Within the range of alternatives just presented, a mutual satisfaction of individual, organizational and social needs may be available. While Congress has been critical of service funded higher education, there is little

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<sup>31</sup>"Navy Campus Degree Program is Launched," Navy Times, 3 April 1974, p. 10:3.

indication that GI Bill supported advanced schooling will be held in the same light.<sup>32</sup> The Navy War College's curriculum, students, and faculty are worthy of accreditation; inquiries to the Naval Postgraduate School, Defense Intelligence School and Navy Campus for Achievement are recommended.

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<sup>32</sup>Carney, p. 2:2.

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## APPENDIX I

### 17. GRADUATE DEGREE PROGRAM

#### NATIONAL WAR COLLEGE

An optional George Washington University program leading to a Master's Degree in International Affairs is available to the students. Students are granted 9 credit hours for their NWC attendance and their NWC research paper is normally accepted as meeting the GWU thesis requirement (6 credit hours).

#### ICAF

Cooperative Degree Program with The George Washington University, awarding Master of Science in Administration, with concentration in Administration of National Security. Program consists of foundation and elective courses, research program, and core curriculum of ICAF, followed by summer semester conducted by GWU at ICAF. Degree credit awarded: 18 semester hours for foundation, elective, and research courses; 9 semester hours for core curriculum; and 9 semester hours for summer semester; total 36. All degree-credit courses during the ICAF academic year are integral part of ICAF program. No after hours courses. Some minor modifications may be made in credit versions of foundation and elective courses to meet GWU requirements. Student research (thesis) for credit jointly supervised. Examinations are given by GWU in foundation and elective courses taken for credit; GWU comprehensive examinations at end of program include coverage of ICAF core program.

#### NAVAL WAR COLLEGE (College of Naval Warfare)

A very small number of selected students are permitted to participate in the Master of Marine Affairs Degree Program, a cooperative degree program with the University of Rhode Island. URI awards six hours credit in international relations and international law for the War College course work. Because the War College program is a tightly integrated and extremely intensive educational experience, no changes in academic requirements are afforded participants. Participating officers must agree to extend their War College tour of duty to enable them to complete degree requirements during a six-week summer session at URI.

A few students report to the War College without a baccalaureate degree. These students are expected to enroll in a cooperative undergraduate program with the University of Rhode Island in political science. Participants are awarded 15 credits in political science based on successful completion of an examination of their War College work in this area. Students must complete a minimum of 24 hours of residence credit from the University of Rhode Island which normally requires that they extend at the War College for the entire summer following their regular tour.

#### AIR WAR COLLEGE

Students are free to engage in graduate or undergraduate degree programs during off-duty time in classes conducted at Maxwell AFB by Auburn University and Troy State University. Auburn University offers master degree in business administration, education, political science and public administration. Troy State University offers master degree in foundations of education, and personnel counseling. AWC students engaged in the graduate program remain at Maxwell AFB for approximately six weeks beyond AWC graduation for completion of degree requirements. The AWC does not differentiate between students who do not participate in the graduate degree program. Auburn University awards 17 quarter hours for completing the AWC curriculum and for submitting a research paper. Troy State University allows 10 quarter hours of credit for AWC completion.

#### ARMY WAR COLLEGE

Several options are available for the student interested in pursuing graduate study at the US Army War College (USAWC). Shippensburg State College (SSC) and the Pennsylvania State University/Capitol Campus (PSU/Capitol Campus) will accept qualified USAWC students into their respective graduate programs in the fields of Business Administration, Communication, Counseling, Education, Political Science, and Public Administration. All course work is taken on the campus of the institution granting the degree. Normally, two summer sessions of six weeks

each are required, one before the USAWC begins and the other following graduation from the War College. Both SSC and PSU/Capitol Campus accept six hours of graduate transfer credit for successful completion of the USAWC curriculum. USAWC students who have taken graduate work or who are currently enrolled in a university are encouraged to explore the possibility of an arrangement whereby transfer credit could be earned. It is hoped that an agreement can be reached for AY 1974 that would provide the M.P.A. degree program offered by PSU/Capitol Campus which would eliminate on-campus work during the USAWC academic year.

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SOURCE: Army War College Annual Comparison of War College Curricula, 1973.

## APPENDIX II

Dear Fellow MMA Student,

Over the past two academic years, the Naval War College (NWC) has concentrated on professional military education and deemphasized participation in complementary civilian college programs.

The enclosed questionnaire is part of a study whose purpose is to find out what a special group of NWC students think of the cooperative NWC/University of Rhode Island (URI) Master of Marine Affairs (MMA) program. Your joint enrollment in this program is a significantly larger than normal workload. Your motivation and accomplishments are of interest in defining the motivation of high achievers. The attached survey, when completed and analyzed, may help the Navy and the NWC understand your choice in seeking the MMA degree.

Your cooperation in supplying information will be greatly appreciated. Your responses will be kept in strict confidence; no attribution of individual answers will be included in any analysis. A copy of the completed report will be routed to each NWC/MMA student.

Respectfully,

Paul Barrish

MOS/Designator

Rank

Years of Commissioned Service

Undergraduate Degree(s) from:

Advanced Degree(s) from:

P Code (if any) \_\_\_\_\_

Last Duty Station/Homeport

Found out about MMA program before being notified about it by War College letter (from prior graduate or ...?) \_\_\_\_\_

First knowledge of MMA program was from Naval War College. \_\_\_\_\_

If you did not know about MMA program before War College notification, but desired a Master's Degree, did you consider attempting to go to another War College? Circle best response.

- 1 Never considered asking for assignment to another War College with known Master's Degree Program.
- 2 Considered asking to go to another War College, but did not do so.
- 3 Requested assignment to another War College primarily to compete for a Masters.

Highest level of education contemplated?

Are you using GI Bill for MMA Program?

Amount of GI Bill of Education benefits used in months including months used to date for MMA program. \_\_\_\_\_

Have you used tuition aid?

Last used date \_\_\_\_\_.

Does the two year "pay back" period influence your current use of tuition aid? Circle response.

No Influence					High Influence
1	2	3	4	5	

Does the 75% tuition aid (TA) amount influence your choice between TA and GI Bill.

1	2	3	4	5
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Any scholarship/ruition funds received outside of GI Bill or TA

\_\_\_\_\_.

Most recent GRE scores:

Verbal \_\_\_\_\_

Quantitative \_\_\_\_\_

Grade point average in MMA Program \_\_\_\_\_

$GPA = \frac{GP_1 \times SH_1 + GP_2 \times SH_2 + GP_3 \times SH_3}{\text{total } SH}$  where  
GP = grade points (A = 4, B = 3) SH = semester hours for each course.

Grade assigned to date at War College (S or P) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

When War College and MMA conflicts occur

Always attend

War College

1	2	3	4	5
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Always attend

MMA

Estimate percent of War College activity not attended.

up to 5%	10%	15%	20%	30%
1	2	3	4	5

Estimate percent of MMA activity not attended.

up to 5%	10%	15%	20%	30%
1	2	3	4	5

Second semester class load in MMA.

Courses	2	3	4	5	6
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Have you considered advanced research at War College?

Never

considered

1	2
---	---

Plan to

apply

3	4
---	---

Engaged in

research

5
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Do you live in BOQ \_\_\_\_\_, Public Quarters \_\_\_\_\_, Private Quarters \_\_\_\_\_.

Your view of merits in P coding MMA graduates.  
 Should not be assigned a code 1                      2                      3                      4                      5  
 Of little value to US Navy                      Should be coded

Reinforcement of War College Activity <sup>by</sup> MMA.  
 Negative Reinforcement                      Little or none                      High Reinforcement

	1	2	3	4	5
Management	1	2	3	4	5
Tactics	1	2	3	4	5
Strategy	1	2	3	4	5

CIRCLE course completed.  
 UNDERLINE estimated for courses not completed.

Reinforcement of MMA by War College

Resource Economics	1	2	3	4	5
International Marine Affairs/ Law of Sea	1	2	3	4	5
Federal Programs	1	2	3	4	5
Others Please Specify area	1	2	3	4	5

Given that all MMA classes have some students from developing nations, compare learning experience or exposure to their values.

Mostly gained at War College	1	2	3	4	5	Mostly gained at MMA
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Any classes with foreign officers at War College? \_\_\_\_\_

Preference for another tour at War College

Do not desire 1 2 3 4 5 Strongly desire

List preference order \_\_\_\_\_ faculty \_\_\_\_\_ research - \_\_\_\_\_ staff  
\_\_\_\_\_ student.

Given a MMA PhD program, preference for another tour at War College.

Do not desire 1 2 3 4 5 Strongly desire

Compare MMA degree to superior standing at War College in terms of personal satisfaction and achievement.

War College Distinguished Graduate 1 2 3 4 5  
Equal Contribution MMA

Compare MMA degree to superior standing/distinguished graduate in terms of promotion enhancement (i.e. PUPERS and Selection Board view)

War College 1 2 3 4 5  
Equal MMA

Your perception of which school does more to keep the MMA program viable.

War College 1 2 3 4 5  
Equal MMA

If MMA is your second Master's Degree, estimate impact on promotion.

Negative, over education 1 2 3 4 5  
Neutral Will enhance promotion

OPNAV INSTRUCTION 1500.45

**From:** Chief of Naval Operations  
**To:** All Ships and Stations (less Marine Corps field addresses not having Navy personnel attached)  
**Subj:** Navy Campus for Achievement (NCA) Program  
**Ref:** (a) Department of Defense Human Goals Statement, 18 Aug 1969  
(b) DOD Directive 1322.8 of 1 May 1967, subj: Off-Duty Educational Services Programs for Military Personnel  
(c) United States Navy Regulations, 1973

1. **Purpose.** To establish and implement the Navy Campus for Achievement (NCA); to assign command responsibilities for the conduct of Navy off-duty education; to emphasize the role of off-duty education; to promulgate off-duty educational services that will be provided under the NCA; and to provide a basis for further development of the NCA management system in support of off-duty educational needs unique to naval personnel.

2. **Background and Discussion**

a. In consonance with reference (a) and the All Volunteer Force concept, a naval career must be a continual learning process in which Navy men and women develop broader skill and knowledge levels as their careers progress. These skills and knowledges are acquired through on-duty Navy education and training and off-duty education obtained through the individual's initiative under programs sponsored by the Department of Defense, the Navy, the Veterans Administration, and other agencies.

b. In the past, off-duty education was conducted primarily through the efforts of the individual, supported by commanding officers and the program managers of the specific programs offered by the Navy. It is not intended that commanding officers and program managers be relieved of this responsibility, but rather to provide an education management

system through a network of education advisors to facilitate the conduct of off-duty education programs and to maximize benefits to Navy personnel.

c. Increasing emphasis is being placed on off-duty education, and the civilian educational community is receptive to providing services to meet this need.

d. In the All Volunteer Force environment, opportunities for education and training will be a significant factor in the recruitment and retention of quality personnel.

3. **Definition.** The NCA program is a system for the management of the Navy's off-duty education programs and their coordination with the Navy's on-duty education and training programs.

4. **Objectives.** The objectives of the NCA management system are to:

a. Centrally manage all off-duty technical and educational programs which focus on the improvement of the individual and his value to the Navy.

b. Provide central management of the resources required to support off-duty educational programs.

c. Establish and maintain an educational advisor network in accordance with reference (b).

d. Provide technical advice concerning off-duty educational programs to commands and Navy personnel through the advisor network.

e. Monitor on-base programs to insure that objectives are being met.

f. Maintain liaison with agencies, associations, and educational institutions in order that Navy personnel may be offered the most recent authorized educational opportunities available and be awarded maximum credit for their educational and service experiences.

g. Develop an education-training record to display both off-duty and on-duty education and training accomplished by individual Navy personnel.



h. Encourage personnel to apply for and pursue off-duty education programs.

#### 5. Scope

a. To insure maximum benefits to Navy personnel, NCFA includes, but is not limited to, the management, administrative, and coordinative interface with the following off-duty educational programs:

- (1) Navy Tuition Assistance Program (Tuition Aid)
  - (2) Instructor Hire
  - (3) Program for Afloat College Education (PACE)
  - (4) Pre-discharge Education Program (PREP)
  - (5) Education advisory and counseling program
  - (6) Servicemen's Opportunity College (SOC)
  - (7) Accreditation of service experience administered by the Commission on Accreditation of Service Experiences (CASE)
  - (8) Veterans Administration Educational Assistance Program
  - (9) Programs and projects, conducted in cooperation with civilian educational institutions, planned to facilitate the acquisition of licenses, certificates, and degrees for Navy personnel, including NCFA college degree program letters-of-agreement.
- b. As a Navy-wide management program, NCFA extends to all levels of command and to all uniformed personnel on continuous active duty.

6. Facilities. Commanders and commanding officers will endeavor to provide suitable facilities required for counseling, testing and teaching, and to meet library needs.

7. Responsibilities. Responsibilities are as follows:

#### a. Chief of Naval Education and Training (CNET)

- (1) Identifies needs for Navy off-duty education.
- (2) Develops innovations for the enhancement of Navy off-duty educational programs in conjunction with other offices, bureaus, and commands of the Department of the Navy.
- (3) Develops, implements, and maintains a combined education and training record and reporting system for each individual's on-duty and off-duty education and training.
- (4) Evaluates all Navy programs coming under the cognizance of NCFA.
- (5) Provides policy for the maximum interface between off-duty programs and on-duty programs.
- (6) Provides overall program management and coordinates the NCFA program within the Department of the Navy and with the Department of Defense and other federal agencies.
- (7) Coordinates necessary formal contracts, arrangements, and agreements with educational institutions and associations.
- (8) Establishes and promulgates major policies for NCFA.
- (9) Supports resource requirements.
- (10) Forwards to the VA proposals of educational institutions desiring to conduct PREP for Navy personnel overseas, assuring that a satisfactory agreement between the overseas command and the educational institution has been executed.
- (11) Coordinates, plans, and develops public affairs aspects of NCFA with the Navy Internal Relations Activity, Washington, D.C., and other Navy elements, as appropriate.