



***The Judge Advocate General's School***  
***Master Curriculum Plan:***  
***GATEWAY: Judge Advocate Advanced Law***  
***& Leadership Course***  
***Course Code: GAT***  
***Revised: Oct 2015***

## ***A. General Information***

**Location:** The Judge Advocate General's School, Maxwell AFB AL

**Length and frequency of course:** 9 class days offered twice a year

**Student quota and profile:** 32 active duty judge advocates in the grade of major, not including those selected for lieutenant colonel or captains selected for major. Section of majors will focus on those with between one and two years' time in grade. All JAG Corps majors are required to complete this course.

## ***B. Strategic Course Direction***

**Mission:** To provide the mid-career judge advocate a challenging and engaging learning experience in leadership and the law, in preparation for the transition from staff attorney to JAG Corps leader.

**Vision:** Innovative adult learner-focused education addressing the difficult and complex problem-solving skills required in a JAG Corps leader.

**Values:** Fostering leadership, loyalty, integrity, fairness, teamwork, critical thinking, and moral courage through challenging, innovative, and high-quality instruction.

### **TJAG's Intent:**

*GATEWAY will accomplish two end states.*

*First, each student will receive either classroom or read-ahead instruction in the elements of professional legal knowledge (black letter law) that majors at every level of the JAG Corps must know.*

*Second, GATEWAY will teach universal skills to students, which in turn enhance students' leadership capability. Universal skills include organizing, planning, writing, speaking, persuading, and mentoring.*

**Discussion:** GATEWAY is designed to prepare students for the leadership and legal challenges that field grade judge advocates face at every level – from wing legal offices to the Air Staff, at home station or deployed.

There are four major JAG Corps knowledge areas: professional legal knowledge, legal skill sets, universal skills, and professional situational awareness. (*See Section E for definitions*). GATEWAY focuses on a combination of two of them, professional legal knowledge and universal skills. Accordingly, it is not simply a legal survey course (e.g., a “Deputy SJA course”), nor is it solely a human relations development program (e.g., a “leadership course”). Instead, it uses legal knowledge training on selected topics important to JAG Corps majors as a relevant and familiar context for students to learn and practice essential universal skills. Exposing the student to both equips them with the knowledge necessary to understand legal problems and the tools necessary to communicate and implement solutions.

Students receive instruction by a variety of methods designed to achieve high levels of learning. Instructional methods include informal lectures, guided discussions, teaching interviews, panel discussions, and experiential exercises. Most informal lectures precede experiential exercises tied to the lecture content that challenge students to apply the information in realistic settings. In these exercises, students develop

effective courses of action, briefings, and written products within peer-led flights. Their instruction and exercises are led by people whose experience, specialized expertise, and current and previous leadership positions make them particularly well qualified to impart insightful and effective advice.

GATEWAY's agenda is multifaceted in order to continue the development of versatile judge advocates who can anticipate and effectively react to legal challenges in a complex world. At any time, judge advocates may be called upon to provide an immediate response to an urgent problem. At those times, the only resources they are likely to have are the knowledge and skills "they brought with them." This ever-present potential challenge underlies the objective of GATEWAY – to supplement the mental tool kit that every judge advocate should always have at the ready.

### **History:**

In 2009, TJAG appointed a study group to examine whether a mid-career course for judge advocates would be valuable to majors and to the Corps as a whole. The group conducted a survey of over 400 JAG Corps respondents, including 200 majors, and also received inputs from other sources. Based on the survey results, the group recommended developing the course and TJAG approved it.

The agenda for the first session was the result of a joint effort of the AFJAGS staff and members of the study group, who used the survey to help determine the subject matter to be taught. They also conducted a focus group session with majors from the National Capital Region to test a proposed format for a seminar/exercise class. That event provided important information about how to conduct seminars and about the course in general. The first session of the course was held 11-29 January, 2010, and subsequent courses have been conducted twice annually since.

The name selected for the course reflects that majors are in the midst of the transition from company grade officers to senior JAG Corps leaders – they are passing through a developmental "gateway."

## ***C. Instructional Areas and Strategic Learning Objectives***

### **1. Block I: Course Administration and Evaluation (lesson code series 100)**

#### Block objectives:

Comprehend the mission and learning objectives for GATEWAY.

Know the administrative, logistical, attendance, and academic requirements for students attending GATEWAY.

Characterize participation in GATEWAY as important to a successful transition from JAG Corps staff attorney to JAG Corps leader.

Characterize preparation, attentiveness, and active class participation as necessary for satisfactory participation in GATEWAY.

Characterize candid and constructive evaluations of individual lessons and GATEWAY as a whole as necessary for assessment of course effectiveness and improvements in future offerings.

### **2. Block II: The JAG Corps Leader (lesson code series 200)**

#### Block objectives:

Comprehend principles and techniques of effective leadership as a judge advocate so that the student appreciates their value to mission accomplishment and professional success.

Synthesize a variety of inputs and leadership techniques to determine courses of action highly supportive of the mission.

### **3. Block III: Leadership in the Law (lesson code series 300)**

#### Block objectives:

Analyze a variety of authorities on selected, high-interest, and complex legal topics to appreciate their potential impact on mission accomplishment and the importance of effective leadership in achieving mission accomplishment in compliance with the law.

Synthesize applicable legal authorities and factual inputs into written and oral products advising appropriate courses of action.

#### 4. **Block IV: Leadership in Communication (lesson code series 400)**

##### Block objectives:

Evaluate techniques of good written and oral communication to appreciate their value to effective leadership in building productive relationships, achieving professional success, and furthering the mission.

Synthesize principles of effective leadership, applicable legal authorities, techniques of good communication, and factual inputs into written and oral communications that summarize or recommend courses of action highly supportive of the mission.

#### 5. **Block V: JAGWAR (lesson code series 500)**

##### Block objective:

Synthesize factual inputs, principles of effective leadership, and effective communication techniques into courses of action that support mission accomplishment.

### ***D. Methods of Instruction, Faculty, and Evaluations***

GATEWAY instruction will combine plenary presentations, small-group seminars, guided discussions, panel discussions, and practical exercises. GATEWAY will culminate in JAGWAR, a fast-paced series of scenario challenges measuring what students have learned during all instructional blocks.

The faculty will include the JAG School resident faculty, Subject Matter Expert (SME) speakers, guest faculty, DV speakers (from the JAG Corps and elsewhere in the Air Force and the community), and the LeMay Center Wargaming Institute.

Evaluation processes will include hourly critiques from selected students, classroom assessments of instructional effectiveness, pre-course and post-course subject matter self-assessments, and graduate assessments of alumni and their supervisors.

### ***E. JAG Corps Major Knowledge Areas***

**Professional Legal Knowledge.** Knowledge of the law and processes involved in JAG Corps fields of practice.

**Legal Skill Sets.** Knowledge of the lawyering skills that attorneys and paralegals must maintain or be able to support (e.g., advocacy, client services, discovery management, interviewing, investigating, legal and factual research, legal writing, and litigation).

**Universal Skills.** Skills required by all who (1) lead and work with people and (2) manage and use resources. These skills include communications, information technology, interpersonal skills, leadership, mentoring, office management, and personnel development.

**Professional Situational Awareness.** Knowledge that provides context on national security issues and on JAG Corps, unit, command, and Air Force history, missions, organizational structures, and perspectives.

### ***F. Lesson Fields***

#### **Professional Legal Knowledge Fields**

Administrative Law

Claims

Contracts & Fiscal Law

Environmental Law

Labor Law

Legal Assistance

Military Justice

Operations & International Law

Professional Responsibility

**Universal Skills Fields**

Communications and Media Skills

Information Technology

Interpersonal Skills

Leadership

Office Management

Personnel Development – JAG, Paralegal, ARC, Civilian

**Capstone Exercise - JAGWAR**

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**Attachment: Individual Lessons: Content and Objectives**

**Proposed Template for Individual Lessons**

*(Note: Gridlines can be hidden for publication)*

**Course Number and Name of Instructional Block:**

**Name of Field of Practice:**

**Lesson Topic:** Description of topic area, e.g., Frequent Trial Practice Errors *(do not necessarily use the current title)*

**Method** Full-class lecture] [Seminar] [Panel discussion] [Teaching interview] [Exercise] [Guided discussion] [Other]

**Duration** From ## to ## minutes

**Special Features\*\*** [Pre-class preparation, e.g., read-ahead materials and/or homework deliverable with instructor feedback] [Post-class assignment, e.g., homework deliverable with instructor feedback] [In-class exercise] [Other]

**Training Aids\*\*** [Templates][Checklists] [Quick-reference guides] [Problem-solving guides] [Sample documents] [Case file extracts]

**Source of Instructor** [AFJAGS] [Office name] [Other organization]

*(Note: Propose describing objectives with conversationally-stated two-part objectives for each separate lesson. Here’s a proposed template that might work for at least the professional legal knowledge fields of practice. Lt Col England and I would work with each SME office individually to tailor this template to their field of practice.)*

**Learning Objectives** 1. Lecture: Understand the basic elements of *[field of practice]* law knowledge that mid-career judge advocates at any level may be required to recognize, be conversant with, advise on, and handle.

For *[field of practice]* law those elements are:

2. Exercise: Apply knowledge of these selected elements of *[field of practice]* law *[and xxx field of practice law (if a combined exercise)]* to a practical scenario by *[describe deliverable, e.g., answering questions from a role-player, presenting a briefing, preparing a talking paper or PowerPoint presentation, developing a course of action to resolve a problem, etc.]*

\*\* Select all that apply

## Draft lesson description for Martinez lesson

*(Note: Gridlines can be hidden for publication)*

**Course Number and Name of Instructional Block: ### Communicating with the Stars**

**Name of Major Knowledge Area and Field of Practice: Universal Skills - Communications**

<b>Lesson Topic:</b>	Communicating Effectively with Senior Leaders
<b>Method</b>	Full-class lecture
<b>Duration</b>	From 50 to 70 minutes (70 preferred)
<b>Special Features**</b>	In-class exercise and post-class homework assignment with instructor feedback
<b>Training Aids**</b>	Quick-reference guide in homework feedback
<b>Source of Instructor</b>	AF/JAG
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. Understand the heightened importance of using effective elements of oral and written communication techniques when communicating with commanders and senior leaders. Those elements are brevity, the appropriate delivery method, and relevant content.</li><li>2. Apply effective communication techniques by preparing a brief written response to a question from a senior official.</li></ol>