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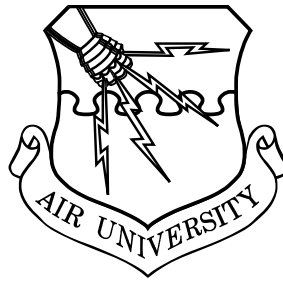
AIR UNIVERSITY CATALOG

ACADEMIC YEAR 2007-2008



Air University Catalog

***Academic Year
2007-2008***



Air University Press
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October 2007

Disclaimer

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Key Air University Educational Staff, Commandants, and Commanders

Air University Headquarters

Commander	Lt Gen Stephen R. Lorenz
Mobilization Asst. to Commander	Brig Gen Edward F. Crowell
Chief Academic Officer	Dr. Bruce T. Murphy

Commandants

Air War College	Maj Gen Stephen J. Miller
Air Command and Staff College	Brig Gen Jimmie C. Jackson, Jr.
Air Force Institute of Technology	Brig Gen Paula G. Thornhill
School of Advanced Air and Space Studies	Col Gerald S. Gorman
Community College of the Air Force	Lt Col Raymond Staats
Squadron Officer College	Col Thomas J. Trask

Commanders

Air Force Doctrine, Development, and Education Center	Maj Gen Allen G. Peck
Air Force Officer Accession and Training Schools	Brig Gen Alfred K. Flowers
College for Enlisted Professional Military Education	Col Thomas D. Klincar
Ira C. Eaker College for Professional Development	Col James P. Galloway
Air Force Institute for Advanced Distributed Learning	Col Kim A. Bowling
Civil Air Patrol-US Air Force	Col Russell D. Hodgkins, Jr.
42d Air Base Wing	Col Paul H. McGillicuddy

Directors

Muir S. Fairchild Research Information Center and Air University Press	Dr. Shirley B. Laseter
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Tenant Units*

Air Force Historical Research Agency	Dr. Charles F. O'Connell, Jr.
Air Force Judge Advocate General's School	Col David C. Wesley

*Units that are not a part of Air University

Air University Command Board of Advisors

PURPOSE: The purpose of the Air University (AU) Command Board of Advisors is to provide the commander of AU feedback from the customer perspective of the major commands. Board members inform the AU commander about the educational needs of their respective commands and their degree of satisfaction with AU's products and programs.

MEETINGS: The board is advisory in nature and generally meets periodically at Maxwell Air Force Base or the Department of Defense at the Pentagon.

MEMBERSHIP: The membership is comprised of all the vice commanders of the major commands, as well as the Air National Guard deputy director. They are advised by the Air Force deputy chief of staff, personnel, and the United States Air Force Academy vice commander.

Members

Vice Commander, Air Education and Training Command, Chair
Vice Commander, Air Combat Command
Vice Commander, Air Force Space Command
Vice Commander, Air Force Materiel Command
Vice Commander, Air Mobility Command
Vice Commander, United States Air Forces Europe
Vice Commander, Pacific Air Forces
Vice Commander, Air Force Special Operations Command
Vice Commander, Air Force Reserves
Deputy Director, Air National Guard

Advisors

Air Force Deputy Chief of Staff, Personnel
Vice Commander, United States Air Force Academy

Air University Board of Visitors

PURPOSE: The Board of Visitors is chartered to provide advice, views, and recommendations on the educational, doctrinal, and research policies and activities of Air University. The board meets with and advises the secretary of the Air Force on matters of policy regarding the mission of Air University.

MEETINGS: The board meets at least twice a year—in the spring and the fall at Maxwell AFB, Alabama. The board presents a written report with its views and recommendations to the Air University commander. This report is then presented to the chief of staff, United States Air Force, and to the secretary of the Air Force.

MEMBERSHIP: The membership is selected from the fields of education, business, industry, the professions, and public service. Members normally serve annual renewable terms up to a maximum of nine years. Members are invited by the Air University commander in the name of the chief of staff, United States Air Force.

Members

Dr. E. Jan Kehoe, Chair
President/CEO

Community College Leadership Development Initiatives Foundation
San Diego, CA

Dr. Tito Guerrero III, Chair-Elect
Vice President and Associate Provost for Diversity
Texas A & M University
College Station, TX

Ms. Ann C. Petersen, Past Chair
Attorney-at-Law
Chicago, IL

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Professor of Aerospace Engineering
Texas A&M University
College Station, TX

Reverend Edward Beauchamp
President, University of Portland
Portland, OR

Gen Charles Boyd, USAF, Retired
President and CEO
Business Executives for National Security
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Retired
Chancellor, Central Texas College
Killeen, TX

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Armonk, NY

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Illinois at Urbana-Champaign
Urbana, IL

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Connecticut State University System
Hartford, CT

Adm Vern Clark, USN, Retired
Consultant
Goodyear, AZ

Amb. (Maj Gen) Gary J. Cooper, USMC,
Retired
Chairman and CEO
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Mobile, AL

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Montgomery, AL

CMSgt Karl W. Meyers, USAF, Retired
San Antonio, TX

Maj Gen Richard Paul, USAF, Retired
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Analysis, Boeing Company
Seattle, WA

Mr. Mel Chaskin
President and CEO
Vanguard Research, Inc.
Arlington, VA

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USAF, Retired
Aerospace Consultant and Senior
Associate, Dayton Aerospace, Inc.
Dayton, OH

Dean (Lt Col) John R. Fergus, USAF,
Retired
Dean, Wallace Community College
Dothan, AL

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Anchorage, AK

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Washington, DC

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Chatham, NY

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Niceville, FL

Dr. (Lt Col) John Luke, USAFR,
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Consultant, Luke International
Consulting
Oxon Hill, MD

Dr. Ann Millner
President, Weber State University
Ogden, UT

Dr. (Brig Gen) Roger C. Poole, USA,
Retired
Faculty, The Citadel
Charleston, SC

Mr. Allan Schimmel
Retired, Vice President CONRAIL
Philadelphia, PA

Dr. David W. Sink, Jr.
President, Blue Ridge Community
College
Flat Rock, NC

Dr. Susan A. Winsor (Graham)
President, Aiken Technical College
Aiken, SC

Preface

The *Air University Catalog* is the official Air University publication for disseminating information on Air University educational programs, including professional military education. This catalog is supplemented by the following publications: *Air Force Institute of Technology (AFIT) Catalog*; *Community College of the Air Force (CCAF) General Catalog*; *School of Advanced Air and Space Studies (SAASS) Catalog*; and *Air Force Institute for Advanced Distributed Learning (AFIADL) Catalog*.

The *Air University Catalog* serves as both a source document and a planning document for Air University schools and staff personnel. It serves as a public relations medium for Air Force, Department of Defense, and civilian audiences. The catalog also provides a brief description of the schools and professional organizations that make up Air University. Finally, it sets forth the educational opportunities available in each school, the work performed by each related organization in carrying out the educational objectives of Air University, and a brief description of all Air University educational support organizations. The *Air University Catalog* and other information about Air University organizations are available over the World Wide Web on the Air University home page (<http://www.maxwell.af.mil/au/index.asp>).

Introduction to Air University

Air University (AU) plays a vital role in fulfilling the mission of the United States Air Force. To uphold the national purpose and to achieve the nation's objectives, the Air Force must maintain a corps of officers, enlisted personnel, and civilians dedicated to the nation's defense. They must have an in-depth knowledge of war and the military sciences to meet the challenges of today and tomorrow's world. AU contributes to the development of this knowledge through its professional and specialized education programs, research and doctrinal studies, and degree programs at civilian educational institutions.

Before World War II, the only school in the armed services that emphasized the organization and employment of airpower was the Army's Air Corps Tactical School (ACTS), located initially at Langley Field, Virginia, and later at Maxwell Field, Alabama. Although other military schools taught aerial warfare, it was only an incidental part of their curricula. The doctrine for the use of airpower—generally accepted by the Army Air Forces during World War II—grew out of the ACTS. At the end of the war, the graduates of this school were instrumental in convincing the nation's defense leaders of the need to create AU.

AU, in all of its endeavors, serves Air Force personnel—officers, enlisted members, and civilians—to ensure the nation continues its leadership during another crucial period of history. AU also contributes to the defense of the free world by offering educational opportunities to international students. Its alumni are prepared to serve in Air Force assignments, in comparable foreign air forces, and in other governmental positions.

Air University Vision

The intellectual and leadership center of the Air Force. We make a difference . . . one student at a time.

Air University Mission

As the intellectual and leadership center of the Air Force, Air University provides dynamic comprehensive education to prepare graduates to develop, employ, command, research, and champion air, space, and cyberspace power at all levels.

Scope

Air University educates Air Force people to develop and lead the world's best air and space force—inspiring commitment to a war-winning profession of arms. By recruiting and developing a world-class faculty, continually refining a current and relevant curriculum, and assessing students' mastery of predefined learning objectives, Air University aims to increase the intellectual throw weight of the entire Air Force. We do this across the continuum of learning to provide the right education at the right time in an Airman's career.

As part of Air Education and Training Command, AU's educational programs range from precommissioning education through professional education. Its schools encompass enlisted and officer professional education, including professional military education, professional continuing education, and degree-granting education. Through the Civil Air Patrol and Air Force Junior Reserve Officer Training Corps, Air University plays a vital role in promoting citizenship awareness among today's youth.

AU's schools include the College for Enlisted Professional Military Education; Squadron Officer College (comprised of the Squadron Officer School and Air and Space Basic Course); Air Command and Staff College; School of Advanced Air and Space Studies; Air War College; Air Force Officer Accession and Training Schools (comprised of the Officer Training School and the Air Force Reserve Officer Training Corps); the Air Force Institute of Technology; the Ira C. Eaker College for Professional Development; the Community College of the Air Force; and the Air Force Institute for Advanced Distributed Learning. The 42d Air Base Wing provides support for all Air University operations, as well as for the Maxwell Air Force Base, Gunter Annex.

AU students are primarily Air Force officers, enlisted personnel, and professional civilians. A relatively small number of personnel from other services in the Department of Defense and from other government agencies attend AU. International officers from more than 100 countries have studied in AU schools. AU includes all Air Force education programs except the United States Air Force Academy, which is a separate agency under Headquarters United States Air Force, and the Air Force Judge Advocate General's School, now a part of the Air Force Legal Operations Agency. The Air Force Institute of Advanced Distributed Learning (AFIADL) has a major role in facilitating and managing distance learning for the Air Force. It serves as the Air Force focal point for advanced distributed learning standards and implementation. AFIADL is the executive agent for the Air Force's extension course program and the program management office for the Air Force Technology Network.

The pre-commissioning education and training organizations of Air University—the Air Force Officer Accession and Training Schools, including Officer Training School and Air Force Reserve Officer Training Corps—educate and commission highly qualified officer candidates for the United States Air Force.

The professional military education schools of AU—Squadron Officer College (including the Air and Space Basic Course and the Squadron Officer School), Air Command and Staff College, Air War College, and the College for Enlisted Professional Military Education—prepare junior, midcareer, and senior commissioned and noncommissioned officers and civilians for progressively more responsible positions throughout the Air Force. Practically all commissioned officers who attend the professional schools of Air University possess academic degrees from civilian institutions. Their postgraduate studies in the AU system emphasize the profession of arms.

Specialized organizations of AU meet specific educational requirements of the Air Force. The School of Advanced Air and Space Studies is designed to produce tomorrow's air and space power strategists. Graduates receive a master of air-

power art and science degree upon successful completion of 11 months of course work; production of a formal thesis that meets accepted standards of research, analysis, and expression; and successful completion of comprehensive examinations. The Air Force Doctrine, Development and Education Center assists AU and Headquarters USAF in developing concepts, doctrine, and strategy; teaches the Joint Flag Officer Warfighting Course, the Joint Force Air Component Commander Course, the Joint Doctrine Air Campaign Course, and the Contingency Wartime Planning Course; and includes the Air Force Wargaming Institute. The Ira C. Eaker College for Professional Development provides professional continuing education for commanders, personnel specialists, international students, comptrollers, chaplains, first sergeants and historians. Schools operating within the college include: Commanders' Professional Development School; Air Force Human Resource Management School; International Officer School; Defense Financial Management and Comptroller School; USAF Chaplain Service Institute; USAF First Sergeant Academy; and USAF Historian Development School.

The Air Force Institute of Technology, located at Wright-Patterson AFB, Ohio, provides education to meet Air Force requirements in scientific, technological, logistical, managerial, and other designated professional areas as directed by Headquarters USAF. The institute consists of the Graduate School of Engineering and Management, the School of Systems and Logistics, the Civil Engineer and Services School, the Civilian Institution Programs, and the Center for Systems Engineering. Besides graduate degree programs, the institute also offers numerous professional continuing education courses in residence at Wright-Patterson AFB and at selected locations within the continental United States. The Civilian Institution Programs are responsible for managing graduate, undergraduate, and continuing education programs at various civilian educational facilities and are responsible for Air Force health care education programs, education with industry, and numerous other programs.

Accreditation and Degree-Granting Authority

The Air Force Institute of Technology is accredited by the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; Telephone number 800-621-7400) and, in appropriate engineering curricula, by the Engineering Accreditation Commission, Accreditation Board for Engineering and Technology, Inc.

Air University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate and master's degrees. Air University achieved regional accreditation in June 2004, effective at the beginning of the 2004 calendar year. Now a part of Air University's regional accreditation, both the Community College of the Air Force (CCAF) and the School of Advanced Air and Space Studies (SAASS) were separately accredited by SACS earlier—CCAF in 1980 and SAASS in 1998.

In October 1994, the AU commander received congressional authority to confer the master of airpower art and science degree upon graduates of the School of

Advanced Airpower Studies (now School of Advanced Air and Space Studies). In October 1999, the AU commander received congressional authority to confer the master of strategic studies degree upon graduates of the Air War College and to confer the master of military operational art and science degree upon graduates of the Air Command and Staff College.

The AFIADL (previously known as the Extension Course Institute or ECI) is accredited by the Accrediting Commission of the Distance Education and Training Council (1601 18th Street, N.W., Washington, DC: Telephone number 202-234-5100).

The Center for Adult Learning and Educational Credentials of the American Council on Education has evaluated several Air University programs and recommends graduate credit as well as undergraduate credit for various programs.

Air University Enrollment and Admission

AU schools and educational programs are designed to enhance the professional knowledge of members of the US armed forces (primarily Air Force personnel) including the Reserves and National Guard and selected civilian employees of the Department of Defense and other government agencies. Air University programs and schools are not open to the general public except through special programs. An exception is the Air Force Institute of Technology where non-DOD, US citizens can enroll in academic programs provided they meet the admissions standards. As part of the United States' military assistance programs, officers from other countries are eligible to attend the several Air University schools and courses. Selection for the AU schools and educational programs is made according to Air Force and other relevant government standards.

Transfer Students and Withdrawal

Transfer students are not accepted in Air University's master's degree programs at Maxwell for two reasons. First, only resident students selected by an Air Force Personnel Center Board or by their respective organizations can attend. Second, all academic credits for degrees offered must be earned in residence. For policies and procedures concerning withdrawal from the institution, refer to AU Instruction (AUI) 36-2315, *Student Disenrollment Procedures*.

Section I

Air University Degree Programs

This section includes the degree programs offered by Air War College (AWC), the School of Advanced Air and Space Studies (SAASS), Air Command and Staff College (ACSC), Air Force Institute of Technology (AFIT), and the Community College of the Air Force (CCAF). It also addresses the nonresident programs of AWC and ACSC and other education programs conducted by AFIT.

Air University Officer Degree Programs

Air University provides the full spectrum of Air Force education, from pre-commissioning to the highest levels of professional military education, including degree-granting and professional continuing education for officers, enlisted, and civilian personnel throughout their careers. These programs focus on the knowledge and abilities needed to develop, employ, command, and support air and space power at the highest levels.

Air War College

Maj Gen Stephen J. Miller, Commandant
Col John R. Carter, Vice Commandant
Col Stephen E. Wright, Dean of Academic Affairs

Internet Address

<http://www.maxwell.af.mil/au/awc/awchome.htm>

Mission: *Develop and support senior leaders through education, research, and information programs focused on strategic and institutional leadership, joint and multinational war fighting, multiagency international security operations, air and space force development, and national security planning.*

The War Department established the Air War College (AWC) in 1946 at Maxwell Field, Alabama, and the college has operated continuously since then except for a six-month period during the Korean conflict. To accomplish the AWC mission, students demonstrate mastery of dual challenges—academic enhancement and professional development. To meet these challenges, the college develops the knowledge, skills, and attitudes in its students that are significant to the profession of arms with emphasis on air, space, and cyberspace and its application in joint and multinational warfighting.

Goals: To be prepared for the responsibilities of strategic leadership in joint, interagency, and multinational environments, AWC graduates will demonstrate mastery in the following ways:

- analyze, synthesize, articulate, apply, and/or evaluate concepts and learning area objectives embodied in Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.10C, *Officer Professional Military Education Program*, for senior-level colleges;
- evaluate current national military strategy in the context of historical and contemporary applications of foundational principles of strategy and security policy;
- evaluate the role played by fundamental elements of strategy in shaping the outcomes and methods of contemporary campaigns and in joint, interagency, and multinational war fighting;
- develop critical analysis and creative thinking skills, self-awareness, cross-cultural communications and negotiation skills, and decision-making skills in a vulnerable, uncertain, complex, and ambiguous environment;
- synthesize the leadership characteristics and capabilities needed by strategic leaders for ethically leading the institution in a joint, interagency, and multinational environment;

- assess the context and content of the processes used in developing US security strategy policy and the planning, development, and acquisition of military forces to support the policy;
- assess overarching social, cultural, religious, political, and economic currents that influence global, regional, and national security conditions; and the US policy responses to those conditions using a diplomatic, informational, military, economic-culture model;
- assess the role and impact of civilian-military relations and the bureaucratic political impacts within the national policy-maker environment on policy development and execution with a special emphasis on this relationship within the national capitol region;
- examine the roles nations and nonstate actors play in addressing key issues that shape the global environment;
- identify growing and emerging security concerns beyond the military capabilities of state and nonstate actors;
- analyze the tools needed to develop, deploy, employ, and control joint forces across the spectrum of conflict;
- evaluate the strategic implications of emerging war-fighting concepts (sister service, Global Strategic Operations, logistics, and Special Operations), planning for and evaluation of future threats that are asymmetric to the US experience and expectations, and examination of one's efforts from an opposing perspective; and
- assess emerging friction points within and between joint and service operational concepts.

AWC is comprised of a command section, two academic directorates (Academic Affairs and Distance Learning), and two support directorates (Student Operations and Operational Support). Within the academics directorate, the program curriculum is developed and delivered through three departments—the Department of Strategy, the Department of Warfighting, and the Department of International Security Studies.

Additional support comes from several research centers, the USAF Counterproliferation Center, and the Air University Center for Strategy and Technology, which are both separate from but integral to AWC. They offer elective courses and provide enhanced research opportunities to resident students.

The Air Force Negotiation Center of Excellence (NCE), hosted by AU and housed within the AWC, will spearhead the development and application of negotiation, collaboration, and problem-solving skills as a core competency throughout the Air Force in a variety of demanding contexts, including war-fighting operations. The concept of the NCE is consistent with the current Air Force professional development initiative, providing negotiation and communication skills training to 30,000 Air Force supervisors to facilitate the implementation of the National Security Per-

sonnel System (NSPS). Both the supervisor training and the NCE are part of the ongoing work of developing “enduring competencies” across the Air Force.

The National Space Studies Center (NSSC) will support and conduct focused national security space studies and research in which faculty and students will link strategic, operational, and tactical integrated space operations. The research will be in the context of the USAF mission of providing integrated air, near-space, and space superiority to the joint force commander with a goal of improving future joint war fighter capabilities.

The AWC Center for Cyberspace and Information & Operations contributes to USAF and DOD understanding and application of information operations (IO) in twenty-first century operational environments through its academic programs in which faculty and students have the resources and time to address operational and strategic issues. The center supports one group research effort as approved by the AWC commander and supports individual research efforts in the IO area.

The Air University Center for Language and Culture Studies is a new institution intended to enhance cross-cultural competencies within the US Air Force. It emphasizes foreign language skills, regional familiarity, and cultural expertise, seeking to improve the quality of instruction on these issues with Air Force professional military education. The center functions as a primary source of expertise for conceptual tools to communicate, collaborate, build relations, negotiate, and influence across cultural barriers.

Resident AWC Joint Warfighting Program

The AWC resident program class membership includes officers from each US military service, civilian employees of federal government agencies, and officers from the international community of nations.

All US students will be dually enrolled in the AWC senior-level professional military education (PME) program and the AU Master of Strategic Studies degree program and, therefore, must meet admission requirements for the Master of Strategic Studies degree. The AWC PME program includes Joint Professional Military Education (JPME) as defined for senior-level colleges in the Chairman of the Joint Chiefs of Staff (CJCSI) 1800.01B, *Officer Professional Military Education Policy*.

International Fellows, who qualify for entry in the AWC program, are enrolled in the AWC senior-level PME program, not including JPME, and may choose to apply for admission to the Master of Strategic Studies degree program.

Duration and Quotas

The resident program consists of 10 months of graduate-level study. As the senior Air Force PME school, AWC annually educates about 265 resident students from all US military services, federal agencies, and 45 other nations.

Prerequisites and Selection

Lieutenant colonels and colonels or the equivalent in Navy rank or civil service grade are eligible to attend AWC. The Central Senior Service School Selec-

tion Board, Headquarters USAF, selects Air Force active duty officers who have demonstrated an outstanding potential for senior command and staff positions to attend AWC. Additionally, US Air Force Reserves (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services, officers from other nations, and US federal civilians are selected to attend by their respective personnel systems. The Air Force Education and Training Course Announcements (ETCA), formerly Air Force Instruction (AFI) 36-2223, *USAF Formal Schools*, provides additional information on this topic.

Master of Strategic Studies Degree Admission Requirements and Procedures

To be admitted to the Master of Strategic Studies degree program, an individual must (1) be selected to attend the AWC resident program; (2) present proof of academic capability by either holding a qualifying undergraduate degree (US bachelor's degree or its equivalent) or meeting admission requirements through the portfolio admission process; and (3) if required by the following guidelines, provide an acceptable score on the Test of English as a Foreign Language (TOEFL).

I. Proof of Academic Capability by Transcript

- A. Air Force active duty, Guard, and Reserve officers selected to attend AWC will have their degree status verified by the AU Registrar without action on their part.
- B. Sister service and civilian students must have their official transcripts sent to the AU Registrar, 60 Shumacher Ave., Maxwell AFB, AL 36112 within the first month of the academic year.
- C. International Fellows interested in pursuing the master's degree must submit a transcript of US bachelor's or bachelor's equivalent degree that has undergone a document-by-document evaluation of the academic records by an independent foreign credentials evaluation service that is a member of the National Association of Credentials Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine if the records are equivalent to a US four-year bachelor's degree.
 - a. Applications for this process are available from the AU Registrar.
 - b. When requesting one of these services to evaluate one's transcript(s), the individual should state the reason as "further education" or "admissions requirement for master's degree program."
 - c. An individual seeking admission to the master's degree program is responsible for the costs associated with the transcript evaluation.
 - d. A copy of the evaluation must be mailed to the AU Registrar.

II. Proof of Academic Capability by Portfolio

Air University provides a portfolio option to those selected to attend AWC who wish to apply to the Master of Strategic Studies degree program but who do not possess a US bachelor's or equivalent degree.

Those seeking to be admitted to the degree program using this option must submit their portfolios to the admissions committee through the AU Registrar. The committee will evaluate each applicant on his or her own merit to determine if the person's "preparation" is judged adequate for the rigors of the Master of Strategic Studies degree program.

Minimally, the portfolio should contain as much information as necessary to demonstrate one's professional and educational history to include:

- A. Official evidence of all completed college, university, and/or professional school coursework evaluated by an independent foreign credentials service (see transcripts above).
- B. Copies of certificates and diplomas evaluated by an independent foreign credentials service (see transcripts above).
- C. Detailed description of professional work including a current resume and, if appropriate, work-relevant evaluations.
- D. Two or more letters of recommendation from persons who (1) hold a terminal degree, (2) are past or present supervisors, or (3) can offer a professional reference attesting to your capacity to complete a graduate degree program.
- E. Program brochures, catalog pages, and/or descriptions as necessary to support these accomplishments.

III. Test of English as a Foreign Language

- A. International Fellows applying for admission to the Master of Strategic Studies degree from countries where the official language is English are not required to take the TOEFL.
- B. International Fellows who have completed a bachelor's or higher degree in the US during the past three years are not required to take the TOEFL.
- C. International Fellows from countries where the official language is not English must achieve an acceptable score on the TOEFL to be admitted to the master's degree program.
 - a. The individual is responsible for the cost of this test.
 - b. When taking the TOEFL, an individual must select Air University as the institution code (9069) for the official score to be sent to the AU Registrar.
 - c. The minimum acceptable score for admission to the master's degree program is 560 for the paper-based test, 220 for the computer-based test, or 83 for the Internet-based test.

International Fellows not meeting the admission requirements for the degree program will be allowed to attend AWC and will, upon graduation, receive the Air War College Resident Diploma but will not be awarded the master's degree.

Graduation Requirements

To meet the requirements for completion of the AWC professional military education program and to meet the requirements of the AU Master of Strategic Studies degree program (for those admitted to the degree program), students must

- A. demonstrate mastery of the following AWC curriculum with a minimum grade of B in each course and a cumulative grade point average of at least 3.0 for
 - a. Five core courses (Foundations of Strategy; International Security Studies; Regional and Cultural Studies; Warfighting; and Research) and
 - b. Three 6000-series elective courses, and
- B. demonstrate fully satisfactory participation in other scheduled AWC programs to include the Solo Challenge war game, National Security Forum, and Commandant's Lecture Series.

AWC Resident Curriculum Summary

Course Title	Semester Hours
EL 6000 Core Electives (three required)	6
RES 6100 Research	5
FS 6400 Foundations of Strategy and Leadership	5
WAR 6500 Warfighting	8
RCS 6600 Regional and Cultural Studies	3
ISS 6700 International Security Studies	5
SC 6800 Solo Challenge War Game	2
TOTAL	34

Note: All courses must be taken in residence at AWC. Courses taken in the Distance Learning program may not be used to satisfy course requirements of the resident master's degree program.

Resident AWC Joint Warfighting Program Course Descriptions

The AWC resident curriculum includes the core curriculum and an elective program.

Core Curriculum

The core curriculum consists of four major areas: leadership and ethics, international security studies, national and military strategy, and joint/coalition mili-

tary operations. The AWC resident curriculum consists of the following course offerings by the Departments of International Security Studies (DFI); Strategy (DFS); Warfighting (DFW); and the Associate Dean of Academic Programs (DFX).

ISS 6700 International Security Studies

5 semester hours

The National Security and Decision Making (NSDM) subcourse assesses the context and processes for developing US security strategy and policy as well as the use of the national instruments of power in support of that policy and strategy. The context assessment encompasses the overarching cultural, religious, political, and economic currents that influence local, regional, and global security environments. The course assesses the role and impact of civil-military relations, the interagency process, congress, and public opinion in policy development and execution. To enhance the practical elements of the curriculum the course includes several instructional periods that incorporate State Department members in the seminar environment. The Global Security (GS) subcourse will examine the roles of nations in addressing key issues that shape the global environment. The course also identifies growing and emerging security concerns beyond the military capabilities of state and on-state actors (e.g., energy security, environmental security, migration, population growth, etc.). The course uses a comparative approach to examine the political and economic elements of actors and their impact across a wide range of global issues. The course assesses the relationship between efforts to democratize status, economic development and national and international security. The course also analyzes power politics from a region-to-region perspective and the impacts of these regional features with regard to international security.

RCS 6600 Regional and Cultural Studies

3 semester hours

The Regional and Cultural Studies course is an integral part of the DFI curriculum, preparing senior leaders to investigate, analyze, and evaluate a geographic area from a combatant commander perspective in support of international and national security policies. To meet the challenges of the Air and Space Expeditionary Force, the Regional and Cultural Studies course provides students the opportunity to evaluate an area of the world where a unified combatant commander must implement the national military strategy in support of US security policy. The Regional and Cultural Studies course provides the opportunity for students to gain unique perspectives by studying and visiting one of 16 regions. During the third term, students complete 30 classroom hours (15 instructional periods) of focused academic preparation and work on a research paper dealing with the issues in the region they are to visit. The research paper is completed following about a two-week regional field research. The regional field research allows students to discuss security policy issues with senior political, military, religious, cultural, and academic leaders. Logistic and admin-

istrative preparation and travel planning for the regional field research is accomplished throughout the academic year.

FS 6400 Foundations of Strategy and Leadership **5 semester hours**

The goal of the Foundations of Strategy and Leadership course is to develop senior leaders who have the tools and knowledge to ethically analyze, synthesize, and evaluate strategy to include strategy development, statecraft, leadership skills such as critical/creative thinking, and the pursuit of national interests by examining various theorists' concepts and applied disciplines. Grounding in heritage, ethics and the development of historical mindedness, coupled with the skills of critical and creative thinking, will serve as the basis for understanding the concept of strategy and the ends, ways, and means model nations use in their pursuit of national interests. The course pays special attention to strategy development for the venues of air, space, and cyberspace, to the impact of airpower on national and military strategy, and to the leadership skills that the modern senior leader will need to serve successfully as a developer and implementer of strategic and operational strategy. The course will include seminar discussions, readings, lectures, case studies, practical exercises, and briefing and student-written products to facilitate the evaluation of various themes such as the challenges of applying critical and creative thinking in strategy development, strategy implementation and strategy analysis, the influence of politics across the full spectrum of warfare, the importance of local circumstances, the challenges of converting military victory into political success, the challenges of coalition warfare, the challenges of warfare in an age of information and globalization, and the challenges of integrating ethical considerations in strategic leadership. Finally, the course will serve as the foundation for further study in other resident courses that examine the national security decision-making process and the application of military power as a means to attain national objectives.

WAR 6500 Warfighting **8 semester hours**

The Department of Warfighting course prepares senior officers to deploy, employ, and control joint forces across the spectrum of conflict. The course emphasizes the employment of air and space forces as they contribute to the joint, combined, or coalition environment in support of the National Military Strategy. The Joint Military Operations (JMO) course assesses the best ways to present, plan, and control military resources (US and coalition) as they serve the unique requirements of the combatant commander. The course analyzes the strategic implications of emerging war-fighting concepts (sister service, Global Strategic Operations, logistics, and Special Operations), planning for and evaluation of future threats that are asymmetric to the US experience and expectations, and examines one's efforts from the opposing perspective. The course also assesses the friction be-

tween joint and service operational concepts as applied to the employment and control of air and space power.

RES 6100 Research

5 semester hours

For the successful completion of the Research course, students select a topic either from lists compiled from military agencies or of their own interest, and work with advisors and subject matter experts to research and document results, recommendations, and insights. The product of that research, the professional studies paper (PSP), is to be no longer than 5,000 words or approximately 20 pages in length. With the author's permission, Air University places some papers on the Internet via the AU Web site and provides copies to the Muir S. Fairchild Research Information Center and the Air Force Academy Library. Additionally, with the author's permission, if writing on a major command or other military or civilian organization's relevant topic, the paper will be forwarded to the requesting agency or office. Most research will be conducted as an individual effort, but the AWC may offer selected students the opportunity to complete the requirement for this course via a faculty-led group research project sponsored by a major agency. The Research course has the following objectives:

1. Provide a venue for students and faculty to address issues of relevance and importance to military organizations;
2. Allow students the opportunity to conduct research on topics of personal or professional interest;
3. Assist students to conduct thoughtful, logical, and critical research and analysis;
4. Share the results of student research, writing, and analysis with key decision makers; and
5. Assist students, if they desire, in submitting papers for publication in Air Force, sister service, and other professional journals and periodicals.

Electives Program

The Electives Program has two major objectives:

1. Enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest.
2. Provide the AWC curriculum with the flexibility to adapt quickly to changes in the international and domestic security environments.

Electives Requirements. In addition to other requirements, all students must complete three electives—one from each of the three categories of

Strategy and Leadership, Contemporary Warfighting, and International Security and Culture—to graduate. The teaching Departments of Strategy (6400-series), Warfighting (6500-series), and International Security Studies (6700-series) sponsor electives.

AY 08 Strategy and Leadership Electives

EL 6440 Art of Command

2 semester hours

Many AWC students have served as squadron commanders. After graduation, command at the group level and higher will promise even greater challenges than those encountered at the unit level. What competencies are required to command at group level and above? How do personality, unit mission, situation, and other variables affect command? What can we learn from the lives and careers of previous great commanders? Are the qualities and skills required to be an effective air commander different from those required to be an effective ground or sea commander? What staff agencies are available to assist the commander? This course will address these questions.

EL 6442 Right, Wrong, and In-Between: Ethics and Senior Leaders

2 semester hours

The objective of this course is to build a framework differentiating between right and wrong, honor and shame, virtue and vice—a framework which is the basis of ethical judgment. The course surveys the concepts of righteousness, classical notions of virtue, and eminent ideas of value—with particular emphasis on moral reasoning and analysis. Is the “right thing” that which is “publicly advertised” or that which is “socially accepted?” Are there criteria for judging core values which transcend what is popularly approved or even officially commanded?

EL 6444 Expeditionary Leadership in World War II

2 semester hours

There is an extraordinary number of valid and useful biographies of World War II leaders. Eric Larrabee has compiled a great deal of the relevant databases and produced in *Commander in Chief* as good a case study file as appears anywhere. This course will dissect those as well as look at James Stokesbury’s short history of the war to provide reference points and target sets.

EL 6445 Legally Leading the Fight

2 semester hours

This seminar analyzes the evolving responsibilities of commanders as the US military continues to prosecute the “war on terrorism” and carries out its missions incident to the implementation of the Bush doctrine. The course focuses on the role of group and wing commanders in the interface of operations and law to support national security.

EL 6447 Leading Change**2 semester hours**

Senior leaders in the twenty-first century will almost certainly be expected to manage significant change—both for themselves and their organizations. In fact, the entire concept of “transformation” is about change. Yet, however, attractively it is packaged, individuals tend to fear change, and organizations tend to resist it, making management of change one of the most difficult leadership competencies. This course examines what goes on inside the heads of individuals and within the culture of organizations to accept or resist change. Using the best available scholarship and case studies, the course examines examples of successful change, allowing students to develop the intellectual tools necessary for the mediation of change.

**EL 6448 The CIA and Support to the Military:
Organizations, Functions, and Capabilities
(Classified, US Personnel)**

2 semester hours

Intelligence—accurate and timely information about unfolding world events and international concerns or threats—is crucial to the successful conduct of US foreign policy. In the post–Cold War period, the United States may exercise even greater influence in international affairs than it did previously. Yet the dynamics of international relations are more complex, and the perception of threats to US interests may be less obvious. While US policy makers will continue to rely on intelligence to make judgments and decisions, the role of intelligence—with its need for secrecy and occasionally extralegal activities—presents many dilemmas for a democratic society.

EL 6454 Budget Issues for Senior Leaders**2 semester hours**

This course examines the current environment in which senior leaders prepare, defend, and communicate resource allocation decisions, to include consideration of military, political, economic, and social influences. The course focuses on the key processes, players, and products that drive planning, programming, budgeting, and execution (PPBE) decision making at the strategic level.

**EL 6458 International Rivals: Leaders and Strategic
Cultures in Potential Adversary States (Classified,
US Personnel)**

2 semester hours

This course looks at the leaders and strategic cultures of countries and groups of concern to US national security. Addressed will be the political-psychological profiles of the leaders of Iran, Syria, China, Russia, North Korea, and various terrorist organizations like the Kurdistan Workers Party, Islamic Jihad, Hezbollah, and Osama bin Laden’s organization. Who are these leaders and what formed their worldview? What values and ideas do they espouse and how can they be influenced? Who in their regime or group makes what kinds of national security decisions and why? How can they be deterred from war or

escalation? What is their military doctrine, and what are their military capabilities? How have they used force in the past, and what is their relationship to other states in their region and to the United States?

EL 6460 Military Professionalism and Civil-Military Relations

2 semester hours

This course examines the roots of the concept of the professional soldier and the relationship of professionalism to civil-military relations. The course begins by defining professionalism and examining the theoretical concepts that have shaped the military community's self-concept as professionals. The course examines the most important recent study of civilian control of the military and concludes with the ongoing debate on the relationship of the military to American society. At the end of the course students should be able to articulate their own understanding of the values and dangers of reliance upon traditional definitions and norms of professionalism.

EL 6461 Vietnam (and Iraq) War

2 semester hours

This course addresses the causes, character, and consequences of the Vietnam War (1945–75). The course is organized into three major sections: (1) an overview of the war and its associated issues, (2) an examination of the foundations of post-World War II US foreign policy and domestic political considerations that propelled the United States into the Vietnam War, and (3) an assessment of America's conduct of the war and the reasons for its defeat.

EL 6464 Coercive Air Power

2 semester hours

This course addresses the intellectual foundations of airpower strategy, focusing upon how the threat or use of airpower can achieve political objectives. It discusses coercion theory, the history of coercive airpower strategies, and the operationalization of these strategies in planning the use of airpower in anticipated and actual conflicts. In addition, the course evaluates the strengths, weaknesses, disappointments, and triumphs of these strategies.

EL 6466 US Grand Strategy

2 semester hours

As the United States enters the twenty-first century, how should it use the resources at its disposal to preserve and enhance its long-term interests? In other words, what should America's grand strategy be and how will that strategy translate into concrete decisions? This course tackles this question by looking at the different ways the United States has conceived of, and implemented its grand strategic designs since it emerged as a world power at the start of the twenty-first century. The purpose of the course is to critically examine the fundamental ideas that have underpinned America's attempts to make itself more secure and how to better understand what the United States' grand strategy should be today and how it should be implemented.

EL 6468 Conduct of Diplomacy**2 semester hours**

This course deals with diplomacy as an instrument of power. It examines the diplomatic processes and procedures by which nations communicate and conduct their affairs and programs and issues comprising modern diplomacy. These include economic and military assistance, intelligence collection, public diplomacy, human rights, political change, and economic pressure.

EL 6470 Military Privatization**2 semester hours**

This course examines the phenomenon of privatization in Western militaries, with particular emphasis on the US armed forces. It will begin by analyzing the political, economic, and technological factors that have led military organizations to outsource an increasing range of functions, from mail delivery to combat operations. Students will then consider the costs and benefits of privatization through a series of case studies that highlight the military, political, economic, and ethical issues involved.

EL 6472 Future Force Planning**2 semester hours**

This course provides an overview of service force-development processes and the opportunity to discuss trends that may portend changes to these processes in the future. Using case studies of actual force-development activities and decisions, students examine a number of issues that have affected the development of forces in the past and may affect it in the future.

EL 6488 Information Warfare**2 semester hours**

This seminar considers when, where, why, and how information warfare is conducted. It examines early views of information warfare (IW) (net war and cyber war), theories of info war (reflexive control and the observe, orient, decide, act loop process, the tools of info war, the info war battlespace (hacker war, industrial espionage, and terrorist use of cyberspace), Chinese theories of info war, and the development of an info war campaign.

AY 08 Warfighting Electives**EL 6540 Air Mobility and the Defense Transportation System****2 semester hours**

This elective provides students a better understanding of the current and evolving capabilities of mobility and the critical role it plays and will continue to play during peace, war, and operations other than war. During the course, class members will draw from historical references, student case study presentations, classroom discussion, and guest speakers to gain a better understanding of how mobility resources and capabilities evolved, future directions in air mobility, and the impact on our current and future national security and military strategies.

**EL 6541 Navy and Marine Corps
Expeditionary Forces**

2 semester hours

This course is designed to provide students a comprehensive introduction into Naval Expeditionary Warfare. It will cover current Navy and Marine Corps strategy and doctrine, emphasizing Navy/Marine Corps force planning, forces and capabilities, and military operations. Students will be given comprehensive briefings on US Navy and Marine Corps operations in support of joint strategy, will participate in panel discussions and case studies, and will travel on field trips for hands-on reinforcement of lessons.

**EL 6542 Command and Control of
Air and Space Power**

2 semester hours

This course is designed as a base-level introduction of past, current, and future issues concerning the joint force air component commander (JFACC). It is specifically intended for operators who may be assigned to a JFACC or Joint Air Operations Center (JAOC) staff. This course addresses the roles, operations, command relationships, and responsibilities of the JFACC in support of a joint force commander (JFC). It is not intended for experienced JFACC or JAOC staff officers. A blue-ribbon panel of retired general officers whose expertise is in command and control and the application of air and space power will mentor students in this course.

EL 6543 America's Army

2 semester hours

This course is specifically designed for non-Army students who want to gain greater understanding about the Army. The Army is thoroughly explored, with a strong emphasis on how history and heritage influence current force and doctrine. Students will gain a comprehensive awareness of Army culture and develop an appreciation for what the Army can provide to a regional combatant commander or joint task force commander. This course will build a solid foundation of knowledge about the Army, including the US Army's force structure and capabilities, doctrine, terminologies, and idiosyncrasies. Students will analyze and evaluate Army doctrine relative to their own service and the joint community. The goal is to ensure students understand what it looks, feels, and smells like to be a soldier. Class culminates with a three-day practical exercise/map exercise, to validate classroom instruction.

**EL 6544 Intelligence, Surveillance,
and Reconnaissance (ISR) Support to the
Warfighter (Classified, US Personnel)**

2 semester hours

Joint Vision 2020 calls for decision superiority—making and implementing better decisions faster than the adversary can react. Decision superiority is only achieved through the full integration of intelligence, surveillance, and reconnaissance (ISR) operations into the military campaign. This course addresses ISR as a weapons system for strategic and operational campaign

planning and execution: the intelligence mission, organization, activities, and processes; how ISR operations are integrated into air and space operations; capabilities and limitations of the seven intelligence disciplines; and challenges of meeting the increasing information needs of commanders, planners, and operators.

EL 6545 Special Operations: Then & Now
(Classified, US Personnel)

2 semester hours

This course provides an understanding of the organization, capabilities, and missions of US Special Operations Forces (SOF) with particular focus on their support to the combatant commanders. It provides an awareness of the roles of the Assistant Secretary of Defense for Special Operations and Low-Intensity Conflict and the Joint Staff J-3 Special Operations Division (J-3 SOD). The course analyzes the integration of joint SOF capabilities with conventional forces; looks at SOF equipment, training, and support; and considers mission employment, civil affairs, and psychological operations.

EL 6546 Future Total Force Issues

2 semester hours

From the initial vantage point of a historical review of the ANG and AFRES, students will engage the compelling issues affecting the total force today and through the next decade. This course is a forum for debating strategic issues regarding the total force. Some suggest that we will transition to a militia nation once again. What is the right force mix for the active and reserve components? The course will include a sprinkling of outside speakers, field visits, and teleconferences with the top leaders of the Air Reserve components. It will give students the opportunity to establish multidimensional views on the issues at hand.

EL 6547 Logistics of Waging War:
Issues and Answers

2 semester hours

Logistics forms the bridge between the nation's economy and the nation's war-fighting forces. Defense leaders are constantly faced with choices between sustaining existing systems and investing in advanced technologies. This course looks at logistics from cradle to grave, to include both acquisition and sustainment of our forces. It examines the political, socio-economic, and military dimensions of acquisition and sustainment processes from a strategic, global perspective.

EL 6550 Combating WMD in the DOD
(Classified, US Personnel)

2 semester hours

This course examines chemical and biological warfare issues and addresses challenges posed by adversaries employing chemical and biological weapons to the successful execution of USAF roles and missions. The course analyzes

threats posed by state and terrorist actions and alternative USAF responses to each in various scenarios.

EL 6552 Strategy, Technology, and War

2 semester hours

Military innovation requires technology as well as the right people to put in place the appropriate doctrine and organizational structures and processes. This framework can be used to analyze past innovations and deduce lessons for implementing future innovations. This course examines the relationship between strategy and technology and the impact of technological breakthroughs on military strategy. The last portion considers future technologies, particularly those related to the genetics, nanotechnology, and robotics revolution, using recent works by Kurzweil, Garreau, and Hall.

EL 6561 Why Insurgencies Win (and Lose)

2 semester hours

This course assesses the phenomenon of materially weak insurgent victories over far more powerful states by examining the relatively small literature on this timely subject. Explanations of insurgent victories include one or more of the following: superior political will and readiness to sacrifice blood and treasure; superior strategy; nature of the enemy regime; and the availability of foreign assistance.

EL 6562 Asymmetric Warfare

2 semester hours

This course familiarizes students with the definitions, concepts, and issues of asymmetric warfare and uses a case study format to analyze strategies to defeat asymmetric threats. In the second half of the course, students use tools from the first half of the course to develop courses of action to address asymmetric threats.

EL 6563 Irregular Warfare

2 semester hours

This elective examines the nature of irregular warfare and the challenges it poses for conventional militaries. It uses historical and present-day case studies to reinforce course themes and concepts.

EL 6565 Surprise and Deception in Modern War

2 semester hours

This course examines the nature of surprise and deception, their significance and limitations, and their impact on modern war. The lessons address deception doctrine, new technologies and operating concepts, and specific cases where surprise and deception may or may not have had an impact on the outcome of campaigns or wars.

EL 6580 Peace and Stability Operations

2 semester hours

The North Atlantic Treaty Organization (NATO), spearheaded by the USAF, stopped Serbian forces from ethnically cleansing 1.8 million Kosovo Albanians. Could international organizations (IO), such as NATO or the United Nations

(UN), have stopped the genocidal killing of 800,000 Rwandans in 1994? In this course, students examine the role of IOs, particularly as guarantors of peace and security, and come to understand what they can and cannot do. US armed forces have acted often within the framework of IOs (within NATO in Kosovo and Bosnia and the UN in Macedonia and Haiti), or with the endorsement of IOs (the UN in Operation Desert Storm). Thus, a strategic military thinker must be cognizant of IOs and their functions. The course starts with the UN and recent cases of peacekeeping, moves to regional organizations (including NATO and the European Union), and finally deals with NGOs and their role in conflict prevention and resolution and relations with peacekeepers.

EL 6581 Medical Support to Joint Operations

2 semester hours

This elective examines the challenges and capabilities of the Air Force Medical Service (AFMS) in support of military operations. The course emphasis is on medical readiness, Expeditionary Medical Support, and medical operations during deployments. Medics are integral to response to biological and chemical attacks and have participated in multiple humanitarian relief operations. With today's higher deployment rates, the AFMS must be prepared to cover the entire spectrum of military operations.

EL 6582 Nonlethal Weapons: Technologies, Concepts, and Strategies (Classified, US Personnel, Term 1; Unclassified, Term 4)

2 semester hours

This course describes and analyzes the efforts and the issues that underlie nonlethal weapons. It addresses the past use of these weapons, defines capabilities that could be made available to our armed forces, analyzes their incorporation into US military doctrine and strategy, and examines the medical, legal, and public awareness issues involved in their development and use.

EL 6590 JCLASS-I (Classified, US Personnel)

2 semester hours

EL 6591 JCLASS-II (Classified, US Personnel)

2 semester hours

The Joint Land, Aerospace, and Sea Simulation (JCLASS) is a war game that focuses on the strategic and operational levels. Selected students from all of the Senior Service Schools (SSS) play the war game. AWC plays as the JFACC. In JCLASS-I students develop options in response to multiple regional crises and prepare air campaign plans in coordination with the other senior schools to support regional combatant commander objectives in the event of a major theater war. JCLASS-II is a six-day warfighting exercise that brings the SSS students together here at Maxwell and allows them to execute their plans in a dynamic environment at the AFWI. JCLASS-I consists of 30 contact hours over 15 instructional periods. JCLASS-II involves 30 hours during the six-day exercise. Enrollment in this course is through seminar director or service chairs only.

**EL 6594 Group Research: Blue Horizons II
(Classified, US Personnel)**

2 semester hours

This course is a follow-on to and continuation of EL 6794.

**EL 6595 Group Research: Space Issues
(Classified, US Personnel)**

2 semester hours

The AU National Space Center examines a different space-related topic each year. A past topic was "The Impact on the US Economy if Space Superiority Is Lost." Each student will write a professional studies paper (PSP) on a focused area that derives from the year's overarching topic.

**EL 6596 Group Research: Cyberspace & Information
Operations (Classified, US Personnel)**

2 semester hours

Sponsored by the Cyberspace & Information Operations Study Center, this is a two-term seminar, with the first term focusing broadly on readings, doctrine and discussions of information operations, information warfare, and information-age warfare. The second term consists of a group research project (or individual research projects) to produce a paper meeting the requirements of this course and your PSP for AWC. The purpose of this seminar is, fundamentally, to focus on the integration of information operations capabilities (electronic warfare, network warfare, and especially, influence operations) supporting a joint force commander. Issues ranging from the technical/scientific through the ethical/legal will be discussed as appropriate.

AY 08 International Security Studies Electives

EL 6742 Terrorism

2 semester hours

Terrorism is one of the oldest of military tactics and forms of warfare. Historical evidence dates it to 5000 B.C. The root word for terrorism appears in ancient Greek, Roman, and Sanskrit languages. In more modern times, however, terrorism has become the most frequent form of conflict. Recall the carnage at the 1972 Munich Olympics; the 1983 Beirut truck-bomb attack that killed 241 Americans; the 1988 bombing of Pan Am Flight 103 that killed 259 passengers; the 1993 New York World Trade Center bombing that had 1,000 casualties; the 1995 attack in Oklahoma City that killed 168 people; the 1996 Saudi Khobar Towers bombing that took the lives of 19 US Airmen; the use of chemical weapons in a Tokyo subway that resulted in 12 deaths and 5,500 injured; the 1998 bombing of two US embassies in East Africa; the 2000 attack on the USS *Cole*, which killed 17 US sailors; the September 2001 attacks on the World Trade Center and the Pentagon, which killed more than 5,000; and the subsequent anthrax attacks via the US postal system. This course examines why terrorism has reerupted; the implications for political, economic, military, cultural, and religious institutions; the increasing lethality of terror-

ist acts; and the prospects for resort to nuclear, biological, radiological, and chemical weapons. Capabilities and limitations of governmental authorities are addressed as well as what the future may hold for deterring terrorism.

EL 6743 Globalization

2 semester hours

This course examines the political, economic, cultural, and demographic implications of globalization. It views the phenomenon from both Western and non-Western perspectives to bring out the main arguments for and against globalization.

**EL 6745 Inside the Heads of Friends and Foes:
Cross-Cultural Competencies for Strategic
Leaders**

2 semester hours

This course is anchored in the behavioral sciences and is designed to allow students to see behavior—and the ideas that underlie that behavior—through the filters of other cultures. More specifically, this course is about cross-cultural leadership—about the competencies required to motivate (or compel) others in a peculiar kind of leadership—the kind that generally is required of senior leaders in large, relatively diverse organizations. The basic approach of the course emphasizes in-class discussion of presentations and assigned reading materials. It also requires students to conduct primary social science research and share their findings with the class.

**EL 6746 Addiction and War: Oil and the
Quest for Global Mastery**

2 semester hours

DOD is the nation's largest energy user, with the USAF alone being responsible for 70 percent of DOD's oil consumption. Energy security may be defined as the provision of reliable, affordable, diverse, and ample supplies of oil and nature gas and adequate infrastructure to deliver these supplies. This course assesses the implications of energy dependence from various regional perspectives. It also examines the roles of the Organization of the Petroleum Exporting Countries (OPEC) and the International Energy Agency (IEA), the viability of alternative energy sources, and policies and strategies for enhancing energy security.

EL 6747 Warrior Cultures

2 semester hours

This elective addresses the issues relating to societies in which violence appears to be endemic. Using examples from such diverse environments as El Salvador, Jamaica, Yemen, East Africa, and West Africa, it studies how groups such as the cattle raiders of Karimojong and the "gangster warriors" of Liberia and Sierra Leone turn into chronically violent entities. The course also analyzes the impact that weaponization had upon these groups, with particular emphasis on how light weapons proliferation helped to encourage the creation of "Kalashnikov cultures."

EL 6748 Genocide and Intervention

2 semester hours

This course investigates whether and how the United States might have used its instruments of power to respond before, during, and after outbreaks of genocide. It uses case studies from the Holocaust, Cambodia, Rwanda, and Yugoslavia to analyze why genocide occurred, how the US responded, whether military force can prevent genocide, and how regional organizations might respond in the future.

**EL 6749 China's Use of Force: A Case Study
of a Non-Western Approach to Warfare**

2 semester hours

This course examines the ways China might use force to advance or protect its interests. It analyzes the logic of Chinese threat perception in the light of calculation or miscalculation of consequences, with particular attention given to the Taiwan situation.

EL 6750 Negotiation Theory and Application

2 semester hours

This course develops skills necessary to successfully negotiate conflict resolution, treaties between countries, budgets between services, and memoranda of understanding (MOU) between agencies. Considerations will be given to cross-cultural factors, time constraints, negotiation styles and strategies, and profiling of involved parties. Topics to be covered include logical analysis, group problem solving, conflict management, and methods of persuasion. This course emphasizes negotiation skills and theory and assumes that students have little knowledge of this subject.

EL 6752 Cultural Perspectives in Negotiations

2 semester hours

This course develops skills necessary to successfully negotiate conflict resolution, treaties between countries, budgets between services, and MOUs between agencies. Emphasis will be given to cross-cultural factors, time constraints, negotiation styles and strategies, and profiling of involved parties. Topics to be covered include logical analysis, group problem solving, conflict management, and methods of persuasion. This course assumes that students have basic knowledge in this topic.

**EL 6754 Communicating for Effect: Winning
in the Information Battlespace**

2 semester hours

Senior military leaders must understand the information environment; how it can be exploited for military gain; the statutory and policy limitations our government places on the exploitation of information and the communications channels it passes through; what effects various public affairs actions, integrated into information operations, can generate on US citizens, allies, and adversaries; what measures must be taken to safeguard information and the communications channels it passes through; and how the evolving opportunities and challenges in the information environment affect military decision making.

This elective provides a broad-brushed approach to how military information operations contribute to the successful exploitation of the information environment in the successful mitigation of information operations. This approach explains how the unique capabilities of joint public affairs operations contribute to achieving various effects to ensure successful joint force operations.

EL 6755 Securing the Peace

2 semester hours

This elective examines national security through the lens of domestic policy, both at home and abroad. The underlying premise is that the long-term health and perhaps even survival of the United States may depend upon how it resolves its internal problems. Commanders in “nation building” circumstances would be well served to understand these issues, and the range of options (i.e., policy choices, national resources, nongovernmental organizations) that are available as they set out to achieve post-hostility stability. The course evaluates American public policy choices in the areas of health care, education, criminal justice, and social welfare and extrapolates this evaluation to the arena of failing states.

EL 6757 Asian Security Issues

2 semester hours

This course examines the causes of war in Asia, the fundamental issues among the rising Asian powers—China, Japan, India, and to some extent, Russia—and the policy implications for US national security strategy.

EL 6763 Coalition Warfare: Dealing with Complexity and Uncertainty

2 semester hours

Increasingly, one hears the lament that, in times of conflict, coalitions cause as many or more problems as they solve. However, the history of coalitions and of warfare suggests otherwise. This course challenges the notion that coalitions are the weaker form of organizing and conducting warfare. History shows that coalition warfare, when properly conceived and conducted, is the more powerful, flexible, and resilient form of warfare. Yet coalition warfare, for all its strengths, does bring with it numerous challenges and potential pitfalls of which the military professional must be aware.

**EL 6794 Group Research: Blue Horizons I
(Classified, US Personnel)**

2 semester hours

This study, led by the Center for Strategy and Technology, examines the rate of technological change now and assesses the implications for air and space power employment in the future international security environment. The study’s participants will be organized into four research teams. Individual and group white papers will be produced, as well as an executive summary of the entire report. The Air Force Chief of Staff is the external sponsor for this study.

Additional Programs

SC 6800 Solo Challenge

2 semester hours

AWC conducts this six-day, unclassified capstone war game (set 10 years in the future) at the strategic and operational level with full play by the entire student body and faculty. As a summative application of the knowledge, skills, and attributes gained during the academic year, the Solo Challenge (SC) mission focuses on experiential learning versus doctrinal experimentation and research. With that mission, it challenges students to assess (critically think, creatively address, and decisively communicate) complex scenarios in a time-constrained environment, prepare and defend courses of action (COA), and pursue national objectives using all the instruments of national power (diplomatic, informational, military, and economic while applying an understanding of regional cultural issues) as directed by the SC president (a faculty member). Faculty teams and subject-matter experts manually adjudicate game play to ensure synthesis of critical issues affecting national policy within the various regions of the world. The faculty's mission in directing game play and adjudicating student actions is to shape game inputs that realistically reinforce joint professional military education and AWC learning objectives. As objectives are met, the game continues its spiral development by presenting continual challenges to test student critical thinking and synthesis of the instruments of national power. To this end, SC supports these objectives:

- Distinguish the uniqueness of strategic-level leadership and apply competencies required by strategic leaders.
- Evaluate the national security challenges and opportunities in a future operating environment.
- Apply elements of national power in designing effects-based plans.
- Apply national security and national military strategies in developing plans to achieve desired effects across the full range of military operations.
- Evaluate the role of air, space, and cyberspace power in joint, unified, interagency, intergovernmental, and multinational operations.
- Synthesize theater strategies, estimates, and campaign plans to employ military power in a joint, unified, interagency, intergovernmental, and multinational environment.
- Synthesize critical elements, enablers, and processes that define the strategic environment in peace and war.

NSF 6810 National Security Forum

The National Security Forum (NSF) is an event sponsored by the Secretary of the Air Force and hosted by AWC during the week before graduation. It is the capstone event of AWC's academic year. NSF brings together approximately 110 civilian leaders with diverse backgrounds from locations

around the United States to join with the AWC class. The primary objective of the NSF is a frank and candid exchange of views on national security matters among our invited guests, AWC students, and senior military and civilian leaders. The week is devoted to exploring the many issues that affect the current and future security of our country, focusing heavily on the role of air and space power as an instrument of national security. The forum's distinguished speakers, seminars, and social functions serve to broaden and solidify the participants' understanding of air and space power and national security issues.

CLS 6820 Commandant's Lecture Series

The commandant and dean of Academic Affairs invite approximately 25 distinguished speakers to address the class throughout the academic year. Speakers come from the highest levels of government, military services, the press, nongovernmental organizations, and industry. They are also selected based on their stature (former prisoners of war or Medal of Honor recipients) or for their expertise on current issues. The speakers integrate leadership themes or issues with which senior leaders should be familiar. Student preparation includes critical listening, questioning the speaker, and seminar discussions. The Department of Strategy administers this program.

Language Programs

English as a Second Language (EL 1710), is taught by the International Officers School for selected international officers only and provides intensive work in the English language. Because EL 1710 is not a graduate-level course, it does not count as an elective required for the degree. Similarly, the familiarization classes taught by the Defense Language Institute are required for US students but do not count toward the master's degree. These noncredit, non-graded courses are Arabic Language Familiarization (EL 1740), French Language Familiarization (EL 1750), Mandarin Chinese Language Familiarization (EL 1760), and Spanish Language Familiarization (EL 1770).

Distance Learning Program

Many military officers and federal government employees do not have the opportunity to attend AWC in residence. Distance learning offers a challenging senior professional development experience regardless of their location. The Air War College Distance Learning (DL) Program uses portions of the resident program's core curriculum along with selected electives and strategic-leadership-analysis papers to create a professional military experience for those officers and DOD civilians unable to attend AWC in residence. The primary difference between the two programs is the emphasis on senior-level organizational leadership with the distance learning program. Note: Courses taken in the distance learning program may not be used to satisfy course requirements of the resident program if selected to attend.

Students may complete their requirements in student-led seminars, as independent correspondence learners, or by a combination of these two. Examinations, writing requirements, and course materials are identical regardless of the completion method. Students may transfer from one study mode to the other as needed.

Independent study is an excellent alternative for those students desiring a great deal of flexibility due to extensive temporary duty (TDY), schedule, unique family needs, or just those who may not have the option of participating in a student-led seminar. Most students complete this self-paced program in 12 months or less.

For enrollment information, contact an education services officer or visit <http://www.au.af.mil/au/awc/awc-ns.htm>. If potential students meet the enrollment requirements, they can enroll online: <https://ausis.maxwell.af.mil/SIS/app>. Inquiries may be addressed to AWC Distance Learning Directorate, 325 Chennault Circle, Maxwell AFB, AL 36112-6427; commercial phone number (334) 953-6093 or DSN 493-6093; or e-mail: awc.dl@maxwell.af.mil.

Programs

Air War College Distance Learning currently has one active program: the 16th Edition, which is also known as the Senior Leader Course (SLC).

Duration and Quotas

On average, most students generally complete the program within six to 12 months. The time a DL student takes to complete the program is normally different than the time for a resident student as distance learning students have their jobs to focus on, family, and possible deployments to juggle at the same time. Students are encouraged to set a realistic goal in order to proceed through the AWC distance learning program at a reasonable pace.

There are no enrollment quotas as to the number of students that can be enrolled in the program at any time. Students should seriously consider their other commitments before enrolling so that they can complete the program within a reasonable period of time.

Prerequisites

Enrollment in the AWC DL program is open to all US military officers from the active, reserve and guard components in the grades of O-5 (to include O-5 selects) and higher, US civil servants in the grade of GS-13 and higher (and equivalent NSPS grades), and Civil Air Patrol and international officers in the equivalent grades of O-5 and above. Students may enroll using the AWC Distance Learning Web site: <https://ausis.maxwell.af.mil/SIS/app>.

Master's Degree

Unlike the resident program, DL students do not receive a master's degree upon completion of the program. However, they can request a transcript from the AU registrar's office and apply for admission with one of several participating universities and colleges offering master's degree programs for AWC distance learning graduates.

Joint Professional Military Education Credit

Unlike the resident program, the AWC DL program does not currently offer JPME credit.

Graduation Requirements

Students must earn at least a satisfactory in order to graduate. NOTE: Courses taken in the distance learning program may not be used to satisfy course requirements of the resident's master's degree program.

Distance Learning Program Course Descriptions 16th Edition—Senior Leader Course

Core Curriculum

The core curriculum consists of two major areas: institutional leadership and international strategy/foundations of war fighting (IS/FW). Additionally, one elective course, two multiple-choice exams (elective and the IS/FW portion of the program), a short-answer exam, and a written assignment must be successfully completed in order to graduate from the program.

Institutional Leadership

17 Lessons

SLC studies begin with an introduction to strategic leadership and are designed to prepare students for senior officership. It consists of 17 lessons covering a variety of issues and associated skills students need to succeed in high-level positions. It helps students understand there are issues at the strategic level more complex than at lower leadership levels, and in many cases, there is *no traditional school solution*. The goal is to help guide students to determine the best or most appropriate answers to those complex problems.

International Strategy/Foundations of War Fighting

10 Lessons

These lessons will provide the information and analytic tools to interpret global, regional, political, and economic trends shaping our national security policies, while highlighting the US national security decision-making system and the process defining and evaluating strategic options available to the United States at both the political and military levels. These lessons emphasize conceptual approaches to help explain how the US national security is intertwined with global political and economic conditions and will also prepare them to contribute to the inevitable, and continuing, review of grand strategy, national security strategy, foreign policy, military employment, and associated bureaucratic organizations and processes.

The International Security portion consists of two key areas. The first focuses on the US National Security Strategy and the second emphasizes globalization efforts, trends, and challenges. The last four lessons specifically address Foundations of War Fighting, primarily from the perspective of applying air and space forces.

Air War College Faculty

Stephen J. Miller, Maj Gen, USAF; Commandant; BS, US Air Force Academy; MA, Troy State University; MS, Army War College.

John R. Carter, Col, USAF; Vice Commandant; BA, Duke University; MAS, Air University; MAS, Embry-Riddle Aeronautical University.

Suzanne Logan, Deputy Commandant for Educational Affairs, Adjunct Professor; BS, Midwestern State University; MEd, Texas Tech University; EdD, Texas Tech University.

Cornelius M. Keur, Deputy Commandant for International Affairs; Department of State Advisor; BA, University of Michigan; MPA, Harvard University.

Air University Advisors

James M. Docherty, Col, USMC; Marine Corps Advisor; BS, Michigan State University; MS, Troy University; MMS, Marine Corps University.

Sylvia B. Gage, CIA Advisor; BA, Louisiana State University; MA, Northeast Louisiana University; PhD, Auburn University.

Klaus Guenzel, Lt Col, German Air Force Advisor; MSS, Air University.

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Martin F. Killen, Grp Capt, Royal Air Force Advisor; BS, St. Andrews University; Master of Strategic Studies, Air University.

Distance Learning

Stephen Visco, Col, USAF; BS, Manhattan College; MS, University of Southern California; MS, Army War College.

Dean of Academic Affairs

Stephen E. Wright, Col, USAF; Dean; BS, Texas A&M; MS, East Texas State University; MNSS, Naval War College; MAS, Air University; PhD, Tufts University.

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Dean of Students

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International Security Studies

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David Lai, Assistant Professor; BA, Guangzhou Institute of Foreign Languages; MA, University of Colorado; PhD, University of Colorado.

Robert P. Leroux, Col, USAF; Department Chair; MBA, Chapman University; MSS, Air University.

Mark F. List, Col, USAF; BS, Central Michigan University; MA, Southwest Texas State University.

Patricia K. F. Searcy, Col, USAF; BS, Virginia Polytechnic Institute and State University; MS, Golden Gate University; MSS, Air University (Air Command and Staff College); MSS, Air University (Air War College).

James H. Seroka, Visiting Professor; BA, University of Michigan; MA, Michigan State University; PhD, Michigan State University.

Christian L. Shippey, Col, USAF; BS, Wilkes University; MPA, Auburn University-Montgomery; MSS, Air University.

David S. Sorenson, Professor; BA, California State University-Long Beach; MA, California State University-Long Beach; PhD, University of Denver.

Christopher M. Stamper, CDR, USN; BS, US Naval Academy; MA, Naval War College.

James E. Winkates, Professor; BA, Beloit College; MA, University of Virginia; PhD, University of Virginia.

Warfighting

John S. Arnold, COL, USA; BS, Auburn University; MS, UCLA; Master of Strategic Studies, Air University.

Stephen L. Burgess, Col, USAF; MAS, Chapman University; MSS, Air University.

James M. Campbell, COL, USA; BA, The Citadel; MA, University of Oklahoma; MSS, Air University.

Stephen O. Fought, Lt Col (USAF, retired); Professor; BS, Georgia Institute of Technology; MS, University of Southern California; PhD, Brown University.

Stephen Hagel, Col, USAF; BA, South Dakota State University; MS, Air Force Institute of Technology.

Gilbert R. Hansen, Col, USAF; MD, Northwestern University; MPH, University of Texas; MA, Industrial College of the Armed Forces.

Jeffrey P. Hightaian, Col, USAF; BS, US Air Force Academy; MBA, Webster University; MSS, Air University.

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Patrick J. Kelly, COL, USA; BS, US Military Academy; MS, Troy University; MSS, Air University.

James E. Lackey, COL, USA; BS, University of South Alabama; MA, Webster University; MSS, Air University.

Michael J. Masterson, Lt Col, USAF; MAS, Golden Gate University; PhD, Auburn University.

Sean D. McClung, Col, USAF; BS, University of Florida; MA, International University, London, England.

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Phillip R. Parker, COL, USA; BA, Columbus State University; MSS, Air University.

Barry R. Schneider, Professor, Director, CPC; BS, Purdue University; MA, Purdue University; PhD, Columbia University.

Dale S. Shoupe, Col (USAF, retired); BA, Troy State University; MPA, Troy State University, Europe.

James E. Smith III, Col, USAF; BA, US Air Force Academy; MA, Webster University.

Christopher M. Stamper, CDR, USN; BS, US Naval Academy; MA, Naval War College.

Sherry L. Stearns-Boles, Col (S), USAF; BA, Stanford University; MAS, Embry-Riddle Aeronautical University; MSS, Air University.

George J. Stein, Professor; BA, Assumption College; MA, Penn State University; PhD, Indiana University.

School of Advanced Air and Space Studies

Col Gerald S. Gorman, Commandant and Dean
Dr. Stephen D. Chiabotti, Vice Commandant

Internet Address

<http://www.au.af.mil/au/SAASS>

Mission: *Produce strategists through advanced education in the art and science of air, space, and cyberspace power to defend the United States and protect its interests.*

A revolution in Air Force Professional Military Education (PME) began in the late 1970s. As it continued in the 1980s, the revolution led Air Force Chief of Staff Gen Larry D. Welch to charter a new graduate school, the School of Advanced Airpower Studies (SAAS), at AU in 1988. The first class convened in the summer of 1991 and graduated in June 1992. Beginning with the graduation of the first class, SAAS has produced many of the USAF's most influential and innovative airpower strategists and leaders. In November 2002, SAAS was redesignated the School of Advanced Air and Space Studies (SAASS).

SAASS is an 11-month, follow-on school for selected graduates of intermediate-level DOD PME schools. SAASS creates warrior-scholars who have a superior ability to develop, evaluate, and employ airpower. Upon completion of all requirements and with faculty recommendation, graduates receive a master of airpower art and science degree.

SAASS faculty members hold a doctorate or equivalent in their fields of academic expertise. The breadth, depth, and diversity of their expertise are enhanced by the fact that the SAASS faculty is divided between terminally-credentialed field-grade or senior officers and civilian scholars.

Resident Curriculum

The SAASS curriculum is designed to accomplish two major objectives:

- I. Enhance the student's ability to *think critically* about airpower and warfare resulting from
 - A. a thorough evaluation of military and airpower theories, and
 - B. a thorough evaluation of the reality of the airpower experience, and resulting in
 - C. a reasoned synthesis of theory and experience the articulation of which informs the question of how modern airpower can best be applied across the spectrum of conflict.
- II. Enhance the student's ability to *argue effectively and responsibly* about airpower using evidence and logic resulting from experience in
 - A. introducing and defending propositions in a graduate colloquium environment,

- B. composing interpretive arguments in prose that meet accepted publication standards, and
- C. reducing complex formal arguments to comprehensible briefings.

The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and the expert faculty.

Duration and Quotas

The SAASS curriculum is an intensive 50-week program. Class size is limited to 39 Air Force officers, one Army officer, one Navy officer, one Marine officer, and two officers from closely-allied nations.

Prerequisites and Selection

SAASS students are chosen by a central selection board at the Air Force Personnel Center (AFPC). To apply for consideration, officers must have completed or be in attendance at an intermediate developmental education program in residence.

Admission Requirements and Procedures

Admission to SAASS is highly competitive. Those wishing to be admitted must formally apply while, or after, attending an intermediate development education program. The application process includes a requirement to write an essay on a subject selected by the commandant. Applicants must either already have a master's degree from an accredited institution or a bachelor's degree with an overall grade point average of 2.75 or higher on a 4.0 point scale. AFIT verifies academic qualifications for applicants attending nondegree-granting intermediate residence programs. A central selection board convened at AFPC makes the final admission selections among qualified applicants.

Graduation and Degree Requirements

To graduate with a degree, a student must

1. achieve a weighted grade point average for all letter-graded courses of 3.0 or higher;
2. achieve a "pass" grade for all courses graded "pass/fail";
3. prepare a thesis based on research in original source materials that meets generally accepted standards of research, analysis, and expression at the master's-degree level; and
4. complete an oral comprehensive examination conducted by a faculty board with a grade of "B" or higher.

To graduate with a "certificate," a student must

1. achieve a weighted grade point average for all letter-graded courses of 2.5 or higher;

2. achieve a “pass” grade in all courses graded “pass/fail”;
3. prepare a thesis based on research in original source materials that meets generally accepted standards of research, analysis, and expression for Air Force staff work; and
4. complete an oral comprehensive examination conducted by a faculty board with a grade of “B-” or higher.

Curriculum Summary
(Not listed in order of presentation)

Course Title	Semester Hours
SAASS 600 Foundations of Military Theory	4
SAASS 601 Foundations of Strategy	3
SAASS 627 History of Airpower I	4
SAASS 628 History of Airpower II	4
SAASS 632 Coercion, Deterrence, and Security	3
SAASS 643 Strategy and Campaign Planning	3
SAASS 644 Irregular Warfare and Terrorism	3
SAASS 660 Technology and Military Innovation	3
SAASS 665 Space Power	3
SAASS 667 Information and Cyber Power	2
SAASS 670 Contemporary Defense Policy	3
SAASS 690 Thesis	8
SAASS 699 Comprehensive Examination	3
TOTAL	46

Course Descriptions

SAASS 600 Foundations of Military Theory

4 semester hours

This course analyzes the writings of military theorists who significantly influenced thought about the art and science of war. Through this analysis, students gain a broad background in the development of military thought and develop critical thinking skills as they test theoretical propositions against the criteria of logic and evidence.

SAASS 601 Foundations of Strategy

3 semester hours

This “tools” course provides a background and understanding of decision-making theories and strategy. These tools allow the student to better analyze airpower theories, ideas, issues, and concepts. Defense planning issues are discussed to illustrate decision-making challenges and issues pertinent to future airpower strategists.

SAASS 627 History of Airpower I

4 semester hours

This course examines the historical development of air and space power in terms of organizations, technology, doctrine, and application. It provides an experiential database required for students to evaluate the theory and practice of airpower. Theories of Douhet, Trenchard, Mitchell, de Seversky, and Slessor, among others are studied in detail. The transition point to the second course in the sequence (History of Airpower II) is governed by the staff ride. For this year the staff ride will explore airpower in France and the Netherlands, and the sequence will break with the end of World War II.

SAASS 628 History of Airpower II

4 semester hours

This course analyzes the development of air and space power theory and history from the end of the Vietnam War to the present. It examines the theories of John Warden and others as well as effects-based operations and compares them with the practice of airpower over the past 60 years. The coercion theories of SAASS 632 also undergo the practical scrutiny of historical experience.

SAASS 632 Coercion, Deterrence, and Strategy

3 semester hours

This course analyzes modern theory and contemporary thought regarding strategic deterrence and coercion; crisis stability; strategic nuclear offense, defense, and proliferation; conventional strategic air attack; force projection; and the adaptation of US grand strategy to changes in the international distribution of power, focusing on the use of airpower to pursue and support these national security objectives.

SAASS 643 Strategy and Campaign Planning

3 semester hours

This course examines both the substance and process of making strategy and applies it to a real-world situation through a war game. The military decision-making process receives a thorough review, as does the process of formulating commander's intent and translating that to a campaign plan. The unique approach to campaign planning taken by the different services receives treatment. Joint war game includes participants from other advanced study groups—Army, Navy, and Marine.

SAASS 644 Irregular Warfare and Terrorism

3 semester hours

This course develops the theory of small wars and examines the use of airpower in nonstate warfare with a particular emphasis on revolutionary and counterrevolutionary insurgent warfare. The phenomenon of terrorism and the “global insurgency” of radical Islam also receive treatment.

SAASS 660 Technology and Military Innovation

3 semester hours

This course focuses on the theory and history of technological development and its impact on innovation in military affairs. The course attempts to develop habits of mind and patterns of inquiry that inform successful military innova-

tion. Theories of technological determinism, social construction, and heterogeneous engineering form the basis of inquiry.

SAASS 665 Space Power

3 semester hours

This course examines the development of military space operations, organizations, strategy, and policy. It explores the contentious issues surrounding space in modern warfare and deals explicitly with weaponization as well as the organization of space forces in the Department of Defense.

SAASS 667 Information and Cyber Power

2 semester hours

This course defines the cyber domain and explores networks, intelligence, influence operations, and the paramount role of information in modern warfare. The history of computers and network development as well as the implications for terrorism receive treatment.

SAASS 670 Contemporary Defense Policy

3 semester hours

This course focuses on the main actors in the defense arena, from the president to the Congress, secretary of defense, and individual service cultures. It examines topical areas of current and potential US defense concerns and surveys geographic regions likely to present issues in the near future.

SAASS 690 Thesis

8 semester hours

The students develop and present to the faculty a research proposal. Once their proposal is approved, the students, with the advice and assistance of a faculty research advisor, prepare a 50- to 80-page thesis based on primary sources. In writing their theses, the students must demonstrate sound scholarship and conform to generally accepted stylistic and methodological canons.

SAASS 699 Comprehensive Examination

3 semester hours

A two-hour oral examination by a board of three faculty members (one of whom is usually from outside the SAASS faculty), the exam is designed to determine if the student has satisfactorily synthesized the entire SAASS curriculum. The examination begins with the student presenting a briefing of his or her thesis. The relationship between the thesis and course material is often a prominent feature of the examination.

School of Advanced Air and Space Studies Faculty

Gerald S. Gorman, Col, USAF; Professor; Commandant; Professor of Comparative Military Studies; BS, US Air Force Academy; MA, University of Indiana; MMAS, University of Kansas; PhD, Johns Hopkins SAIS.

Stephen D. Chiabotti, Professor; Vice Commandant; BS, US Air Force Academy; MA and PhD, Duke University.

Dennis M. Drew, Professor; Associate Dean; Professor of Military Strategy, Theory and Doctrine; BA, Willamette University; MS, University of Wyoming; MA, University of Alabama.

Michael Grumelli, Col, USAFR; Individual Mobilization Augmentee to the Commandant; Associate Professor; Professor of Airpower History; BS, US Military Academy; MA and PhD, Rutgers University.

Ian B. W. Bryan, Major, ANG; Assistant Professor; Professor of Law and Defense Policy; BS, US Air Force Academy; MA (2), The Ohio State University; JD, University of Virginia.

John H. Davis, Lt Col, USAF; Assistant Professor; Professor of Comparative Military Studies; SB, Massachusetts Institute of Technology; SM, Massachusetts Institute of Technology; PhD (candidate), George Washington University.

Everett C. Dolman, Professor; Professor of Comparative Military Studies; BA, Montana State University; MA and PhD, University of Pennsylvania.

Peter W. Huggins, Lt Col, USAF; Assistant Professor; Professor of Comparative Military Studies; BSE, Princeton University; MA, University of Kansas; PhD, Georgetown University.

Thomas A. Hughes, Associate Professor; Professor of Airpower History; BA, St. Johns University; MA, Bolling Green University; PhD, University of Houston.

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Philip LaSala, Lt Col, USAF; Assistant Professor; Professor of Political Science; BS, USAF Academy; MA, Georgetown University; PhD, University of Nebraska.

David R. Mets, Emeritus Professor; Professor of Technology and Innovation; BS, USNA; MA, Columbia University; MS, Troy State University; PhD, University of Denver.

Richard R. Muller, Professor; Professor of Airpower History; BA, Union College; MA and PhD, The Ohio State University.

John Sheldon; Visiting Assistant Professor; MA and BA, University of Hull; PhD, University of Reading.

John S. Terino, Lt Col, USAF; Associate Professor; Professor of Technology and Airpower; BA, MA and PhD, University of Pennsylvania.

Harold R. Winton, Professor; Professor of Military History and Theory; BS, USMA; MA and PhD, Stanford University.

Air Command and Staff College

Brig Gen Jimmie C. Jackson, Jr., Commandant
Col Mark E. Simpson, Vice Commandant
Col D. Mark Husband, Dean of Education and Curriculum

Internet Address
<http://acsc.maxwell.af.mil/>

Mission: *Prepare warriors to lead air, space, and cyberspace forces in joint/combined operations.*

Air Command and Staff College (ACSC), the Air Force's intermediate professional military education (PME) institution, prepares field grade officers of all services (primarily O-4s and O-4 selects), international officers, and US civilians to assume positions of higher responsibility within the military and other government arenas. Geared toward teaching the skills necessary to conduct air and space operations in support of a joint campaign, ACSC focuses on shaping and molding tomorrow's leaders and commanders. The college's academic environment stimulates and encourages free expression of ideas as well as independent, analytical, and creative thinking.

ACSC traces its roots to the Air Corps Tactical School (ACTS) located at Maxwell Field from 1931 to 1942. After World War II, as the independent Air Force was formed, grew, and developed, the requirements and expectations of the school evolved to fulfill the service's educational needs. The vision of pre-World War II leaders has withstood the test of time. Although six decades have passed since the founding of ACTS, the present 10-month curriculum still focuses on expanding understanding of air and space power and on the growth of mid-career officers. In 1962 the school became known by its current name, Air Command and Staff College.

In academic year (AY) 1999, ACSC began aligning its curriculum under the Air University (AU) commander's Continuum of Education Strategic Guidance (CESG). The CESG reflects principles contained in Air Force Doctrine Document (AFDD) 1, *Air Force Basic Doctrine*, and reinforces and builds on principles outlined in AFDD 2-8, *Education and Training*. Air Force doctrine stresses the importance of professional development of Airmen and states that success in war depends at least as much on intellectual superiority as it does on numerical and technological superiority.

Goals: The ACSC curriculum encourages the development of higher-order thinking by challenging students to think critically and exercise a combination of analytical and practical tools required as leaders charged with the nation's defense. ACSC graduates are well educated in the profession of arms with emphasis on the use of air and space power in joint campaign planning and the operational art of war. ACSC develops graduates who

- are equipped with the leadership skills to lead in the twenty-first century command and staff environment,
- understand the integration of instruments of power to meet national security objectives,
- can apply air, space, and cyberspace power through the Joint Planning Processes to meet a joint force commander's objectives, and
- have a renewed sense of Warrior Ethos.

Creating the Future

ACSC, in partnership with Air Force senior leadership, is embarking on an expansion program to provide lifelong learning opportunities, focused on the intermediate force developmental years of officers and civilians. The goal is to provide value-added resources and sponsored communities of practice to take force development to the next level. Beyond traditional PME, these programs are dedicated to providing an array of both short, focused learning opportunities, along with sustained, experiential growth.

ACSC's three deans—the dean of Education and Curriculum (DE), the dean of Services and Support (DS), and the dean of Distance Learning (DL)—provide academic leadership to the school's faculty and student body. DE, assisted by the vice dean for academic affairs and vice dean for operations, coordinates the integration of curriculum content and directs the planning and implementation of the academic program through three teaching departments. The dean of DL is responsible for planning, organizing, and delivering the nonresident program of instruction through the departments of curriculum and operations. The DS is responsible for all support services collegewide. The commander and staff of the 21st Student Squadron are responsible for the health, morale, and welfare of some 500 resident students and their families.

Resident Program

The primary form of instruction in the resident program is through seminars held in specially designed rooms featuring closed-circuit television, an array of multimedia equipment, and student access to a collegewide computer network and the Internet. Students are issued more than 80 books to expand their professional capabilities and a personal laptop computer to use to keep track of the academic schedules, online reading assignments, and for use in examinations throughout the academic year.

Duration and Quotas

The resident program consists of 10 months of instruction. Nearly 500 students including USAF, Guard and Reserve, Army, Navy, and Marine Corps; international officers; and civilian employees of selected agencies of the federal government attend this course.

Prerequisites and Selection

Air Force candidates to attend ACSC are selected in conjunction with O-4 promotion boards. A central PME selection board, with major command input, selects the actual ACSC class from these candidates based on their demonstrated potential for assignment to key field-grade command and staff positions. Majors, major-selects (or equivalent rank), GS-12, and GS-13 government civilians are eligible to attend ACSC. Reference AFI 36-2301, *Professional Military Education*, and the ETCA Web site at <https://etca.randolph.af.mil/> for additional information.

Master of Military Operational Art and Science Degree Admission Requirements and Procedures

To be admitted to the master of Military Operational Art and Science degree program, an individual must (1) be selected to attend the ACSC resident program, (2) present proof of academic capability by either holding a qualifying undergraduate degree (US bachelor's degree or its equivalent) or meeting admission requirements through the portfolio admission process, and (3) if required by the following guidelines, provide an acceptable score on the Test of English as a Foreign Language (TOEFL).

I. Proof of Academic Capability by Transcript

- A. Air Force active duty, Guard, and Reserve officers selected to attend ACSC will have their degree status verified by the AU Registrar without action on their part.
- B. Sister service and civilian students must have their official transcripts sent to the AU Registrar, 60 W. Shumacher Ave, Maxwell AFB, AL 36112.
- C. International officers interested in pursuing the master's degree must submit a transcript of a US bachelor's or bachelor-equivalent degree that has undergone a document-by-document evaluation of the academic records by an independent foreign credentials evaluation service that is a member of the National Association of Credentials Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine if the records are equivalent to a US four-year bachelor's degree.
 - a. Applications for this process are available from the AU Registrar.
 - b. When requesting one of these services to evaluate one's transcript(s), the individual should state the reason as "further education" or "admissions requirement for master's degree program."
 - c. An individual seeking admission to the master's degree program is responsible for the costs associated with the transcript evaluation.
 - d. A copy of the evaluation must be mailed to the AU Registrar.

II. Proof of Academic Capability by Portfolio

AU provides a portfolio option to those selected to attend ACSC who wish to apply to the master of Military Operational Art and Science degree program but who do not possess a US bachelor's or equivalent degree.

Those seeking to be admitted to the degree program using this option must submit their portfolios to the admissions committee through the AU Registrar. The committee will evaluate each applicant on his or her own merit to determine if the person's "preparation" is judged adequate for the rigors of the Master of Military Operational Art and Science degree program.

Minimally, the portfolio should contain as much information as necessary to demonstrate one's professional and educational history to include the following:

- A. Official evidence of all completed college, university, and/or professional school course work evaluated by an independent foreign credentials service (see transcripts above).
- B. Copies of certificates and diplomas evaluated by an independent foreign credentials service (see transcripts above).
- C. Detailed description of professional work including a current resume and, if appropriate, work-relevant evaluations.
- D. Two or more letters of recommendation from persons who (1) hold a terminal degree, (2) are a past or present supervisor, or (3) can offer a professional reference attesting to your capacity to complete a graduate degree program.
- E. Program brochures, catalog pages, and/or descriptions as necessary to support these accomplishments.

III. Test of English as a Foreign Language

- A. International officers applying for admission to the Master of Military Operational Art and Science degree program from countries where the official language is English are not required to take the TOEFL.
- B. International officers who have completed a bachelor's or higher degree in the United States during the past three years are not required to take the TOEFL.
- C. International officers from countries where the official language is not English must achieve an acceptable score on the TOEFL to be admitted to the master's degree program.
 - a. The individual is responsible for the cost of this test.
 - b. When taking the TOEFL, an individual must select Air University as the Institution Code (9069) for the official score to be sent to the AU Registrar.

- c. The minimum acceptable score for admission to the master's degree program is 560 for the paper-based test, 220 for the computer-based test, or 83 for the Internet-based test.

International students not meeting the admissions requirements for the master's degree program will be allowed to attend ACSC and will, upon completion of the resident program with a cumulative grade point average of 2.7 or higher, receive the ACSC resident diploma, but will not be awarded a master's degree.

Graduation Requirements

Students fully admitted must complete the following 33-semester-hour ACSC resident program with an overall grade point average of 3.00 on a 4.00 scale to earn award of the master's degree.

ACSC Resident Curriculum Summary

Course Title	Semester Hours
OC 5510 Orientation Program	0
LW 5510 Leadership in Warfare	3
LC 5510 The Practice of Command	3
NS 5510 Inter/National Security Studies	3
WS 5500 Applied Warfare Studies	3
AP 5510 Air, Space, and Cyberspace Power Studies	3
JF 5510 Joint Forces	3
JP 5510 Joint Planning	3
JA 5510 Joint Air Operations	3
CS 5510 Regional/Cultural Studies	3
RE 5612 Research/Electives	6
GE 5510 Gathering of Eagles	0
TOTAL	33

Note: All courses must be taken in residence at ACSC. Courses taken in the non-resident program may not be used to satisfy course requirements of the resident master's degree program.

Resident Program Course Descriptions

OC 5510 Orientation Program

Noncredit

The orientation program provides an overview of the ACSC program for joint education; USAF educational methodologies, policies, curriculum and research; and key principles and concepts that students will encounter throughout

the academic year. The program includes an introduction to small-group dynamics, communication and critical-thinking skills, the technology employed within the program, research requirements, student responsibilities, and additional services that are available to enhance student success.

LW 5510 Leadership in Warfare

3 semester hours

The Leadership in Warfare course analyzes the factors that guide military leaders' actions in establishing and maintaining an effective leadership environment. The course also seeks to both educate and inspire students to reach their full leadership potential through the study of great commanders and their conduct of air warfare, as well as current problems of command in contemporary joint operations. Through these studies, students gain a unique understanding of the specific leadership challenges leaders face in guiding people and organizations through crises and environments of change.

LC 5510 The Practice of Command

3 semester hours

The Practice of Command course provides an opportunity for students to reflect on their personal philosophy on the art and craft of command, honing that philosophy through interaction and the study of responsibilities and challenges unique to commanding an Air Force squadron. The course introduces students to the resources available to assist squadron commanders in their duties and stresses how important it is for commanders to meld their personal philosophies on command with the unique requirements of their situation and their responsibilities to their service, their mission, their people, and themselves.

NS 5500 Inter/National Security Studies

3 semester hours

The Inter/National Security Studies course provides a foundation for understanding the international security environment and its implication for the United States, as well as how the United States both shapes and responds to this environment. The course also examines the instruments of power (IOP), and how these are wielded by both state and non-state actors to affect the international environment. In addition, the course examines the US national strategic decision-making process, examining how the actors and systems translate policy into action through the use of the IOP.

WS 5510 Applied Warfare Studies

3 semester hours

The Applied Warfare Studies course introduces students to the canon of military theory, focusing on issues such as the nature of war, the levels of war, the range of military operations, military strategy, and operational art. It looks specifically at traditional forms of warfare, but also examines alternative forms, such as guerilla, insurgency, counterinsurgency, and other forms of warfare.

**AP 5510 Air, Space, and Cyberspace
Power Studies**

3 semester hours

The Air, Space, and Cyberspace Power Studies course enhances students' understanding of military theory by introducing perspectives on war fighting with specific emphasis on air, space, and cyberspace power. It looks specifically at the development of air and space power, and examines the organizations and strategies that have been involved in their employment. In addition, the course analyzes the role these elements might play in future operations.

JF 5510 Joint Forces

3 semester hours

The Joint Forces course presents the joint and service doctrinal perspectives that guide joint force commanders and their staffs as they seek to successfully achieve assigned theater security objectives. The course provides an overview of joint force organization structures, as well as the framework within which joint forces are created, employed, and sustained. It also examines each of the military services, exploring their capabilities and limitations. In addition, the course analyzes the ways in which joint force commanders integrate service and functional component command support to achieve success at the operational level war.

JP 5510 Joint Planning

3 semester hours

The Joint Planning course introduces students to the complexities and requirements of joint planning. Through the course, students will study pertinent doctrine and the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives. Additionally, the students will examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create key elements of a campaign plan.

JA 5510 Joint Air Operations

3 semester hours

The Joint Air Operations course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. The course focuses specifically on the important role of the joint force air component commander (JFACC), looking at the doctrinal responsibilities of that position, as well as the actors, processes, and products that comprise the JFACC's Air Operations Center. Equipped with this understanding, students will analyze the employment of air and space power across the full range of military operations.

CS 5510 Regional/Cultural Studies

3 semester hours

The Regional/Cultural Studies course introduces students to regional and cultural factors and discusses how these factors are motivating factors within

the international security environment. Through this course students grasp the important role that culture plays in determining operational success. Students are also exposed to the unique ways in which their own cultural perspectives influence both their outlook and interaction with other societies. Through this experience, students come to understand the unique security challenges and opportunities posed by culture and how best to respond to ensure success.

RE 5612 Research/Electives

6 semester hours

The Research/Electives program complements ACSC's core curriculum, providing an opportunity for students to investigate topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported conclusions and recommendations of potential benefit to today's war fighters.

GE 5510 Gathering of Eagles

Noncredit

The Gathering of Eagles (GOE) is a unique course that stimulates the study of air and space history. While at ACSC the "Eagles" spend time with students and participate in teaching interviews. These interviews allow the students to better understand their heritage and learn lessons about air and space leadership from those who shaped it. Research conducted by students in the GOE Research Seminar forms the basis for the content of this course.

Other Programs and Activities

ACSC conducts several activities that support the resident core curriculum and enrich the experience of its students and their families during the academic year.

Commandant's Specials

These special presentations enhance the resident curriculum by giving students and faculty the opportunity to interact with distinguished leaders and experts across political, economic, and military environments. Speakers, past and present, include members of Congress, ambassadors, and top civilian and military leaders in DOD.

International Officer Program

International officers have attended ACSC every year since 1946. During its 54-year history, the college has graduated more than 2,500 international officers from 92 nations. Before attending ACSC, international officers attend a six-week preparatory course conducted jointly by the International Officer School (IOS) and ACSC. This course increases the officers' ability to speak and understand the English language while familiarizing them with the USAF organization and mis-

sion. In the past international officers graduated after completing seven months of the 10-month course. Beginning with the 1994 class, international officers attend ACSC the entire academic year, further enhancing their ACSC learning experience. During the year, these officers participate in field trips that supplement the curriculum objectives.

Athletic Program

The ACSC athletic program is designed to improve the quality of life for students and faculty by creating and sustaining an environment that promotes personal health, fitness, and professional growth. With that in mind, the objectives of the program are to help all personnel pass the fitness test on the first attempt and to put in place a program that fosters social interaction and team building in conjunction with healthy competition. The athletic program includes competitive seminar and intramural sports. It also includes mandatory participation in school scheduled sports activities by all 40 flights. Students and faculty compete in base intramural activities as well. Finally, students and faculty members are afforded the opportunity and are encouraged to engage in personal fitness/aerobic activities at least three times per week. ACSC conducts annual fitness testing in accordance with AFI 40-501, *The Air Force Fitness Program*.

Spouse Program

The Spouse Program helps integrate resident student spouses into the ACSC experience. It offers many opportunities for spouses to learn, grow, and share the ACSC experience with students and faculty. This program acquaints spouses with the college's academic requirements, increases their awareness of current events and DOD issues, and provides opportunities for personal growth and development. Participation is completely voluntary, and the spouses determine the program's scope and direction.

Nonresident Programs

ACSC offers a number of nonresident programs supporting Air Force, Air Force Reserves, Air National Guard, and sister-service officers, as well as Department of Defense civilians worldwide. These programs include the ACSC Online Master's Degree program; ACSC Nonresident Intermediate Developmental Education (IDE) program; Air Reserve Component Seminar (ARCS) program; Field Grade Officer Orientation, and Commander's Connection, a global community of practice dedicated to furthering the art and practice of command throughout the US Air Force.

ACSC Online Master's Degree Program

In the spring of 2006, the secretary and the chief of staff of the United States Air Force directed ACSC to pursue an online master's degree equivalent to the college's in-residence degree program. The need to provide more responsive professional military education to active-duty, Guard, and Reserve officers had been a

continuing topic of discussion throughout the Air Force over the past few years. The accelerated pace of operations since 2001, often involving frequent and lengthy deployments for military personnel, prohibited the Air Force from assigning many of its officers to resident educational programs. Thus, the lack of non-resident programs relevant to the specific needs of military leaders was noted as a major limiting factor in securing advanced learning opportunities for these officers. At the same time, the dynamic nature of today's international security environment demands officers who are more intellectually agile, can think critically, and can develop innovative new solutions to ever-changing threat environments. Consequently, the major impetus for this initiative was to provide relevant educational opportunities to personnel when and where resident education was not feasible while simultaneously addressing the demand for military officers adept in critical thinking and innovative problem solving. It is anticipated that given the dynamic nature of today's security environment, the current trend for expanded distance learning educational opportunities will only continue to grow.

Eligibility. The ACSC Online Master's Degree program opened with an initial capacity of 500 active-duty students in June 2007. The program is expanding to include Air National Guard and Air Force Reserve students in August 2007. The program is expected to reach its full capacity of 3,000 students by January 2008. If resources permit, the program will then open to Air Force civilians in major-equivalent positions, sister-service majors and majors-select, as well as DOD civilians and other eligible federal agency civilians in major-equivalent positions.

Program Description. Air University is accredited by the Southern Association of Colleges and Schools (SACS). SACS has reviewed ACSC's Online Master's Degree program and approved Air University's decision to award a master's degree in Military Operational Art and Science for the successful completion of this program. The program is a rigorous educational opportunity consisting of 11 eight-week courses, totaling 33 semester hours. The curriculum, detailed below, covers topics such as contemporary Air Force operations, national security, leadership, and joint warfare challenges and opportunities. Due to the level of work required, students beginning the program may take only one course per term; however, they may be approved to take two courses per term after they have successfully completed their first four courses. Each course requires from 10 to 14 hours of work per week. Tuition is free and there is no active-duty service commitment associated with the program; however, students are responsible for the cost of any required books as well as personal computer and Internet connectivity expenses.

Students who work steadily should be able to complete their master's degree in approximately 24 months; however, students have up to five years to meet degree requirements. Student deployments, unique duty schedules, and/or job/personal demands while enrolled can be easily managed given the scheduling approach adopted. Since members must enroll for each term, students can manage their course schedules to better coincide with personal/professional commitments.

The courses are hosted on the Blackboard® Learning Management System and are facilitated by adjunct instructors that have been selected, trained, reviewed, and credentialed by ACSC. Assessments are submitted online and confidential instructor feedback is returned to students to assist them in improving both their understanding of course materials and their communication skills.

Upon successful completion of the program, students earn an accredited master's degree in military operational art and science, Joint Professional Military Education Phase I completion credit, and USAF Intermediate Developmental Education credit. More importantly, students have a unique opportunity to participate in a learning opportunity that is focused directly upon the needs of the modern war fighter, gaining knowledge and developing skills that will serve them in their current positions, throughout the remainder of their military careers, and beyond.

Curriculum. The ACSC Online Master's Degree program consists of the following 12 courses (11 credit-hour courses and a non-credit orientation course).

OC 5510 Orientation Program

Noncredit

The orientation program provides an overview of the ACSC Program for Joint Education; USAF educational methodologies, policies, curriculum, and research; and key principles and concepts that students will encounter throughout the academic year. The program includes an introduction to small-group dynamics, communication and critical-thinking skills, the technology employed within the program, research requirements, student responsibilities, and additional services that are available to enhance student success.

LW 5510 Leadership in Warfare

3 semester hours

The Leadership and Warfare course analyzes the factors that guide military leaders' actions in establishing and maintaining an effective leadership environment. The course also seeks to educate and inspire students to reach their full leadership potential through the study of great commanders and their conduct of air warfare, as well as current problems of command in contemporary joint operations. Through these studies, students gain a unique understanding of the specific leadership challenges leaders face in guiding people and organizations through crises and environments of change.

LC 5510 The Practice of Command

3 semester hours

The Practice of Command course provides an opportunity for students to reflect on their personal philosophy on the art and craft of command, honing that philosophy through interaction and the study of responsibilities and challenges unique to commanding an Air Force squadron. The course introduces students to the resources available to assist squadron commanders with their duties and stresses how important it is for commanders to meld their personal philosophies on command with the unique requirements of their situation and their responsibilities to their service, their mission, their people, and themselves.

NS 5500 Inter/National Security Studies

3 semester hours

The Inter/National Security Studies course provides a foundation for understanding the international security environment and its implications for the United States, as well as how the United States both shapes and responds to this environment. The course also examines the IOP, and how these are wielded by both state and non-state actors to affect the international environment. In addition, the course examines the US national strategic decision-making process, examining how the actors and systems translate policy into action through the use of the IOP.

WS 5510 Applied Warfare Studies

3 semester hours

The Applied Warfare Studies course introduces students to the canon of military theory, focusing on issues such as the nature of war, the levels of war, the range of military operations, military strategy, and operational art. It looks specifically at traditional forms of warfare, but also examines alternative forms, such as guerilla, insurgency, counterinsurgency, and other forms of warfare. Through this study, students will apply the lessons of military theory and their understanding of warfare to operational challenges facing both today's and tomorrow's US military.

AP 5510 Air, Space, and Cyberspace Power Studies

3 semester hours

The Air, Space, and Cyberspace Power Studies course enhances students' understanding of military theory by introducing perspectives on warfighting with specific emphasis on air, space, and cyberspace power. It looks specifically at the development of air and space power, and examines the organizations and strategies that have been involved in their employment. In addition, the course analyzes the role these elements might play in future operations.

JF 5510 Joint Forces

3 semester hours

The Joint Forces course presents the joint and service doctrinal perspectives that guide joint force commanders and their staffs as they seek to successfully achieve assigned theater security objectives. The course provides an overview of joint force organizational structures, as well as the framework within which joint forces are created, employed, and sustained. It also examines each of the military services, exploring their capabilities and limitations. In addition, the course analyzes the ways in which joint force commanders integrate Service and Functional Component Command support to achieve success at the operational level war.

JP 5510 Joint Planning

3 semester hours

The Joint Planning course introduces students to the complexities and requirements of joint planning. Through the course, students will study pertinent doctrine and the joint operation planning process, analyze the challenges

joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives. Additionally, the students will examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create key elements of a campaign plan.

JA 5510 Joint Air Operations

3 semester hours

The Joint Air Operations course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. The course focuses specifically on the important role of the joint force air component commander (JFACC), looking at the doctrinal responsibilities of that position, as well as the actors, processes, and products that comprise the JFACC's Air Operations Center. Equipped with this understanding, students will analyze the employment of air and space power across the full range of military operations. JP 5510 Joint Planning is a prerequisite to this course.

RE 5610–5611 Research/Electives

6 semester hours

The Research Electives I (RE 5610) course complements ACSC's core curriculum, providing an opportunity for students to begin investigating topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported research proposals that will serve as the intellectual basis for the scholarly research papers produced in Research Electives II.

The Research Electives II (RE 5611) course complements ACSC's core curriculum, providing an opportunity for students to complete investigating topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students refine their ability to define an issue succinctly; complete thoughtful, logical, and critical research and analysis; and synthesize well-supported conclusions and recommendations that serve as the foundation for a scholarly research paper of potential benefit to today's war fighters. RE 5610 Research Electives I is a prerequisite to this course.

CS 5510 Regional/Cultural Studies

3 semester hours

The Regional/Cultural Studies course introduces students to regional and cultural factors and discusses how these factors are motivating actors within the international security environment. Through this course, students grasp the important role that culture plays in determining operational success. Students are also exposed to the unique ways in which their own cultural perspectives influence both their outlook and interaction with other societies. Through this experience, students come to understand the unique security

challenges and opportunities posed by culture and how best to respond to ensure success.

ACSC Nonresident IDE Program

Established in 1948, the ACSC nonresident Intermediate Developmental Education (IDE) program provides intermediate-level professional military education (PME) to officers unable to attend in residence. In 1969, ACSC expanded the scope of the program by implementing a seminar program to provide for the sharing of opinions, expertise, and experiences among the seminar members. Both the seminar and correspondence programs achieved Phase I Joint PME accreditation in 1992 and were reaccredited in 2002 and 2004. In 1999, the nonresident program was placed under the Dean of Distance Learning (DL). The nonresident IDE program provides PME to about 85 percent of all Air Force majors and majors-select. In 2004, the program expanded further, to support the chief of staff of the Air Force's (CSAF) IDE initiative. The IDE initiative specifically tailors individual officers' development to the needs of the Air Force.

The DL staff continually explores new and better ways to meet the PME demand for midcareer officers stationed throughout the world. By capitalizing on technological advances and Internet connectivity, the nonresident course is narrowing the gap between resident and nonresident education and clearly identifying ACSC as a pacesetter in AU and the educational community.

As of 1 May 2007, the ACSC DL program supported 12,273 students: 34 percent USAF active duty; 31 percent Air National Guard and USAF Reserve; 21 percent Navy, Army, and Marine Corps; and 13 percent DOD civilians.

Eligibility. ACSC nonresident programs are offered to US active duty, Reserve, and National Guard majors and majors-select—and their equivalents—from all services. DOD civilian employees in the grade of GS-11 or above, or in equivalent National Security Personnel System (NSPS) positions, may also enroll. Civil Air Patrol officers serving in the grade of major or above may enroll in the correspondence program only. International applicants for nonresident ACSC programs must be major-select or higher, or equivalent-grade civilian employees of the military department of a country or international organization assigned to a DOD billet. International officers may also enroll through the Foreign Military Sales (FMS) training sponsorship program. Reference AFI 36-2301, *Professional Military Education*, the ACSC public Web site: <https://ausis.maxwell.af.mil/>, and the Education and Training Course Announcements Web site at <https://etca.randolph.af.mil> for further information.

Program Description. The ACSC nonresident curriculum is designed to support ACSC's mission statement "Prepare Warriors to Lead Air, Space and Cyberspace Forces in Joint/Combined Operations." The course of study is an integrated process. It begins with lessons designed to enhance students' leadership and command skills and concludes with an exercise that offers students an interactive, educational experience in planning, generating, and employing air

and space forces in support of a joint force commander's mission. In between, students explore national security issues; strategy and war theory; air, space, and cyberspace power history and theory; expeditionary Air Force force-employment concepts; as well as the capabilities the US Air Force and its sister services can contribute to joint force commanders. The curriculum is delivered via printed books, DVDs and CD-ROMs, and the Internet. Students receive an integrated multimedia curriculum that includes textbook readings, digitized multimedia offerings, and interactive applications. Students have 18 months to complete this program and must achieve a minimum score of 70 percent on each of seven examinations, as well as complete four online exercises. Students may choose several methods to complete the program. The same personnel record entry (non-resident) is made for both forms of enrollment upon successful completion of the IDE program. Note: Courses taken in the nonresident program may not be used to satisfy course requirements of the resident program nor may they be used to satisfy course requirements in the distance learning master's degree program. The specific delivery methods for the curriculum are as follows:

Non-Master's Distance Learning Program (self-study). This self-paced method of study affords students the opportunity to choose the time and place of study. ACSC offers a framework for completing this program within the 18 months allotted by providing a recommended schedule for students to follow. To enhance flexibility, however, students may enroll anytime throughout the year and deviate from the ACSC recommended completion schedule as personal and professional time commitments permit. Because of its flexibility, this is the most popular method for completion of the nonresident IDE program.

Base-level Seminar. In this ten and one-half month version of the IDE program, students coordinate with the Base Education office to form the seminar then meet weekly at participating home stations in a forum designed for the free exchange of ideas and opinions. Seminar participants share unique background experiences and technical expertise. ACSC provides the framework for conducting the seminar program by providing a schedule for the seminars to follow. The seminars are composed of five to 18 members and may begin anytime colocated students elect to form a seminar. Although seminars typically start in August, to coincide with dependents' school schedules, they can start any time throughout the year.

Internet. ACSC also maintains its IDE courseware on its Web site. Any student enrolled in the ACSC IDE program may access the courseware electronically via the Internet. The Web site contains a library with lesson plans, digitized multimedia files, readings, and interactive computer exercises. Additionally, students can post messages for the ACSC DL staff, posing questions on curriculum, policies, or procedures. For additional information on these capabilities, contact ACSC Student Services at DSN 493-7901, (334) 953-7901, 1-800-316-7042, or e-mail: acsmdl@maxwell.af.mil.

Curriculum. The ACSC nonresident IDE program is organized into the following seven curriculum blocks.

00030A Challenge of Leadership and Command. The Challenge of Leadership and Command (LC) course is designed to equip midcareer officers and civilians with the knowledge and tools that will assist them in successfully meeting the challenges of leadership and command in today's dynamic environment. It builds upon leadership information introduced during previous Air Force professional military education experiences. The course further introduces students to the special leadership situation of command. Like leadership, command is based on relationships. It is also a very unique position that brings with it special responsibilities. The course will explore these responsibilities and common resources available to individuals to help meet the challenges of command.

The course argues that leadership can be learned and understood through study and deliberate application. The first phase of the course introduces critical thinking, innovation and creativity, as well as the concept of shared global values and the role culture plays in leadership.

Phase I of the course illustrates its main points through historical examples. These examples include those of leaders who have overcome adversity to achieve phenomenal success by applying the cognitive abilities presented in this phase.

Phase II of the course exposes students to the notions of morals, ethics, and accountability. By applying the intellectual concepts introduced in Phase I, students will learn to identify and resolve ethical dilemmas in their own environments. Several case studies from current events are used to support this phase and to show how individuals who fail to properly employ the tools presented in Phase I can sometimes suffer extreme consequences.

Finally, Phase III introduces the unique responsibilities of command. The differences between leadership and command are highlighted by introducing the legal responsibilities of command as well as the resources and support agencies typically available to aid commanders. Students will read real-life scenarios describing enormous leadership and command challenges. After reading these scenarios, students must apply the tools and techniques they have learned throughout the course to develop their own response to these realistic leadership challenges. Finally, the course culminates with a proctored examination. Success is marked by achieving 70 percent or better on the multiple-choice exam.

00030B National Security. The National Security course is built upon the premise that ACSC's students—military officers and their civilian counterparts—must understand today's complex and dynamic national and international security environment in order to operate effectively at all levels of war. To achieve this understanding, students must first realize how policy makers in the United States shape and respond to the security environment through the development of national-level strategies and plans. Only then can students properly plan for the most effective use of the military instrument of power in synergy with the other instruments of power (IOP) to protect and pursue national interests.

During Phase I, National Strategy, students first consider how major trends in the international system are shaping the potential for both conflict and cooperation for all actors on the international stage. Next, the course shows how decision makers analyze these trends in terms of values, objectives, and interests. Students examine the idea of strategy as a bridge between the IOP and national objectives. Students conclude this phase by examining these concepts throughout the National Security Strategy (NSS) of the United States of America.

Phase II, National Policymakers and the IOP, continues the discussion of national security by examining the role of key national policy makers—the president, and the National Security Council, and Congress—and how they work together through the interagency process to use the IOPs to respond to security issues.

Phase III, Global Security Issues, considers the most serious threats to the security and interests of the United States as laid out in the NSS. Here, students assess the strategies and IOP that policy makers can employ in response to terrorism and weapons of mass destruction in the hands of both state and nonstate actors.

00030C Strategy and War. The Strategy and War (SW) course provides ACSC students with an understanding of how military strategy and the military IOPs support the NSS and national objectives. Students will develop a better understanding of the crucial relationship between levels of strategy and levels of war. The course examines key concepts associated with the use of military force—both the preferred American way of war and other types of warfare more prevalent in some cultures. Students will also see how the DOD is attempting to transform itself better to meet changing security concerns. Military practitioners must be prepared for the difficult challenges they will face when attempting to apply operational art to achieve strategic goals in complex cultural contexts such as those found in Iraq.

Phase I, War, Strategy and Operational Art, introduces students to strategic and operational art, relating those important concepts to the idea of war itself, the three levels of war, and the difficulty of planning for the appropriate level of military force to achieve national political goals. The SW course contrasts traditional American approaches to war with other “irregular” ways of warfare prevalent in different cultures and in small and limited wars.

In Phase II, Transforming American Military Strategy, students are introduced to the responsibilities of the DOD for providing direction and guidance to the armed forces in support of national objectives. Students will consider the current US defense strategy, military strategy, and *Quadrennial Defense Review*, along with specific guidance related to stability operations and the military strategic plan for the war on terrorism. This phase concludes with an examination of how the DOD and the US military are transforming better to meet future challenges.

Phase III, Applying Operational Art, assesses Operation Iraqi Freedom (OIF) in terms of strategic and operational realities in both the major combat and the stability operations phases. This case study presents students with the opportunity to think critically about US military strengths and weaknesses in carrying

out both combat and stability operations, and how military professionals might improve in the future.

00030D Expeditionary Air and Space Power. The Expeditionary Air and Space Power (AP) course is designed to help students understand the most effective methods for employing air and space power by surveying historical examples, leadership influences, and doctrine. The AP course describes the transformation of air and space power from the end of World War I through OIF, reveals how that transformation is reflected in current USAF doctrine, and explains how USAF air and space expeditionary force operations provide air and space power for use by combatant commanders. The AP course introduces basic Air Force doctrinal concepts such as USAF distinctive capabilities and the operational functions of air and space power and helps students grasp the unique capabilities and limitations of modern air and space power. Taken as a whole, this course equips students with the practical information they need to become more effective advocates for air and space power.

00030E Joint Forces. The Joint Forces (JF) course defines the term *joint* and prepares students for assignments as members of a joint staff. In order to plan and conduct military campaigns on a joint staff, it is necessary to have a thorough understanding of each service's capabilities, limitations, and service-specific doctrine, as well as an understanding of joint doctrine. It is also important for students to grasp that an effective organizational structure is vital to a joint force's ability to achieve synergy and unity of effort. To be well informed and effective members of a joint staff, students must comprehend how each military service presents its forces to the Joint Force Commander (JFC) and how these forces may best be employed to accomplish the JFC's mission objectives. This course is presented in two phases and provides an operational-level viewpoint of joint force capabilities and limitations and key mission areas that are critical to supporting the JFC in joint war fighting. A thorough understanding of this material equips students for success in the Joint Operations course.

Phase I is an overview of joint force command structures, responsibilities, components, and staffs. It begins with an overview of the Unified Command Plan which establishes missions, responsibilities, and force structure for commanders of combatant commands and establishes their geographic or functional area of responsibility and missions. It then discusses the responsibilities and missions of the five regional and four functional combatant commands, describing their unique mission areas as well as their capabilities and limitations.

Phase II provides an overview of the US Army, US Navy, US Marine Corps, and US Coast Guard to include each service's doctrine as well as capabilities and limitations. It also discusses how the services are employed by the JFC to accomplish the joint mission. With this foundation established, this phase explains how the JFC executes missions by effectively utilizing the available forces.

00030F Planning Joint Operations. The Planning Joint Operations (PJO) course provides students with an analysis and comprehension-level understand-

ing of how combatant commanders support global security for US interests at home and abroad. The course summarizes the national-level systems as the driving force behind the complex planning performed by combatant commanders, and then explains doctrinal concepts, including non-US military integration, common terminology, and tools used in joint operations planning. Next, it distinguishes between the two planning processes used at the strategic and operational levels: the contingency and crisis action planning processes. The course concludes with a hands-on exercise that reinforces key concepts by having students apply their knowledge in a simulated joint force planning cell.

By the conclusion of this course, students should comprehend planning activities that occur in any given regional combatant command throughout the entire range of military operations. Students should be able to describe any type of operation plan, up to and including a campaign plan. Additionally, they should be able to give examples of the factors, principles, players, and processes that affect planning for joint force employment.

00030G Joint Air and Space Operations. The Joint Air and Space Operations (JA) course focuses on joint war fighting from air, space, and cyberspace. The course examines the people, processes, and products involved in planning, directing, and executing joint air and space operations in support of the joint force commander's operations plan. Using both joint and Air Force doctrine, the course addresses the roles and responsibilities of the joint force air and space component commander (JFACC) and his or her war fighting headquarters—the joint air operations center (JAOC). The course describes considerations for employing joint and multinational forces at the operational level of war. JA further introduces students to the fundamentals of space and information operations. Students use the concepts learned in the JA course to plan and execute the final exercise of the curriculum: the Joint Air and Space Exercise (JAEX). JAEX requires students to develop a strategy to achieve stated objectives and then execute that strategy by developing and executing air tasking orders (ATO).

Academic Credit

The American Council on Education (ACE) recommends graduate-level credit for completion of the ACSC nonmaster's DL program. Several colleges and universities accept graduate transfer credits from the ACSC DL program. Awarding transfer credits is at the discretion of each college or university. For more information visit <http://www.militaryguides.acenet.edu>.

Other ACSC Nonresident Offerings

Air Reserve Component Seminar. The Air Reserve Component Seminar (ARCS) is specifically focused on the unique needs of select Air Force Reserve and Air National Guard students. The ARCS is a hybrid seminar-correspondence program offering, run from one summer to the next. Initially, students assemble in seminars to complete the first two courses of the seven-course curriculum.

These seminars are faculty-facilitated, feature guest speakers, and allow students to benefit from shared experiences in a collaborative-learning environment. At the end of the two-week period, students return to their homes and have one year to complete the next three courses individually, through correspondence. They reassemble the following summer to complete their final two courses in the enhanced-seminar method previously described.

Commanders Connection. Commanders Connection, the professional forum for Air Force squadron commanders, is a student-led ACSC project focused on meeting the training and education needs of today's Air Force leaders. Part of ACSC's in-residence research seminar program, but administered by ACSC DL, Commanders Connection uses a Web-based community of practice to connect tactical-unit leaders across the globe in a collaborative environment dedicated to the sharing of information and ideas, with the goal of advancing the practice of command. Fifteen resident students serve as researchers and facilitators for the community, answering questions from the field, developing best practices for use across the entire Air Force.

Field Grade Officer Orientation. The Field Grade Officer Orientation is an educational experience targeted for newly-selected Air Force field grade officers. It is designed to both recognize the importance of the transition to field grade rank and to help equip our officers with critical information that will assist them as they take on greater responsibilities. This orientation combines self-directed, online education covering such topics as leadership, our wingman culture, total force issues, national security strategy, and joint concepts with personal mentoring to produce a better officer, leader, and Airman—ready to perform in the next tier of Air Force leadership.

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Mission: *Provide responsive, defense-focused graduate and continuing education, research, and consultation to improve Air Force and joint operational capability.*

The Air Force Institute of Technology (AFIT) supports the Air Force and national defense by providing degree-granting graduate and professional continuing education (PCE), research, and consulting services that are responsive to Air Force and DOD needs and requirements. Graduate-level work, available to selected officers, noncommissioned officers, DOD and non-DOD civilians, and international officers, produces experts in engineering, scientific, and managerial disciplines needed to develop solutions to complex national defense problems and develops individuals with a broader perspective necessary for understanding the role of technology in national defense. PCE courses support Air Force and DOD needs for immediately applicable knowledge and help prevent scientific and technical obsolescence.

By integrating teaching with research, AFIT meets the challenges of advances in defense-related technologies. The effective relationships between the institute and other Air Force and DOD organizations create a unique environment in which education and research provide faculty and students a variety of courses in which to participate. The faculty members—highly qualified military and civilian professionals—stay abreast of ongoing and projected Air Force operations. Continuous updates of the academic programs offer students the latest available technical knowledge and applications. The institute's flexibility enables it to respond quickly to changing Air Force requirements.

AFIT provides graduate education programs through the Graduate School of Engineering and Management. The School of Systems and Logistics and the Civil Engineer and Services School provide many PCE short courses to assist Air Force and DOD military and civilian members who wish to become more proficient in their technical and support tasks. The Civilian Institution Programs office manages specialized graduate school and professional continuing education assignments required by a variety of Air Force needs, including medical and instructional assignments. The Academic Library and the Directorates of Admissions/Registrar, Resources, Mission Support, Public Affairs, and Communications and Information support the educational and research programs of the institute.

Specific information about AFIT, its component schools, directorates, research, and consultation services, as well as the Graduate School of Engineering Management Catalog, are available online at <http://www.afit.edu>.

AFIT History

AFIT traces its roots to the early days of powered flight when it was apparent that the progress of military aviation depended upon special education in this new science. In 1919 the Air School of Application was established at McCook Field in Dayton, Ohio, the home of Orville and Wilbur Wright.

When Congress authorized creation of the Air Corps in 1926, the school was renamed the Air Corps Engineering School and moved to Wright Field in 1927. Shortly after Pearl Harbor, the school suspended classes, but it reopened as the Army Air Forces Engineering School in 1944 to conduct a series of accelerated courses to meet emergency requirements.

After World War II, in 1946, the Army Air Force Institute of Technology was established as part of the Air Materiel Command (AMC). The institute was composed of two colleges: Engineering and Maintenance, and Logistics and Procurement. These colleges were later redesignated the College of Engineering Sciences and the College of Industrial Administration.

When the Air Force became a separate service in 1947, the institute was renamed the Air Force Institute of Technology. That same year, the School of Civil Engineering Special Staff Officer's Course began. In 1948 civilian institution programs were transferred to AFIT.

In 1950 command jurisdiction of AFIT shifted from AMC to AU with headquarters at Maxwell AFB, Alabama. The institute, however, remained at what was now known as Wright-Patterson AFB, Ohio. In 1951 the two AFIT colleges were combined into the Resident College.

The institute established a logistics education program at Wright-Patterson AFB in 1955, and Ohio State University conducted the first courses on a contract basis. In 1958 AFIT began a series of short courses in logistics as part of the Air Force Logistics Command (AFLC) Education Center. Later that year the School of Logistics became a permanent part of AFIT.

In 1954 the 83d Congress authorized the commander of AU to confer degrees upon students in the AFIT Resident College. The college was later divided into the School of Engineering, the School of Logistics, and the School of Business. The first undergraduate engineering degrees were granted in 1956, and the first graduate degrees in business in 1958. The School of Business programs were transferred to civilian universities in 1960.

In 1962 the School of Logistics was established to teach graduate and professional continuing education courses in the areas of acquisition and logistics. In 1963 the School of Logistics was redesignated the School of Systems and Logistics. The Civil Engineering Center was also redesignated as the Civil Engineering School.

In 1967 AFIT became a member of the Dayton-Miami Valley Consortium (DMVC), which later changed its name to the Southwestern Ohio Council for Higher Education. The council is an association of colleges, universities, and industrial organizations in the Dayton area that are united to promote educational advancement. AFIT has traditionally been active in both the council and in other community and interinstitutional courses.

In 2003 the secretary of the Air Force and the secretary of the Navy signed an agreement to form an educational alliance between the services. The end result of

this was a decision to move all DOD relevant graduate aeronautical engineering education to AFIT, making it the sole supplier to the Navy, Marine Corps, and the Army, in addition to the Air Force. In January of that year, the first seven non-Air Force officers arrived in Dayton, and since then the program has grown to include about 30 additional officers entering every year. In March 2004 the first group of eight Air Force and six Marine Corps noncommissioned officers joined their Air Force brethren as they were awarded masters of science degrees from AFIT. AFIT has transitioned into the joint arena in graduate education and is committed to providing increasing capability for all DOD components.

As AFIT begins its ninth decade of operation, the staff and faculty reflect with pride on the contributions its graduates of resident schools and civilian institutions have made to engineering, science, technology, medicine, logistics, and management throughout the Air Force. These immeasurable contributions have been vital to our national security.

AFIT's flexibility allows it to adjust quickly to changing Air Force requirements. The faculty, comprised of highly qualified military and civilian personnel, stays abreast of projected Air Force operations, and the courses are continually updated to offer its students the latest available material. For example, an Air Force software review in 1989 led to AFIT courses in software engineering and software systems management barely one year later. When environmental concerns culminated in the Pollution Prevention Act of 1990, AFIT designed and implemented both graduate and professional continuing education courses in environmental engineering management. In 2000–2001, working with Air Force Space Command, AFIT developed a new master's degree program in Air and Space and Information Operations. The first students for this program enrolled in the fall of 2001.

During the past 85 years AFIT has granted over 15,000 degrees, and more than 266,000 DOD personnel—including 30 US astronauts—have attended AFIT courses.

On 1 October 1999 AFIT's two graduate schools were combined to become the Graduate School of Engineering and Management.

In the fall of 2000 AFIT completed construction on an \$8.9 million engineering laboratory. The lab is used for experimental research in air and space engineering, electrical engineering, applied physics, and environmental science.

The future promises to be challenging, but AFIT will continue to provide the environment and the opportunity for Air Force and other DOD personnel to develop the professional and technological skills needed to master this dynamic challenge.

AFIT Campus

The institute's campus at Wright-Patterson AFB, Ohio, consists of Bane Hall, which houses the Graduate School of Engineering and Management; Twining Hall, home of the Center for Systems Engineering (SE) and additional space for the Graduate School; Kenney Hall, which houses the command section, a 40,000-square-foot library complex (which houses the colocated AFIT and Air Force Research Lab libraries), the main auditorium, which connects Bane and Twining Halls; Thompson

Hall, which is connected to Twining Hall and is the home of the Civil Engineer and Services School; and a fifth building, the 30,000-square-foot graduate engineering research laboratory which officially opened in January 2001. The Civilian Institution Programs offices are collocated with the Aeronautical Systems Center in a building off the main AFIT campus. The School of Systems and Logistics has temporarily relocated to an off-base location in Kettering, Ohio, pending completion of AFIT's newest academic building, which began construction in 2007. AFIT laboratories and other classroom space are housed in five additional buildings on Wright-Patterson AFB.

Admission

AFIT's graduate education programs are designed to meet Air Force and DOD needs, and they are available to officers and enlisted from all services, international officers from select countries, and civilians—both DOD and non-DOD. Academic qualifications for admission to the institute's graduate programs are comparable to that of other quality graduate institutions in the country. Specific admission information, including admissions criteria, application forms, and instructions are available from the admissions office and can be found on the Graduate School's home page at <http://www.afit.edu/en>.

Applicants seeking master's degrees, doctoral degrees, and certificate programs offered are all encouraged to apply for admission. The faculty determines the admissions standards for the Graduate School of Engineering and Management. The standards maintained by the graduate school and individual departments and programs are applied to ensure that applicants admitted to AFIT have adequate undergraduate preparation in their proposed field of study and possess a reasonable expectation of successfully completing a graduate program. Standards for admission to doctoral degree programs are frequently higher than those for admission to master's degree programs.

Generally the admission criterion is a 3.00 overall undergraduate grade point average and a Graduate Record Examination with a nominal score of 500 Verbal and 600 Quantitative or, depending on the program, a Graduate Management Aptitude Test with a nominal total score of 550 or higher.

Prospective students may apply for admission to the Graduate School of Engineering and Management during or after their final year of undergraduate study, but must furnish proof of graduation before the end of their first quarter of enrollment at AFIT. Applicants who apply for admission to the graduate school are evaluated on the individual merits of their academic achievements and scholarly potential to complete graduate-level course work and curriculum requirements. The decision to admit an applicant to a program is based primarily on a combination of factors according to the requirements of the specific graduate program. While the application process is free, the applicant must provide official transcripts from every college attended as well as the appropriate graduate exam or test.

Functional duty requirements determine attendance at AFIT's professional continuing education (PCE) courses. The level of the course, the educational background, and the professional experience of the candidate are considered to ensure that the participant will be able to benefit from the learning experience.

Graduate School of Engineering and Management

Dr. Marlin U. Thomas, Dean

Internet Address

<http://www.afit.edu/en>

The Graduate School of Engineering and Management offers advanced scientific, engineering, and management education to qualified officers and enlisted personnel, to international officers from select countries, and to DOD and non-DOD civilians. Graduates are assigned to a wide range of positions in a rapidly changing technological environment. They become not only practicing engineers and managers but also broadly educated leaders capable of directing Air Force research, support, and development programs. The school is comprised of the Department of Mathematics and Statistics, the Department of Electrical and Computer Engineering, the Department of Engineering Physics, The Department of Systems and Engineering Management, the Department of Operational Sciences, and the Department of Aeronautical and Astronautical Engineering. The graduate school also houses six centers of excellence in Directed Energy, Measurement and Signature Intelligence Studies and Research, Operational Analysis, Advanced Navigation Technology, Space Studies and Research, and Cyberspace Research. In fact, the school's Center for Cyberspace Research has been recognized by the National Security Agency (NSA) as an NSA Center of Academic Excellence in Information Assurance Education.

The academic mission is supported by several organizations that reside under the dean. They include the Dean of Research Office which supports scholarly activity and externally funded research in the graduate school; the Academic Affairs Office, which supports the departments in pursuit of quality academic programs and includes the library, institutional research/assessment, and extension services; and the Dean for Students, which oversees the Offices of Admissions and Registrar, Student Services, International Military Student Office, and Civilian Institution Programs which manages the affairs of Air Force officers assigned to civilian universities, research centers, hospitals, industrial and business organizations, and governmental agencies in pursuit of Air Force-sponsored educational programs needed to meet specific service requirements in areas beyond the scope of the graduate school programs.

Degree Programs

AFIT's Graduate School of Engineering and Management offers graduate degree programs in which students can earn either a master's or a doctor of philosophy degree. The master's degree program is nominally 18 months in length, while the doctoral program generally requires a minimum of three years. These programs prepare Air Force officers primarily for specially designated advanced assignments in areas of science, engineering, and management. In addition to providing quality academic instruction in a relevant discipline, the institute degree programs focus on specific needs of the Air Force and DOD.

The Graduate School of Engineering and Management currently offers master's degree programs in aeronautical engineering, applied mathematics, applied physics, astronautical engineering, computer engineering, computer science, cost analysis, electrical engineering, electro-optics, engineering management, environmental engineering and science, information resource management, cyber operations, logistics management, materials science, nuclear engineering, operations research, research and development management, space systems, combating weapons of mass destruction, financial analysis, industrial hygiene, and systems engineering. Doctoral programs leading to the PhD degree offer areas of specialization in aeronautical engineering, applied mathematics, applied physics, astronautical engineering, computer engineering, electrical engineering, electro-optics, materials science, nuclear engineering, space systems, and operations research.

The graduate school also offers four in-residence academic programs designed to meet the needs of officers selected for Intermediate Developmental Education. These programs include cyber warfare, logistics sciences, operations analysis, and systems engineering.

Accreditation

AFIT is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCACS). The NCACS can be contacted at

The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: (800) 621-7400
Fax: (312) 263-7462

In addition to institutional accreditation, the Accreditation Board for Engineering and Technology accredits selected programs within the Graduate School of Engineering and Management. Its address is

Accreditation Board for Engineering and Technology, Inc.
111 Market Place, Suite 1050
Baltimore, MD 21202
Phone: (410) 347-7700
Fax: (410) 625-2238

Facilities

The Graduate School of Engineering and Management is located at Wright-Patterson AFB, near the headquarters of the Air Force Research Laboratory (AFRL) and five of its directorates—the largest air and space research facility in the Air Force. The academic programs offered at the school take advantage of the facili-

ties and expertise available at these AFRL facilities. Students are able to interact directly with researchers and engineers working on Air Force projects. The full spectra of research, development, and acquisition facilities at Wright-Patterson AFB are used by a cadre of Air Force scientists, engineers, and management specialists who assist AFIT as adjunct professors and lecturers through their association and aid in course work development and instruction. A mixture of workstations and personal computers networked throughout the facility supports education and research.

The school includes extensive laboratories in the Departments of Aeronautics and Astronautics, Electrical and Computer Engineering, and Engineering Physics. The Department of Aeronautics and Astronautics laboratories include facilities for the study of internal and external aerodynamics, system dynamics and control, propulsion, combustion, heat transfer, fatigue, fracture, experimental stress analysis, task automation, and space systems. The department houses the Center for Space Systems Studies and Research. The center strengthens AFIT's space-related research in all departments by identifying research opportunities and coordinating AFIT's research efforts with the National Security Space community. The center places special emphasis on ensuring that AFIT's curriculum and research support Air Force Space Command's mission needs in space control, space force application, space force enhancement, and space support. The center places a high priority on meeting the educational and research needs of the National Reconnaissance Office, and works closely with the AFRL Technology Directorates to establish additional research connections for AFIT faculty and students.

The Department of Electrical and Computer Engineering operates facilities for the design and test of flight control and avionics concepts, integrated circuit fabrication and testing, low observables and electronic warfare support, and a full range of computer systems. The department hosts two centers of excellence—the Center for Cyberspace Research and the Advanced Navigation Technology (ANT) Center. The center for Cyberspace Research's objective is to increase the number of industrial administration professionals through graduate-level education in cyber operations. The ANT Center's goal is to develop navigation technology that ensures we can navigate anywhere at any time.

The Department of Engineering Physics laboratories supports research in laser spectroscopy, nonlinear optics, solid-state physics, nuclear radiation detection, nuclear effects, and environmental monitoring. AFIT's Center for Directed Energy and Center for Measurement and Signals Intelligence (MASINT) Studies and Research are housed within the Engineering Physics department. The Center for Directed Energy supports Air Force and DOD agencies in transitioning high-energy lasers and high-power microwaves to the battlefield through vigorous scientific and engineering research, graduate education courses, and diverse consulting activities. The Center for MASINT Studies and Research provides both MASINT education and research to a wide variety of DOD personnel. AFIT has always had active programs in three key disciplines that are central to infrared intelligence, radar intelligence, and nuclear intelligence. Because of its strong programs in electro-optics, radar, and nuclear sciences, and the addition of programs in meteorology and space environment physics, computational chemistry and envi-

ronmental management, an academic infrastructure exists that puts AFIT in a class by itself to provide defense-focused education and research at a security classification level that meets the criteria of the intelligence community. In building the Center for MASINT Studies and Research, strategic partnerships with world-class intelligence and research organizations located at Wright-Patterson AFB allow the center to maintain relevancy to the requirements and needs of these two communities. These partnerships are also extended to local MASINT contractors supporting on-base functions. Consequently, the center has truly become a national resource for the MASINT community for educating a new generation of MASINT professionals to assure the preeminence of our air and space, ground, and naval forces.

The Department of Operational Sciences operates the AFIT Center for Operational Analysis. This center provides computing and technological capability for research that applies state-of-the-art mathematical and computing technologies to the solution of operational problems to support better decision making, planning, and scheduling in complex command, control, and war-fighting systems.

Faculty

The faculty of the Graduate School of Engineering and Management consisted of 143 members as of Fall 2006; 74 civilian faculty and 69 military faculty. All faculty members hold PhD degrees in their areas of specialty. Besides teaching, faculty members are heavily involved in defense-related research. In fiscal year 2006 (FY 06), AFIT graduate faculty produced 124 refereed journal articles, 208 other publications, and 340 contributions to proceedings at national and international symposia. Faculty members were awarded 168 new sponsor-funded projects during this period.

Research and Sponsored Programs

Research and sponsored programs activities are integral elements of the work of any university. AFIT requires a dissertation, thesis, or graduate research project for all resident graduate degree programs. Air Force organizations sponsor research performed by students who complete thesis requirements on topics of interest to the Air Force and DOD. AFIT's consultation services offer DOD organizations and other government agencies the expertise of the faculty in their professional disciplines. Sponsored programs activities also provide the faculty an opportunity for professional development and growth and exposure to the latest in defense-related concepts and concerns, which are incorporated into instruction.

In FY 06, AFIT graduate students completed 339 master's theses and 21 PhD dissertations. Of these, approximately 85 percent contributed directly to an Air Force, DOD, or government agency project. Approximately 75 percent of AFIT theses were in direct support of Air Force Materiel Command, headquartered at Wright-Patterson AFB. AFIT graduate student research efforts in FY 06 resulted in approximately \$35 million in cost-avoidance savings for sponsors, and faculty

efforts produced over \$6.5 million in research grants and approximately \$1.5 million in educational grants.

The school's collocation with the AFRL, the Air Force's largest center of research, development, and materiel activity, produces a synergistic relationship that results in an atmosphere that balances the theoretical and practical aspects of research and instruction. Close association with engineers and scientists actively engaged in Air Force research and development keeps research focused on Air Force technology needs.

Further Information

The Graduate School of Engineering and Management publishes several documents annually that provide detailed information about the graduate school's programs, degree requirements, and research activities. Detailed information about the graduate school's programs is found in the *Graduate School of Engineering and Management Catalog* on AFIT's Web site at <http://www.afit.edu/en>.

The Office of Research and Sponsored Programs publishes an annual report documenting student and faculty research activity, sponsored course support, and research assessment results. This report is routinely distributed to research sponsors and potential collaborators. The *2006 Annual Report* is available on the AFIT Web site: <http://www.afit.edu/en/enr/ResearchNews.cfm>.

School of Systems and Logistics

Col Diana Schulz, Dean

Internet Address

<http://www.afit.edu/ls/>

The School of Systems and Logistics (LS) is the Air Force's professional continuing education (PCE) school for technical management disciplines. The school's mission is to plan, develop, and conduct courses and programs to satisfy the technical management educational needs in the areas of logistics, systems, and acquisition for the Air Force, DOD, and other federal agencies. Classes were presented to over 14,000 students in 2006. In addition to teaching formal courses, the school presented tailored workshops and seminars to some 800 students in 2006 in response to immediate requirements, provided consulting services in its areas of expertise, and conducted relevant research.

Traditional resident and on-site courses range in length from three days to three weeks. An extensive set of live and asynchronous Web-based courses varies in length based on mode of presentation and curriculum requirements. Almost 8,000 students took advantage of the various distance-learning courses offered by the school in 2006.

Professional Continuing Education

The School of Systems and Logistics PCE equals

- highest quality PCE available anywhere,
- fully funded classes for Air Force activities,
- the Air Force leader in Web-based education for the acquisition and logistics workforce,
- professional growth and development opportunities, and
- the tools, skills, and abilities to manage the entire spectrum of a system's life cycle.

Disciplines

The School of Systems and Logistics offers approximately 80 formal courses and numerous executive seminars and tailored workshops in the following three general areas:

- Engineering Management
- Acquisition Management
- Sustainment Management

Examples of individual courses available include

- Reliability Centered Maintenance
- Data Management
- Operational Requirements
- Configuration Management
- Life-Cycle Costing
- Lean and Six Sigma
- Evolutionary Acquisition
- Risk Management
- Product Support
- Software Project Management
- Production Management
- Maintenance Management
- Test and Evaluation
- Transportation
- Combat Logistics
- Team Building

- Acquisition and Logistics Reform
- Affordability
- Earned Value Management

Faculty

The School of Systems and Logistics faculty is a unique combination of over 50 Air Force, Army, and Navy officers and DOD civilians who combine extensive practical field experience with academic expertise and a driving desire to provide whatever education, consulting, and other support customers need.

Delivery Modes and Funding Information

Resident Course Offerings. The School of Systems and Logistics normally pays for travel and per diem for USAF students.

On-Site Course Offerings. The School of Systems and Logistics normally pays for faculty travel and per diem for all scheduled course offerings. Additional offerings may be negotiated with the school.

Web-based Course Offerings. The School of Systems and Logistics pays for all costs associated with Internet courses.

Tailored Courses, Seminars, and Workshops

Resident and on-site presentations are both available. Individualized courses, seminars, and workshops designed to meet unique or recurring needs are the School of Systems and Logistics' specialty.

Management and Technical Consulting

The School of Systems and Logistics' faculty provides individualized consulting services to Air Force and DOD customers. This includes consultation in their areas of management and technical expertise and small group and team facilitation. They have a long and proven record of providing premier consulting services to such activities as acquisition program offices, depot maintenance organizations, other DOD and federal agencies, and friendly and allied nations, to highlight a few.

Civil Engineer and Services School

Dr. Jared A. Astin, Dean

Internet Address

<http://www.afit.edu/cess/>

The Civil Engineer and Services School (CESS) provides professional continuing education (PCE) for individuals in the civil engineer and services career fields.

In its capacity as a center of professional education and development, the school has established integrated programs including resident continuing education, nonresident courses and seminars, and consultation services.

Professional Continuing Education

Each of the school's PCE courses satisfies a specific career need of the Air Force and the students. These courses provide the education an officer or civilian needs over a lengthy career in Air Force civil engineering or services. The school offers management-oriented courses relating to Air Force civil engineer and services missions. The technical offerings update and broaden the professional and technical knowledge of architects and civil, electrical, mechanical, and general engineers. These courses provide both management doctrine and applications for development of career professionals as they rise in the management structure. The fundamental objective is to return the students to their assignments better prepared to do their jobs. Specific courses offered vary from year to year, depending on the needs of the career fields served by the school.

In addition to resident classes provided at Wright-Patterson AFB, the school offers PCE courses at or near the student's normal duty location through a non-resident program consisting of on-site courses, seminars, Web, and satellite instruction. Some on-site seminars are conducted on a regional basis and focus on a specific function or field problem common to several bases in the area. For these seminars, faculty members conduct the educational program at a centrally located base. In FY 06, CESS used the Air Technology Network (ATN) to deliver education to 1,639 students, while 899 students received education through on-sites, 465 students received education through the Environmental Education Center, and 1,305 students attended resident classes at the school.

Faculty

CESS is organized into the Departments of Engineering Management, Environmental Management, Services Management, and the Academic Support Division. The faculty is composed mainly of Air Force officers with advanced degrees and recent field experience in civil engineering and services, as well as professional competence in a related professional discipline. Highly qualified civilian experts in specific management areas complement the military faculty. Guest lecturers further enhance the program of instruction.

Consultation

Faculty members provide consultation services to customers worldwide. Their research and consultation provide assistance to the Air Force through advice on and analysis of current problems. CESS is a source of knowledge and expertise tailored to support the technical and management needs of the Air Force and the DOD.

Civilian Institution Programs

Col Robyn King, Dean of Students

Internet Address

<https://www.afit.edu/cip/>

The Civilian Institution Programs office at AFIT manages Air Force officers pursuing educational programs needed to meet specific Air Force requirements. The office provides this advanced education through civilian universities, research centers, hospitals, industrial and business organizations, and governmental agencies. This education covers a broad spectrum of academic disciplines at all degree levels, including postgraduate programs, continuing education programs, and programs jointly sponsored by the Air Force, other governmental agencies, and industrial and business organizations.

Officers selected for extended programs are assigned to AFIT with duty stations at a university, research center, medical institution, industrial firm, or governmental agency. Those selected for continuing education courses attend in a temporary duty status. Program managers provide administrative support to students and monitor each educational program to ensure that Air Force requirements are met in the shortest feasible time.

Officers selected to participate in the F. Edward Herbert Armed Forces Health Professions Scholarship Program and Financial Assistance Program are reservists assigned to the Air Reserve Command, detailed to universities and medical institutions, and managed by AFIT.

Regular Graduate Degree Programs

Regular graduate degree programs qualify selected officers for validated advanced academic degree (AAD) positions. AAD requirements are established annually by Headquarters USAF Education Requirements Board (AFERB) in the form of AAD quotas. These quotas are advertised to the field by the Air Force Personnel Center. The CI Programs office manages only those AAD positions that are not offered through a resident degree program at AFIT.

USAFA Graduate School Program

The Graduate School Program places selected US Air Force Academy (USAFA) graduates in 12-month graduate degree programs immediately following their commissioning. Some of these officers proceed to operational assignments requiring an advanced academic degree and then perform follow-on duty as a USAFA faculty member. Degree disciplines mirror and supplement USAFA instructor preparatory requirements.

USAFA National Collegiate Scholarship Program

The National Collegiate Scholarship Program places top USAFA graduates who have been awarded a competitive scholarship into a two-year master's, or in some

cases a three-year PhD program immediately following their commissioning. Degree disciplines vary, but typically they are related directly to the scholarship recipient's Air Force specialty code (AFSC).

Instructor Preparatory Education Program

Instructor preparatory education programs prepare selected officers for faculty or staff assignments at the USAFA, AU PME schools, or the resident schools of AFIT. Programs are at the master's and PhD level and in a variety of academic disciplines as determined by the needs of each organization.

Legal Education Degree Programs

There are three different categories of opportunities for legal education through AFIT. Selectees for these programs are competitively selected by the Judge Advocate General. The first of these programs is the Funded Legal Education Program (FLEP). FLEP provides officers up to 36 months to obtain a juris doctorate (JD) degree from a civilian law school and to pass the bar exam. Upon completion of the JD, officers are given an assignment to the legal career field.

The second program is the Excess Leave Legal Education Program. As with the FLEP, students in this program are allowed up to 36 months to obtain their JD degree and to pass the bar exam. However, officers who volunteer and are selected for this program will receive no pay or allowances, do not accrue annual leave, and pay their own tuition and fees. Upon completion of the JD, officers are given an assignment to the legal career field.

The third program is a graduate-level education program that enables judge advocate general officers to obtain a master of law degree through a civilian institution. This program lasts nine to 12 months.

Chaplain Degree and Nondegree Programs

The chaplain's degree program, at Columbus State University and Mary Hardin-Baylor University, which is also associated with the Army Family Life Chaplain Training Centers at neighboring Army bases, Fort Benning, Georgia, and Fort Hood, Texas, is a 15-month program resulting in a master's degree in counseling.

The chaplain's nondegree program was developed for chaplain officers to attend universities for nine months (two semesters) and receive specialized master's-level education without actually receiving a master's degree, thereby lowering Air Force costs.

Education Delay Program

The Education Delay Program allows selected college graduates in AFROTC to defer entry to active duty to pursue further education at their own expense. Major fields of advanced study include medicine, law, engineering, and physical science.

Education with Industry Program

The Education with Industry Program (EWI) is a 10-month, nondegree internship program sponsored jointly by AFIT, leading industries, and government

agencies throughout the country. EWI programs are designed to develop qualities and abilities in selected officers and civilians necessary for effective acquisition management and professional or technical leadership.

Basic Meteorology Program

The Basic Meteorology Program is a 12-month program designed to provide selected candidates with the necessary college-level coursework required to be classified for the 15W1 AFSC with follow-on inclusion into the Air Force Weather career field. Applicants for this program normally are AFROTC and USAFA cadets in their senior year or Officer Training School applicants.

Health Care Education Division

The Health Care Education Division manages graduate and postgraduate programs for Air Force Medical Service officers in response to the requirements of the Air Force Surgeon General. They include residency and fellowship programs for active duty Air Force medical and dental officers, graduate and fellowship programs for Biomedical Science Corps officers, graduate programs for Nurse Corps and Medical Service Corps officers, and the F. Edward Hebert Armed Forces Health Professions Scholarship and Financial Assistance Program (HPSP/FAP). The division manages the Active Duty Health Professions Loan Repayment Program, allowing for the recruitment and retention of medical professionals in specialties that are hard to recruit or are critically staffed. Additionally, the Division manages the Continuing Medical Education Program, satisfying the continuing education needs of Air Force Medical Service officers.

Medical/Dental Residencies and Fellowships

Under this Air Force program, active duty Medical Corps and Dental Corps officers are sponsored in civilian, DOD, Army, and Navy institutions in advanced medical/dental programs. These residents and fellows are selected each year to maintain adequate numbers of specialty-trained physicians and dentists for clinical practice in the future. The selection process is very competitive. Once an officer has been selected for advanced education and assigned to AFIT, fellows and residents are closely monitored to ensure successful completion of their demanding programs.

Allied Health Education

This program places Nurse Corps, Biomedical Sciences Corps, and Medical Service Corps students in AFIT-funded graduate- and postgraduate-degree programs at over 65 institutions nationwide. Candidates for these programs are selected each year by the Air Force Personnel Center to fulfill specific requirements identified by the Integrated Forecasting Board (IFB). Once placed, students are monitored to ensure their curricula align with IFB requirements and that they maintain a satisfactory academic performance and graduate in the shortest time possible.

Armed Forces Health Professions Scholarship and Financial Assistance Program

HPSP/FAP scholarships are available to military and civilian applicants. The HPSP provides for a maximum of four years of sponsorship (including a monthly stipend) to qualifying students attending accredited civilian medical, osteopathic, dental, and graduate or professional allied health degree program schools. Sponsored academic disciplines are approved by the Air Force Surgeon General and are updated annually. While in the HPSP, students serve as inactive Reserve officers. Civilian and non-Air Force military participants are selected by the Air Force Recruiting Service. Active duty Air Force personnel and Air Force Academy are selected by the Air Force Personnel Center.

The FAP provides an annual grant and monthly stipend to qualifying physicians and dentists completing residency requirements in selected specialties needed by the Air Force. While in the FAP, students serve as inactive Reserve officers. The Air Force Recruiting Service selects participants.

Active Duty Health Professions Loan Repayment Program

This program administers and funds participants in the Active Duty Health Professions Loan Repayment Program. Civilians applying for entry into active duty in an approved specialty may be offered repayment of qualifying education loans. Active duty medical service officers in an approved specialty may be offered repayment of qualifying educational loans as a retention incentive and in exchange for an active duty service obligation. Once all conditions for participation have been met, payments will be made directly to the lending institution on behalf of the officer.

Continuing Medical Education Program

This program annually funds approximately 1,200 active duty medical service officers (all corps) to maintain currency and accreditation in their area of specialization through short-course attendance at professional civilian-sponsored programs. Medical service officers select individual courses that are most appropriate for their professional specialty and meet Air Force criteria (e.g., appropriate sponsorship, continuing medical education credits). Approved courses do not exceed 10 days in length. Qualifications and application procedures are found in the Education and Training Course announcements.

Air Force Center for Systems Engineering

Mr. George Mooney, Director

Internet Address

<http://www.afit.edu/cse>

The Air Force Center for Systems Engineering is a directorate within AFIT and is the recognized Center of Excellence for Systems Engineering (SE) within the Air

Force and the DOD. The mission of the center is to shape the future of systems engineering with the goal of improving our ability to deliver war-fighting capabilities. We accomplish this by conceptualizing new processes, practices, tools, and resources through research, education, and consultation.

Research. The center undertakes research studies for headquarters, MAJCOMs, program offices, and other organizations needing SE support and analyses for their specific area of interest and concern. Agreements to perform these studies are negotiated between the center and the requesting organization based on the availability of manpower, expertise, and funding. The center also develops and promulgates in-depth SE case studies to provide learning principles for the SE workforce and for use as teaching aids in academic programs.

Education. The center provides a forum to shape the academic curriculum for SE education across the Air Force. Utilizing resources from academia, industry, and professional organizations, the center works through the AFIT schools (AFIT/EN and AFIT/LS) and other sources to provide education specifically tailored to meet the Air Force needs. These SE educational programs include doctoral and graduate degrees, a graduate certificate program, and professional continuing educational courses. They are offered in a variety of ways including in-residence, at the customer's site, and through distance learning. In addition, the center works with the Defense Acquisition University (DAU) and other professional organizations such as the International Council on Systems Engineering to address major SE issues.

Consultation. The center provides SE subject matter expertise to conduct program assessments, perform gap analyses, and to provide recommendations for improving SE process implementation. The center also provides policy recommendations to SAF/AQ, SAF/US, OSD, and other organizations chartered to establish and implement SE policy for the Air Force and DOD. Through its participation in key SE government and industry associations, working groups, and committees, the center provides a conduit to facilitate SE work efforts across the Air Force, Navy, Army, Marine Corps, OSD, NASA, NSA, NRO, industry, and academia. The center's Web site is designed to be a one-stop shop for SE information allowing the SE workforce to find SE-specific information by visiting this single site. Furthermore, the center has established a Rotational Development Program to accelerate the development of future systems engineers. The program is tailored to the individual's specific needs but includes access to the center's SE educational programs, experience in a program office, and mentoring from senior systems engineers.

Mailing address:
AFIT/SY
2950 Hobson Way
Wright-Patterson AFB, OH 45433-7765

Air University Enlisted Degree Program

The Community College of the Air Force (CCAF) is the only college system solely for enlisted members. The college offers an associate in applied science degree. CCAF programs are designed to provide students with knowledge, skills, and theoretical background for enhanced performance as technicians and noncommissioned officers.

Community College of the Air Force

Lt Col Raymond Staats, Commandant
Dr. Daniel R. Hayes, Dean of Academic Affairs
CMSgt Joseph Thornell, Superintendent

Internet Addresses

Public site: <http://www.au.af.mil/au/ccaf/>

Nonpublic site: <https://ccaf.maxwell.af.mil/>

Air Force Virtual Education Center: <https://my.af.mil/afvecprod/>

Mission: *Offer and award job-related associate in applied science degrees and other academic credentials that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions of Air Force enlisted members.*

The Community College of the Air Force (CCAF) serves the educational needs of the Air Force enlisted community by offering associate in applied science degrees and other credentialing programs that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions of Air Force enlisted members. It is the only federally chartered institution in the United States that awards college degrees solely to USAF enlisted personnel.

The college was established in April 1972 at Randolph AFB, Texas; relocated to its present location, Maxwell AFB, Alabama, in April 1979; and realigned under Air University in July 1993. The college mailed its first official transcript in November 1972 and issued its first career education certificate in August 1973.

The college received degree-granting authority in July 1976 and awarded its first associate in applied science degree in April 1977. From 1980 to 2004 the college was separately accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number [404] 679-4501) to award the associate degree.

With more than 340,000 registered students, the college is the largest multi-campus community college in the world. Its affiliated schools are located in 38 states, the District of Columbia, and nine foreign locations. Nearly 6,500 CCAF faculty members provide quality instruction for the professional development of enlisted personnel. The college has awarded more than 298,500 associate in applied science degrees to enlisted members of the active duty Air Force, ANG, Air Force Reserve Command (AFRC), and enlisted members of the Army, Navy, Marine Corps, and Coast Guard teaching in CCAF affiliated schools.

Associate in Applied Science Degree

CCAF awards an associate in applied science degree in the following areas:

Aircraft and Missile Maintenance

Allied Health

Electronics and Telecommunications

Logistics and Resources

Public and Support Services

CCAF degree programs consist of a minimum of 64 semester hours. To graduate, students must hold the journeyman (five) level in the appropriate Air Force specialty code (AFSC) at the time of program completion and have a minimum of 16 semester hours of CCAF credit applied to their degree program. Students must complete all degree requirements before separating, retiring, or becoming commissioned officers.

Academic Requirements	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education (3 hours in each of following)	
Oral Communication	3
Written Communication	3
Mathematics	3
Social Science	3
Humanities	3
Program Elective	15
TOTAL	64

The detailed listing and description of each CCAF degree program is available in the separate *CCAF General Catalog*, published every three years. The detailed listing and description of individual CCAF courses comprising degree programs are available at each of the 103 affiliated schools specifically teaching those courses. Similarly, the listing of CCAF's more than 5,300 qualified instructors and 1,100 student instructors is available at each school where those instructors teach or in a central database located in the CCAF administrative center.

CCAF System

The college functions as a single institution with respect to credit documentation, records, and educational program management. The system is supported by the Air Force Recruiting Service, USAF Occupational Measurement Squadron, Airman Classification Squadron, and Headquarters AETC. These agencies provide the recruitment, job analysis, and staff support required for successful operation of the system.

Affiliated Schools

The instructional programs of the college are conducted by the Air Force in traditional learning environments. Even when advanced instructional technology and

individualized instruction are used, students attend regularly scheduled classes and complete specified course work under assigned faculty in much the same manner as students in the classrooms of most traditional civilian colleges, except that students typically attend one course at a time, eight hours each day, five days a week until satisfactorily completing the course.

What is often perceived as nontraditional about the college is its form of organization and administration. Air Force schools provide instruction at numerous locations because of the geographic mobility of the students as they pursue their Air Force occupations. Accordingly, each of these separate education and training organizations, called affiliated schools, is a component of a worldwide educational system.

Education Services Centers

The general education component of every degree program must be completed in civilian colleges and/or through nationally recognized testing programs, during off-duty time, with the Air Force paying all or a portion of the tuition costs. Counseling of students is accomplished by trained education counselors located on all major Air Force installations and CCAF advisors at each ANG and AFRC installation.

The education services centers administer the College-Level Examination Program, Defense Activity for Nontraditional Education Support Subject Standardized Tests, and Excelsior College Examinations. They also conduct formal graduations worldwide at least once each year, usually during the months of April and October.

Advisory Bodies

In addition to the Air University Board of Visitors, the college uses several advisory bodies composed of members from the CCAF administrative staff and the CCAF system. These advisory bodies provide the college with direction and customer feedback, set policies and procedures, and facilitate communication throughout the system.

Affiliated Schools Advisory Panel. Members represent categories of technical training, field training, and PME-sponsored schools affiliated with the college. The panel provides a forum for reaffirming CCAF's commitment to providing job-relevant educational opportunities to all enlisted personnel.

Education Services Advisory Panel. The panel includes the CCAF dean of academic affairs and education services advisor, Headquarters USAF and MAJCOM personnel, base-level education services personnel, and ANG/AFRC counterparts. The panel provides an interface between the college and the education services system.

CCAF Policy Council. Twenty-three representatives from all elements of the CCAF system make up the Policy Council. The council, chaired by the CCAF dean of academic affairs, meets twice a year and submits recommendations concerning academic policies, degree programs, award of credit, academic standards,

affiliation of Air Force schools with the college, and other policy matters to the commandant.

CCAF Transcript Requests

There are several options for requesting a transcript. CCAF advisors can request transcripts electronically for students via the CCAF Web Progress Report Web site: <https://ccaf.maxwell.af.mil/webpr/index.asp>. To ensure compliance with the Family Educational Rights and Privacy Act, CCAF advisors must verify the identity of each student prior to submitting transcript requests.

Students can order their own free transcripts online through the Air Force Portal at <https://www.my.af.mil/faf/FAF/fafhome.jsp>. To ensure compliance with the Family Educational Rights and Privacy Act, students can only order transcripts for themselves.

Students can also order a free transcript via written request to CCAF/DFRS, 130 West Maxwell Boulevard, Maxwell AFB, AL, 36112-6613. Each request requires the student's full name or former name, if appropriate; social security account number; current address with zip code; address with zip code where transcript is to be sent; and requester's signature to legally authorize release of the transcript.

Another option allows students to order a transcript through Credentials Incorporated via telephone or online from virtually anywhere in the world. Requests will be expedited on a next-business-day basis once the transaction has been completed (some transactions may require a faxed or mailed signature from the student for the order to be finalized). The online system is available 24 hours per day. Up to five transcripts can be sent to separate locations in a single transaction. Students also have an overnight mailing option. Processing fees start at \$2.00 per transaction and are assessed based on the number of transcripts ordered and delivery method. Users must have a valid credit card and e-mail address or fax number in order to use this service. Students can reach Credentials Incorporated on the Web at <https://www.degreechk.com> or by calling 1-800-646-1858.

Section II

Other Air University Schools and Programs

Professional military education for officers includes the Air War College and Air Command and Staff College, both addressed in the previous section. This section includes the remainder of officer professional military education (PME) conducted by Squadron Officer College and enlisted PME programs under the College for Enlisted PME. Officer accession and training schools, professional continuing education, advanced distributed learning, and citizenship education programs are also addressed in this section.

Professional Military Education Programs and Schools

Air University's professional military education schools prepare junior, midcareer, and senior noncommissioned and commissioned officers and selected civilians for progressively more responsible positions throughout the Air Force and DOD. All colleges, schools, and programs operate within the framework of the Air Force continuum of education, a coordinated and integrated educational system that links curricula across Air University so that each college, school, and program builds on the education provided at the previous level. This continuum includes five core areas: the profession of arms, military studies, international security studies, communication studies, and leadership and management studies.

Squadron Officer College

Col Thomas J. Trask, Commandant

Internet Address

<http://soc.maxwell.af.mil/>

Mission: *Develop twenty-first century Airmen who can advocate what air, space, and cyberspace power brings to the fight, value team achievement over individual success, and value their role in the profession of arms.*

The Squadron Officer College (SOC) is designed to educate company grade officers on the basic concepts of modern-day air, space, and cyberspace warfare and essentials of military leadership. Commissioned as an AU college in February 2000, SOC is composed of two educational schools: the Air and Space Basic Course (ASBC) and Squadron Officer School (SOS).

ASBC is a 30-training-day program organized to teach new company grade officers (CGO) the essential concepts of how the Air Force prosecutes aerial wars utilizing Air Force doctrine and team concepts. The course begins with a survey of key Air Force weapon systems and includes descriptions of how these weapons are employed in combat. Other lessons include an introduction to war theory, historical airpower principles, strategic concepts, and the basics of air, space, and cyberspace doctrine. Additionally, the program includes a five-day combined operations period with the Air Force Senior Noncommissioned Officer Academy. This integrated curriculum includes a focus on hands-on leadership skills, improved communication abilities, and a better appreciation of both officer and enlisted force development issues. During the entire ASBC program, students are required to act as military teams, using what they have learned in the ASBC curriculum to solve complex problems. After learning these fundamental concepts, students work as a combat team in a simulated air, space, and cyberspace operational center and report to a joint force air component commander (JFACC). They develop and execute an aerial campaign plan in a complex war game. Through these efforts, ASBC provides the fundamental concepts and motivation for lieutenants to begin learning and inculcating the skills, values, and ethos of a professional Airman.

SOS was originally commissioned in the 1950s during the Korean War. Initially, it was organized as a war leadership school, teaching USAF captains the salient concepts of aerial warfare and the command responsibilities involved in combat situations. Col Russell V. Ritchey, USAF, the school's founder, stated that SOS's primary purpose was to study war. "I wanted no off-shoots," explained Colonel Ritchey, "which would distract the student from his primary aim or compromise the purity of the profession."

Following these guidelines, today's SOS is designed to teach the essence of military leadership; air, space, and cyberspace doctrine; international security issues; and communication skills. Students are not only exposed to these new concepts, they are required to apply these lessons in a variety of complex experiential learning exercises which involve fatigue, frustration, and team esprit. Physical fitness, team

problem solving, and proper military decorum are critical aspects of the school's offerings. Over the years, Medal of Honor recipients, astronauts, and principal military commanders—both in the United States and from various international countries—have graduated from this institution. SOS is a premier military leadership school.

SOC staff support divisions include an Education and Curriculum Directorate, Future Requirements Directorate, and Directorate of Mission Support. The director of Education and Curriculum develops and maintains educational lessons, readings, and a distinguished speaker program for both ASBC and SOS; manages the day-to-day classroom schedules, evaluation procedures, and course surveys; and is responsible for initial and advanced faculty development. The Future Requirements Directorate conducts a long-range planning cycle, manages student throughput, and maintains all strategic planning documents. The Directorate of Mission Support oversees the manning of faculty, works on student personnel issues, and ensures maintenance of all facilities, including extensive field leadership facilities, physical fitness courses, equipment, and military leadership obstacle courses.

Faculty Development

SOC provides initial faculty development instruction to all faculty through the Fundamentals of Instruction course. Faculty members include those personnel who design, develop, or implement SOC curriculum or who supervise those involved in such activities. Thus, faculty members include flight commanders, squadron commanders, faculty development and training personnel, and curriculum development personnel. Following initial faculty development experience, SOC's two schools teach school- or lesson-specific execution requirements. Curriculum developers are provided with the Advanced Principles of Instruction course, which focuses on applying the Air Force Instructional Systems Development model to ASBC and SOS lesson research, development, and implementation.

Air and Space Basic Course

Col Mark A. Simon, Commandant

Internet Address

<http://www.maxwell.af.mil/au/soc/asbc>

Mission: *To inspire new USAF officers to comprehend their roles as Airmen who understand and live by USAF core values, can articulate and advocate what air, space, and cyberspace power brings to the fight, and are dedicated as warriors in the world's most respected air, space, and cyberspace force.*

Goals:

- Embrace the profession of arms by applying the Air Force core values with the heart, mind, and body of an air, space, and cyberspace warrior.
- Value the expeditionary air, space, and cyberspace force as a team, and the role of Air Force officers in leading within this team.

- Comprehend air, space, and information operations as the primary means for effectively employing air, space, and cyberspace power as a part of the joint war-fighting team.
- Comprehend Air Force history, doctrine, and distinctive capabilities as the foundation for the effective employment of air, space, and cyberspace power.

ASBC is an educational program for newly commissioned second lieutenants and for selected DOD civilians. It was originally created as a test program in 1997 and was commissioned as a formal AU educational program in January 1999. On 8 February 2000, ASBC became one of the schools within SOC.

In April of 2003, the chief of staff of the Air Force directed an “order of magnitude increase in officer and enlisted interaction in PME.” From this guidance evolved ASBC’s new combined operations with the Air Force Senior Noncommissioned Officer Academy. This revolutionary change increased the ASBC course length from four to six weeks, and included new curriculum topics focusing on hands-on leadership, improved communications, and enlisted and officer force-development issues. Test classes were conducted in August and October 2003, with full-scale implementation beginning in January 2004.

ASBC’s curriculum explores the foundations of air, space, and cyberspace doctrine, the distinctive capabilities, and examines how air, space, and cyberspace power is employed in combat. In each lesson, the importance of the Air Force core values is continually reemphasized. Students attending ASBC are encouraged to comprehend and value their roles as Airmen in the world’s most respected air, space, and cyberspace force. They are required to articulate how the USAF distinctive capabilities were forged in the fires of aerial combat in the skies over Europe, Japan, Korea, Vietnam, Iraq, Serbia, and now Afghanistan. They are required to demonstrate how the Air Force plans to fight and operate in wars as a key part of a joint or coalition force.

In this post-cold-war era, where the military threats are complex and elusive, ASBC was created to provide young officers with the logic and the grammar of their unique Air Force profession. Author Carl Builder states, “To prepare for an uncertain future, the Air Force needed to readdress its fundamental ‘sense of identity and purpose.’” Because of its emphasis on heritage and on the study of air, space, and cyberspace operational planning, ASBC is very different from the traditional curriculum used in most precommissioning programs.

The course is built around indoor and outdoor classroom activities. The pinnacle of the curriculum is “Blue Thunder III,” a three-day war game where students are thrust into key roles in an air operations center (AOC). Students exercise a theater air, space, and cyberspace campaign, including development of a master air attack plan. This capstone war game demonstrates to the student that teamwork is required to successfully plan a joint air, space, and cyberspace campaign. War games and application-level exercises are used throughout the course to maximize student learning level and comprehension.

Curriculum

The ASBC curriculum consists of two interconnected methods of study. The first method is linear, in which each lesson is built upon the preceding one and addresses the achievement of the designated cognitive educational goal. The second method is nonlinear, which strives to create the affective changes to motivate students to consider themselves Air Force officers above all else.

To maximize the learning of entry-level students, ASBC employs state-of-the-art educational technologies in the classroom and in various exercises. To help students learn and instructors teach, the learning material includes the following:

- DOD Digital Versatile Disk classroom application “What Now, Lieutenant?” presents core values/ethics case studies for random access and full-screen, full-motion professional video segments.
- Multiplayer networked war games, AFEX and AIRGAP II, are played to reinforce application-level learning, with an emphasis on the Air Force core competencies, joint-service teamwork, integration of theory and doctrine concepts, crisis-action planning under stress, and decentralized execution.
- Blue Thunder III is a theater campaign simulation that allows student flights to conduct an air, space, and cyberspace campaign against an opposition force comprised of other students. This exercise is a capstone war game fought in a simulated AOC environment.

Duration and Quotas

ASBC will conduct five classes during academic year 2007–8 for a total of 3,588 students. Each class lasts 30 training days.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	90.45
Leadership/Management	45.40
Military Studies	13.35
Communication Studies	11.15
International Studies	3.30
TOTAL INSTRUCTION	163.65
Other (Admin and Testing)	18.05
Physical Fitness	12.00
Course Total	193.70

Academic Credit

The American Council on Education (ACE) recommends semester hour credit in the upper-division baccalaureate category and the graduate degree category (<http://www.militaryguides.acenet.edu>). Awarding transfer credits is at the discretion of each college or university.

Squadron Officer School

Col Michael E. Tallent, Commandant

Internet Address

<http://www.maxwell.af.mil/au/soc/sos/>

Mission: *Develop dynamic Airmen ready to lead air, space, and cyberspace power in an expeditionary war-fighting environment.*

Goals: Students will value their unique role as Air Force officers by

- broadening commitment to the concept of officership, core values, and the unique role of the Air Force officer in the profession of arms;
- valuing the distinctive capabilities of air, space, and cyberspace power as guided by Air Force doctrine and applying those principles to current and future war-fighting scenarios;
- strengthening leadership and followership skills by building effective, cohesive teams that can adapt successfully to accomplish challenging goals; and
- applying sound problem-solving, management, and communication practices to operate successfully in an expeditionary war-fighting environment.

SOS is an AU educational institution designed to teach USAF company grade officers the skills of command leadership. The institution originated in 1946 at Tyndall Field, Florida, and was called the Air Tactical School. In 1950 the Air Tactical School closed, and the faculty transferred to Maxwell Field, Alabama. Under the leadership of Col Russell V. Ritchey, they developed a new educational program called the "Squadron Officer Course." The first company-grade officers began attending this institution on 23 October 1950. From 1950 to 1959, SOC was an organizational unit within ACSC. Above all, noted Colonel Ritchey, the course was developed primarily to educate officers within the expertise of the profession of arms. In 1959 this course was renamed Squadron Officer School and began reporting directly to the AU commander.

SOS teaches all the key leadership concepts of being able to analyze situations, develop plans, train followers, perform as a team, and critique the effort. For the academic year 2004–05, SOS integrated AFDD 1-1, *Leadership and Force Development*, throughout the entire curriculum, specifically focusing on the Enduring Leadership Competencies. While attending SOS, students step away from their special technical skills and broaden their focus on the Air Force as an institutional fighting force. They prepare for leadership responsibilities, study the significance of the Air Force Core Values and learn about air, space, and cyberspace doctrine. After studying various military leadership concepts, they are required to apply these lessons in various experiential learning exercises.

SOS not only provides students with an opportunity to understand how leadership skills influence team achievement but also provides these officers the opportunity to experience the responsibilities of being an effective follower. This focus on followership

includes such functions as taking risks, working with others, and constructively dissenting when the team or leader is headed in the wrong direction. In addition, the SOS experience helps students refine their written and oral communication skills as well as establishes a foundation of knowledge on how the Air Force fights wars.

Resident Curriculum

SOS presents our service's history, doctrine, and employment concepts to the students throughout the course. The students improve their knowledge of the Air Force and its mission through multiple readings, seminar discussions, and lectures presented by air, space, and cyberspace power experts.

To emphasize team building, leadership, and followership, the SOS curriculum lessons are sequenced concurrently, rather than sequentially. Students, therefore, are required to study a lesson, work as a team, and then apply the ideas in a complex exercise afterward. This approach to learning helps officers improve professionally and promotes the inculcation of the warrior-leader ethos.

Duration and Quotas

SOS will conduct seven classes during academic year 2007–8 for a total of 3,506 students. Each class lasts 25 training days.

Prerequisites and Selection

Captains with at least four and less than seven years of total active federal commissioned service who are not in a failed or deferred promotion status are eligible to attend SOS. DOD civilians in the grades of GS-9 to GS-12, with at least four years of continuous civil service are eligible. See the Education and Training Course Announcements (ETCA) for additional information.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	16.05
Leadership/Management	70.00
Military Studies	13.15
Communication Studies	15.25
International Studies	7.30
TOTAL INSTRUCTION	121.75
Other (Admin and Testing)	30.30
Physical Fitness	12.00
Course Total	164.05

Nonresident Program

The SOS Nonresident Program presents similar, but not parallel, material to the resident curriculum. During the past two years, the SOS Nonresident Program

has discontinued its book version and CD-ROM version, replacing them with an online program. Presently, the SOS Nonresident Program 28 (online version) consists of five courses: 28A, Profession of Arms; 28B, Military Studies; 28C, International and Joint Studies; 28D, Communication Studies; and 28E, Leadership and Management Studies. This online education program features Web-based instruction and permits rapid, worldwide deployment of the SOS nonresident course. It also features computerized testing, with immediate test feedback results. While formative feedback is available online, students take electronic course exams at designated education offices or other sanctioned testing sites.

Eligibility requirements. Captains or above and selected DOD civilians in the grade of GS-9 or above are eligible to enroll in the program. Under normal circumstances, students must complete the entire program within 18 months. See the Squadron Officer College Advanced Distributed Learning Web site (<http://sos.maxwell.af.mil/socadl>) for detailed course description and enrollment information.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	12.00
Military Studies	21.00
International and Joint Studies	18.00
Communication Studies	18.00
Leadership/Management	27.00
TOTAL	96.00

Academic Credit

The American Council on Education (<http://www.militaryguides-.acenet.edu>) recommends three semester hour credit in the upper-division baccalaureate category and the graduate degree category. Awarding transfer credits is at the discretion of each college or university.

College for Enlisted Professional Military Education

Col Thomas D. Klincar, Commander

Internet Address

<http://www.maxwell.af.mil/au/cepme/>

Mission: *Provide the continuum of education necessary to inspire and develop enlisted leaders with the moral framework of integrity, service, and excellence.*

The College for Enlisted Professional Military Education (CEPME) was activated 15 December 1993. The college is responsible for the instructional programs and faculty development for the Airmen Leadership Schools (ALS), Noncommissioned Officer Academies (NCOA), the Air Force Senior Noncommissioned Officer Academy (AFSNCOA), and the Chief Master Sergeant Leadership Course (CLC). These schools graduate approximately 30,000 students annually. The college conducts studies of enlisted professional military education (EPME) issues and advises Air Force leadership on EPME matters.

Focus: Developing Airmen with a warrior ethos and a passion for leading in the cause of freedom.

CEPME implements its mission and focus through its resident and distance-learning programs. The major components of CEPME are the Educational Programs Cadre (EPC), the Air Force Enlisted Heritage Research Institute (AFEHRI), the AFSNCOA, and eight NCO academies located in the continental United States (CONUS).

Educational Programs Cadre

Dr. Doug Savell, Dean

Internet Address

<http://www.maxwell.af.mil/au/cepme/epc/>

The Educational Programs Cadre was formed in 1993 as the sole organization responsible for the development and standardization of PME for all levels of enlisted PME throughout the Air Force. Responsibilities include resident and nonresident programs, as well as faculty and staff development for personnel assigned to all EPME programs.

EPC consists of the dean and three directorates. The Education Directorate, comprised of three instructional design teams (Airman Leadership Program, NCO

Program, and SNCO Program), develops and manages EPME curricula. The Operations Directorate, comprised of three operational teams, manages, evaluates, and supports EPME's educational programs. The Faculty Development Directorate directs the professional development of EPME educational staff and oversees faculty certification.

Overall, EPC develops, validates, and evaluates the curriculum for resident and distance-learning programs and formulates policies and procedures governing operations at all EPME schools located worldwide. EPC is responsible for developing, standardizing, and assuring the effectiveness of all EPME programs for the USAF. EPC is the office of chief responsibility for the 8T000 Career Field Education and Training Plan (CFETP), as well as the Community College of the Air Force (CCAF) point of contact for all CEPME schools. The EPC staff provides technology assistance and password-protected Web access for EPME schools to ensure rapid updates of policies, procedures, and curriculum. The EPC develops and manages distance-learning courses for each level of EPME and trains new instructors assigned to ALS, NCOA, and AFSNCOA programs.

Air Force Enlisted Heritage Research Institute

CMSgt Malcolm W. McVicar, Jr., Director

Internet Address

<http://AFEHRI.maxwell.af.mil>

Mission: *Support the College for Enlisted Professional Military Education by educating and motivating enlisted leaders on our enlisted heritage and history.*

The Air Force Enlisted Heritage Research Institute (AFEHRI) was established on 23 May 1997 as a component of CEPME. It is comprised of a director, NCOIC of research and heritage center, client support administrator, and a curator. The AFEHRI provides curriculum and student support to all facets of CEPME and Airman Leadership Schools. It also provides secondary student support to the USAF First Sergeant Academy and USAF Historian Development Course. It captures, preserves, and archives enlisted history and heritage and assists in developing the Air Force Promotion Fitness Examination Study Guide.

The institute is comprised of two elements. The research and archives element consists of a research center, archives storage, and a student computer lab. The heritage center element consists of the Enlisted Heritage Hall with many student-teaching exhibits. It is also a city and state tourist attraction and serves as a military museum to civilian visitors. The AFEHRI preserves the rich and dramatic heritage and tradition of the enlisted corps of the USAF and its antecedents: Aeronautical Division, Army Air Service; Army Air Corps; and Army Air Forces in the development of airpower to defend the United States. AFEHRI achieves its mission by featuring artifacts, art collections, pictorial exhibits, written and

oral documentation, audiovisuals, equipment, and selected aircraft parts. Additionally, students use the in-house and online research capabilities to enhance learning and complete enlisted heritage research projects. A significant archival holding is also available, and efforts are systematically made to ensure its growth and availability to researchers and the public.

Chief Master Sergeant Leadership Course

In January 2004, the Air Force chief of staff announced the stand up of new, top-level enlisted professional military education for personnel selected for promotion to chief. This course provides new chief master sergeants with foundational strategic-level leadership knowledge that is invaluable to the employment of air and space forces in support of national security. In August 2004, the inaugural Chief Master Sergeant Leadership Course (CLC) completed a successful test run and entered full production in February 2005. This capstone of enlisted PME is conducted at the Air Force Senior NCO Academy located at Maxwell AFB-Gunter Annex, Alabama.

Mission: *Provide newly selected chief master sergeants a strategic perspective of the Air Force and its mission.*

Goal: Conduct a strategic-level course that orients, prepares, and equips chief master sergeants for the highest level of enlisted leadership.

Eligibility: Active duty chief master sergeant selects with at least six months' retainability may attend. Chiefs selected for promotion are not required to complete CLC prior to pin-on, and with few exceptions, will attend within the year selected. Selected AFRES and ANG personnel also attend on a limited basis.

Resident Curriculum

The course consists of 69.5 academic hours spread over eight days. The primary instructional methodologies are formal lecture, informal lecture, guided discussion, question-and-answer sessions, panel discussions, and guided activity. These methodologies are used to facilitate the achievement of refined learning objectives, and all instruction is tied back to one or more of the core curriculum areas.

Curriculum Summary

Instructional Area	Academic Hours
The Developing CMSgt	14.50
The Expeditionary CMSgt	17.25
Senior Enlisted Leader/Manager	28.25
Collateral Curriculum	9.50
TOTAL	69.50

Duration and Quotas

The AFSNCOA, located at Maxwell AFB-Gunter Annex, conducts three, eight-day resident CLC classes each year with 200 students per class.

Selection. The Air Force Senior Leaders Management Office Chiefs Group (AFSLMO/CG) is the lead agent for CLC seat allocation management and student selection.

Air Force Senior Noncommissioned Officer Academy

CMSgt Pamela A. Derrow, Commandant

Internet Address

<http://www.maxwell.af.mil/au/cepme/sncoa>

The Air Force established the Air Force Senior NCO Academy (AFSNCOA) in 1972 to fill a void in professional military education for Air Force senior NCOs. In January 1973, the academy began its first class with 120 senior NCOs and a curriculum divided into two major areas: military environment and military management. Presently, the academy has an annual enrollment of over 1,800 senior NCOs, chief petty officers, and international senior NCOs and offers instruction in three major areas.

In 2003 the secretary and chief of staff of the Air Force approved the testing of an initiative designed to improve interaction between officers and enlisted members in the PME environment. The initiative called for students attending the Air and Space Basic Course (ASBC) and AFSNCOA merging together in teams for a week of instruction with the goal of increasing understanding and appreciation of the talents officers and enlisted Airmen bring in projecting airpower.

The instruction provided by the AFSNCOA makes a positive impact on the careers of its graduates. Eight academy graduates have served as the chief master sergeant of the Air Force—Thomas N. Barnes, James M. McCoy, Arthur L. Andrews, Sam E. Parish, James C. Binnicker, David J. Campanale, Eric Benken, and Frederick J. Finch. Most command chief master sergeants are also academy alumni.

Mission: *Prepare senior noncommissioned officers to lead the enlisted force in the employment of air, space, and cyberspace power in support of our national security objectives.*

Goal: Conduct a relevant and rigorous educational program contributing to the professional development and motivation of senior NCOs.

Eligibility: Air Force and selected AFRES and ANG senior NCOs attend the academy in residence. Selected Army, Navy, Coast Guard, and international military personnel also attend on a limited basis. Active duty Air Force personnel must have at least one-year retainability following graduation, and this course must be completed before they can be promoted to chief master sergeant.

Resident Curriculum

The academy's philosophy is that senior enlisted leaders have the need and desire for advanced PME to assist them in fulfilling their expanding leadership and management roles. The senior EPME program is based on sound educational principles with high academic standards. It strives to satisfy student needs with individualized instruction where possible.

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	80.0
Communication Skills	30.0
Leadership and Management	65.0
Collateral Curriculum	39.0
Commandant's Time	10.0
TOTAL	224.0

Duration and Quotas

The AFSNCOA conducts five, 33-day resident classes each year with 420 students per class.

Selection. The Air Force Military Personnel Center identifies and notifies active duty students for attendance. Air Force students must meet all Air Force standards. Students from other services must meet their service's standards. Complete eligibility and selection criteria can be found in AFI 36-2301, *Professional Military Education*, and online at the Air Force Education and Training Course Announcements (<http://etca.randolph.af.mil>).

Academic Credit

The AFSNCOA is affiliated through CEPME to CCAF, which is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. All graduates of the resident course receive semester hour credit in the undergraduate category. CCAF is automatically notified of class graduations for update of CCAF records and transcripts.

Noncommissioned Officer Academies

In October 1993, a Headquarters USAF program action directive ordered the transfer of the eight CONUS NCO academies from Air Force major commands (MAJCOM) to Air Education and Training Command (AETC). In November 1993, AETC assigned these academies to the newly formed CEPME. Currently, eight NCO academies aligned under CEPME operate in CONUS at Goodfellow, Gunter, Keesler, Kirtland, Lackland, Peterson, Robins, and Tyndall Air Force bases. An NCO academy, located at McGhee Tyson Air National Guard (ANG) Base, Knoxville, Tennessee,

is under the functional control of the ANG. Air Force major commands overseas operate their own academies. Pacific Air Forces has three academies located at Elmendorf AFB, Alaska; Kadena AB, Okinawa, Japan; and Hickam AFB, Hawaii. US Air Forces, Europe, has one academy at Kapaun Air Station, Germany.

Mission: *Prepare technical sergeants to be professional, war fighting Airmen who can manage and lead Air Force units in the employment of air, space, and cyber-space power.*

Goal: Furnish an environment for students to gain an understanding of their positions in the military structure and develop the skills necessary for effectiveness in those supervisory positions.

Eligibility: Students are technical sergeants and technical sergeants select with six months of retainability upon completion of the NCOA. Students must complete the NCOA before they assume the grade of master sergeant.

Resident Curriculum

The NCO Academy's 223-hour curriculum consists of three academic areas—profession of arms, communication skills, and leadership. The principal method of instruction used at this level of EPME is the guided discussion.

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	42.0
Communication Skills	56.0
Leadership and Management	68.0
Collateral Curriculum	43.0
Commandant's Time	14.0
TOTAL	223.0

Duration and Quotas

The NCOA is conducted at 13 locations worldwide and most NCOAs operate seven classes per year. This is a 28-day course, and quotas are distributed by each MAJCOM annually.

Selection. Students are selected based on the eligibility criteria outlined in the ETCA and AFI 36-2301, *Professional Military Education*. Local MPFs manage this process for each base.

Academic Credit

The eight CONUS NCO academies are affiliated through CEPME to the CCAF. CCAF is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. Overseas NCOAs and the ANG

NCOA are affiliated directly with CCAF. All graduates of the resident course receive semester-hour credit in the undergraduate category. CCAF is automatically notified of class graduations for update of CCAF records and transcripts.

Airman Leadership School

In April 1991, the Air Force directed that Headquarters AU establish the Airman Leadership School (ALS) program. On 1 October 1991, a new and standardized program came online to teach senior Airmen PME. The stand up of the new ALS discontinued the Noncommissioned Officer Preparatory course and the Noncommissioned Officer Leadership School programs. ALS became the first of three PME programs that enlisted professionals attend during their Air Force careers. Functional responsibility for each ALS rests with the local Mission Support Squadron.

Mission: *Prepare senior Airmen to be professional, war-fighting Airmen who can supervise and lead Air Force work teams to support the employment of air, space, and cyberspace power.*

Goal: Provide senior Airmen an opportunity to more fully understand their position in the USAF organizational structure and the continued need for professional development to be effective NCOs.

Eligibility: Students are senior Airmen or staff sergeants select with 48 months' time in service and six month's retainability in the Air Force upon graduation. ALS completion is required before attaining the rank of staff sergeant.

Resident Curriculum

Airman Leadership School consists of 192 curriculum hours conducted over 24 academic days at 72 locations worldwide. The primary instructional methodology is the guided discussion. Instruction covers three broad academic areas including profession of arms, communication skills, and leadership. Flight chief's time and collateral curriculum round out the course.

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	50.5
Communication Skills	40.0
Leadership and Management	83.5
Collateral Curriculum	13.0
Flight Chief's Time	5.0
TOTAL	192.0

Duration and Quotas

The ALS is conducted at 69 active duty Air Force bases worldwide and three ANG bases located in the CONUS. This is a 24-day course, and most ALS's operate eight classes per year. Quotas are locally assigned based on the eligible population.

Selection. Students are selected based on the eligibility criteria outlined in the ETCA and AFI 36-2301, *Professional Military Education*. Once selected, attendance is mandatory. Local MPFs work directly with each ALS to ensure eligible students are selected.

Academic Credit

All ALSs are individually affiliated with the CCAF, which is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. All graduates of the resident course receive semester-hour credit in the undergraduate category. CCAF is automatically notified of class graduations for update of CCAF records and transcripts.

CEPME Distance Learning

The College for Enlisted Professional Military Education provides distance or distributed learning opportunities to the Air Force enlisted corps. Eligibility criteria, course responsibilities, and academic credit are outlined in the online *Air Force Institute for Advanced Distributed Learning Catalog* (<http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/html/contents04-01.htm>).

AFSNCOA Distance Learning Courses

AFIADL Course 00012. The AFSNCO distance-learning (DL) course on CD-ROM consists of five modules: Profession of Arms, Behavior Analysis, Human Resource Development, Organizational Management, and Communication Skills. There are five objective, multiple-choice tests.

AFIADL Course 00014. The AFSNCOA DL Web-based course consists of five modules: Profession of Arms, Behavior Analysis, Human Resource Development, Organizational Management, and Communications Skills. There are five objective, multiple-choice tests.

NCO Academy Distance Learning Course

AFIADL Course 00009. The NCO Academy DL course has three areas of curriculum consisting of communication skills, leadership and management principles, and the profession of arms. There is one end-of-course test. Course enrollment is limited to Air National Guard and Air Force Reserve personnel.

Airman Leadership School Distance Learning Course

AFIADL Course 00001. The ALS DL course covers three curriculum areas: profession of arms, leadership and management principles, and communication skills. There is one end-of-course test. Course enrollment is limited to Air National Guard and Air Force Reserve personnel.

Officer Accessions

Air University's Headquarters Air Force Officer Accession and Training Schools provide centralized leadership and coordinate policies and curriculum for two of the Air Force's three commissioning programs. The third program is the United States Air Force Academy—a direct reporting unit under the chief of staff of the Air Force.

Air Force Officer Accession and Training Schools

Brig Gen Alfred K. Flowers, Commander

Internet Address
<http://www.afoats.af.mil>

Mission: *Develop the best Air Force leaders and citizens of character, dedicated to serving the nation.*

In 1995, the Air University Board of Visitors recommended that AU bring together officer accession sources to streamline the organizational structure and reduce the commander's span of control. Air Force Officer Accession and Training Schools (AFOATS) was activated on 14 February 1997, merging Officer Training School (OTS) and the Air Force Reserve Officer Training Corps (AFROTC). AFOATS also directs the Air Force's high school citizenship training program, Air Force Junior ROTC (JROTC).

AFOATS furnishes coordinated leadership and policy direction for the Air Force's officer recruiting, training, and commissioning programs at OTS and at AFROTC detachments at 144 host universities. AFOATS staff manages support and develops curriculum to train tomorrow's Air Force officers. The merger of AFROTC and OTS provides

- a single focal point for AETC's officer accessions,
- centralized support and curriculum development,
- one organization to commission and train over 75 percent of Air Force line officers and nearly 100 percent of nonline (medical professionals and chaplains) and legal officers, and
- a method to smooth production flow between AFROTC and OTS.

Air Force Reserve Officer Training Corps

Col William R. Kunzweiler, Commander

Internet Address
<http://www.AFROTC.com>

The AFROTC is the Air Force's largest and oldest commissioning program. Initially based on the Morrill Act of 1862 and the National Defense Act of 1916, the ROTC program underwent a major change with the ROTC Vitalization Act

of 1964. This act, which eliminated compulsory ROTC at state land-grant colleges and universities, offered two- and four-year scholarships with a focus on academics and leadership. The Vitalization Act also established the Junior ROTC program.

AFROTC currently operates at 144 colleges and universities and has 984 cross-town agreements with other institutions. As of March 2007, cadet enrollment was nearly 12,000 college students. AFROTC's scholarship program includes about 6,000 cadets and a scholarship budget of almost \$52 million in fiscal year 2007.

Programs and Operations

AFROTC offers three primary routes to an Air Force commission for college students: the four-year program, the two-year program, and the one-year program for critical-need majors. Students attend AFROTC classes along with other college courses. The four-year program is divided into two phases: the General Military Course (GMC) and the Professional Officer Course (POC). The GMC, which encompasses the freshman and sophomore years, consists of one hour of classroom work and two hours of leadership laboratory each week. Upon completion of GMC requirements, cadets who wish to compete for entry into the last two years of the program, the POC, must do so under the requirements of the POC selection system. After POC selection, students must complete a four-week summer field-training unit at an assigned Air Force base to assess their potential as officers. Cadets enrolled in the POC attend class three times a week and participate in a weekly leadership laboratory (LLAB) lasting two to three hours. Once enrolled in the POC, all cadets are enlisted in the Air Force Reserve and assigned to the Obligated Reserve Section. This entitles them to a monthly nontaxable subsistence allowance.

Cadets not enrolled in ROTC as freshmen or sophomores attend a five-week summer field-training unit. These two-year applicants must satisfactorily complete an extended field training unit. This five-week field training allows extra time for these cadets to gain the leadership skills GMC cadets acquire in LLAB during the first two years of ROTC. Students entering the two-year ROTC program also complete entry-level classroom work during this field training. Two-year applicants are not committed to the AF until they return to school in the fall and make a decision to enlist through AFROTC.

A one-year program is utilized to meet very specific Air Force production short-falls in certain fields. This program is only used in certain situations and may not be available at all times. After satisfactorily completing requirements, the cadet is commissioned as an Air Force officer.

Special Programs

There are many AFROTC optional programs that provide cadets with specialized off-campus learning experiences. These include professional development training (PDT), base visits, and orientation flights on Civil Air Patrol aircraft.

Professional Development Training

The PDT program provides cadets with specialized and individual professional development. The learning experience is similar to an intern program. Cadets are placed at Air Force bases to acquaint them with life, duties, and responsibilities of Air Force personnel. This program provides an important transition for a cadet between training conducted at field training and commissioning as a second lieutenant.

Cadets are assigned to Air Force bases normally for two to four weeks. Limited opportunities are also available in foreign language immersion, parachuting, glider, and survival training courses.

Base Visits

Base visits give cadets a firsthand look at operational Air Force bases. They are normally conducted during the academic year. An AFROTC instructor accompanies each visit to add personal knowledge of the Air Force mission to the cadets' base visit experience. This program shows cadets the AF professional environment.

Scholarships

AFROTC currently issues well over half of its College Scholarship Program (CSP) awards to candidates pursuing undergraduate engineering or other scientific and technical disciplines. However, students in every degree program enjoy scholarship opportunities as the Air Force seeks to engage students who excel both academically and militarily. The In-College Scholarship Program (ICSP) has both competitive and fully qualified programs targeting the best and brightest college students interested in a career as an officer in the United States Air Force.

AFROTC awards scholarships in increments ranging from one year to four full years. AFROTC offers several types of scholarships. Type 1 covers full tuition and most required fees. Type 2 covers tuition and fees but is capped at \$15,000 annually. Type 3 covers tuition and fees but is capped at \$9,000 annually. Type 6 covers tuition and fees but is capped at \$3,000 annually. Type 7 scholarships pay full college tuition and most fees at a college/university where the tuition is less than \$9,000 per year, or at any institution where the student qualifies for the in-state tuition rate. All scholarships provide an allowance for books and a monthly nontaxable subsistence allowance.

All scholarship cadets are required to meet certain academic, military, and physical fitness standards to earn and maintain scholarship benefits. Also, scholarship recipients must be younger than 31 as of 31 December of the calendar year during which commissioning is scheduled.

Extracurricular Activities

AFROTC cadets participate in a variety of extracurricular activities. Several units have special drill teams, color guards, and honor guards. Many students enrolled in AFROTC also participate in unit-sponsored intramural sports and social functions.

Enrollment Criteria

The first two years of the AFROTC college program, the GMC, are open to all students who are at least 14 years old. Second-year scholarship cadets and all cadets entering the last two years of the college program, the POC, must be at least age 17. These contract cadets must meet AFROTC and Department of Defense eligibility standards ranging from physical fitness to US citizenship.

Faculty

The teaching staff of AFROTC units is composed of experienced Air Force officers. Selection is determined by professional experience, academic background, and qualifications as instructors. Detachment commanders and AFROTC instructors are required to complete faculty development training at Maxwell AFB, Alabama, to enhance their teaching skills and learn more about their jobs before reporting for their teaching assignments. Detachment commanders complete the following course.

AFROTC Detachment Commander Course

A 10-day, mission-essential course hosted by AFOATS Curriculum Directorate (AFOATS/CR). This course provides newly assigned AFROTC detachment commanders with the skills needed to teach within the AFROTC academic environment as well as orients and prepares them for the myriad of AFROTC detachment duties at geographically separated units. Major areas of study include learning theory, teaching methods, critiquing of student writing, and speaking and evaluation. Students also receive AFROTC instruction in curriculum, professional relations, leadership, counseling, and legal issues, and meet with subject-matter experts concerning a variety of administrative and instructional issues.

Similarly, AFROTC instructors of Aerospace Studies complete the following course.

AFROTC Officer Cadre Course

A 15-day, mission-essential course hosted by AFOATS Curriculum Directorate (AFOATS/CR), Maxwell, AFB, AL. This course prepares newly assigned AFROTC instructors to teach within the AFROTC academic environment and orients and prepares them for AFROTC detachment duties at geographically separated units. Major areas are learning theory, teaching methods, critiquing of student writing, speaking, and evaluation. Students also receive AFROTC instruction in curriculum, professional relations, leadership, counseling, and legal issues, and meet with subject-matter experts concerning instructional levels.

Each AFROTC detachment has enlisted personnel (3S) and information manager (3A) specialists assigned to assist with daily operations. These individuals are required to complete the following course.

AFROTC NCO Orientation Course

A 10-day, mission-essential course hosted by the AFOATS Curriculum Directorate (AFOATS/CR). The faculty is composed of enlisted personnel

currently assigned to AFROTC detachments. Newly assigned NCOs are taught the critical aspects of personnel and information management as they relate to the day-to-day operations at AFROTC detachments and the interface between detachments and HQ AFROTC. The purpose of the course is to improve performance, increase productivity, and enhance mission accomplishment of new AFROTC cadre members. This course covers the basic skills and knowledge associated with the AFROTC mission and structure, unit support, logistics support, cadet personnel and financial management programs, and various computer functions. The course also addresses various documentation processes, regulatory guidance and procedures, and other topics related to the AFROTC environment.

Curriculum

The primary curriculum areas taught in AFROTC are leadership studies, field leadership, profession of arms, military studies, international security studies, and communications skills. Teaching methods include informal lecture, guided discussion, case studies, readings, and practical exercises (athletics, group leadership problems, and the leadership reaction course). The table below summarizes the AFROTC curriculum.

Curriculum Summary

Instructional Area	Academic Hours
Leadership Studies	65.0
Communication Skills	44.0
Profession of Arms	43.0
Military Studies	57.0
Admin/Testing	31.0
LLAB	240.0
Field Training *	380.0
TOTAL	860.0

*Standard Field Training 380 Hours
Extended Field Training 429.5 Hours

Officer Training School

Col Matthew P. Donovan, Commander

Internet Address
<http://www.afoats.af.mil/OTS>

Air Training Command activated Officer Training School (OTS) at Lackland Air Force Base, Texas, on 1 July 1959. OTS moved to the Lackland Training Annex in 1961. In November 1971, the Air Staff launched an extensive curriculum review

that produced a core curriculum common to the Air Force Academy, AFROTC, and OTS. On 25 September 1993, OTS relocated to Maxwell AFB and began a new era when it became a part of Air University. From inception, OTS has been committed to providing top-quality officers.

Throughout its history, OTS has adapted to a challenging training environment. After graduating 12 women and 78 men in its first class, OTS successfully commissioned more than 500 second lieutenants its first year. By 1964 more than 10,000 individuals had graduated, and to date more than 107,000 officers have entered the Air Force through OTS. Over the years, OTS has functioned as a “flexible partner” to the other accessions sources to meet Air Force changing manning requirements. Additionally, the school began to train commissioned medical students, chaplains, and judge advocates in 1981 and medical service officers in 1991. In 1996, the Commissioned Officer Training School combined existing training programs for chaplains, judge advocates, and medical service officers and has trained over 13,000 newly commissioned officers at the Maxwell-Gunter Annex. Commissioned Officer Training (COT) officially moved to Maxwell AFB in December 2002, and OTS became a centralized training campus.

OTS commissioning and training programs

- instill a commitment to the profession of arms,
- inspire internalization of Air Force core values,
- enhance officership skills,
- provide a relevant, up-to-date curriculum, and
- meet USAF production goals.

Courses

OTS consists of two programs: Basic Officer Training (BOT) and COT. BOT leads to a line officer commission as a second lieutenant. COT provides initial officership training for Air Force judge advocates, chaplains, and medical officers.

Basic Officer Training (24th Training Squadron)

BOT is a challenging 60 training-day program that imparts to its graduates the importance of leadership, discipline, attention to detail, and dedication to service. It stresses commitment to the profession of arms and motivates graduates to adhere to the highest standards of integrity, excellence in all they do, and service before self. This challenging environment provides numerous tests for leadership skills through classroom and field training exercises and operation of the officer trainee and student wing. The capstone event is a four-day, three-night Air and Space Expeditionary Force (AEF) exercise.

Commissioned Officer Training (23rd Training Squadron)

COT stood up in 1996 and is an intense 23-day program. It provides the fundamentals of officership and the initial leadership training required for newly commissioned medical, chaplain, and judge advocate Air Force officers (active duty,

Air National Guard, and Air Force Reserve). It stresses commitment to the profession of arms and motivates graduates to live up to our Air Force core values. COT students' rank ranges from second lieutenant to lieutenant colonel depending on the newly commissioned officers' professional qualifications. A three-day, two-night AEF exercise is the capstone event for COT as well. Additionally, the Medical Readiness Indoctrination Course (MRIC) is incorporated into the AEF exercise for medical service officers.

The Reserve Commissioned Officer Training (RCOT) course was instituted in 1999. This abbreviated course was designed to train hard-to-recruit Air National Guard and Air Force Reserve medical professionals. It combines distance learning correspondence work and a Web-based pretest with a demanding 17-day in-residence course.

Programs and Operations

OTS conducts training for BOT and COT at Maxwell AFB. The AEF exercise for both programs is conducted at the Blue Thunder training site and confidence course located at the north end of the runway at Maxwell AFB. The Vigilant Warrior AEF training site north of Montgomery is a newer site. The AEF exercise is also conducted as part of a joint training exercise with Special Operations Command at varying locations depending upon the exercise scenario.

The OTS program is continually assessed with survey data, and course content is reviewed to improve program effectiveness. The OTS complex consists of two academic buildings, four dormitories, a dining facility, and fitness center.

OTS makes every effort to furnish incoming officer candidates with information to facilitate their transition to commissioned officer status. The OTS home page (<http://www.afoats.af.mil/OTS>) gives prospective trainees access to current information on OTS. The home page also assists students with preparing mentally and physically for OTS.

Curriculum

The major areas of instruction are leadership studies, military training and application, profession of arms, military studies/international security studies, and communications skills. OTS teaching methods include auditorium lectures, readings, flight room classes (informal lecture, guided discussion, and case studies), and practical exercises (athletic campaigns, a Leadership Reaction Course, and the end-of-course AEF exercise).

Duration and Quotas

OTS currently conducts seven BOT classes, six COT classes, and two RCOT classes each year. The BOT program is 12 weeks long (60 training days); the COT program is four and one-half weeks long (23 training days); and the RCOT program is two weeks long (13 training days) plus the correspondence portion. In FY 06 BOT graduated 561 students, and COT graduated 1,490 students. In FY 08, it is expected that these numbers will remain about the same as the previous FY.

Prerequisites and Selection

Students attending BOT must have a bachelor's degree, be less than 30 years of age (waiverable to the age of 35), and meet minimum physical requirements for becoming an officer. Competition for entry into this program is quite rigorous. The following tables summarize BOT, COT, and RCOT curriculum.

Student Curriculum Summaries Basic Officer Training

Instructional Area	Academic Hours
Leadership Studies	111.00
Communication Skills	28.50
Profession of Arms	74.00
Military Studies	82.25
Military Training and Application	137.25
Admin/Processing/Testing/Orientation	193.25
Physical Training	60.00
TOTAL	686.25

Commissioned Officer Training

Instructional Area	Academic Hours
Leadership Studies	30.00
Communication Skills	7.00
Profession of Arms	26.50
Military Studies	12.00
Drill & Ceremonies	12.50
Admin/Testing	31.25
Physical Training	10.00
Leadership Development	9.00
Assessments	12.75
AEF/Combat Skills	46.00
TOTAL	197.00

Reserve Commissioned Officer Training (In-Residence Portion)

Instructional Area	Academic Hours
Leadership Studies	23.00
Communication Skills	5.00
Profession of Arms	20.00
Military Studies	5.00
Military Training and Application	17.00
Admin/Testing	33.75
AEF Exercise	23.25
TOTAL	127.00

OTS Faculty

Prior to assuming leadership of a flight, each flight commander (FC) must attend and be certified through the OTS Academic Instructor Course.

OTS Academic Instructor Course

A 10-day, mission essential course hosted by the AFOATS Curriculum Directorate (AFOATS/CR). This course is designed and tailored specifically to prepare new OTS instructors to teach in the OTS environment. Students learn and practice basic instructor skills with much of the course devoted to small-group activities. Major curricular areas focus on communication skills, teaching methodologies, cognitive lesson planning, evaluation methodology, and construction of basic instructional aids.

Additionally, FCs attend a 30-day in-house, initial qualification course to familiarize them with the procedures associated with classroom administrative duties and field leadership activities in the OTS curriculum.

Professional Continuing Education

Resident and distance learning professional continuing education (PCE) remains an important part of the careers of Air Force enlisted, officer, and civilian personnel. Air University (AU) offers short courses of continuing education in different Air Force specialty areas through the Air Force Institute of Technology (included in Section I); the Air Force Doctrine Development and Education Center; and the Ira C. Eaker College for Professional Development. The Academic Instructor School was discontinued as a separate school effective 1 October 2003. As a result, each AU school assumed responsibility for faculty education and training. Those schools conducting instructor professional military education courses report those courses in the appropriate school chapter.

Air Force Doctrine, Development, and Education Center

Maj Gen Allen G. Peck, Commander

Internet Address

<https://www.doctrine.af.mil/>

Mission: *Develops, coordinates, and publishes all USAF doctrine for Air Force input to joint doctrine. Performs specialized research; publishes professional journals; advocates, designs, executes, and assesses educational and operational war games; educates war-fighting Airmen on contingency planning, joint air operations, intelligence, public affairs, and information operations via resident and distance learning courses.*

The Air Force Doctrine, Development, and Education Center (AFDDEC), is the result of merging Headquarters Air Force Doctrine Center (AFDC) and the College of Aerospace Doctrine, Research and Education (CADRE) on 2 August 2007. The center carries on the traditions of the Air Corps Tactical School (ACTS) where, in the 1930s, future leaders of the USAF were trained and the basic doctrine and concepts of US airpower for World War II were formulated. As much as ACTS instructors such as generals Harold L. George, Haywood S. Hansell, Jr., Claire L. Chennault, and George C. Kenney shaped doctrine and strategy in World War II, the center's staff is committed to providing the Air Staff and the major commands (MAJCOM) with original thought and applications of air and space power in the modern world.

The center develops and advocates Air Force doctrine and educates Air Force and joint communities on war fighting at the operational and strategic levels through research, war gaming, fellowships, and professional continuing education (PCE) courses and publications. The center provides

- research, development, production, and dissemination of Air Force basic and operational doctrine, as well as joint and multinational doctrine for the Chief of Staff, United States Air Force;
- education for the Air Force in air and space doctrine and the doctrinal application of air and space power;
- study and analysis of dynamics of warfare through modeling, simulation, and war gaming; and
- intelligence support to Air University (AU) and its subordinate units.

Also, the center

- conducts research on public affairs and mass media issues,
- assists schools and organizations in developing military news media curricula,

- conducts research on air and space power topics of interest to senior leaders, research support for all AU schools, and
- publishes the Air Force's professional journal, the *Air and Space Power Journal (ASPJ)*.

The merger of the AFDC and the CADRE into the AFDDEC unites doctrine development with research and concept development, testing, and publication. It gives the Air Force, AETC, and AU a central repository for development of Air Force doctrine, concepts, and strategy.

The AFDDEC resident curriculum offerings consist of eight specialized courses: the Joint Flag Officer Warfighting course (JFOWC), the Joint Force Air Component Commander course (JFACC), the Combined Force Air Component Commander course (CFACC), the Senior Information Warfare Applications course (SIWAC), the Senior Executive Services (SES) Seminar, the Joint Air Operations Planning course (JAOPC), the Contingency Wartime Planning course (CWPC), and the Information Operations Fundamentals Applications course (IOFAC).

These resident courses

- provide flag officer attendees the opportunity to participate in joint combat operation exercises;
- provide education and training to active duty captains through colonels of all services for air campaign planning in conjunction with assignment to joint, combined, and air component command staffs;
- provide USAF staff planners from staff sergeant through colonels an understanding of DOD planning relationships from a joint deployment perspective;
- instruct future war planners in the art and science of contingency planning; and
- apply and value the principles of information warfare to enhance war-fighting capabilities.

Airpower Research Directorate

Col Michael D. Davis, Director

Internet Address

<https://cadremil.maxwell.af.mil/ar/ARIndex.htm>

The Airpower Research (AR) Directorate advances the theory and application of air and space power through research, analysis, and publication. The directorate focuses on a single, overriding objective: contributing as warrior-scholars to an improved combat capability for the USAF.

In support of that objective, AR performs a number of missions. First, AR produces books and original research pamphlets, papers, and briefings related to current and future air and space operations. Second, the directorate facilitates the research of students and faculty throughout the Air University (AU) school system by managing various research databases and electronically publishing faculty/student research papers and making them available on the Internet. Third, AR publishes the *ASPJ*, the Air Force's professional quarterly and primary institutional forum for exchanging ideas about airpower and other matters relating to national defense. In addition, the directorate publishes *Air and Space Power Chronicles*, an electronic Internet version of *ASPJ*. Fourth, AR is home to the administration of the Air Force Fellows program, which sends over 100 select field grade officers to civilian universities, think tanks, industry, interagency, and air staff throughout the United States to serve as Air Force "ambassadors" and researchers. The directorate is composed of four divisions.

Research Division. The Research Division, comprised of civilians and part-time Reserve defense analysts, conducts independent and professional research on topics of interest to USAF leaders and policy makers. The division produces original research papers and briefings that address USAF and air and space power doctrine, strategy, and operations, in an effort to assist and guide the senior leadership of the Air Force. Topics include analyses of such areas as air combat operations (air superiority, strategic attack, interdiction, and close air support); air mobility operations (airlift and air refueling); command and control; space operations; information operations; intelligence, surveillance, and reconnaissance; effects based operations and homeland security/ defense. The division writes and distributes materials of importance to the Air Force leadership as well as to students at the AU and throughout the Air Force and DOD community.

Research Support Division. The Research Support Division enables research efforts in the directorate and throughout AU schools with computer databases, Web-server support, and electronic publishing. It facilitates collaboration with external research institutions such as DOD laboratories, military service schools, and civilian universities worldwide. AR's Research Support Division enables biannual meetings of the Air University Research Board (chaired by AU/CC) and manages the annual "call for topics" process that supports building AU graduate-level research agendas. The Support Technical Branch maintains databases of proposed research topics and completed research papers (and manages the Air University Research Information System [AURIMS] database system). AURIMS enables and stores several hundred student papers annually from Air War College, Air Command and Staff College, Air Force Institute of Technology, the School of Advanced Air and Space Studies, and the Air Force Fellows—accessible via the World Wide Web.

Air Force Fellows Division. The Air Force Fellows Division provides research guidance and administrative support to over 100 field grade officers assigned for one year to civilian universities and think tanks that study national security strategy. The dual objectives of the program are to provide highly proficient officers to serve as visiting military ambassadors to prestigious institutions and to secure highly relevant and timely research products to meet Air Force needs. The Fellows Division develops

a fellows orientation program, approves research topics, provides computer support, processes travel orders and per diem vouchers, manages leave, writes training reports, and holds an end-of-tour conference concurrent with the National Security Forum (NSF) hosted at the end of each academic year by the Air War College.

Professional Journals Division. The Professional Journals Division accomplishes the management oversight and editorial development functions of the Air Force's professional journal—the *Air and Space Power Journal*—in English, Spanish, and Portuguese quarterly editions (each since the late 1940s) and in recently added versions of Arabic (2005), French (2006), and Chinese (2007). The English edition of the *ASPJ* is an internal Air Force professional development instrument designed to serve as an open forum for the presentation and stimulation of innovative thinking on air and space power doctrine, strategy, tactics, force structure, readiness, and other matters of national defense. The five foreign language editions are Air Force chief of staff-directed foreign policy arms used to disseminate core USAF doctrine, strategy, policy, operation art, and current issues that relate on a global scale. They serve as military-to-military foreign policy and information operations instruments of the United States. The division also produces the *Air and Space Power Chronicles*, an online publication, which publishes articles of immediate and near term impact to Air Force operations. Division personnel include military and civilian editors.

Warfighting Education Directorate

Col Robert Nuanes, Director

Internet Address

<https://cadremil.maxwell.af.mil/ws/WS.html>

The Warfighting Education (WE) Directorate conducts eight PCE courses designed to develop the judgment and skills required to employ air and space power effectively in combat. The courses offered and supported through the resources of the directorate have significantly contributed to the war-fighting capabilities of all US military forces.

At the senior-leader level, the directorate conducts the JFOWC, JFACC, CFACC, and SJIOAC courses. These premier, executive-level courses prepare officers at the one- and two-star rank from all four services for combat leadership responsibilities in the joint and combined arenas. The directorate also conducts the Senior Executive Service (SES) Seminar designed to expose key senior civilian leaders to air and space power concepts and USAF and joint doctrinal issues affecting the conduct of warfare in the twenty-first century. The Flag Officer Division staff develops, plans, and manages PCE courses for senior officers from all branches of the US armed forces and SES members from the Department of the Air Force. This select staff has a wide range of expertise needed to meet the special requirements of senior flag officers and civilians attending these courses.

The faculty and staff of WE also conduct courses that contribute significantly to the war-fighting preparedness of US military forces at the intermediate level (E-5 to O-5). These courses include the Contingency Wartime Planning, Joint Air Operations Planning, and Information Warfare Applications courses.

MAAFNJ 007 Joint Flag Officer Warfighting Course

Joint Flag Officer Warfighting course (JFOWC) is the senior PCE course in the DOD. The chiefs of staff of all four branches of the US armed forces own and control the course. They delegate course development and execution to their executive agents: commandant, Army War College; president, Naval War College; president, Marine Corps University; and commander, Air University.

The course prepares two-star officers of all four services for the responsibilities of theater-level combat leadership. It is tailored to provide our future theater combatant commanders, service component, and joint task force (JTF) commanders with a broad perspective of the strategic and operational levels of war. Instruction for the course comes from senior national-civilian and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers. Retired warrior generals draw from their combatant and component commander experience to lead war-gaming scenarios focused in various parts of the world, across the continuum of conflict.

Through the study of war fighting, military doctrine and application of unified, joint, and combined combat forces, the attendees will be better prepared to face future crises. JFOWC is a two-week course offered twice a year. Each class is limited to 18 flag officers who represent all military services. The desired attendee mix is six US Air Force, six US Army, four US Navy, and two USMC flag officers.

MCADRE 004 Joint Force Air Component Commander Course

The Joint Force Air Component Commander (JFACC) course is a senior-officer-level PCE course hosted by the USAF and sponsored by all four branches of the US military services. The course is designed to prepare potential JFACCs for responsibilities of theater-level combat leadership. The attendees study war fighting, military doctrine, and the application of unified, joint, and combined combat forces, with particular emphasis on air and space power employment in theater-level operations.

The one-week course is conducted annually in the February time frame. The course is held at Maxwell AFB, Alabama, and when practical it travels to a major exercise, such as Blue Flag, for the final two days. The course is limited to 18 active duty one-star and two-star attendees; one-star selects are permitted by exception. The desired attendee mix is nine US Air Force, four US Navy, three US Marine, and two US Army flag officers.

MCADRE 007 Combined Forces Air Component Commander Course

The Combined Forces Air Component Commander (CFACC) course is hosted by the US Air Force and sponsored by all services, attended by service chief-selected flag officers and international air force officers. The attendees study

operational-level war fighting, military doctrine, and the application of joint and combined combat forces with particular emphasis on air and space power employment in theater-level operations.

The Air Force hosts and conducts a one-week CFACC course annually in the August time frame. The course is held at Maxwell AFB, and when practical it travels to a major exercise, such as Blue Flag, for the final two days. The course is limited to 18 active duty one-star and two-star attendees; one-star selects are permitted by exception. The desired attendee mix is five USAF, two US Navy, two US Marine, one US Army, and eight allied flag officers.

MCADRE 006 Senior Joint Information Operations Applications Course

This four-day, twice-a-year course is held at Maxwell AFB. It prepares selected general/flag officers and senior SES civilians of all services and DOD to develop information operations (IO) into a war-fighting core military competency that will enable combatant commanders to target adversary decision-making while protecting our own. The course also includes interagency attendees. The course is tailored to provide senior leaders with a broad perspective of IOs at the joint theater (operational) and national (strategic) level of war.

Attendees study war fighting and doctrine as related to IO concepts and principles. Course objectives are to provide a common framework for understanding and valuing IO, and the necessary law, policies, and procedures which allow planning and integration of IO into the joint fight; to review joint and service doctrine applicable to the planning and execution of IO; to analyze the means to effectively communicating US government capabilities and intentions as an important method of combating the plans of our adversaries; to examine the current and potential role of the interagency and nongovernment organizations; to demonstrate the integration of IO into deliberate and crisis plans and evaluate the outcomes and lessons; to describe IO tools, illustrate outcomes of their employment, and explain lessons from their employment. Finally, to illustrate the impact the media has upon operations. Attendance is limited to 18 US flag officers in the grade of brigadier general or major general and equivalent members of the SES.

Senior Executive Service Seminar

The SES Seminar is designed to provide all senior service and interagency civilian leaders with in-depth knowledge of key air, space, and cyberspace concepts and an integrated view of warfare in the twenty-first century. The seminar is a three-day course taught twice per year. Enrollment is limited to 18 attendees in the grades of SES-1 through SES-4.

MCADRE 002 Contingency Wartime Planning Course

The two-week Contingency Wartime Planning course (CWPC) educates Airmen in grades E-5 through O-5 in the art and science of contingency war planning. The course provides a macroview of the deliberate (contingency) and crisis-action planning processes, from both the joint and USAF perspectives. Other topics covered include unit readiness assessment, mobilization, expeditionary site

planning, and command relationships. The CWPC graduates approximately 800 students each year during their 10 programmed courses.

Curriculum Summary

Area of Instruction	Academic Hours
Orientation and Testing	11.5
Foundations of Planning	6.5
Systems	4.5
Planning	14.0
Exercises	24.0
TOTAL	60.5

MCADRE 003 Joint Air Operations Planning Course

The Joint Air Operations Planning course (JAOPC) educates personnel from joint, combined or supporting air component commands to serve on the staff of a JFACC. Participants gain in-depth familiarity with the fundamental concepts, principles, and doctrine required to develop a joint or combined air operations plan. Students focus on the Joint Air Estimate Process at the operational level of war. Attendees are normally captains through colonels. Classes are offered 10 times per year, with an enrollment of 25 to 35 students per class.

Curriculum Summary

Instructional Area	Academic Hours
Administration and Testing	3.5
Joint Air Estimate Process Fundamentals	15.5
Case Studies	4.0
Exercises	38.5
TOTAL	61.5

MCADRE 005 Information Operations Fundamentals Applications Course

The Information Operations Fundamentals Applications course (IOFAC) is a one-week course that educates students on the fundamental principles of information operations in accordance with Air Force Doctrine Document 2-5, *Information Operations*. The objective is to provide students with a broad understanding of information operations doctrine and insight into how information operations are applied across the full spectrum of conflict from peace to war. The course is taught at the college level through lectures, seminars, practical exercises, readings, and computer-based lessons, helping students gain a better understanding of how current and emerging technologies are affecting decision making. Classes are offered eight times per year with an enrollment of 30 to 40 students per class.

Curriculum Summary

Instructional Area	Academic Hours
Course Administration	1.0
Fundamentals of IO	27.0
Exercises	12.0
TOTAL	40.0

Warfighter Planning Course

<https://cadremil.maxwell.af.mil/wpc/main.htm>

The Warfighting Planning Course Online (WPC Online) is the Web-based preparatory course for all students attending the resident CWPC or JAOPC at the center and is available at the Web site above. All students attending either CWPC or JAOPC must complete WPC Online prior to their arrival at Maxwell AFB. WPC On-line covers the basics that military planners need to know before beginning an in-depth study of planning. Topics include the development of national-level strategy, the organizations that develop national-level strategy, the organization of joint military forces, and the broad capabilities the services provide to joint force commanders. After arrival, students take one of two tracks: CWPC or JAOPC.

Air and Space Power Course

<http://www.apc.maxwell.af.mil/start.htm>

The Air and Space Power course (ASPC) is an online, self-paced, interactive course for users with high-speed Internet connections. Students develop a broad comprehension of air and space power principles, concepts, and applications. Although the course is primarily designed to help prepare Air Force officers in joint duty assignments to articulate and advocate air and space power principles and beliefs, it can benefit all air and space power enthusiasts. The course traces the history of airpower and lessons learned from past applications and provides discussions of how air and space power contributes to attaining national security and theater objectives. The student learns Air Force doctrine and how Air Force doctrine has developed. This enables the students to articulate air and space doctrine in the joint community.

Air Force Forces Staff Training Course

<https://cadremil.maxwell.af.mil/affor/main.htm>

The Air Force Forces (AFFOR) Staff Training course is an online, self-paced, interactive course for users with high-speed Internet connections. The course provides students an in-depth look at the role of the commander Air Force Forces (COMAFFOR) in organizing and employing air and space forces within joint operations. This role involves service component responsibilities as well as operational employment considerations. The heart of the course focuses upon the various staffs the COMAFFOR uses to accomplish these duties. This course is required

for personnel transitioning to duty in a numbered air force staff, an AFFOR staff, or an air operations center (AOC).

Warfighting Applications Directorate

Col Russell J. Smith, Director

Internet Address

http://cadremil.maxwell.af.mil/wg/WG_Index.htm

In 1975 the Clements Blue-Ribbon Panel on Excellence in Professional Military Education cited a need for service schools to stress war fighting and decision making in combat. In 1976 the Air Force chief of staff's Constant Readiness Tasking directed AU to "put more war in the War College." The concept for the Air Force Wargaming Institute (AFWI) evolved from these two initiatives. The facility opened in 1986 at Maxwell AFB, Alabama. With the stand-up of the center, AFWI became the Warfighting Applications Directorate (WA). WA supports a broad range of war games, electives and events to meet the needs of Air Force, DOD, and international sponsors.

Operations and Wargame Support

WA is housed in a special-purpose, 56,000-square-foot facility. It can operate in whole or in part as a secure, classified working area. The building contains 28 such rooms and has two conference rooms—all with audio and video capabilities.

The Wargaming Operations Division (WAO) is responsible for the entire wargaming life-cycle process, to include definition, design, development, testing/pre-play, preparation, execution, and post-war-game analysis. WAO provides war-game support to a variety of customers from around the world. The professional men and women assigned to WAO provide full-spectrum war gaming to accomplish the director's mission.

The division also maintains the communications-computer infrastructure supporting war-gaming operations as well as the rest of the center. WAO designed and implemented state-of-the-art local area networks (LAN)—unclassified and classified—that can be modified to accommodate a wide spectrum of war-gaming scenarios. The division maintains these LANs and evaluates emerging technologies to ensure that WA's computing environment remains on the cutting edge.

War Games and Simulation Exercises

In a typical year, WA plans, develops, and conducts some 30 war games and exercises for more than 8,500 participants. WA provides a "laboratory environment" in which current and future commanders and staffs study warfare to identify problems before they face them in combat.

Joint Air and Space Exercise. Joint Air and Space Exercise (JAEX) is the ACSC capstone war game. It helps ACSC students to understand and appreciate

the complex and time-critical operational control processes that occur within the Combined/Joint Air Operations Center (C/JAOC) and between the air component and other functional components during execution of air and space operations. JAEX demonstrates what air and space power, forces, and concepts bring to the fight at the operational level of war. It emphasizes the complexities of warfare through simulated combined and joint forces, air component commander activities, and air tasking order execution. Students apply basic concepts of air campaign planning and execution in a simulated air operations center environment and continually assess the effectiveness of their joint air operations plans.

Blue Thunder III. ASBC is the first level of PME instruction for commissioned officers. ASBC inspires new USAF officers to comprehend their roles as Airmen who understand and live by USAF core values and articulate and demonstrate USAF distinctive capabilities and core competencies. Blue Thunder III (BT III), the pinnacle of the six-week course, challenges officers to demonstrate lessons learned about basic air operational and tactical warfare. Blue Thunder focuses on the employment of air forces at the operational and tactical levels of war. The officers apply basic concepts in planning the air portion of a campaign plan in a dynamic educational environment. They continually assess the effectiveness of their plan and make changes as required.

In September 2005, BT III replaced BT II as the ASBC capstone war game. BT III expands the officers' look at the employment of air and space power by more fully simulating functions of major sections of the AOC, to include the ops floor. BT III also includes a real-time flyout as part of the war game.

Exercise in National Budget Priorities. The Exercise in National Budget Priorities (XNBP) supports the Professional Military Comptroller School. It is an unclassified, stand-alone, computerized executive-planning exercise, addressing national budget priorities as impacted by presidential and cabinet-level decisions. This strategic-level exercise utilizes the "Bottom Line" model, which analyzes presidential, economic, political, and military budget decisions and their impact on the state of the nation by combining the allocations of 17 key areas of a proposed budget with accepted economic analytical tools such as the Phillip's Curve and Okun's Law. The "Resulting Model" projects the effect of a presidential administration's policies upon the state of the nation. Its product, a Projected State of the Nation Report, is a compilation of social and economic indices including voter support, unemployment, gross national product, war risk, and inflation. XNBP stimulates participants to actively test their understanding of budgetary and economic relationships in a realistic and enjoyable environment. It reinforces the relationships between foreign and domestic policy decisions and how allocation of scarce resources to support those decisions affects the state of the nation.

Joint Land, Aerospace, and Sea Simulation. The Joint Land, Aerospace, and Sea Simulation (JLASS) is a joint-sponsored war game by the following US military senior-level colleges: Air War College, Naval War College, Army War College, Marine War College, and Industrial College of the Armed Forces. The war

game focuses on joint and combined warfare at the operational and strategic level with the goal of enhancing joint PME by examining potential US military responses to regional crises.

Joint Warrior/Cold Roof. Joint Warrior and Cold Roof are theater-level seminar war games conducted in conjunction with the Joint Flag Officer War-fighting Course. They focus on issues associated with joint and coalition warfare from the perspective of the theater combatant commander and component commanders. Joint Warrior involves senior Air Force, Army, Marine, and Navy officers in deliberate planning. Cold Roof is a crisis-action planning exercise.

Granite Sentry: SOS's Follow-on to Operation Atlantis. This game will become Squadron Officer School's (SOS) capstone war game. The exercise reinforces teachings of the principles of war, fundamentals of military force application, and basic concepts of tactical air operations. Students assume roles of duty officers in sections of the Joint Guidance, Apportionment and Targeting Cell, the Master Air Attack Plan Cell in an air operations center, and on the battle staff of a deployed composite wing staff. The students conduct battle staff planning and problem solving for air operations at these various levels.

Pegasus-Australia. Pegasus-Australia is a computer-assisted theater-level war game used by the Australian Defense Forces Command and Staff College. The exercise models a war between two fictional alliances. Participants assume the roles of the combined command staffs of two opposing alliances.

Pegasus-UK. Pegasus-UK is a computer-assisted theater war game for the United Kingdom's Joint Services Command and Staff College. The exercise models a war between two fictional alliances. The participants assume the roles of the staffs of the opposing alliances.

Pegasus-Netherlands. Pegasus-ND is a computer-assisted theater war game for the Netherlands Defense College. The exercise models a war between two fictional alliances. The participants assume the roles of the staffs of the opposing alliances.

Solo Challenge. Solo Challenge (SC) is the capstone war game of the AWC academic year and includes the themes of leadership, doctrine, strategy, political/military affairs, joint/combined warfare, air and space power, and technology. It provides AWC students the opportunity to translate national-level decisions into operational-level action. During SC, participants manage ongoing global crises and a homeland security scenario while confronting limited force structure and overseas basing.

Theater Campaign Warfare. Theater Campaign Warfare (TCW) is the capstone war game for the SAASS. This seminar-based educational war game provides students an opportunity to synthesize concepts about the nature and employment

of military forces they have developed during the school year. The game consists of six parallel but independent seminars and includes planning, execution, and analysis phases, lasting five days. Educational objectives are facilitated by game moves covering periods varying from a few days to several weeks. Students from the Army's School of Advanced Military Studies at Fort Leavenworth, Kansas; Naval Operational Planning course at Newport, Rhode Island; and the USMC's School of Advanced War Fighting at Quantico, Virginia, augment the game.

Wargaming Technology Division. The Wargaming Technology Division (WAT) plans, develops, integrates, and maintains Web-based, client-server, and stand-alone software on a number of hardware and software platforms in support of war-gaming events and other organizational needs. The division provides the center's commander with expertise, advice, courses of action, and recommendations on all technical issues relating to software development support and vision, and provides a contact with the Air Force Modeling and Simulation (M&S) community.

The Analysis and Standards Branch (WATA) manages the acquisition and maintenance of the WA suite of tools. This includes every phase of the software life cycle from cradle to grave. Branch analysts evaluate the latest M&S technologies and concepts to develop new Center war-gaming initiatives for future models. The Air Force Educational Wargaming Toolset Vision document defines the WA strategic plan for developing future war-gaming models to support customer requirements using leading-edge technologies. Branch computer specialists manage the Software Engineering Process (SEP), including defining and analyzing software requirements, test design, testing, implementation, and maintenance. The Analysis and Standards Branch analysts investigate the functional and operational capabilities of war-game models and verify and validate the logic and mathematical representation of air and space power in these models to insure doctrinally sound outcomes for WA-hosted war games. Another important product of the SEP is compliance. Our computer specialists guarantee compliance through configuration management, quality assurance, and contractor surveillance.

The Software Development and Operations Branch (WATD) develops, maintains, integrates, and operates computer models, simulations, and visualization tools to support the adjudication of war games. As a software development activity (SDA), the division maintains in-house models. SimWar XXI is used to support the ACSC capstone war game (JAEX), the ASBC capstone war game (Blue Thunder III), as well as war games for our international customers. WebForces Mobility is a theater logistics model that generates time-phased force deployment (TPFD) and is used in a number of war games. The Web Forces visualization tool supports nearly all WA war-gaming events to display the order of battle (OB). Finally, the Eaker College of Professional Development (ECPD) Professional Military Comptroller Course uses the "Bottom Line" model to conduct the XNBP, which simulates the impact of national budget decisions made by the president of the United States.

Other branch responsibilities include the development, maintenance, and administration of the center's public, private, and war game-only Web sites, site content, and Web-based applications.

The WA suite of tools includes the following:

1. *Rapid Scenario Generator* (RSG) - a scenario building tool capable of rapidly building real-terrain and infrastructure-based scenarios for use in the Air Force Command Exercise System (ACES) model.
2. *WebForces Mobility* - a theater-mobility model used to generate TPFDD for war games.
3. *Bottom Line* simulates the impact of national budget decisions on the state of the nation.
4. *Accelerated Combat Timeline* - an operational-level graphical user interface to the SimWar XXI model.
5. *SIMWAR XXI* - a joint, theater campaign-level, combat-simulation model. This tool allows students to simulate the air operations center (AOC) planning process by planning the next day's air tasking order (ATO), while simultaneously flying out the current ATO.
6. *WebForces* - an automated map display tool that allows one to view and move forces. This tool is capable of interfacing with ACT, SimWar XXI, and WebForces Mobility, as well as working autonomously for manual war games.
7. *Air Web Planner (AWP)* - a Web-based planning tool that allows the players to input the air campaign plan.
8. *Wargame Interactive Support System Online (WISSO)* - WISSO is a multipurpose tool that facilitates collaboration, reference libraries, requests for information, posting documents, channeling communication, and electronic surveys.
9. *Web Reports* - A Web-based reporting tool that provides results to the players on the previous day's adjudication.

Intelligence Directorate

Col Robert K. Bartley, Director

Internet Address

<https://cadremil.maxwell.af.mil/in/IN.html>

The Directorate of Intelligence (IN) serves as the link, continuity, and “way ahead” for intelligence, surveillance, and reconnaissance (ISR) education throughout AU, supporting the AU commander and all PCE colleges and schools. As senior intelligence officer for AU, the director maintains regular liaison with the Air Force assistant chief of staff for Intelligence and other senior members of the intelligence community. The director ensures “the right ISR education is delivered to the right war fighters at the right time” across the AU continuum of education. The directorate also supports AU’s Warfighting and War on Terror operational educational require-

ments. Further, the directorate supports the center by providing review and critique of joint and Air Force doctrine to ensure Air Force and other national ISR capabilities and applications are accurately represented and optimized, respectively.

Annually, IN provides ISR education, resources, and research assistance to more than 9,000 students and 200 faculty and staff members through a variety of methods:

- teaching ISR electives at AWC emphasizing the full integration of ISR operations into military campaigns that will achieve decision superiority—making and implementing better decisions faster than the adversary can react;
- instructing ISR research seminars at ACSC which allow students to investigate an ISR issue in depth;
- providing lectures on ISR doctrine and operations at SOC, ACSC, and the center's Warfighting Education courses;
- emphasizing the application of ISR tactics, techniques, and procedures employed in strategic and operational decision making by senior military and DOD leadership, IN personnel provide current and projected military force structure and political problem sets for global scenario development employed in 30 war games in direct support of WA's mission;
- providing tailored intelligence products to include current intelligence briefings, read files, and special topic briefings; and
- leading a very active intelligence mentoring organization, the Maxwell Intelligence Society, consisting of over 100 intelligence professionals assigned annually to AU.

As part of IN, the AU Special Security Office (SSO) controls, safeguards, and ensures proper use of sensitive compartmented information (SCI) and manages over 1,300 SCI billets. The SSO also operates AU's SCI communications center, maintaining Joint Worldwide Intelligence Communications System connectivity, and provides physical security for all AU SCI facilities.

US Air Force Public Affairs Center of Excellence

Mr. Robert A. Potter, Director

Internet Address

<https://cadremil.maxwell.af.mil/pace/Home.html>

The US Air Force Public Affairs Center of Excellence (PACE) emphasizes the importance of how public affairs doctrine, the global information environment, and strategic communication impact the twenty-first century battlefield. PACE staff members infuse current events-based military/news media relations education in more than 20 classes across all AU schools and outreach lessons across the

Air Force. Finally, PACE instructors provide realistic news media and information operations play in support of the center and AU war games. PACE instructors taught more than 7,200 students during 2006 and have taught more than 46,000 since its inception in 1998.

PACE offers media and public affairs doctrinal education to the war fighter by

- teaching electives in AWC and ACSC, facilitating and providing lectures and case studies for core curriculum; conducting hands-on media training during war games Solo Challenge, Theater Campaign Warfare, and Joint Land, Aerospace, Sea Simulation at AWC, ACSC, and the SAASS;
- conducting lectures at Squadron Officer College in both SOS and ASBC and providing media training, when requested, during war games;
- presenting blocks of instruction at the Ira C. Eaker College for Professional Development, including lectures and on-camera media training at the Wing and Group Commanders' courses, the On-Scene Commanders' course, First Sergeant Academy; and GS-15 Leadership Seminar;
- supporting the College of Enlisted Professional Military Education by providing lesson materials to the Chief Master Sergeant Leadership course, Senior NCO Academy, NCO academies, and Airman Leadership Schools Air Force-wide;
- providing contingency communications, policy, and doctrine instruction to students of the AFDDEC's Information Operations Fundamentals Applications course, Contingency Wartime Planning course, and the Senior Information Warfare Application course;
- infusing media play into war games hosted by the center's Warfighting Applications Directorate, preparing participants to become effective strategic communicators and consider the "information battlespace" and public opinion, and to become media savvy during the course of a military campaign;
- assisting AU students in conducting research on public affairs and mass communications issues, analyzing case studies, and promulgating information operations and public affairs doctrine throughout the Air Force; and
- maintaining a "Best Practices" database on the Air Force Portal, which provides Air Force public affairs professionals with a centralized source for current, relevant solutions other PA professionals have found especially beneficial in managing communication challenges.

Ira C. Eaker College for Professional Development

Col James Galloway, Commander

Internet Address
<http://www.maxwell.af.mil/au/cpd/>

Mission: *Provide the highest quality, multi-disciplined professional continuing education and technical training to Air Force, DOD, and international students.*

The Air University Center for Professional Development was activated on 1 August 1986. In October 1993, the center was redesignated the Ira C. Eaker College for Professional Development (ECPD) to honor General Eaker's significant contributions to the advancement of aviation, to the Air Force, and to the continuing professional development of its members.

The ECPD umbrella spans seven schools. ECPD schools include Commanders Professional Development School, Air Force Human Resource Management School, International Officer School, Defense Financial Management & Comptroller School, USAF Chaplain Service Institute, USAF First Sergeant Academy, and USAF Historian Development School.

Goals:

- Develop and maintain a state-of-the-art learning environment
- Develop and present curricula that is operationally relevant, current, and academically credible
- Attract and nurture the highest quality faculty and staff
- Improve partnerships and use communications/media to promote ECPD internally and externally
- Conduct/collaborate on responsive influential research

Academic Credit

The ECPD courses are affiliated with the CCAF. CCAF is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. All graduates of the resident course receive semester hour credit in the undergraduate category. The American Council on Education (ACE) (<http://www.militaryguides.acenet.edu>) recommends semester hours in the upper-division baccalaureate category and the graduate degree category. Awarding transfer credits is at the discretion of each college or university.

All courses within the USAF Historian Development School have transitioned from Technical Training to Professional Continuing Education.

Commanders' Professional Development School

Col John C. McKoy, Director

Internet Address

<http://www.Maxwell.af.mil/au/cpd/>

The Commanders' School conducts seven courses—the USAF Wing Commanders' Seminar, the USAF Mission Support Group Commanders' course, the USAF Maintenance Group Commanders' course, the USAF Medical Group Commanders' course, the USAF Operations Group Commanders' course, the USAF Materiel Group Commanders' course, and the Air Force Incident Management course.

Mission: *Prepare Air Force members for duty as wing and group commanders and Emergency Operations Center directors; develop, schedule, and conduct tailored courses that help attendees deal with critical leadership and management challenges.*

Goals: Provide Air Force wing and group commanders and Emergency Operations Center directors with a better understanding of the environment, responsibilities, and resources required to enhance their effectiveness and critical-thinking skills.

Through executive-level short courses, the school provides

- updates on critical issues affecting themselves, their people, their mission, and their individual roles and responsibilities;
- pertinent information on leadership and ethical considerations in the decision making process; and
- practical skills that may be used to enhance their immediate effectiveness as new commanders.

Prerequisites and Selection

The Air Force Colonels Group determines attendance at the Wing Commanders' Seminar and Group Commanders' courses. These courses are tailored to provide attendees current information on DOD and Air Force leadership, management, and policy issues. The chief of staff of the Air Force approves the curriculum. Adjunct faculty and senior subject matter experts from the DOD, Air Staff, MAJCOMs, and field operating agencies present the course material.

Attendance at the Air Force Incident Management course is mandatory for all USAF personnel designated as Emergency Operations Center (EOC) directors and senior installation fire officials. The course is optional for security forces commanders, operations officers, flight chiefs, command inspector general team chiefs, and installation exercise evaluation team chiefs. Resident and adjunct faculty teach personnel how to properly conduct disaster responses (aircraft accidents, hazardous material incidents, tornados, etc.), save lives and resources, and limit damage to the environment.

Duration and Quota

The Wing Commanders' Seminar is one week in duration and convenes five times each year, with 10–25 attendees. The Group Commanders' Courses are two weeks in duration and are held concurrently. The courses convene five times each year, with 10–25 attendees. During the first week the courses are combined, and students receive a core curriculum that applies to all group commanders. The second week the courses are divided into discipline-specific seminars. The Air Force Incident Management course is offered 15 times yearly at Maxwell and 15 times each year at other selected locations.

Curriculum Summary

Course Title	Academic Hours
USAF Wing Commanders' Seminar	40.0
USAF Mission Support Group Commanders' Course	71.5
USAF Maintenance Group Commanders' Course	70.0
USAF Medical Group Commanders' Course	*79.0
USAF Operations Group Commanders' Course	51.0
USAF Materiel Group Commanders' Course	**68.5
USAF Incident Management Course	32.0

*The Office of the Surgeon General, United States Air Force, designates the educational activity entitled Medical Group Commanders' course is awarded 37.0 contact hours of *AMA PRA Category 1 Credits*™ (*American Medical Association Physician's Recognition Award*). Activity Approval Code #7004. "This activity has been jointly planned and implemented in accordance with the Essential Areas and ancillary policies of the Accreditation Council for Continuing Medical Education (ACCME) by the Office of the Surgeon General, United States Air Forces and Ira C. Eaker College for Professional Development. The Office of the Surgeon General, United States Air Force, is accredited by the ACCME to provide continuing medical education for physicians and takes responsibility for the content, quality and scientific integrity of this program."

This continuing Nursing Education Activity was approved by the Nurse Utilization and Education Branch, Medical Services Officer Management Division, HQ AFPC, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Activity Approval Code: #7-017. Contact Hours: 36.8.

**SAF/AQXD awards 40 Continuous Learning points towards on-going acquisition professional development for the educational activity entitled USAF Materiel Group Commanders' Course.

Air Force Human Resource Management School

Col William I. Havron, Director

Internet Address

<https://cpdhr.maxwell.af.mil/>

The Air Force Human Resource Management School (AFHRMS) was established at Maxwell AFB in 1965 as the Air Force Professional Personnel Management School. The school began with one course, the Professional Personnel Management course. In July 1977, the AFHRMS absorbed the former Civilian Personnel School, located at what was then Gunter AFB. The Civilian Personnel School, originally established in 1948 at Kelly AFB, Texas, was moved to Gunter in 1957, where it remained until moving to Maxwell in 2003; today it is known as the Civilian Personnel Management Division of the AFHRMS. The AFHRMS is one of only two training facilities devoted to teaching personnel- management philosophies, policies, and techniques.

In 1983 the school was renamed the Air Force Professional Manpower and Personnel Management School to reflect more closely the merger of manpower and personnel functions at Headquarters USAF, the Air Force Manpower and Personnel Center (as it was then designated), and the major air commands. While the close organizational links between manpower and personnel functions were severed at most headquarters levels in 1985, the school, nonetheless, retained a manpower element in both name and curriculum.

In 1988 the school expanded the curriculum to address PCE requirements in the Air Force Family Matters Program. The Family Support Center (FSC) Readiness Qualification course educates and equips Family Readiness NCOs and coordinators with the skills and knowledge to manage the FSC Family Readiness Program. Additionally, the FSC Manager Qualification course was initiated to educate FSC directors and select managers. The school will continue to be heavily involved in the effort to educate and train family-matter specialists to assist in taking care of Air Force people and their families. A third family-matters course, Community Readiness Consultation, serves to provide FSC Community Readiness consultants and technicians with the skills needed to help leadership, the individual, and families build community readiness through personal preparedness. The school will continue to be heavily involved in the effort to educate and train family matters specialists to assist in taking care of Air Force people and their families.

In 1993, recognizing the broad range of human resource activities represented in its curriculum, the school adopted its current name. Also, in concert with the office of the chief of staff's 1992 Year of Training initiatives and requirements, the Air Force Professional Manpower and Personnel Management course name was changed to the Advanced Personnel Officer Course (APOC).

In 1996 the Professional Manpower Staff Officer course was added to the school's PCE course inventory. The course was revised in 1997 as the Manpower and Quality Staff Officer course to reflect the merging of the manpower and quality communities. In 1999 the course was renamed the Manpower Staff Officer course. Also in 1999 the school activated the Wing Manpower and Organization (MO) Chief course in an effort to provide knowledge and skills to help wing MO chiefs effectively execute their roles and responsibilities. This course filled a crucial void as there was previously no Air Force training program specifically targeted to this important segment of the manpower career field.

In 2001 APOC was discontinued and replaced with the Mission Support Squadron (MSS) Leadership course and the Military Personnel Flight (MPF) Leadership course. These two courses are designed to focus on the unique challenges of MSS and MPF leaders, with an understanding that many crossover commanders have limited MSS or MPF experience. In 2004 the MSS course incorporated manpower lessons as a result of the manpower/personnel merger.

In 2006 the Sexual Assault Response Coordinator's (SARC) course was added to AFHRMS. SARC training focuses on transformed policies, procedures, and practices surrounding sexual-assault prevention and response. SARC training imparts a level of knowledge that allows all SARCs to fulfill their responsibilities, including the selection and training of victim advocates.

Mission: *Provide world-class continuing education for the development and competence of Air Force personnel.*

Goals:

- Provide students with the tools to operate and successfully contribute to organizational effectiveness
- Provide an optimal learning environment
- Foster an environment that encourages professional and personal development

Initiatives Summary

As the Air Force and DOD move to implement the new National Security Personnel System (NSPS), the school will continue to review its curriculum to support NSPS training requirements. Distance learning is growing in importance. The USAF Supervisor's course as well as the Military Personnel Management course are available to download from the AFPC Web site and are taught by either contractors or the local CPF. The Civilian Personnel Management Division works closely with Air Staff functional managers to develop and conduct training that will meet the needs of the commands and bases as we continue to transition personnel processes to the Air Force Personnel Center (AFPC). Courses are focused either on individual specialties or on leadership competencies. In anticipation of the move toward smaller staffs and more integrated operations in local civilian personnel flights, customer needs are reviewed very carefully to ensure that courses are properly structured.

The AFHRMS continues to work with the Air Force Institute for Advanced Distributed Learning to transfer its fundamental civilian personnel courses to computer-based training format; five courses have been transferred so far. This endeavor will result in significant cost savings when compared to resident courses. As stated before, the USAF Supervisors' course and the Military Personnel Management course are both available to download from the AFPC Web site.

A significant endeavor for the AFHRMS in 2002 was the design, development, and implementation of the Air Force GS-15 Leadership Seminar. The seminar was developed on the basis of needs created by the accelerating pace of change confronting leaders at the GS-15 level, with the mission "to provide executive professional development education to newly promoted GS-15 and equivalent civil service employees by emphasizing the Air Force vision, core values and competencies, guiding principles, strategic goals and operational objectives."

Through these initiatives the school has better postured itself to meet the needs of customers to have training immediately available on an "as needed/when needed" basis rather than having to wait for a resident course. In response to a secretary of the Air Force direction to expand the education of Air Force officials on Alternate Dispute Resolution methods, the school developed Basic and Advanced Mediation courses.

In response to on-going changes with the Mission Support Squadron (MSS), the school is in the process of transforming the current CPF, MPF, MOF, and FSC Flight Chief courses that are currently offered at ECPD into one MSS Flight Chief

Leadership course and will include for the first time the Education and Training Flight. The course will transition to a more interactive, scenario- or vignette-centric structure. This will conserve resources, create better academic synergy, and closely follow the transformation path toward which the MSS career field is headed.

Duration and Quotas

Courses vary in length from 4 to 14 days.

Prerequisites and Selection

Requirements for participants vary for each course.

Course Summaries

Title	Academic Hours
Civilian Personnel Flight Leadership Course	40
Position Classification Course*	40
Intermediate Position Classification Course	40
Advanced Position Classification Course	40
Affirmative Employment Course (Basic)*	40
Principles of Affirmative Employment Course	40
Advanced Affirmative Employment Course	40
Employee Development Specialist Course	40
Employee Development Advanced Course	40
Employee-Management Relations Course**	40
Advanced Employee-Management Relations Course	40
Resource Management Course	36
Competitive Sourcing and Privatization for Personnelist	36
EEO Manager Course	36
Equal Employment Opportunity Counselor Course	36
Basic Business Objects	32
Advanced Business Objects	28
Basic Mediation Course	32
Advanced Mediation Course	40
Labor Management Relations Course*	40
Labor-Management Relations Course	68
Civilian Personnel Management Course*	40
Sexual Assault Response Coordinator's Course	40
Military Personnel Flight Leadership Course	40
Mission Support Squadron Leadership Course	40
Airman & Family Readiness Flight Community Readiness Consultant Course	40
Family Support Center Managers' Qualification Course	40
Airman & Family Readiness Flight Readiness Qualification Course	40
Manpower Staff Officer Course	112
Wing Manpower Officer Course	40
Air Force GS-15 Leadership Seminar	40
USAF Supervisor's Course*	40
Military Personnel Management Course*	16

*Course is offered via computer-based training (CBT)

**Course is available through CBT as well as in-residence

International Officer School

Col Michael W. Guillot, Director

Internet Address

<http://www.au.af.mil/au/cpd/ios/ios.htm>

The International Officer School (IOS) was established in 1954 as the Allied Officer Preparatory School. Since then, over 10,000 international military students from 136 countries have completed the program. Each year the school conducts three preparatory courses, consisting of five, six-week classes: three for SOS and one each for ACSC and AWC.

The preparatory courses improve the ability of students to express their ideas clearly (in both speaking and writing) and to read and comprehend written and spoken materials used in AU classes. A program of planned classroom activities, informational trips, and a civilian sponsorship program (called Alabama Goodwill Ambassadors) introduces students to the political, military, and socioeconomic aspects of American culture. This orientation enables students to adjust more readily to the USAF and civilian communities. Academic requirements for each course are geared specifically to the PME school the students will attend.

The IOS Operations Division functions as the International Student Military Office and provides administrative support to all international students attending any AU school.

Mission: *Prepare international officers for in-residence PME; support international students attending AU courses; and manage Air University's International Affairs program.*

Goals: Expand the capacity of international officers to participate more effectively in military education and duty assignments.

Objectives: The three IOS preparatory courses develop an

- appreciation of American society, institutions, and ideals;
- awareness of the mission and organization of US military forces and US military terminology;
- ability to speak and understand American English;
- awareness of the organizational structure, curriculum content, and instructional methods employed in AU schools; and
- ability to participate in physical training activities (SOS, ACSC, and AWC only).

Initiatives Summary

Believing that the school's vitality demands change and innovation, on-going research is an integral part of the faculty's responsibility. Research—ranging from

instructional methodology to cross-cultural communications—identifies academic subject areas, lesson formats, and instructional techniques required for the curricula. Such research and the resulting innovations enhance student learning and the achievement of school objectives. Examples of improvements are the continuing expansion of the core curriculum, computer-assisted instruction laboratory, and the formalization of language training to provide integrated American English instruction with other curriculum topics.

Curriculum

The school's curriculum consists essentially of preparatory courses that have three basic functions. First, they provide curriculum orientations to follow-on school topics and methodologies. Second, they serve as periods of cultural adjustment for international officers and their families. Third, they accomplish the administrative requirements and Field Studies Program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for international officers attending SOS, ACSC, and AWC. International students coming to AU to attend the ACSC and AWC should review the *Air University Catalog* for the relevant master's degree, accreditation, degree-granting authority and eligibility requirements spelled out in the descriptions of each school in this catalog.

Duration and Quotas

Course titles, duration, and student quotas for classes are as follows:

Course Title	Duration	Quotas
SOS/IOS	6 weeks	32
ACSC/IOS	6 weeks	88
AWC/IOS	6 weeks	45

Prerequisites and Selection

IOS/SOS and IOS/ACSC require an English comprehension level (ECL) test score of 70 while IOS/AWC requires an ECL test score of 80. Students are also expected to meet certain physical standards outlined in the Air Force Education and Training Course Announcements.

Course Areas

Each course includes the following areas:

Student Administration. During this phase of the course, international officers in-process and receive tours and briefings about Maxwell AFB and Montgomery. They receive orientations in various aspects of the individual International Officer School courses. This area includes welcome and graduation ceremonies, curriculum and schedule briefings, and a tour of the Muir S. Fairchild Research Information Center. Students participate in formal, structured feedback conferences with instructors; informal conferences take place throughout the courses as needed.

Field Studies Program. The Field Studies Program provides opportunities for students to gain a better understanding of US ideals, institutions, and culture. Some of the topics included are the American way of life education in the United States, US government institutions, and the US news media. A significant portion of this program is devoted to human rights and related training in keeping with State and Defense Department objectives for security assistance training. Field trips and tours are conducted in the Montgomery area, southeast region, and to Washington, DC.

Communications Development. Communications Development constitutes a significant portion of the instruction at IOS. It includes English-enhancement instruction designed to increase the student's ability to speak and understand American English and communicate ideas both orally and in writing.

In addition, basic writing and briefing instruction, with application exercises, is provided based on the PME follow-on school's communication techniques. This area also includes computer instruction with hands-on training in applications appropriate to the specific follow-on PME school.

Military Studies. The Military Studies area introduces the students to the mission, organization, policies, concepts, and terminology of the US military.

Leadership. Students are provided an introduction to various leadership concepts and models. Again, the instruction is geared at a level appropriate to the follow-on PME school. This area also introduces the physical training requirements of the follow-on PME school, with emphasis on field leadership and teamwork—particularly important for students preparing to attend SOS.

Curriculum Summaries Squadron Officer School Course

Instructional Area	Academic Hours
Student Administration	16.50
Informational Program	67.00
Communication Development	70.00
Military Studies	14.00
Leadership	30.00
TOTAL	197.50

Air Command and Staff College Course

Instructional Area	Academic Hours
Student Administration	21.50
Field Studies Program	58.50
Communication Development	74.00
Military Studies	20.00
Leadership	16.00
TOTAL	190.00

Air War College Course

Instructional Area	Academic Hours
Student Administration	25.50
Field Studies Program	71.00
Communication Development	47.75
Military Studies	41.00
Leadership	7.00
TOTAL	192.25

Other Programs

IOS conducts several nonacademic programs to enhance the experience and education of international officers and their families.

Alabama Goodwill Ambassadors (AGA). Alabama Goodwill Ambassadors is the AU official sponsorship program for international students and their families. This program helps make the international students and their families feel welcome and acquaints them with aspects of American culture that they may not otherwise be exposed to through their formal AU courses and activities.

International Family Loan Program (IFLP). This program lends international students and their families (for a nominal fee) such essential household items as dishes and utensils. This service relieves students of the need to spend large sums of money on items they would discard before leaving AU.

International Family Orientation Program (IFOP). This two-week family orientation course is conducted each summer for the spouses and children of the international officers who will attend ACSC and AWC. The course provides an orientation to American culture and to the Montgomery public school system. When possible, basic English language instruction is provided. Recreational activities are also conducted for the children.

Air University International Honor Roll (IHR). This honor roll recognizes international graduates of AU PME courses who have gone on to become heads of service, ministers of defense, heads of state, or other high-level officials within their own countries.

International Dependents English Course (IDEC). This six-week course, conducted each fall or winter, provides conversational English skills that spouses and adult children of international officer students will need in their day-to-day activities. The course is taught entirely by volunteers from the on- and off-base local community.

Defense Financial Management & Comptroller School

Col Daniel L. Dunaway, Director

Internet Address

<http://www.au.af.mil/au/cpd/dfmcs>

In 1966 the assistant secretary of the Air Force (Financial Management) established a joint service task group to study financial management education in the Department of Defense (MEDOD). This group issued its report, called the MEDOD study, in March 1967.

In 1968 the Professional Military Comptroller course (PMCC) was developed in response to this study. In 1973 financial managers from the Army, Navy, and other DOD agencies began participating in PMCC; and the Army and Navy began assigning highly qualified officers to the faculty. Then in 1977 the PMCC became the DOD Professional Military Comptroller School (PMCS).

In 2005, following an intensive review and transformation of the main course, the school was renamed the Defense Financial Management & Comptroller School. Today, the school staff consists of 12 members representing all military departments and DFAS.

Mission: *Provide quality joint operational-level professional continuing education to DOD financial management personnel.*

Goals:

- Prepare graduates to advise senior leaders in future strategic decision support roles
- Enhance leadership and interpersonal skills
- Understand the impact of organizational relationships on the DOD mission
- Broaden awareness of diverse financial management disciplines within DOD
- Comprehend contingency operation concepts and their impact on financial management

Initiatives Summary

The Defense Financial Management & Comptroller School has expanded several curriculum initiatives to enhance the ability and productivity of its graduates. These initiatives include student writing programs, a leadership emphasis, and a “paperless” environment.

Student Writing Program

As a graduation requirement, the Defense Financial Management Course (DFMC) students are required to write a two- to three-page “idea” paper as

well as other short written assignments and essay-type exam questions. For the idea paper, students should use creative and critical thinking to develop and support an original proposal for improving a process or procedure relating to DOD financial management. Students refine their idea papers under the guidance of a faculty writing advisor. Some idea papers are forwarded to the service or agency financial management leaders for review and possible implementation.

Leadership Emphasis

The revised curriculum includes interactive instruction on leadership topics (leading teams, effective communications, group dynamics, conflict resolution, critical/creative thinking) as well as providing senior leaders' perspectives on the subject. Students are required to develop and present their personal approach to leadership by reflecting on their previous leadership training and personal experiences.

Paperless Environment

The school has been selected as an AU test bed for implementation of a wireless network to further enhance automated capabilities. Students are assigned laptop computers for use both inside and outside the classroom. Most of the course material is delivered via laptops to include class schedules, lesson plans, and reading assignments. This allows students to work at their own pace and in the comfort of their seminar or individual billeting rooms without excessive printing costs. Each of the five seminar rooms has an additional computer workstation for presenting seminar slide shows.

Curriculum

The school teaches three courses. The Defense Financial Management course presents midlevel comptrollers, resource managers, and other financial staff with information concerning the tasks, environments, and skills associated with military comptrollership. The Defense Decision Support Course (DDSC) is a one-week class designed to demonstrate the merits of affecting the decision making process by providing well-structured recommendations to decision makers prior to the decisions' being made. This course is designed for more senior participants and reinforces the instruction provided in the DFMC. The Reserve Forces Comptroller course (RFCC) provides selected Guard and Reserve officers an understanding of the role of the comptroller as a staff officer and head of a management service organization.

Duration and Quotas

The Defense Financial Management course is held five times each year, meeting for 20 class days. The maximum number of students for each class is 50.

The Reserve Forces Comptroller course is held once each year and meets for 10 class days. It can accept a maximum of 50 students as well.

Prerequisites and Selection

The target grades for the DFMC are O-4 and above, GS-12 and above, and E-8 and above. Air Force O-3s in the Financial Management Leadership Program and GS-11s are currently authorized to attend by exception.

The target audience for the DDSC includes supervisors of DFMC students. Students selected for this course should already possess a broad knowledge of the DOD FM environment, a strategic perspective, and above average critical/creative thinking and oral and written communication skills.

Students for the RFCC are selected and funded by their respective commands. Attendance is authorized for personnel outside the comptroller career area when the training requirement is assessed against positions and responsibilities in resource- and associated-fund management. Noncomptroller personnel packets must include a statement, endorsed by the major command/agency comptroller, highlighting the benefits of attendance.

Curriculum Summary

Title	Academic Hours
Defense Financial Management Course (DFMC)	160.0
Defense Decision Support Course (DDSC)	35.0
Reserve Forces Comptroller Course (RFCC)	80.0

USAF Chaplain Service Institute

Chaplain, Col David H. Cyr, Director

Internet Address

<http://www.usafhc.af.mil>

On 1 July 1953, when the Air Force was given the responsibility of training its own chaplains, the United States Air Force Chaplains' course was established at Lackland AFB, Texas, and placed under the Officer Basic Military course. The chaplains' course became part of Officer Military Schools (OMS) in June 1955. Based on a Department of the Air Force authorization, the USAF Chaplain School was established in June 1960; however, it remained under OMS. From 1958 to 1965, judge advocates also reported to the Chaplain School for training. The Chaplain School was made a separate unit and placed directly under the commandant, Lackland Military Training Center, in February 1965. On 20 May 1966, the USAF Chaplain School was established at Maxwell AFB and assigned to Headquarters Air University.

The Chaplain Service has a rich legacy of supplying resources in support of ministry. The USAF Chaplain Service Resource Board was formed in July 1959 under the AU Command Chaplain. Initially called the USAF Chaplain Writers

Board, it prepared written lectures and identified audiovisual resources for the Air Force Moral Leadership Program.

In 1976 the board's name was changed to USAF Chaplain Resource Board to reflect its central role and mission in developing a variety of ministry support resources. In January 1989 the word *Service* was added to the board's name—USAF Chaplain Service Resource Board—to reflect the mission of providing resources to *all* chaplain service professionals: chaplain assistants, religious education coordinators, laity, and chaplains. The Resource Board became a part of the Chaplain Service Institute and was known as the Chaplain Service Institute Resource Division.

In October 2003 the Resource Board was realigned as part of the Office of the USAF Chief of Chaplains, assisting in the plans and programs function as an action office for Air Staff. The USAF Chaplain Service Resource Board remains collocated with the Chaplain Service Institute at Maxwell AFB, Alabama. Its members assess the needs of Chaplain Service personnel and provide support to the varied ministries of the service. This support facilitates the free exercise of diverse religious practices and beliefs worldwide.

The USAF Chaplain Service Institute (CSI) was activated under the Ira C. Eaker Center for Professional Development on 31 October 1992. It provides the Air Force Chief of Chaplains with a centrally managed, centrally located complex for education, technical training, research, and resourcing activities of the USAF Chaplain Service. The new organization consolidated and functionally integrated four separate organizations. Two elements of the institute, the USAF Chaplain School and the USAF Chaplain Service Resource Board, were already located at Maxwell AFB. The USAF Chaplain Service Film Library, previously located at Norton AFB, California, as an operating detachment of the Eaker Center for Professional Development, collocated with the institute at Maxwell AFB in December 1992. Technical training for chaplain assistants was transferred to Maxwell in September 1993 from Keesler AFB, Mississippi, under the Air Force Year of Training initiatives.

The CSI is composed of active duty and Reserve component chaplains and chaplain assistants. This composition lends itself to a close collegial relationship with students and staffs worldwide and ensures curriculum and resources are designed and organized to solve and explore practical issues concerning today's Air Force Chaplain Service members.

The Education Division designs, develops, and manages professional continuing education for Air Force chaplains and chaplain assistants. The division conducts one Air Force entry-level/accession course and two supervisory leadership courses. The division also provides three-day, professional-development courses to ensure that chaplains and chaplain assistants maintain vocational excellence throughout their careers. The division further offers a chaplain candidate course for seminarians who are USAF Reservists exploring and preparing for career ministry opportunities in the USAF Chaplain Service.

The Technical Training Division designs, develops, and manages technical training for all Air Force chaplain assistants. The division offers one Air Force specialty code awarding course and one supervisory leadership course. Specific

readiness training for entry-level chaplain assistants is integrated with chaplains to maximize effectiveness of team readiness ministry during deployments, contingency operations, and wartime.

The Resource Board is charged with staying abreast of the best tools and information in support of ministry for the Air Force community. It assesses needs and delivers resources, primarily through the Air Force Chaplain Service Web site (<http://www.usafhc.af.mil>) and the chief of chaplain's electronic publication called the *Leading Edge*. The Resource Board communication tools furnish resources and information that directly support and inform ministry in the field, ranging from suicide prevention to spiritual formation to ministry in a deployed environment. The Chaplain Service's home page also provides an opportunity for chaplains and chaplain assistants to submit ideas and best practices to advance global ministry.

The Resource Board also equips the field by developing and distributing on-demand, interactive training products such as the Reintegration Briefing Kit and the Chaplain Assistant Reference Guide to equip, train, and provide resources to Airmen and their families.

Mission: *Provide the highest quality professional continuing education, technical training, and resources to enhance the free exercise of religion in the United States Air Force.*

Goals:

- Develop and maintain a state-of-the-art learning environment
- Develop and present relevant and credible curricula that are in accordance with the HQ USAF/HC vision
- Attract and nurture the highest quality chaplain service faculty and staff
- Improve partnerships and use communications to promote the Chaplain Service Institute
- Participate in responsive research that enhances educational opportunities

Initiatives Summary

On 9 September 2005, Pres. George W. Bush signed the recommendations of the Base Realignment and Closure Commission which directed that the Air Force Chaplain Service Institute, the Naval Chaplains School and the Religious Program Specialist School, Naval Technical Training Center, Naval Air Station Meridian collocate with the United States Army Chaplain Center and school at Fort Jackson, South Carolina, to form a center of excellence to train and educate chaplains and chaplain assistants/religious program specialists.

The center will coordinate professional training for religious support personnel to include initial accession, career and professional development, chaplain and enlisted life-cycle qualifications, and the training objectives of each service. While

providing necessary service-unique training, the center will consolidate training where appropriate.

The Air Force Chaplain Service Institute, once collocated at Fort Jackson (mandated by 2011), will continue to perform as an operating location of the ECPD under Air University.

Curriculum

The CSI encourages an academic environment that recognizes the value of each student's prior education and experience. Through free expression of ideas and immediate application of knowledge gained, the atmosphere of the institute remains progressive as it strives to prepare students for the Air Force Chaplain Service of the future. The faculty and staff of the institute advocate top-quality ministry and support of ministry.

Curriculum Summary

Title	Academic Hours
Basic Chaplain Course	240.0
Intermediate Chaplain Course	80.0
Wing Chaplain Course	80.0
Chaplain Candidate Course	80.0
PCE Professional Development Courses (multiple course offerings per year—each course is 24 hours)	24.0
Chaplain Assistant Apprentice Course	247.0
Chaplain Assistant Craftsman Course	77.0

USAF First Sergeant Academy

CMSgt Bruce Kenney, Commandant

Internet Address

<https://wwwmil.maxwell.af.mil/au/cpd/fsa/index.htm>

The importance of the position of first sergeant has long been recognized in American military ranks. In 1778 at Valley Forge, Baron Von Steuben wrote in the *Regulation for the Order and Discipline of the Troops of the United States*, "The soldier having acquired that degree of confidence of his officers as to be appointed first sergeant of the company, should consider the importance of his officers; that the discipline of the company, the conduct of the men, their exactness in obeying orders and the regularity of their manners, will in great measure depend on his vigilance. The first sergeant . . . is to be always in camp or quarters, to answer any call that may be made."

Through the years, persons selected for first sergeant duty primarily trained themselves in their duties and responsibilities, taking over where their predeces-

sors left off. With increases in technology, advances in the complexity of administrative and legal procedures, and the need for improved human relations, the USAF saw that first sergeants needed to receive formal training.

The First Sergeant course was established at Keesler AFB, Mississippi, in October 1973 and was renamed the USAF First Sergeant Academy in 1982. The academy remained at Keesler until July 1993 when it was moved to Maxwell AFB under the authority of order G-65 and aligned with the Ira C. Eaker College for Professional Development.

Mission: *Educate, train, and prepare the Air Force's premier senior non-commissioned officers to fulfill the key leadership role of the first sergeant in leading tomorrow's enlisted force.*

Vision: Recognized as the foremost educational institution for the professional development of our future senior enlisted leaders.

Initiatives Summary

The USAF First Sergeant Academy constantly puts forth initiatives and course updates that will increase the efficiency and effectiveness of the academy and improve the quality of instruction.

Based on surveys from field-experienced first sergeants, graduates, commanders, and Utilization and Training Workshops, the academic curriculum is continually being revised. These revisions allow the academy to adjust the curriculum to meet current needs of Air Force First Sergeants.

Web-based instruction provides continuation training on demand using technologies such as interactive training and digitized role-playing.

The school's Web page provides a one-stop service for first sergeants to access critical reference material used on a daily basis as well as information for continuity purposes.

Scenario-based learning as well as role-playing exercises continue to challenge each student to higher levels of learning.

Curriculum

The academy's curriculum is divided into five major areas: unit administration, human resources preventive intervention, quality force management, military justice, and deployment issues.

Duration and Quotas

The USAF First Sergeant Academy course is held 15 academic days and can train up to 45 students per class. The First Sergeant Academy's Air National Guard (ANG) and Air Force Reserve Command (AFRC) courses are also 15 academic days and can train up to 32 ANG and 20 AFRC students per class. All courses have eight offerings each fiscal year.

Prerequisites and Selection

On 24 May 2002, HQ USAF/CC established a three-year initial tour for first sergeants entering duty after 1 October 2002. Historically, the Air Force relied solely on volunteers; unfortunately, first sergeant manning left critical enlisted leadership billets unfilled. Air Force leaders sought a change to the selection process and sought out our best SNCOs to fill this demanding duty, while volunteers are the foundation. A central selection process was implemented to augment the volunteer process. Application procedures are the same as well as eligibility criteria. Criteria for selection are as follows: MSgt/E7, be highly motivated and have exceptional leadership and managerial skills, minimum physical profile requirements, be deployable worldwide, have 36 months' retainability, and other requirements. Additionally, applicants must be interviewed by the unit commanders, who in turn make a recommendation to their installation's command chief master sergeant. Ultimately, the applicant's package will be forwarded to the MAJCOM's chief master sergeant through AFPC.

Curriculum Summary

Course Title	Academic Hours
USAF First Sergeant Academy	120.0
Air National Guard First Sergeant Academy	120.0
USAFR First Sergeant Academy	120.0
Additional-Duty First Sergeant Symposium	40.0
ANG Additional-Duty First Sergeant Symposium	40.0

USAF Historian Development School

Mr. Mark P. Stanley, Director

Internet Address

<http://www.maxwell.af.mil/au/cpd/>

The USAF Historian Development School became operational in January 1995. The school is responsible for professional continuing education throughout the historian career field. It conducts two in-residence courses—the Historian Basic and Historian Contingency courses.

The Historian Basic course is 18 days long and is designed for new historians entering the Air Force History Program. The curriculum provides a foundation in the principles and methods of preparing periodic histories and managing a wing history program.

The Historian Contingency course is 8.5 days long and provides historians with the principles and methods needed to prepare Air Force historical reports and manage the Air Force history program in a deployed environment. Students receive lessons on Air Force doctrine, war planning, Airmen and family readiness,

command and control processes used during contingencies and humanitarian assistance and disaster recovery operations. They also complete a practicum, preparing a classified contingency historical report.

Both of these courses prepare historians to assist today's commanders in the decision-making process. By capturing and preserving the Air Force's corporate memory, historians can assist future leaders as they seek to improve the combat capability of the Air Force.

Mission: *The USAF Historian Development School provides historians with the knowledge and skills needed to prepare Air Force historical reports and manage an Air Force history program at home station and in contingency environments.*

Goals: Provide historians with a strategic framework for the historian career field. The objectives are to

- develop and present a student-focused curriculum that fulfills Air Force History Program requirements;
- represent the historian career field in forums involving education and training issues;
- provide consultation to the Headquarters USAF Office of History (USAF/HO) and other organizations; and
- assist in developing standards for Air Force histories and related materials.

Initiatives Summary

The Air Force History and Museums Program is undergoing a transition from an enlisted force to a nearly total civilian force, with the exception of Air Force Reserves, by FY 07. The USAF Historian Development School began the Historian Basic course in FY 05. This course replaced the Historian Apprentice Course. Additionally, the schoolhouse created a new Historian Contingency Course.

Curriculum

The school curriculum enables historians to prepare organizational histories more effectively.

Duration and Quotas

The Historian Basic course is held four times each year for 18 academic days with an average of 12 students per class. The Historian Contingency course is held three times each year for eight and one-half days with an average of 10 students per class.

Prerequisites and Selection

The prerequisites for student attendance begin with selection for duty as a historian.

Historian Basic Course Prerequisites. Civilian historians are selected by the Air Force Historian and Museum Program manager, while reservists are scheduled through Air Force Reserve Command. All attendees must be proficient with computers and word processing software.

Historian Contingency Course Prerequisites. All students selected for this class must have at least an interim secret clearance.

Curriculum Summary

Title	Academic Hours
Historian Basic Course	144.0
Historian Contingency Course	68.0

Extended Studies and Advanced Distributed Learning

Air University, through the Air Force Institute for Advanced Distributed Learning (AFIADL), supports the Air Force distance learning mission. AFIADL manages the extension course program to include professional military education non-resident programs and provides career development courses for enlisted upgrade training. AFIADL also manages the Air Technology Network for satellite broadcasting and datacasting of courses. AFIADL leads the AU effort to integrate online learning services at AU.

Air Force Institute for Advanced Distributed Learning

Col Kim A. Bowling, Commander

Internet Address

<http://www.maxwell.af.mil/au/afiadl>

Mission: *Promote, deliver, and manage distance learning for our air and space forces.*

The Air Force Institute for Advanced Distributed Learning (AFIADL), located at Maxwell AFB/Gunter Annex, formally came into being on 1 February 2000. Today, AFIADL is the focal point for distance learning (DL) for the Air Force and Air University (AU). The institute supports formal training and educational programs of the Air Force, Air Education and Training Command (AETC), Air National Guard (ANG), and Air Force Reserve (AFRES) by providing professional military education, career-broadening, technical training, specialized, and continuing education courses to people throughout the DOD and to civil service employees in all federal agencies. AFIADL operates under the guidance of AETC's directorate of education, AU.

AFIADL has evolved from its earliest mission, beginning in 1950, as an Air Force professional specialty school providing correspondence courses. Later, the organization assumed the additional responsibility of providing study reference materials in support of the Weighted Airman Promotion System (WAPS). Today, AFIADL supports a variety of distance-learning media, methods, and courses and stewards the integration of AU's online learning services. AFIADL also manages and operates the Air Technology Network (ATN), which provides satellite broadcasts of live courses worldwide.

Advanced distributed learning (ADL) is the newest mission supported by the institute. ADL is a form of DL that emphasizes collaboration on standards-based versions of reusable objects, enterprise networks, and learning management systems. While traditional DL media include interactive television, interactive multimedia instruction, Internet-based instruction, paper-based instruction, and other instructional technologies, ADL focuses on the next-generation systems, tools, and repositories that manage and deliver instructional modules comprised of "sharable content objects." AFIADL's vision is to provide a seamless, integrated learning environment that delivers instructional content "anytime—anywhere" in support of the expeditionary construct.

Additionally, AFIADL's ADL mission is to promote and advance innovation through transformative instructional technologies, methods, processes, and services to synchronize and integrate resident and nonresident instructional programs and services for AU. The activities encompass the direct support to members of the AU community, involving administrative leadership, faculty, and staff to envision, plan, test, and scale innovations as well as steward electronically delivered resident and distance learning services, programs, and related support services.

AFIADL's Extension Course Program (ECP) provides career-development courses, PME courses and specialized courses. This division also supports the Weighted Airman Promotion System (WAPS) and the chief of staff reading program. The ECP operates in a fully automated environment that leverages rapidly growing technological capabilities. The traditional correspondence courses are developed using state-of-the-art publishing software and print-on-demand technology. These courses incorporate blended approaches of multimedia and CD-ROM, and will move to online in some cases. The eventual availability of courses online will augment distribution to remote sites and enable utilization of robust, interactive content. Course exams are available in electronic format at most test control facilities, enabling students to have instant access to feedback and test scores. Student support is accomplished via the electronic Customer Support Center (eCSC). The eCSC is a commercial off-the-shelf solution, providing system, course, and student support services through electronic incident submissions and frequently asked questions. Additionally, the eCSC administers electronic surveys as well as real-time tabulation of results in a myriad of formats.

AFIADL delivers many of its courses via ATN, an ITV network providing one-way video, two-way audio capability. Courses taught over ATN closely emulate the classroom environment and can accommodate many teaching styles and frequent changes to content. ATN has a 254-port audioconferencing bridge and a seven-day-per-week helpdesk that serves all schools using ATN. The network has 12 broadcast centers linked to its central hub, which broadcast reaching 154 earth stations and 270 classrooms worldwide and is in the process of installing multiple sites in Southwest Asia and additional sites in United States Air Force Europe (USAFE). Additionally, AFIADL is expanding ATN to reach the medical training community DOD-wide with training by satellite on a 24-hour, daily basis. In support of this initiative, funded by the VHA-DOD Joint Incentive Program, downlinks are being installed at all major CONUS installations to link to base cable networks, greatly expanding the reach of ATN. Since its development in 1991, ATN has grown to provide over 250,000 student-training-hours per year. ATN is the pioneer of the Government Education and Training Network (GETN), which provides programming from 17 government agencies using 13 uplinks and reaching 1,970 sites. The ATN Program Management Office is located at Wright-Patterson AFB, Ohio, and is known as Operating Location A of AFIADL.

AFIADL's instructional systems specialists and advisors are available to teach instructors and support organizations in the field how to utilize the various media and develop sound instructional strategies. AFIADL produces handbooks and guides for base education offices and field units that facilitate DL classes at remote locations. These guides are available on the AFIADL Web site.

The institute conducts a one-week course for authors to provide new writers of career development and specialized courses with the basic knowledge and experience needed to produce effective-extension course materials. The course is a practicum in the use of instructional systems development to write and revise courses. During the week, new writers work under the tutelage of institute educators and gain hands-on experience in every phase of course development. Instructional specialists also produce a guide for multimedia courseware that

outlines procedures and instructional criteria for effectively incorporating multimedia components into DL courses.

The institute also conducts a one-week course for new ATN instructors to provide them with a basic knowledge and practice of on-air interactive instruction. Instructional specialists also present best practices and instructional criteria to effectively incorporate multimedia components into ITV courses.

Additionally, ADL program managers and DL innovation analysts work collaboratively with administrators, faculty, and students across AU to advance innovations in teaching and learning through technology. Moreover, the institute works one-on-one with developers of online courses to ensure they follow best practices for course design but also to ensure the course complies with industry technical standards, the office of the secretary of defense reference models, and work flow protocols for developing, tagging, and storing content objects in a repository.

AFIADL administers and distributes more than 450 courses. They fall into four categories: PME, PCE and training courses, specialized courses, and career development courses (CDC). The institute distributes and provides technical and student support for the following DL courses.

Professional Military Education Courses

AFIADL distributes nonresident professional military education (PME) courses for both commissioned and noncommissioned officers through distance-learning products ranging from paper-based through CD-ROM and online. PME via DL is also available by seminar. AFIADL provides online customer support and student administration for PME courses and electronic exams. PME courses and requirements are in the *AFIADL Catalog* on the institute's Web site: <http://www.maxwell.af.mil/au/afiadl>.

Professional Continuing Education and Training Courses

AFIT and various schools within AU, Second Air Force, and other commands use AFIADL's satellite network, ATN, to reach thousands of students every year to fulfill their professional continuing education (PCE) and training needs. A schedule of courses available over ATN and Government Education and Training Network, and the times and locations of broadcast, are available under the ATN tab on the AFIADL Web site.

PCE and various training courses are also provided online via a learning management system. Information on these courses and how to get access to the system is available under the ADL tab on the AFIADL Web site. Some courses are restricted to eligible personnel only, whereas other courses are open to all DOD personnel registered in the defense enrollment eligibility reporting system (DEERS), and on a case-by-case basis through special procedures established by course directors.

Specialized Courses

Specialized courses focus on technical and special subjects that are useful in many career fields. Examples are contracting, finance, and logistics courses. These courses also provide career broadening to individuals as they progress to

higher levels or who are required to become more knowledgeable in career fields other than their own. Most of these courses are paper-based, but some are available in blended media or online via a learning management system. These are described in the *AFIADL Catalog* available online.

Career Development Courses

Career development courses (CDC) constitute the largest portion of AFIADL's curricula. These self-study courses help Airmen complete the task-knowledge portion of the dual-channel concept for the enlisted training program. The dual-channel concept is an on-the-job training program that requires the completion of CDC courses for skill-level upgrade—a requirement for promotion. Airmen must complete CDCs successfully at various stages to advance in their careers. CDCs are also available on a voluntary basis for career broadening. Air Force members can obtain further information about the institute's courses and procedures for enrollment through their base education or training office. The *AFIADL Catalog* and the AFIADL Web site provide up-to-date information on courses, programs, policy, and procedures. You can access the institute's information and the *AFIADL Catalog* at <http://www.maxwell.af.mil/au/afiadl>. The catalog also provides information on academic credit recommendations for most courses. A list of credit recommendations for AFIADL courses can be found in the current *Guide to the Evaluation of Educational Experiences in the Armed Services*.

The institute's Web site also provides information about test control facilities, methods for obtaining assistance with student inquiries, links to ADL resources and studies, and other useful information available to students all over the world.

Citizenship Education and Emergency Services

Besides its professional military and continuing education, Air University supports two nationwide programs—the Air Force Junior Reserve Officer Training Corps and the Civil Air Patrol—that instill citizenship values among our nation's youth and provide emergency service to the nation.

Air Force Junior Reserve Officer Training Corps

Col Norman Balchunas, Director

Internet Address

<http://www.afoats.af.mil/AFJROTC>

The Air Force Junior Reserve Officer Training Corps (AFJROTC) can track its heritage to a program founded in 1911 in Cheyenne, Wyoming, by Army Lt Edgar R. Steevers. Lieutenant Steevers was assigned as an inspector-instructor of the organized military of Wyoming. During his assignment, he envisioned a noncompulsory cadet corps comprised of high school students aimed toward making better citizens.

The National Defense Act of 1916 authorized a junior course for noncollege military schools, high schools, and other nonpreparatory schools. The Army implemented JROTC in 1916. Public Law 88-647, commonly known as the *ROTC Vitalization Act of 1964*, directed the secretaries of each military service to establish and maintain JROTC units for their respective services. The first Air Force JROTC programs were opened in 1966.

“(The) purpose of Junior Reserve Officers’ Training Corps [is] to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment” (Title 10, *United States Code*, Sec 2031).

The AFJROTC is a continuing success story. From a modest beginning of 20 units in 1966, AFJROTC has grown to 794 units throughout the world, with over 102,000 cadets. The program was scheduled to expand to 869 units in FY 06 and will eventually expand to 945 units. The AFJROTC program positively influences our country by helping one student at a time. Comprised primarily of active duty Air Force retirees, the AFJROTC instructor force is helping to form tomorrow’s nation by educating proud and patriotic cadets—tomorrow’s leaders.

Mission: *Develop citizens of character dedicated to serving their nation and community.*

The objectives of AFJROTC are to educate and train high school cadets in citizenship; promote community service; instill responsibility, character, and self-discipline; and provide instruction in air and space fundamentals.

Programs and Operations

In Academic Year 2006, the AFJROTC program enrolled approximately 102,000 cadets, employed more than 1,800 instructors and operated units in 48 states, the District of Columbia, Puerto Rico, Italy, Germany, Belgium, Netherlands, United Kingdom, Japan, Korea, and Guam. AFJROTC units are located in host high schools, public and private, and, by law, the program is limited to students in grades 9–12. AFJROTC instructors are employees of the host school.

The Air Force Officer Accession and Training School (AFOATS) at Maxwell AFB, AL, houses the AFJROTC headquarters. There are two branches within the AFJROTC headquarters at AFOATS: Instructor Management and Operations.

Instructor Management. This branch recruits, certifies eligibility to teach AFJROTC, monitors performance of AFJROTC instructors, and recommends de-certification of AFJROTC instructors as necessary. It provides assistance and authoritative guidance to instructors and school officials, including assistance in the selection and hiring of instructors. Additionally, it processes instructor applications and administers the instructor evaluation system. Each instructor is required to complete the AFJROTC Academic Instructor Course (MAFOATS003) prior to assuming faculty responsibilities in their units.

MAFOATS003 – AFJROTC Academic Instructor Course

A 10-training day mission-essential course hosted by the AFOATS Curriculum Directorate (AFOATS/CR), prepares newly assigned AFJROTC faculty (Air Force retired officers and NCOs) to teach in private, public, and Department of Defense (DOD) high schools around the world. Students focus on participative learning, seminar, and teaching experiences. Students also receive AFJROTC instruction in curriculum, professional relations, leadership, counseling, and legal issues.

Operations. This branch provides staff initiatives and policy to implement the air and space science and leadership education curriculum. It ensures the program is conducted pursuant to DOD and Air Force instructions; develops policies and procedures for the day-to-day operation of the program; and establishes standards for unit operations, instructor qualifications, and cadet performance.

Curriculum

The AFJROTC program is grounded in Air Force core values. The curriculum emphasizes Air Force heritage and traditions, the development of flight, applied flight sciences, military air and space policies, and space exploration.

Curriculum opportunities include

- Academic studies
- Character education
- Life skills education
- Leadership opportunities
- Team-building experiences
- Intramural competition
- Field trips/training opportunities

The success of the AFJROTC program lies in its progressive and academically sound curriculum and the numerous extra-curricular activities AFJROTC

offers students. The curriculum is two parts: air and space studies and leadership/life skills education. Host schools may elect to emphasize either portion of this curriculum based upon the needs of the students.

Aerospace Studies. The first year covers the heritage and development of flight and military air and space policies. The second year includes the environment in which aircraft and spacecraft operate. Flight and navigational principles and the requirements for human flight are also included. Rocketry, space vehicles, and the exploration of space are covered in the third year. The fourth year offers a variety of options: Management of the Cadet Corps; Honors Program-Aviation Ground School; Laboratory Manual, Geography, Astronomy, Policy and Organization, and Survival. The table below shows a typical AFJROTC curriculum, emphasizing air and space studies.

Curriculum Summary Emphasizing Aerospace Studies

Year	Aerospace Science	Hrs	Leadership Education	Hrs	Total Hrs
1	Frontiers of Aviation History	108	Citizenship, Character, and Air Force Tradition	72	180
2	The Science of Flight	108	Communication Awareness and Leadership	72	180
3	The Exploration of Space	108	Life-Skills and Career Opportunities	72	180
4	Options	108	Principles of Management	72	180

Leadership/Life-Skills Education. Air Force Junior ROTC focuses on leadership education with emphasis on development of life skills while exposing cadets to opportunities to learn and practice basic leadership. The leadership/life-skills course work helps prepare cadets for positions in any career. Classes provide cadets with a basic knowledge of military customs and courtesies, military organization and principles of leadership, flag etiquette, drill and ceremony. The table below shows a typical AFJROTC curriculum, emphasizing leadership and life-skills education.

Curriculum Summary Emphasizing Leadership and Life Skills

Year	Aerospace Science	Hrs	Leadership Education	Hrs	Total Hrs
1	Frontiers of Aviation History	72	Citizenship, Character, and Air Force Tradition	108	180
2	The Science of Flight	72	Communication Awareness and Leadership	108	180
3	The Exploration of Space	72	Life-Skills and Career Opportunities	108	180
4	Options	72	Principles of Management	108	180

Extracurricular Activities. Extracurricular activities and opportunities are important parts of AFJROTC. Cadets can participate in summer leadership camps, drill meets, orienteering, debates, Aerospace and Technology Honors Camps, and discussion forums. AFJROTC does not engage in marksmanship training or teach individual combat skills.

Civil Air Patrol-US Air Force

Col Russell D. Hodgkins, Jr., Commander

The Civil Air Patrol-US Air Force (CAP-USAF) is the active duty Air Force organization that provides advice, assistance, liaison, and oversight to the Civil Air Patrol (CAP), a Federally supported nonprofit corporation that serves as the volunteer auxiliary of the Air Force. CAP-USAF headquarters at Maxwell AFB, along with eight CAP-USAF regional commands, provides training, policy guidance, and assistance to almost 56,000 CAP members throughout the United States, Puerto Rico, and on several overseas Air Force installations. Over 110 CAP-USAF active-duty military and government civilian personnel, as well as about 250 Air Force Reservists who participate in the CAP Reserve Assistance Program (CAPRAP), play a key role in helping CAP meet its congressionally chartered missions.

Civil Air Patrol

Maj Gen Richard L. Bowling, CAP Chairman of the Board of Governors

Maj Gen Antonio J. Pineda, CAP, National Commander

Internet address

<http://www.cap.gov>

CAP was created on 1 December 1941 as a part of the Office of Civilian Defense. During World War II, CAP was an integral part of North American defense, patrolling the 1,200 miles of coastline from Halifax, Nova Scotia, to the Florida Keys searching for enemy submarines and other signs of enemy activity. In 1943 CAP transferred to the Army Air Forces. In 1946 CAP was chartered by congressional act as a non-profit, benevolent organization devoted to humanitarian activities. By another act of Congress in 1948, CAP became the official auxiliary of the USAF. Congress again fundamentally modified the organization in 2000. With the Floyd D. Spence National Defense Authorization Act of FY 01, Congress clarified auxiliary status as a conditional state dependent on CAP performing actual services for a Federal department or agency while reaffirming strong Federal budgetary support to the organization. More significantly, Congress created the CAP Board of Governors (BOG) to serve as the principal governing body of the organization. This 11-member board is made up of members appointed by the Secretary of the Air Force and senior CAP volunteers. The BOG provides much needed strategic direction and guidance to CAP, while delegating many day-to-day operations of CAP to the CAP national commander.

CAP's congressional charter mandates the organization to

- provide an organization to encourage and aid US citizens in contributing their efforts, services, and resources in developing aviation and in maintaining air supremacy;

- provide aviation education and training, especially to its adult and cadet members;
- encourage and develop private citizens, by example, to voluntarily contribute to the public welfare;
- encourage and foster civil aviation in local communities;
- provide an organization of private citizens with adequate facilities to assist in meeting local, state, and national emergencies; and
- assist the Department of the Air Force in fulfilling its noncombat programs and missions.

Through its varied programs, CAP provides the American public with emergency services, aerospace education, and the CAP cadet program.

CAP furnishes trained volunteers who support noncombat Air Force programs and missions throughout the United States by conducting approximately 95 percent of the inland search and rescue missions authorized by the Air Force Rescue Coordination Center at Langley AFB, Virginia. Daily operations include aerial reconnaissance missions for the US Customs Service, Drug Enforcement Administration (DEA), and US Forestry Service to support counterdrug operations.

CAP is playing an increasingly important role in domestic Homeland Security (HLS) operations and maintains an extensive, survivable radio network, providing emergency communications when disasters strike.

CAP provides aerospace education for CAP members and the nation at large through its comprehensive outreach programs, including the annual National Conference of Aviation and Space Education (NCASE). This aerospace education reaches the classrooms of more than 19,000 students and 400 educators each year, encouraging an interest in aviation and the sciences.

The CAP cadet program fosters personal discipline, patriotism, and leadership in young people across the nation and on Air Force installations worldwide.

Today's CAP has more than 33,000 adult members and almost 23,000 cadets in 1,650 units, with an organizational pattern and rank structure similar to that of Air Force units. CAP has eight geographical regions composed of 52 wings—one for each state, plus Puerto Rico and the District of Columbia. Wings are divided into groups, squadrons, and flights. The CAP national headquarters is collocated with the CAP-USAF headquarters at Maxwell AFB, AL.

CAP has adopted several initiatives to furnish better service to the public. These efforts include an ongoing recruiting drive to attract new members, modernizing and improving its aircraft fleet and equipment, and a screening program of all adult members associated with the cadet program.

Emergency Services

Search and Rescue/Disaster Relief. CAP's primary operational emergency services missions include air and ground search and rescue (SAR), and disaster relief (DR)—whether in response to man-made events or natural disasters. Through a cooperative agreement, the Air Force provides CAP with a fleet of

530 general aviation light aircraft, plus vast amounts of vehicles, ground-rescue equipment, and radios. CAP operates national, regional, and local high frequency (HF) and very high frequency (VHF) radio networks with more than 12,000 radios, including a robust VHF-FM repeater system. These networks provide valuable connectivity during national, state, or local emergencies or disasters.

SAR operations are carried out primarily under USAF authority at the request of the Air Force Rescue Coordination Center and other DOD joint-rescue coordination centers. DR operations during peacetime are coordinated by federal, state, or local emergency management authorities and authorized by the Air Force National Security Emergency Preparedness Office. In FY 06, CAP aircrews flew 108,726 flying hours.

Homeland Security. Since the 11 September 2001 terrorist attacks, CAP has played an increasingly important role in homeland security (HLS) operations. This role was formalized on 1 October 2004 when CAP signed a memorandum of understanding (MOU) with CAP-USAF and First Air Force. The CAP/CAP-USAF/First Air Force MOU establishes the command relationship necessary for CAP to perform HLS missions under the tactical control of the First Air Force commander. CAP is now fully incorporated into the US Northern Command's Air Force North air tasking order process.

CAP aircraft play an important role supporting the training of active military air defense forces by flying target aircraft to simulate terrorist activities and train our US military forces to detect, monitor, and intercept suspicious aircraft.

Counterdrug Operations. Since the mid-1980s, CAP has been an integral player in counterdrug operations. Many federal agencies, such as the Drug Enforcement Administration, US Customs and Border Protection, US Forest Service, and numerous state and local law enforcement agencies routinely call on CAP for aerial reconnaissance and communications support for their counterdrug missions. Additionally, CAP provides "low slow flier" intercept training and radar monitoring support to the Department of Defense.

Future Support. In 2002, Congress appropriated \$6 million for CAP to acquire hyperspectral-imaging (HSI) technology and training. CAP successfully completed testing the HSI equipment in 2004 and 16 complete systems are now being incorporated into CAP operations. Currently in the operational test and evaluation phase, the HSI system will be utilized nationwide to aid SAR, DR, and HLS missions.

Cadet Programs

The CAP cadet program is open to young men and women between the ages of 12 and 21. CAP cadets are involved in a leadership training program based on activity and achievement. The cadet program includes 16 achievements in four phases with five milestones. Accomplishments in each phase and achievement lead to progression in rank from cadet basic to cadet colonel. Cadets may also take part in other activities such as the International Air Cadet Exchange program.

CAP offers the cadets opportunities to receive training in gliders and powered aircraft, radio communications, and various emergency service specialties. The cadet program also provides study and involvement in five program elements—aerospace education, leadership laboratory, moral leadership, physical fitness, and air and space-related activities.

Aerospace Education. This portion of the cadet curriculum orients the cadets to the diversity of the air and space community. It develops an understanding of flight; aircraft and space-vehicle power plants; navigation; weather; air traffic control; and the social, political, and economic impact of air and space endeavors. Career exploration is inherent in all aspects of the aerospace education element of the cadet program.

Leadership Skills. This area helps cadets learn and practice basic leadership, administration, and management techniques. Cadets are trained in leadership theories and concepts as well as practical hands-on applications.

Character Development and Moral Leadership. This portion of the cadet curriculum furnishes cadets with a forum to discuss contemporary issues under the leadership of chaplains and specially trained adult leaders, called moral leadership officers, and local clergy. The purpose is not to espouse any specific religious doctrine or teachings but to draw cadets into moral and ethical discussions based on various case studies.

Physical Fitness. Scaled to the cadet's age group, gender, and capabilities, the physical fitness program is tied directly to the President's Council on Physical Fitness and Sports, which provides an exposure to physical fitness as a lifetime requirement for good health.

Activities. Cadets may complete air and space-related activities at all levels of CAP: local, wing, regional, and national. These activities are grouped into three categories: flying related, career exploratory, and professional development. Examples of these activities include Cadet Officer School, National Cadet Competition, Engineering and Technology Academies, glider- and powered-flight training, and eight USAF career-field familiarization courses.

CAP fosters international goodwill and cultural awareness as a full participating member of the US Department of State's interagency working group on US government-sponsored international exchanges and training.

The cadet program also includes opportunities to travel abroad. Each summer since 1948, CAP cadets and adult-member escorts, with Air Force funding and assistance, have participated overseas as US representatives in the International Air Cadet Exchange—a program that promotes cultural awareness, international understanding, goodwill, and friendship among young people who have a common interest in aviation. The CAP cadets go through a structured curriculum in Washington, DC, before departing for their host countries.

Likewise, an 18-day exchange to the United States allows cadets from other countries to tour air and space industries and museums, visit airports and Air Force installations, take orientation and training flights in gliders and powered aircraft, and visit the homes of host CAP families. The program exchanges approximately 90 people with 12 other nations.

Drug Demand Reduction. CAP's Drug Demand Reduction (DDR) program began in 1994 to support the Air Force family within 30 miles of active duty Air Force bases, Reserve bases or stations, and Air National Guard bases. The mission of the program is to implement substance abuse prevention through a comprehensive program of education and awareness. One of the highlights of the DDR program is the CAP School Program, which allows CAP participation either during or after school. Schools throughout the US sponsor the programs.

Aerospace Education

The Air Force supports and funds CAP's aerospace education effort for both its membership and with the general public to develop an understanding and appreciation of the importance of air and space power for our country. Internally, cadets and adult members take part in a structured aerospace education program and have access to current air and space events.

The program's purpose is to develop a membership that can provide grassroots understanding and leadership in aerospace education in local communities. Through its external outreach programs, CAP provides aerospace education to American citizens through professional educators. These outreach efforts include teacher workshops, curricular materials, educational liaison, and cooperative programs.

Teacher Workshops. CAP cosponsors aerospace education workshops through partnerships with other organizations, colleges, universities, and associations, reaching over 400 teachers a year. These projects provide teachers and school administrators with a basic understanding of air and space activities and prepare them to include aerospace education in their curricula at all levels.

Curricular Materials. CAP produces courses of study, textbooks, instructor guides, audiovisual materials, and other supplementary materials. Many schools (private, public, parochial, and home schoolers) and other organizations/associations use this material to present air and space education to their students.

Educational Liaison. CAP maintains a close liaison with state school officials, college and university administrators, and private, public, and parochial school systems to promote air and space education throughout the country.

Cooperative Programs. CAP maintains a close working relationship with other air and space education groups to develop cooperative air and space education programs. These groups include the Federal Aviation Administration (FAA), National Aeronautics and Space Administration (NASA), National Air and Space

Museum, state aeronautical commissions, American Institute of Aeronautics and Astronautics, General Aviation Manufacturers Association, Air Transport Association, Aircraft Owners and Pilots Association, Young Astronaut Council, and the Air Force Association/Air and Space Education Foundation.

Chaplain Service

CAP fields the largest volunteer chaplaincy in the world. Numbering over 670 chaplains and 300 moral leadership officers, the Chaplain Service mission is dedicated to ensuring the free exercise of religion for all CAP members; promoting spiritual care, moral leadership, and character development; and responding as trained crisis responders to community and military contingencies such as disasters, aircraft accidents, or acts of terrorism. The CAP chaplain service regularly supports active duty and reserve components and meets the same educational, ecclesiastical, and professional standards as active duty chaplains. CAP chaplains routinely substitute for deployed active duty chaplains at Air Force bases across the country, currently assisting over 40 military units.

CAP Distance Learning Courses

Several CAP distance learning courses are available from AFIADL. Course descriptions are available in the *AFIADL Catalog*.

Section III

Academic Support and Tenant Units

Several organizations at Maxwell AFB provide academic, historical, and legal support for the Air University (AU) resident and distance education programs. These organizations enable the university to furnish essential mission support to a wide range of Air Force units and commands, including Headquarters Air Force and the Department of Defense.

Academic Support

Several organizations provide support for the Air University (AU) resident and distance education programs. The AU Registrar assists students with course admissions, diplomas, and transcripts. Muir S. Fairchild Research Information Center serves as the focal point of faculty and student research, holding more than 2.9 million items. The AU Press and AU Television provide top-notch print, broadcasting, and multimedia capabilities that allow AU schools and organizations to provide worldwide educational opportunities to Air Force and Department of Defense personnel.

Air University Registrar

Mr. Lloyd L. Wilson

Internet Address

<http://www.maxwell.af.mil/au/registrar.asp>

The Air University registrar oversees three branches: Services and Student Records, Officer Professional Military Education (PME), and Student Production, Analysis, and Requirements. Through the Services and Student Records Branch, the registrar provides a 30-year archival data trail for AU schools, produces transcripts for graduates of those schools, and serves as admissions officer for Air War College (AWC) and Air Command and Staff College (ACSC) master's degree programs. The registrar enrolls distance education students, monitors their progress, and produces their completion certificates and diplomas. The Officer PME Branch functions as the single input source for updating USAF records with PME course completions and supports promotion boards by screening graduate records to provide PME graduate data. The Student Production, Analysis, and Requirements Branch manages course requirements, allocations, schedules, and program changes. Additionally, this branch supports the Air Force Education Requirements Board through data tracking and analysis for Air Force advanced academic degree programs and professional continuing education requirements.

Air University Transcript Requests

Individuals must request transcripts in writing from the Services and Records Branch, Air University Registrar (AU/CFRR), 60 W. Shumacher Ave., Maxwell AFB, AL 36112-6337. All requests must include the student's name, any previous names used, social security number, dates of attendance, school or course completed, complete address where the transcript is to be mailed, the student's signature, current address, and phone number. The above information may also be faxed to (334) 953-8127 or e-mailed to student.services@maxwell.af.mil. For additional information call DSN 493-8128 or (334) 953-8128.

Muir S. Fairchild Research Information Center

Dr. Shirley B. Laseter, Director

Internet Address

<http://au.af.mil/au/aul/lane.htm>

The Muir S. Fairchild Research Information Center (MSFRIC), founded in 1946, as the Air University Library, is the premier library in the DOD. It houses well-

balanced collections especially strong in the fields of war fighting, aeronautics, Air Force and DOD operations, military sciences, international relations, education, leadership, and management. MSFRIC improves Air Force education by providing access to the world of information through quality library services.

The center holds more than 2.5 million items, including 505,000 military documents; 484,000 monographs and bound periodical volumes; 433,000 maps and charts; and 150,000 military regulations and manuals.

MSFRIC sits at the center of Chennault Circle, Maxwell AFB, AL. On 19 January 2007 Air University Library was redesignated as Muir S. Fairchild Research Information Center. The library building, Fairchild Library, is named after the founder and first commander of AU, Gen Muir Stephen "Santy" Fairchild. Fairchild Research Information Center also operates the Henry "Red" Erwin Library at Maxwell AFB-Gunter Annex. This branch provides tailored information collections and services for the NCO Academy and the Senior NCO Academy.

An active program of bibliographic publications and indexes facilitates access to the center's holdings and information. Special subject bibliographies and curriculum assistance pages are published throughout the year and posted contemporaneously on the library's Web page. Published since 1949, the *Air University Library Index to Military Periodicals* is searchable in the online catalog, accessed through the center's Web site.

Electronic information technologies are critical to the delivery of library resources and services. A third-generation integrated library system automates identifying, locating, and circulating library-owned materials. A robust Web site provides Internet access to the Special Bibliography Series, other PME curriculum support materials, map and image sites, full-text journals, e-books, newspapers, online databases, and links to key Web sites. Many MSFRIC tools are now available through the Air Force Portal, including links to reference librarians, bringing the personal touch of library service to the entire Air Force community.

Air University Press

Dr. Shirley B. Laseter, Director
Ms. Bessie E. Varner, Deputy Director

Internet Address
<http://aupress.maxwell.af.mil>

The Air University Press (AU Press), a division of MSFRIC, is the professional publishing arm of AU. First established in October 1953, the press celebrated its 50th anniversary in August 2003. Press publications promote creative thought on, and appreciation for, the value of air and space power. The Air University Publication Review Board, composed of senior faculty from AU's officer PME schools, assists the press in acquiring manuscripts and advising on the academic and research value of potential manuscripts.

The press is a leading not-for-profit publisher on air and space power doctrine and national security. To achieve this goal, the press engages in an active marketing program to attract manuscripts on relevant topics from a wide range of authors, including active duty military, civilian scholars, and independent researchers.

Through its unique design and in-house editorial capabilities, the press provides a complete range of publication services. It offers creative assistance in prepress production functions (design, layout, typesetting, and creation and use of illustrations and photographs) for all AU Press publications, including the *Air and Space Power Journal*, which is published in six editions—English, Spanish, Portuguese, Arabic, French and Chinese—and the new *Strategic Studies Quarterly*.

Information on press publications is available through the *Air University Press Publications* catalog—in hard copy and electronically at <http://aupress.maxwell.af.mil> and on the Air Force Portal. To inquire further about obtaining publications or submitting manuscripts, contact the Deputy Director, Air University Press, 131 W. Shumacher Ave., Maxwell AFB, AL 36112-5962 or visit the Web site.

Air University Television

Mr. Jim Temple, Director

Air University Television (AUTV) is AU's dedicated television facility, the Air Force's southeastern regional television production center, and one of five Air Force distance-learning uplink (broadcast) sites. From a full-service, \$3 million physical plant, AUTV provides video production and editing, DVD and CD-ROM production, cable and LAN distribution, Video-on-Demand and Live Streaming for audio/video Internet distribution, satellite uplink and downlink (receive) services, and television engineering consultation to support AU's professional military and continuing education courses locally and Air Force-wide.

As a part of the ATN, AUTV provides satellite uplink and downlink services. Courses are transmitted from the broadcast studio to downlink sites throughout DOD and the federal government. Downlink signals are distributed through Air University Cable Network (AUCN) using both a copper RF network and live streaming via the base network. AUTV also provides digitized video clips for inclusion in interactive courseware.

Production personnel produce broadcast-quality videotape programs for a wide range of applications, from short video supplements to faculty lesson plans, to full-length programs for widespread distribution. Video programming to support daily classroom needs is aired over the AUCN. The AUCN signal is received in all AU classrooms on Maxwell AFB and Gunter Annex. Presentations in each school's main auditorium are distributed live or recorded for delayed playback and entry into the video archive.

Engineering personnel provide the technical services required to maintain and repair the more than 1,400 pieces of video equipment in the AUTV facility and its subsystems throughout the Maxwell-Gunter community. AUTV engineers provide the technical expertise required to maintain and repair multimedia audi-

toriums and classrooms throughout all Maxwell-Gunter academic institutions. AUTV engineers also provide consultations to customers planning new requirements or modifications of existing multimedia presentation systems.

Tenant Units

Maxwell AFB is host to two tenant units. First, the USAF Historical Research Agency is a field operating agency which pursues joint ventures with Air University faculty, staff, and students to research future doctrine and war fighting issues. Second, the Air Force Judge Advocate General's School, part of the Air Force Legal Operations Agency, provides high quality legal education and training to judge advocates, civilian attorneys, and paralegals to meet Air Force and Department of Defense needs.

Air Force Historical Research Agency

Dr. Charles F. O'Connell, Jr., Director

Internet Address

<http://afhra.maxwell.af.mil/>

The Air Force Historical Research Agency (AFHRA) is the primary repository for Air Force historical documents. Begun in Washington, D.C., during World War II, the agency's collection later moved to Maxwell AFB, Alabama, in 1949 to support Air University and is located adjacent to the Muir S. Fairchild Research Information Center. The AFHRA is a field operating agency operating under the policy guidance of the Air Force Historian at Headquarters USAF.

AFHRA's current holdings exceed 650 million pages and represent the world's largest and most valuable organized collection of historical documents on US military aviation. The archives cover subjects ranging from the use of balloons in the Civil War through Air Force activities in World War II, Korea, Southeast Asia, Operation Desert Storm, the Air War over Serbia, and the current Operations Noble Eagle, Enduring Freedom, and Iraqi Freedom. The majority of documents consist of USAF organizational histories from every echelon of the service from major command to squadron level. Except for the classified or restricted documents comprising approximately 25 percent of the holdings, the collection is open to the general public. The agency's finding aids include an electronic database and bibliographies for identifying and locating individual documents on specific topics of interest to the researcher.

Complementing the unit histories, the agency houses several special collections, with some dating back to the early 1900s. Among these collections are historical monographs and studies; more than 2,000 oral history interviews; end-of-tour reports of notable overseas commanders; course materials of the Air Corps Tactical School from the 1930s; and working papers of key Army Air Forces staff offices, the British Air Ministry, and the Luftwaffe during World War II. An extensive 2-million-page Persian Gulf War collection and an electronic database of nearly 85 gigabytes of information on the Air War over Serbia have been added to the agency's holdings in the past decade. The Gulf War holdings include chronologies, working papers, message traffic, oral history transcripts, unit histories, and contingency historical reports.

The agency also holds the personal paper collections of more than 500 Air Force civilian and military figures, including former secretaries of the Air Force John L. McLucas, Robert C. Seamans, Jr., and Eugene M. Zuckert, as well as Generals George S. Brown, George C. Kenney, Curtis E. LeMay, John D. Ryan, and Thomas D. White.

Currently, the agency is receiving historical reports and information from Operations Noble Eagle, Enduring Freedom, Iraqi Freedom, and other Air Force operations. The agency's historical collection is readily available to AU students, faculty, and staff. In addition, agency staff members provide research and advisory services for AU students in order to assist them in preparing papers and theses.

Beyond its support to AU, the AFHRA staff answers requests for historical information from Congress, the Joint Chiefs of Staff, the Air Staff, the major commands, and the general public. Other key functions include drafting and updating

the official lineage and honors histories and emblems of Air Force organizations, writing and publishing historical reference works, conducting the Air Force's oral history program, maintaining records showing the status of aircraft, and updating and preserving the official lists of aerial victory credits earned during each war.

AFHRA staff members routinely take part in the training of new Air Force historians and conduct biennial archival and oral history training courses for professional members of the Air Force History and Museums program. The agency also deploys contingency historical teams consisting of IMA reservists during war and other operations to capture and archive documentation of Air Force activities.

Air Force Judge Advocate General's School

Col David C. Wesley, Commandant

Internet Address

<http://www.au.af.mil/au/cpd/jagschool/>

The Air Force Judge Advocate General's School (AFJAGS) was established in 1950 at Maxwell AFB. The initial charter of AFJAGS was to teach military law to new Air Force judge advocates. That charter has expanded substantially. The school now conducts many advanced and specialized courses for attorneys and paralegals throughout DOD and beyond. Today, as part of the Air Force Legal Operations Agency (AFLOA), the JAG School is in session 49 weeks of the year, teaching more than 30 different resident and nonresident courses in 40 offerings to some 3,500 students annually. With outside teaching responsibilities throughout other Air University schools and colleges exceeding 1,200 contact hours annually to some 12,000 students, what began as a small school to orient new Air Force lawyers has developed into a dynamic educational institution, serving the Air Force Judge Advocate General's Corps and the future leaders of the United States Air Force.

The annual student body consists of a selected group of active duty, Air Force Reserve and Air National Guard judge advocates, paralegals, and civilian attorneys from the Air Force, the other armed services and many federal agencies. The AFJAGS faculty also provides instruction on legal subjects to students attending Air War College, Air Command and Staff College, Squadron Officer School, Air and Space Basic Course, Officer Training School, International Officer School, Air Force Senior Noncommissioned Officer Academy, Ira C. Eaker College for Professional Development schools, and other AU colleges and schools.

The AFJAGS Civil Law Division performs the legal assistance policy and training functions previously performed by the former AFLOA Legal Assistance Division (AFLOA/JACA). AFJAGS performs several other educational functions including administering the Judge Advocate General's Corps' continuing legal education (CLE) program for Air Force attorneys; publishing *The Air Force Law Review* (semi-annually), the Air Force legal magazine *The Reporter* (quarterly) and *The Military Commander and the Law* (biannually); and teaching principles of American constitutional democracy, military justice, and human rights to foreign military officers and civilians through the Defense Institute of International Legal Studies.

Mission and Goals: Provides high-quality legal education and training to judge advocates, civilian attorneys, and paralegals to meet Air Force and DOD needs. The school's formal and CLE courses contribute to the professional development of the corps. Courses of study broaden and refine the students' understanding of the complexities of military legal practice. Graduates will have the ability to analyze and comprehend

- foundations of military law and basic advocacy skills;
- management and leadership skills necessary to supervise a base legal office;
- methods and techniques used in courtroom advocacy and specialized handling of expert witnesses, forensic evidence, complex evidentiary issues, and demonstrative evidence;
- principles of civilian personnel management and litigation;
- principles and concepts of federal and state environmental law and DOD procedures for compliance;
- principles of international military operations, the law of armed conflict, and rules of engagement;
- principles and concepts of claims and tort litigation;
- basic information on federal tax laws, estate planning, and the administration of a full-service tax program.

Initiatives Summary

AFJAGS has adopted several initiatives based on research studies, technological innovations, and other creative curriculum developments to enhance the ability of graduates to perform their professional duties. These initiatives include

- integrating hands-on practical procedure exercises into each course;
- creating mentoring opportunities for faculty and students in resident courses;
- integrating distance-learning methodologies and the latest information technology advances into all courses and publications, and adding specialized and updated courses to meet the increasing needs of new Air Force missions and of attorneys and paralegals in the field; and
- integrating additional leadership training and insight into the curriculum of each course.

Resident Curriculum

The academic environment of AFJAGS encourages free expression of ideas and an opportunity for independent and analytical thinking. The resident curriculum fosters advanced learning in the areas of advocacy, environmental law, labor law, and law of-fice leadership and management so that judge advocates and paralegals can ensure that the best legal service and advice are provided to Air Force commanders, staff agencies, and personnel.

Duration and Quotas

Frequency of presentation, length of the course, and number of students vary for each course. Contact AFJAGS or visit its Internet home page for specific information.

Prerequisites and Selection

Requirements vary for each course.

Curriculum Summary

Title	Academic Hours
Judge Advocate Staff Officer Course (3x a year)	356.00
Paralegal Apprentice Course (6x a year)	252.00
Paralegal Craftsman Course (3x a year)	244.00
Reserve Forces Paralegal Course	80.00
Law Office Management Course	76.00
Operations Law Course	76.00
Staff Judge Advocate Course	76.00
Trial and Defense Advocacy Course (2x a year)	76.00
Advanced Labor and Employment Law Course	36.00
Advanced Trial Advocacy Course	36.00
Area Defense Counsel Orientation Course (2x a year)	36.00
Defense Paralegal Orientation Course (2x a year)	36.00
Environmental Law Course	36.00
Federal Employee and Labor Law Course	36.00
Legal and Administrative Investigations Course	36.00
Military Justice Administration Course	36.00
Negotiation and Appropriate Dispute Resolution Course	36.00
Senior Defense Counsel Course	36.00
Senior Reserve Force Paralegal Course	36.00
Deployed Fiscal Law and Contingency Contracting Course	28.00
Homeland Defense/Homeland Security Course	28.00
Interservice Military Judges' Seminar	28.00
Trial Advocacy Course (3x a year)	28.00
Legal Aspects of Information Operations Law Course	24.00
Total Air Force Operations Law Course	24.00
Environmental Law Update Course (teleseminar)	20.00
Total Air Force Operations Law Course	20.00
Advanced Environmental Law Course	16.00
Air Force Reserve Annual Survey of the Law	16.00
Air National Guard Annual Survey of the Law	16.00
Computer Legal Issues Course	16.00
Reserve Forces Judge Advocate Course (2x a year)	16.00

Nonresident Curriculum

AFJAGS utilizes a number of distance-learning methodologies to provide non-resident students with advanced training and education in specialized legal areas. Recently, the AFJAGS faculty developed a series of Distance Education (DE) courses to provide wing-level judge advocate generals (JAG) with training when they move from one area of practice to another within an office. The first six courses provide basic education for Chiefs of Civil Law, Chiefs of Legal Assistance, Chiefs of Adverse Actions, Chiefs of Military Justice, Chiefs of Claims, and Chiefs of Operations Law. The school will add more courses in the coming months, focusing on the civil law specialty areas that will receive expert assistance from the Field Support Centers.

These DE courses reside on the Judge Advocate Distance Education (JADE) system. JADE tracks student progress from start to finish, ultimately providing students with credit for completing coursework. JAGs and paralegals can access the courses at <https://aflsa.jag.af.mil/kworks/>.

In addition, the school offers distance learning classes, or Webcasts. These courses generally require students to link into the course through a satellite or Internet connection to receive broadcasts of lectures. Following the broadcasts, students may have assignments or seminar discussions with other students at their location. These classes include discussions, presentations, and lectures on specific subjects in the areas of criminal law, trial advocacy, environmental law, labor law and federal claims and tort litigation, legal assistance, and operational law. Paralegal enrichment offerings include subjects in the areas of claims and tort litigation and in the law officer managers' course.

Academic Credit

AFJAGS offers two types of CLE: credit and enrichment. CLE credit can be earned by participating in programs counting toward state minimum CLE requirements. The school obtains state approval for three categories of CLE credit: resident courses taught at the AFJAGS; nonresident teleseminar or video courses prepared by AFJAGS and broadcast or distributed on request; and conferences, workshops, and seminars conducted by various offices in the Air Force Judge Advocate General's Corps.

Although AFJAGS serves as a liaison with state bars in obtaining approval for CLE credit programs, the main goal remains that of providing meaningful legal education to judge advocates who need an update in a certain area or are moving to a new position and are unable to attend the appropriate resident course. With this goal in mind, AFJAGS offers enrichment programs that do not include any written materials. These offerings are designed to provide a wide variety of information, from particulars for the practitioner to advanced discussions on recent legal issues.

Through affiliation of AFJAGS with the Community College of the Air Force (CCAF), graduates may receive semester hour credit in the undergraduate category. CCAF is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. Contact the base education office or refer to the *CCAF General Catalog* for additional information. The paralegal program has been approved by the American Bar Association.

Acronyms and Abbreviations

ACE	American Council on Education
ACES	Air Force Command Exercise System
ACSC	Air Command and Staff College
ACTS	Air Corps Tactical School
ADAX	Air and Space Doctrine Applications Exercise
ADL	advanced distributed learning
ADR	alternate dispute resolution
AECP	Airman Education and Commissioning Program
AEF	Air and Space Expeditionary Forces
AETC	Air Education and Training Command
AF	Air Force
AFB	Air Force base
AFC	<i>Air Force Catalog</i>
AFDC	Air Force Doctrine Center
AFDD	Air Force Doctrine Document
AFDDEC	Air Force Doctrine, Development, and Education Center
AFDLO	Air Force Distance-Learning Office
AFDWG	Air Force Doctrine Working Group
AFEHRI	Air Force Enlisted Heritage Research Institute
AFHRA	Air Force Historical Research Agency
AFHRMS	Air Force Human Resource Management School
AFI	Air Force Instruction
AFIADL	Air Force Institute for Advanced Distributed Learning
AFIT	Air Force Institute of Technology
AFJAG	Air Force Judge Advocate General
AFJROTC	Air Force Junior Reserve Officer Training Corps
AFLC	Air Force Logistics Command
AFM	Air Force Manual
AFMS	Air Force Medical Service
AFM&S	Air Force Modeling & Simulation
AFOATS	Air Force Officer Accession and Training Schools
AFPC	Air Force Personnel Center
AFPD	Air Force Policy Directive
AFRC	Air Force Reserve Command
AFRES	Air Force Reserve
AFRL	Air Force Research Laboratory
AFROTC	Air Force Reserve Officer Training Corps
AFSC	Air Force specialty code
AFSNCOA	Air Force Senior Noncommissioned Officer Academy
AFWI	Air Force Wargaming Institute
AICE	Association of International Credential Evaluators
ALS	Airman Leadership School
AMC	Air Materiel Command
ANG	Air National Guard

ANT	Advanced Navigation Technology
AOC	air operations center
ARCS	Air Reserve Component Seminar
ARI	Airpower Research Institute
ASBC	Air and Space Basic Course
ASDC	Air and Space Doctrine Center
ATN	Air Technology Network
ATN PMO	Air Technology Network Program Management Office
ATO	air tasking orders
AU/CC	Air University Commander
AU/CF	Air University Academic Office
AU/CFR	Air University Registrar
AU/FM	Air University Financial Management and Personnel
AUI	Air University Instruction
AURIMS	Air University Research Information System
AU/SC	Air University Information Technology
AUTV	Air University Television
AWC	Air War College
AY	academic year
BDU	battle-dress uniform
BOT	Basic Officer Training
BOV	Board of Visitors
CADRE	College of Aerospace Doctrine, Research and Education
CAO	Chief Academic Officer
CAP	Civil Air Patrol
CAPS	counterproliferation and planning system
CBI	computer based instruction
CBW	chemical biological warfare
CCAF	Community College of the Air Force
CCDR	combatant commander
CCM	Office of the Command Chief Master Sergeant
CDC	career development courses
CDX	crises decision exercise
CEP	core electives program
CEPME	College for Enlisted Professional Military Education
CESS	Civil Engineer and Services School
CFACC	combined forces air component commander
CFC	Canadian Forces College
CFETP	career field education and training plan
CHIP	contingency historical information program
CJCSI	chairman of the Joint Chiefs of Staff Instruction
CLE	continuing legal education
COA	courses of action
COMAFFOR	commander, Air Force Forces

COMPUSEC	computer security
CONUS	continental United States
COT	Commissioned Officer Training
CP	counterproliferation
CPC	Counterproliferation Center
CPD	[Ira C. Eaker] College for Professional Development
CPSP	commandant's professional studies paper
CSAF	chief of staff of the Air Force
CSAT	Center for Strategy and Technology
CSI	Chaplain Service Institute
CSLS	Center for Strategic Leadership Studies
CSP	College Scholarship Program
CS&P	competitive sourcing and privatization
CV	vice commandant
CWPC	Contingency Wartime Planning Course
DEA	Drug Enforcement Administration
DFMC	Defense Financial Management Course
DFM&CS	Defense Financial Management & Comptroller School
DL	distance learning
DOD	Department of Defense
DODD	Department of Defense Directive
DODIP	Department of Defense Informational Program
DR	disaster relief
DS	Dean of Services
DSN	Defense Switching Network
ECI	Extension Course Institute
ECL	English comprehension-level
eCSC	electronic Customer Support Center
EEW	experiments, war games
EOC	Emergency Operations Center
EPC	Educational Programs Cadre
EPME	enlisted professional military education
EPMEI	Enlisted Professional Military Education Instructor
ETCA	Education and Training Course Announcements
EWC	Executive Wellness Center
EWI	Education with Industry Program
FC	Flight Commander
FLEP	Funded Legal Education Program
FY	fiscal year
GMAT	Graduate Management Aptitude Test
GOE	Gathering of Eagles
GRE	graduate record examination
GS	global security

HPSP/FAP	Health Professions Scholarship and Financial
HQ AETC	Headquarters Air Education and Training Command
HQ AFDC	Headquarters Air Force Doctrine Center
HQ AU	Headquarters Air University
HQ USAF/AVCS	Headquarters US Air Force/Assistant vice chief of staff
IA	International Affairs
ICSP	In-College Scholarship Program
IDE	Intermediate Developmental Education
IEA	International Energy Agency
IFB	Integrated Forecasting Board
IO	international officer; information operations; international organizations
IOP	instruments of power
IOS	International Officer School
ISD	instructional systems design
ISR	intelligence, surveillance, and reconnaissance
IW	information warfare
IWAC	Information Warfare Applications Course
JAOC	Joint Air Operations Center
JAEX	Joint Air and Space Exercise
JAG	judge advocate general
JDACC	Joint Doctrine Air Campaign Course
JEMM	Joint Educational Mobility Model
JFACC	joint force air component commander
JFC	joint force commander
JFOWC	Joint Flag Officer Warfighting Course
JLASS	Joint, Land, Aerospace, and Sea Simulation
JMO	Joint Military Operation
JPME	joint professional military education
JTF	joint task force
LAN	local area network
LLAB	leadership laboratories
MAJCOM	major command
MASINT	measurement and signals intelligence
MEDOD	management education Department of Defense
M&S	modeling & simulation
MSFRIC	Muir S. Fairchild Research Information Center
NACES	National Association of Credential Evaluation Services
NAF	numbered air force
NATO	National Atlantic Treaty Organization
NAWVARCOL	Naval War College

NCA	National Command Authorities
NCACS	North Central Association of Colleges and Students
NCASE	National Congress of Aviation and Space Education
NCE	Negotiation Center of Excellence
NCOA	Noncommissioned Officer Academy
NCOIC	noncommissioned officer in charge
NCOPC	Noncommissioned Officer Preparatory Course
NGO	nongovernmental
NMD	National Missile Defense
NSDM	National Security and Decision Making
NSF	National Security Forum
NSPS	National Security Personnel System
NSS	National Security Studies
NSSC	National Space Studies Center
OI	operating instruction
OIF	Operation Iraqi Freedom
OL	operating locations
OMS	Officer Military Schools
OPEC	Organization of the Petroleum Exporting Countries
OTS	Officer Training School
PACE	Public Affairs Center of Excellence
PCE	Professional Continuing Education
PDT	Professional Development Training
PMCC	Professional Military Comptroller Course
PMCS	Professional Military Comptroller School
PME	Professional Military Education
POC	Professional Officer Course
PSP	Professional Studies Paper
RCOT	Reserve Commissioned Officer Training
ROTC	Reserve Officer Training Corps
RS	Regional Studies
SAASS	School of Advanced Air and Space Studies
SACS	Southern Association of Colleges and Schools
SAO	security assistance officer
SAR	search and rescue
SC	Solo Challenge
SCI	sensitive compartmented information
SDA	software development authority
SES	senior executive service
SIO	senior intelligence officer
SIWAC	Senior Information Warfare Applications Course
SNCOA	Senior Noncommissioned Officer Academy

SOC	Squadron Officer College
SOCHE	Southwestern Ohio Council for Higher Education
SOF	Special Operations Forces
SOS	Squadron Officer School
SSO	Special Security Office
SSS	Senior Service School
TCW	theater campaign warfare
TOF	total obligation force
TOEFL	Test of English as a Foreign Language
TPFDD	time-phased force deployment data
UN	United Nations
USAFA	US Air Force Academy
USSOCOM	United States Special Operations Command
WA	Warfighting Applications
WMD	weapons of mass destruction
WSI	Warfare Studies Institute
XNBP	Exercise National Budget Priority