AIR UNIVERSITY CATALOG

ACADEMIC YEAR
2020-2021

1 OCTOBER 2020

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Air University Commander and President

Lt. Gen. James B. Hecker is Commander and President, Air University, Maxwell Air Force Base, Alabama. He provides full-spectrum education, research, and outreach at every level through professional military education, professional continuing education and academic degree granting. He leads the intellectual and leadership center of the US Air Force, graduating more than 50,000 residents and 120,000 non-resident officers, enlisted and civilian personnel each year. Additionally, he is responsible for officer commissioning through Officer Training School and the Reserve Officer Training Corps.

Air University Chief Academic Officer

Dr. Mark Conversino is the Chief Academic Officer for Air University. He serves as the Air University Commander and President's principal advisor on academic issues relating to the University including all programs, faculty, curriculum, students, scholarship, accreditation, and academic support services. Dr. Conversino provides academic vision, leadership, and accountability necessary to achieving academic excellence across all AU centers, colleges, schools, institutes, and staff organizations. Dr. Conversino chairs the AU Academic Council and promotes creative and scholarly activities by providing overall academic leadership that is focused throughout all phases of the academic enterprise.

Advisory Bodies

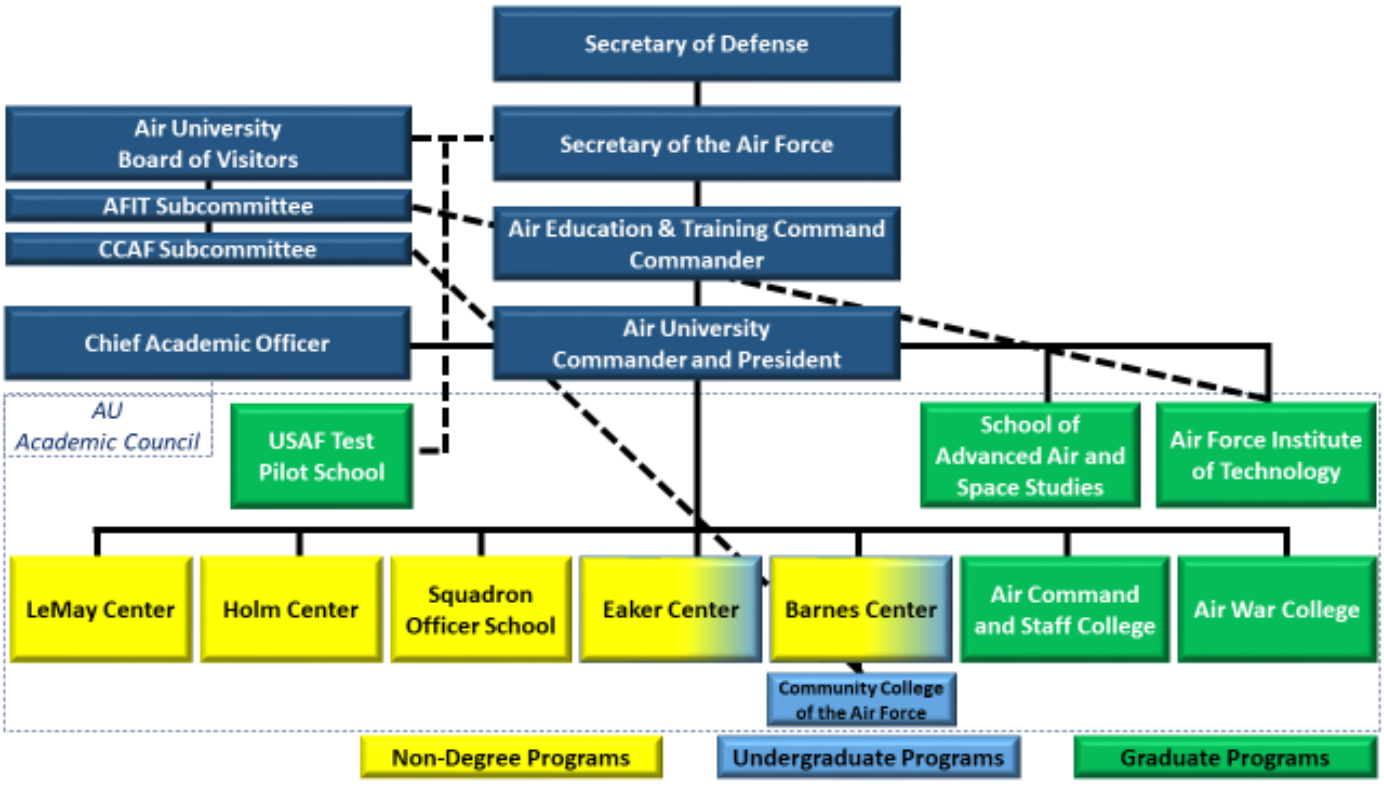
Air University (AU) Board of Visitors

The AU Board of Visitors (BoV) is a public board governed by the Federal Advisory Committee Act (FACA) of 1972 and chartered to provide the Secretary of the Air Force, in conjunction with the AU Commander and President, independent advice and recommendations on the educational, doctrinal, and research policies and activities of Air University (AU). The BoV is comprised of individuals with significant professional expertise relevant to educational programs of the institution nominated by faculty, staff, and senior Air Force leaders.

The BoV manages two subcommittees: the Air Force Institute of Technology (AFIT) and the Community College of the Air Force (CCAF). The AFIT Subcommittee serves as the advisory board for AFIT. This satisfies the Higher Learning Commission (HLC) requirement for BoV oversight of AFIT's separate accreditation with HLC. The CCAF Subcommittee advises the BoV on matters related to programs comprising all AU undergraduate degrees and the CCAF system.

The BoV is accountable to the Secretary of Defense to provide independent advice to the Secretary of the Air Force (SecAF) on AU policies and activities to include constructive recommendations that support institutional goals and educational programs. (See AUI 36-2602, *Air University Academic Administration.)*

AU Governance Structure



INTRODUCTION TO THE AIR UNIVERSITY

AU Mission. *Educate and develop Air, Space, and Cyberspace warrior leaders in support of the National Defense Strategy.*

AU Vision. *The intellectual and leadership-development center of the Air and Space Forces.*

Air University (AU), headquartered at Maxwell AFB, Alabama, is a major component of Air Education and Training Command (AETC) and is the lead agent for Air Force education. AU provides the full spectrum of Air Force education, encompassing pre-commissioning programs for new officers; undergraduate and graduate programs in specialized military disciplines; progressive, career-long professional military education (PME), professional continuing education (PCE), and professional development for officer, enlisted, and civilian Airmen; Air and Space professional; and specialized programs for US cabinet appointees, senior executive service (SES) civilians, and general officers.

AU's professional military education (PME) programs educate Airmen to leverage air, space, and cyberspace power to achieve national security objectives. Specialized professional continuing educational programs provide scientific, technological, managerial, and other professional expertise to meet the needs of the Air Force. AU also conducts research on the evolving security environment; emerging threats; future uses for air, space, and cyberspace power; working in joint and coalition teams and multicultural environments; education; military leadership; management; and other topics that inform senior Air Force leaders and contribute to curriculum development. The university is engaged in community and public service, offering a citizenship program: Junior Reserve Officer Training Corps.

History. The Wright brothers established the first US civilian flying school in Montgomery, Alabama, in 1910. By the 1920s, Montgomery was an important link in the growing system of aerial mail service. In the early 1930s, the Army Air Corps Tactical School (ACTS) moved to Montgomery, establishing Maxwell Field as the country's intellectual center for airpower education.

Air University, established in 1946, continues the proud tradition of educating tomorrow's planners and leaders in air and space power for the Air Force, other branches of the US armed forces, federal government civilians, and many international organizations. AU's current worldwide reach enriches the careers of every Air Force member.

Organizational Structure. The university's primary operating locations are concentrated on four main military installations. AU's officer and enlisted PME and officer accessions programs are offered in residence at Maxwell AFB and Gunter Annex in northwest Montgomery, Alabama. Our distance-learning PME programs are also developed and maintained by the Maxwell–Gunter campus faculty. The Air Force Institute of Technology (AFIT), AU's college of engineering, science, and technology, is located at Wright-Patterson AFB, Ohio; the Air Force Test Pilot School (USAF TPS) campus operates at Edwards AFB, California; and our enlisted medical associate's degree programs are offered at the joint-service Medical Education and Training Center at Sheppard AFB, Texas. AU strives for diversity, drawing students from all service components of the Department of Defense (DOD), other US government security agencies, and foreign military services from 80 plus nations each year. Air University organizations include the AWC, ACSC, SOS and SAASS, JAG, Curtis E. LeMay Center for Doctrine Development and Education, Jeanne M. Holm Center for Officer Accessions and Citizen Development, Thomas N. Barnes Center for Enlisted Education, Ira C. Eaker Center for Leadership Development, School of Advanced Air and Space Studies, USAF Center for Strategy and Technology, AFIT, USAF TPS, and several support organizations. The 42nd Air Base Wing, AU's host organization, manages facility infrastructure, safety, housing, and local area network systems, as well as providing many services that contribute to the quality of student life on campus.

Accreditation and Degree-Granting Authority

As a federal organization, the US Congress has authorized AU to award degrees appropriate to its mission. AU is a Level V degree-granting institution accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). For questions about Air University's accreditation, contact the Commission on Colleges at:

SACSCOC
1866 Southern Lane
Decatur, GA 30033-4097
(404) 679-4500
www.sacscoc.org

AFIT is separately accredited by the Higher Learning Commission (HLC). AFIT maintains a separate official catalog and monitors compliance with HLC requirements for accreditation. The HLC can be contacted at:

The Higher Learning Commission 230
North LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
(312) 263-0456 / FAX (312) 263-7462
www.hlcommission.org

In addition to institutional accreditation, the Accreditation Board for Engineering and Technology accredits selected programs within the AFIT Graduate School of Engineering and Management. For questions about accreditation, contact this agency at:

Accreditation Board for Engineering and Technology, Inc.
415 North Charles Street
Baltimore, MD 21201
(410) 347-7700/FAX (410) 625-2238
www.abet.org

Normal inquiries about AU or AFIT, such as admission requirements, educational programs, transcript requests, and so forth, should be addressed directly to the institution and not to the SACSCOC or HLC offices. The commissions are to be contacted only if there is evidence that appears to support significant noncompliance with a requirement or standard of the accrediting body.

General Information

http://www.airuniversity.af.edu/

Privacy Act. As a federal military education institution, AU must adhere to the guidelines of the Privacy Act of 1974 to protect the confidentiality and integrity of student records. The U.S. Department of Education, Family Policy Compliance Office, considers AU a DoD Section 6 school, solely funded by the DoD under 10 *United States Code (USC)* Section 2164, and it is therefore exempt from the Family Educational Rights and Privacy Act (FERPA). Though not required to by law, AU complies with its basic tenets whenever possible. The university is committed to protecting, to the maximum extent possible, the right to privacy of all individuals for whom it holds information and/or records.

Academic Integrity. Air University is uncompromising in its adherence to a code of ethics, morality, and conduct related to scholarship and academic activity. Values such as honesty, trust, fairness, respect, and responsibility form the basis of academic integrity. These values are fundamental elements sustaining the reputation and credibility of this institution's students and faculty, and the value of the education it delivers and the degrees it awards.

Admission and Enrollment. Developing military personnel to meet Air Force needs is AU's primary mission. A student body with diverse cultural and professional backgrounds in national security organizations promotes new and different approaches to planning and problem solving that enrich the learning process. Therefore, AU also offers its educational programs to Air Force Reserve Command, Air National Guard, and members of US sister services, including the US Navy, US Marine Corps, and US Army. Selected civilian employees of other government agencies—such as the US Coast Guard, the Federal Bureau of Investigation, and the Central Intelligence Agency, among others—are also invited to attend. Finally, as part of the US military assistance programs, military officers from other countries may enroll in the courses and attend several AU schools.

Personnel who apply for AU degree programs, meet all eligibility criteria, and have submitted all required documentation are then considered for admission in applicable AU programs.

Civilian Airmen selected for undergraduate developmental programs must meet requirements established by the Director, Manpower, Personnel and Services (AF/A1) and specialized degree admissions criteria described in the Associate of Applied Science in Air Force Leadership and Management Studies section of this catalog.

Admission to the AU master's degree resident programs requires an individual

to (1) be selected to attend in residence, (2) hold a qualifying US bachelor's degree from a regionally accredited institution or its equivalent, and
(3) meet English proficiency requirements, as applicable. Provisional admission is not allowed for students attending AU resident programs.

International students approved for attendance at AU, to include non- credit-bearing, non-degree programs, must meet educational, English- communications, security assistance, and preparatory course requirements established by the Deputy Under Secretary of the Air Force, International Affairs (SAF/IA).

AFIT is AU's only campus where non-DOD US citizens may enroll in academic programs provided, they meet admissions standards.

Grading Policy for Degree Programs. Course grades and quality points are based on a standard four-point system that incorporates "plus" or "minus" grades. Pass/Fail grades may be assigned based on Center or School policies. Pass grades will count only toward hours attempted/earned and will not affect the grade point average (GPA). Fail grades will count as hours attempted but will not count as hours earned, nor will they affect the GPA IAW AUI 36-2602, *Academic Administration.*

Transfer Credit. Due to the specialized nature of the Air University curriculum, transfer of credits from other institutions will not be accepted.

AU Definition of a Credit Hour. A credit hour represents the amount of work represented in achieving intended learning outcomes verified by evidence of student achievement. Faculty members evaluate and verify evidence of student achievement for all program outcomes. AU graduate schools, including Air War College (AWC), Air Command and Staff College (ACSC), SAASS, AFIT, and the USAF TPS, follow best practices for determining the amount and level of credit awarded for courses. Air University guideline for computing a credit hour is one hour of classroom or self-paced instruction, plus a minimum of two hours of out- of-class student work each week, for approximately 15 weeks resulting in an average of 45 instructional contact hours. Schools may develop alternative methods to calculate a credit hour that reasonably approximate this standard when appropriate. Schools may also exceed this minimum standard.

Auditing Elective Courses. The primary focus of AWC and ACSC faculty is on teaching PME students formally enrolled in their programs. On a non- interference basis, however, AWC and ACSC faculty members may allow individuals who are not enrolled in their programs to audit elective courses IAW AUI 36-2602, *AU Academic Affairs and Administration*.

Degree Program Withdrawal. Withdrawal/disenrollment is the removal of any

enrolled AU student from a course or school before completion IAW AUI 36-2602, *AU Academic Administration*.

Educational Documents

Fraudulent Documents. Air University Registrar Student Services personnel authenticate transfer credit, degrees, diplomas, certificates, and certifications. They pursue appropriate action when fraud is suspected, including disenrollment and/or legal action. The offending student's AU transcript will be annotated with "student was disenrolled for submitting fraudulent documents."

Information Release. It is AU's policy that a student must authorize release of his or her educational record to a third party. An exception to this policy is when the requester is an Air Force organization authorized to collect such records for official purposes. In all other cases, students must submit a release letter (with an original signature) to the university registrar. The student must state what information to release and to whom the information may be released. Though not required to by law, AU complies with the intent of the Federal Family Educational Rights and *Privacy Act of 1974,* 5 *USC* 301, 10 *USC* 8013, and *Executive Order 9397*, which dictate the policy regarding release of student data. These directives specify that an educational record may not be released without the student's written consent specifying which records are to be released and to whom.

Transcript Request. Go to https://auservicedesk.af.edu, select Transcript Request then AU Transcript Request, complete the information and Submit, or mail it to the Air University Registrar, 60 W Shumacher, Maxwell AFB, AL 36112-6337. Transcripts will normally be mailed within seven duty days of receipt. AU transcripts will not be faxed or e-mailed. There is no fee for AU transcripts.

Student Affairs

Students should review the information below to become aware of their rights as students in Air University programs. This information does not replace or supersede procedures that guide actions under the *Uniform Code of Military Justice* (*UCMJ*), disciplinary or administrative actions provided for in other DOD directives, Air Force instructions, or AETC instructions.

Student Complaints. AU students have the right to formally present in writing a program-related grievance or complaint. A complaint is defined as a formal written submission by a student related to a grievance against a school, a program, or the University. Before making formal written complaints, students are encouraged to seek resolution by discussing grievances or complaints informally at the lowest appropriate level within the organizational chain of command. To pursue a formal complaint, students must notify the appropriate level in the chain of command in writing using the AU Form 6, *Student Complaint/Grievance Application*, in accordance with the guidance established by the applicable School or Center. For academic matters, this generally means working with course instructors, department chairs, and deans, as applicable. For nonacademic matters, this generally means working through supervisory channels before addressing them to higher-level command channels or the inspector general system. However, individuals have the right to file a complaint with the inspector general at any level without going through supervisory/command channels first. When elevating to a higher-level authority, the student is responsible for notifying the current level authority in writing. The highest decision authority for resolving a formal complaint is the school commander or equivalent.

If a student has a grievance about a school's formal complaint-handling process after a final decision is given, he or she may appeal in writing to the center commander. Decisions made at this level are final.

Schools/Centers publish guidance for students regarding submitting academic grievances or complaints. Guidance will be published and readily available in documents such as student handbooks, course syllabi, and published instructions. Faculty and staff attempt to resolve the complaint in a timely manner at the lowest level or organizational authority.

Questions regarding this policy should be directed to HQ AU/CAA, Dr. Yolanda Levell-Williams, AU Chief of Academic Affairs, DSN 493-5488, or commercial 334-953-5488.

Degree Admission Requirements

US Personnel.

- Air Force active duty, Air National Guard, and Air Force Reserve Command officers selected to attend AU degree programs will have their degree status verified by the AU registrar. No action is required by selectees.
- US Army, US Navy, US Marine Corps, US Coast Guard, and US civilian personnel must have at least a bachelor's degree from a regionally accredited institution and meet the rank requirement per program. Students must request that an official transcript be mailed from their degree-granting school to the AU registrar. The transcript must be received no later than 1 June of the academic year in which the student is attending. Students are responsible for the costs incurred in providing academic documents. Mail transcripts to:

  Air University Registrar
  ATTN: Admissions
  60 W Shumacher Avenue
  Maxwell AFB, AL 36112

- The Air University is a master's granting institution. We are required to maintain proof of students' baccalaureate degrees. Do not send any graduate transcripts.

International Military Students. Admission to any AU degree program requires international students to meet two requirements: 1) possess a US bachelor's degree or equivalent from a regionally accredited college or university and, 2) meet the AU English language requirement. International students who do not meet the admission requirements for the AU degree programs or do not apply for admission will be allowed to attend the schools and will, upon graduation, receive a diploma from the school they attend.

Official Academic Documents. International students must possess undergraduate- or graduate-degree qualifications equivalent to those required of US students.

- International students who do not have a regionally accredited US bachelor's degree must submit academic records/documents from institutions outside the United States to an independent foreign credential's evaluation service. The credentialing agency must be a member of the National Association of Credentials Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of College Registrar and Admission Officers (AACRAO).

- In order for Air University to assess your academic eligibility, you must submit your academic documents to an agency for evaluation.
- Request a document-by-document evaluation.
- Student is responsible for obtaining this evaluation and for payment.
- Agency must send an official result to:
  Air University Registrar
  ATTN: Admissions
  60 W Shumacher Avenue
  Maxwell AFB, AL 36112-6337

- International students who have a regionally accredited US bachelor's degree must request that their degree-granting school mail an official transcript to the AU Registrar.
  - The official transcript must arrive at the address below no later than 1 June of the academic year in which the student is attending the program. The university must mail transcripts to:

    Air University Registrar
    ATTN: Admissions
    60 W Shumacher Avenue
    Maxwell AFB, AL 36112-6337

- There is no waiver option for this academic requirement.
- Student is responsible for this action and for payment.
- For further information and admission application suspense contact the Air University Registrar.

Test of English as a Foreign Language.

- International students from countries identified by DSCA in its annual memorandum as exempt are not required to take the TOEFL.
- International students who have completed a regionally accredited bachelor's or higher degree in the United States during the past four years are not required to take the TOEFL.
- International students from countries where the official language is not English must achieve an acceptable result on the TOEFL.
  - 83 or higher for the Internet-Based Test (iBT) or
  - 560 or higher for the Paper-Based Test (pBT)
  - Students must achieve these scores on an individual exam, super-scores will not be accepted.
- International students who have taken the TOEFL within the past two years

and have met the AU minimum acceptable result or higher are not required to take the TOEFL.

- International students must select the Air University Institution Code 9069 for the official result to be sent to the AU registrar.
- International students are responsible for all costs related to this requirement.
- There is no waiver option for this language requirement.
- For further information and admission application suspense, contact the Air University registrar

DEGREE PROGRAMS

This section includes a description of each degree program offered by Air University (AU).

Graduate Degrees:

- Doctorate of Philosophy in Military Strategy
- Master of Philosophy in Military Strategy
- Master of Strategic Studies (includes JPME II requirements)
    - Grand Strategy Concentration
    - Joint Warrior Studies Seminar Concentration
    - West Space Seminar Concentration
- Online Master's Degree Program (OLMP)
    - Joint Warfare Concentration
    - Leadership Concentration
    - Nuclear Warfare Concentration
    - Operational Warfare Concentration
- Master of Military Operational Art and Science (MMOAS) (includes JPME I requirements)
    - Multi Domain Operational Strategists
    - Schriever Scholars Program
    - School of Advanced Nuclear Deterrence Studies
    - Political-Military Affairs Strategist (PAS)
- Master of Science in Airpower Strategy and Technology Integration
- Master of Science in Flight Test Engineering

Note: Air Force Institute of Technology (AFIT) degree programs are documented in AFIT's catalog.

Undergraduate Degrees:

- Associate of Applied Science in Air Force Leadership and Management Studies
- Associate of Applied Science in the following specialty areas:
    - Aerospace Ground Equipment Technology
    - Aerospace Historian (No new enrollments authorized; program closure

underway)

- Aerospace Physiology Technology
- Air and Space Operations Technology
- Air Traffic Operations and Management
- Aircraft Armament Systems Technology
- Aircraft Structural Maintenance Technology
- Aircrew Safety Systems Technology
- Aviation Maintenance Technology
- Aviation Management
- Aviation Operations
- Avionic Systems Technology
- Bioenvironmental Engineering Technology
- Biomedical Equipment Technology
- Business Administration
- Cardiopulmonary Laboratory Technology (No new enrollments authorized; program transfer to CAHS underway)
- Computer Science Technology
- Construction Technology
- Contracts Management
- Criminal Justice
- Cybersecurity
- Dental Assisting
- Dental Laboratory Technology
- Diagnostic Imaging Technology (No new enrollments authorized; program transfer to CAHS underway)
- Diagnostic Medical Sonography
- Dietetics and Nutrition (No new enrollments authorized; program transfer to CAHS underway)
- Education and Training Management
- Electronic Systems Technology
- Emergency Management
- Entomology
- Explosive Ordnance Disposal
- Financial Management
- Fire Science
- Health Care Management
- Histologic Technology (No new enrollments authorized; program transfer to

CAHS underway)

- Hospitality and Fitness Management
- Human Resource Management
- Human Services
- Information Systems Technology
- Instructor of Technology and Military Science
- Intelligence Studies and Technology
- Logistics
- Maintenance Production Management
- Management Engineering Technology
- Mechanical and Electrical Technology
- Medical Laboratory Technology
- Mental Health Services
- Metals Technology
- Meteorology
- Microprecision Technology
- Missile and Space Systems Maintenance
- Munitions Systems Technology
- Nondestructive Testing Technology
- Nuclear Medicine Technology (No new enrollments authorized; program transfer to CAHS underway)
- Nuclear Weapons Systems Technology
- Occupational Safety
- Ophthalmic Technician
- Paralegal
- Personnel Recovery
- Pharmacy Technology (No new enrollments authorized; program transfer to CAHS underway)
- Physical Therapist Assistant
- Practical Nursing Technology
- Public Health Technology
- Scientific Analysis Technology
- Strategic Operations Management
- Surgical Services Technology
- Survival Instructor
- Transportation

- Vehicle Maintenance

Other Degree-granting schools affiliated with Air University:

- Air Force Institute of Technology

Graduate Degrees

School of Advanced Air and Space Studies

Master of Philosophy in Military Strategy and Doctorate of Philosophy in Military Strategy

https://www.airuniversity.af.edu/SAASS/

Program Description. The School of Advanced Air and Space Studies (SAASS) curriculum is an intensive 48-week program with the purpose of creating strategists for the Air Force and the nation. The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and the expert faculty. Class size is generally limited to no more than 38 Air Force active-duty officers; up to three joint-service officers from the Army, Navy, and Marines; up to two officers from the Air Reserve Component; and several officers from closely allied nations upon invitation from the chief of staff, US Air Force. Total enrollment should not exceed 45 students. SAASS creates warrior-scholars who have a superior ability to solve complex problems; think critically; develop strategy and policy; and develop, evaluate, and employ airpower as a component of military force in support of national objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a Master of Philosophy in Military Strategy.

Additionally, students may apply for entry into the Air University (AU) PhD program through a voluntary and competitive selection process. The SAASS curriculum serves as the foundational coursework for the AU PhD. Successful coursework completion, in addition to the completion of a successfully written and defended dissertation, earns students an Air University Doctorate of Philosophy in Military Strategy.

Program-Level Learning Outcomes. Through a series of research papers, oral arguments, comprehensive written and oral exams, and a dissertation, graduates will:

- Demonstrate the ability to think critically about the relationship of military force to statecraft.
- Articulate a thorough understanding of military history, military airpower, and political theories and their modern application to air, space, and cyberspace power.
- Articulate a thorough understanding of military history, military airpower, and political theories and their modern application as a strategic instrument of national policy.
- Articulate, using a reasoned synthesis of theory and experience, how modern

military force and its airpower component can best be applied across the spectrum of conflict.

- Argue effectively and responsibly about military strategy using evidence and logic.

Students gain experience toward these outcomes by introducing and defending propositions in a graduate colloquium environment, composing interpretive arguments in prose that meet accepted publication standards, and communicating complex formal arguments in a clear, concise manner. The faculty designed the SAASS curriculum to accomplish these outcomes. Students who complete the SAASS course of instruction should have an improved ability to think critically about the relationship of military force to statecraft, an advanced understanding of relevant political, military and airpower theories, a strong background in military history, and an enhanced ability to synthesize theory and experience in the pursuit of national political objectives. SAASS graduates will be able to argue effectively and responsibly about military strategy.

Faculty. All 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 and senior officers and civilian scholars.

Master of Philosophy in Military Strategy

Eligibility. A central selection board at the Air Force Personnel Center (AFPC), chaired by the AU president and commander, selects the students to attend the school. To apply for consideration, officers must have completed or be in attendance at an in-residence intermediate developmental education (IDE) program or its equivalent, or the Air Command and Staff College (ACSC) Online Master's Program (OLMP).

Admission Requirements. Admission to SAASS is highly competitive. Those wishing to attend must formally apply while or after attending an IDE program, as described above. 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 be in the process of obtaining same) or a bachelor's degree with an overall grade point average (GPA) of 3.25 or higher on a 4.0 scale. The Air Force Institute of Technology (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 active-duty Air Force applicants. International students

must be native English speakers or score a 94 or above on the Test of English as a Foreign Language (TOEFL) within the three years before entering SAASS. Nonnative English speakers must have attended an English-speaking, in-residence IDE program, preferably ACSC. Those attending ACSC must attend the International Officer School (IOS) prep course. Those entering without having attended ACSC must have attended an English-speaking intermediate program in residence but will forego the prep course due to conflicts with the SAASS course schedule. International students should possess undergraduate- or graduate-degree qualifications equivalent to those required of US students.

Graduation Requirements. To graduate with a master of philosophy in military strategy degree, a student must achieve a weighted grade point average for all letter-graded courses of 3.0 or higher; achieve a "pass" grade for all courses graded "pass/fail;" 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 complete an oral comprehensive examination conducted by a faculty board with a grade of "B" or higher. To graduate with a "certificate" in military strategy, a student must achieve a weighted grade point average for all letter-graded courses of 2.5 or higher; achieve a "pass" grade in all courses graded "pass/fail;" prepare a thesis based on original research that meets generally accepted standards of research, analysis, and expression for Air Force staff work; and complete an oral comprehensive examination conducted by a faculty board with a grade of "B-" or higher.

Doctorate of Philosophy in Military Strategy

Admission Requirements. In addition to completing the SAASS Master of Philosophy in Military Strategy students must (parenthetical expressions denote when during the year at SAASS these events occur):

- provide a letter of application for admission with a dissertation topic (early April);
- earn a cumulative GPA of 3.7 or higher (throughout the SAASS year);
- complete a written qualifying examination in the fields of theory, military practice, and strategic synthesis to an A- standard (early April);
- complete an oral comprehensive examination to an A- standard (early June); complete a thesis that meets standards expressed for the master of philosophy in military strategy and also indicates (throughout the SAASS year) an ability to (a) research a dissertation over the next three to seven years and (b) compose the findings into a publishable manuscript;
- be recommended by the SAASS PhD Selection Committee for admission into

the SAASS PhD program (late April). The SAASS faculty deliberates upon the candidates using a "whole-person" approach and makes its recommendation to the commandant, who has final approval authority for admission.

Post-SAASS PhD Activity. PhD candidates (those who have completed all but the dissertation [ABD]) will form a committee, with the chair normally being a long-term SAASS faculty member. The chairperson will aid in finding additional committee members suitable for the proposed topic. One PhD committee member normally will be from outside the Department of Defense (DOD) and from civilian academe. Candidates will have seven years from SAASS graduation to write and defend their dissertation. During that time, SAASS may fund research as candidates serve in post-SAASS duty assignments. Active-duty Air Force candidates may be awarded a Stephen R. Lorenz Fellowship, from three to five years after SAASS graduation. The fellowship is one year in duration for the research and composition of a PhD dissertation and holds equivalency for in- residence senior developmental education. The Lorenz fellowship is an aid to, but not a requirement for, completion of the dissertation.

Degree Requirements. To graduate with a Doctorate of Philosophy in Military Strategy, a student must research, write, and defend a publishable dissertation on a subject related to strategy or military security studies. Normally, students must complete the dissertation within seven years of graduation from the SAASS residence program.

SYLLABUS – Master of Philosophy (MPhil) Degree (Not listed in order of presentation)

Course Number and Title	**Semester Hours**
SAASS600 Foundations of Military Theory	4
SAASS601 Foundations of Strategy	3
SAASS627 Air Power in the Age of Total War	4
SAASS628 Air Power in the Age of Limited War	4
SAASS632 Foundations of International Politics	4

SAASS643 Strategy-to-Practice	4
SAASS644 Irregular Warfare	3
SAASS660 Technology and Military Innovation	3
SAASS665 Space Power	3
SAASS667 Information and Cyber Power	3
SAASS690 Thesis	7
SAASS699 Comprehensive Examination	4
Total, MPhil	**46**

SYLLABUS – Doctorate of Philosophy (PhD) Degree

Course Number and Title	**Semester Hours**
SAAS700 Dissertation	15
Total, PhD	**61**

Course Descriptions Master of Philosophy Degree

SAASS 600 Foundations of Military Theory 4 Semester Hours

This course explores classic as well as contemporary military theory and strategy. These works, across different time periods and domains, have significantly influenced thought about the art and science of war. Students place each work in its context, analyze the text, evaluate its central and supporting propositions, and conduct comparative assessments of these works. In so doing, students gain a detailed understanding of the body of classic and contemporary military thought while enhancing their critical thinking skills.

SAASS 601 Foundations of Strategy 3 Semester Hours

This course is an interdisciplinary examination of the theories, methods, and concepts that inform the art and science of strategy and decision-making. Readings draw from the study of politics, history, economics, organizational behavior, science, culture, and morality. Students will read widely and instructors will expose them to a number of ways humans think about social phenomena.

SAASS 627 Air Power in the Age of Total War **4 Semester Hours**

This course examines the historical development of airpower and strategy in the crucible of the two world wars. It also explores a number of key issues dealing with airpower development and employment during that period. The faculty organizes the course around a series of core books, selected for their impact upon airpower's theoretical development, contribution to our understanding of airpower's impact on events, or issues worthy of discussion and examination. One week of the course includes field study abroad stressing affective learning in locations where events analyzed in the classroom occurred.

SAASS 628 Air Power in the Age of Limited War **4 Semester Hours**

This course bridges the historical experience of airpower's youth and adolescence (1914–45) and the maturation of the US Air Force as an independent service. It considers the period of the Cold War, a time in which the United States had to deal with deterring a superpower threat while at the same time addressing the challenges of limited war under the nuclear umbrella. The course also examines the dramatic transformation of air power in recent years as the Cold War gave way to, first, a more uncertain international environment and, second, the wars following terrorist attacks in 2001. It examines theoretical debates, technological revolutions, the demands of the Global War on Terror, and persistent peer challenges, all of which shaped, and were shaped by, the air weapon in the twenty-first century. The theme of this course is a familiar one: a consideration of the interaction between airpower and strategy, writ large. Together with SAASS 627, SAASS 628 is designed to ground student understanding of the history of military aviation in the United States.

SAASS 632 Foundations of International Politics **4 Semester Hours**

This course introduces students to theories of international politics and how these theories are used to assess strategic problems in the international arena. The rationale for this course stems from the conviction that one cannot do strategy without a working knowledge of international politics and all that is encompassed within the field that explores relationships between nation-states. Students read widely from the theoretical canon that governs the contemporary study of international politics. Topics include theories of international politics, deterrence, coercion, international political economy, and geopolitics.

SAASS 643 Strategy-to-Practice **4 Semester Hours**

This capstone course is designed to teach students about the context, constraints, and conditions within which national leaders develop strategy, while offering students the opportunity to practice developing strategy. Students learn about the strategic policy-making process, in what ways this process and its objectives inform national military strategy, and how domestic and international contexts and conditions shape

national military strategy and its execution. Students are also exposed to different strategy formulation techniques to provide them with applied tools for strategy development and participate in a graded practicum in which they craft a military strategy. As the final course at SAASS, this course presents the opportunity for synthesis and application of various theories, heuristics, frames, and models that have been introduced throughout the year.

SAASS 644 Irregular Warfare **3 Semester Hours**

This course examines irregular warfare in all of its forms, including terrorism, insurgency, revolution, and civil wars. The course pays particular attention to the role that geography, ideology (including violent extremism), technology, and grievance play in starting and sustaining irregular groups. Lessons within the course also devote significant attention to combating and defeating irregular threats, including ensuring tactical actions are coherently linked to strategic goals and narratives.

SAASS 660 Technology and Military Innovation **3 Semester Hours**

This course presents theories and utilizes case studies to help students understand technological evolution throughout human history, from the Stone Age to Artificial Intelligence. It also considers why military organizations successfully innovate—or fail to do so. The course draws on theories of complexity, computation, and heterogeneous engineering, but also emphasizes the human and social aspects of innovation.

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 militarization, weaponization, and privatization as well as the organization of space forces in the DoD.

SAASS 667 Information and Cyber Power **3 Semester Hours**

This course examines the fundamentals, development, and evolution of information, cyberspace, and cyber power to foster critical thinking about the underlying concepts, strategies, and issues that optimize cyber power as an instrument of national power and to advance the development of each student's personal philosophy of air, space, and cyber power.

SAASS 690 Thesis **7 Semester Hours**

This course is unique at SAASS for two primary reasons. First, it is the only course that spans the entire academic year. Second, the course is a student-driven, but faculty-guided, exercise in personally exploring a subject of relevance to the Air Force and national security. Throughout the year, faculty research advisors assist students

in examining subjects in an analytically and scholastically rigorous manner, using primary as well as secondary source research materials, to produce a 60- to 100-page study. During the thesis researching, writing, and revising process, students improve upon other critical thinking skills, such as problem bounding and framing, thematic coherence and consistency, and critically and objectively assessing their own work.

SAASS 699 Comprehensive Examination **4 Semester Hours**

The faculty employs a two-hour oral examination by a board of three faculty members, including one from outside of the School, to determine the degree to which the student has synthesized the SAASS curriculum. The interrelationship among courses and application of concepts and contexts to contemporary and future problem sets feature prominently in the examination.

Course Description Doctorate of Philosophy Degree

SAASS 700 Dissertation **15 Semester Hours**

Under the direction of the chair of a dissertation committee, a candidate must research, write, and defend a publishable dissertation on a subject related to strategy or military security studies that presents in-depth original research based, as appropriate, on primary source materials, reflects higher-level critical thinking, and analysis that demonstrates mastery of the subject matter and makes an original contribution to the fields of strategy and/or security studies. All credit hours for the dissertation will be awarded upon the candidate's successful defense of their dissertation and awarding of the degree.

Master of Strategic Studies

Air War College

Internet Address
https://www.airuniversity.af.edu/AWC/

Program Description. The Air War College (AWC) resident program class membership includes officers from each US military service, civilian employees of federal government agencies, and officers from the international community. All US students are dually enrolled in the AWC senior-level professional military education (PME) program and the AU Master of Strategic Studies degree program; therefore, they must meet admission requirements for the Master of Strategic Studies degree. The AWC PME program is accredited for joint professional military education (JPME) phase II as defined for senior level colleges in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01F, *Officer Professional Military Education Policy*. International Fellows who qualify for entry in the AWC program are enrolled in the AWC senior level PME program and may choose to apply for admission to the Master of Strategic Studies degree program. As the senior Air Force PME school, AWC annually educates about 245 resident students from all US military services, federal agencies, and 45 nations.

Learning Outcomes. Graduates are able to:

- Analyze successful senior leadership in joint, interagency, intergovernmental and multinational environments, evaluate the traits essential to the profession of arms, and understand the proper role and employment of military capabilities, especially airpower.
- Critically analyze complex political-military issues and clearly articulate—through written and oral methods—solutions to influence senior level decisions.
- Assess and develop strategies and military plans which, in concert with other instruments of national power, achieve national security strategic objectives.
- Build diverse personal and professional relationships forged from the broader AWC educational experience.

Faculty. The AWC's unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to valid educational theory

and practice. Military officers also contribute depth and breadth of expertise as well as relevant, unparalleled currency in military affairs critical to the college's success.

Duration. The resident program consists of 10 months of graduate-level study.

Eligibility. Lieutenant colonels, colonels, equivalent sister-service, civil service personnel. The Central Senior Service School Selection 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 Reserve (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services, officers from other nations, and US federal government civilians are selected to attend by their respective personnel systems. Refer to Air Force instruction (AFI) 36-2656, *Developmental Education* for additional information.

Degree Admission Requirements. To be admitted to the master of strategic studies degree program, individuals must (1) present proof of academic capability with a qualifying undergraduate degree from a regionally accredited college/university (US bachelor's degree or its equivalent) or by meeting academic credentials requirements through a foreign credential evaluation result equivalent to a U.S. bachelor degree or higher and (2) provide an acceptable score on the TOEFL, unless they are from an English-speaking country. International Fellows not meeting the admissions requirements for the master's degree program will be allowed to attend AWC and will, upon completion of the resident program, receive the AWC resident diploma but will not be awarded a master's degree. Students may not opt out of the master's degree program after admission. Students in resident non-degree status cannot be considered for the degree program once admission is complete.

Graduation Requirements. Students fully admitted to the degree program must complete the AWC resident program consisting of a minimum of 34 semester credits for any concentration. Students must achieve a grade of "C" or higher on each academic course with an overall GPA of at least 3.00 on a 4.00 scale, achieve a "pass" in the Academic Prep course and Global Challenge Wargame, and fully participate in the National Security Forum, and Commandant's Lecture Series. International Fellows receiving the diploma participate in core and elective courses, the Academic Prep course, the Global Challenge Wargame, the National Security Forum, and the Commandant's Lecture Series. Students earning the diploma may enroll in the research course. Core courses completed for the diploma are graded on a pass/fail basis; elective courses are taken in an audit status.

AWC Resident Curriculum Core Course Descriptions

The AWC resident curriculum includes core and elective courses. The core courses consist of four major areas: leadership and ethics, international security studies, national and military strategy, and joint war fighting. The curriculum consists of the following course offerings by the three Departments: Strategy; Leadership and Warfighting; and International Security Studies.

Master of Strategy Studies Degree Requirements

MAWC001 Course Numbers and Names	**Semester Hours**
PC1100 Academic Prep (P/F)	Non-credit
EL6000 Elective Term I	2
EL6000 Elective Term II	2
RE6100 Research	5
LD6200 Strategic Leadership and the Profession of Arms	3
NS6300 National Security and Decision Making	3
FS6400 Foundations of Strategy	5
WF6501 Air, Space, and Cyber Power in the Future	2
WF6502 Theater Strategy and Campaigning	4
RS6600 Regional Security Studies	4
GS6700 Global Security	3
WG6800 Global Challenge Wargame (P/F)	2
Total	**35**

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 or diploma.

Core Course Descriptions

PC1100 Academic Prep **Non-credit**

The Academic Prep course is designed to frame the students' academic mindset by introducing the skills essential to success in the AWC program: reading, writing, and critical thinking. By the end of the course, students should be able to evaluate their ability to read, communicate, and think in preparation for the AWC curriculum. A follow-on writing workshop is offered for additional focused engagement.

RE6100 Research **5 Semester Hours**

The research requirement is designed to allow students to perform in-depth critical analysis on a relevant topic of interest primarily from an approved sponsoring organization. The research process provides the opportunity to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security

community and its senior leadership. For successful completion of the research requirement, students must produce a professional studies paper (PSP) in accordance with college standards. Research papers will be completed as an individual effort.

LD6200 Strategic Leadership and the Profession of Arms 3 Semester Hours
The Strategic Leadership and the Professions of Arms (SLPOA) course introduces and reinforces concepts and skills required to lead large, complex organizations in a rapidly changing strategic environment with emphasis on strategic communication and influence, organizational change and transitional leadership, strategic thinking, and ethical reasoning. The SLPOA course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical and strategic thinking, and moral reasoning. At the conclusion of the SLPOA course, students will be able to lead successfully as senior leaders in joint, interagency, intergovernmental, and multicultural (JIIM) environments, exhibiting the traits essential to the profession of arms.

NS6300 National Security and Decision Making 3 Semester Hours
The National Security and Decision Making (NS-DM) course analyzes and synthesizes the context and processes for developing US security strategy and the application of the national instruments of power in order to evaluate various security strategies and policy options. The course assesses the influence of a variety of factors on the national security decision-making process, including individual psychology, bureaucratic politics, organizational culture, Congress and the presidency, interest groups, and the interagency process. The course also analyzes the politics of planning, developing, and acquiring military forces, airpower in particular, as well as other case studies in national security decision making. To enhance the practical elements of the curriculum, the course includes instructional periods that incorporate Department of State (DOS) members in the seminar and guest lectures from current or former policy makers.

FS6400 Foundations of Strategy 5 Semester Hours
Foundations of Strategy (FS) is designed to provide students with a toolkit of key strategic concepts and analytical frameworks, so they can critically evaluate how strategies have been developed, implemented, and adjusted at the national and theater level. After completing the course, students should demonstrate that they can evaluate various perspectives on the nature of war and strategy; identify the essential elements of strategy, explain how they relate to each other, and analyze the most important factors shaping strategy in a particular context; and appraise the difficulty of translating military power in general and airpower in particular into desired political outcomes. The course serves as the foundation for further study of strategy 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.

WF6501 Air, Space, and Cyber Power in the Future 2 Semester Hours
This core course focuses on assessing issues associated with the innovation and the future employment of joint airpower. The rapid pace of change occurring throughout the world compounds the uncertainty and complexity of the future operating environment. If the Air Force is to continue to succeed, we must consider both the challenges and opportunities we will face in air, space, and cyberspace. Once students have learned to anticipate challenges to future Air Force core missions, the course focuses on the integration of airpower into future joint operating concepts.

WF6502 Theater Strategy and Campaigning 4 Semester Hours
The Theater Strategy and Campaigning course focuses on developing and shaping military strategies, which in concert with other instruments of national power, achieve national security objectives. To achieve this goal, students will learn to assess contemporary national strategic direction provided to combatant commanders and the services and its implementation through joint operations planning. Students are also expected to be conversant with issues associated with the application of military forces in a joint, interagency, and multinational environment across the range of military operations. Finally, students will demonstrate the ability to synthesize theater strategies, campaign plans, and contingency plans using operational design. The intent is to present students with an opportunity to apply the knowledge and skills derived from the strategy, leadership, and NS-DM courses in realistic planning exercises. They will use critical, creative, and systems thinking, viewed through the lens of operational design, to enhance their knowledge and develop new skills essential to functioning as a senior leader.

RS6600 Regional Security Studies 4 Semester Hours
The Regional Security Studies (RSS) course is an integral part of the curriculum, preparing senior leaders to evaluate the economic, political, cultural, and security issues within a particular region. The RSS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 international regions and, for International Fellows and a few select US students, three US locations. The students complete 30 classroom hours of focused academic preparation, followed by regional field study that allows students to discuss security policy issues with senior political, military, cultural, and economic officials.

GS6700 Global Security 3 Semester Hours

The Global Security (GS) course is designed to give students the ability to evaluate today's complex, interdependent, and dynamic international system and how it affects global, regional, and national security. The course uses a comparative approach to identify growing and emerging security concerns; analyzes how globalization, state strength, nationalism, great and regional power competition, and democratization and de-democratization influence international security on a comparative regional basis; examines the roles state and non-state actors play in addressing key issues that shape the global environment; assesses potential challenges to US security; and evaluates the relationship between economic factors and international security. The GS course follows is symbiotic with the RSS program. It capitalizes upon student experience from their RSS academics and field study.

WG6800 Global Challenge Wargame **2 Semester Hours**

Global Challenge is AWC's capstone exercise conducted during the last week of classes. The five-day exercise requires students to demonstrate mastery of concepts taught during the academic year. Students must critically analyze complex political-military situations and articulate recommendations at the national-strategic and theater-strategic levels of war. The aim is to present students with a complex and evolving global crisis, and require seminars to make sound, reasoned recommendations, and to defend those recommendations during rigorous questioning by a faculty panel. Senior faculty panels, assisted by seminar teaching teams, evaluate specific learning outcomes derived from each core curriculum course.

Concentrations: Grand Strategy, Joint Warrior, and Space

Grand Strategy Seminar Concentration

Students selected to the Grand Strategy Seminar Concentration seek a deeper understanding of the development and implementation of grand strategy than is attained through the regular curriculum. The concentration examines the historical practice of strategic art, the challenges of leadership and innovation at the strategic level, the relationship between the military instrument of power and national political objectives, and the interplay of global and regional security trends. Those selected for this concentration are degree-eligible students and complete all courses required for the Master of Strategic Studies. The GSS is a volunteer concentration of approximately 12 students forming a separate seminar at the beginning of the academic year. As such, the GSS curriculum is tailored from the core to more deeply explore strategy and strategic leadership. However, the GSS course of study offers unique engagement opportunities with current and former military and civilian senior leaders and GSS-only field studies trips enrich student understanding of the GSS curriculum. Interested officers are

encouraged to speak with faculty members associated with the program, but those officers with prior experience at strategic-level assignments, who have completed an Advanced Studies Group school and/or who have well-developed writing and critical-thinking skills are encouraged to apply. The AWC commandant will approve all selections for GSS enrollment. Course descriptions for the GSS follow the regular concentration course descriptions.

Grand Strategy Seminar Concentration

MAWC001 Course Numbers and Names	**Semester Hours**
PC1150 Academic Prep (P/F)	Non-credit
RE6100 Research	5
LD6250 GSS Strategic Leadership and the Profession of Arms	3
FS6450 Grand Strategy	8
FS6455 Grand Strategy Field Studies	3
WF6550 Design and Execution	6
RS6600 Regional Security Studies	4
GS6750 Global Security	3
WG6850 Anarchic Venture	2
EX6950 Comprehensive Oral Exam (letter grade)	1
Total	**35**

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 or diploma.

Grand Strategy Seminar Concentration Course Descriptions

PC1100 Academic Prep **Non-credit**

The Academic Prep course is designed to frame the students' academic mind- set by preparing a foundation in the skills essential to succeed in the AWC program. It provides an opportunity to understand and apply complex concepts to written and oral communication using the broad topic of CMR, which informs all aspects of the AWC curriculum. GSS academic prep will focus more on critical analysis, problem framing and research methods to provide a better understanding of tenets of academic research, theories, and writing. By the end of the course, students should be able to evaluate their own ability to think, speak, and write critically in preparation for the rigors of the AWC curriculum.

RE6100 Research **5 Semester Hours**

The research requirement is designed to allow students to perform in- depth critical analysis on a relevant topic of interest primarily from an approved sponsoring organization. The research process provides the opportunity to

improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For successful completion of the research requirement, students must produce a PSP in accordance with college standards. Research papers will be completed as an individual effort. Students in the Grand Strategy Seminar Concentration need to get approval of their PSP topic from a member of the Grand Strategy Seminar teaching team to ensure it is in keeping with the intent of the concentration. Ideally, GSS research will focus on a current, real-world issue of importance to one of the combatant commands. Their research should be sponsored by and presented to the combatant command following completion.

LD6250 GSS Strategic Leadership and the Profession of Arms
3 Semester Hours

The GSS SLPOA course introduces and reinforces concepts and skills required to lead large, complex organizations in a rapidly changing strategic environment with emphasis on strategic communication and influence, organizational change and transitional leadership, strategic thinking, and ethical reasoning. The GSS SLPOA course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical and strategic thinking, and moral reasoning. At the conclusion of the GSS SLPOA course, students will be able to lead successfully as senior leaders in JIIM environments, exhibiting the traits essential to the profession of arms. The Grand Strategy execution of this course may include additional readings and other requirements as determined by the course instructor.

FS6450 Grand Strategy **8 Semester Hours**

This semester-long course consists of 40 instructional periods and immerses students in an intensive and wide-ranging study of grand strategy. In the first block of the course, students examine a series of case studies of the formulation and execution of grand strategy by rising powers, declining powers and hegemonic powers seeking to maintain their status in a variety of historical and regional contexts. The intent is to expose students to examples of the strategic art as practiced by decision makers in other states and other periods of history. This will provide students with valuable comparative context for the study of American grand strategy. It will also encourage them to consider the role of culture and historical context in shaping the strategic priorities and decisions of states and leaders. In the second block, the focus turns to American grand strategy and US governmental decision making. This block will cover topics of importance to American grand strategy in more depth than is possible in the core curriculum. Topics include offshore balancing, liberalism, unipolarity, retrenchment, nuclear statecraft, credibility, and leaders and domestic politics. This course is only

available to students in the Grand Strategy Seminar.

FS6455 Grand Strategy Field Studies 3 Semester Hours

During the course of the academic year, GSS students conduct field studies trips that draw upon material from their courses to enhance their learning. Trips to Gettysburg and Washington D.C., for example, explore strategy formulation, civil-military relations, strategic leadership, and decision-making. The final field study is a staff ride to Normandy, France. This staff ride is a capstone event designed to draw upon lessons learned across the curriculum including, senior leadership, strategy, and campaign design and execution.

WF6550 Design and Execution 6 Semester Hours

The GSS Design and execution course covers three main areas: future conflict, design theory, and theater strategy and campaigning. The future conflict course focuses on where adversaries contest and challenge our actions in all domains. In this block, students will evaluate concepts for the employment of joint airpower in the future, understand the unique characteristics and roles of Airpower (air, space, cyber), and explores how technological developments influence the character of air warfare in the future. The design theory block introduces design thinking as a foundation to operational design by enabling trans-disciplinary, systemic perspectives on organizations and complexity in conflict. The theater strategy and campaigning block puts the knowledge and thinking of the anticipated future environment and design thinking into practice to create theater strategies, campaigns, and major operations that achieve national strategic goals across the range of military operations.

RS6600 Regional Security Studies 4 Semester Hours

The RSS course is an integral part of the curriculum, preparing senior leaders to evaluate the economic, political, cultural, and security issues within a particular region. The RSS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 international regions and, for International Fellows and a few select US students, three US locations. The students complete 30 classroom hours of focused academic preparation, followed by regional field study that allows students to discuss security policy issues with senior political, military, cultural, and economic officials

GS6750 Grand Strategy Global Security 3 Semester Hours

The purpose of this course is to enable senior officers to master the complexity of security issues in selected regions of the world through the application of specific themes to facilitate both international relations and comparative analysis. The selected themes are: (1) Power Politics and Threats to Global Security from

Strong States; (2) Weak States and Non-State Threats to Global Security; and (3) Enhancing Global Security: Globalization, Democratization and Global Governance. The course focuses on Asia and the security dilemma produced by power politics and strong states and on the Middle East, Africa, and Central America and the impact of weak states and nonstate threats. The contribution of Europe through the North Atlantic Treaty Organization (NATO) to global security is considered under the theme of enhancing global security. The three themes form the basis for grand strategy decision making and help pave the way for choices on options, costs, risks, and acceptability of particular strategic choices in different contexts. The course is designed thematically with applications, where the readings are reinforced by regional or national applications of the pertinent themes. The Global Security course follows and complements the RSS program, capitalizing upon students' experience from their field of study. The course allows students to develop an analytical framework incorporating the role that factors such as region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.

WG6850 Anarchic Venture Exercise **2 Semester Hours**

Global Challenge is GSS's capstone exercise conducted toward the end of the academic year. The three-day exercise requires students to demonstrate mastery of concepts taught during the academic year. Students must critically analyze complex political-military situations and articulate recommendations at the national-strategic and theater-strategic levels of war. The aim is to present students with a complex and evolving global crisis, and require seminars to make sound, reasoned recommendations, and to defend those recommendations during rigorous questioning by a faculty panel. Senior faculty panels, assisted by seminar teaching teams, evaluate specific learning outcomes derived from each core curriculum course. To enrich the inquiry and discovery of Anarchic Venture, GSS students will conduct this exercise with post-graduate strategy seminars from other American universities. GSS students may also conduct a real-world strategy evaluation exercise in support of combatant command ongoing operations.

EX6950 Comprehensive Oral Exam **1 Semester Hour**

Comprehensive oral exams are designed to assess a student's ability to synthesize and evaluate the major bodies of evidence and theoretical propositions examined in the course of studies and across the entire GSS curriculum of instruction. A panel of three faculty members conducts an intense question-and-answer session of approximately two hours with a single GSS student. The student must demonstrate a high level of synthesis for all GSS courses and experiences and lucidly present a comprehensive vision of the development of grand strategy from a historical perspective, in contemporary America, and into the future. Comprehensive oral exams will be assessed on either a standard letter grade or

similar scale. Failure results in students graduating without the GSS designation in their personnel records.

Joint Warrior Studies Seminar Concentration

This seminar concentration educates joint leaders in national strategy and integrated joint-campaigning with a focus on contemporary near-peer and future great power environments. Through this course, students will study historical vignettes and participate in interactive-exercises and field studies that highlight the art and science of war by connecting lessons from past wars to the competition continuum and future great power conflicts. Joint Warrior Studies Seminar graduates are able to plan, organize and lead all-domain, large-scale joint campaigns and operations, making them well-appointed to serve as future Joint Task Force Commanders and Joint Task Force Staff Officers.

Joint Warrior Studies Seminar Concentration

MAWC001 Course Numbers and Names	**Semester Hours**
JW6500 Warfare Course • Strategy • Leadership • Operational Art	11
JW6600 Warfighting Course • War Application • Joint Fires • JLASS-SP Exercise	6
RS6600 Regional Security Studies	4
JW6700 European Theater of Operations Studies	3
RE6100 Research (Directed PSP)	5
NS6300 National Strategic Decision Making	3
GS6700 Global Security	3
EX6951 Comprehensive Oral Examination	1
Total	**36**

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 or diploma.

Joint Warrior Studies Seminar Concentration Course Descriptions

JW6500 Warfare Course 11 Semester Hours

The warfare course is built upon six modules that integrate strategy, strategic leadership, operational art, and national decision making. The first module is foundational and provides the knowledge required to progress through the next five modules: Civil War, World War I, World War II, Korea, and Iraq. This course

is book-based and historically based with the intent of learning lessons from past leaders and past wars with an eye toward future war. During the civil war module faculty will lead a four-day staff-ride to the Shiloh Battlefield. This course concludes with a two-day oral examination.

JW6600 Warfighting Course 6 Semester Hours

The warfighting course contains three modules: the War Application Module, the Joint Fires Module, and the Joint Exercise module. The War Application Module focuses to operational design, joint planning, and joint doctrine. The Joint Fires Module adds lethality to the curriculum by examining current trends in planning joint fires. Finally, the Joint Exercise Module is divided into a "Distributed Phase" and the "Exercise Phase." The exercise phase is one week in length and all PME War Colleges (with the exception of the Marines) participate in a joint planning/C2 exercise at Maxwell AFB.

RS6600 Regional Security Studies 4 Semester Hours

The RSS course is an integral part of the curriculum, preparing senior leaders to evaluate the economic, political, cultural, and security issues within a particular region. The RSS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 international regions and, for International Fellows and a few select US students, three US locations. The students complete 30 classroom hours of focused academic preparation, followed by regional field study that allows students to discuss security policy issues with senior political, military, cultural, and economic officials.

JW6700 European Theater of Operations Studies 3 Semester Hours

This is a companion course to RS6600 that focuses on the strategic leadership and campaigning and operational art of the European theater of operations during a WWII. The key components of this course include study of allied relationships, personalities of senior leaders, strategic decisions and operational options focusing on war conclusion and establishing conditions for the interwar period.

RE6100 Research 5 Semester Hours

The research requirement is designed to allow students to perform in-depth critical analysis on a relevant topic of interest primarily from an approved sponsoring organization. The research process provides the opportunity to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For successful completion of the research requirement, students must produce a PSP in accordance with college standards. Research papers will be completed as an individual effort. Students in the JWSS

Concentration need get to approval of their PSP topic from a member of the JWSS teaching team to ensure it is in keeping with the intent of the concentration. Ideally, JWSS research will focus on a current, real-world issue of importance to one of the combatant commands. Their research should be sponsored by and presented to the combatant command following completion.

NS6300 National Security and Decision Making 3 Semester Hours

The National Security and Decision Making (NS-DM) course analyzes and synthesizes the context and processes for developing US security strategy and the application of the national instruments of power in order to evaluate various security strategies and policy options. The course assesses the influence of a variety of factors on the national security decision-making process, including individual psychology, bureaucratic politics, organizational culture, Congress and the presidency, interest groups, and the interagency process. The course also analyzes the politics of planning, developing, and acquiring military forces, airpower in particular, as well as other case studies in national security decision making. To enhance the practical elements of the curriculum, the course includes instructional periods that incorporate Department of State (DOS) members in the seminar and guest lectures from current or former policy makers.

GS6700 Global Security 3 Semester Hours

The Global Security (GS) course is designed to give students the ability to evaluate today's complex, interdependent, and dynamic international system and how it affects global, regional, and national security. The course uses a comparative approach to identify growing and emerging security concerns; analyzes how globalization, state strength, nationalism, great and regional power competition, and democratization and de-democratization influence international security on a comparative regional basis; examines the roles state and non-state actors play in addressing key issues that shape the global environment; assesses potential challenges to US security; and evaluates the relationship between economic factors and international security. The GS course follows is symbiotic with the RSS program. It capitalizes upon student experience from their RSS academics and field study.

EX6951 Comprehensive Oral Examination 1 Semester Hour

Comprehensive oral exams are designed to assess a student's ability to synthesize and evaluate the major bodies of evidence and theoretical propositions examined in the course of studies and across the entire JWSS curriculum of instruction. A panel of three faculty members conducts an intense question-and-answer session of approximately two hours with a single JWSS student. The student must demonstrate a high level of synthesis for all JWSS courses and experiences and lucidly present a comprehensive vision of the development of joint warfare, in

contemporary America, and into the future. Comprehensive oral exams will be assessed on either a standard letter grade or similar scale.

Dr. Gladys B. West Space Seminar Concentration

The U.S. Space Force is a new branch of the Armed Forces established on 20 December 2019 through the enactment of the Fiscal Year 2020 National Defense Authorization Act. The U.S. Space Force was established within the Department of the Air Force. To support the Chief of Space Operations, the Air War College created this seminar with a space concentration. Those selected for this concentration are degree-eligible students and complete all courses required for the Master of Strategic Studies, listed below with some courses and electives focused on space operations.

West Space Seminar Concentration

MAWC001 Course Numbers and Names	**Semester Hours**
PC1100 Academic Prep (P/F)	Non-credit
EL6000 Elective Term I	2
EL6000 Elective Term II (Focus on Space)	2
RE6100 Research (Focus on Space)	5
LD6200 Strategic Leadership and the Profession of Arms	3
NS6300 National Security and Decision Making	3
SP6400 Foundations of Strategy: Space Seminar	5
SP6950 Spacepower	3
WF6502 Theater Strategy and Campaigning	4
RS6600 Regional Security Studies	4
GS6700 Global Security	3
WG6800 Global Challenge Wargame (P/F)	2
Total	**35**

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 or diploma.

West Space Seminar Concentration Course Descriptions

PC1100 Academic Prep **Non-credit**

The Academic Prep course is designed to frame the students' academic mind- set by preparing a foundation in the skills essential to succeed in the AWC program. It provides an opportunity to understand and apply complex concepts to written and oral communication using the broad topic of CMR, which informs all aspects of the AWC curriculum. GSS academic prep will focus more on critical analysis, problem framing and research methods to provide a better understanding of tenets of academic research, theories, and writing. By the end of the course, students

should be able to evaluate their own ability to think, speak, and write critically in preparation for the rigors of the AWC curriculum.

RE6100 Research **5 Semester Hours**

The research requirement is designed to allow students to perform in-depth critical analysis on a relevant topic of interest primarily from an approved sponsoring organization. The research process provides the opportunity to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For successful completion of the research requirement, students must produce a PSP in accordance with college standards. Research papers will be completed as an individual effort. Students in the West Space Seminar Concentration need get to approval of their PSP topic from a member of the West Space Seminar teaching team to ensure it is in keeping with the intent of the concentration. Ideally, the West Space Seminar research will focus on a current, real-world issue of importance to the U.S. Space Force. Their research should be sponsored by and presented to the U.S. Space Force following completion.

LD6200 Strategic Leadership and the Profession of Arms 3 Semester Hours

The Strategic Leadership and the Professions of Arms (SLPOA) course introduces and reinforces concepts and skills required to lead large, complex organizations in a rapidly changing strategic environment with emphasis on strategic communication and influence, organizational change and transitional leadership, strategic thinking, and ethical reasoning. The SLPOA course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical and strategic thinking, and moral reasoning. At the conclusion of the SLPOA course, students will be able to lead successfully as senior leaders in joint, interagency, intergovernmental, and multicultural (JIIM) environments, exhibiting the traits essential to the profession of arms.

NS6300 National Security and Decision Making **3 Semester Hours**

The National Security and Decision Making (NS-DM) course analyzes and synthesizes the context and processes for developing US security strategy and the application of the national instruments of power in order to evaluate various security strategies and policy options. The course assesses the influence of a variety of factors on the national security decision-making process, including individual psychology, bureaucratic politics, organizational culture, Congress and the presidency, interest groups, and the interagency process. The course also analyzes the politics of planning, developing, and acquiring military forces, airpower in particular, as well as other case studies in national security decision making. To enhance the practical elements of the curriculum, the course includes

instructional periods that incorporate Department of State (DOS) members in the seminar and guest lectures from current or former policy makers.

SP6400 Foundations of Strategy: Space Seminar 5 Semester Hours

Foundations of Strategy: Space Seminar is designed to provide students with a toolkit of key strategic concepts and analytical frameworks to analyze the development and implementation of national and theater strategies and evaluate the role of the space domain in those strategies. After completing the course, students should demonstrate that they can evaluate various perspectives on the nature of war and strategy; identify the essential elements of strategy, explain how they relate to each other, and analyze the most important factors shaping strategy in a particular context; and appraise the difficulty of translating military power in general and spacepower in particular into desired political outcomes. The course serves as the foundation for further study of strategy and spacepower 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.

SP6950 Spacepower 2 Semester Hours

The Spacepower course provides an in-depth understanding of the classics and state-of-the-art in spacepower theory. Students are provided the necessary foundations in space history and current affairs in which to place the theory they read in proper historical context.

GS6700 Global Security 3 Semester Hours

The Global Security (GS) course is designed to give students the ability to evaluate today's complex, interdependent, and dynamic international system and how it affects global, regional, and national security. The course uses a comparative approach to identify growing and emerging security concerns; analyzes how globalization, state strength, nationalism, great and regional power competition, and democratization and de-democratization influence international security on a comparative regional basis; examines the roles state and non-state actors play in addressing key issues that shape the global environment; assesses potential challenges to US security; and evaluates the relationship between economic factors and international security. The GS course follows is symbiotic with the RSS program. It capitalizes upon student experience from their RSS academics and field study.

Air War College Resident Curriculum Electives

All students within the regular curriculum must complete four semester hours in the electives program. Electives enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of

understanding in issues of special interest and provide the AWC curriculum with the flexibility to adapt quickly to changes in international and domestic security environments. Some of these electives, along with some of the electives offered by ACSC, will be opened up to allow for participation from students both from AWC and ACSC.

EL6121 Directed Study I **2 Semester Hours**
Students interested in intensive work on a particular topic can develop, with a faculty member, a resource proposal and reading list designed to give them in-depth understanding of the subject. Enrollment is limited and requires approval of the Director of Research. Not available as an audit status course.

EL6122 Directed Study II **2 Semester Hours**
Students interested in continuing individual research, may take this course EL6122 Directed Study II after successfully completing EL6121 Directed Study I.

EL6123 Directed Study III **2 Semester Hours**
Students interested in continuing individual research, may take this course EL6123 Directed Study III after successfully completing EL6121 Directed Study I and EL6122 Directed Study II.

EL6209 Creative Thinking **2 Semester Hours**
Students will compare creative thinking strategies with critical thinking strategies, explore multiple opportunities to think "outside the box," will write extensively about their experiences, and how to translate what they learn about creative thinking into their leadership and mentoring philosophies. The written and oral deliverables of this course will enable students to practice communication with multiple audiences.

EL6211 Resurgence of the Far Right in Europe **2 Semester Hours**
Recent electoral successes of far-right candidates throughout Europe mark a significant shift in post-World War II European politics, bringing into question the future of existing economic and strategic partnerships. How does this New Right resemble or differ from the old right and from the radical left? In order to better understand the forces currently at play, this elective will survey the landscape of far-right politics in Europe and its evolution since the defeat of fascism. The course will pay particular attention to the resurgence of right- wing movements in the 1980s and 1990s and the rise of populist parties since 2008, examining their appeal within the context of broader European developments.

EL6214 Cultural Heritage in Conflict **m2 Semester Hours**
Drawing on interdisciplinary academic perspectives (museology, archaeology,

anthropology, international law, geography, history) and policy/ guidance/ doctrine, this course focuses on both intangible and tangible cultural heritage and how such heritage and property can figure into military decision making, as well as impact planning, operations and overall campaign success or failure. We begin by examining the WW II experiences of the "Monuments Men," and the post-war international legal obligations to protect cultural heritage during war – and prepare to protect it in times of peace. With this background, we will analyze several more contemporary case studies ranging from the US invasion of Iraq in 2003 to VEOs' intentional site destruction in Iraq/Syria and Mali, and from Russia and China's strategic heritage claims to our own complex heritage debates in the US. We also explore how deployed commanders can put these concepts into practice, including the specific role/benefits of air/space assets. Finally, we will conduct a practical exercise in which students have to identify, prioritize, protect and respond to threats against cultural property/heritage in a post-conflict scenario set in a fictitious yet strangely familiar country. Ultimately the course involves a broader examination of what should be protected (and how), who should be educated (and about what), and the benefits of protecting cultural property across the range of military operations. The course objective is to analyze the role and impact that cultural heritage and property considerations can have in full spectrum conflict and apply multiple options to leading and developing operational plans, policy and strategy for culturally complex environments.

EL6236 Select Topics in National Security Law 2 Semester Hours

This seminar will address select topics in the National Security Law arena. We will explore the national security law framework and process at the strategic level, focusing on selected topics including: the use of military force, law of armed conflict and the use of RPAs on the battlefield, economics and national security, cyber law, intelligence oversight, and domestic operations. Students will read selected texts and articles prior to each session and will be ready to discuss and evaluate the strategic impact of these areas within the national security framework. This is not a legal survey course; it is targeted at the highest visibility, highest risk legal issues facing senior commanders.

EL6238 Adaptive Conflict Management 2 Semester Hours

This interactive course develops a critical understanding of and ability to apply a set of essential conflict management tools. This course not only develops negotiation and mediation skills but also improves one's ability to critically think about the processes that people, groups, and even nation-states go through to successfully resolve conflict. Consideration is given to cross- cultural factors, time constraints, negotiation styles and strategies, and assessment of involved parties. Topics include logical analysis, group problem solving, conflict management, and methods of persuasion. This course is built around faculty and guest

presentations, mini lectures, research, application and assessment exercises, and seminar discussion.

EL6239 Value Negotiation and Conflict in the Context of Cultural Property Protection 2 Semester Hours

The world is coming at us faster and with more information then we can reasonably process. Technology promises us solutions in faster computations and advanced artificial intelligence. Like many past technological promises, these revolutions will likely be countered and warfare, while perhaps tactically faster, will retain many of its classic dilemmas, conflicts, and complications. In both the workplace and battlefield environment we will depend on relationships and coalitions to meet our strategic, operational, and tactical goals. This course in value negotiations and conflict will help you lead our current and future military and civil operations to obtain the best outcomes possible. The course will meet this goal by walking the student through the practical application of negotiation concepts and understanding of conflict transformation. We will move rapidly beyond theory to look at realistic military challenges and complex problems. The instruction team will use Cultural Property Protection as a historic and current vehicle to focus the need for negotiations within military conflicts and problem solving. Students will practice negotiations through the use of Improvisation and hands-on exercises. A case study on the continuing conflict in Ukraine will provide students an opportunity to bridge the concepts of strategic goals against operational actions.

EL6242 Civil-Military Relations and Senior Leadership 2 Semester Hours

This course examines the concept of civil-military relations as expressed in the relations between senior civilian and military leaders. Is there a clear distinction between the roles & responsibilities of senior civilian and military leaders? Are officers professionals in whose realm civilians are ill-equipped and ill-advised to meddle? Does military professionalism extend to the strategic realm of policy? These questions are theoretically examined, through case studies and historical examination.

EL6249 WPS in CENTCOM and at Home Impact of Changing Gender Roles and Women's Movements on International Security 2 Semester Hours

The discussion of gender and women's rights is evolving throughout the world and has real-world, national security consequences for the United States and its partner-nations across political, military, economic, and cultural spectrums. US National Defense and Security Strategies operate within the structural belief that when women enjoy equal rights and opportunities, countries become wealthier and safer. The 2017 Women, Peace, and Security Act is intended to strengthen efforts to prevent, mitigate, and resolve conflict by increasing women's

participation. Not only is this in the interest of the US and geopolitical stability in general, the ongoing changes in gender roles and women's rights affects how, and who, we work with among our partner nations. This course focuses on Arab, Muslim women specifically in order to examine the ways in which cultural and religious discourse, norms, and practices create and sustain gender and hierarchy in religious, social, and familial life and explores historical and contemporary challenges posed to these structures. Using historical and contemporary examples, the course examines the role and status of women with attention to what the Qur'an and its exegesis says about women. The course is organized around three primary questions: 1. How can Arab, Muslim women be considered agencies of perspective change? 2. To what extent are women strategic actors in predominantly Arab, Muslim communities and their security? 3. What role are women leaders playing in Arab, Muslim governments and defense networks and how does this affect US relations?

EL6309 Military Ethics: Ethical Frameworks and Moral Challenges

2 Semester Hours

Ethical challenges questions abound in the military profession. How do we morally justify and view the various challenges that the US military and government face? This course will do a survey of the sorts of ethical dilemmas that senior leaders will face at the strategic level, including issues related directly to the use of military force (nuclear weapons, targeted killing etc.) and non-lethal use of force, such as economic sanctions and military assistance. How are those who are a part of the profession of arms to understand the moral requirements of the role they are asked and sanctioned to fulfill? We shall also examine contemporary moral issues such as the use of autonomous weapons, cyber warfare, and particular ethical issues that the US faces with regards to China. The course will provide a space to both learn and discuss these issues at length and hopefully gain a moral foundation for their own vocation.

EL6310 Cyber Economics, Acquisition, Sociology and Ethics

2 Semester Hours

This elective is designed to examine the phenomena we see in the cyber environment today through the lens of human behavior. The course will take an interdisciplinary approach with psychology/sociology forming the initial basis for action or inaction and then with economics providing explanations for market phenomena. The purpose of this course will be to explain the role sociology and economics plays on the human side of securing modern networks and systems with particular emphasis on defense applications. Students will leave this course with a clearer understanding of various core topics of modern psychology, sociology, and economics to include common market failures, behavioral economics, and the development and evaluation of cybersecurity metrics.

EL6314 Increasing Lethality: Joint Fires and Targeting, Spanning the Spectrum of Conflict 2 Semester Hours

Multi-Domain warfare conducted by the joint force and or coalition is inextricably linked to the topic of joint firepower. Up to this point in time, the kinetic effects provided by Airpower and Surface to Surface Fires, have been tasked with the heavy lifting for shaping the battlespace for maneuver (infantry, armor, and SF). Moving forward our nation and coalition partners will continue to grow partnered force capabilities as a model for warfare, heavily supported by the "Fires" joint function. At the low to medium range of the warfighting spectrum, organizations, such as the Army SFABs (Security Force Assistance Brigades) and special operations task forces, will depend heavily on joint fires to set conditions and reinforce their efforts on the ground across the globe. At the high end of the warfighting spectrum, joint fires, properly synchronized, will set conditions for successful large-scale maneuver operations against near peer or peer threats. Most recently, in Iraq and Syria, joint fires underwrote the success of every operation conducted by either Iraqi forces or Syrian Democratic Forces (SDF). Those lethal fires allowed our partners to fight with less force and achieve their ends - the defeat of Daesh/ISIL. In wars of the future, operations which have been predominantly supported by traditional lethal fires, will include increasingly more cyber and space capabilities. The goal is to place these offensive tools in the joint force commander's hands, down to the tactical level with the full authorities to use them. Considering the complexity of the environment and the array of capabilities in hand, the joint force must adapt as a team to be fully capable of synchronizing joint fires across the range of military operations…ultimately to be more lethal and win.

EL6323 Peace and Stabilization Operations 2 Semester Hours

This course focuses on the challenges of Peace and Stability Operations (P&S Ops), Phase IV operations, and stabilizing war-torn countries. It examines the most important recent ops and the roles played by the United Nations, US and regional organizations as well as by militaries and civilians. The course addresses these themes: 1) the decision-making and implementation processes of the UN, US Government, and regional organizations; 2) providing authorization and appropriate mandates with the aim of resolving complex conflicts; 3) the capabilities and limitations of multinational/coalition forces and civilians in attempting to meet difficult security objectives; and 4) the problems of deploying and sustaining military forces and civilians in challenging circumstances in order to bring a lasting peace to war-torn countries.

EL6324 Power, Identity and Security in the African Postcolony

2 Semester Hours

The US Africa Command promotes a "by, with, and through" approach to security, enabling "African solutions to African problems." Military personnel operating under this strategy require deeper understanding of the sociocultural dynamics and diverse political configurations on the continent—and how they came into being—in order to engage African partners more effectively. This course then provides an intensive introduction to the study of Africa. The overall aim of the course is to introduce students to the major themes and debates that have dominated interdisciplinary scholarship on the region; to complicate any simple assumptions made about Africa; and to develop a more comprehensive perspective on the provision of human security in this region.

EL6331 CIA Roles, Missions, and Interagency Environment (TS/SCI required, US Personnel) 2 Semester Hours

To successfully craft and implement national security policy the United States Government requires intelligence—accurate, timely, and relevant information and analysis—about current or projected threats to US national interests. The Central Intelligence Agency (CIA) is the lead US intelligence agency in espionage and covert action and one of three agencies or departments responsible for all-source analysis in support of policy and policymaking by senior officials, particularly the president. Since the administration of President William J. Clinton, supporting the warfighter across the full spectrum of conflict is also mission of the CIA. This course introduces students to the Agency's means of operations and analysis so military leaders better understand the capabilities and limitations of CIA in order to effectively use it and its products in the planning and execution of joint, interagency, and coalition operations. The course will also consider the ethical challenges that accompany the CIA's collection and covert action missions

EL6333 Essentials of Cyber Power 2 Semester Hours

This joint AWC/ACSC elective is one of the courses offered by the Air University Cyber College and will investigate the utility of cyberspace as an instrument of national power. Its focus is at the policy and strategy levels and the course is designed to be as non-technical as possible. The emphasis of the inquiry is on the policy questions that senior leaders and policymakers need to address in order to make strategic sense of the emerging field of cyber. To the extent that it is possible to investigate cyber operations at the UNCLASSIFIED level, the elective will question the value derived from cyber activity and place its utility and the challenges of exploiting these technologies in a national power context.

EL6351 Challenges to the Global Order 2 Semester Hours

Strategists and policymakers often refer to global order without giving much thought to its historical origins or the broader shifts that occurred since its nominal foundation following the end of the Second World War. This course looks

at the creation of an American-led global order and myriad challenges that the United States faced in maintaining that order since 1945.

EL6365 Cyber National Crisis Leadership Course (Classified TS-SCI)
2 Semester Hours

We frequently hear the terms "Cyber 9/11" and "Digital Pearl Harbor," but what might policymakers do the day after a disruptive cyber event of national significance? This course explores the frameworks, patterns, and practices of American responses to a realistic, evolving cyberattack scenario. Understanding cyber crises response takes more than skills in understanding policies on paper, who is in command during an incident of national significance, and communication strategies. It takes an understanding of the complex technical, political, regulatory, international, and legal regimes that govern the incident and the skills to manage these different and sometimes conflicting concerns. This course will provide students with a deeper understanding not merely of the mechanics of crises response, but how the law, politics, and policy empower and hinder our capability to respond to a cyber-national emergency. Students will have a unique opportunity to compete at the Atlantic Council's Cyber 9/12 competition in Washington DC, and possibly, Geneva, Switzerland. Please be advised that the competition dates for both competitions will not be announced until late January, some instructional periods will be adjusted to accommodate student travel.

EL6368 Where We Are and How We Got Here: The USAF and the Human Domain **2 Semester Hours**

This course focuses on understanding how we lead, support and care for Airmen and families: how we got here, where we are today, and where we need to go. We will analyze our Airman's heritage through historical novels, classic movies, and academic research, with distinguished lecturers providing their first-hand experiences. Going back to the interwar period and continuing to the present, we will understand what it means to be an Airman, and how our systems have evolved to care for Airmen and their families. We will analyze the nature of a 21st century Air and Space Force and of the Airmen who serve in it, developing models of how to lead, support, and care for those Airmen and families in the future.

EL6369 Culture and War: From Aztecs to Afghans **2 Semester Hours**

Culture is a significant part of war. We so often hear how war is just another form of politics, that we often lose sight of the cultural underpinnings of conflict, group aggression and war. When we reductively speak of war as politics, we lose sight of those subtler, foundational threads that run throughout the practice of war at all levels. All human cultures have rules, values, beliefs, symbols, taboos and goals, and all of these traits shape how, and when, and why human groups war within and with other groups. War changes the shape of human lives, communities,

histories and futures. We take war for granted. We assume that it is inevitable, whether due to the breakdown of political relations, struggles over resources, clashing civilizations, yet we cannot leave this significant practice – armed aggression or conflict or warfare – unexamined. War, whether the clash of massive, professional militaries or small-scale skirmishes between neighboring communities, is such a common human phenomenon that we cannot leave it unexamined. To truly understand the roots of this significant social and cultural practice – to understand how individual persons, cultural values and social systems intertwine – we must examine group conflict at a smaller-scale than the view provided by the Westphalian nation-state level. Nation-states are designed to obscure the human scale of their member citizens and to rigidly structure values and codify rules. At the most fundamental level, we will examine questions of whether war should be taken for granted. Is war a form of politics for all groups? Does that approach simply obscure a wider range of motives, decisions and behaviors? Why is group human conflict so common that we see it described as fundamental to human nature? Can we look to small scale groups to understand the decision to go to war, the ways to fight and the effort to avoid conflict? Students will learn social scientific theories and perspectives on the origins of war, as well as how human culture, behavior, social systems and beliefs shape the actions, values and motivations of individuals and communities to choose war, their behaviors within war and their end goals.

EL6387 Hacker Techniques, Tools, and Incident Handling for Operations Managers and Watch Officers 2 Semester Hours

This course gives Senior Operations Managers and Watch Offers and introduction to hacking tools, techniques used by their teams, and critical incident handling. Areas of instruction include an evolution of hacking and penetration testing; the basics of cryptology for information security; footprinting; vulnerability scanning and exploit; wireless, web, and database attacks; malware and system exploit; traffic analysis; incident response; and defensive technologies and controls. In this course, Operations Officers will learn how teams discover vulnerabilities, how to attack and defend systems, how to respond to attacks, and how to identify and design controls to prevent future attacks.

EL6397 On the Verge of War: Decision-Making in International Crises 2 Semester Hours

Wars are frequently preceded by international crises – diplomatic and military showdowns that can end peacefully or end violently. In this course, students will use theory and history to study strategic dilemmas in crisis decision-making. Topics include appeasement, preemption and accidental war, and historical case studies include the Cuban Missile Crisis and the Gulf of Tonkin incident. Students will leave this course better equipped to formulate national strategy in crisis

situations and to contribute to critical decisions about peace and war.

EL6398 Odyssey of Russia's Network-Centric Warfare: Strategy and Responses **2 Semester Hours**

An in-depth exploration of Russia's Network-Centric Warfare (NCW) strategy and responses. This introductory course begins by offering an overview of the principles that animate Russia's approach to information warfare. Students will gain a rich understanding of the historical foundations of Маскировка, Maskirovka (i.e. a strategic warfighting ideology centered on camouflage, concealment, and deception). Maskirovka is the life blood that sustains the Russian body politic in performing both military and non-military functions like intelligence gathering, conducting foreign diplomacy and trade, and carrying out humanitarian missions. From there, module one explores active measures like psychological reflexive control and disinformation. The second module examines Russia's cybersecurity strategy posture, as well as that of the United States. The third module surveys Russia's national strategy for the development of artificial intelligence and its nuclear weapons program. Lectures and discussion will prepare students to discuss various national security topics, including but not limited to, electromagnetic pulse (EMP) threats and lethal autonomous weapon systems. No technical background is required, nor assumed.

EL6425 The Modern Middle East: Transitions and Conflicts

2 Semester Hours

The upheavals in the Middle East and North Africa in 2011 have led to civil wars in Syria and Yemen, as well as the high levels of violence and a de facto division of Libya between East and West. The horrendous human costs, and the severe disruption of US security relations and alliances in the region, deserve intensive analysis. This class provides a strong foundation of regional knowledge as a basis for policy-oriented research—to guide future strategies affecting specific countries and the region as a whole. This course will examine the domestic conditions in individual Middle East and North African (MENA) countries in light of the popular protests and uprisings that began in 2011. Students will conduct research to evaluate the prospects for changes in regime type, governance, stability, and alliances. Student research will empower examination of a broad range of issues relevant to United States security policy; US defense cooperation; and US Air Force activity in the region. Students will use this knowledge to write a research paper and then summarize their findings in a fifteen-minute presentation.

EL6444 Russia, Its Military, and the Use of Armed Force

2 Semester Hours

The course will analyze and assess patterns of change and continuity in the organization, leadership, doctrine, and capabilities of the Russian military

establishment; the dynamics of civil-military relations; and the evolution of Russian national security objectives, grand strategies, and national military strategies, both in war and in times of peace. In doing so, the course will frame its analysis and assessment within the broader context of the politico- economic-societal transformation of Russia, as well as Russia's role as a great power within the international arena.

EL6463 The Korean War as Coalition Conflict 2 Semester Hours

The North Korean invasion of South Korea in June 1950 expanded a simmering civil war between the two Koreas into a limited regional war fought between two coalitions. The United Nations (UN) Command primarily consisted of South Korean and United States forces though over a dozen nations contributed combat formations to the Command. The North Korean military secured direct support from the Chinese People's Liberation Army (PLA) and both armies relied on weapons provided by the Soviet Union. Many observers at the time recognized that the Korean War represented a new way of warfare, specifically marked by large coalitions fighting in support of international objectives. This seminar will explore and analyze the formation and operation of coalitions during the Korean War, examining both the Communist and UN coalitions. This course uses a wargame to explore the challenges of command: employing limited resources to meet military objectives. The game models the course of events in the war while allowing players to deviate from the historical record. Thus, the game highlights the contingency of military operations and choices.

EL6471 Strategy and Multi-Domain Operations in World War II
2 Semester Hours

Contemporary U.S. military doctrine emphasizes the benefits of integrating military operations in various domains in support of national objectives. During World War II military leaders grappled with coordinating operations across multiple domains. This course examines a series of case studies during the Second World War to analyze the link between military strategy and cross-domain operations (land, air, maritime, cyber). The course will focus on how various combatants sought to integrate combat power from multiple domains to achieve their strategic objectives in specific geographic regions. Throughout the war nations employed a variety of command and control approaches that were shaped by their own national context, thus providing a wealth of examples to compare and contrast. This course concludes with a wargame that explores the strategic challenge of the major powers in Europe in World War II.

EL6489 Contending with Cultures of Corruption 2 Semester Hours

In this course, we will analyze the phenomenon of corruption from three primary perspectives: corruption as an economic problem, a political problem, and a

sociocultural problem. Through this approach, we will highlight multiple academic and policy perspectives in order to offer students a multidisciplinary analytical toolkit to take into their future work. We will also apply these perspectives to obstacles faced during military planning and operations.

EL6493 The American Civil War: Campaign Analysis. 2 Semester Hours
Generations of military officers have used campaign analysis as one of their primary methods for professional growth. This course follows this time- honored practice in examining, understanding, critiquing, and deriving applicable lessons from Civil War campaigns. The intent is to help students become thoughtful critics of military operations, past and present—"wise forever" rather than merely "clever for the next time." The method employed blends classical military theory, traditional campaign analysis concepts, and current service and joint doctrine. By "reverse engineering" Civil War campaigns, midcareer professionals will have a deeper appreciation of the subtleties and difficulties of planning and executing twenty-first century military operations.

EL6516 What You Need to Know About Nukes to Get Promoted: Or, How I Learned to Love the Bomb 2 Semester Hours
This course investigates a series of key questions about the "number one priority" of the USAF and DOD – nuclear deterrence. How might one go about deterring and compelling an adversary? Why do countries pursue the bomb? What are the consequences of nuclear proliferation? What is ethical and unethical in regard to the bomb? What should the United States and other actors do to discourage and to prevent proliferation? How healthy is the nuclear nonproliferation regime, and how can it be strengthened? How safe are U.S. command and control procedures? What should be done to prevent nuclear accidents? And, how should the U.S. nuclear force posture change? Even the most casual observer of international politics recognizes the importance of such questions. Beyond addressing important questions, the course helps students to prepare for future assignments by improving their ability to communicate orally and in writing. The class draws on readings from a wide variety of approaches. Students will analyze scholarship by political scientists, historians, economists, journalists, government officials, and think tank analysts. This class is not designed to give you an in-depth understanding of any one particular case or to make you an expert in a specific area relevant to nuclear weapons. Rather, the intent is to introduce you to a broad range of evidence, ideas, and approaches relevant to major policy debates about the bomb. Novices and seasoned practitioners alike will learn a great deal from reviewing the classic texts, as well as newly published research, covered in this seminar.

EL6540 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 the evolution of mobility resources and capabilities, future directions in air mobility, and the impact on our current and future national security and military strategies.

EL6544 Intelligence, Surveillance, and Reconnaissance Operations (Classified, US Personnel) 2 Semester Hours

The national intelligence community and the DOD have embraced a transformation strategy that rests on a foundation of modern high-performance intelligence, surveillance, and reconnaissance (ISR) capabilities. With the continuing challenges of worldwide operations, it is imperative that senior leaders have a clear understanding of how to effectively leverage national and DOD intelligence capabilities. The course focuses on ISR capabilities at the operational and strategic levels by critically examining what to expect and what not to expect from intelligence. Against the backdrop of ISR transformation, this course enhances senior-level leaders' decision-making abilities to critically analyze and integrate ISR capabilities for maximum impact.

EL6545 Special Operations 101 (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. 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.

EL6546 The All-Volunteer Force 2 Semester Hours

Senior DoD leaders need a fundamental knowledge of the entire force known as the "All Volunteer Force" (AVF). Since 9/11, the Reserve Component (RC) has shifted from a strategic force, used mainly in extremis, to an operational force. Additionally, there has been an increased reliance on DoD civilians and expanded roles for government contractors. Now that DoD has come to rely on the full participation of the AVF across the spectrum of operations and training…are you prepared to command it? What will the Force of the Future look like & how will access to the RC fit into this force structure? This course will provide both critical

baseline knowledge and operational considerations for operating with & commanding total force organizations by reviewing the historical context and evolution of the AVF, discussing access to the RC, and by exploring policy issues with respect to the AVF.

EL6548 Intelligence, Surveillance, and Reconnaissance and Cyberspace (Classified, US Personnel) 2 Semester Hours

Access to cyberspace is increasingly critical to meet joint and allied requirements for freedom of maneuver in all domains. Evolving information systems technology has turned the cyber arena into a multidimensional attack space that extends the conventional landscape to a virtual domain where key economic and national security assets are exposed to significant threats. This course examines the role of ISR in cyberspace. It begins with an overview of ISR at the strategic level of war and an examination of the cyber threat dynamic the environment, the threat, and the convergence of the effects of the cyberspace environment and the threat. It then discusses the legal issues associated with the cyber domain and concludes with an in-depth examination of the three pillars of cyber operations: exploitation, defense, and attack.

EL6549 Introduction to the US Intelligence Community

2 Semester Hours

Intelligence reporting and analysis from the Intelligence Community (IC) informs and drives U.S. policy. The IC provides essential background and context for the U.S. National Security Strategy, and heavily influences government decisions across the spectrums of diplomacy, information, defense, and economics. Students will explore the structure of the IC, the roles of the individual IC components, the fundamentals of intelligence production, and the concept of the intelligence cycle. Students will also examine the IC from the perspectives of ethics, intelligence oversight, and politicization. Knowledge gained from this elective will allow future commanders to drive and maximize the intelligence support required in future operational and strategic leadership positions.

EL6554 Space Operations (Classified, US Personnel) 2 Semester Hours

This course is for students with a minimal knowledge of space operations. It will address space issues from the perspective of all services as well as an international view. We will discuss the capabilities, limitations, vulnerabilities, and dependencies of all space systems and then analyze the command and control of space forces. We will assess how space systems affect US freedom of action in joint war fighting, including the integration of space in the domains of land, sea, air, and cyber. Students will assess current and future space systems.

EL6561 Wargaming Classical Strategy 2 Semester Hours

This elective introduces the concept of wargaming from the perspective of design. This course will explore the unique capability of wargames to function as a

research methodology by using player participation to generate data for subsequent analysis. This course will examine wargaming from its historical roots through current uses. It will cover game design including not only developing the issue to be wargamed, but also issues in scenario drivers, methodology selection, as well as in capturing and analyzing data. The course will also cover after action reporting. Finally, the course will require the students (working in groups) to develop and defend a wargame design.

EL6562 Nuclear Wargaming 2 Semester Hours

This elective will examine the employment of nuclear weapons in both strategic and operational military operations**.** Using three case studies, students will examine nuclear weapons employment concepts and identify relevancy of nuclear weapons to contemporary strategy discussions. This elective will use three commercial wargames to illustrate these concepts – a strategic Cold War nuclear exchange between the United States and Soviet Union, an operational nuclear scenario between Pakistan and India, and a conventional military scenario against a nuclear-armed Iran.

EL6564 Modern Global Terrorism 2 Semester Hours

Easier access to and the use of more lethal forms of terrorism threaten the ability of nations to maintain the secure, stable environment essential to ensuring the well-being of their citizens. This course, sponsored by the Combating Terrorism Fellowship Program and the Joint Special Operations University, uses visiting faculty who are leading global experts in the field of combating terrorism and is primarily targeted to the international officers attending AWC. The course examines the causes and contributing factors of terrorism by individuals and groups and the impact governmental structure and methods of governance within a country have on the use of terrorism. It also provides a framework within which a whole-of-government approach can be developed to improve a country's capability to combat terrorism.

EL6597 Cyber Strategies 2 Semester Hours

The goal of this class is to provide students with an overview of the use of cyber as an instrument of national power, from the perspective of the US military. The class assumes no prior knowledge of cyber or strategy and is conducted at the UNCLASSIFIED level. By the end of the class, students should be able to appreciate the capabilities and limitations of cyber, evaluate the US approach, spot strategic issues, understand some of the debates, and begin to formulate and defend their own judgments. The course begins with consideration of the Russia-Ukraine conflict, which offers the best example to date of cyber in gray zone conflict and war. The class then focuses on ensuring a common understanding of the Internet and of some possible cyber effects. It then considers how Russia,

China, Iran, and North Korea use cyber in support of their national strategies. The class considers the roles of states and private entities in cyber, which is a particular issue for the United States. It then turns to focus on US national cyber strategies and those of the Department of Defense. It highlights some of the international and US domestic legal issues raised by cyber operations. Finally, it focuses on cyber deterrence and escalation.

EL6627 Dilemmas of Global Basing 2 Semester Hours

Since the conclusion of the Second World War, U.S. bases overseas have been a defining feature of the American presence in the world. Barring a major shift in global power relations, both domestic and foreign American bases are here to stay. They will continue to be the source of debates as people question their true nature—are they a source of security, opportunity, danger? This course assesses scholarship about nations and territories hosting U.S. bases to consider concerns they share in common. It is divided into three segments, including an introduction, a look at case studies illustrating common challenges, and a final segment on strategy and lessons learned. Readings and discussions will encompass the politics of base establishment, maintenance, and relocation/closure, while also considering the most significant social, economic, and environmental challenges facing base-adjacent communities.

EL6629 Contemporary Issues in U.S. Civil-Military Relations

2 Semester Hours

Civil-Military relations in the United States have changed significantly since Samuel Huntington wrote his important piece, The Soldier and the State. New debates have emerged about the composition of the military, the effect of the all-volunteer force, the role of the military as a political actor, and the civil-military gap. These debates have both threatened the legitimacy of the military as an apolitical profession and led to concerns about effectiveness on the battlefield. This course asks students to look at today's military and its relationship with political leaders and society. In particular, we focus on how traditional tensions, changing norms, the all-volunteer force, and an evolving society affect civil-military relations today. The course finally explores the causes and consequences of the civil-military gap. Students will end the course with a better understanding of why good civil-military relations are important to American democracy, good decision-making, and effectiveness, and be able to understand why and how contemporary debates in civil-military relations are important for future military leaders.

EL6741 Chinese Military, Airpower and Implications 2 Semester Hours

China is one of major security challenges to the United States. Since the beginning of the millennium, Chinese military has been rapidly advancing its capability to

defend against perceived threats to national sovereignty and territorial integrity. This advancement includes a significant improvement of China's air force's offensive and long-range capability. Chinese Military, Airpower and Implications is a course that covers the PRC's thinking about defense issues, the status and history of military modernization, the development of Chinese airpower, and the role of Chinese military at home and abroad. Throughout the course, students will learn the development of Chinese military from the lens of history, with which further to assess the strategic implications of changes in today's Chinese military. The course has four main scopes. First, students will gain an understanding of Chinese military by examining China's involvements in the Korean War and 1979 war with Vietnam. This includes an overview of those factors that influence Beijing's decision to go to war and lessons learned. Second, the course will provide students with the knowledge of current China's military transformation, focusing on ongoing reforms on People's Liberation Army (PLA)'s organization, equipment, doctrine, and tactics to implement its concepts of modern warfare. Third, to understand China's aerospace power modernization, the course will provide an overview of the development of PLA Air Force (PLAAF), examining such issues as strategy, force structure, the officer corps, the enlisted force, unit training, logistics, and maintenance as well as the strengths and weaknesses of China's defense industry. Lastly, students will analyze the implications of Chinese military modernization in order to understand to what extent Chinese military presents a challenge to the United States and the region; as well as how the US, could respond.

EL6743 Globalization **2 Semester Hours**

This course will familiarize the student with the different trends that are under way in the globalization process and the ways they impact US grand strategy and national security interests. It examines globalization in several parts. First, it attempts to identify the scope of globalization. Second, it looks at specific trends in the globalization process—how the world is getting economically, technologically, and demographically integrated. Third, it examines the cultural impact of globalization. Lastly, it discusses the security implications of globalization for state actors.

EL6747 Cultures of Violence **2 Semester Hours**

This course examines areas and activities around the world where chronic violence has created ungoverned spaces and anarchic behavior. The course examines weak states and the violence that can erupt in poorly governed spaces—for example, militia warfare, organized criminal groups, and traditional armed groups such as the pastoral warrior societies of East Africa. The seminar will also consider activities that flow from and to the cultures of violence, such as arms trafficking, resource theft, conduct of refugee communities, child soldiers, and trafficking in

humans and drugs. The course will cover, among other topics, urban gangs in Latin America and Papua New Guinea; militias in Africa; tribal and ethnic groups in Yemen, Somalia, and Pakistan; violence in Colombia; and organized crime in the Caribbean and Europe. This course is concerned with behavior, activities, and other areas that fall through the cracks when studying more formal state-on-state conflict. This seminar will investigate the messy and dangerous world where violence is endemic and has created its own environment of power politics, control structures, and aberrant economic activity.

EL6748 Genocide, Ethnic Cleansing, and Mass Killings 2 Semester Hours
Genocide has been a part of human experience since the early moments of recorded history. The concept is overused, misunderstood, ignored, or even worse, denied. Since the experience of the Holocaust, the West has struggled with how to address the morally reprehensible physical acts of states and their leaders, as well as societal beliefs and political policies that precipitate and accompany genocide. This elective introduces students to the concept of genocide. We will examine the reoccurring phenomenon of genocide and investigate whether and how the United States, its allies, and international organizations might have better responded before, during, and after outbreaks of mass killings. Because US military and civilian agencies participate in the protection of human security based on stated and implied US foreign policy objectives, it is imperative that members of the government tasked with ensuring human security learn how to identify early signs of societal pathology that indicate the potential threat to populations. It is also necessary to consider alternative responses to situations in which genocide or atrocities are unfolding or ongoing.

EL6749 China's Use of Force: Past, Present, and Future 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.

EL6750 Chinese Domestic Politics 2 Semester Hours
This course provides students with an in-depth understanding of China's domestic politics and political economy and the current and potential future impact of domestic factors on China's foreign policy and international relations. Although the course primarily examines Chinese domestic politics since reform and opening in 1978, some historical content from 1949 to 1978 is explored. Topics analyzed in the course include domestic political institutions, political history, ideology, elite politics, political economy, society, politics of the periphery, and politics of reform.

EL6820 Essentials of CyberGeomatics 2 Semester Hours

The 2018 National Cyberspace Strategy calls out by name nation-states that are deemed to be hostile to US national interests. From this strategy as a "Point of Beginning", this course examines various GEOCYBER themes and issues and focuses on the challenges presented by the Nation States named in the strategy. Aspects to be evaluated include the geographies of cyberspace, the geopolitics of cyberwar, techniques that might be employed in such a cyber domain conflict and how they are related to censorship on the Internet, ideas on regulation and network architecture, the geopolitics of censorship and hacking, cyberwar and information operations capabilities of allies and competitors, and the politics of "grassroots" activism enabled by (Cyber) Internet Communication Technologies (ICT). This course educates DoD members the fundamentals of why CyberGeomatics (Geographic data aspects in the Cyber Domain) is important, how data and observables are used, what products can be produced for decision making, and a look at emerging forces of change in the field in different Areas of Interest (AOIs).

EL6821 Social Media and Social Network Analysis in Information Warfare
2 Semester Hours

The Advanced Research Projects Agency (ARPA) first transmitted data across a packet-switched network in 1969. Today, few aspects of life are untouched by the Internet and all of the technologies that have developed around it. Yet the rigorous examination that would provide a lasting understanding of the impact of this technology is still in its infancy. In 2005, the US Air Force embraced the term "cyberspace" in its mission statement, which now reads, "fly, fight, and win… in air, space, and cyberspace." JP 1-02, defines cyberspace as "a global domain within the information environment consisting of the interdependent network of information technology infrastructures, including the Internet, telecommunications networks, computer systems, and embedded processors and controllers." Fundamentally, cyberspace exists as a warfighting domain that cuts through and is utilized by the traditional warfighting domains of land, sea, air, and space in carrying out operations. While cyberspace offers the potential to increase the effectiveness of complex, joint, and multi-domain operations, it also introduces risk as the US Air Force's reliance on cyber-related capabilities grows. As such, it is necessary increase knowledge of this often-misunderstood domain. The curriculum for this course includes modules on social network analysis, information operations and information warfare within the cyber domain.

EL6829 Speaking and Executive Leadership **2 Semester Hours**

The General Henry "Hap" Arnold program was established in 2011 as an outreach lecture series designed to foster dialogue and deepen understanding between senior officers and civilian leaders at the Air War College and members of the community. Students in this elective speak on numerous occasions with a wide

variety of audiences, from college students to chambers of commerce to university communities in general. The goal of these speaking engagements is to exchange ideas surrounding leadership, national security, and overcoming adversity. This elective produces speakers for that program, helping students improve their ability to influence and motivate through public speaking. Students apply to enroll, are interviewed, and ultimately, are selected based on their military experience, academic accomplishments, and willingness to share their personal journeys of leadership reflecting on military and combat experiences. This elective is only offered in Term 2, but selection is managed early in the academic year as meetings will occur across terms. Some local/regional travel is required.

EL6973 The Third Option: History and Fundamentals of Covert Action as an Instrument of Power 2 Semester Hours

When it was established by the National Security Act of 1947, the Central Intelligence Agency (CIA) was charged with several core functions for national security that have evolved through implementation and statute to the following: 1) collect intelligence through human sources and other appropriate means; 2) correlate, evaluate, and disseminate intelligence; 3) provide overall direction for and coordination of human intelligence collection operations; and, 4) "perform such other functions and duties related to intelligence affecting the national security as the President or the Director of National Intelligence may direct." This last function is colloquially known as "covert action," which was defined in statute in 1991 as "an activity or activities of the United States Government to influence political, economic or military conditions abroad, where it is intended the role of the United States Government will not be apparent or acknowledged." While historically the CIA is the lead US Government agency for covert action, there has been a noticeable increased overlap with US Military clandestine operations since 9/11. This course introduces Air War College students to the concept of covert action as a means of advancing national security objectives in addition to traditional instruments of power so military leaders better understand the capabilities and limitations of the CIA and the US Government in order to effectively consider the role of covert action in the planning and execution of joint, interagency, and coalition operations. This course will delineate the distinctions between Title 10 clandestine and Title 50 covert action operations and will also consider the ethical challenges that accompany covert action operations.

EL6980 The Chinese Warfighter 2 Semester Hours

People win wars. Competition or conflict against Communist China will require more than defeating their wide array of new weapons and equipment. In order to outcompete and outfight them, we must also understand the Chinese warfighter--who they are, how they think, and why they fight. Students will learn about the enlisted force, officer corps, as well as the culture and doctrine that drives their

behavior. The objective of this course is to understand how the Chinese armed forces develop their personnel and how they operate together as a team.

EL6982 Psychology of Decision Making 2 Semester Hours

This course examines psychological elements of decision making among national security leaders and foreign policy elites. The course's central question asks what elements other than cost-benefit analyses shape leader decisions. Many approaches to understanding war and warfighting are grounded in assumptions of thinking that is driven by cost-benefit analyses or, more broadly, rationality. While such assumptions offer insights that are useful or even predictive in many cases, some decision outcomes do not conform to rational expectations or even systematically violate the dictates of rational actor assumptions. This course is devoted to these anomalous outcomes; it explores decisions through psychological lenses such as beliefs, perceptions, heuristics, cognitive framing, and emotions. Each lens is examined theoretically as well as through the context of cases taken from the international security literature. By the end of the course students will possess a theoretically informed understanding of the human decision-making process as it relates to matters of national security leadership and foreign policy decision making.

EL6983 Understanding Civil Violence: From Protest to Rebellion
2 Semester Hours

This elective provides an overview and assessment of contemporary research on civil (or intrastate) violence. Throughout the course we are going to focus on a small handful of questions: Why does civil war occur? What happens during a civil war? What motivates terrorism and violence against civilians? How are rebel and terror groups organized? Who participates in civil wars and terrorism? In this course, we will discuss the answers to these questions and evaluate the theoretical and empirical study of civil violence. During that process we will examine theories that portray civil violence as irrational acts of hatred and theories that argue violence follows a rational or strategic logic. This elective, clearly, will not cover everything and is instead meant to serve as an advance introduction to the study of civil violence. The goal of this course is to set each student on a path toward understanding why civil violence occurs.

EL6984 Classical Rhetoric for the Modern Warfighter 2 Semester Hours

This elective covers principles of ancient Greek and Roman rhetoric specifically to help strategic leaders improve their strategic communications skills in persuasion and communication, both written and oral. The course has two blocks—one focused on the Sophists through Aristotle, and the second dedicated to Roman rhetorician, Cicero. Students will study the theories of writing and speaking and

apply it to two projects—a communication exercise and a written text which is delivered to the class.

EL6987 The Transatlantic Relationship Under Strain: Friction, Friendship, and the Future of US, EU, and NATO Interactions 2 Semester Hours

The Munich Security Conference, once a forum for celebrating US-European ties, has been sounding the alarm bell about the state of trans-Atlantic relations for the last several years. European statesmen such as Emmanuel Macron, France's president, have lambasted NATO as "brain dead," while President Trump has scolded NATO's European member states for free-riding on the American security bus. The United States and the European Union, once largely in agreement about supporting a rules-based international order built on democratic political systems and free markets buttressed by social safety networks, now eye each other suspiciously. On a host of issues ranging from climate change to Iran and the JCPOA to privacy issues and Chinese technologies, the US and its European partners have disagreed about what policies to adopt. This elective focuses debates about the future of NATO, the trajectory of the "European Project," and the very different perspectives that two of Europe's most powerful countries, the United Kingdom and Germany, have on transatlantic relations.

EL6991 Sectarian and Minority Identities in the Contemporary Middle East 2 Semester Hours

For many students today, the Arab world or, more broadly, the Middle East has been in near constant conflict. As a result, the many and diverse populations of the region are often misunderstood and oversimplified. Since 2003, the question of sub-state identities in the Middle East has been disproportionately associated with the Sunni-Shi'a divide under the problematic label of 'sectarianism', yet viewing sectarian identity as any one thing (a religious identity *or* a social identity *or* a political construct etc.) is inherently flawed in that it insists on framing intrinsically multi-layered phenomena (sectarian identity and sectarian relations) in monochrome terms. In order to move beyond this unhelpful one-size-fits-all, this course will explore religious and sectarian, ethnic and cultural, tribal, and generational sameness and difference to build a broader understanding of the region with attention to how this diversity impacts current security challenges, relates to the narratives of VEOs, and what it means for US security interests in the region. The first half of the course focuses on the origins and formations of Middle East and Arab nation-states following Ottoman, colonial, and post-colonial times and explores how multi-ethnic, polyglot empires became modern nation-states struggling to define the nation's identity. In order to understand the religious and sectarian conflicts in the modern era, we will explore both the traditional Islamic texts and lived experiences of historical sectarian and minority groups. The second half of the course focuses on post-Ottoman nation states and

how these identities impact recent and ongoing conflicts in the region. In particular, we will delve into Iraq, Yemen, Syria, and the Gulf states to identify sectarian, ethnic, tribal, etc. factors. From the vast diversity among the so-called Arab world, who is an Arab and what does it mean for contemporary geo-politics and US security interests therein?

EL6994: The Constitution and the Strategic Leader 2 Semester Hours
This elective is an evaluative seminar covering the history, structure, and application of the U.S. Constitution for DoD, U.S. government, and partner nation strategic leaders. The course will cover aspects of the U.S. Constitution that strategic leaders should be familiar with, such as the history of the Constitution, its structure, federalism, separation of powers, checks and balances, equal protection, due process, control of the military, and guarantees of individual rights. A faculty member from the Air Force Judge Advocate General's School will lead each session. Students will have assigned readings prior to each meeting and will be ready to discuss and evaluate the applicable issues arising in each topic. However, readings and pre-class preparation will be kept to a minimum.

Multi-Term Electives and Research Task Forces

EL6332 Vigilance Horizons: ISR RTF 4 Semester Hours
Air Force Intelligence, Surveillance and Reconnaissance (ISR) and the Department of Defense are at a strategic turning point where we've begun the transition from today's wars and are preparing for future conflicts. As one of the Air Force's five enduring core missions, the challenge is to maintain AF ISR's current tactical and operational competencies, while rebuilding the capability and capacity to conduct full-spectrum multi-domain operations in complex and ambiguous environments around the globe. It is imperative senior leaders fully leverage the vast array of national capabilities along with those of the Total Force, our Sister Services, the Intelligence Community (IC), and our international partners. Vigilance Horizons– the ISR RTF elective is a two-part, 20 Instructional Period. The first of two electives provides focused study and development of research projects that supports student Professional Studies Papers (PSP) for AWC. AWC PSPs will be scoped to deliver proposals and recommendations to HAF/A2D that can improve ISR for the AF, IC, and joint warfighter.

EL6366 What Strategic Leaders Need to Know About Russia: Group Research 4 Semester Hours
This two-term course approaches study of Russia to cover both its military capability and its foreign policy. In the first term students will analyze and assess patterns of change and continuity in the organization, leadership, doctrine, and capabilities of the Russian military establishment; the dynamics of civil-military

relations; and the evolution of Russian national security objectives, grand strategies, and national military strategies, both in war and in times of peace through the Cold War. Additionally, in the first term, students will examine Russian foreign policy since the end of the Cold War. As such, students will learn how Russia views the current world order, what are its national interests, as well as how the Russian world view differs from Western conceptualization of the world system. We will work through the transitional period after the collapse of the Soviet Union. and analyze Russia's relations with the United States and Europe in detail. After that, Russian foreign policy in the Middle East and China will be examined. Finally, relations with the Near Abroad and compatriot policies of Russian minorities will close this course. In the second term, students will work closely with faculty members on their research project to produce a white paper on Russia, as a peer competitor, that every strategic leader should know. Students will brief in the spring.

EL6551 Advanced Deterrence Concepts: Deterrence RTF 4 Semester Hours
Students will examine strategic deterrence concepts, evaluate the impact of nuclear weapons on international relations, and apply those concepts to addressing contemporary policy issues. Students will gain advanced knowledge of deterrence theory and related concepts such as assurance, compellence, and coercion, and how they have affected US strategy, policy, and operations. The course has an implicit focus on nuclear deterrence, but other forms of deterrence, such as cyber, space, and conventional, will also be discussed. Students will engage these topics through classroom discussions of relevant academic material, two field-study trips (Los Alamos/Sandia National Labs and Washington, DC), student presentations, and the production of an original research paper. Most course deliverables will be related to the research paper, and instructors will guide student research throughout the academic year. A TS/SCI/CNWDI security clearance is required for portions of the field study trips, but accommodations or alternative activities for students without TS/SCI/CNWDI can be made. Followed by EL6552.

EL6596 Cyber Research Task Force (Classified, US only) 4 Semester Hours
Our goal is to give you the ability to understand, explain, and perform operationally relevant social science research, with a special focus on cyberpower, national security and military operations. This course is designed for students selected to be part of the Air University Cyber Research Task Force. The course introduces student to academic writing from the social science discipline, with attention of theories, methods and evidence social scientists use to ask and answer research questions for military organizations. The course readings serve as background for which to develop their own independent research projects. Each student will choose a topic from our sponsored topics list. Class discussions and

assignments will guide students though each stage of the research and writing process from brainstorming a topic questions, to operational site visits, through a literature review and formal proposal to collecting and analyzing data.

EL6597 ACTS 2.0: Ideas and Weapons RTF **4 Semester Hours**

Working with Air Force Research Lab, this group research endeavor explores the sue of existing tools and acceleration of emerging technology to tackle tomorrow's hardest problems. This group takes it names from the Air Corps Tactical School from which Air University sprang--began in 1920s in Virginia then relocated to Maxwell Air Force Base in the 1930s.

EL6598 Immersive Learning and Simulations (VR/AR) RTF
4 Semester Hours

The AR/VR (Augmented/Virtual Reality) team is focused around immersive learning/simulations issues of relevance to national security as defined by AFAMS input. Uniquely, they work with students in AWC and ACSC, but also with eSchool students who join the class using their own VR sets from wherever they are. Previous outstanding projects have involved a virtual ramp ceremony meant to help train chaplain personnel, uses of the VR environment for OSI professionals and a virtual Selma to Montgomery civil rights tour.

EL6641 Russian Strategic Initiative RTF **4 Semester Hours**

The Russia Strategic Initiative at EUCOM wants Air University assistance in evaluating Russia's current and potential behavior in the PMEC realm, particularly focused on how Putin's own decision-making drives goals and policy. As a member of this Research Group, students will take electives focused on Russia. Regional Security Studies courses should be connected to and focused on Russia's neighbors and incorporate field study materials. This will be outbriefed to RSI in the spring.

EL6642 Resiliency RTF **4 Semester Hours**

The Office of Air Force Resilience (under Manpower, Personnel and Services), along with the Chaplain Corps and the Surgeon General, are deeply concerned about the ability to recruit, retain and support resilient airmen and their families--whether the issues are inter-personal, locational, spiritual, professional or physical. Members of this Research Group will take a supporting elective which explores how the Air Force and the American military more generally came to develop the structure, traditions and basing it currently uses, and then how and why it can adapt these iconic features to the needs of 21st century Airmen.

EL6985 Leadership Horizons 1: Executive Coaching, Mentoring, and Consulting **2 Semester Hours**

The primary goal of this first course is to provide leaders at AWC the opportunity to put into practice an inter-disciplinary approach of executive coaching, mentoring, and consulting. Participants will apply theory and practice to an organization of their choice that strengthens people and/or programs connected to leadership. The course provides experiential learning opportunities enabling students to make initial discoveries about their emergent leadership style at the strategic and executive levels through "real time" peer-to-peer and client-based practices that include executive coaching, mentoring, and consulting. The lessons are arranged to allow all in the class to participate in a "hybrid" learning experience that involves various teaching methods, experiential learning, and engagements with selected organizations. In lieu of some class meetings, time is provided for students to meet with their selected organization during and after the elective dates.

EL6986 Leadership II: Advanced Concepts in Leading Change and Transformation 2 Semester Hours

As leaders, we influence and are shaped by self, others and organizations. The primary goal of this second course is to more deeply understand and apply the process of change and transformation that includes biases, resistance, and immunity to change. Using outcomes from the first course, students refine individual and organizational change plans, and, through engagements with selected organizations, begin to put into action those plans. The learning from the Leadership Horizons program is meant to influence and inform each student's PSP research (not replace it), as well as the discoveries of how to transform self, others, and organizations that both strengthen and expand leadership capacities. In lieu of some class meetings, time is provided for students to meet with their selected organization prior to and during and the elective dates. Pre-requisite: EL6985 Leadership 1.

Additional Events and Programs

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. The NSF brings together approximately 125 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.

Commandant's Lecture Series. The Commandant's Lecture Series generally includes two types of invited speakers: (1) senior governmental civilians (DOD, DOS, Department of Homeland Security, and so forth) and general/flag officers from the US government and allied countries; and (2) respected and recognized individuals from across society including such professions as industry, media, politics, entertainment, and sports. Senior governmental civilians and general/flag officers will engage students on some of the most challenging topics they will face as senior leaders, generally relating to their own current and previous governmental positions and leadership experiences. These senior officers will also often include specific discussions about their expectations of new senior leaders. This second category of speakers is designed to broaden students' experiences, exposing them to diversity of thought and providing additional tools for tackling the complex challenges of their future leadership roles. Speakers may engage the students on topics ranging from motivational stories of inspiration and perseverance to civilian organizational leadership, business success/failure, and stories of innovation.

Executive Leadership Feedback Program. The Executive Leadership Feedback Program (ELFP) offers a unique state-of-the-art program that uses a 360-degree multi-rater assessment (self-ratings compared to ratings by superiors, subordinates, and peers) and allows a comparison of how individual ratings measure up to those of other senior service college students. The ELFP also combines a detailed assessment of personality attributes arrayed with relevance toward strategic leader competencies (e.g., personality attributes related to negotiation, interpersonal leadership), as well as an assessment of team roles, and offers raters the opportunity to provide text comments for developmental purposes. An individualized, 104-page leadership assessment portfolio report is generated for each student, and one-on-one feedback is provided by a member of the ELFP who is certified to provide the feedback. The results are presented with the intent of enhancing self-awareness to focus and accelerate leader development in our students.

Language Programs. International Officer School (IOS) provides intensive English as a Second Language (ESL) instruction during an 8-week preparatory course prior to Air War College to help international military students develop successful strategies for communicative, cultural, and informational challenges. US and international students may participate in foreign language courses taught by the Defense Language Institute. These noncredit, nongraded courses are optional and not at the graduate level and therefore do not count toward the master's degree or AWC graduation requirements.

Master of Military Operational Art and Science Resident Program

Air Command and Staff College

https://www.airuniversity.af.edu/eSchool/ACSC/

Program Description. The Air Command and Staff College curriculum is designed to develop higher-order thinking within the context of the war-fighting profession by challenging students to think critically and exercise a combination of analytical and practical tools required of field grade officers serving in operational-level command headquarters staff positions. ACSC courses emphasize applying airpower in joint campaign planning and the operational art of war.

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 college-wide computer network and the Internet. Students receive more than 80 books to expand their professional knowledge and a personal laptop computer to keep track of the academic schedules, online reading assignments, examinations, research, and other writing requirements throughout the academic year.

Program Learning Outcomes. The ACSC Resident Program produces graduates who are able to:

- lead and command in complex, dynamic, and ambiguous operational environments;
- apply military theory in general and airpower theory in particular to the development of operational-level strategies;
- plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict;
- articulate capabilities and limitations of service and joint organizations in the conduct of war at the operational level;
- apply research methodologies and critical-thinking skills to analyze issues of concern to the warfighter and/or broader defense community; and
- forge professional relationships that facilitate efficient, effective, and collaborative accomplishment of assigned tasks.

Faculty. ACSC employs a blend of expert faculty members exceptionally qualified to accomplish its mission and goals. The college's unique mission requires a

distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to validated pedagogical theory and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed.

Duration. The resident program consists of 10 months of graduate-level study. As the center for US Air Force IDE and as a joint-accredited institution for providing the first phase of joint PME, ACSC annually educates approximately 500 students from all US military services, selected federal agencies, and international officers from over 60 different nations.

Eligibility. Air Force candidates who attend ACSC's resident program are selected in conjunction with their O-4 promotion boards. A central PME selection board, with major command input, selects the actual college class from these candidates based on their demonstrated potential for assignment to key field-grade command and staff positions. Sister-service O-4, O-4 select (or equivalent rank), and GS-12 and GS-13 government civilians are eligible to attend ACSC and are selected by their respective personnel systems.

Reference AFI 36-2301, *Professional Military Education*, and the ETCA website at https://etca.randolph.af.mil for additional information (ETCA course number: MACSC001).

Admission Requirements. To be admitted to the Master of Military Operational Art and Science degree program, individuals must (1) present proof of academic capability either by holding a qualifying undergraduate degree from a regionally accredited college/university (US bachelor's degree or its equivalent) or by meeting academic credentials admission requirements through the portfolio admission process; and (2) provide an acceptable score on the TOEFL, unless they are from an English-speaking country.

International students not meeting the admissions requirements for the master's degree program will be allowed to attend ACSC and, upon completion of the resident program requirements, will receive the ACSC resident diploma but will not be awarded a master's degree.

Graduation Requirements. Students fully admitted must complete the following 30-semester-hour ACSC resident program. Students must achieve a grade of "C" or higher on each academic course with an overall GPA of 3.00 on a 4.00 scale and demonstrate fully satisfactory participation in other scheduled ACSC programs and activities to earn the master's degree.

SYLLABUS

Course Number and Title	Semester Hours
IS5510 International Security 1	3
IS5511 International Security 2	3
AP5510 Airpower 1	3
AP5511 Airpower 2	3
LD5510 Leadership	3
JW5510 Joint Warfighting	6
WT5510 War Theory	3
RE Research/Electives 1	3
RE Research/Electives 2	3
Total	**30**

Note: Courses in the non-master's distance-learning program may not be used to satisfy course requirements of the resident master's degree program except in rare extenuating circumstances approved by the Academic Dean. AP 5510 can be substituted with DT 5510 or SP 5510. AP5511 can be substituted with DT 5511 or SP5511.

Course Descriptions

IS 5510 International Security 1 **3 Semester Hours**

International Security 1 provides a comprehensive overview of the context in which the development of the US grand strategy occurs. The course introduces three traditions of International Relations (IR) to provide a foundation for considering the current opportunities and challenges to US policy in the emerging strategic environment. These course concepts are then applied to the 2-Plus-3 (Russia, China, North Korea, Iran, and violent extremist organizations), enabling students to develop interpretations and responses to international security issues systematically.

IS 5511 International Security 2 **3 Semester Hours**

International Security 2 explores the conduct of national security through the lens of military strategy: the employment of military means for the achievement of political ends. The course highlights the challenges of integrating military means

to political ends and innovating strategy to account for changing circumstances. Specifically, it examines factors that complicate the formulation, execution, assessment, and adaptation of military strategy. It then applies these concepts to strategies employed across the Geographic Combatant Commands (GCCs). The course allows students the opportunity to cultivate and refine skills for advising senior leaders on meeting future security threats.

AP 5510 Airpower 1 **3 Semester Hours**

Airpower I examines the emergence and development of airpower from World War I through the Vietnam War. This course analyzes the development of key ideas, capabilities, organizations, practices, and limitations that framed the conduct of air warfare in the first three-quarters of the twentieth century. These events continue to inform debates about airpower's purpose, utility, and effectiveness. Course readings, lectures, and seminar discussions will cultivate adaptive leaders and critical airpower thinkers by challenging officers to examine the evolution of airpower and how it serves national strategic objectives.

DT 5510 Deterrence Theory and Practice I **3 Semester Hours**

This is the first of a two-course sequence designed to introduce students to the origins and evolution of modern deterrence theory, strategy, and policy. This course traces the evolution of deterrence theory and practices from its classical origins to the end of the Cold War. It provides a foundational basis in both classical and conventional deterrence theory and practice before moving to a detailed examination of modern rational deterrence theory and its various extensions and implications, including the logic of mutually assured destruction and the stability-instability paradox. Alternatives to rational deterrence theory, including those based in psychology and behavioral economics, will also be discussed.

SP 5510 Spacepower 1 **3 Semester Hours**

Spacepower 1 examines the history, theory, and technological underpinnings of space power and the American space profession. This course comprises an overview of the key ideas, capabilities, organizations, practices, and limitations that framed the American space effort in its first 50 years—ideas and events that continue to inform debates about space power's purpose, utility, and effectiveness. Course readings, lectures, and seminar discussions will cultivate adaptive leaders and critical space power thinkers by challenging officers to examine the evolution of space power and how it serves national strategic objectives.

AP 5511 Airpower 2 **3 Semester Hours**

Airpower 2 analyzes the historical, current, and potential future utilization of air, space and cyber assets in military conflicts, with emphasis on the history and development of American airpower since 1947. Students will study and think creatively about how leaders and organizations have leveraged war in the third dimension to create a more effective joint operating environment while considering the relationships between strategy, doctrine, and technology. The historical period of the course material takes the airpower narrative from the foundation of the US Air Force through modern conflicts, concluding with specific roles and missions and a look at the future of airpower, including challenges and opportunities. Course themes include narrating the Air Force story and examining how air forces have historically responded and adapted during periods of significant change.

DT 5511 Deterrence Theory and Practice II **3 Semester Hours**

This is the second of a two-course sequence designed to introduce students to the origins and evolution of modern deterrence theory, strategy, and policy. This course provides a detailed examination of modern rational deterrence theory and its various extensions and implications, including the logic of mutually assured destruction and the stability-instability paradox. Alternatives to rational deterrence theory, including those based in psychology and behavioral economics, will also be discussed.

SP 5511 Spacepower 2 **3 Semester Hours**

Spacepower 2 examines the history of military space operations since the end of the Cold War, after which Air Force space operations shifted its focus and culture from strategic missions to theater support to the joint warfighter. The course will cover lessons learned in combat, organizational debates in Congress, how space operations integrate with other terrestrial military operations, and what might be expected in the future regarding space operations.

LD 5510 Leadership **3 Semester Hours**

This course examines current leadership theory as it relates to problems and possibilities inherent complex, dynamic, and ambiguous operational environments. The practical aspects of leadership—decision making, communication, negotiation, resource management, and force development—are emphasized throughout the course. Students are encouraged to reflect upon essential aspects of ethical leadership.

JW 5510 Joint Warfighting **6 Semester Hours**

The Joint Warfighting (JW) course is designed to demonstrate, at the operational level, how the US joint force organizes, deploys, employs, sustains, and redeploys military capabilities in support of national interests. The course will equip military and interagency professionals with skills to articulate and influence the

application of the military instrument of power to provide commanders with options for the use of military force in support of national interests. Understanding operational art and design is essential for the military professional, no matter their specialty. Understanding operational context and strategic goals is necessary to properly plan and execute military operations in the modern operational environment. It is also imperative to understand how the US military operates as part of a joint force in a multinational, interagency, and intergovernmental environment.

WT 5510 War Theory **3 Semester Hours**

War Theory introduces military theory, addressing both the nature and character of war. It examines the theoretical writings of classical military theorists, as well as the evolution of warfare and military thought over the last two centuries. The course explores a number of the most outstanding historical cases of military innovation, assessing the utility of military theories across the military domains. The course also considers the future evolution of warfare, analyzing both change and continuity in armed conflict. In applying military theory to contemporary security challenges, students will be able to better anticipate and respond to operational problems across the range of military operations.

Resident Curriculum Electives

(2 Semester Hours each unless otherwise noted)

AIRPOWER

RE 5101 Space Operations

This elective is for students with minimal knowledge of space operations. It will address space issues from multiservice and multinational perspectives, assessing space capabilities, limitations, vulnerabilities, dependencies, and command and control. Students will assess how space systems affect freedom of action in joint warfighting, including the integration of space in the land, sea, air, and cyber domains. Students will assess space-focused ideas that may enhance national security while evaluating current and future space capabilities.

RE 5103 Essentials of CyberPower

This seminar will investigate the utility of cyberspace as an instrument of national power. Its focus is at the policy and strategy levels and the course is designed to be as non-technical as possible.

RE 5106 The Air Force in Fact, Fiction, and Film

The course will proceed chronologically from World War I through the present. Readings from fictional literary accounts will form the bulk of the course and these will be interspersed with a film. Students are expected to draw upon their knowledge of Air Force history and current practice to address literary accounts based on specific time periods. The relevant history and actual accounts that significant components of books and films are derived from will be explored as part of the course. By combining history, novels, and movies, a fuller picture of the meaning of airpower and the cultural impact of the Air Force will be assessed.

RE 5108 Command and Control of the "Air" Environment (C2AE)
The course examines the past, current, and future strategic issues concerning the command, and control (C2) of air, space and cyberspace power.

RE 5112 Close Air Support: Past, Present, and Future
This course examines the history and evolution of close air support (CAS) from a joint perspective through the major conflicts of the twentieth and twenty-first centuries as well as during each interwar period, illustrating the cyclical nature of CAS development and deterioration.

RE 5114 The Evolution of Air Power
This elective will be the evolution of airpower from the beginning of the powered flight to the near future. It is a tech-heavy course, with an emphasis on the development, procurement, and deeper understanding of the evolution of airpower. In this class, we will discuss not only the evolution of the technology but also the evolution of the way that the technology is conceived and used.

RE 5116 Cyber National Crisis Leadership
This course addresses the frameworks, patterns, and practices of American and Allied responses to a realistic, evolving cyberattack scenario.

RE 5118 Cultures of Flight: The Wright Brothers to the Space Age
This course examines the influence of ideas about flight, as conveyed in popular culture, political dialogue, and public debate, on practical approaches to civil aviation and airpower from the Wright brothers to the present.

WEAPONS OF MASS DESTRUCTION

RE 5141 Biological and Nuclear Weapons: Challenge and Response
The Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction observed that the threat of "biological and nuclear weapons proliferation has transformed over the past two decades. The technical expertise required to produce these weapons has become increasingly widespread, while many of the materials needed to make them are widely available on the open market. Meanwhile, terrorists have expressed a growing demand for these weapons and demonstrated their willingness to use them." This course focuses on understanding these threats and responses to them in order to grasp these problems and to reduce their impact on American security.

RE 5143 Life under the Mushroom Cloud: Strategy, Operations, and Culture in the Nuclear Era
Using Clausewitz's paradoxical trinity as its framework, this course examines how nuclear weapons and technology have affected American strategy, military operations, and the American population. The course begins with a look at how nuclear weapons took warfare from "total war" to limited warfare. The second block of the course examines how the Air Force operationalized deterrence and the accidents that resulted from handling nuclear weapons on a daily basis. The course ends with an insightful examination of how nuclear weapons affected American culture through movies, print, style, and even song.

RE 5145 Arms Control and Nonproliferation
With the continuous threat from the proliferation of WMD technologies and weapons, this course is designed to educate civilian and military members on arms control and nonproliferation activities. The lessons are intended to enhance each participant's knowledge of the development, production, stockpiling, proliferation, and usage of NBC weapons, and arms control programs and treaties designed to stop proliferation.

RE 5147 Homeland Security and Defense
This elective examines how the evolving global environment with its complexities and interconnected critical infrastructures has become susceptible to the perturbing forces such as Black Swans and unprecedented events—disasters (natural/tech), WMD, terrorism, and cyber threats—and how this has led to the rise of US homeland-security enterprise, national preparedness, and homeland-defense activities. It also highlights the need for strategic leaders to understand Crisis/Meta-Leadership skills to better address response and recovery operations after perturbing events.

RE 5149 Using Airpower to Counter WMD
This course reviews and critique the process by which the DoD and Air Force develops, implements, and evaluates counter-WMD policy and strategy to meet national guidance. It will be particularly useful for personnel going to the Air Staff, Defense Threat Reduction Agency, or US Strategic Command.

RE 5151 Dimensions of US Nuclear Strategy
This course examines the nuclear postures of key nations and their effect on international security. It will include analyses of the organizational challenges of maintaining safe, secure, and reliable nuclear arsenals. Students will study the many perspectives regarding the proliferation of nuclear weapons.

RE 5153 Global Thermonuclear War: Shall We Play a Game?
This course examines the employment of nuclear weapons in both strategic and operational military operations and identify the relevancy of nuclear weapons to contemporary strategy discussions.

RE 5155 The Politics of Nuclear Weapons
This course investigates a series of key questions dealing with the politics of nuclear weapons to introduce a broad range of evidence, ideas, and approaches relevant to major policy debates about the bomb.

RE 5157 The Manhattan Project: Leadership at the Tip of the Nuclear Age
This course investigates the US nuclear bomb program, the Manhattan Project, and those who led and turned theory into practical nuclear weapons leading to the end of World War Two.

RE 5159 Comparative Contemporary Nuclear Strategy
This course introduces students to the contemporary nuclear strategies of the nine nuclear-weapons possessing states to provide an understanding of both how states make decisions about their nuclear strategies and why they do so.

RE 5161 Advanced Deterrence Concepts I
RE 5162 Advanced Deterrence Concepts II
This course examines strategic deterrence-focused research questions. Students will gain advanced knowledge of deterrence theory and related concepts such as assurance, compellence, and coercion, and how they have affected US strategy, policy, and operations. The course has an implicit focus on nuclear deterrence, but other forms of deterrence, such as cyber, space, and conventional, will also be discussed.

RE 5164 What You Need to Know about Nukes to Get Promoted or: How I Learned to Love the Bomb

This course investigates a series of key questions about the "number one priority" of the USAF and DOD – nuclear deterrence. The intent is to introduce you to a broad range of evidence, ideas and approaches relevant to major policy debates about the bomb.

Civilian-Military

RE 5201 Conflict Economics

The study of conflict economics trains students to use economic methods to understand the causes and consequences of conflicts between states, within states, and between states and nonstate groups. Foundational models will be developed to serve as the basis for the application of the empirical models to follow. The course then explores empirical research on the explanations for war and its consequences. Particular attention will be paid to historical trends in warfare, the risk factors for conflict, game-theoretic models, and the effects of third-party engagement.

RE 5203 US Civil-Military Relations

This course explores the history, theories, and issues involved in a continuing dialogue about the proper relationship between military leaders and civilian political leaders in the United States. The US Constitution and tradition provide the foundational concept of civilian primacy over military leadership. Notwithstanding these principles, there are occasions wherein the lines of distinction are blurred resulting in a controversy that may be seen as detrimental to national security; controversy possibly exacerbated by a concerned polity.

RE 5205 Cross-Cultural Challenges of Civil-Military Interactions

This course analyzes operational aspects of military—nonmilitary interactions through the compatible lenses of culture and systems thinking. The elective is designed to complement the Joint Planning class through a focus on examples of military—nonmilitary partnerships in terms of cultural, organizational, and operational differences and similarities. The emphasis on systems thinking will help students analyze patterns of behavior across a spectrum of activities, while the attention to culture will highlight military and North American patterns of behavior that we consider "natural" or "normal," which can seem incomprehensible to others.

RE 5207 Civil-Military Relations in the Developing World
This course provides an introduction to the theory and practice of civil-military relations in the developing world. It begins by studying how the subject has developed as a field of inquiry within comparative politics and security studies. It will look at the main theories and concepts within the study of civil-military relations. This course will also present both the theoretical and practical functions of the military and security forces in the developing world using a variety of cases from Latin America, Africa, the Middle East, and Asia.

US Military

RE 5221 American Military Culture
The purpose of this course is to deepen your understanding of the profession of arms by studying the culture of the American military from colonial times to the present. The readings are drawn from history, but this is not a history course. Because American military culture is embedded in the larger American culture, we will also deal with civil-military relations, but only as one aspect of a complicated and vital military culture. Our study will be sharply focused on the development of the military profession and its culture.

RE 5223 Gender and Leadership
The role of women in the military is important and controversial not only to the uniformed services but also to society at large. The place of women in war, and specifically in the US military, has changed dramatically in our lifetime. This period of change has not yet run its course. The purpose of this course is to examine the relationship between women and the US military in the twentieth century.

RE 5225 Vice, Consumption, and Facebook: Special Topics in US Military Culture
Using the core tenants of the war and society approach to military history, this elective will explore American military culture using the lens of vice, consumption, and social media. The elective will argue that the military in general, and American military culture specifically, had profound effects on America's economy, society, and culture during the twentieth century.

RE 5227 The Military Commander and the Law
Students who enter into a command or supervisory and support positions within command will be provided an overview of various areas of law they are likely to encounter in future assignments. Military operations, from day-to-day activities to large scale combat maneuvers, must function in an increasingly legalistic world.

Commanders at all levels need to follow the law while working toward their mission objectives, whether the goal is a zero-defect aircraft, a disciplined squadron, or a defeated enemy. The course emphasis is on the practical application of the law in the military justice, administrative, and civil law arenas, and the role of the judge advocate general as supporting staff to the commander.

RE 5229 All Volunteer Force

The course explores the historical basis, capabilities, accessibility, and implications of using the active duty, the Reserve Component (National Guard and Reserve forces), civilians, and contractors in meeting US objectives worldwide. The elective provides students a better understanding of how the unique and historic composition of the total force supports the US national security and military strategies.

RE 5231 Understanding and Working with the US Military

International officers (IO) at Air University are ideally positioned to help address this shortcoming, while also assisting their armed forces in partnering with the US military. To do so, this course leverages IOs' experiences operating and studying side-by-side with US counterparts, together with scholarly publications, in a seminar format.

RE 5233 Media 2.0 for Military Professionals

This course is designed to provide students with a broad understanding of media, news, and journalism. It offers a mix of seminal texts and new research as a way to advance military professionals' knowledge about the media landscape, its challenges and transformation, and how to navigate it.

OPERATIONS

RE 5251 Joint Special Operations

This elective is designed for a mix of students from the special operations community, those looking toward their first assignment in that community, and others who merely want to know more about special operations. Specifically, it aims to expand student understanding of US special operations forces (SOF) organizations, missions, and capabilities at the operational level of war. Thus, it focuses on joint SOF integration into theater campaigns and major operations, while exploring some of today's hot issues in the special operations community.

RE 5253 Peace and Stability Operations

This course focuses on the problems of peace and stability operations, including stabilization and reconstruction and Phase IV operations. In doing so, it examines

the most important operations of the recent past and the roles played by the military and civilians.

RE 5255 Nonlethal Weapons (NLW): Supporting the Operational Art across the Range of Military Operations

The course provides the opportunity for students to analyze nonlethal (NL) technologies and their medical, legal, ethical, political, and public perception issues. The analysis facilitates an appreciation for the planning factors that must be considered prior to employ NLWs. Subject matter experts who are NL program managers or recognized experts in their fields will support the course and provide first-hand information on NL technologies. Their expertise and experiences will stimulate student curiosity and help dispel the belief that NLWs are only tactical tools that have no impact on operational and strategic operations.

RE 5257 Homeland Security: The Enemy, the Threat, and What to Do

In the midst of shifting policies, strategies, actions, and dollars in 9/11's aftermath, what do we know of the enemy? How do we know it? Is the "enemy" identifiable? Can we find him or her and affect behaviors? Can we determine (and agree) on what threat this enemy is to our national security and what we need to do about it? This course will examine how we know who the enemy is; what the threat of today consists of; and where we, as a nation, stand with regard to a response.

RE 5259 Intelligence, Surveillance and Reconnaissance (ISR)—Operational Perspectives for the Warfighter

The course focuses on USAF and joint ISR capabilities at the operational-strategic level by critically examining "what to expect," and "what not to expect," from intelligence. Against this backdrop, the course enhances a future leader's abilities to critically analyze and synthesize ISR capabilities to improve decision making.

RE 5261 Operations Law for Commanders

This seminar introduces ACSC students to the legal principles applicable to the conduct of military operations both at home and abroad, focusing on the role of operational commanders in utilizing the law to support national security objectives. At the conclusion of the course, students will be able to identify and explain how the law both enhances and limits the operational commander's authority to act across the range of military operations.

RE 5263 When Systems Fail: Complexity, Critical Infrastructures and Homeland Security

This course investigates how complexity, complex systems, and their associated behavior creates critical infrastructures, such as energy, communication, cyber,

transportation, and supply chains, which are critical to the American way of life. Because complex infrastructures are interdependent, tightly coupled, and concentrated they also become highly vulnerable to perturbing forces, ranging from Weapons of Mass Destruction (nuclear and biological), natural and technological disasters, and "Black Swan" events. Protecting critical infrastructures from these threats require cogent and effective Homeland Security strategies and policies.

RE 5265 Cyber Economics, Acquisition, Sociology, and Ethics (CEASE)
This elective is designed to examine the phenomena we see in the cyber environment today through the lens of human behavior. The course will take an interdisciplinary approach with psychology/sociology forming the initial basis for action or inaction and then with economics providing explanations for market phenomena. The purpose of this course will be to explain the role sociology and economics plays on the human side of securing modern networks and systems with particular emphasis on defense applications.

RE 5267 Joint Targeting
This course studies the principles of joint targeting and the six phases of the joint targeting cycle. Students will apply critical and creative thinking to a targeting-related problem in order to develop recommended solutions to improve the joint targeting enterprise.

RE 5269 Joint Fires and Targeting
This elective studies how Joint Fires operate and create effects across the spectrum of conflict at the operational level of war. Students will examine the Joint Targeting Cycle at the JTF and AOC.

RE 5271 Central Intelligence Agency
This course examines the Agency's means of operations and analysis so military leaders better understand the capabilities and limitations of CIA in order to effectively use it and its products in the planning and execution of joint, interagency, and coalition operations.

RE 5273 Cultural Heritage & Property Protection in Conflict
This course analyzes the role and impact that cultural heritage and property considerations can have in full spectrum conflict and apply multiple options to leading and developing operational plans, policy and strategy for culturally complex environments.

RE 5275 National Reconnaissance Office (NRO): Foundations, Cultures, Consequences, and Possibilities
The course begins with overviews of early technological innovations and their impact on strategy by Howard and transitions to Houchin's Industrial Age case study of theater strategic reconnaissance in the American Civil War. These are followed by a discussion of the history of technology by Kranzberg and a few insights regarding NRO acquisition by Battle.

RE 5277 Economics of Cybersecurity and Cryptocurrencies
This elective is designed to examine the economic phenomena we see in the cyber environment today. The course will take an interdisciplinary approach to examine the initial basis for action or inaction with economics providing explanations for market behavior and outcomes. The purpose of this course will be to explain the role economics plays in cybersecurity, defense acquisition of cyber dependent systems, cryptocurrencies, and the measurement of cyber risk.

RE 5279 Essentials of CyberGeomatics
This course educates DoD members the fundamentals of why CyberGeomatics is important, how data and observables are used, what products can be produced for decision making, and a look at emerging forces of change in the field in different Areas of Interest (AOIs).

RE 5281 Cyber Advanced Research Seminar I
RE 5282 Cyber Advanced Research Seminar II
Our goal is to give you the ability to understand, explain, and perform operationally relevant social science research, with a special focus on cyberpower, national security, and military operations. The topical focus of this course is on the interdisciplinary study of cyberspace. Course modules are designed to help students to untangle advanced cyber policy and strategy concepts, and guide them through the production of scholarship in the fields of cyber as an aspect of power, methods of cyber conflict, laws and ethics of cyber conflict, mission assurance, critical infrastructure threats, and vulnerabilities, cyber deterrence and defense.

Leadership

LC 5510 Leadership in Command
The Command Course allows students to reflect on the importance of taking command, building a command climate and culture, and the unique challenges that come with command.

RE 5301 North Star Leadership

This course begins with an introduction of full-range leadership development (FRLD) and describes the importance of relating this model to our everyday challenges (demographics, technology, geopolitical changes, generational differences, organizational, and environmental forces). This elective will help students not only gain an appreciation of the FRLD model in their daily leadership activities, but throughout their military careers.

RE 5303 Leading Change—Continuous Process Improvement for Strategic Leaders

This course is designed for highly-motivated students who see the need to improve military processes but question the direct applicability of business practices to the military environment. In a leadership environment characterized by decreasing budgets, personnel shortages, and aging equipment, the pressure to find efficiencies while improving effectiveness will only grow. Students will gain a practical understanding of continuous process improvement through the study of books written by some of the most respected authors in the field, visual media, case studies, site visits, and challenging classroom discussions.

RE 5305 Leaders by Design

The concept of Leaders by Design is simply to be intentional and deliberate in how we develop ourselves as leaders. The military has many leadership programs, but until we take responsibility to develop ourselves, we will fail to meet the leadership challenges of the future.

RE 5307 Adaptive Conflict Management

This highly interactive course develops a critical understanding of and ability to apply a set of essential conflict management tools. This course develops not only your negotiation and mediation skills but also improves your ability to critically think about the processes that individuals, groups, and even nation-states go through to successfully resolve conflict.

RE 5309 Cross-Cultural Perspectives in Adaptive Negotiations

This course develops the understanding and skills needed to better negotiate conflict resolution between parties with cultural and/or organizational differences in their approach to negotiations and/or conflict management. Emphasis is placed on cross-cultural factors and their impact on the negotiating styles and strategies of the involved parties. Topics in the course include how different cultures view and use the concepts, processes, and intended results of a negotiation.

RE 5311 Enduring Leadership: Moving from Good to Great

This elective explores what it takes to move from "good" to "great" by studying key leadership competencies, identified by John Zenger and Joe Folkman in their book, *The Extraordinary Leader: Turning Good Managers into Great Leaders*. We will also review various readings in AU-24, *Concepts for Air Force Leadership*, and Gen Steve Lorenz's, USAF, retired, book, *Lorenz on Leadership*, as well as reading/discussing recent leadership events in the news. *Air Force Core Doctrine, Volume II, Leadership*, will serve as the foundation for our leader development lessons and leadership development plan.

RE 5313 Right, Wrong, and in Between: Philosophy, Literature, and Ethics for Senior Leaders

This is a professionally and personally rewarding survey of macro ethics and introductory philosophy. The course surveys the "permanent things"—the ostensibly eternal concepts of righteousness, classical notions of virtue, and eminent ideas of value—with particular emphasis upon moral reasoning and analysis.

RE 5315 Developing Joint Leaders

This course explores the development of leaders for service in the joint environment through two lines of effort. The first line of effort examines service and joint requirements for leadership development as published in service doctrine, joint doctrine, and academic studies. Second, we examine one model for how adults learn. The desired end state is for students to synthesize the requirements for professional development with the application of how adults learn to build a plan they can use to develop themselves and those they lead.

RE 5317 Overcoming the Fog of Culture: Tools and Concepts for FGOs

This elective helps bridge the gap between military officers, host nation personnel, NGOs, international officers, and civilians, by providing a diverse set of concepts and a concrete suite of tools to help ACSC graduates provide the nation with more effective global vigilance, reach and power. Specific topics include the "cultural OODA loop," culture and communication, working through interpreters, and protecting cultural property.

RE 5319 The Great Captains: Timeless Leadership Lessons from Military Commanders

This course examines the lessons offered by the greatest military commanders in history by analyzing their experiences and how their extremely effective leadership can be applied to modern military command experiences

RE 5321 Transforming Toxic Leadership
This elective helps students not only examine the negative side of toxic leadership but will discuss methods of transforming such leaders into positive energy for their organizations. Members within most organizational environments will inevitably experience positive and negative forces in leadership. A deeper understanding of toxic leadership prepares future leaders and followers for a more complete leadership enlightenment.

RE 5323 The Psychology of Leadership
This course provides an overview of key themes and issues pertaining to the psychology of leadership. We will examine a spectrum of topics related to some of the most significant challenges that leaders will encounter in the course of their military careers, regardless of their branch of service, professional background, or place within the military hierarchy. In particular, students will examine these issues through the prism of their personal experiences.

RE 5325 Experiential Leadership and Live Simulation
This course provides students the opportunity to practice and apply leadership behaviors in a variety of contextual simulated settings, such as virtual labs and live simulation.

RE 5327 Innovation by Design
This course examines a framework to explain how different kinds of thinkers and leaders can create constructive conflict, channel it, and develop something completely new.

RE 5329 Creative Leadership
This course examines the art and science of creativity within the Profession of Arms. Students will evaluate the psychology of creativity, the theory of 'flow', and the concept of innovative creativity. Students will also explore the art of non-conformity and will recognize the difference between adaptors and innovators in light of personality typology.

RE 5331 Foundations of Leadership Coaching
This course explores leadership through mentoring and the origins of mentoring. Students will examine how to apply these ideas in the military and beyond.

RE 5333 Leading Difficult Change: Lessons of the Civil Rights Movement I
This course assesses the tactical, operational, and strategic level challenges the leaders and followers of the Civil Rights movement grappled with to achieve short, mid, and long-term objectives.

RE 5334 Leading Difficult Change: Lessons of the Civil Rights Movement II
This course will assess the tactical, operational, and strategic level challenges the leaders and followers of the Civil Rights movement grappled with to achieve short, mid, and long-term objectives.

RE 5335 Strategy of Engagement
This course will analyze the critical role of communication in facilitating sustained leadership success. Participants will explore today's best practices of full-spectrum communication, including developing a culture of engagement and leveraging hybrid communication essential in managing Air Force and Department of Defense challenges.

RE 5337 Leadership: An Evidence-Based Approach
This course centers on evidence-based leadership. We will survey work on power, influence, and politics in organizations, paying particular attention to how they are relevant to leadership. Lecture in the course will focus largely on basic research on group processes. Group discussions will in large part be geared toward applying the research literature to issues faced by working leaders.

RE 5339 Leadership Theory: OK, Now How Do I Apply It?
The course reviews the popular leadership types and theories of the past 150 years; will look at Kouzes and Posner's Five Practices for dealing with the leadership challenge; Warren Bennis's four strategies for taking charge; John Maxwell's 360º Leadership; Peter Senge's learning organizations; and, Gaski & Yukl's power and followership. The central focus of the course will be on application to realistic leadership scenarios.

RE 5341 "Close Talkers," "Silly Walkers," and More: Communication, Culture, & Conflict in Cross-Cultural Contexts
This course will understand the relationship between culture and communication. Identify essential cultural value patterns and consider how values, worldviews, and identities influence, and are reflected in, communicative behavior. Recognize cultural variability in verbal styles, nonverbal codes, and conflict approaches. Understand the nature of bias and identify constructive ways to mitigate prejudice and discrimination. Develop/enhance mindsets and skillsets associated with effective intercultural interaction. Recognize cultural/regional variations in approaches to leadership and intercultural competence.

RE 5343 Leading Change and Transformation
The primary goal of this course is to understand and apply the process of change and transformation and create change individual and organizational change plans.

RE 5345 Leading Aviation for All: Exploring Air Force Leadership and Culture through the Lens of Aviation
The Leading Aviation for All course provides students, and especially officers and civilians who have no-to-minimal experience with aircraft and flight principles, an opportunity to explore Air Force leadership and culture through the lens of aviation.

RE 5347 Value Negotiation and Conflict in the Context of Cultural Property Protection
The course walks the student through the practical application of negotiation concepts and understanding of conflict transformation. We will move rapidly beyond theory to look at realistic military challenges and complex problems. The instruction team will use Cultural Property Protection as a historic and current vehicle to focus the need for negotiations within military conflicts and problem-solving. Students will practice negotiations through the use of improvisation and hands-on exercises.

Military History

RE 5401 This Is Sparta!
This course examines the Peloponnesian War, a 30-year-long internecine struggle between two coalitions of states, led by Athens and Sparta.

RE 5403 The Peloponnesian War I
RE 5404 The Peloponnesian War II
RE 5405 The Peloponnesian War III
The course examines war causation, formulation of grand strategy involving the use of force, and high command as an expression of national leadership as well as decision-making through the Peloponnesian War.

RE 5407 Roman Warfare & 21st Century Officers
This class explores and discuss the timelessness of the principles of war by exploring military actions undertaken more than 2,000 years ago by the Roman Republic. Can we learn lessons from the breadth of history and apply them to a world of flight, thermonuclear weapons, and computers?

RE 5409 Early American Security Issues and the Twenty-First-Century Military Officer
This course examines the methods of our early military and political leaders used to protect our security interests. Many of our first leaders established precedents

that still influence our behavior and policies today. Historical analysis of these precedents can provide timely insights into contemporary issues as well as potential solutions likely to be of acute importance to current and future military leaders.

RE 5411 Napoleonic Warfare: The Birth of Operational Art
Revered for his military genius, Napoléon Bonaparte ushered in the birth of modern operational art. Using Clausewitz's model for historical analysis, this class will examine in detail his campaigns to understand the keys to his success and well as his eventual downfall. By using his campaigns as case studies, this course will examine a variety of relevant topics such as joint operations, the connection between policy and military strategy, civil-military relations, just war theory, counterinsurgency, stability operations, and the Western way of war.

RE 5413 The American Civil War: Campaign Analysis
Generations of military officers have used campaign analysis as one of their primary methods for professional growth. This course follows this time-honored practice in examining, understanding, critiquing, and deriving applicable lessons from Civil War campaigns. The intent is to help students become thoughtful critics of military operations, past and present—"wise forever" rather than merely "clever for the next time." The method employed blends classical military theory, traditional campaign analysis concepts, and current service and joint doctrine. By "reverse engineering" Civil War campaigns, midcareer professionals will have a deeper appreciation of the subtleties and difficulties of planning and executing twenty-first-century military operations.

RE 5415 Irregular Warfare in the American Civil War
This course explores the nature of conflict in the American Civil War, with an emphasis on the violent, destructive struggle for control of occupied areas and the civil landscape. Exploring efforts to maintain control of the countryside and extend security to civilian populations provide potential lessons for current practitioners of irregular warfare.

RE 5417 Cultural History of the American Civil War
This course examines the US Civil War as a political, social, and cultural event, particularly how the war affected America's military culture - meaning, the culture of its military organizations - as well as its civic and political culture.

RE 5419 Reconstruction as Nation Building (1862-1877)
This course examines the United States' first large-scale attempt at nation-building during and after the conclusion of the American Civil War.

RE 5421 War of the World: A Global History, 1912–1920
This course explores the world conflict that commenced with the First Balkan War in 1912 and only ended with the truce of the 1920s. The focus is broad, and the course will explore Western, Eastern, and Middle Eastern developments and contexts. The course examines the war's origins, which shaped the conflagration. This course is not a chronicle of the operational art, although the conduct of operations and the experience of fighting men are essential to an assessment of outcomes. The course looks beyond the Western front to consider global impacts.

RE 5423 Airpower in World War I
This course examines the air war in World War I to demonstrate the importance of technology in war and warfare, as well as how leaders deal with technological change.

RE 5425 The Second World War and the Operational Art
This course is constructed around an examination of important campaigns of the Second World War. Although understanding "what happened" is an important part of historical inquiry, we are more concerned here with the important insights that can be gleaned from examining some of the great campaigns of the past. World War II was a watershed in the evolution of modern roles and missions and offers many examples of operational innovation, command of joint forces, the integration of new technology, effective inter-service cooperation, and other topics of very current interest.

RE 5427 Strategy and Multidomain Operations in World War II
The course focuses on how various combatants sought to integrate combat power from multiple domains to achieve their strategic objectives in specific geographic regions during World War II.

RE 5429 Air Forces and Airpower in World War II
An understanding of the current and future uses of the aerial weapon requires a comprehensive understanding of airpower's historic role in warfare. By examining the Second World War, a pivotal event in airpower's development, we hope to better understand the tremendous capabilities and finite limitations airpower offered to each of the principal belligerents. It will focus on developments during the interwar period, tactical and strategic uses of airpower, land and naval air forces, and the early development of significant modern roles, such as airlift, reconnaissance, and special operations.

RE 5431 "Bombs Away LeMay": The Man, The Myth, The Legend
This course is for those interested in how Curtis E. LeMay went from average officer to a mythical legend—both within and outside the Air Force. It will offer

background on General LeMay, lessons from his life and leadership, and an examination of what makes an operationally effective strategic leader.

RE 5433 The Korean War
This course examines military operations in Korea against the political and strategic issues surrounding the first armed confrontation of the nuclear age.

RE 5435 The Korean War as a Coalition Conflict
This seminar explores and analyze the formation and operation of coalitions during the Korean War, examining both the Communist and UN coalitions.

RE 5437 History of the Vietnam War
This course allows officers the opportunity to establish a solid foundation of understanding the history of the Vietnam War, an understanding of the recurring issues and debates surrounding this war, repeated opportunities to refine one's writing and critical thinking abilities, the chance to analyze the relationships between the history of the Vietnam War and current challenges.

RE 5439 "The Terrain Walk" Learning Leadership from Yesterday's Battlefields
The US military has embraced a concept called the "Terrain Walk" or "Staff Ride." In essence, the battlefield serves as an interactive laboratory. During the *terrain walk*, participants review the issues associated with specified leadership objectives and draw parallels with their own circumstances and experiences. In the course of exploring how historical figures dealt with challenges thrust upon them, participants discover timeless lessons about themselves and their leadership styles. This course will investigate how to develop terrain walks through examples of famous battles/events and conducting one field study locally.

RE 5441 Enduring Issues in the Profession of Arms
This course takes as its assumption that there are enduring issues that confront the professional military officer. Using international relations, history, and sociology, this elective examines certain "enduring" issues that affect the profession of arms, such as civil-military relations, the role of military culture, the uses of history, overconfidence, the role of technological development, and adaptation in war.

RE 5443 The American Way of War
This course examines the development and evolution of the American military establishment. By focusing on military strategy and policy, the course will critically analyze the ways in which Americans have conceptualized the application and use of military force.

RE 5445 Sea Power until 1815
By using naval wars from antiquity and the age of sail as case studies, this course will examine core concepts of war and sea power. In addition to Clausewitz's *On War*, the works of naval theorists Alfred Thayer Mahan and Sir Julian Corbett will serve as the foundation of this analysis.

RE 5446 Modern Sea Power
This course is intended to provide students with a broad understanding of the uses of sea power, both in the past and present. The course will discuss the roles of sea power from 1815 to the present. In particular, this course will cover the *Pax Britannica* period of 1815–1914 and the *Pax Americana* since 1945 that resulted from British and American maritime dominance. This course will examine those two navies with a strong emphasis upon roles and missions, key leaders, and technology.

RE 5448 Small Wars I
RE 5449 Small Wars II
RE 5450 Small Wars III
Often the focus in PME is on large-scale conventional warfare, but much of the conflict of the last two centuries has been much smaller scale and often nonconventional. Colonial warfare and counterinsurgency form a crucial part of the study of military history. Western colonialism and imperialism in Africa and Asia were important phenomena of the nineteenth and twentieth centuries. Many crises today are a partial result of past Western expansion. To better illustrate this part of history and its unique way of war, we will examine the French, British, and American experiences of colonial warfare and the indigenous response to it from 1830 to the present.

RE 5452 The Military History of the Western World, 1600–Present
This course is designed to give students an in-depth knowledge of western military history, from the early modern period to the present. Such a base of knowledge is absolutely vital to the modern military professional.

RE 5454 American Military History
This course allows officers the opportunity to establish a solid foundation of understanding of American military history, an understanding of the recurring issues and debates within this discipline, repeated opportunities to refine one's writing and critical thinking abilities, the chance to analyze the relationships between the history of American wars and current challenges.

RE 5456 Wargaming Classical Strategy

This course examines the classical works of strategy written by Sun Tzu, Kautilya, Vegetius, and Niccolò Machiavelli and analyze their practice through the classic commercial war game Machiavelli to see how these classical theories inform past and present state competition along all axes of state power.

RE 5458 Twentieth-Century Airborne Operations: Heroes and Myths
The course examines the most important elements of military innovation and how these elements should be applied to present-day military operations by studying the major airborne operations of the twentieth century and the unique nature of airborne leadership.

RE 5460 The British Imperial Experience and Lessons in Global Power
This course examines the British imperial experience by examining several case studies illustrating events where Britain expanded, defended or lost parts of the Empire, and the larger geopolitical and security ramifications of these events.

RE 5462 Special topics in American Military Culture since 1918
This elective explores American military culture during a century of prolific change in American military, political, social, and economic life.

RE 5464 The Rise and Fall of Nazi Germany
This course will provide students with an in-depth understanding of the origins, structure, development, and consequences of the Third Reich. It will examine the rise of Hitler and the Nazi party, the basis of its legitimacy as a government, the relationship between the state and society, the reasons why and how the Germans fought World War II, and the various and murderous efforts to purify and strengthen the *Volksgemeinshaft*.

RE 5466 Military History of Modern France
This course provides a historical analysis of the ways that France has fought its wars from the French Revolution to current operations in North Africa, focusing on the evolution of French strategy, operations, and tactics in land, naval and air warfare while also considering topics such as logistics, military culture, war and society, intelligence, civil-military relations, and combat motivation.

RE 5468 When Revolutions Go To War
This course provides a comparative analysis of revolutionary regimes at war from Oliver Cromwell's Puritan revolution in seventeenth-century England to Abu Bakr al-Baghdadi's Islamist revolution in twenty-first-century Iraq and Syria. It explores why revolutions within states often lead to international or civil wars as well as how revolutionary ideologies influence the ways that wars are fought.

RE 5470 War Stories: The Experience of Combat from the Spartans to Korengal Valley
This course seeks to understand the historical experience of combat in different eras and places.

RE 5472 Combat Motivation and Morale in Historical Perspective: The American Revolution to the Present
Using historical case studies of combat experience from the American Revolution to the present, this course examines the complex factors that motivate Soldiers to serve and fight. In each historical case, our inquiry will span the spectrum of motivation including initial motivation, sustaining motivation, and combat motivation.

RE 5474 Logistics and the Use of Military Force
This elective explores historical and current logistics considerations and challenges students to explore how logistics issues may be manifest in future conflicts and wars. The course considers acquisitions, the industrial base, sustainment, and movement of forces that affect military power projection.

RE 5476 Hypersonics and Military Technology
The course begins with an overview on the origins of war and early technological innovations by Gat followed by Kuhn's reflections on scientific revolutions and Kranzberg's insights on technological change.

RE 5478 How to Build the World: The History of Technology
This course examines the development of many key technologies across different contexts, focusing mostly on the last 200 years. The course will place extra emphasis on military and airpower technology. Examining technological progress from different perspectives, this course will challenge the ideas of technological determinism, linear progress, and the idea of the "genius inventor," while examining how technology shapes society, and the relationship between technology and the nation-state.

RE 5480 Eastern European Military History from 1912 until Today
This course is designed to introduce students to the modern military history of Eastern Europe. While Russia plays a crucial role in the region and is widely discussed, the elective focuses on the Baltic, Central European, and Southeastern European states. Through the lens of military history, it seeks to broaden the students' perspective on world history and modern strategic challenges. The elective also introduces them to consequential yet little known conflicts like the Balkan Wars of 1812-1813 and the Polish-Soviet War.

RE 5482 Counterinsurgency: Theory and Practice
Course seeks to acquaint students with the most influential works on counterinsurgency (COIN) ranging from Mao through David Kilcullen. It does not seek to mint "COINdinistas," but rather, to give students an opportunity to "deep dive" into the literature and make their own conclusions, sparked by critical discussions of each key author. Students should come out of the course with a solid grasp of the assumptions, theories, practices, and limitations of COIN-type warfare, including the application of airpower.

RE 5484 War, Revolution and Political Violence in Central and Eastern Europe, 1912-1920
This course is treating war and society in Central and Eastern Europe, between 1912 and 1920. It surveys the First and Second Balkan, the First World, and the Polish-Soviet Wars. "War is politics by other means," and the course investigates origins, objectives, and strategies.

RE 5486 Science Fiction and the Strategist: The Future of Technology, War, and Society
This course examines the relationship between strategy, technology, war, and society mostly through the lens of science fiction literature. Lessons will explore topics like international relations theory, civ-mil relations, leadership, ethics, and unconventional warfare, as well as the effect of future technologies (such as artificial intelligence, robotics, human augmentation, etc.) on those topics.

RE 5488 Military Culture in Science Fiction Film & Literature
This course uses science fiction to explore a wide range of military cultures present in popular science fiction. Military uses of space and the role of the military in space has become a hot topic. Only recently has space been discussed as a "warfighting domain" though for some time it has been true that the "mission of the United States Air Force is to fly, fight and win in air, space and cyberspace."

RE 5490 World War II: An International Military History
This class allows officers the opportunity to establish a solid foundation of the history of World War II as well as an understanding of the recurring issues and debates surrounding this war. It has been taught since 2011.

RE 5492 Alexander the Great
This course seeks to understand why the greatest commander in history still holds such a fascination for modern military officers over 2000 years after his death. Through a rigorous analysis of Alexander the Great's military campaigns and leadership, students will apply lessons learned to the current geo-political milieu.

Politics

RE 5500 Theories of International Politics I
RE 5501 Theories of International Politics II
RE 5502 Theories of International Politics III
This course introduces students to theories of international politics. Intellectually, it stems from the conviction that one cannot be a successful senior officer without a working knowledge of international politics and the role of force in international life. The course orbits around two big questions: How does the world hang together? And, what role does force play in the world? In formulating answers, we will read widely from the canon that governs the contemporary study of international politics.

RE 5504 History of US Foreign Policy I
RE 5505 History of US Foreign Policy II
RE 5506 History of US Foreign Policy III
This course analyzes the historical evolution of the US foreign policy in order to identify patterns of continuity and change relevant to the future development of national policy and strategy. Part I will be on the conduct of the United States as a "Great Power" in the international system from 1898 through 1949, while Part II will cover the Cold War and post-Cold War eras, 1950 to the present.

RE 5507 Understanding the US Constitution
This course allows the students the opportunity to not only carefully read the Constitution and its amendments, but to read, ponder, and discuss the Declaration of Independence and the differing and conflicting intents of the "founding fathers" through the Federalist Papers. They will also be exposed to some of the philosophical concepts of the Enlightenment that influenced the Declaration of Independence and the construction of the US Constitution. These concepts are not only critical to understanding how our government works, but to the evaluation of civil-military affairs; the role of government in national security decisions; the government's responsibilities to the people; and relationships, both internal and external to the United States.

RE 5509 Genocide, Ethnic Cleansing, and Mass Killings
This elective introduces students to the concept of genocide. We will examine the reoccurring phenomenon of genocide and investigate whether and how the United States, its allies, and international organizations might have better responded before, during, and after outbreaks of mass killings. Because US military and civilian agencies participate in the protection of human security based on stated and implied US foreign policy objectives, it is imperative that members of the

government tasked with ensuring human security learn how to identify early signs of societal pathology that indicate the potential threat to populations. It is also necessary to consider alternative responses to situations in which genocide or atrocities are unfolding or ongoing.

RE 5511 Alliance in Crisis: The Transatlantic Relationship and the Relevance of NATO

This course explores ideas of European identity as expressed over time in European Union (EU) countries and how these impact security policy and NATO's role in collective defense. The course helps students evaluate NATO's ongoing contributions to international security and analyze the changing strategic environment and the implications of recent organizational initiatives such as the New Strategic Concept. Students will be encouraged to develop their own recommendations aimed at increasing the alliance's utility as a source of collective security in the NATO's boundaries and out of area.

RE 5513 Popular Geopolitics: Geography, Strategy, and Pop Culture in a Globally Conflicted World

This class examines both Western and non-Western popular geopolitics through an examination of primary and secondary documents, video clips, music, and other sources of media from a historical and contemporary approach. It analyzes the role of popular culture in furthering national geopolitical strategies, with a particular emphasis upon the United States.

RE 5515 Political Geography

This class examines political geography, which looks at governments, boundaries, and the subdivisions of political units.

RE 5517 The Reason Why: War Causation, Military Strategy, and Command

This course is about how the competition for power among states and societies is the most fundamental prod to war while examining war causation, formulation of grand strategy involving the use of force, and high command as an expression of national leadership as well as decision making.

RE 5519 Introduction to International Political Economy

This course examines the parallel existence and interaction of state and market and how this interaction effects international cooperation and security arrangements.

RE 5521 Gaming Statecraft

This class examines the dynamics of world politics through a multilevel online game requiring strategies of cooperation and conflict.

RE 5523 The Return of the Regional Powers and the Struggle for Regional Order

This course explores the nature of regional sub-systems or Regional Security Complexes (RSCs) in order to develop an understanding of the nature of the various types of security orders through which salient regional security issues are addressed and assess the functions that regional powers play in influencing and managing these regional security orders.

RE 5525 International Space Law and Policy

This course explores issues of public and private international law applicable to activities in outer space. Generally, the nature of international law will be described and analyzed, providing a firm foundation for more direct studies of the law of space.

RE 5527 The Revolutions of 1989

This course is an investigation of the fall of Communism, the transition to democracy and market economies, and war in East-Central Europe. It is principally a discussion of politics, domestic and international.

RE 5529 Challenges t The Global Order

This course looks at the creation of an American-led global order and myriad challenges that the United States faced in maintaining that order since 1945.

RE 5531 The Cuban Missile Crisis: A Decision-Making Simulation

This course studies the theoretical literature on crisis diplomacy and historical examples of crises. Students will participate in the Cuban Missile Crisis decision-making simulation and to understand the issues at stake in the crisis itself.

RE 5533 The Thucydides Trap: Great Power Rivalries, Power Transitions, and War

This course examines the dynamics and implications of power redistribution from both a theoretical and a historical perspective, providing students with the tools to assess ongoing trends and analyze power transitions from antiquity to the present.

RE 5535 Reacting to Revolution

This course contains two immersive, text-based role-playing scenarios, in which students will take on the characters of people at crucial moments of history (and

assigned to represent radically different places on the political spectrum each game), using primary source readings to inform classroom sessions.

RE 5537 Role of Religion in Conflict
This course explores the complex relationship between religion, violence, and reconciliation in complex operations.

RE 5539 Dilemmas of Global Basing
This course examines the civ-mil relations dilemmas most often associated with the global network of US military bases.

RE 5541 Contending with Corruption
This course analyzes the phenomenon of corruption from three primary perspectives: corruption influenced by social relationships (culture, family, work relationships, appropriate behavior in society), political systems and structures (types of government, means of enacting and enforcing laws), and economic systems and structures (types of economic exchange, economic incentives to engage in corrupt behavior).

REGIONAL AND CULTURAL

RE 5551 The Russian Mind
This course begins with an introduction to the history of Russia as an idea, a national ethos, as opposed to a mere political entity. We will first examine the views of two Russian scholars on the "idea" of Russia, and where these views fit in according to the first principles and central ideas of "Russian-ness." Next, emphasizing the Rajan Menon and Eugene Rumer text on the crisis in Ukraine and current news, we will examine how well the Russian idea accounts for recent political activity in the former Soviet Union. Finally, we will discuss our views on how to more effectively analyze former Soviet Union geopolitics, including developing a grounding in the historical experiences and modes of thought over the centuries that are unique to Russia.

RE 5553 Arab–Israeli Conflict
This elective helps students develop an appreciation for the complexity of the Arab–Israeli conflict as well as its ongoing impact on regional and American security. By the end of the course, students should have a good understanding of the Arab–Israeli conflict—how it evolved, who the major actors are, why the conflict lingers, and what the prospects for resolution are.

RE 5555 Tribal and Traditional Cultures in the Twenty-First Century

This course uses historical and contemporary examples to understand of the core nature of tribal and traditional communities. Using multiple examples from the United States and around the world to ask "why failure and conflict," and also "what have we learned?" and "what could have been done differently?" This course will provide students with the ability to recognize the nature of traditional societies, the challenges these societies face in adapting to the modern context, and the ways these cultures change through the forces of globalization.

RE 5557 The "Asia Rebalance" in US Policy: Geopolitical Challenges
This course is meant to give the knowledge and readings necessary to divine basic, fundamental geopolitical patterns in East Asia (the sub-regions of Southeast and Northeast Asia, including China). This basic geopolitical grounding will give students a broad understanding of how military power should be employed in the East Asian theater of operations over the next five to 20 years.

RE 5559 Military and Society in Latin America
This elective seeks to precisely develop a deeper understanding of the Latin American military and culture, necessary for more productive operations with our Latin American military counterparts. It draws on readings from history, political science, sociology, and anthropology to create a framework of understanding.

RE 5561 Military History of Postcolonial Africa
It is increasingly vital that students and scholars understand the wars that have shaped the continent and its history. This course, while by no means exhaustive, covers the conflicts that raged across the continent from the first currents of decolonization following the Second World War to the conclusion of the Second Congo War. The course takes the forum of in-depth case studies that will examine a particular example of violent conflict and the political, social, and cultural context which shaped it.

RE 5563 Power, Legitimacy, Identity, and Agency in the African Post-colony
This course provides an intensive introduction to the study of Africa, assessing the major themes/debates that have dominated interdisciplinary scholarship on the region while developing a comprehensive perspective on human security.

RE 5565 Putin's Russia
This class surveys the contemporary state of Russian politics and the processes, forces, and actors that created it. Elements of the class include the origins of the Russian Revolution, the rise, functionality, and demise of the Soviet system, th present characteristics of Russian politics, and the relationships between Russia, her neighbors, and the world system.

RE 5567 The Modern Middle East and North Africa
This course examines the domestic conditions—the history, culture, and society—of individual Middle East and North African (MENA) countries in the light of US interests and values.

RE 5569 Resisting Iranian Aggression
This seminar empowers examination of a broad range of issues, such as strategic communications, negotiations, aid to neighboring countries, and support for domestic nationalist forces. Students will evaluate policy alternatives and develop an understanding of comprehensive strategies to defend American interests from Iranian aggression.

RE 5571 Resurgence of The Far Right In Europe
This course surveys the landscape of far-right politics in Europe and its evolution since the defeat of fascism. The course will pay particular attention to the resurgence of right-wing movements in the 1980s and 1990s and the rise of populist parties since 2008, examining their appeal within the context of broader European developments.

RE 5573 A Primer for Chinese Aerospace Studies
This course analyzes China's aerospace power and its implications for US policymaking and regional security.

RE 5575 Power, Legitimacy, Identity, and Agency in the African Postcolony
This course provides an intensive introduction to the study of Africa, assessing the major themes/debates that have dominated interdisciplinary scholarship on the region while developing a comprehensive perspective on human security.

RE 5577 Legacies of Empire and War in the Asia-Pacific
This course studies the factors that complicate international relations in the region today, especially those that pertain to often overlooked histories of empire, war, and the Japan-US alliance buffered by postwar treaties.

RE 5579 Democracies, Dictatorships, and Those Who Defend Them
The course introduces students to the government types, domestic politics, and civil-military relations of allies, partners, and adversaries. Through in-depth case studies on countries including, but not limited to Japan, France, Egypt, South Africa, and China, students will develop an appreciation for how government type, culture, domestic politics, and other factors play into interaction with host nationals or host nation entities throughout multiple AORs.

RE 5581 Sectarian and Minority Identities in the Contemporary Middle East

This course explores religious and sectarian, ethnic and cultural, tribal, and generational sameness and difference to build a broader understanding of the region with attention to how this diversity impacts current security challenges, relates to the narratives of VEOs, and what it means for US security interests in the region.

RE 5583 African Security: For the 21st Century and Beyond
This course critically looks at the security institutions within given specific (National) contexts and explore viable institutional options to more adequately deal with these challenges. Additionally, the course will explore the development of security strategies and policy at the national level of government focusing on national purpose, national interests, and threat assessments and incorporate ends, ways, means, and risk methodologies to identify feasible alternative structures.

RE 5585 Weak States and Global Security Threats
This course will explore the role of the modern state and how competing actors challenge the legitimacy of the state. Assess factors in weak or failing states that contribute to an environment of insecurity. Understand how instruments of national power are employed to develop solutions to curtail global security threats in weak states.

RE 5587 Understanding the Wisdom of *Tao Te Ching* and *The Art of War*
The course also discusses the application of wisdom from the two classics in students' professional growth, such as leadership skills. Furthermore, understanding the nature of the most ancient written system still being used, as well as mastery of more than 200 characters, character combinations, and idioms, build a strong foundation for students' future studies in Chinese language and culture.

LANGUAGES

RE 5600 Spanish Language and Cultural Studies I
RE 5601 Spanish Language and Cultural Studies II
RE 5602 Spanish Language and Cultural Studies III
This course focuses on language training at the initial acquisition level, providing students with a lifelong skill. Language training, however, will be complemented with academic readings and discussions about the Spanish-speaking cultures. The chosen themes have been selected in combination with the language curriculum and the following domains of culture: political and social relations, economics and resources, history and myth, family and kinship, sex and gender,

as well as religion and spirituality. Several domains will overlap in each lesson to provide students with a better insight of Spanish-speaking cultures while connecting their past, present, and future.

RE 5603 French Language and Cultural Studies I
RE 5604 French Language and Cultural Studies II
RE 5605 French Language and Cultural Studies III
This course emphasizes both language and cultural education. In language instruction, students acquire the fundamental elements of the French language, using a multiple-skills approach that includes in class participation, oral practice, and supervised daily homework. Speaking, listening, and reading skills are emphasized, with regular writing practice employed as enabling skills. The course places an increased emphasis on the critical thinking skills of logical thought, evaluation, and clear and precise expression in the target language.

RE 5606 German Language and Cultural Studies I
RE 5607 German Language and Cultural Studies II
RE 5608 German Language and Cultural Studies III
This course combines language learning with cultural studies. The target language, German, will be utilized the majority of the time while introducing and practicing language skills such as speaking, listening, reading, and writing. English will be used to conduct discussions and presentations with respect to commonalities and differences about themes pertaining to military, societal, and cultural issues.

RE 5609 Chinese Language and Cultural Studies I
RE 5610 Chinese Language and Cultural Studies II
RE 5611 Chinese Language and Cultural Studies III
This course integrates learning Mandarin Chinese with a deeper exploration of authentic Chinese culture as well as modern China. The language portion of this course is designed particularly for students with no prior experience in Chinese. It focuses on building a strong foundation for speaking, listening, reading, and writing skills. Relevant and practical aspects in life, such as conducting a short speech of self-introduction, how to order food in a Chinese restaurant, talking about weather, travel, transportation, and getting around in a city in China will be taught and practiced.

RE 5650 English Language and American Culture for International Officers I
RE 5651 English Language and American Culture for **International Officers II**
RE 5652 English Language and American Culture for **International Officers III**

This course is designed for non-master's IOs to perfect their comprehension of the English language and enhance their understanding of American culture. Discussions will focus on American history, politics, and social activities.
This course is designed for non-master's IOs to perfect their comprehension of the English language and enhance their understanding of American culture. Discussions will focus on American history, politics, and social activities.

WAR STUDIES

RE 5801 Just War Theory: Contemporary Applications
This course begins with an introduction to the history of just war theory as a living tradition that bridges philosophy and military ethics. Included is a description of the first principles and major schools of just war thinking. Then, using the Gregory M. Reichberg text, we will compare and contrast some of the most important contributors to the tradition, discussing where they fit in according to the first principles and major schools. Next, we will use other texts to examine three contemporary methods of warfare employment in the light of past and present just war thinkers (cyber, remotely piloted vehicles, nuclear weapons). Finally, we will discuss our views on how just war theory informs our understanding of contemporary and future warfare.

RE 5803 Civil War and Embedded Conflict: The Science of Organized Violence
The course explores the role of information, information asymmetry, state structures, state capacity, economics, and ethnic/sectarian identities as motivations to start and persist in war. It then explores how the processes of civil wars and international rivalries create transnational pathologies that can present even greater international security challenges. The remainder of the course examines international responses to these challenges.

RE 5805 Understanding Clausewitz
The subject of this course is Clausewitz's *On War*, often identified as the most important book written about military conflict. But despite its reputation, *On War* is seldom read in its entirety, is more often than not quoted out of context, and is generally not very well understood. It can be difficult to read and has been characterized as poorly organized, elusive, incomplete, and obsolete. The overall objective of this course is to make *On War* understandable as a whole work and to equip you to analyze and evaluate the efficacy of Clausewitz's thought.

RE 5807 The Anthropology of War: A Social Scientific Approach to Understanding

Anthropology is the study of people in all places and all time periods. As such, anthropologists have been interested in conflict, violence, and war since the field of study first began. War is such a fundamental human phenomenon that we could not understand human culture and society without examining this significant social and cultural practice. Students will learn anthropological theories and perspectives on the origins of war, as well as how human culture, behavior, social systems, and beliefs shape the actions, values, and motivations of individuals and communities to choose war, their behaviors within war and their end goals.

RE 5809 The History of Terrorism I
RE 5810 The History of Terrorism II
RE 5811 The History of Terrorism III
This course is designed to provide students with a broad understanding of the uses of terrorism, both in the past and the present, and the ways in which states have reacted to terrorism. It examines more than 2,000 years of terrorism. It will place special emphasis upon the experiences of the United States and Western Europe but will include forays into other regions around the globe.

RE 5813 The Politics of Islamic Struggle: Knowledge to Defend against Terrorism
This elective provides the basis on which to analyze the ideas driving the exclusive, aggressive posture of radical extremists. This analysis reveals ways to undermine their credibility, delegitimize their ideology, and defeat their strategies. This elective will clarify and accentuate the distinction between the exploitation of political ideology in service to violence versus piety in practice.

RE 5815 War and Its Theorists
This course analyzes some of the rudiments of modern military thought, such as the major works of Antoine-Henri Jomini, Carl von Clausewitz, Alfred Thayer Mahan, Julian Corbett, Giulio Douhet, John Slessor, and Mao Tse-tung.

RE 5817 Introduction to Ethics for the Profession of Arms
This course examines the ethical foundations of the profession of arms and addresses questions as to how ethics can be grounded without reference to religion, the challenges of moral relativism, and whether or not military members should be held to higher moral standards.

RE 5819 Logistics and the Use of Military Force

This course explores historical and current logistics considerations to examine possible logistics issues in future conflicts and wars. The course considers acquisitions, the industrial base, sustainment, and movement of forces that affect military power projection.

RE 5821 Wargaming
This course introduces the concept of wargaming from the perspective of design while exploring the unique capability of war games to function as a research methodology by using player participation to generate data for subsequent analysis.

RE 5823 Innovation
This course seeks to inform officers about the purpose, nature, and process of this thing called "innovation." What is it, why is it difficult, how do you do it, who does it, when, and where does it happen?

RE 5825 The Singularity, Transhumanism, and Super-intelligent A. I. [artificial intelligence]: Security and Strategy Implications
This course examines contemporary thinking on the emergence of superintelligence and potential consequences to national and human security, while focusing on developing active policies and strategies for a most-preferred future, and position the United States and US Air Force to shape and flourish post-super intelligence.

RE 5827 War, Politics, and Philosophy
This course is designed to provide the student with a substantial understanding and deep appreciation of several classic philosophical texts at the intersection of war and politics.

RE 5829 Willing the Next War: The Sources of Military Effectiveness
This course seeks to understand both the attributes of highly proficient militaries and the determinants of military effectiveness.

RE 5831 The Use of Force in UN Peacekeeping Operations
This course examines enhanced-mandate UN peacekeeping missions of the past two decades. It focuses, particularly, on the (military) means associated with robust peacekeeping. And, it assesses their impact on civilian and peacekeeper safety trends.

RE 5833 Virtual & Augmented Reality
This elective course curriculum includes extensive hands-on use of VR & AR devices, combined with student research, expert presentation, and guided

discussion as a means to establish a strong foundational understanding of the technologies.

RE 5835 Interstellar Warfare
This course introduces students to a layman's description of the state-of- the-art in advanced space propulsion and extra-solar planet detection astronomy as well as program management techniques and modern military planning techniques to form an immersive, scenario-based learning experience.

RE 5837 Spacepower Theory and Strategy
This course introduces students to the world of spacepower theory and strategy. Students will be exposed to spacepower theorists which have implications on the formation of spacepower strategy of the 21st Century.

RE 5839 Dirty Money
This course surveys the current ways in which insurgents and other extralegal groups fund their activities through illicit means and the ways in which states and international organizations attempt to counter them.

RE 5841 Thinking Irregular War
This course is designed to help students grapple with the closely imbricated political/military problems of "irregular war" and face up to, though not necessarily embrace, its many "consequences," inevitable or otherwise.

RE 5843 Select Topics in National Security Law
This course examines the national security law framework and process at the strategic level, focusing on selected topics including: the use of military force, law of armed conflict and the use of RPAs on the battlefield, economics and national security, cyber law, intelligence oversight, and domestic operations.

RE 5845 Comparative Strategies: An Introduction to Strategic Thought
This course introduces a pattern of thought designed to begin thinking strategically to solve today's problems.

RE 5547 Clausewitz and the Development of Modern War
This course is designed to deepen students' understanding of Clausewitz's ideas and their influence over modern warfare. The course discusses the original works in their historical and military context but also pivots to modern interpretations and issues. It provides insight into war's dual nature, limited war, and irregular warfare. The course also examines Clausewitz's influence over international law and the laws of war.

RE 5849 Integrated Space Campaigning: Forging the Spacepower State

The elective will study air, sea, and space power theorists and their approaches to national power. Modern scholarship on seapower states will provide an analytic framework for students to discuss.

RE 5851 War Decision Making: A Study of the Strategic, Operational, and Tactical Decisions at the Battles of Lexington and Concord, Gettysburg, and D-Day

Students will learn the theoretical foundations of decision strategies in order to have tools available to study leader decision making at the strategic, operational, and tactical levels. Exposed to only primary source material and limited battlefield information, students, assuming the first-person role of a commander, will make dichotomous decisions at crisis points leading up to and during the Battles of Lexington and Concord, Gettysburg, and D-Day. Students will then analyze their decisions vis-à-vis actual decisions made during the aforementioned battles in order to understand and minimize the impact of bias in their own future command decisions.

RE 5853 Prevailing in a Contested Domain

This course surveys the practical experience of space control and space warfare. The course will develop a baseline understanding of both blue and red space systems and capabilities so that students are provided a robust comprehension of the current and potential future environment of space as a contested domain.

INDEPENDENT RESEARCH & SPECIAL PROGRAMS

RE 5901 Extended Research Project I

This course is designed to allow students to pursue an extended research project under the direct supervision of an ACSC faculty member. The topics are determined by the student and faculty on an individual basis.

RE 5902 Extended Research Project II 4 credit hours

This course is designed to allow students to pursue an extended research project under the direct supervision of an ACSC faculty member. The topics are determined by the student and faculty on an individual basis. Project II is for students who are performing sufficient in-depth research to merit four credit hours for their investigations and requires completion of Extended Research Project I.

RE 5903 Extended Research Project III 6 credit hours

This course is designed to allow students to pursue an extended research project under the direct supervision of an ACSC faculty member. The topics are determined by the student and faculty on an individual basis. Project III is for

students who are performing sufficient in-depth research to merit six credit hours for their investigations and requires completion of Extended Research Project I and II.

RE 5910 Gathering of Eagles **6 credit hours**

Gathering of Eagles is the capstone event in the ACSC academic curriculum. Aviation heroes, airpower legends, and other distinguished pioneers in air, space, and cyber history come to ACSC to share their stories, experiences, and leadership lessons. Students selected to the GOE team are enrolled in a year-long elective, their only elective during the academic year. As part of their work, they research and nominate potential Eagles, conduct in-depth research on the Eagles selected for GOE Week, and prepare for a teaching interview. They also plan, organize, and coordinate all of the activities for GOE Week.

RESEARCH TASK FORCES

RE 5920 Airpower Vistas I
RE 5921 Airpower Vistas II
RE 5922 Airpower Vistas III

This course is part of the Air University Transformation Vision to provide the Air Force leadership with responsive research. Students in this program will research airpower broadly to include applying the Air Force core competencies of developing Airmen, technology-to-war fighting and integrating operations to explore new capabilities in our six core mission areas: air superiority, global attack, rapid global mobility, precision engagement, information superiority, and agile combat support.

RE 5923 Cyber Horizons I
RE 5924 Cyber Horizons II
RE 5925 Cyber Horizons III

This course examines the role of cyberspace in military operations and national-level decision making. The course focuses on strategic cyberspace policy, doctrine and law before moving into an analysis of DOD cyberspace 48

RE 5926 Vigilance Horizons—ISR Research Task Force I
RE 5927 Vigilance Horizons—ISR Research Task Force II
RE 5928 Vigilance Horizons – ISR Research Task Force III

This course is part of the Air University Transformation Vision to provide the Air Force leadership with responsive research. Students in this program will research ISR broadly to maintain Air Force ISR's current tactical competencies while rebuilding the capability and capacity to conduct full-spectrum multidomain operations in complex and ambiguous environments around the globe. The course

concludes with an in-depth examination of threat actors and discussion on trends and future issues.

RE 5929 Nuclear Deterrence I
RE 5930 Nuclear Deterrence II
RE 5931 Nuclear Deterrence III

This two-term course includes four core issues: (1) nuclear deterrence in concept and application since the advent of nuclear weapons; (2) the US nuclear enterprise (for example, the components, organizations, and rules related to maintaining the competence and reliability of the US arsenal); (3) the global nuclear landscape (i.e., competing explanations of proliferation, how proliferation affects international stability, and the threat posed by nuclear terrorism); and (4) the process by which the Air Force operationalizes deterrence.

RE 5932 Rapid Acquisitions I
RE 5933 Rapid Acquisitions II
RE 5934 Rapid Acquisitions III

This course examines the authorities and processes associated with rapid acquisition, emphasizing real-world examples, and exploring how standard acquisition programs could potentially benefit from rapid acquisition principles. This course concludes with a group project in which students present a rapid acquisition strategy for a proposed weapon system using the principles derived from real-world case studies.

RE 5935 Virtual/Augmented Reality and Related Technologies I
RE 5936 Virtual/Augmented Reality and Related Technologies II
RE 5937 Virtual/Augmented Reality and Related Technologies III

This course examines how Virtual/Augmented Reality technologies can be exploited as mission-enabling tools for learning and communication throughout a broad range of professional practices.

RE 5938 Space Horizons I
RE 5939 Space Horizons II
RE 5940 Space Horizons III

The class examines current and proposed law, policy, organization, and theories of space power, including a number of topics such as asteroid mining, asteroid/comet defense, space-solar power, active debris removal, lunar mining, propellant depots, space settlement, the search for extraterrestrial intelligence, and advanced propulsion.

RE 5941 Innovators by Design I
RE 5942 Innovators by Design II
RE 5943 Innovators by Design III

Through the readings, class discussions, and Praxeum, this course explores frameworks to discover how different kinds of thinkers and leaders can create constructive conflict, channel it, and develop something completely new.

RE 5944 ACTS 2.0 I
RE 5945 ACTS 2.0 II
RE 5946 ACTS 2.0 III
The ACTS 2.0 Research Task Force examines capabilities that are funded and in development today and investigates how these emerging technologies could pair with future operating concepts. RTF participants survey today's landscape and assess where we need to go next: how do new capabilities help pursue national goals? What organizational changes, if any, does the Air Force require to maximize the impact of these new capabilities? Above all, what's missing from the current portfolios? What gaps exist in planned capabilities that could help secure military advantage in the future?

RE 5947 Surgeon General's RTF I
RE 5948 Surgeon General's RTF II
RE 5949 Surgeon General's RTF III
Students and faculty work collaboratively to explore one of four lines of effort (LOE) at Air University. Students will have the choice of participating in one of the following teams (LOEs): Senior Leader Resiliency (SLR), Dual Agency Professional (DAP), Medical Support for Combat Operations in a Contested Environment (MS-COCE), or Military Civilian Medical Partnerships.

Special Programs (Concentrations)

RE 5951 Multidomain Operational Strategist (MDOS) Research/Elective (6 semester hours)
The ACSC research requirement is incorporated into the MDOS curriculum and students will not sign up for additional research electives. However, MDOS students will have the opportunity to participate in a wide range of research projects. These projects may include combatant command operation plans, Air Force or combatant command directed research, or individual research approved by the MDOS faculty. Individual research should focus on future challenges confronting US national security during the period 2025–35.

RE 5961 Space as a Contested Domain (Schriever Scholars)
This course is required for and open only to Schriever Scholars concentration students. The proliferation of space weapons among potential adversaries (such as jammers and anti-satellite missiles) has forced the United States to consider space as a contested domain. This elective challenges students to develop their

own sense of the science of space warfare through classified case studies and a review of the military history of space warfare to the modern era.

RE 5963 Spacepower Wargaming Seminar (Schriever Scholars)
This course is open only to Schriever Scholars concentration students. This class uses computerized games, tabletop games, and seminar games to create a cadre of officers who have in-depth experience with wargaming into the space domain and develop their strategic sense of the opportunities and challenges inherent in the space domain.

RE 5971 SANDS Elective I Nuclear Strategy, Campaign Planning, and Operations
This course seeks to have the students understand how nuclear campaign plans are designed. Later in the year, students will go through the Warfighting course and understand how a majority of operational plans come into being. Nuclear war plans, however, are constructed differently. The purpose of this course is to highlight those differences in order to understand what makes nuclear war plans unique. First, there are more guidance documents that feed into nuclear war plans. Second, the effects generated by the war plan are different and need to be taken into consideration. Another uniqueness in nuclear war plans is how targets are determined as well as the execution of the war plan. These are just a few of the factors that will be highlighted in the course.

RE 5972 SANDS Elective II Nuclear Presidents and Policy
This course seeks to have students comprehend how the President's world view affected their view on the role of nuclear weapons in national security. A President's view on nuclear weapons also influences force structure, acquisition strategy, and targeting strategy. The purpose of this course is to trace how the US came to have a nuclear triad, to highlight the efforts among various Presidents to eliminate nuclear weapons and to offer students a chance to practice their combined deterrence knowledge atan end of course wargame.

Master of Military Operational Art and Science Online

Intermediate Developmental Education (IDE)

Air Command and Staff College

http://www.airuniversity.af.edu/eSchool/OLMP/

Program Description. The Online Master's Program curriculum is an intermediate developmental education (IDE) master's degree program designed to produce more effective officers serving in operational-level command or staff positions. The program fosters the development of higher-order thinking by challenging students to think critically about applying airpower in joint campaign planning at the operational level of war through curriculum covering such topics as contemporary Air Force operations, national security, leadership, and joint warfare. More importantly, students can participate in a learning opportunity that is focused on the needs of the modern warfighter—gaining knowledge and developing skills that will serve them now, throughout the remainder of their military careers, and once they leave the military.

The OLMP is offered in four concentrations and all four concentrations are separate from ACSC's traditional nonresident IDE program. Upon successful completion of any of the OLMP concentrations, students earn an accredited Master of Military Operational Art and Science degree. In addition, the Joint Warfare concentration was reviewed by the joint staff and received full Joint Professional Military Education (JPME) Phase I accreditation.

Each course requires 10 to 15 hours of work per week. Due to the level of work required, new students can take only one course each term; however, they may be approved to take two courses per term after they have successfully completed their first three courses. Tuition is free and there is no active-duty service commitment associated with the program; however, students incur the cost of required books, personal computer(s), and Internet connectivity. Additionally, students will require access to a common access card (CAC)-enabled system for registration and enrollment.

Students who work steadily should complete their master's degree in two years; however, students have up to five years to meet degree requirements. Due to the inherent flexibility of the program, student deployments, unique duty schedules, and job or personal demands while enrolled can be easily managed. Students can manage their course schedules to coincide with personal/professional commitments.

Program Learning Outcomes. Graduates are able to:

- lead and command in complex, dynamic, and ambiguous operational environments;
- apply military theory in general and airpower theory in particular to operational problems across the range of military operations;
- plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict;
- articulate capabilities and limitations of service and joint organizations in the conduct of war at the operational level; and
- apply research methodologies and critical-thinking skills to analyze issues of concern to the warfighter and/or broader defense community.

Faculty. The eSchool employs a blend of exceptionally qualified civilian and military experts as full-time faculty and adjunct instructors. Civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the program while simultaneously ensuring adherence to validated pedagogical theory and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed. These qualities are represented in both the full-time eSchool faculty and the adjunct instructors.

Duration. The academic program consists of 10 eight-week courses (six core courses and four concentration courses) for a total of 30 semester hours of credit. Students have up to five years from the start date of their first course to complete the program. Although the typical student can complete the program in about two years, the program's rigor requires a significant time commitment to meet that goal.

Admission Requirements.

- USAF Military: USAF military students can access enrollment information through the Air University Portal. Before applying, students must confirm that their official record accurately reflects all degrees earned. Refer to the Air Force Personnel Center (AFPC) website's education and training link to check official records. Contact AFIT Coding Branch to update academic information in official records.
- Civilians: Department of the Air Force (DAF) civilian personnel are allowed to apply for the Joint Warfare Concentration only. Applicants must contact their career field team (CFT) to begin the application process.
- US Sister Service (Military): There are limited opportunities for Guard and Reserve personnel who meet all other requirements to participate in the ACSC

OLMP. Contact the Guard or Reserve headquarters for more information.

Graduation Requirements. To earn the Master of Military Operational Art and Science degree, students must successfully complete student orientation and the semester-hour program, earning a grade of "C" or higher on each academic course with an overall GPA of 3.00 or higher on a 4.00 scale.

JOINT WARFARE CONCENTRATION

The Joint Warfare Concentration is specifically designed to prepare eligible officers and civilian equivalents for the increased leadership and joint duty responsibilities they will face as they progress through their Air Force careers. Students graduating from the Joint Warfare concentration are awarded the Master of Military Operational Art and Science degree and receive credit for IDE and JPME Phase I.

Eligibility for the Joint Warfare Concentration. Refer to AFI 36-2656, *Developmental Education*, for detailed eligibility requirements related to IDE.

- US Air Force military: Eligible personnel include active duty, Air National Guard (ANG), and Air Force Reserve (AFRES) O-4s and O-4 selects. Individuals who have completed a master's degree OR IDE—to include ACSC DL—may apply. Individuals who have previously completed both a master's degree and IDE are ineligible.
- Civilians: DAF civilians in grades GS-12 and GS-13 may be competitively selected to enroll in the program and must contact their career field team (CFT) to begin the application process.
- US Sister Service (Military): Sister service applicants must meet the following eligibility requirements:
- Must be currently serving in the US Navy, US Army, US Marine Corps, or US Coast Guard in the grade of O-4 or O-4 select.
- Must have a regionally accredited bachelor's degree.
- Individuals who have a master's degree or have completed IDE—to include ACSC DL—may apply. Individuals who have completed both a master's degree and IDE are ineligible.

Note: Students enrolled in the Joint Warfare Concentration failing to meet the graduation requirements stated above may, on a case-by-case basis, receive a certificate of completion for IDE and Joint PME I but will not be awarded the master's degree. To be eligible for certificate of completion consideration, students must, at a minimum, complete each of these seven courses—*AP 5510, LC 5510, JA 5510, JF 5510, JP 5510, NS 5510, WS 5510*—with a passing grade of "C" or above.

SYLLABUS – Joint Warfare Concentration

MACSC010 Joint Warfare Concentration Courses	**Semester Hours**
OC5510 Orientation Course	Non-Credit
LW5510 Leadership and Warfare	3
AP5510 Airpower Studies	3
NS5510 International Security Studies	3
WS5510 Warfare Studies	3
RE5610 Research/Electives I	3
RE5611 Research/Electives II	3
LC5510 Practice of Command	3
JF5510 Joint Forces	3
JA5510 Joint Air Operations	3
JP5510 Joint Planning	3
Total	**30**

LEADERSHIP CONCENTRATION

The Leadership concentration is specifically designed to prepare mid-level captains and civilian equivalents for the leadership responsibilities they will face as they progress through their Air Force careers. The academic program consists of 10 courses (six core and four concentration) for a total of 30 semester hours of credit. Students graduating from the Leadership concentration are awarded the Master of Military Operational Art and Science degree.

Eligibility for the Leadership Concentration.

- USAF active duty O-3s only. (There are limited opportunities for Guard and Reserve O-3s to participate in the Leadership Concentration. Contact the Guard or Reserve headquarters for more information.)
- Have total active federal commissioned service (TAFCS) of six or more years.
- Have completed Squadron Officer School (SOS) (resident or nonresident).
- Do not have a master's degree.

SYLLABUS – Leadership Concentration

MAULDR010 Leadership Concentration Courses	**Semester Hours**
OC5510 Orientation Course	Non-Credit
LW5510 Leadership and Warfare	3
AP5510 Airpower Studies	3

NS5510 International Security Studies	3
WS5510 Warfare Studies	3
RE5610 Research/Electives I	3
RE5611 Research/Electives II	3
EL5301 Expeditionary Leadership in Intercultural Environments	3
FO5301 Foundations of Officership	3
OL5301 Organizational Leadership	3
TL5301 Team Building Leadership	3
Total	**30**

OPERATIONAL WARFARE CONCENTRATION

The Operational Warfare concentration leverages the Weapons Instructor Course (WIC) programs conducted by the USAF Weapons School to award 12 credit hours in operational warfare studies toward the OLMP to WIC graduates. OLMP credit for completing WIC is awarded after WIC graduates have completed the OLMP online application, are admitted to the OLMP, and have completed the six core OLMP courses. Students graduating from the Operational Warfare concentration are awarded the Master of Military Operational Art and Science degree.

Eligibility for the Operational Warfare Concentration.

- USAF O-3 thru O-5 only.
- Have total active federal commissioned service (TAFCS) of six or more years.
- Have completed Squadron Officer School (SOS) (resident or nonresident).
- Do not have a master's degree.
- Graduated the USAF Weapons Instructor Course after January 2009.

SYLLABUS – Operational Warfare Concentration

MAUWIC010 Operational Warfare Concentration	**Semester Hours**
OC5510 Orientation Course	Non-Credit
LW5510 Leadership and Warfare	3
AP5510 Airpower Studies	3
NS5510 International Security Studies	3
WS5510 Warfare Studies	3
RE5610 Research/Electives I	3

RE5611 Research/Electives II	3
OW5302 Operational Warfare Studies	12*
Total	**30**

Note: OW5302 hours will not be awarded until all other academic courses are completed.

NUCLEAR WEAPONS CONCENTRATION

The Nuclear Weapons concentration leverages the Nuclear Weapons Effects, Policy, and Proliferation (NWEPP) Certificate Program conducted by AFIT to award 12 credit hours in nuclear weapons studies toward the OLMP to NWEPP graduates. OLMP credit for completing NWEPP is awarded after NWEPP graduates have completed the OLMP online application, are admitted to the OLMP, and have completed the six core OLMP courses. Students graduating from the Nuclear Weapons concentration are awarded the Master of Military Operational Art and Science degree and get a jump-start on completing their intermediate developmental education (IDE) PME requirements.

Eligibility for the Nuclear Weapons Concentration.

- USAF O-3 thru O-5 only.
- Have total active federal commissioned service (TAFCS) of six or more years.
- Have completed Squadron Officer School (SOS) (resident or nonresident).
- Do not have a master's degree.
- Graduated the Nuclear Weapons Effects, Policy, and Proliferation (NWEPP) Certificate Program administered by AFIT.

SYLLABUS – Nuclear Weapons Concentration

MAUNUC010 Nuclear Weapons Concentration	Semester Hours
OC5510 Orientation Course	Non-Credit
LW5510 Leadership and Warfare	3
AP5510 Airpower Studies	3
NS5510 International Security Studies	3
WS5510 Warfare Studies	3
RE5610 Research/Electives I	3
RE5611 Research/Electives II	3
NW5302 Nuclear Weapons Studies	12*
Total	**30**

Note: NW5302 hours will not be awarded until all other academic courses are completed.

Course Descriptions

OC5510 Orientation Course **Noncredit**

The Orientation course provides an overview of the entire online master's degree program—including US Air Force educational methodologies, policies, curriculum, and research requirements—and key principles and concepts that students will encounter throughout their academic experience. The course includes an introduction to small-group dynamics, communication and critical- thinking skills, the technology employed within the program, student responsibilities and requirements, and additional services that are available to enhance student success.

LW5510 Leadership and Warfare **3 Semester Hours**

The Leadership and Warfare course analyzes 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 by studying great commanders and their conduct of warfare, and current problems of command in contemporary joint operations. Through these studies, students gain a unique understanding of the specific leadership challenges that leaders face in guiding people and organizations through crises and environments of change.

AP5510 Airpower Studies **3 Semester Hours**

The Airpower Studies course enhances students' understanding of military theory by introducing perspectives on warfighting with specific emphasis on airpower. It looks specifically at the development of airpower 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.

NS5510 International Security Studies **3 Semester Hours**

The International Security Studies course provides a foundation for understanding the international security environment, its implications for the United States, and how the United States both shapes and responds to this environment. The course examines the instruments of power 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 instruments of power.

WS5510 Warfare Studies **3 Semester Hours**

The Warfare Studies course introduces students to the canon of military theory,

focusing on such issues 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 such alternative forms as guerilla warfare, insurgency, counterinsurgency, and other forms of warfare. Through this study, students apply the lessons of military theory and their understanding of warfare to operational challenges facing both today's and tomorrow's US military.

RE5610 Research/Electives I **3 Semester Hours**

The Research/ Electives I 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*.

RE5611 Research/Electives II **3 Semester Hours**

The Research/ Electives II 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 warfighters. *Research/ Electives I (RE 5610)* is a prerequisite for this course.

LC5510 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. It also stresses the importance of commanders melding their personal philosophies on command, the unique requirements of their situation, and their responsibilities to service, mission, people, and themselves.

JF5510 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 achieve assigned theater security objectives. The course provides an overview of joint force organizational structures and the framework within which joint forces are created,

employed, and sustained. It 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 of war.

JP5510 Joint Planning **3 Semester Hours**

The Joint Planning course introduces students to the complexities and requirements of joint planning. Through the course, students 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, students 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. This course is a prerequisite to the *Joint Air Operations (JA 5510)* course.

JA5510 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 importance of the joint force air component commander's, looking at the doctrinal responsibilities of that position and the actors, processes, and products that comprise the JFACC air operations center. Equipped with this understanding, students analyze the employment of air and space power across the full range of military operations. Joint Planning (JP 5510) is a prerequisite for this course.

EL5301 Expeditionary Leadership in Intercultural Environments
3 Semester Hours

The Expeditionary Leadership in Intercultural Environments course provides an understanding of regional factors that affect national foreign policy and explores global, regional, and cultural issues associated with participating in joint and coalition operations. It stresses the importance of cultural awareness and intercultural competence when dealing with the peoples of regions likely to require US military assistance. The course also examines deployment-specific leadership issues focusing on the warrior ethos, including mental and physical preparation, military bearing, and self-discipline.

FO5301 Foundations of Officership **3 Semester Hours**

The Foundations of Officership course addresses followership, regarded as a critical element of leadership and officership, followed by an examination of skills related to effective spoken and written communication in the context of the twenty-first century Air Force. Through this course, students develop broad perspectives of

current issues and associated tools aimed at enhancing professional competence beyond individual specialties; increase their value to their units by understanding and being able to apply interoperability; develop skills necessary to lead, follow, and manage; and become better wingmen who care for peers and subordinates alike.

OL5301 Organizational Leadership **3 Semester Hours**

The Organizational Leadership course is designed to develop officer organizational and management skills to better support and lead change in complex institutional structures. The course focuses on basic organizational theory and communications, change management, strategies for continuous improvement, and resource stewardship. It enhances officers' ability to deal with the financial, informational, technological, and human resource issues that may affect mission capabilities, while utilizing appropriate methods to identify opportunities, implement viable solutions, and measure the impact of outcomes. Further, this course advocates a commitment to continuous improvement— necessary to ameliorate processes, products, and people—while meeting the needs of internal and external stakeholders to accomplish Air Force mission requirements efficiently.

TL5301 Team Building Leadership **3 Semester Hours**

The Team Building Leadership course examines command from the perspective of officers in formal leadership billets. The course explores building leaders, motivation, force development, mentoring, organizational design and decision making, power and authority, morality and ethics, leading change, organizational culture, and communication. It examines the composition, function, and purpose of the flight in the context of the roles, responsibilities, knowledge, skills, and attitudes expected of officers in leadership positions. Academic content and practical examples are integrated with activities from operational fields to leverage officers' education, training, and experience to equip them with new or enhanced skill sets, including the ability to inspire, develop, and take care of diverse groups of individuals while leading them to mission success.

OW5302 Operational Warfare Studies **12 Semester Hours**

The operational warfare concentration provides credit for academic and practical instruction accomplished during completion of the Air Force's WIC. OW 5302 credit will not be awarded until all other OLMP academic courses are completed.

NW5302 Nuclear Weapons Studies **12 Semester Hours**

The nuclear weapons concentration provides credit for completion of the NWEPP certificate program conducted by AFIT. NW 5302 credit will not be awarded until all other OLMP academic courses are completed.

Master of Science in Flight Test Engineering

USAF Test Pilot School

http://www.edwards.af.mil/Units/USAFTPS/

Program Description. A typical day at the Test Pilot School (TPS) includes a combination of flying and academics. For the academics portion, there are three main sub disciplines taught by the USAF TPS Education Division: performance and flying qualities, mission systems, and test foundations. To assist in their studies at TPS, students have access to all required textbooks for their use. Students also receive a notebook computer and accessories for use during the course. The USAF TPS portal is the online access point for students and staff for the entire curriculum taught at TPS. Housed on the portal are the most current materials for lectures, flight cards, virtual drop boxes for reports, and many other resources. The USAF TPS offers two classes each year. Students will improve their system-theoretic mindset in order to lead and work with teams to understand and decompose mission requirements, prioritize test and evaluation strategies, acknowledge risk, design efficient test activities, appropriately communicate valid conclusions to stakeholders, and contribute to the efficacy of the acquisition enterprise. Students study theoretical and applied knowledge in the engineering sciences to understand the domains in which they must effectively evaluate system capabilities; and will develop and hone a skillset of techniques, procedures, and behaviors in order to safely and securely conduct real-time system evaluation.

Program Learning Outcomes. Graduates of TPS should have a thorough grounding in the following:

- Integrated Test Teaming: The graduate will understand the acquisition life cycle and know where test and evaluation (T&E) fits into the process; know how to apply governing regulations, directives, and requirement processes for developing a test program; and know how to build and lead an integrated, multidisciplinary test team of development and operational personnel from the military, government, and contractors.
- Flight Test Planning: The graduate will be able to effectively decompose system requirements to plan a flight test and efficiently allocate resources; determine the type, quantity, accuracy, and precision of the data required; how the data is to be collected and used; and the type of data analysis to be used.
- Flight Test Execution: The graduate will be able to conduct a mission safely, effectively, and efficiently as part of a test team either on board the aircraft or in the control room and collect and analyze the data.

- Flight Test Reporting: The graduate will be able to apply critical thinking by analyzing, synthesizing, and evaluating test results to reach substantiated conclusions and recommendations, and they will effectively communicate in written, oral, and graphical form the test planning, outcomes, and deficiencies and assess their mission impact, determining if a system meets mission requirements and/or specifications.
- Risk Management: The graduate will be able to consistently apply a critical thinking process for identifying unique program hazards and developing procedures to mitigate risk.
- Adaptability: The graduate will build a solid fundamental understanding of a broad range of military missions and unique systems, and be able to adapt their teaming, planning, execution, reporting, and team management to balance stakeholder requirements.

Faculty. TPS faculty members hold a master's, a doctoral, or an equivalent degree in their fields of academic expertise. The breadth, depth, and diversity of their expertise are enhanced by the fact that the faculty includes terminally credentialed field-grade or senior officers and civilian scholars.

Duration. 48 weeks.

Eligibility. The following are the current requirements enrollees must meet to be eligible for a slot at the USAF TPS.

Eligibility Requirements for Curricula.

Curricula	Time in Service (at class entry)	Education	Experience (at class entry)	Physical Qualification	Clearance
Experimental test pilot	Active: TAFCS (Guard and Reserve: TFCSD) Fewer than 9 years and 6	BS in engineering, mathematics, or physics (see paragraph 1.2.1 of AFI 99-107 for other acceptable degrees and required remediation).	Pilots on extended active duty (EAD) and not in suspended flying status. Minimum of 12 months as an aircraft commander in a manned major weapon system (MWS). Pilots must also be either qualified IPs in their manned MWS or	Annual flying class II	Top Secret

	(10 years and 3 months for helo pilots)	Minimum GPA of 3.0 on a 4.0 scale.	1. Single pilot MWS–at least 750 hrs total time. 2. Dual pilot MWS–at least 1000 hrs total time. Note: 250 hours of manned non-Major Weapon System time (e.g. civilian flight hours) may be included		
Experimental test combat systems officer	Fewer than 9 years and 6 months	Same as above	Combat systems officers (CSO) must be qualified instructor CSOs in an MWS or have at least 500 hours total time in their MWS. Total time excludes student time.	Annual flying class II	Top Secret
Experimental test RPA pilot	Fewer than 9 years and 6 months	Same as above	RPA pilots must be qualified instructor in their RPA MWS or have at least 750 hours total time. Note: 250 hours of manned non-Major Weapon System time (e.g. civilian flight hours) may be included	Annual flying class II	Top Secret
Experimental flight test engineer	Active: TAFCS (Guard and Reserve: TFCSD) Fewer than 8 years	Degree requirements same as above. Technical master's degree is highly desired.	On EAD with a minimum of 2 years' experience in one of the following AFSCs: 13BX, 13NX, 13SX, 14NX, 17DX, 21AX, 21MX, 43A3, 61XX,62XX, or 63XX (Civilians: minimum 2 years' experience in T&E). FAA flying certifications or military flying is highly desired.	Annual flying class III	Top Secret
Short Courses	*(Eligibility is determined independently for each short course.)*				

Note: The term combat systems officer includes rated navigators, electronic warfare officers, and weapon system operators.

Admission Requirements. Admission to the USAF TPS is extremely competitive. In addition to Air Force personnel, civilian, Navy, Marine Corps, and allied nation personnel are encouraged to apply for these programs. Refer to AFI 99-107, *Test Pilot School*, for application details.

Graduation Requirements. The USAF TPS curriculum is designed to grant a Master of Science degree in flight test engineering at the end of a 48-week course. Students are required to take the 14 offered courses to graduate. This is a total of 50 credit hours for the 48-week course. Each of the three series consists of several main lecture courses. Along with these courses, there are allocated laboratories or simulator work and flights. A student must be in good standing and satisfactorily complete all academic tests, oral and written reports, and curriculum flying missions and complete the comprehensive written and oral evaluations. Students must achieve a grade of "C" or higher on each academic course with an overall GPA equal to 3.0.

SYLLABUS

4AAD USAF Test Pilot School	**Semester Hours**
PF6000 Fixed-Wing Aerodynamics	3
PF7000 Performance Data Standardization	3
PF8000 Performance Optimization	3
FQ6000 Aircraft Flight Mechanics	4
FQ7000 Flight Control Design/Analysis	4
FQ8000 Handling Qualities Evaluation	4
FQ9000 Envelope Expansion	4
SY6000 Mission Systems Fundamentals	3
SY7000 Individual Mission Systems	3
SY8000 Integrated Mission Systems	3
TF5000 Foundations' Foundations	1
TF6000 Plan, Execute, Analyze, Report, Special Subjects (PEARS)	2
TF7000 Qualitative Evaluation	3
TF8000 Test Management Project	6
TF9000 Comprehensive Exams	4
Total	**50**

Course Descriptions

PF6000 Fixed-Wing Aerodynamics **3 Semester Hours**

This course contains academic theory lectures for Introduction to Aerodynamics,

Compressible Aerodynamics, and Cruise flight. This theory is the basis of flight and aerodynamics for fixed-wing aircraft. The Flight Test Techniques included in this course are: Test Conduct, Cruise Data, High Lift over Drag (L/D), and Low L/D.

PF7000 Performance Data Standardization 3 Semester Hours

This course consists of Pitot-Statics, Modeling & Simulation, and Propulsion. These courses are the basis of atmosphere measuring devices on aircraft and different thrust generating devices for aircraft. The Flight Test Techniques included in this course are: Tower Flyby, Aerodynamic Modeling, and the Propulsion Demonstration.

PF8000 Performance Optimization 3 Semester Hours

This course consists of Takeoff and Landing performance and Energy concepts. These courses demonstrate the equations needed for normal flight and maneuvering. This course also includes the final evaluation for the Performance Series. The Flight Test Techniques for this group of courses consists of: Takeoff and Landing, Level Acceleration, Sawtooth Climb, Turn Performance, and the Performance Final Practical Exam.

FQ6000 Aircraft Flight Mechanics 4 Semester Hours

This course provides the student an understanding of aircraft rigid body motion. Students will learn how to compare various aircraft and predict their dynamics based on an understanding of the aircraft equations of motion and analysis techniques.

FQ7000 Flight Control Design/Analysis 4 Semester Hours

This course provides the student with an understanding of aircraft linear control systems as applied to aircraft. Students will learn basic linear analysis techniques and how to evaluate a control system's performance as related to piloted and unpiloted aircraft.

FQ8000 Handling Qualities Evaluation 4 Semester Hours

This course takes all the material introduced previously in the flying qualities curriculum and applies it to the handling qualities evaluation. A "capstone project" is completed as part of this course. Students will learn how to properly evaluate an aircraft's handling qualities in both a quantitative and qualitative sense.

FQ9000 Envelope Expansion 4 Semester Hours

This course demonstrates how the buildup approach can be used for handling

qualities testing in different phases of vehicle flight testing. Starting with first flight and then working to more operational test requirements this course exposes the student to handling qualities testing across the entire life cycle of a flight vehicle.

SY6000 Mission Systems Fundamentals **3 Semester Hours**

This course is designed to provide students with the tools to succeed in the higher level courses. Students will first learn many of the math & physics concepts common to topics such as communications, radar, and electronic warfare. Later, students will learn how to use systems documentation and MIL- STD-1553 data analysis to plan, execute, and report an avionics test.

SY7000 Individual Mission Systems **3 Semester Hours**

This course provides the individual mission systems knowledge. Systems such as voice communications, navigation, electro-optic/infrared (EO/IR), radar, displays, and weapons are taught from a federated/standalone approach. Theory, mission application, test methodologies, and case studies are included in each topic and provide the foundational education for evaluating integrated systems.

SY8000 Integrated Mission Systems **3 Semester Hours**

This course is designed to integrate physics and system specific knowledge from the 6000 and 7000 levels. Academics will focus on integrated systems, such as Tactical Datalinks, Electronic Warfare, Sensor Fusion, and RPAs. The 8000 level events include an Integrated Systems Ground Test, an EW lab, sorties on the F-15E and ASTARS systems trainer aircraft, as well as System Evaluation Practical Exams for pilots (F-16), FTEs (control room), and RPA/CSO (MQ-9).

TF5000 Foundations' Foundations **1 Semester Hour**

This course is designed to teach foundational materials that transcend course boundaries, establishing a fundamental mindset, a common lexicon, and a useful method for decomposing problems. The course also helps students understand and articulate the ways in which they interact with systems in world.

TF6000 Plan, Execute, Analyze, Special Subjects (PEARS)

2 Semester Hours

This course provides the student an understanding of the basic components involved with planning, executing, analyzing, and reporting on a test. Many practical aspects of the day-to-day life of a flight tester are covered through a variety of short and long academic events. This course addresses the reality that a

test professional may show up at any phase in the life of a test program, and it aims to equip them to be useful contributors wherever they go.

TF7000 Qualitative Evaluation **3 Semester Hours**

This course is designed to build a strong and broad foundation of experience for test aircrew by exposure to different aircraft, systems, and missions using a cross section of military and civilian aircraft. This program will reinforce the TPS curriculum through application of theory, flight test techniques, and analysis. It will expose TPS students to a variety of aircraft performance, flying qualities, and systems characteristics while increasing their confidence in their ability to handle new flight test situations in a systematic and logical manner using a buildup approach.

TF8000 Test Management Project **6 Semester Hours**

The Test Management Projects (TMPs) are customer sponsored real-world flight test projects which are performed by the USAF TPS students with guidance from the TPS staff. The students are divided into test teams of pilots, CSOs, and engineers with approximately 4-5 individuals to a team. TMPs are allocated approximately 10-15 fighter aircraft test hours or 20-25 heavy aircraft test hours. The customer provides the research concept or item to be flight tested. Money for specialized support of major aircraft modifications may be supplied from the customer. USAF TPS provides the test aircraft, which are normally AFTC assets. The Test Pilot School also funds “minor” aircraft modifications and the cost for flight hours of test and evaluation. The TPS students take the flight test data, reduce the data, conduct data analysis, and provide a written and oral test report for the customer at the end of the process.

TF9000 Comprehensive Exams **4 Semester Hours**

The Comprehensive Exams are major assessments to evaluate individual student knowledge of what they have learned throughout the year.

Master of Science in Airpower Strategy and Technology Integration

USAF Center for Strategy and Technology

http://www.airuniversity.af.edu/CSAT/

Program Description. Known as the "Blue Horizons Program," the MS in Airpower Strategy and Technology Integration is a Chief of Staff of the Air Force (CSAF) chartered MS degree program for a hand-selected group of 16 Majors, Lt Colonels, and Colonels to engage in a 10-month residential research seminar on the intersection airpower strategy and technology. Students in the program study the evolution of airpower, strategy, and technology, including the capabilities that exist now and those only just emerging. Their research addresses evolving future challenges to the USAF as well as potential solutions. They produce both individual research theses and group projects which answer a research question the CSAF poses each year.

Faculty. All CSAT Faculty hold a doctorate and/or have significant experience with the USAF and its mission. The faculty consists of a combination of 1) active duty USAF officers (0-6); 2) retired USAF officers with significant military and academic experience; 3) civilian scholars with PhDs specializing in a variety of fields related to international security.

Program Learning Outcomes. Graduates are able to:

- Understand how to learn, read, think critically and to apply conceptual, critical, and creative thinking skills to the assessment of emerging future challenges and the development of their solutions;
- Understand, analyze, and evaluate the development, utility, and value of the application of airpower (to include space and cyber) in different contested environments for strategic effect in likely future environments;
- Demonstrate a capability to adapt to rapidly changing circumstances and to create innovative syntheses in strategy and technology to prevail in the unrestricted warfare environment of the future.

Degree Curriculum. The mode of instruction is a mixture of rigorous academic seminars; individual mentoring and advising; field studies; visiting speakers from national laboratories, industry, and think tanks; weekly and monthly writing assignments; and intensive research and capability prototyping on a topic of the

student's choice subject to faculty approval. All classes are held in a purpose-built TS/SCI secure area with access to secure voice, video teleconferencing, and classified information relevant to that year's research focus. Students are issued roughly 60 books and individual computers and have access to a common Blue Horizons program study area, the LeMay Center Wargaming Directorate, and the Air University Library (AUL). In addition, they are provided with funding for TDYs to conduct research as required.

Duration. This is a 10-month residential program. There is no distance learning version.

Eligibility. All students selected for Intermediate Developmental Education (IDE) or Senior Developmental Education (SDE) and assigned to the pool of students selected for admission to Air Command and Staff College (ACSC) for Majors and Air War College (AWC) for Lt Colonels and Colonels are invited to volunteer for the Blue Horizons Program that awards the MS in Airpower Strategy and Technology Integration. About 60-70 apply for the program each year. Blue Horizons faculty select students from this pool of volunteers.

Admission Requirements. The selection of participants is based on the desired Air Force Specialty Code (AFSC) targets, prior professional experience (via assignments and deployments), previous educational experience, existing security clearances, recommendations from senior leaders with a knowledge of the program, and other specialized knowledge/skills that will best contribute to the research for the coming year. The Blue Horizons faculty will conduct interviews of the applicants and nominate a list of candidates to the AU President and Commander for selection each year by 1 June. The Director of the Blue Horizons Program will then notify each candidate of his/her selection and enrollment.

Graduation Requirements. Students in the master's degree program must complete, in a satisfactory manner, all the courses listed below. The workload for the program consists of the following: (1) Individual Seminar Contact Time: 4.0 hours 4 days per week or 3.0 hours 5 days per week depending on course module, outside speakers, or war games, (2) Field Studies: 45 hours per week, (3) Projected Reading Load: 60 books, approximately 15,000 pages (200–300 per day for seminars) and research (variable depending on topic, technology, and classification level), (4) Writing Load: 6-8 weekly class papers (2-5 pages each), and (5) occasional essays in class;

SYLLABUS

MBHP001 Course Number and Title	Semester Hours
BH5001 Metacognition	2
BH5002 Research	2
BH5003 Technology	2
BH5005 The Evolution of Airpower	4
BH5006 Strategy	3
BH5007 Regional Studies	2
BH5008 US Joint Capabilities	2
BH5011 Field Study #1	3
BH5012 Field Study #2	3
BH5013 Field Study #3	3
BH5020 Research and Initial Prototyping	9
Total	**35**

Course Descriptions

BH5001 Metacognition **2 Semester Hours**

This is a foundational course to establish good thinking skills and will require students to demonstrate their ability to use a variety of analytical techniques. The course will introduce students to the basics of serious study beginning with questioning the status quo, defining key terms, identifying assumptions, and framing arguments. It will review the basics of logical analysis, logical fallacies and their detection, systems 1 and 2 thinking, and decision making. Students will be introduced to alternative futures methodologies and dealing with inevitable surprises. Each Block of instruction is designed as a one week, one credit hour module to allow for rearrangement as required to accommodate field studies and the availability of outside speakers.

BH5002 Research **2 Semester Hours**

This course is an introduction to essential research skills and the research process. This includes an introduction to social science, general research, and design considerations. Students will be required to evaluate particular research projects to determine their validity, feasibility, and applicability to various problem sets. In addition, there will be a review of modelling, simulation, and war gaming as tools to test various propositions as required by prototyping efforts. Some attention will be paid to the pitfalls of group think, faulty assumptions, unverified data, and the difference between causality and correlation in the use of big data analytics. A major emphasis throughout will be on spurring innovative thought utilizing the

design thinking methodologies pioneered at Stanford University and equipping the students to navigate bureaucracies to make their innovative concepts a reality.

BH5003 Technology **2 Semester Hours**

One of the five strategic vectors outlined in the Air Force's 2015 Strategic Master Plan is "Continue the Pursuit of Game-Changing Technologies." But how do we identify the right technologies to watch, develop, and adopt? And how are we positioned to exploit those technologies to our advantage? This course will look at some emerging and established technologies that hold promise (as well as challenges) for the future of warfighting. We will review these emerging technologies, the assessment of technology readiness levels (TRLs), and the ways in which these may be integrated in shaping how we go to war in the future.

BH5005 Evolution of Airpower **4 Semester Hours**

This course reviews the origins of airpower, the nature of air warfare, the development of airpower theory and doctrine, airpower's unique attributes and limitations, and the use of airpower for strategic effect in a rapidly changing political and technological landscape. It will review the ways in which the Air Force has reinvented roles and missions, force structure, expeditionary operations, and basing requirements. The course will investigate both space and cyber as areas of operation, their nature, fundamental considerations, and doctrine development. A second area of focus will be on the logic of deterrence, the evolution of nuclear strategy, the concept of limited war, and the application of these concepts to the air, space, and cyber arenas of competition. The rising emphasis on missiles and UAVs rather than traditional aerial platforms will also be assessed critically.

BH5006 Strategy **3 Semester Hours**

This block introduces fellows to the core elements of strategy and international politics, with a particular focus on long-term competitive strategies. The Blue Horizons program seeks to identify the competitive strategies, concepts of operation, and investments needed to prevail 25 years in the future. The strategy and politics course provides the intellectual foundation for understanding the essence of strategy and the global context within which strategies are developed. The preparation for, avoidance of, and prosecution of war is a component of the international system and a fact of life for militaries.

BH5007 Regional Studies **2 Semester Hours**

This block introduces students to the key regions where US power will most likely be employed and find its presence contested in the decades ahead. These lessons are not designed to create regional experts, but rather to introduce major characters and developments that shape contested regions around the world. These courses cover Russia, China, North Korea, and Iran, as well as South America and Africa.

Instruction includes geography, demography, history, culture, and political and economic issues. This allows students to develop some familiarity with the regions and gain a broader understanding of the ways in which people in these regions view the world. Having some familiarity with these, being able to have some empathy with their circumstance, is a way to begin to understand the issues we are involved in today and how they may evolve.

BH5008 US Joint Capabilities **2 Semester Hours**

An analysis and evaluation of the services that comprise the US military and the other aspects of the national security structure (DOD, DHS, CIA, NSA, NRO, etc.) and the ways in which they interact with each other to provide for the common defense. The Air Force, Army, Navy, and Marine Corps and the role of the Unified Commands (STRATCOM, SOCOM, etc.) as well as alliances and partnership relations will be reviewed in order to have a comprehensive understanding of the national and international security apparatus of the US. The organization, mission, culture, force structure, and capabilities of each of the services and specialized commands will receive emphasis, particularly as they related to AORs of interest.

BH5011 Field Study 1 **3 Semester Hours**

The class will go on a week-long field study early in the course to gain insight into how organizations innovate, both within and (especially) without the Air Force. Examples of sites the group might visit are Kirtland AFB in Albuquerque NM, Sandia National Laboratory, Los Alamos National Laboratory, Lawrence Livermore National Laboratory, Google, Space-X, and others dependent on the topic for the year and individual student research interests. The students will then utilize the insights gained from these visits to inform their own approaches to prototyping and, potentially, to partner with one or more of the organizations with which they interact. Just as crucially, these visits provide the core of the innovation networks each student will develop over the course of the 10 months and take with them when they leave.

BH5012 Field Study 2 **3 Semester Hours**

At this critical point in the course, students continue developing their networks and learning about differing approaches to innovative thinking. Students must also during this TDY identify and develop an understanding of the specific users of their prototyping effort. Without this understanding there is a high probability of failure. The sites and groups the students interact with will be totally dependent upon their prototyping efforts. They might include, for example, visiting maintainers on the line if the student wants to tackle problems relevant to that field. They might also visit warfighters, whether CONUS or OCONUS, as required to understand the unique problem sets those users face. The students will gather and distill these

insights to present to the faculty at the conclusion of the TDY.

BH5012 Field Study 3 **3 Semester Hours**

Having now received feedback on their second TDY, the students must return to the field to gain a deeper understanding of their problem sets. This includes developing a greater appreciation for the breadth of their topic, returning to their user to gather additional insights, visiting potential prototyping partners to propel them along with their projects, or revising their prototyping effort altogether. Returning to the maintenance example, this could involve visiting other maintenance sites, talking with pilots about their experiences with maintenance issues, or identifying related problems that are outside of maintenance. This will maximize the impact of each group project, enable the projects to transition smoothly to the Air Force more broadly, and benefit the cohort as a whole as each student returns with even deeper insights into their problem set, a better understanding of the Air Force enterprise, and a fuller network that all might be able to leverage. These insights will again be distilled and presented to the faculty at the completion of the TDY.

BH 5020 Research and Initial Prototyping **9 Semester Hours**

A large portion of student time (12 weeks) and effort will be devoted to their individual research projects. These research projects will culminate in both a written paper as well as an initial prototype of their ideas. Students will be encouraged from the first few weeks in the course to begin thinking about a topic, narrowing their research focus, engaging with a network of fellow collaborators (though, e.g., senior leader engagements and TDYs), and building a preliminary research design. Their research will continue throughout the entire course but have a focused period for writing and prototyping in the spring. They may need to carry out additional individual TDY trips for particular aspects of their research, both classified and unclassified, depending on the nature of their topic and the availability of subject matter experts with whom to confer. Students will make a presentation of their research to the faculty, conduct an oral defense of their theses, and provide the faculty transition plans that detail how to carry on the effort after the students depart.

Undergraduate Degrees

Associate of Applied Science in Air Force Leadership and Management Studies

Ira C. Eaker Center for Leadership Development
Department of the Air Force (DAF) Civilian School (AFCS)
https://www.airuniversity.af.edu/Eaker-Center/AFCS/Associate-of-Applied-Science-in-Air-Force-Leadership-and-Management-Studies/

Program Description. This 60 credit-hour program helps Department of the Air Force civilians reach their full leadership potential by providing the opportunity to achieve an Associate of Applied Science Degree in Air Force Leadership and Management Studies. The program builds knowledge and skills in three distinct program areas: leadership, management, and airpower studies. The Air Force Civilian School (AFCS) teaches the required classes for the program major in an entirely online format while students complete general education/elective classes through credit by examination or transfer credit. The program is accredited by the Southern Associate of Colleges and Schools.

Faculty. The program employs expert faculty members to accomplish its mission and goals. The Eaker Center gives primary consideration to the highest earned degree, related work experience in the field, certifications, documented excellence in teaching and achievement of student outcomes when selecting faculty members to teach in the program.

Program Learning Outcomes. The Associate of Applied Science in Leadership and Management Studies program produces graduates who have the ability to demonstrate three distinct outcomes that support the Air Force's potential to achieve and sustain its mission. Graduates are able to:

- demonstrate comprehension of theories and competencies that support the development of Air Force civilian leaders;
- demonstrate comprehension of management principles, processes and practices within the Air Force organizational environment;
- demonstrate an understanding of concepts, values and actions that define a professional civilian Airman.

Duration. The academic program consists of 10 nine-week courses (30 credit hours) taught by AFSC plus 30 semester hours of general education and elective credit fulfilled through credit by examination (CLEP/DSST) or transfer credit for a total of 60 semester hours of credit. Students have up to three years from the start date of their first course to complete the program. Although the typical student can complete the program in about two years from the start of the core courses, the program's rigor requires a significant time commitment to meet that goal.

Eligibility. Permanent, full-time, appropriated fund and nonappropriated fund Department of the Air Force (DAF) civilians are eligible to apply. Applications must have a minimum of two years federal civilian service and a high school diploma (or GED/equivalent). Applicants should refer to the annual Civilian Development Education (CDE) call for a complete list of program qualifications. A central selection board at the Air Force Personnel Center (AFPC) selects students to attend the school.

Admission Requirements. Civilian employees wishing to apply will submit an application through the myPers website, under Force Development, during the annual Civilian Developmental Education (CDE) call.

Graduation Requirements. To earn the Associate of Applied Science in Air Force Leadership and Management Studies, students must successfully complete the required courses comprising the 60-semester-hour program, earning a grade of "C" or higher on each academic course with an overall GPA of 2.00 or higher on a 4.00 scale.

SYLLABUS

Course Number and Title	**Semester Hours**
PROGRAM MAJOR COURSES	
APW1001 History and Heritage of the Air Force	3
APW1002 Professionalism in the Air Force	3
LDR1001 Foundations of Leadership	3
MGT1001 Introduction to Management	3
LDR1500 Principles of Leadership 1	3
LDR2001 Thinking, Logic, and Decision Making	3
MGT2002 Conflict Resolution	3
MGT2003 Organizational Culture	3

MGT2004 Process Improvement	3
LDR2500 Principles of Leadership 2	3
GENERAL EDUCATION AND ELECTIVES COURSES	
GE101 *Written Communication	3
GE102 *Oral Communication	3
GE103 *College Math	3
GE104 *Humanities	3
GE105 *Social Sciences	3
GE106 *Introduction to Computing	3
GE107 *Intro to American Government	3
PE200 *Program Related Electives	9
Total	**60**

__Note__: Courses with "" may be completed using transfer credits or credit-by-examination.

Course Descriptions

APW1001 History and Heritage of the Air Force 3 Semester Hours
This course provides a foundation for Air Force civilian Airmen to understand and value the history and heritage of the Air Force through a study of the events, leaders, and technical developments that led to the evolution and employment of USAF airpower to include the significance of the civilian Airman. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror and beyond. As a whole, this course provides students with a knowledge-level understanding of the general employment of air power, from an institutional, doctrinal, and historical perspective.

APW1002 Professionalism in the Air Force 3 Semester Hours
Professionalism in the Air Force explores the concept of what it means to be a professional civilian Airman. The course will discuss the history and purpose of the civil service, as well as the valuable and evolving role civilian Airman play within the Air Force organization. Students will study Air Force institutional competencies and practices identified to develop professional Airmen. Students will also explore how every Airman contributes to the creation of a professional Air Force environment. Surveyed areas will include the Air Force Core Values, the concepts of commitment and right-mindedness in the Air Force, professional relationships, and Air Force culture.

LDR1001 Foundations of Leadership **3 Semester Hours**

This course explores current and historical leadership styles and theory. The emphasis is placed upon effective civilian leadership within the United States Air Force. The course will focus on how leaders emerge and assume responsibility. As a foundations course, this academic study provides the basis for all leadership concepts in the program.

MGT1001 Introduction to Management **3 Semester Hours**

This course is an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources as they relate to the Air Force civilian environment. Theoretical concepts will be illustrated with practical application to real-world Air Force management problems and scenarios. From the curriculum and exercises in the course, the student will develop the following abilities: the ability to identify the roles they are fulfilling in their work as a manager or potential manager within their Air Force organization, and the ability to identify managerial activities that contribute to managerial effectiveness in the Air Force organization.

LRD1500 Principles of Leadership 1 **3 Semester Hours**

The mission of the course is to enhance development of leadership skills and traits in Air Force civilian and Airmen. This course will reinforce students' understanding of basic leadership principles and theory by identifying practical leadership skills and traits identified by the Air Force Institutional Competencies List to support the development of self and others, to include: interpersonal communications, coaching and mentoring, and goal setting. This course will also introduce students to topics explored in year two of the program.

LDR2001 Thinking, Logic and Decision Making **3 Semester Hours**

This course will introduce students to how critical thinking drives overall performance and improves the ability to make smarter decisions. It helps Air Force organizations reach their goals quickly and effectively by thinking or reasoning through issues in an organized manner. This course will introduce students to various decision-making models with a primary focus on models often used throughout the Department of Defense. This course will also introduce students to problem-solving techniques. Students will learn to explore which decision-making approach best fits their work environment and adapt models as necessary to make decisions as a Civilian Airman.

MGT 2002 Conflict Resolution **3 Semester Hours**

Conflict Resolution explores a variety of theories and frameworks for understanding and responding to conflict within the Air Force environment. Students will move from conflict analysis to exploring techniques, process models, and third-party roles as ways to intervene constructively in conflict within the large and complex social environment of the Air Force organization. Students will learn key communication skills for resolution negotiations, with a special emphasis on interpersonal and small group conflicts as the building blocks for conflict resolution. Students will be asked throughout the course to observe their work environment and consider the usefulness of each week's topic as potential skills necessary for Air Force managers and leaders to successful resolve conflict within the Air Force environment. General theories will be taught as a foundation to support students' understanding of the Air Force Mediation model, the Air Force Negotiation Model, and Air Force Cross-cultural Negotiation strategies developed by the Air Force Negotiation Center of Excellence.

MGT2003 Organizational Culture **3 Semester Hours**

This course is designed to provide students with practical knowledge of principles and practices to effectively manage and enhance civilian organizational culture in the United States Air Force. This course provides basic knowledge of theories and organizational culture and an understanding of how these concepts affect Air Force mission success. Students will explore how structures and processes created within the Air Force organizational culture influence the behavior of individuals working within it, as well as how civilian employees influence the culture of the organization. The course explores variables that affect the productivity, effectiveness, and efficiency of the organization with an emphasis on understanding how these concepts apply to the Air Force culture.

MGT2003 Process Improvement **3 Semester Hours**

This course introduces the Process Improvement method and how it may be applied within the Air Force organization. Students will learn how the method guides Airmen to identify a process that is not efficiently achieving the mission, and then develop and implement improvements to the efficiency and effectiveness of that process. The course will reinforce the students' understanding of process improvement concepts by using a faculty-led Air Force-specific case study throughout the course.

LDR2500 Principles of Leadership 2 **3 Semester Hours**

This course functions as a capstone for the degree program, linking and

reinforcing concepts learned throughout the first two years of the program. This course builds on previous courses by taking the leadership, management and airpower theories, principles and competencies previously learned and exploring them in greater depth. Students will answer the question of what theories, principles, and competencies they think best allow Civilian Airmen to effectively lead and manage within today's Air Force.

GE101 Written Communication **3 Semester Hours**

English composition. Applicable written communication courses must satisfy the delivering institution's writing and composition requirement for graduation. Not acceptable courses include business communication and technical writing.

GE102 Oral Communication **3 Semester Hours**

Speech/Public Speaking. Courses that prepare students to present effective public speeches to persuade, debate or argue in a clear, concise and logical manner. Emphasis on organization and delivery of public speeches. Courses that are not acceptable for this course requirement include group and interpersonal communication.

GE103 College Mathematics **3 Semester Hours**

College-level mathematics courses that satisfy the delivering institution's mathematics requirement for graduation or an Intermediate Algebra that is not developmental, preparatory, remedial, refresher, or review. Not acceptable courses include: accounting; business, consumer, technical or computer mathematics; beginning or elementary algebra; statistics (taught outside the mathematics department); history of mathematics; and mathematics for elementary and secondary teachers.

GE104 Humanities **3 Semester Hours**

Courses in fine arts (criticism, appreciation, and historical significance), foreign language, literature, philosophy, and religion are acceptable. Not acceptable courses include applied courses that teach how to play a musical instrument, perform a dance routine, sculpt or draw an art form, and sign language.

GE105 Social Sciences **3 Semester Hours**

Courses from the following disciplines are acceptable: anthropology, archaeology, culture, economics, geography, government, history, political science, psychology, and sociology designed to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society.

GE106 Introduction to Computing **3 Semester Hours**

Courses that cover standard concepts for understanding computer issues and components. Hardware, software licensing and development tools, development life cycles, data management, connectivity, privacy concerns, intellectual property, telecommunications law, network etiquette, artificial intelligence, and globalization.

GE107 Introduction to American Government **3 Semester Hours**

Applicable courses must satisfy the delivering institution's American government requirement for graduation. Course emphasis will be an introductory course in American government and politics at the college level in the United States.

PE200 Program Related Electives **9 Semester Hours**

Preferred elective courses cover subjects related to leadership, management and/or airpower. However, students may transfer elective courses that fall under the General Education areas including, but not limited to: Humanities, Social Sciences, English, History, Political Science, Accounting, Business, Economics, Public Administration, and others. The classes should be broad in nature and must not duplicate or overlap another course or test applied to the degree program. The course may not be narrowly focused on skills, techniques, and procedures such as Sheet Metal Fabrication or Fortran Computer Programming, etc. All electives are reviewed individually on a case-by-case basis.

Community College of the Air Force Associate of Applied Science Degrees

http://www.airuniversity.af.edu/Barnes/CCAF/

Air University - Community College of the Air Force (CCAF) is located at Maxwell AFB–Gunter Annex, Alabama. CCAF serves the educational needs of the Air Force enlisted community by offering associate of applied science degrees and other credentialing programs that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions and professional growth of the Air Force enlisted corps. CCAF awards undergraduate credit for Air Force technical training and enlisted PME courses that may be applied toward an associate in applied science degree program.

The college was established 1 April 1972 at Randolph AFB, Texas, and received degree-granting authority in July 1976. CCAF awarded its first associate of applied science degrees in April 1977. From 1980 to 2004 the college was separately accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate degree. The college is now accredited through Air University by the SACSCOC.

The college functions as a single institution with respect to credit documentation, records, and educational program management. The detailed description of each CCAF degree program is available in the separate CCAF *General Catalog*, published every three years and available online at http://www.airuniversity.af.edu/Barnes/CCAF/.

Transcripts reflecting course completions and awarded credit are provided by CCAF and can be ordered online free of charge through the CCAF website at http://www.airuniversity.af.edu/au/barnes/ccaf/. To ensure compliance with the Privacy Act of 1974 to protect the confidentiality and integrity of student records, students may order only their own transcripts.

AFIT

Air Force Institute of Technology

http://www.afit.edu

The Air Force Institute of Technology (AFIT), with its main campus located at Wright-Patterson AFB, Ohio, is a key component of Air University and the Air Education and Training Command. AFIT is the Air Force's leader for advanced, multi-disciplinary academic education, as well as its institution for technical professional continuing education. AFIT is a wing-equivalent unit of about 3,700 military and civilian Airmen – students, faculty, and staff. The institute educates more than 6,300 students daily through in-residence, on-site, and distance-learning courses offered by its four schools: the Graduate School of Engineering and Management, the School of Systems and Logistics, the Civil Engineer School, and the School of Strategic Force Studies. Through its Civilian Institution Program Office, AFIT also manages the education programs of officers enrolled at 350+ civilian universities, research centers, teaching hospitals, and industrial organizations. AFIT is also the home of the Air Force Cyberspace Technical Center of Excellence along with the institute's Autonomy and Navigation Technology Center, the Center for Cyberspace Research, the Center for Directed Energy, the Center for Technical Intelligence Studies and Research, the Center for Operational Analysis, the OSD Scientific Test and Analysis Techniques in Test and Evaluation Center, and the Center for Space Research and Assurance. Since resident graduate degrees were first granted in 1955, AFIT has awarded more than 19,570 master's degrees and 873 doctoral degrees. In addition, every year more than 30,000 students attend AFIT's professional continuing education in civil engineering, acquisition and logistics, nuclear studies, space operations, and cyberspace operations career fields.

Accreditation. AFIT is regionally accredited by the Higher Learning Commission. Contact this agency at The Higher Learning Commission, 230 South LaSalle St, Suite 7-500, Chicago, Illinois, 60604-1413, (800) 621-7440.

In addition to its regional accreditation, the Engineering Accreditation Commission of ABET accredits select master's degree programs within the Graduate School of Engineering and Management. Contact this agency at ABET, 415 North Charles Street, Baltimore, Maryland 21201, phone: (410) 347-7700.

PME/PCE Education

PROFESSIONAL MILITARY EDUCATION

Air University's (AU) Professional Military Education (PME) schools prepare junior, mid-career, and senior commissioned officers, noncommissioned officers, selected civilians, and select international officers for progressively more responsible positions through the US Air Force and the Department of Defense (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 AU so that each college, school, and program builds on the education provided at the previous level. AU PME courses are available through:

- Air War College (AWC)
- Air Command and Staff College (ACSC)
  Squadron Officer School (SOS)
- International Officer School (IOS)
- Airman Leadership School (ALS)
- Noncommissioned Officer Academy (NCOA)
- Senior Noncommissioned Officer Academy (SNCOA)
- Chief Master Sergeant Leadership Course (CLC)

Air War College Distance Learning (AWC DL)

Senior Developmental Education (SDE)

http://www.airuniversity.af.edu/eSchool/AWC/

Program Description. The Air War College distance learning (AWC DL) program is a senior developmental education (SDE) program. The AWC DL curriculum is based on the five core areas central to all levels of professional military education—leadership, profession of arms, warfighting, national/international security, and communication studies. As an Air Force SDE program, AWC DL provides a strategic, "air-minded" curriculum that prepares graduates to provide strategic leadership, appropriate expertise and critical thinking in support of national security objectives.

In August 2016 the AWC DL program transitioned to a new curriculum (AWC DL 18.0) that is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. This transition began the transformation of the AWC DL experience to "…*develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education*…." (USAF Strategic Master Plan, May 2015). The new AWC DL 18.0 curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation of online seminars by DL-certified faculty, and the ability to customize the program to suit personal and professional needs.

Program Learning Outcomes. Graduates are able to:

- illustrate the skills required to lead successfully at the strategic level in the complex national security environment;
- analyze the contextual requirements for the effective strategic employment of airpower;
- comprehend the elements of successful military strategies which, in concert with other instruments of national power, support national security objectives; and
- critically analyze complex political-military issues and clearly articulate national security strategy options.

Faculty. The faculty for AWC DL is comprised of expert military and civilian personnel who provide a valuable mix of professional and academic experience. All faculty members have at least a master's degree.

Duration. Students can remain enrolled in the AWC DL program for up to 60 months. All course material must be successfully completed in this time period. The time an AWC DL student takes to complete the program depends on such factors as official duties, deployments, and other commitments. Students are encouraged to set realistic goals to proceed through the AWC DL program at a reasonable pace.

Eligibility. The eligibility criteria for AWC DL are found in Air Force Instruction (AFI) 36-2656, *Developmental Education*.

- Military. The program is offered to O-5 selects and above. Persons may be active duty, Air Force Reserve (AFRES), or Air National Guard (ANG); sister-service active duty, Guard, or Reserve; or Civil Air Patrol (CAP).
- Civilian. Civilians may be federal civil service employees in the grades of GS 13/14/15 or comparable grade, or lab/demo employees in grades DRIII/IV.
- International. International applicants must be an O-5 select or higher. International officers must request enrollment via the Air Force Security Assistance Training (AFSAT) program office.

Enrollment. Military personnel enroll in AWC DL via the Air University Student Information System (AUSIS) which can be accessed through the Air Force Portal. From the Air Force Portal, use the Air University Portal link under the Education/Training/Force Development category. Eligible civilian personnel enroll by contacting the AWC DL Student Services Branch via the AU Service Desk at https://auservicedesk.af.edu: select Student Request, and then eSchool Request. International students will be enrolled by the eSchool once approved by AFSAT and the AU Registrar.

Completion Requirements. Students must complete the orientation course, and all the foundational courses, and the minimum number of focused courses; all with passing scores to graduate and receive program credit. The WAR 7XXS self-paced focused courses require a score of 75% or higher on the end-of-course exam; the orientation course requires a score of 80% or higher on the progress checks to advance; the self-paced foundational courses require the submission of all assigned coursework and a score of 80% or higher on the progress checks to advance; the facilitated foundational and the NSP 8XXA facilitated focused courses require submission of all assigned coursework and an overall course grade of 75% or higher.

SYLLABUS

Course Number and Course Title	Contact Hours
GSS700S: eOrientation (Required)	10
Focused Courses (Choose One)	
WAR701S: Coercive Airpower WAR704S: Cross-Cultural Communications WAR705S: Negotiations in the Military Environment WAR707S: Joint Concepts and Planning	45
Foundational Courses (All Required)	
ISS700S: International Security Studies	15
AIR700S: Airpower & National Strategy	20
AIR701A: Applied Airpower & Security Studies	25
LDR710S: Strategic Leadership	15
LDR711S: Senior Leadership	15
LDR712A: Applied Senior Leadership	25
Problem Solving in National Security (Choose One)	
NSP810A: USAFRICOM Region NSP820A: USCENTCOM Region NSP830A: USEUCOM Region NSP840A: USNORTHCOM Region NSP850A: USPACOM Region NSP860A: USSOUTHCOM Region	30
Total	**200**

Course Descriptions

GSS700S Graduate Skills Studies/Orientation 10 Contact Hours

The eOrientation Course prepares students for success in the program. The course highlights program policies, procedures and expectations and orients students to the program structure and curriculum delivery methods. It also provides the opportunity for students to experience the look and feel of the program by exploring three areas that are essential to both academic and professional success: critical thinking, cross-cultural competence, and writing. By participating in this course, students will develop the requisite knowledge, skills, problem solving ability, and study habits to successfully navigate and complete the online program.

WAR7XXS FOCUSED COURSES (Choose One for 45 Contact Hours)

All students must complete one of the WAR 7XXS focused courses before enrolling in the first foundational course. There are multiple courses to choose from with the objective of empowering students to focus on topics of interest or greater relevance to their careers while also enhancing the foundational courses by providing greater depth and breadth of understanding in areas of special interest.

WAR701S Coercive Airpower

Should the United States bomb Iran to coerce it to give up its nuclear program? What would such a strategy look like? How likely would it be to work? How would you know? The Coercive Airpower course gives you the tools to answer such questions, and both understand and evaluate airpower strategies. From its inception, airpower has been characterized as an asymmetric means of warfare. It allows the country that can use it most effectively to bypass the traditional defenses of its adversaries and strike at those things that are valued more than the forces engaged on the battlefield. Airpower advocates have argued that striking at these assets, or merely threatening to do so, would force an adversary to concede the stakes at the root of the conflict without first having to defeat its military. Victory would rest upon affecting the adversary's estimates of the likely costs and benefits of complying with what was demanded of it, and the likely costs and benefits of defying those demands. Airpower has, therefore, been seen as a uniquely coercive instrument. This course addresses the intellectual foundations of airpower strategy, focusing upon how the threat or use of airpower can achieve political objectives. Using a self-study "deep dive" approach, the student will examine the theoretical concepts surrounding coercion, the intellectual history of coercive airpower strategies, and how these strategies can be used in anticipated and actual conflicts, along with the strengths, weaknesses, triumphs, and disappointments of these strategies in theory and practice.

WAR704S Cross-Cultural Communications

Today's warfare is defined by culture, and an intimate understanding of culture's effects on human behavior is crucial to mission success. Everyone who performs a job in a cross-cultural environment, which we see now is almost any environment, needs to understand not only the mission but the potential effects of cross-cultural interaction. Appropriate cross-cultural communication training and education will reduce the negative effects of culture shock, stereotypes, and ethnocentrism; all of which impact mission effectiveness. The purpose of the course is to provide foundational knowledge essential for developing cross-cultural communication competence, focusing on the theories, skills, and

applications that are relevant to military personnel.

WAR705S Negotiations in the Military Environment

This course provides an overview and understanding of the negotiation process. Its purpose is to better equip the student to apply negotiation skills to the military and US government operational and work-place environments. While the distance learning format does not provide "hands-on" negotiation exercises, it exposes the student to the day-to-day realities of negotiation. The student will discover that even in a hierarchical and well-defined military organization, negotiation is a normal and daily process. Furthermore, today our political and military leaders demand that military members operate successfully in more non-traditional and cross-cultural environments. This course will teach the student about these and other processes which will enhance senior leader skills, and improve mission effectiveness across many environments.

WAR707S Joint Concepts and Planning

The Joint Concepts and Planning course requires critical thinking about the stakeholders, processes, and perspectives that translate strategic guidance into Joint effort across the range of military operations. The course is self-paced and includes a mix of readings, presentations and other media. The course begins with an examination of strategic guidance, and then takes a closer look at how Combatant Commanders translate that guidance using operational design to develop an operational approach to achieving national goals and military end states. It further examines joint concepts that forecast the future operating environment and the anticipated joint ways and means necessary to operate in that environment. Finally, it examines how stakeholders (Joint, Interagency, Inter-governmental and Multi-national-(JIIM)) structures, processes and perspectives reconcile, integrate and apply national ends, ways, and means.

FOUNDATIONAL COURSES (All Required)

ISS700S International Security Studies 15 Contact Hours

The International Security Studies course engages senior-level PME students with sophisticated concepts in Strategy and International Relations. The goal of this course is to expose senior leaders to avenues of understanding order and interactions in the international community beyond the military context. Primary topics in this course include Strategy, Power Polarity and Power Transitions, Democratic Peace, International Political Economy, and International Law. The course will familiarize students with the intricacies, scholarly debates, and potential applications for each concept. Students will craft a paper that draws elements of the course material into an analysis of a future security situation.

AIR700S Airpower and National Strategy **20 Contact Hours**

This course examines the relationship between airpower and strategy: how national strategy guides the employment of airpower, and how airpower's inherent capabilities inform and shape strategy. The course examines multiple strategic approaches to airpower employment in pursuit of national end states, exploring the costs and limits of its use along with ramifications of its misapplication. Finally, the course examines how airpower has been applied in deterrence, in compellence, and in hybrid problem sets.

AIR701A Applied Airpower and Security Studies **25 Contact Hours**

This course serves as a facilitated and peer-to-peer culmination to the series of courses examining international relations concepts and airpower (air, space, and cyber). Having previously examined advanced concepts in international relations (power polarity and transitions, international political economy, democratic peace, and international law), students will consider US grand strategy and propose general approaches to specific national security issues. Subsequently, students will assess the suitability of cooperative and coercive Airpower strategies for such future end states.

LDR710S Strategic Leadership **15 Contact Hours**

The Strategic Leadership course explores the skills necessary to lead in a volatile, uncertain, complex and ambiguous environment. The meta-leadership model will be introduced as a framework for leading successfully in this environment. The course also explores the various strategic leader competencies and tasks required at this level, which include building relationships across organizations and agencies, developing strategic thinking, negotiation, and communication skills. At the end of the course students will develop a strategic leadership paper that can help inform their approach to current and future strategic environments.

LDR711S Senior Leadership **15 Contact Hours**

The Senior Leadership course explores how to proactively shape an organizational environment by attending to climate, culture, agility, innovation, and enhancing human capital. The course also examines the professional ethical challenges inherent in providing military advice and the tensions that arise when faced with conflicting duties and loyalties. Students will conclude the course by completing a personal development plan that describes their near- and long-term professional and personal goals.

LDR712A Applied Senior Leadership **25 Contact Hours**

The Applied Senior Leadership Course provides the opportunity to apply leadership concepts, competencies, and principles presented during the Strategic Leadership course and the Senior Leadership course. This course requires students to think through strategic and ethical problems faced by senior leaders in a complex, dynamic, joint and inter-agency environment. Analysis and synthesis of concepts will be accomplished through participating in threaded discussion questions, undertaking peer-to-peer feedback on strategic leadership issues, and finalizing a strategic leadership paper previously drafted in the Strategic Leadership self-paced course.

NSP 8XXA PROBLEM SOLVING IN NATIONAL SECURITY (PSNS)
(Choose One for 30 Contact Hours)

The Problem Solving in National Security course requires critical thinking about complex national security issues and interaction with classmates in an online environment. The course is instructor-facilitated and collaborative, and it includes a mix of research, written, and collaborative assignments. The course begins with research and a systems-based analysis of a specific real-world security issue that challenges American national security objectives, and results in a group synthesis of a policy response to the issue reflecting the perspectives of both (a) a national security policy team, and (b) a senior airman tasked with assessing airpower's role in a proposed response. This course blends individual and group efforts with peer-to-peer interaction to generate both instructor-facilitated and student-directed learning. This is accomplished through a mix of reading, research, writing, and threaded discussion participation that requires understanding of, and critical thinking about, the course material. Primary student assignments include research, threaded discussion contributions, and a paper written in a collaborative student group.

One or more of the following courses will be offered each term based on student demand; students should plan their coursework progress to meet course prerequisites in time to enroll in the course with the desired regional focus.

NSP810A PSNS – USAFRICOM Region
NSP820A PSNS – USCENTCOM Region
NSP830A PSNS – USEUCOM Region
NSP840A PSNS – USNORTHCOM Region
NSP850A PSNS – USPACOM Region
NSP860A PSNS – USSOUTHCOM Region

Air Command and Staff College Distance Learning (ACSC DL)

Intermediate Developmental Education (IDE)

http://www.airuniversity.af.edu/eSchool/ACSC/

Program Description. The Air Command and Staff College distance learning (ACSC DL) program is an intermediate developmental education (IDE) program. The ACSC DL curriculum is designed to produce a more effective field-grade officer serving in operational-level command or staff positions. The courses emphasize applying airpower in joint campaign planning and the operational art of war. Students explore national security issues, strategy and war theory, airpower history and theory, expeditionary Air Force force-employment concepts, and the capabilities and limitations that the US Air Force and its sister services contribute to joint force commanders.

All curriculum is accessed through an online learning management system. In addition to readings, the program includes a variety of computer-based interactive learning activities and exercises, and leverages social media tools to enable peer-to-peer interaction and learning. Self-paced study is enhanced by a national security paper and three multi-week, collaborative, online-facilitated seminars.

The program's student-centered approach for learning is focused on measuring a student's ability to think critically, analyze, and apply knowledge, often to real-world situations. During the facilitated online seminars, students have the opportunity to engage with peers and instructors and discuss and debate the ideas presented in the curriculum, contributing to overall mastery of the course and higher-order thinking.

Specifically, the learning environment within each self-paced course block includes lesson narratives, reading materials, videos, lesson progress checks, computer-based interactive learning activities, and/or "game-like" exercises designed to enhance the students' leadership and command skills, and educate the students on planning, generating, and employing air and space forces in support of a joint force commander's mission. An orientation course introduces students to the online learning environment and familiarizes them with the web tools available for engaging, peer-to-peer interaction. Completion of each previous self-paced course block is a prerequisite for students to register for the associated facilitated online seminar.

The eSchool of Graduate Professional Military Education currently offers two versions of the Air Command and Staff College distance learning (DL) program. ACSC DL version 6.0 is available for students who registered before 8

October 2019. ACSC DL version 7.0 is the program of record for students enrolling on or after 9 October 2019. ACSC DL 6.0 students will not be allowed to transition to the 7.0 program, they must continue in 6.0 until either complete or they reached the phase-out points illustrated in the transition instructions available at the following link: https://www.airuniversity.af.edu/eSchool/ACSC/. The final facilitated ACSC 6.0 course will run in August 2020, after which remaining 6.0 students must submit an AU Service Desk help ticket to transition to the ACSC DL 7.0 program. Early transition from 6.0 to 7.0 will not be allowed.

Program Learning Outcomes. Graduates are able to:

- critically analyze leadership and command skills required to lead in complex, dynamic, and ambiguous operational environments;
- apply military theory in general and airpower theory in particular to operational problems across the range of military operations;
- plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict; and
- articulate capabilities and limitations of service and joint organizations in the conduct of war at the operational level.

Faculty. The college employs a blend of expert faculty exceptionally qualified to accomplish its mission and goals. Its unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to validated adult learning theory (andragogy) and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed.

ACSC DL 6.0

Duration for ACSC DL 6.0. Each of the seven core self-paced courses and the orientation course must be completed within four months of registering for that particular course. The facilitated courses have set durations of one, two, or three weeks (depending on the course). All facilitated courses have offerings every month. The program should take students approximately 7 to 12 months to complete. Students have a maximum of five years to complete the program. If a student does not complete the program in five years, he or she must obtain an ACSC program extension request signed by his or her commander for re-enrollment consideration.

Eligibility for ACSC DL 6.0. The eligibility criteria for ACSC DL are found in Air Force Instruction (AFI) 36-2656, *Developmental Education*.

- US active duty, AFRES, and ANG O-4 and O-4 selects.
- Sister-service military O-4 and O-4 selects.
- DAF civilian employees in the grade of GS-12, GS-13, or non-appropriated fund (NAF) 4/5 with a bachelor's degree.
- CAP officers serving in the grade of major or above.
- International applicants for the program must be O-4 selects or higher or equivalent-grade civilian employees of the military department of a country or international organization assigned to a DOD billet. International officers must enroll through the Foreign Military Sales training sponsorship program.

Enrollment for ACSC DL 6.0. Students will be enrolled in ACSC upon verification of identity in the AUSIS at https://ausis.maxwell.af.mil. They remain enrolled through completion, provided they stay in good standing. Courses taken in ACSC DL 7.0 may not be used to satisfy course requirements of the ACSC resident program or the ACSC Online Master's Program.

Completion Requirements for ACSC DL 6.0. Students must receive a passing grade for each course.

SYLLABUS ACSC DL 6.0

MACSC003 Curriculum Areas	**Contact Hours**
00030O Orientation and Introduction	6
00030A Leadership and Command	24
00030B Applied Leadership and Command	15
00030C National Security Simulation	21
00030D Applied National Security	9
00030E Warfare Studies	24
00030F Airpower Studies	24
00030G Applied Warfare	15
00030H Joint Forces	30
00030I Joint Planning	30
00030J Joint Air Operations	30
00030K Applied Joint Warfare	21
Total	**249**

Course Descriptions for ACSC DL 6.0

00030O Orientation and Introduction **6 Contact Hours**

The Orientation and Introduction course prepares students for success in the ACSC DL 6.0 program. The course highlights program policies, procedures, and expectations and orients students to the program structure and curriculum delivery methods. It also provides the opportunity for students to experience the look and feel of the program by exploring three areas that are essential to both academic and professional success: critical thinking, cross-cultural competence, and writing. By participating in this course, students will develop the requisite knowledge, skills, problem-solving abilities, and study habits to successfully navigate and complete ACSC's online program.

00030A Leadership and Command **24 Contact Hours**

The Leadership and Command course equips students with the knowledge and tools necessary to help them lead in today's dynamic environment. The course is centered on the concept that leadership-and-command abilities can be improved through self-assessment/reflection, dedicated study, and adaptability. Phase I of the course focuses on Air Force organizational leadership competencies and sub-competencies across the personal, people/team, and organizational levels of leadership. Phase II explores the unique experience and responsibilities of command by introducing practical applications of leadership competencies, advice, and supporting resources that will aid future commanders in the performance of their duties. The course concludes with a written assignment that requires personal reflection, interaction with a senior mentor, and an analysis of a significant leadership and/or command challenge.

00030B Applied Leadership and Command **15 Contact Hours**

The two-week Applied Leadership and Command course provides the opportunity to apply leadership concepts, competencies, and command principles presented during the self-paced Leadership and Command course. This course requires students to reflect upon their personal leadership/command philosophy, to learn from the experience of senior mentors and peers, and to apply what they have learned to a variety of leadership challenges. Throughout the course, students will analyze multiple complex, dynamic, and ambiguous situations and discuss the leadership and command skills required to address them.

00030C National Security Simulation **21 Contact Hours**

The National Security Simulation course provides the opportunity to explore today's complex and dynamic national and international security environment. The course emphasizes international relations theories, national security

strategies, actors, and processes, as well as the effective use of national instruments of power (IOP). During the course, students will participate in a virtual National Security Council environment and accomplish four missions that require a comprehensive analysis of the international environment and the development of recommendations based on US policy, strategic/operational limitations, and optimum integration of IOPs. Completion of the course will provide students insight into how US policy makers develop ends, ways, and means to respond to evolving security environments and will prepare students for the follow-on Applied National Security assignment.

00030D Applied National Security **9 Contact Hours**

The one-week Applied National Security course is a non-facilitated course in which students demonstrate mastery of the concepts presented in the National Security Simulation self-paced course. Students will write an essay in which they analyze factors surrounding the development and implementation of national security strategies in a complex, dynamic international environment. Upon completion of their assignment, students will submit their final product for grading.

00030E Warfare Studies **24 Contact Hours**

The Warfare Studies (WS) course introduces students to the canon of military theory, focusing on the fundamental concepts of war such as the nature and levels of war, military strategy, operational art, civil-military relations, and just war theory. Beyond the traditional study of warfare in its conventional form, this course examines alternative forms of warfare such as guerilla warfare, insurgency, counterinsurgency, and terrorism. Through this study, students will be prepared to apply the lessons of military theory and their understanding of warfare to the operational challenges facing the US military in the present and the future.

00030F Airpower Studies **24 Contact Hours**

The Airpower Studies (AP) course enhances students' understanding of military theory by introducing perspectives on war fighting with specific emphasis on airpower. According to Air Force doctrine document (AFDD) 1, *Air Force Basic Doctrine*, airpower is defined as "the ability to project military power or influence through the control and exploitation of air, space, and cyberspace to achieve strategic, operational, or tactical objectives." This course looks specifically at the history and development of airpower and examines the organizations and strategies that have been involved in the employment of air, space and cyberspace capabilities. In addition, the course analyzes the role these elements might play in future operations.

00030G Applied Warfare **15 Contact Hours**

The two-week Applied Warfare course is a capstone course that requires the application of concepts learned in the WS and AP courses in a collaborative, instructor-facilitated online environment. The course requires students to be familiar with the concepts previously presented in WS and AP in order to intelligently discuss current issues and historical cases with their classmates and instructor. Additionally, students must be able to synthesize these concepts to develop a critical analysis of a proposed future conflict scenario.

00030H Joint Forces **30 Contact Hours**

The Joint Forces (JF) course provides a foundation for understanding the nature, purpose, and capabilities of joint forces. It accomplishes this by broadly examining "the services"—how they fit into the joint organizational structure and what they believe about themselves through their doctrine. The course then explores concepts central to bringing service forces together in the conduct of joint operations, including organizing principles, command relationships, joint force hierarchy, and support and interaction from external agencies. The course concludes with a joint-task-force-building exercise designed to incorporate many of the core elements of the course.

00030I Joint Planning **30 Contact Hours**

The Joint Planning (JP) course introduces students to the complexities and requirements of joint planning. Throughout 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, students will examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create and analyze key elements of a joint campaign plan.

00030J Joint Air Operations **30 Contact Hours**

The Joint Air Operations (JA) 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. Areas of emphasis also include such pivotal topics as targeting, air-to-ground operations, space and nuclear operations, and information and cyberspace operations. Equipped with this understanding, students will analyze the employment of airpower across the full range of military operations.

00030K Applied Joint Warfare **21 Contact Hours**

The three-week Applied Joint Warfare course is a capstone course that requires the application of concepts learned in the JF, JP, and JA courses in a collaborative, instructor-facilitated online environment. The course requires students to conduct research and to analyze compelling issues, challenges, and opportunities associated with the current and future employment of joint forces at the operational level of war. Additionally, students will conduct an analysis of a previous joint operation to synthesize lessons learned and their potential impact on future operations.

ACSC DL 7.0

Program Description for ACSC DL 7.0. The Air Command and Staff College distance learning (ACSC DL) IDE 7.0 DL is based on a 52 Educational Unit (EU) program where 1 EU of study equals 5 student hours. The program of study is based on 260 student hours, which is listed after each course title in the Course Description section. DL 7.0 consist of 15 foundational studies which must be taken in sequence. Of these, 11 are self-paced studies delivering readings, videos, and interactive content to validate student understanding. The remaining four (4) facilitated foundational studies are instructor-led, and offer an opportunity to deepen the student's knowledge through interaction with peers and faculty by reflecting on their experience, sharing lessons learned, discussing topics they think are important, researching current/relevant issues, and applying their PME knowledge to current events. After students complete the foundational studies, they enter into the focused studies to select from multiple available groups of focused studies or electives. The groups, consisting of Leadership, Warfare & Security, Regional Studies, Tech and Warfare, Space & Cyberspace, Airpower, or Research allow students to select their area of interest for completion of the program.

Self-paced studies are not scheduled. A student may register for and begin a self-paced course at their own pace provided prerequisites have been met. Students enroll in self-paced courses using the student management system. Once registered, a student has 4 months to complete the course. However, the typical student should expect to complete a course in less than 30 days.

Facilitated courses occur on a scheduled basis for each program. Waitlists are not used, and by exception, late additions may happen. Students enroll in facilitated courses using the student management system once the course's prerequisites have been met.

Students must generally complete eSchool courses sequentially; however, students may register for (and begin) a follow-on self-paced course while waiting for a facilitated course (with a specific start date) to begin. This is designed to allow

students to work ahead on other courseware while waiting for a facilitated course to start. No student may be enrolled in more than one self-paced course *and* one facilitated course at any time.

Duration for ACSC DL 7.0. All courses in the IDE 7.0 program-of-study must be completed within five (5) years from the date of program enrollment. Students who do not complete a program before the five-year limit may request an extension of up to 12 months (length of extension, if approved, is based on the student's remaining course load) by submitting a letter of request from his or her squadron commander (or equivalent) to the Dean of the eSchool of Graduate PME.

Eligibility for ACSC DL 7.0. The eligibility criteria for the eSchool's IDE/ACSC DL program are found in Air Force Instruction (AFI) 36-2656, Developmental Education.

- Military: The program is offered to O-4 selects and above. Persons may be active duty Air Force, Air Force Reserves (AFRES), or Air National Guard (ANG); sister service active duty, Guard or Reserve; or Civil Air Patrol.
    - Officers who are designated as IDE-selects are prohibited from enrolling in ACSC DL unless they fall under the criteria established in AFI 36-2301.
    - ANG and AFRES members have the opportunity to enhance their IDE experience during Air Reserve Component Seminars (ARCS).
    - Army officers: Officers will not enroll in other than Army schools without written approval of the DCS, G-3/5/7 (Director of Training). AR 350-1, 10 DEC 2017
- DoD Civilians: DoD civilian employees in the grade of GS-11 thru GS-13, non-appropriated fund (NAF) 4/5, DR-I and DR-II with a bachelor's degree may also enroll. NH-II Civilians need to contact Air Force HQ/A1 for a determination of eligibility.
- International: International applicants must be an O-4 select or higher. International officers must forward requests to Air Force Security Assistance Training (AFSAT) (with a CC to SAF/IA) through the country security assistance organization or country embassy. Please refer to AFI 36-2301, Section 11, for guidance.

Enrollment. Students will be enrolled in ACSC DL upon verification of identity in the AUSIS at https://ausis.maxwell.af.mil. They remain enrolled through completion, provided they stay in good standing. Courses taken in ACSC DL 7.0 may not be used to satisfy course requirements of the ACSC resident program or the ACSC Online Master's Program.

Completion Requirements. Students must receive a passing grade for each course.

SYLLABUS ACSC DL 7.0

MACSC003 Curriculum Areas	**Contact Hours**
Orientation	0
Critical Thinking	5
Leadership and Command I	20
Leadership and Command II (Facilitated)	15
National Security Decision Making (NSDM)	20
Warfare Studies	10
Making Decisions: Strategy and War (Facilitated)	15
Air Force Core Missions	15
Airpower in Operations	15
Joint Fundamentals	15
Joint Airpower in Warfare (Facilitated)	20
Joint Planning: Context and Strategy	15
Joint Planning: Art and Science	15
Joint Planning: Process and Application	15
Joint Planning (Facilitated)	20
Focused Studies	45
Total	**260**

Course Descriptions for ACSC DL 7.0

Foundational Studies:

GSS-601S: Critical Thinking

This course prepares students for success in the eSchool program by exploring three areas that are essential to both academic and professional success: critical thinking, cross-cultural competence, and writing. By participating in this course, students will develop the requisite knowledge, skills, problem solving abilities, and study habits to successfully navigate and complete any eSchool online program.

LDR-601S: Leadership and Command I

This course equips students with the knowledge and tools necessary for leadership in today's dynamic environment. The course centers on the concept that leadership

abilities can be improved through self-assessment, reflection, dedicated study, and adaptability. The course requires students to examine their strengths and weaknesses as leaders, hone their personal leadership philosophies, and prepare for future command and staff responsibilities. Throughout the course, students are encouraged to reflect upon essential aspects of ethical leadership and command accountability.

LDR-602A: Leadership and Command II (Facilitated)
This course applies student understanding of ethical leadership, command, communication, and adaptation in complex situations. Students learn mission-command concepts and keys to leading organizations through change in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environments. This course requires students to examine their strengths and weaknesses as leaders, hone their personal leadership philosophies, prepare for future leadership/command and staff responsibilities, and discuss and receive feedback from their classmates.

ISS-601S: National Security Decision Making (NSDM)
This course provides the opportunity to explore today's complex and dynamic national and international security environment. The course emphasizes international relations theories, national security strategies, actors, and processes, as well as the effective use of national Instruments of Power (IOPs).

WAR-601S: Warfare Studies
This course introduces students to the canon of military theory, focusing on the fundamental concepts of war such as the nature of war, the levels of war, military strategy, operational art, and just war theory. Beyond the traditional study of warfare in its conventional form, this course examines alternative forms of warfare such as guerilla warfare, insurgency, counterinsurgency, hybrid threats, and terrorism. Through this study, students will be prepared to apply the lessons of military theory and their understanding of warfare to the operational challenges facing the US military in the present and the future.

ISS-602A: Making Decisions: Strategy and War (Facilitated)
This is a facilitated course that walks students through the schools of International Relations (IR), the use of instruments of power, and the implications of warfare theories in American policy, strategy, and the complex interactions of international relations. Students will gain the ability to compare and contrast schools of international relations and instruments of power to more effectively analyze American security challenges.

AIR-601S: Air Force Core Missions
This course explores the concept of the Air Force's Five Core Missions in contemporary and future scenarios. It examines the current state of readiness and employment across the range of military operations. Finally, the course addresses some of the major concerns the US Air Force is dealing with currently and in the next five to ten years and how the military will address some of these issues.

AIR-602S: Airpower in Operations
This course explores air, space, and cyber roles, missions and functions in contemporary operations. It is structured around the five doctrinal phases of a joint campaign or operation, examining each phase in depth regarding airpower's weight of effort and major functions, with illustrative vignettes from recent history. The course also examines views on the appropriate role of airpower and the crafting of air strategy.

JNT-601S: Joint Fundamentals
This course provides an intermediate level overview of the challenges, processes, and stakeholders related to conducting operations in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment. The course introduces the joint functions as categories of fundamental operational thought and planning, and explores factors which shape the employment of military forces, including key service capabilities, limitations, and interdependencies. Finally, the course provides an overview of the key elements of joint planning and the employment of joint airpower.

AIR-603A: Joint Airpower in Warfare (Facilitated)
This facilitated course offers students the opportunity to explore contemporary operational issues while integrating and applying key concepts from the *Airpower Studies I* (AIR-601S), *Airpower Studies II* (AIR-602S), and the *Joint Fundamentals* (JNT-601S) self-paced courses. Concepts from the self-paced courses serve as a backdrop for threaded discussions on topics such as the joint functions, command and control (C2) of airpower, air/space/cyber roles and missions, operational phasing, capabilities/limitations, and coalition/multinational challenges.

JNT-631S: Joint Planning: Context and Strategy
This course is the first of four sequential courses in the Joint Planning track. The course illuminates the landscape of the joint planning enterprise. It sets the context for planning, to include the function of strategic guidance and highlights of the Joint Strategic Planning System. It explores the role of the combatant commander in casting theater strategy and underpinning a wider-than government approach to security-related problem sets. Finally, the course

examines the scope of joint military operations worldwide.

JNT-632S: Joint Planning: Art and Science
This course is the second of four sequential courses in the Joint Planning track. The course illuminates why and how a commander and staff apply operational art and operational design in conjunction with the joint planning process. The course addresses the initial groundwork of planning with highlights on the major components and methodology. It explores how operational design provides a framework for understanding the operational environment and problem. Finally, the course examines how elements of operational design help visualize and describe a broad operational approach for fostering unified action.

JNT-633S: Joint Planning: Process and Application
This course is the third of four sequential courses in the Joint Planning track. The course examines the complexities and requirements of joint planning. During the course students study selected materials related to the joint planning process and analyze the challenges joint force commanders face in attaining unified action. Additionally, students examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create and analyze key elements of an operational-level joint plan.

JNT-634A: Joint Planning (Facilitated)
This facilitated course culminates with Operational Design as a methodology that the joint force uses to develop solutions to complex problems in the contemporary operating environment. As a military staff officer and commander, understanding the role of operational design within the joint planning process is key to effective planning. Students in this course will apply design methodology to develop solutions to a notional contemporary scenario. Student discussion focuses on selected concepts and issues from the prerequisite self-paced content, and the linkages between joint planning and their own career experience.

Course Title	**Contact Hours**
Focused Studies Group - Leadership A: [Take LDR 651S +1 + Facilitated]	
LDR-651S: Power, Status, and Influence	15
LDR-652S: Negotiations in the Military Environment	15
LDR-653S: Principles of Strategic Communication	15
LDR-654A: Weapons of Mass Persuasion (Facilitated)	15

Focused Studies Group - Leadership B: [Take any 1 + Facilitated]	
LDR-651S: Power, Status, and Influence	15
LDR-652S: Negotiations in the Military Environment	15
LDR-653S: Principles of Strategic Communication	15
LDR-645A: Squadron Command (Facilitated)	30
Focused Studies Group – Warfare & Security: [Take any 2 + Facilitated]	
ISS-651S: Deterrence	15
WAR-651S: Fire and Flux: The Changing Character of War	15
WAR-652S: Gray Zone Warfare	15
WAR-653A: Unknown Unknowns: Current & Future Conflict (Facilitated)	15
Focused Studies - Regional Studies: [Take any 2 + Facilitated]	
ISS-652S: Regional Studies: European Union	15
ISS-653S: Regional Studies: Russian Sphere	15
ISS-655S: Regional Studies: Middle East and North Africa	15
ISS-656S: Regional Studies: Africa	15
ISS-657S: Regional Studies: Asia	15
ISS-658S: Regional Studies: Latin America	15
ISS-659A: Comparative Geopolitics & Security (Facilitated)	15
Focused Studies Group - Tech & Warfare: [Take 2 + Facilitated]	
JNT-651S: Chariots and Fire: Technology and Warfare	15
WAR-661S: Ethics of Emerging Military Technologies	15
WAR-665A: Mil Tech: Operational and Ethical Considerations (Facilitated)	15
Focused Studies Group - Research: [Take RES 651S + Facilitated]	
RES-651S: Writing for Effect I	15
RES-652A: Writing for Effect II (Facilitated)	30
Focused Studies Group – Space & Cyber: [Take 2 + Facilitated]	
AIR-652S: Space Frontier: A Contested Domain	15
AIR-653S: Cyberspace: The Fifth Warfare Domain	15
AIR-655A: Space and Cyberspace (Facilitated)	15
Total per Focused Area	**45**

Focused Studies Group - Leadership A: [Take LDR 651S +1 + Facilitated]

LDR-651S: Power, Status, and Influence
This course examines empirical research on the foundations of power, status, and influence as well as how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of group dynamics within their own organization and how to leverage this understanding to become a more effective leader in civilian and military organizations.

LDR-652S: Negotiations in the Military Environment
This course offers students an opportunity to learn how to apply negotiation theory in a military context. Course topics include an introduction to negotiation fundamentals, practical models and tools that enhance negotiation processes, and examples and interactive exercises that demonstrate negotiating in action.

LDR-653S: Principles of Strategic Communication
This course explores the concept of strategic communication and its importance in today's volatile, uncertain, complex, and ambiguous (VUCA) environment. Students will learn why strategic communication matters, its relationship to information operations, its purpose and processes, how to become a better listener, and how to influence behavior in a target audience. With a focus on social media, students learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

LDR-654A: Weapons of Mass Persuasion (Facilitated)
This capstone facilitated course builds on the concepts of power, status, and influence with an understanding of strategic communication and negotiation processes in a military context. Students will demonstrate their understanding of how leaders benefit from a firm grasp of these concepts and how strategic communication and negotiation skills can complement each other to further a leader's effectiveness in accomplishing the mission.

Focused Studies Group - Leadership B: [Take any 1 + Facilitated]

LDR-651S: Power, Status, and Influence
This course examines empirical research on the foundations of power, status, and influence as well as how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of group dynamics within their own organization and how to leverage this understanding to become a more effective leader in civilian and military organizations.

LDR-652S: Negotiations in the Military Environment
This course offers students an opportunity to learn how to apply negotiation theory in a military context. Course topics include an introduction to negotiation fundamentals, practical models and tools that enhance negotiation processes, and examples and interactive exercises that demonstrate negotiating in action.

LDR-653S: Principles of Strategic Communication
This course explores the concept of strategic communication and its importance in today's volatile, uncertain, complex, and ambiguous (VUCA) environment. Students will learn why strategic communication matters, its relationship to information operations, its purpose and processes, how to become a better listener, and how to influence behavior in a target audience. With a focus on social media, students learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

LDR-645A: Squadron Command (Facilitated)
This course provides students an opportunity to explore key topics and challenges that go with Air Force squadron command. The course is instructor-facilitated, collaborative, and includes a final-assignment. Students assess their own leadership philosophy, and then through study and collaboration on duties and authorities associated with command, convert their leadership philosophy into a tailored command philosophy. This course blends individual and group efforts with peer-to-peer interaction to generate both instructor-facilitated and student-directed learning. This is accomplished through a mix of readings, research, discussion questions, collaboration, and a final product.

Focused Studies Group – Warfare & Security: [Take any 2 + Facilitated]

ISS-651S: Deterrence
The intent of this course is to familiarize students with foundational concepts that have shaped and continue to shape deterrence and its place in US national strategy in the 21st century; how deterrence activities generate effects across the battlespace tailored to a create specific end; and the Airmen's critical contributions in this high priority mission area.

WAR-651S: Fire and Flux: The Changing Character of War
This course covers the characteristics and factors that affect both the nature and character of warfare. It explores how the changes in domains, politics, society, and technology affect how war is fought. The course also examines the theories of major thinkers and writers (Clausewitz, Sun Tzu, Jomini, Mahan, and Corbett) and their thoughts concerning the changing character of war. Understanding the nature and

character of war will assist in planning for the wars of the future.

WAR-652S: Gray Zone Warfare
This course introduces the concepts of gray zone conflicts and hybrid threats, and examines how these concepts both interact and might be countered. The course topics include defining the gray zone, examining how conflicts are waged within them, the composition and operations of hybrid threats, the synergy these concepts enjoy with one another, and the challenges involved in countering them in isolation and together. This course also includes several recent or current case studies illustrating the wide range within which these concepts exist.

WAR-653A: Unknown Unknowns: Current & Future Conflict (Facilitated)
This course is a capstone course that applies the concepts learned in the *Fire and Flux: The Changing Character of War* (WAR-801S), *Deterrence* (ISS-801S), and *Gray Zone Warfare* (WAR-802S) courses for an in-depth exploration of the complexities of warfare. The course requires students to be familiar with the concepts from the self-paced courses to diligently discuss current issues and future threats with their classmates and instructor. Students will discuss the evolution of future warfare; what it might look like; how it may be fought or deterred; and what the United States needs to do to prepare for an unknown future.

Focused Studies - Regional Studies: [Take any 2 + Facilitated]

ISS-652S: Regional Studies: European Union
This course covers the development of the European Union (EU) and the challenges it faces as it attempts to become a global player. The course begins with an overview of the history of the EU before proceeding to what it means to be a European today and the challenges that Europe more broadly and the EU specifically is facing.

ISS-653S: Regional Studies: Russian Sphere
This course provides students with an overview of Russian history, the significant changes in its governing institutions, and the inherent and immediate regional and global challenges regarding Russian national interests and foreign policy. Students will understand the structural conditions that precipitated the Russian Revolution, the ideologies and policies that drove the Soviet system, and the dynamics that fractured the Union. Finally, informed by the dramatic and turbulent past, students will conceptualize the contemporary Russian security situation, and relations between Russia and the world.

ISS-655S: Regional Studies: Middle East and North Africa

This course offers a general introduction into the history, economic, and political trends of the Middle East / North Africa (MENA) region. The course emphasizes the period from the end of the First World War through today, and focuses on the origins and developments of issues that are of particular concern to US security. These issues include ethnic and sectarian strife, the rise of social movements (including Islamism), and the politics and economics of natural resources. Care is taken to gather perspectives from various points of view to help the student develop a more rounded and reflective understanding of the region and its challenges. The student is encouraged to critically evaluate US foreign policy, past and present, and to begin thinking of ways to increase security in this region.

ISS-656S: Regional Studies: Africa
This course familiarizes students with overview of the geography, people, history, politics, and the effects these factors have on interactions within the region. With a better understanding of the region's cultural and socio-political factors, students will explore Africa's security challenges and how these influence US strategy and policy.

ISS-657S: Regional Studies: Asia
This course provides students with an overview of the geography, peoples and states of Asia, an overview of its history, and some of the regional and global challenges within the region. Students will understand the region's cultural and socio-political factors in order to explore Asian security challenges and how they influence US strategy and policy.

ISS-658S: Regional Studies: Latin America
This course familiarizes students with the region's people, history, politics, and the effects these factors have on interactions with other nations. With a better understanding of the region's cultural and socio-political factors, students will explore Latin American security challenges and how these influence US strategy and policy.

ISS-659A: Comparative Geopolitics & Security (Facilitated)
This facilitated course walks students through some of the foundational issues within the global system that sustain or resolve regional security issues. Students will engage in comparative discussions of these factors such as political, sociocultural, and economic structures across regions and the effects these have in shaping regional and global security issues.

Focused Studies Group - Tech & Warfare: [Take 2 + Facilitated]

JNT-651S: Chariots and Fire: Technology and Warfare
This course prompts critical thinking about complex relationships between security contexts, technologies, and warfighting. The course explores how the United States' Armed Forces generally, and the Air Force especially, utilize a myriad of technologies in national defense. It highlights select examples and trends from both legacy and contemporary use of technology in warfare, along with the technological variety that has allowed warfare's conduct—at least theoretically—in four domains that are not naturally conducive to human presence (sea, air, space, and cyberspace). This course provides a concise and hard-hitting introduction to the subject, raising issues in a way that prompts thoughtful analysis and ongoing consideration.

WAR-661S: Ethics of Emerging Military Technologies
This course investigates the ethical implications of autonomous weapons, remotely piloted vehicles, cyberwarfare, and soldier enhancements for warfare. Students will consider these technologies and their use not only with respect to broad ethical concepts such as responsibility, autonomy, and authority but also within the framework of the just war tradition more specifically. The course also examines how these emerging technologies impact the military's construal of the warrior ethos and military identity.

WAR-665A: Mil Tech: Operational and Ethical Considerations (Facilitated)
This course was built to provide a structured environment in which PME students engage with the material and implications presented in both the *Chariots and Fire: Technology and Warfare* and the *Ethics of Emerging Military Technologies* self-paced courses. The course promotes analysis of military technology issues, their effect on the battlespace and across fighting domains, as well as their ethical implications.

Focused Studies Group - Research: [Take RES 651S + Facilitated]

RES-651S: Writing for Effect I
The *Writing for Effect* course requires students to think critically about effective writing techniques and provides key tools necessary to complete a professional writing project (paper, essay, blog, etc.). This course is a combination of the *Writing for Effect I* self-paced course and *Writing for Effect II* facilitated course. In the self-paced potion of the course, selected readings will guide students to locate appropriate sources for a literature review, develop their ability to critically analyze research and writing, gain an understanding of their target audience (as well as

how to tailor writing to that audience), and develop a writing style that is logical and compelling. This portion of the course is designed to further refine student writing ability rather than provide writing remediation.

RES-652A: Writing for Effect II (Facilitated)
The *Writing for Effect* course requires students to think critically about effective writing techniques and provides key tools necessary to complete a professional writing project (paper, essay, blog, etc.). This course is a combination of the *Writing for Effect I* self-paced course and *Writing for Effect II* facilitated course. The facilitated portion of the course builds on the self-paced lessons. Students complete a publishable product in the form of a writing project (paper, essay, blog, etc.). Working with an assigned subject matter expert, students will conduct a literature review, build an outline, and revise drafts based on mentor feedback. Whether starting from scratch or revising a product already in existence, this course will help fine-tune writing techniques in order to craft a compelling end-product suitable for publication.

Focused Studies Group – Space & Cyber: [Take 2 + Facilitated]

AIR-652S: Space Frontier: A Contested Domain
This course focuses on the factors and environment that affect the character of warfare related to the space domain. It examines how policy, law, and strategy establish guidelines for using space. The course also provides an understanding of US space power as well as explores threats and issues that challenge present and future space domain control.

AIR-653S: Cyberspace: The Fifth Warfare Domain
This course focuses on the factors and environment that affect the character of warfare related to the cyberspace domain. It examines how policy, law, and strategy establish guidelines for using cyberspace. The course also explores cyber threats and challenges as well as provides an understanding of cyberspace operations that characterize present and future warfare.

AIR-655A: Space and Cyberspace (Facilitated)
This facilitated course offers students the opportunity to explore contemporary and emerging issues in the space and cyberspace domains while integrating material from the *Space Frontier: A Contested Domain* and *Cyberspace: The Fifth Warfare Domain* self-paced courses. Themes from these prerequisite courses serve as a backdrop for discussions on key topics such as threats, command and control (C2), multidomain operations, strategy, deterrence, force organization, and policy/law, etc.

Squadron Officer School Resident Program

Primary Developmental Education (PDE)

http://www.airuniversity.af.edu/SOS/

Program Description. The Squadron Officer School (SOS) resident program is a PME course targeting four-to-seven-year Air Force captains, select Department of the Air Force civilians of equivalent grade, and international officers. The postgraduate level curriculum covers four core learning areas (joint warfare, logical and ethical reasoning, team building, and leadership). Throughout the SOS program, students apply the four core learning areas through experiential exercises, written assignments, briefings, and personal and collaborative reflection culminating in a capstone event for each core learning area.

Through these experiences, students learn to adapt their leadership competencies in the context of the Meta-Leadership Model and reflect on how to build and sustain relationships of trust. Students demonstrate not only how they fit into the Air Force but also how their service supports joint, national, and international operations through AF Core Missions. Instruction is illustrated and reinforced through examples from military history, current events and doctrine. SOS students are challenged to use logical and ethical reasoning in a team environment to provide innovative solutions to critical issues affecting the Air Force and Department of Defense.

Program Learning Outcomes. Graduates are able to:

- Understand personal, service, and joint force structure in warfare;
- Leverage logical and ethical reasoning to overcome challenges;
- Understand how to build and sustain relationships of trust;
- Apply leadership competencies given a variety of situations.

Faculty. The SOS resident program is developed, maintained, and supervised by faculty members in association with select Air Force officer instructors, academic program managers, and curriculum developers. The curriculum is delivered by selected Air Force officer instructors trained by the Squadron Officer School's faculty development program in theories and principles of adult education.

Duration. The SOS program is delivered in 32 academic days.

Eligibility. The SOS program targets all active-duty captains with at least four but less than seven years total active federal commission service (TAFCS), AFRES

and ANG captains or captain selects, select GS 9–12 (and equivalent) civilians with two years of Air Force civil service experience, and a limited number of international officers.

Reference AFI 36-2656, *Developmental Education*, and the ETCA website at https://etca.randolph.af.mil for additional information (ETCA course number: MSOS001).

Completion Requirements. Students must complete all summative, objective, and performance evaluations.

SYLLABUS

MSOS001 Program Areas	**Contact Hours**
Joint Warfare Studies	36
Logical and Ethical Reasoning	29
Leadership	47
Team Building	22
Administration	24
Total	**158**

Program Area Descriptions

Joint Warfare Studies **36 Contact Hours**

Joint Airpower Warfare Studies curriculum explores two fundamental components; (1) multidomain operations, and (2) how the joint force is used to achieve national security objectives. The multidomain portion of the curriculum introduces the Air Force's primary three domains Air, Space, and Cyberspace. Additionally, the curriculum will allow students to relate on a personal level, by examining how each individual's AFSC connects to a broader Air Force function, the joint force, and across the range of military operations. Students are exposed to national strategy documents and the international relations paradigms that influence national security decision making. Additionally, students discuss joint organization and planning, the process Congress uses to make DoD funding decisions, and how sister services are used in the joint force. Students culminate this section with a capstone wargame event integrating multiple domains in a simulated military operation while applying joint operational planning and doctrinal concepts.

Logical and Ethical Reasoning **29 Contact Hours**

Logical and ethical reasoning are imperative throughout an officer's career when

leading. The curriculum highlights methods for divergent, convergent, and reflective thinking as ways to promote personal leadership growth. Critical thinking skills and decision making are applied throughout the course through experiential events and written assignments. Additionally, throughout the course ethical reasoning is explored at the personal and organizational levels. Students are challenged to consider the intersection between ethical reasoning as a leader and at the individual level.

Leadership Studies **47 Contact Hours**

Leadership Studies focuses on concepts and philosophies officers can use to improve individual leadership skills, practice effective communication and feedback, and to adjust their leadership style to the situation, task at hand, and the abilities of followers. More specifically, students are challenged with learning how to adapt leadership behaviors as required by the environment. Opportunities are provided for officers to apply techniques learned and to reflect upon those experiences.

Team Building **22 Contact Hours**

Students are encouraged to apply introspection, conflict resolution, and build leader-followership relationships which create relationships of trust with their flight mates. SOS students are expected to apply this behavior while managing and resolving conflict, applying critical thinking and ethical reasoning during experiential based learning events and classroom discussion. These behaviors are necessary for successful completion of several capstone events covering each of the four core learning areas.

Administration **24 Contact Hours**

Administration events focus on the dissemination of critical information, assignments, various lecture presentations, electives, and feedback sessions with the faculty.

Squadron Officer School Distance Learning

Primary Developmental Education (PDE)

http://www.airuniversity.af.edu/eSchool/SOS/

Program Description. The Squadron Officer School distance learning (SOS DL) program is the Air Force's primary developmental education (PDE) program and is designed to advance the professional development foundation provided by the accessions programs. The SOS DL curriculum is based on Air Force and Joint Professional Military Education (JPME) publications for subject matter content in leadership, communication, profession of arms, warfare, and international security areas of study. As an Air Force program, SOS DL seeks to provide an "air-minded" curriculum that prepares graduates for greater responsibilities at the squadron level while also building critical thinking skills in the application of airpower for national security goals and objectives.

The SOS DL 2.0 program includes a robust mix of self-paced and asynchronous facilitated courses. This program continues the transformation of officer PME and the SOS DL experience to *"…develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education…."* (USAF Strategic Master Plan, May 2015). The SOS DL 2.0 curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation by DL-certified faculty, and the ability to customize the program to suit personal and professional needs.

Program Learning Outcomes. Graduates are able to:

- apply critical-thinking and communication skills to address contemporary military issues;
- understand the moral foundation of military service and how this informs ethical leadership in the profession of arms;
- apply leadership theories and models to the practice of leading teams/units in complex, dynamic, and ambiguous tactical environments;
- understand the historical context of military and airpower theory, and how these inform the employment of joint forces in the international security environment;
- analyze how airpower contributes to military operations in the joint, interagency, intergovernmental, and multinational (JIIM) environment, in support of national security aims; and
- comprehend concepts (theories, models, analytical frameworks, etc.) and issues relevant to the military profession.

Faculty. The SOS DL faculty is comprised of expert military and civilian personnel who provide an invaluable mix of professional and academic experience. All faculty members have at least a master's degree and many hold a doctoral degree.

Duration. The SOS DL 2.0 program must be completed within 5 years of initial enrollment. SOS DL 2.0 targets the development of personnel at the captain (O-3) level (or civilian equivalent). Also, the window of opportunity for most personnel to complete primary developmental education (PDE) is fairly short with promotions and associated eligibility for intermediate developmental education (IDE) coming quickly.

Eligibility. The eligibility criteria for SOS DL are found in Air Force Instruction (AFI) 36-2656, *Developmental Education*. Eligibility remains the same for SOS DLas was for the legacy program (MSOS00022).

- Active-duty line-of-the-Air Force (LAF) captains are prohibited from enrolling in the SOS DL course until seven years TAFCS.
- Active-duty LAF-J, HC, and NC officers are prohibited from enrolling in SOS DL until three years' time-in-grade as a captain.
- Active-duty MSC and BSC officers are prohibited from enrolling in SOS DL until two years' time-in-grade as a captain.
- Active-duty MC and DC officers may enroll in SOS DL on or after their date of rank to captain.
- Air National Guard and Air Force Reserve officers may enroll in SOS DL upon their selection to captain.
- Federal civilian employees in the grades of GS-9 to GS-12, DCIPS PB2, and NAF 3/4 who possess regionally-accredited baccalaureate degrees.
- Sister-service officers in the grade of O-3 may enroll.
- Officers who complete the resident SOS program are prohibited from enrolling or reenrolling in the SOS DL course.

Enrollment. Personnel may enroll via the Air University Student Information System (AUSIS) which can be accessed through the Air Force Portal. From the Air Force Portal, use the Air University Portal link under the

Education/Training/Force Development category. From there, hover over the "Distance Learning" item on the left menu and follow the submenu to the desired program and AUSIS link.

Completion Requirements. Students must complete the orientation course, all the foundational courses, and the minimum number of focused courses with passing scores to graduate and receive program credit. All the courses are either self-paced or asynchronously facilitated online. The self-paced courses contain progress checks that require a score of 80% or higher to advance. The facilitated courses require the submission of all deliverables (may be assigned in self-paced courses) and an overall course grade of 75% or higher to complete the program.

SYLLABUS

(Orientation, Graduate Skills, and Foundational Courses)

Course Number and Course Title	**Contact Hours**
Orientation and Graduate Skills Courses (All Required)	
ORN501S Orientation	Non-Credit
GSS501S Introduction to Critical Thinking and Writing	15
GSS502A Graduate Skills Writing (Facilitated)	Non-Credit
Foundational Courses (All Required)	
LDR501S Ethical Foundations of the Profession of Arms	10
LDR502S Leader Development	15
LDR503S Leading in the Organization	10
LDR504A Leading Airmen (Facilitated)	20
ISS501S Introduction to Security Studies	15
WAR501S Introduction to Warfare Studies	10
AIR501S Foundations of Airpower	15
JNT501S Introduction to Joint Operations	10
AIR502A Airpower Studies (Facilitated)	20
Subtotal (Orientation + Graduate Skills + Foundational)	**140**

SYALLABUS

(Focused Courses)

Course Number and Course Title	Contact Hours
Focused Courses (45 Contact Hours Required)	
Warfare and Security Group *(45 Contact Hours Minimum) (WAR801S plus either ISS801S or WAR802S to complete WAR803A)*	
WAR801S Fire and Flux: The Changing Character of War	15
ISS801S Deterrence	15
WAR802S Gray Zone Warfare	15
WAR803A Unknown Unknowns: Current & Future Conflict (Facilitated)	15
Regional Studies Group *(30 Contact Hours Minimum) (ISS802S or ISS803S to complete ISS804A)*	
ISS802S Regional Studies: European Union	15
ISS803S Regional Studies: Russian Sphere	15
ISS804A Comparative Geopolitics & Security (Facilitated)	15
Leadership Group *(45 Contact Hours Minimum) (LDR801S plus either LDR802S or LDR803S to complete LDR804A)*	
LDR801S Power, Status, and Influence	15
LDR802S Negotiations in the Military Environment	15
LDR803S Principles of Strategic Communication	15
LDR804A Weapons of Mass Persuasion (Facilitated)	15
Additional Choices *(Choose one of these or any self-paced course to complete 45 contact hours)*	
AIR801S Planning Joint Air Operations	15
LDR805S The Flight Commander	15
Total (Orientation + Graduate Skills + Foundational + Focused)	**185**

Course Descriptions

Orientation and Graduate Skills Courses

ORN501S Orientation **Non-Credit**

The Squadron Officer School Distance Learning eOrientation Course prepares students for success in the SOS DL program. The course highlights program policies, procedures and expectations and orients students to the program structure, learning management system, and curriculum delivery methods. By participating in this course, students will develop the requisite knowledge to successfully navigate and complete SOS DL.

GSS501S Introduction to Critical Thinking and Writing 15 Contact Hours

This course provides an introduction to critical thinking in which students learn the importance of developing a critical thinking mindset as well as various techniques for analyzing, evaluating, and presenting arguments. These techniques include identifying valid and invalid arguments and recognizing common cognitive biases and logical fallacies. Students will also review and practice writing skills necessary for communicating their ideas effectively.

GSS502A Graduate Skills Writing (Facilitated) **Non-Credit**

This course is a writing diagnostic assessment in which students are given the tools and feedback necessary to successfully complete future writing assignments within the program.

Foundational Courses

LDR501S Ethical Foundations of the Profession of Arms 10 Contact Hours

This course explores the moral foundations of the profession of arms through an examination of foundational documents, such as the Constitution and Oath of Office, and explains how professional military ethical obligations arise from these documents. The course further explores the military as a profession and its corresponding virtues and values. The course concludes with an introductory look at the just war tradition which provides the framework for thinking about when war may be morally justified and the moral conduct appropriate during war itself.

LDR502S Leader Development **15 Contact Hours**

This course offers students an opportunity to explore ways to develop their leadership. Students begin the course with introspection and subsequently explore key elements of leadership models, critical thinking, and decision-

making. Students then apply leadership-course themes in developing a personal leadership development plan.

LDR503S Leading in the Organization 10 Contact Hours

This course is designed to develop the foundational pillars that leaders need to effectively take care of people and other critical resources. Students will understand how organizational culture, team development, dynamic followership, and change management are integral to successful leadership in a complex, resource-constrained environment. Furthermore, this course allows students the opportunity to reflect on their personal experiences and endeavors to explore how they might apply their personal leadership philosophy in an organizational setting.

LDR504A Leading Airmen (Facilitated) 20 Contact Hours

This capstone facilitated course requires students to apply critical-thinking, reflection, and interactive discussion to exploring the unique challenges of leading in a complex organizational environment. During this course, students will share personal, professional, historical, real-world, and scenario-based leadership challenges and triumphs to explore commonalities and habits of mind.

ISS501S Introduction to Security Studies 15 Contact Hours

This course engages students with concepts in international relations, civil-military relations, and strategic guidance. The goal of this course is to expose junior leaders to the international community, the actors involved in international civil-military relations, and their role as military and civilian members of the Department of Defense. Primary topics include international relations paradigms, international actors (both state and non-state), instruments of national power (IOPs), domestic actors in the national security process and their authorities, and strategic guidance, tools, and thinking (including concepts in deterrence).

WAR501S Introduction to Warfare Studies 10 Contact Hours

This course introduces the nature and character of war, examines the various levels of war, surveys the spectrum of military operations, and explores the operational environments where wars are fought. The course topics include the changing and unchanging aspects of war; the tactical, operational, and strategic levels of war; factors that complicate warfare such as morality and just war theories; conflict termination versus war termination; the spectrum of military operations / continuum of warfare; and the operational environments.

AIR501S Foundations of Airpower **15 Contact Hours**

This course explores the concept of airmindedness, and how it has driven the evolution of early airpower theories into a doctrine of Airpower employment, leading to an independent Air Force. It shows that from its inception, the Air Force has pursued a core group of enduring missions. Finally, the course illustrates how critical thinking and problem-solving tools have been applied to air-centric problem sets.

JNT501S Introduction to Joint Operations **10 Contact Hours**

This course provides a basic overview of the challenges, capabilities, and processes related to operating in the Joint environment. The course provides an introduction to the capabilities and limitations of Department of Defense Service components. It next examines factors which shape the employment of military forces, with an emphasis on airpower. The course introduces the Joint Functions as categories of operational thought and planning and exposes Airmen to the stakeholders and issues across the joint, interagency, intergovernmental, and multinational (JIIM) environment. Finally, the course introduces the organization and presentation of airpower to the Joint Force Commander.

AIR502A Airpower Studies (Facilitated) **20 Contact Hours**

This capstone facilitated course culminates an exploration of the Air Force "family business" in its context of international security, warfare, and joint operations. The course addresses selected themes from the self-paced content. Students will analyze the interrelationships among airpower, national security, warfare, and joint operations, identifying crucial issues concerning airpower roles and employment in those contexts.

Focused Courses Warfare and Security Group

This group requires a minimum of two self-paced courses plus the facilitated course to complete. To take the WAR 803A facilitated course, students must first complete WAR801S plus either ISS801S or WAR802S. The remaining self-paced course may also be completed towards the 45 contact hour minimum for focused courses.

WAR801S Fire and Flux: The Changing Character of War 15 Contact Hours

This course explores the past, present, and possible future evolution of man's conception of war. The course threads together social, environmental, and technological changes through history to illustrate how they have interacted to continually change the character of warfare.

ISS801S Deterrence **15 Contact Hours**

The use of threat to prevent adversarial action is a fundamental construct in the United States' national strategy and merits serious thought. Although deterrence is widely associated with the threat of nuclear war, this course will explore deterrence principles across many domains including counterterrorism, space, and cyberspace. Given the lethality of modern weaponry, we live daily with the prospect that deterrence failure could result in mass destruction. It is especially important that participants in development and execution of national strategy become familiar with it.

WAR802S Gray Zone Warfare **15 Contact Hours**

The concept of conflict within the "Gray Zone" between Peace and War is not a new concept but is one that has recently found renewed interest within the current global order. This class will explore the concepts of Gray Zone conflicts, how they are understood, why they are fought, and the spectrum of forms they take. Attention will especially be given to the larger debates around their definition, their intersections with hybrid threats, and current examples ofGray Zone threats.

WAR803A Unknown Unknowns: Current & Future Conflict (Facilitated)
15 Contact Hours

This capstone facilitated course culminates an exploration of the complexities of warfare, how it evolves, how it is fought, and how it can be deterred. The course addresses selected themes from the self-paced content. Students will analyze the interrelationships among deterrence, gray zone warfare, and the changing character of war identifying crucial issues concerning those contexts in the future.

Regional Studies Group

This group requires a minimum of one self-paced course plus the facilitated course to complete. To take the ISS804A facilitated course, students must first complete either ISS802S or ISS803S. The remaining self-paced course may also be completed towards the 45 contact hour minimum for focused courses.

ISS802S Regional Studies: European Union **15 Contact Hours**

This course covers the development of the European Union (EU) and the challenges it faces as it attempts to become a global player. The course begins with an overview of the history of the EU before proceeding to the challenges that the EU is facing. Understanding the EU will assist students in planning and conducting operations with the EU and operations based in the EU.

ISS803S Regional Studies: Russian Sphere **15 Contact Hours**

This course provides students with an overview of Russian history, the significant changes in her governing institutions, and the inherent and immediate regional and global challenges regarding Russian national interests and foreign policy. Students will understand the structural conditions that precipitated the Russian Revolution, the ideologies and policies which drove the Soviet system, and the dynamics that fractured the Union. Finally, informed by the dramatic and turbulent past, students will conceptualize the cotemporary Russian security situation, and relations between Russia and the world.

ISS804A Comparative Geopolitics & Security (Facilitated)

15 Contact Hours

Comparative Global Politics and Security is a facilitated course that will walk students through some of the foundational issues within the global system that sustain or resolve regional security issues. Students will engage in comparative discussions of these factors such as political, socio-cultural, and economic structures across regions and the effects these have in shaping regional and global security issues.

Leadership Group

This group requires a minimum of one self-paced course plus the facilitated course to complete. To take the LDR804A facilitated course, students must first complete LDR801S plus either LDR802S or LDR803S. The remaining self-paced course may also be completed towards the 45 contact hour minimum for focused courses.

LDR801S Power, Status, and Influence **15 Contact Hours**

Power, status, and influence are key organizing processes in groups from small teams to large organizations. This course summarizes research on the basis of power, status and influence, how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of dynamics within their own organization and how to leverage this understanding to become a more effective leader.

LDR802S Negotiations in the Military Environment **15 Contact Hours**

This course introduces basic negotiation theory and its utility in the military context. It provides an overview of proven negotiations concepts and fundamental models. Students will employ interactive DL tools to reinforce those concepts.

LDR803S Principles of Strategic Communication **15 Contact Hours**

This course explores the concept of Strategic Communication and its importance

in today's VUCA environment. Students will learn why Strategic Communication matters, its relationship to Information Operations, as well as its purpose and processes. Students will also explore ways that they can become better listeners, and how to influence behavior in a target audience. With a focus on social media, students will learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

LDR804A Weapons of Mass Persuasion (Facilitated) 15 Contact Hours
This capstone facilitated course builds on the concepts of power, status, and influence, with an understanding of strategic communication and negotiation processes in a military context. Students will demonstrate their understanding of how leaders benefit from a firm grasp of these concepts and how strategic communication and negotiating skills can complement each other to further a leader's effectiveness in accomplishing the mission.

Additional Choices

These courses provide additional choices that may be completed towards the 45 contact hour minimum for focused courses.

AIR801S Planning Joint Air Operations 15 Contact Hours
This course covers operational air planning from strategic guidance through Air Tasking Order production and execution. It examines the JFACC's role in guidance and prioritization, and how the AOC translates that guidance into plans and effects. Finally, the course includes detailed study of the Joint Operational Planning Process for Air (JOPPA); air targeting; the Joint Air Tasking Cycle (JATC) cycle; rules of engagement (ROE) and collateral damage considerations; and airpower-related doctrinal issues and friction points.

LDR805S The Flight Commander 15 Contact Hours
This course explores the day-to-day duties of a typical Flight Commander to help prepare students for this critical role. Students will learn concepts related to common flight commander responsibilities and expectations, such as leading and facilitating in their organization. Topics also highlight the importance of Flight Commanders' duties, to include administrative and operational responsibilities.

Airman Leadership School Resident Program

http://www.airuniversity.af.edu/Barnes/

Program Description. The Airman Leadership School (ALS) course consists of 192 hours of resident classes. Each student earns eight semester hours of undergraduate credit upon successful completion of the course.

ALS is the critical foundation of enlisted professional military education (EPME) and focuses on developing leadership skills required of first-line supervisors and reporting officials. The ALS program's mission is to prepare Senior Airmen to be professional, warfighting Airmen who can supervise and lead Air Force work teams to support the employment of air, space, and cyberspace power. To maximize and enhance the program's effectiveness, the course is comprised of four outcomes: The Mission, Leadership, Problem Solving, and Air Force Culture. There are 23 individual lessons incorporated into these outcomes. To achieve the rigorous educational requirements and objectives outlined in the program, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks. The students' mastery of these outcomes is assessed via a capstone exercise.

ALS is conducted at 68 active-duty Air Force bases worldwide and one ANG base located in the United States. More than 350 ALS instructors facilitate a dynamic and rigorous standardized curriculum. The program is student-centered, and the curriculum is designed around the various types of adult learners. The curriculum also develops students' professionalism and critical-thinking skills.

Program Learning Outcomes. ALS produces graduates who are able to:

- communicate their contribution to the wing and Air Force missions;
- collaborate and connect with members of the Air Force team;
- apply cognitive strategies to solve Air Force problems;
- exhibit the Air Force core values and instill them in others.

Faculty. The ALS faculty are required to have at least an associate's degree (or fall within one year of completion) and must complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before assignment to an EPME school or academy. Faculty must complete a 180-hour teaching internship during their first year of assignment at their respective schools.

Duration. The ALS program is delivered in 24 academic days. Most schools conduct seven classes each year.

Eligibility. Refer to AFI 36-2656, *Developmental Education.* For ALS eligibility criteria, visit the ETCA website at https://etca.randolph.af.mil.

SYLLABUS

YALSXXX Instructional Area Titles	Course Hours
Air Force Culture	17
The Mission	31
Leadership	30
Problem Solving	25
Course Capstone Simulation	18
Comprehensive Airmen Fitness	38
Collateral Curriculum	33
Total	**192**

Instructional Area Descriptions

Air Force Culture **17 Contact Hours**

This course offers a study of the military as a profession and the characteristics of the culture that separate the uniformed service from the society it serves. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the Airman's role in society. The course also addresses core values, discipline, ethical leadership, oath of enlistment, emergent leadership issues (substance abuse, sexual assault prevention, wingman concept, and such), accountability, and the warrior ethos.

The Mission **31 Contact Hours**

This course provides a study of the military instrument of national power. This core area develops an understanding of the nature of the Air Force mission and its many capabilities, to include addressing how each Airman fits into national defense. The mission speaks to employing military power across the spectrum of operations. The mission includes people, doctrine, strategy, force structures, and joint operations, along with the domains of land, sea, air, space, and cyberspace supporting national security objectives.

Leadership Studies **30 Contact Hours**

This course develops and inspires the human dimension from an individual to an organizational level. Broad categories in this area include leadership concepts,

supervision skills, evaluation systems, and functions of management such as diversity and team dynamics.

Problem Solving **25 Contact Hours**

This course enables students to understand how to approach problem solving situations, how to apply a solution framework and how to apply cognitive strategies to solve Air Force problems. Broad categories in this area include critical thinking, decision making, change management, continuous improvement and negotiating.

Course Capstone Simulation **18 Contact Hours**

The capstone exercise will measure the students' mastery of the program outcomes. The student will make decisions and apply the lesson principles he or she has learned to these situations. Following the exercise, the instructor will conduct feedback with the students. Students who demonstrate mastery of course concepts and principles can transfer their knowledge to the work center and, thus, with practice become more effective managers and leaders.

Comprehensive Airmen Fitness **38 Contact Hours**

Comprehensive Airmen Fitness includes human performance and reflective reinforcement. Human performance encompasses the physical fitness component of the ALS, emphasizing a three-phased approach to every session: warm-up, workout, and cool-down. Part of the intent of this is to expose students to additional fitness movements and workouts they may not be currently using. Additionally, it includes reflective reinforcement, this gives students room to continue a discussion they might have had during the instruction or think of new thoughts that are applicable to what they've just learned.

Collateral Curriculum **32 Contact Hours**

The collateral curriculum is time given for the course introduction, student surveys, administration, emergent issues, and commandant time.

Airman Leadership School Distance Learning Program

http://www.airuniversity.af.edu/Barnes/

Program Description. Airman Leadership School Distance Learning Program (ALS DLP) is a CCAF-affiliated correspondence program consisting of 136 hours. Each student earns eight hours of undergraduate credit upon completion of the program.

The program focuses on leadership skills required of supervisors and reporting officials throughout the Air Force. The ALS DL program enhances the development of Senior Airmen by strengthening their knowledge about leadership, followership, and management while they gain a broader understanding of the military profession. The ALS DL program is a voluntary electronic-based, self-study course administered by AU. The program consists of two sets: set one contains three volumes and set two contains two volumes. This program is designed to provide professional development to enlisted military members at a specific and critical point in their career. Students must review the *Air University Catalog* frequently during their enrollment to ensure compliance with any changes in administrative policies. Two closed-book, end-of-course examinations (one per set) in the ALS DL program are administered at a designated/authorized test control facility located on almost every military base.

Program Learning Outcomes. The ALS DL program produces graduates who

- comprehend leadership and management principles to supervise and lead work teams as a first-level supervisor;
- comprehend verbal, written, and listening skills to communicate effectively as a first-level supervisor, team leader, and manager; and
- comprehend profession of arms and military studies principles to exhibit professional military attributes.

Duration. The course consists of a single academic term of 12 months. This enrollment period begins on the date the student enrolls in the course. The 12-month enrollment period includes time required to receive materials, schedule/complete tests, and submit results for scoring/posting. Students may extend their course by 120 days at any time before the end of their 12-month enrollment using options available through their AUSIS account.

Eligibility. AFRES and ANG Senior Airmen attend the ALS DL program. Other US military junior enlisted and eligible nonmilitary technician civil service personnel

may also attend. Air Reserve Component (ARC) members must wait one year after graduation from a DL EPME program to attend the next level of DL EPME. Refer to AFI 36-2656, *Developmental Education*, for additional course policy and enrollment information.

SYLLABUS

YALS003 Instructional Areas	**Contact Hours**
Set One:	
Volume 1 Course Foundation	18
Volume 2 Expeditionary Airman	24
Volume 3 Professional Airman	30
Set Examination: Set One	2
Set Two:	
Volume 1 Supervisory Communicator	21
Volume 2 Supervisor of Airmen	39
Set Examination: Set Two	2
Total	**136**

Instructional Area Descriptions

Course Foundation **18 Contact Hours**

The course foundation is time given for student orientation and administrative information. The purpose of the course foundation is to establish the foundation for learning the body of theory and specialized knowledge needed to successfully complete the ALS DL. Topics such as successful learning, critical thinking, full-range leadership development, and four lenses will be covered.

Expeditionary Airman **24 Contact Hours**

The Expeditionary Airman curriculum is a combination of profession of arms and leadership lessons. The purpose of the curriculum is to further the development of a cultural and warrior-ethos mind-set driven by the role of Air Force staff sergeants as expeditionary Airmen in an expeditionary Air Force. It will focus on an introduction to culture, joint organization, the joint warfighter, and the nuclear enterprise.

Professional Airman **30 Contact Hours**

The Professional Airman curriculum is also a combination of profession of arms and leadership lessons. The purpose of the curriculum is to facilitate the development of an ethical mind-set driven by the role of Air Force staff sergeants as military professionals in an expeditionary Air Force. Topics such as airmanship, customs and courtesies, ethical leadership, and emergent leadership issues are covered.

Supervisory Communicator **21 Contact Hours**

The Supervisory Communicator curriculum focuses on providing students with the knowledge to be more effective communicators in supervisory writing and speaking situations. This volume covers topics such as communication skills, a culture of engagement, supervisory writing, and interpersonal communication.

Supervisor of Airmen **39 Contact Hours**

The purpose of the Supervisor of Airmen curriculum is to provide skills necessary to fulfill supervisory and reporting official responsibilities and to prepare students for future responsibilities as noncommissioned officers (NCO). Specific attention is given to leadership in areas such as standards and discipline, performance evaluation, team leader, diversity, leader influence, introduction to negotiating, resource stewardship, and continuous improvement.

Set Examination **4 Contact Hours**

Exams are administered via electronic testing method at the local education office. This affords students immediate feedback on exam results and identifies areas requiring further study. In order to successfully complete this course, students are required to pass two course exams, demonstrating curriculum mastery by attaining the minimum passing score of 70 percent on each exam.

Air Force Noncommissioned Officer Academy
Resident Program

http://www.airuniversity.af.edu/Barnes

Program Description. The Air Force Noncommissioned Officer Academy (NCOA) is a resident CCAF-affiliated course that consists of 196 classroom hours. NCOA is the second level in the continuum of Air Force Enlisted Professional Military Education. It is preceded by Airman Leadership School and followed by the Senior Noncommissioned Officer Academy. Unlike other courses which evaluate one's knowledge and comprehension using end-of course examinations, this course incorporates in-class exercises as well as performance tasks to assess the students' comprehension of the lesson concepts and principles. To maximize and enhance the program's effectiveness, the course is comprised of four modules: The Mission, Leadership, Problem Solving, and Air Force Culture. There are 24 individual lessons incorporated into these modules. To determine whether students achieve the rigorous educational requirements and objectives outlined in the program, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks. NCOA is conducted at 10 active-duty Air Force bases worldwide. During the course, NCOA instructors facilitate a dynamic and rigorous standardized curriculum that challenges and allows for open dialog. The program is student-centered, and the curriculum is designed around the various types of adult learners. The curriculum also develops students' professionalism and critical-thinking skills.

Program Learning Outcomes. NCOA prepares NCOs to:

- exhibit ways to strengthen organizational culture;
- lead and manage teams utilizing Air Force resources;
- apply strategies to solve problems in a collaborative environment; and
- employ resources to support Air Force capabilities and operations.

Faculty. The NCOA faculty are required to have at least an associate's degree (or fall within one year of completion) and to complete the Enlisted Professional Military Instructor Course (EPMEIC). Faculty must complete a 180-hour teaching internship during their first year of assignment at their respective school.

Duration. The NCOA program is delivered in 25 academic days. The 10 academies around the globe hold up to seven classes each year, educating 6,500 NCOs.

Eligibility. Refer to AFI 36-2670, *Total Force Development.* For NCOA eligibility

criteria, visit the ETCA website at https://etca.randolph.af.mil

SYLLABUS

MAFNCOA100 Curriculum	**Contact Hours**
AF Culture	25
Leadership	47
Problem Solving	32
Mission	44
Human Performance	20
Collateral Curriculum	28
Total	**196**

Instructional Area Descriptions

AF Culture **25 Contact Hours**

This module offers a study of military as a profession and the characteristics of the culture that separate the uniformed service from the society it serves. It focuses on begins with an overview of the entire module and orients the student with the lessons and learning outcomes in addition to providing information about the graded assignments they will be required to complete. The module learning outcome is for students to exhibit ways to strengthen organizational culture through understanding unconscious bias, understanding how trust plays a huge role as leaders, understanding one's commitment and how to improve the commitment of others. Additionally, going over sexual assault prevention and how that will impact the force, and shaping Air force culture by identifying the traits of a healthy and unhealthy organizational culture and how to ensure they can have a healthy organizational culture.

Leadership **47 Contact Hours**

This module helps develop, inspire and improve the human dimension from an individual to an organizational leadership role. This course begins with an overview of the entire module and orients the student with the lessons and learning outcomes in addition to providing information about the graded assignments they will be required to complete. Students will complete self/peer assessments that focus on communication with others. Additionally, other lessons discussed are leadership and management, leading teams, team performance, and intro to project management. The module learning outcome is for students to Lead and manage teams utilizing AF resources.

Problem Solving **32 Contact Hours**

This module offers a look into solving problems in a collaborative environment to accomplish the mission. This module begins with an overview of the entire lesson and orients the student with the lessons and learning outcome in addition to providing information about the graded assignments they will be required to complete. Lessons discussed are types of thinking, types of problems, negotiations, and problem solving. The learning outcome is for students to Apply strategies to solve problems in a collaborative environment.

Mission **44 Contact Hours**

This module provides a study of the military instrument of national power. This core area develops an understanding of the nature of the Air Force mission and its many capabilities, to include addressing how each Airman fits into national defense. The mission speaks to employing military power across the spectrum of operations. The mission includes people, doctrine, strategy, force structures, and joint operations, along with the domains of land, sea, air, space, and cyberspace supporting national security objectives. Additionally, it helps NCOs identify how to employ resources to support AF capabilities and operations. This module learning outcome will be achieved through a research exercise and labs.

Human Performance **20 Contact Hours**

Human performance encompasses the physical fitness component of the NCOA, emphasizing a three-phased approach to every session: warm-up, workout, and cool-down. Part of the intent of this is to expose students to additional fitness movements and workouts they may not be currently using while attending NCOA.

Collateral Curriculum **28 Contact Hours**

The collateral curriculum is time given for the course introduction, student surveys, reflective reinforcements, administration, emergent issues, and commandant time.

Noncommissioned Officer Academy Distance Learning Course

https://www.airuniversity.af.edu/Barnes/

Program Description. The Noncommissioned Officer Distance Learning Course (NCO DLC) is a CCAF-affiliated correspondence program delivered via the internet. NCO DLC consists of 38 contact hours. Each student earns two (2) hours of undergraduate credit upon completion of the program.

NCO DLC provides an advanced PME program for NCOs to better prepare students to continue strengthening the Air Force culture, lead and manage teams, solve problems collaboratively, and connect AF capabilities in Joint Interagency, Intergovernmental, Multinational (JIIM) environments. There are four module examinations for the NCO DLC program. Students must receive a passing score on each module examination to complete the program. The module examinations can be taken anytime and are located in the learning management system.

Program Learning Outcomes. NCO DLC provides NCOs foundational knowledge to:

- comprehend strategies to solve problems in a collaborative environment;
- comprehend how to lead and manage teams utilizing resources;
- comprehend the employment of resources to support Air and Space Force capabilities and operations; and,
- comprehend ways to strengthen organizational culture.

Duration. The enrollment period is 4 months. Students may voluntarily withdraw or be dis-enrolled from the program under the conditions of course failure or nonparticipation (enrollment period expiration). Students are authorized to request re-enrollment into the course after dis-enrollment dependent upon their enrollment history. See EPME Distance Learning Reenrollment policy located at https://auportal.sso.cce.af.mil/SIS/app and select Noncommissioned Officer Academy.

Eligibility. AFRES and ANG NCOs attend the NCO DLC program. ARC members must wait one year after graduation from a DL EPME program to attend the next level of DL EPME. Refer to AFI 36-2670, *Total Force Development* and the ETCA website at https://etca.randolph.af.mil for additional course policy and enrollment information.

SYLLABUS

NCO DLC Instructional Areas	Contact Hours
Problem Solving	10.5
Leadership	9.5
Mission	8.5
Culture	9.5
Total	**38**

Instructional Area Descriptions

Problem Solving **10.5 Contact Hours**

The Problem Solving Module focuses on the ability to apply various types of thinking to a wide range of problems as a critical career success element. This module consists of five (5) lessons addressing the foundations of effective problem solving, techniques to assess problems accurately, evaluate alternative solutions, negotiate, and anticipate risk associated with solving individual and organizational problems.

Leadership **9.5 Contact Hours**

The Leadership Module reminds students that the NCO is charged with leading and managing teams at home station and in deployed and joint environments. This module includes four (4) lessons that focus on core leadership competencies, organizational leadership and management strategies, and personnel management techniques.

Mission **8.5 Contact Hours**

The Mission Module helps students understand how and why Air Force members must perform flawlessly and jointly during peacetime, during peacekeeping and humanitarian efforts, and during conflicts and wars. The Mission Module offers three (3) lessons addressing policy, strategy and doctrine, as well as Air Force capabilities, Joint Interagency, Intergovernmental, and Multinational (JIIM) Operations.

Culture **9.5 Contact Hours**

The Culture Module includes four (4) lessons that enhance Airmanship and the Profession of Arms. This module focuses on internal characteristics that allow each member to make a positive contribution to their organization.

Air Force Senior Noncommissioned Officer Academy

Resident Program

http://www.airuniversity.af.edu/Barnes/

Program Description. The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) is a resident CCAF-affiliated program that consists of 200 classroom hours. The course prepares SNCOs for increased leadership responsibilities in the joint, combined, and interagency operating/strategic environment. Specifically, the AFSNCOA educates SNCOs to help them become adaptable, critically-thinking, and strategically relevant leaders in their operating environment. During the course, students build upon their understanding of concepts they learn in the resident program.

Program Learning Outcomes. The SNCOA program prepares SNCOs to:

- Shape organizational culture by promoting a healthy organizational ethos;
- Lead organizations through problem solving efforts to achieve mission success;
- Anticipate and direct transitions that lead to more effective, agile, and lethal organizations;
- Connect Air and Space organizations and capabilities to Joint Operation.

Faculty. The AFSNCOA faculty members are required to have at least an associate's degree (or fall within one year of completion) and to complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before instructing at the academy. Faculty must complete a 180-hour teaching internship during their first year of assignment at the school.

Duration. The AFSNCOA program is delivered in 25 academic days. There are seven classes each year with 250 to 300 students in each class.

Eligibility. SNCOs from the total force may attend the resident AFSNCOA. Selected sister service and international military personnel also attend on a limited basis. Active-duty Air Force personnel must have at least one year of retainability following graduation. The Air Force Military Personnel Center identifies and notifies active-duty students for ALE program attendance. Air Force students must meet Air Force standards. Students from other services must meet their service's

standards. Reference AFI 36-2670, Total Force *Education*, and the ETCA website at https://etca.randolph.af.mil for additional information.

SYLLABUS

AFSNCOA Instructional Areas	**Contact Hours**
Program Orientation	74
Leadership	27
Culture	29
Problem Solving	31
Mission	32
Capstone	5
Total	**198**

Instructional Area Descriptions

Program Orientation **74 Contact Hours**

The purpose of this portion of the course is for students to understand the SNCOA's purpose, policies, procedures, and requirements, participate in fitness, crosstalk with junior officers, remember the fallen, and graduate the course. These activities are not necessarily directly tied to any learning outcomes. Additionally, students participate in reflective reinforcement after specific lessons, conduct independent research, and hear guest speakers during Commandant's time.

Leadership **27 Contact Hours**

The core lessons in this module prepare students to lead and direct transitions that lead to more effective, agile, and lethal organizations. Students engage in small group activities and experientials that emphasize the need for innovation, agility, and lethality within the Department of the Air Force, while also acknowledging the need for an effective onboarding process, and recognition of the multiple generations that the Air Force has.

Culture **29 Contact Hours**

The core lessons within the culture module prepare students to shape organizational culture by promoting a healthy organizational ethos. Students examine topics ranging from the emergence of social media in the workplace to resiliency, and ethics as an organizational leader. The overall lesson objective

centers around students knowing how to asses and shape their organizational culture through leadership, and familiarization of DoD and AF tools such as the DEOCS program.

Problem Solving **31 Contact Hours**

The core lessons prepare students to lead their organizations through problem solving efforts to achieve mission success. The overall objective is to ensure leaders know how to lead their subordinates through a problem solving process, and how to help those subordinates advocate their proposed changes to their organization's leadership and/or approval authority.

Mission **32 Contact Hours**

The core lessons prepare students to connect air and space organizations and capabilities to joint operations. Students should be poised to speak intelligently, albeit conversationally, about numerous joint operations around the globe, and how the Air Force and Space Force furthers U.S. interests both at home and abroad. This lesson meets all requirements as mandated by CJCS 1805.02 for Enlisted Professional Military Education joint items at the SNCO level.

Capstone **5 Contact Hours**

Students will then examine all lessons and, after reflecting, construct a personal leadership philosophy, which they will then brief to the class as if they were a guest speaker at an EPME graduation, a new SNCO in a unit, etc. By practicing articulating their philosophy in the safety of an EPME classroom, students will be prepared to better speak about it upon returning to their home unit.

Senior Noncommissioned Officer Academy Distance Learning Course

http://www.airuniversity.af.edu/Barnes/

Program Description. The Senior Noncommissioned Officer Distance Learning Course (SNCO DLC) is a CCAF-affiliated correspondence program delivered via the World Wide Web. SNCO DLC program consists of 63 contact hours. SNCO DLC provides an advanced PME program for SNCOs to better prepare them for leadership responsibilities by expanding their leadership and managerial capabilities and their perspective of the military profession. There are three end-of-course examinations (one for each testable module) for the SNCOA DLC. Students must receive a passing score to complete the program. The end-of-course examinations can be scheduled at a designated/authorized test control facility

located on almost every military base.

Program Learning Outcomes. SNCO DLC provides SNCOs foundational knowledge to comprehend:

- leadership and management principles to supervise and lead the organizational enlisted force as a senior-level supervisor, organizational leader and/or program manager;
- communication principles to effectively communicate as a senior-level supervisor, organizational leader and/or program manager;
- profession of arms and military studies principles necessary to interpret, implement, model and correct professional military attributes as a senior-level supervisor, organizational leader and/or program manager; military capabilities and Air Force enterprise perspectives as a senior-level supervisor, organizational leader, and/or program manager.

Duration. The enrollment period is 12 months. Students may voluntarily withdraw or be disenrolled from the program under the conditions of course failure or non-participation (enrollment period expiration). *Students are authorized to immediately reenroll into the course after disenrollment.* Reenrollment does not require approval. However, students who fail to maintain eligibility requirements or comply with Air Force, EPME or course policies may be disenrolled at the direction of the Dean, EPME Academic Affairs and restricted from future reenrollment. Disenrolled students will not have access to the course materials.

Eligibility. Air Force active duty, AFRES, and ANG senior NCOs are eligible to enroll in the SNCO DLC course. Other US military senior NCOs are eligible. Nonmilitary technician civil service personnel may also enroll. ARC members must wait one year after graduation from a DL EPME program to enroll in the next level of DL EPME. Refer to AFI 36-2670, *Total Force Development*, and the ETCA website at https://etca.randolph.af.mil for additional course policy and enrollment information.

SYLLABUS

SNCODLC Instructional Areas	Contact Hours
Course Foundation	3
Self-Awareness	9
Leadership and Management	33
Joint Warfighter	12

Evaluations (3 Modules)	6
Total	**63**

Instructional Area Descriptions

Course Foundation **3 Contact Hours**

This chapter includes elements for student success, including the modules breakdown, teaching methods, the Air Force Institutional Competencies for SNCOs, keys to successful learning, and time management. It'll cover topics to include the modules breakdown, teaching methods they'll encounter, the Air Force Institutional Competencies for SNCOs, keys to successful learning, and time management's role in successful learning. In addition, they'll learn about several topics directly related to studying and test item construction—levels of learning, objectives, and samples of behavior. This chapter will close with the Identify, Differentiate, Determine, and Predict (IDDP) Structured Thinking Process and cover some test taking tips.

Self-Awareness **9 Contact Hours**

The Self Awareness Module is a foundational lesson for effective leaders. The curriculum allows students to self-assess so that they can become more self-aware which in turn will help them create plans to continue self-development. Students being aware of their strengths, areas needing improvement, and preferences, will be in a better position, as a senior enlisted leader, to understand that differences aren't necessarily negative, they're just differences. The curriculum encourages students to recognize differences in thinking, feeling, and behaving and apply appropriate, effective, and positive leadership strategies to overcome the challenges associated with differences by integrating critical thinking skills into their problem-solving and decision-making processes.

Leadership and Management **33 Contact Hours**

The Leadership and Management Module focuses on the organizational and personnel management functions that all SNCOs face at home station and in deployed and joint environments while centered on being a member of the Profession of Arms. Leadership managers drive change and execute missions through the efficient and effective use of resources while inspiring trust through character, discipline, integrity, courage, and selflessness. They are technically, physically, mentally, and spiritually ready to lead and are highly capable of adapting and performing under pressure to effectively accomplish the mission. They produce excellence through a wide range of career broadening experiences, education, and training.

Leaders and managers attract, retain, develop, lead, and prepare Airmen to operate in all environments. They are professional warriors and critical thinkers who understand the high expectations, commitment, and heritage of the profession of arms. They continually refine their understanding of military art and science and uphold traditional customs and courtesies. Military professionals model Air Force core values, lead courageously, and consistently perpetuate our distinct sub-culture. Finally, they inspire a willingness to do what is right, ensure professional duties take precedence over personal desires, and master processes that ensure the Air Force remains the world's premier air and space force.

Joint Warfighter **12 Contact Hours**

The Joint Warfighter Module encompasses institutional facets of a Joint minded Warfighter. Joint Warfighters ensure forces are trained, equipped, organized, and motivated to courageously confront battlefield challenges. The curriculum promotes the notion that the responsibilities of protecting our nation, preventing future conflicts, and prevailing against adversaries require SNCOs to fully understand the joint environment. SNCOs must be prepared to deploy, employ, fight, and survive across the spectrum of conflict in joint, combined, and multi-national environments.

Summative Evaluations **6 Contact Hours**

There are three end-of-course examinations (one for each testable module) for the SNCOA DLC. Students must receive a passing score to complete the program. The end-of-course examinations can be scheduled at a designated/authorized test control facility located on almost every military base.

Chief Master Sergeant Leadership Course

http://www.airuniversity.af.edu/Barnes/

Program Description. The Chief Master Sergeant Leadership Course Phase 1 (CLC1) is a resident program that consists of 80 classroom hours. The CLC1 is designed to prepare Chiefs for their initial CMSgt roles and responsibilities, primarily targeting Chiefs serving at the squadron level. This course provides Chief Master Sergeants the education to bridge strategic vision into tactical execution. Throughout the program, the CLC emphasizes critical thinking and an enterprise-level view in order to educate, inspire, and develop Chief Master Sergeants who effectively lead, manage, and mentor lethal and ready organizations. Chiefs will attend the CLC within two years of receiving their promotion line number. Chiefs will continue to build on foundational leadership competencies invaluable to fly, fight, and win across the full-spectrum of conflict and all domains of military

power.

Program Learning Outcomes. CLC prepares Chief Master Sergeants to:

- Incorporate an enterprise-level view to effectively advise leaders at all echelons and develop lethal, agile, and adaptable Airmen for present and future challenges;
- Flexibly leverage approaches and thinking styles to appropriately address different types and levels of problems;
- Strategically leverage networks and relationships to lead and communicate effectively across all spheres of influence;
- Employ purposeful strategies to lead the integration of Air Force ethos, Airman identity, character and performance in individuals, organizations, and in diverse employment contexts.

Faculty. The teaching staff of the CMSgt Leadership Course is composed of highly experienced active duty Chief Master Sergeants, along with former senior enlisted members (retired Chief Master Sergeants) who hold a minimum master's level academic and/or instructional credentials. Instructor selection is determined by professional experience, academic background, and faculty qualification as an instructor. To enhance facilitation and teaching skills, instructors are required to complete periodic professional development training.

Duration. Completion of the course is delivered in 10 academic days. The CLC conducts ten classes per year with 60-84 students in each class.

Eligibility. Chief Master Sergeants from the total force (AD, AFR, and ANG) may attend the CLC. The course is mandatory for active duty Chiefs who meet Air Force standards of performance, appearance, and fitness. Active duty Air Force personnel must have at least one year of retainability following graduation. Air Force Personnel Center (AFPC) identifies and notifies active duty students for CLC attendance. Selected AFR and ANG Chiefs are scheduled through their unit training manager.

Refer to AFI 36-2670, *Total Force Development* and the ETCA website at https://etca.randolph.af.mil for additional information.

SYLLABUS

CMSA-CLC-001 Instructional Areas	Contact Hours
Module 1: Mission	20
Module 2: Problem Solving	20
Module 3: Leadership & Self-Awareness	20

Module 4: Air Force Culture	20
Total	**80**

Instructional Area Descriptions

Module 1 Mission **20 Contact Hours**

The Mission module includes lessons, activities, and various readings that focus on national strategy, strategic alignment, USAF strategy in the era of great power competition, JADO doctrine, current geo-political topics and events, and the organization, functions, and relationships of various levels of United States government. Numerous strategic documents are reviewed and incorporated into activities to include the National Defense Strategy, National Defense Authorization Act, Quadrennial Review, Air Force Future Operating Concept, and the National Security Strategies/National Military Strategies of the United States, China, and Russia. This module is enhanced with guest speakers and speakers of opportunity from around the Air Force

Module 2 Problem Solving **20 Contact Hours**

The Problem Solving module explores the role of the CMSgt in our Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment. In this context, Chiefs explore critical thinking and develop personal cognitive strategies in order to flexibly leverage approaches and thinking styles to address different types and levels of problems. The lessons in this module are designed to help Chiefs select and apply appropriate thinking methods to intentionally exert a positive influence in and across networks, and to develop purposeful strategies to lead diverse Airmen with character and mission focus.

Module 3 Leadership & Self-Awareness **20 Contact Hours**

The Leadership & Self-Awareness module focuses on the role and influence of the Chief Master Sergeant, and how self-awareness impacts individual leadership. The Chief explores how influencing others begins with an understanding of self and how the individual is perceived by those within their sphere of influence. Integral to this module is the analysis of how smart management of relationships, networks, and communication by a unit CMSgt is invaluable in creating and sustaining a positive organizational culture and climate of openness and innovation.

Module 4 Air Force Culture **20 Contact Hours**

The Air Force Culture module is executed through the capstone concept lesson.

Through reinforcement and application of lesson principles covered throughout the course, students engage in analysis to discover strategies to further develop as senior enlisted leaders. The impact the Chief has on the culture of a unit cannot be understated, and collectively those chiefs greatly influence the culture of the Air Force. In this module the Chief is challenged with the responsibility to create, maintain, and nourish a culture that supports and furthers the aims of the United States Air Force.

International Officer School

http://www.airuniversity.af.edu/IOS/

Program Description. The International Officer School (IOS) plans and executes preparatory courses for Air War College (AWC), Air Command and Staff College (ACSC), and Squadron Officer School (SOS). Each course is tailored to its follow-on PME program and has three basic functions. First, provide academic preparation for follow-on professional military education (PME) curriculum and methodologies. Second, facilitate cross-cultural adjustment for the international military students (IMS), and their dependents if accompanied. Third, fulfill the Field Studies Program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for IMS enrolling at SOS, ACSC, and AWC.

Program Learning Outcomes. Graduates are able to:

- understand US society, institutions, and ideals;
- understand the United States' military missions, organizations, and terminology necessary to participate in resident PME programs; and
- effectively communicate, integrate, and perform, both academically and socially, in the AU PME environment.

Faculty. Qualifications for IOS faculty are determined by relevant academic credentials, professional functional experience, teaching experience, and teaching abilities. Academic credentials normally include appropriate degrees. Professional experience usually includes depth and breadth of experience in the functional area assigned.

Duration. The SOS Preparatory Course is delivered in seven weeks; the ACSC and AWC Preparatory Courses are delivered in eight weeks.

Eligibility. The Deputy Undersecretary of the Air Force for International Affairs invites countries to attend AU PME courses. Global security cooperation offices must ensure each IMS is properly vetted in accordance with Defense Security Cooperation Agency and military department guidance. IMS must also meet minimum English competency levels for their respective course of attendance.

All three preparatory courses require that selected students achieve an English Comprehension Level test score of 80. Students attending SOS must also meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).

Refer to the ETCA website at https://app10-eis.aetc.af.mil/etca/SitePages/Home.aspx for additional information. ETCA Course IDs are: MIOS001 for the SOS Preparatory Course, MIOS002 for the ACSC Preparatory Course, and MIOS003 for the AWC Preparatory Course.

Completion Requirements. Students must meet all academic requirements to graduate.

SYLLABUS

MIOS001 SOS Preparatory Course	**Contact Hours**
Academic Prep	35.5
US Democratic Institutions & Ideals	73
Communication	74.5
US Military Studies	12
Leadership	69.5
Total	**264.5**

Course Description

SOS Preparatory Course **264.5 Contact Hours**

This course prepares international military students in the ranks of Second Lieutenant through Major to participate in SOS. Instruction includes transformational leadership, followership, and team building; doctrine; US defense organization and missions; and communication skills specific to SOS. The course focuses on building a foundation of knowledge that enables students to engage with peers in critical discussions to better understand the employment of airpower, the profession of arms, and officership. Due to the physical nature of SOS leadership and team building activities, the preparatory course includes a physical training program with emphasis on improving IMS' core strength and cardiovascular condition, based on USAF Physical Fitness Test standards. The course also includes an introduction to US society, culture, institutions, and ideals through the Field Studies Program, which includes a 4-day trip to Atlanta, Georgia.

SYLLABUS

MIOS002 ACSC Preparatory Course	**Contact Hours**
Academic Prep	43.5
US Democratic Institutions & Ideals	62
Communication	104
Military Studies	15
Leadership	3
Total	**227.5**

ACSC Preparatory Course **227.5 Contact Hours**

This course prepares international military students in the ranks of Major and Lieutenant Colonel for the rigors of the 10-month ACSC program. Instruction focuses on developing creative, analytical thought and a better understanding of command and the application of airpower in joint operational environments. Instruction also includes introductions to US government institutions, defense organization, joint warfare, and civil-military relations. The course provides student-centered instruction on communication skills specific to success at ACSC. The course also includes an introduction to US society, culture, institutions and ideals through the Field Studies Program, which culminates in a trip to Washington D.C.

SYLLABUS

MIOS003 AWC Preparatory Course	**Contact Hours**
Academic Prep	103.5
US Democratic Institutions & Ideals	108.5
Communication	54
Military Studies	28
Leadership	1.5
Total	**295.5**

AWC Preparatory Course **295.5 Contact Hours**

This course prepares international military students in the ranks of Lieutenant Colonel and Colonel for the rigors of the 10-month AWC program. Instruction focuses on the development of critical thinking, meaningful discourse, research, and professional writing. It also includes introduction to global security issues, US history, and an overview of US defense capabilities, national security agencies and issues. Finally, the course immerses students in US society, culture, institutions, and ideals through an extensive Field Studies Program, which culminates in a trip to New York City and Washington D.C.

Instructional Area Descriptions

(Each preparatory course includes the following instructional areas.)

Academic Prep. During this course phase, IMS in-process and receive informational tours and briefings about Maxwell AFB, Air University and the city of Montgomery. They receive orientation in various aspects of the individual IOS preparatory courses and follow-on programs. This area of instruction includes information on available support and necessary administration for students attending Air University programs. This includes leadership welcomes, orientation briefings, curriculum overviews, educational technology access/usage, and English language testing. Students participate in formal and informal feedback sessions with instructors throughout the courses as needed.

US Democratic Institutions & Ideals. Enables students to gain a better understanding of US society, institutions, and ideals. Topics include human rights, diversity and American life, US government institutions, political processes, judicial system, free market system, education, health and human services, media, international peace and security, law of war and related subjects to support the Departments of State and Defense's objectives for security assistance training. Most of this area of instruction is through the congressionally mandated Field Studies Program with activities, events and trips conducted in the Montgomery area, the southeast region of the United States, Washington, DC, and New York City.

Communications. Communication skills development constitutes a significant part of the instruction at IOS. This area of instruction is designed to increase the student's ability to critically read, write, speak, and understand American English and convey ideas both orally and in writing according to USAF standards. In addition, writing, briefing instruction, and exercises prepare IMS for follow-on PME communication requirements.

This area also includes computer instruction with hands-on training in applications relevant to the respective follow-on PME curriculum.

Military Studies. The Military Studies area introduces students to the mission, doctrine, organization, policies, concepts, and terminology of the US military.

Leadership. Students are introduced to various leadership theories, perspectives, concepts, and models; instruction is geared at a level appropriate to the follow-on PME program. This area also introduces physical fitness requirements (for students attending SOS), with emphasis on leadership, followership, problem solving, and team building.

Professional Continuing Education

Air University (AU) provides professional continuing education (PCE) to the Air Force, other Department of Defense (DOD) personnel, and international students. PCE is conducted for participants in various professional fields and consists of updated knowledge and other pertinent information that will help these individuals attain broader understanding of their chosen industry.

Squadron Officer School Faculty Development Program

http://www.airuniversity.af.edu/SOS/

Program Description. The faculty development program uses multiplatform curriculum delivery, incorporating readings, subject-matter-expert delivered lessons and practicum application, to achieve program outcomes. Readings are developed locally and derived from published materials to ensure curriculum remains current with emerging educational practices and theories. Our instructional design course adheres to Air Force Handbook 36-2235, volume 10, *Information for Designers of Instructional Systems Application to Education*. Our end state is to produce highly skilled instructors who can develop and deliver curriculum to adult learners across a spectrum of environments using various methodologies.

Course Learning Outcomes. Squadron Officer School (SOS) faculty development consists of two courses. Each course has specific learning outcomes.

MSOC001 Theories and Principles of Adult Education (TPAE). Graduates are able to:

- apply leadership/facilitator competencies given a variety of situations;
- demonstrate the importance of classroom management and student inclusion;
- understand the role of an effective teacher, mentor, and coach;
- practice appropriate teaching methodology
- understand appropriate learning taxonomy and use of Informal Lecture, Guided Discussion, Case Study, and Experiential teaching methods;
- apply appropriate questioning techniques; understand SOS Curriculum/Organization;
- comprehend curriculum, SOS student assignments and experiential learning
- recognize the SOS organization structure and responsibilities;
- understand curriculum to meet SOS lesson objectives;
- demonstrate understanding of SOS lesson plan;
- understand the methods of preparing for a lesson

MSOC002 Advanced Principles of Instructional Design (APID):

Graduates are able to:

- apply effective techniques to employ various methods to achieve learning objectives;
- demonstrate ability to identify learning objectives and student outcomes;
- apply different assessment methods for designed curriculum and analyze assessment results for modification opportunities for curriculum;
- apply instructional design tools to lesson plan development;
- analyze domains of learning to maximize student learning process; and
- develop comprehensive assessment tools/questions.

Faculty. The SOS Faculty Development Division consists of four full-time personnel augmented with adjunct professors and instructors from within Air University. All personnel are experts in curriculum delivery and design.

Duration. TPAE is 10 resident training days in length. APID is 10 resident training days in length with an additional 6.5 weeks (33 days) of non-resident course work.

Eligibility. TPAE is open to all personnel with a need to develop instructor skill sets in the area of adult education. It is a required course for all assigned SOS faculty. APID is open to all personnel who require skills to develop curriculum and is required for SOS curriculum developers. Reference the ETCA website at https://etca.randolph.af.mil for additional information (ETCA course numbers: MSOC001 and MSOC002).

Completion Requirement. Students must fulfill contact hours and demonstrate effective application to graduate TPAE or APID.

Course Descriptions

MSOC001 Theories and Principles of Adult Education (TPAE)

80 Contact Hours

This course prepares students to apply various instructional methods to deliver curriculum in adult education environments. The basic design is for on-boarding new SOS faculty and is aligned with an on-going SOS class. However, given needs of AU partners, and given enough notice, it can be modified to meet their needs. Curriculum delivery is focused on achieving higher levels of learning through

deliberate application of instructor skill sets. The course focuses on effective teaching techniques, including classroom management, feedback/assessment, and the integration of technology. Instructional methods taught in the course include lectures, guided discussions, case studies, gamification and experiential learning. All classes are developed using established educational theory, to which the students are also exposed. The course includes practicum application through teaching laboratories and focuses on developing instructors through mentoring and actionable feedback. Students are expected to write a cogent teaching philosophy as a result of what they have learned. Course duration is 10 resident training days.

MSOC002 Advanced Principles of Instructional Design (APID)

80 Contact Hours

This course and study of instructional design and development includes learning theory and trends in learning technologies, instructional design principles, development, and delivery of learning materials across various learning environments. The project-based course prepares instructional designers/developers with strategies to create curriculum using design models, instructional strategies, and technology integration to support learner-centered experiences. The course offers insights from thought-leaders and practitioners in learning design, case studies on instructional design, and immersive learning approaches to instructional design. Course duration: 8.5 weeks--80 contact hours, 6.5 weeks will consist of student research, lesson design/development, and collaborations with SOS Faculty Senate and Academic Committees.

Ira C. Eaker Center Academic Instructor Course

http://www.airuniversity.af.edu/Eaker-Center/

Program Description. The Academic Instructor Course (AIC) prepares faculty to instruct, plan, develop, and manage academic instruction. The curriculum requires extensive reading and writing and moderate research. Several instructional methods are taught.

Course Learning Outcomes. Graduates are able to:

- Demonstrate an ability to plan and develop lesson objectives, including evaluation instruments.
- Demonstrate an ability to clearly communicate to achieve instructional objectives and manage educational processes.
- Show and prove competence in using essential teaching skills that apply to most instructional situations and that evaluate the achievement of learning outcomes.

Faculty. AIC faculty must possess a bachelor's degree and three or more years' experience in civilian or military educational administration, psychology, testing, instruction, or a related discipline.

Duration. This course is delivered in 10 academic days.

Eligibility. Reference the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MCPD001.

Completion Requirement. Students must master concepts and techniques of instruction and course management processes to enhance learning.

Course Description

MCPD001 Eaker Center Academic Instructor Course 80 Contact Hours
This course prepares newly assigned faculty to instruct at Eaker Center. It is a rigorous, comprehensive, and fast-paced course that requires extensive reading, writing, and moderate research. Major curricula areas are learning theory, communication skills, instructional design, teaching methods, and evaluation. The course is organized to provide maximum participation in learning, with most

of the class time devoted to small group activity. Students write level-of-learning objectives and lesson plans, present lessons, and develop rating scales and test items. Students must demonstrate the ability to write, present teaching lessons, and master selected academic content areas. The following methods are taught: informal lecture, guided discussion, case study, experiential instruction, teaching interview, and demonstration performance.

Commanders' Professional Development School

http://www.airuniversity.af.edu/Eaker-Center/CPDS/

Program Description. Prepare attendees for duty as wing commanders, vice wing commanders, group commanders, senior materiel leaders, incident commanders, and emergency operations center directors. Also prepares selected individuals for future leadership opportunities at the squadron level. The school helps attendees deal with critical leadership and management challenges. The Wing Commanders' Seminar, Group Commanders' courses, Senior Materiel Leader Course, Senior Leader Mission Generation Course, and Wing Executive-Level Response Course convene six times each year, and the Emergency Operations Center Director Course convenes seven times a year at Maxwell AFB and once each year at Wright-Patterson AFB.

Program Learning Outcomes

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

Faculty. Commanders' Professional Development School (CPDS) faculty members must possess a bachelor's degree (in any discipline) and two or more years' experience in a relevant functional command assignment.

Duration. The Leader Development Course for Squadron Command is two weeks long; the Wing Commanders' Seminar and Emergency Operations Center Directors Course are one week long; the Group Commanders' and Senior Materiel Leader courses last two weeks, the Wing Executive Level Response Course is two days long, and Senior Leader Mission Generation Course is one day.

Eligibility. The Air Force Colonels Group, Air National Guard Bureau, and Air Force Reserve Command Senior Leader Management Office determine Wing and Group commanders', and Senior Materiel Leaders' eligibility at all pre-command training courses. Wing Commanders nominate individuals for the Leader Development Course for Squadron Command. Attendance at the Emergency Operations Center Director Course is mandatory for DAE personnel designated as emergency operations center directors and emergency operations center

managers. The course is optional for security forces commanders, operations officers, flight chiefs, command inspector general team chiefs, and installation exercise evaluation team chiefs and senior fire officers.

Reference the ETCA website at https://etca.randolph.af.mil for additional information (ETCA course numbers are listed in the course descriptions below).

Completion Requirement. Students must comprehend the major concepts and processes to deal with leadership, management, and command issues.

Course Descriptions

MLMDC800 USAF Wing Commanders' Seminar **43.5 Contact Hours**

This course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current higher headquarters' policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.

MLMDC810 USAF Mission Support Group Commanders' Course **56 Contact Hours**

This course prepares newly selected mission support group commanders with leadership tools and understanding of command responsibilities, resources, and operational guidance that will enhance their effectiveness in achieving mission requirements. Training will include comprehending and valuing the roles and missions that are applicable to mission support group commanders so that each student will be able to effectively carry out or provide advice concerning their leadership responsibilities. The training provides specific information on AFIMSC force protection, civil engineering, services, contracting, logistics, communication and cyber, magistrate duties, AAFES, senior mentor leadership insights and a panel of three sitting MSG/CCs.

MLMDC813 Emergency Operations Center Director Course **32 Contact Hours**

This course provides training on techniques and procedures necessary to effectively perform command and control functions during emergency and contingency situations involving aircraft, munitions, and hazardous material accidents and incidents, as well as natural disaster situations. The curriculum includes problem solving and exercises associated with situation assessment, emergency operations center duties and responsibilities, communications, special resources, planning, public affairs, and logistics support.

MLMDC850 Leader Development Course for Squadron Command **66 Contact Hours**

This course, developed in response to CSAF's Squadron Revitalization initiative, equips and inspires Airmen to thrive in command. Crafted for mid-career officers approximately 1-3 years prior to their first squadron command and comparable civilians, this course commits to sharpen and focus human domain leadership skills to achieve mission success through high-performing teams. The course reframes what "command" means to students and gives them tools to maximize squadron potential. Students improve warfighting capability by becoming more aware leaders, including intentionally deeper investments in self-improvement, understanding and communicating in the human domain, and gaining skills in aligning mission and values.

MLMDC871 Maintenance Group Commanders' Course **59.5 Contact Hours**

This course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current higher headquarters' policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.

MLMDC872 Medical Group Commanders' Course **56.25 Contact Hours**

This course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current higher headquarters' policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.

MLMDC874 Senior Materiel Leader Course **66.5 Contact Hours**

This course prepares newly selected and inexperienced senior materiel leaders to meet the responsibilities of systems and sustainment program leadership and introduces attendees to their roles as director within the framework of higher headquarters' policy. The course gives attendees a basic knowledge of the responsibilities, resources, operational concepts, and practices so they will quickly and effectively execute the full spectrum of weapon system acquisition and sustainment and understand director responsibility, accountability, and discipline approaches to leadership and management. SAF/AQH awards 40 continuous

learning points toward ongoing acquisition professional development for this educational activity.

MLMDC875 Operations Group Commanders' Course **58.5 Contact Hours**

This course prepares operations group commander selectees to meet the responsibilities of operations group leadership and introduces attendees to their roles as commander of an operations group within the framework of higher headquarters' policy. The course provides an understanding of command responsibility, accountability, and discipline; approaches to leadership and management; contemporary attitudes; and cultural diversity. It also provides students with a deeper understanding of current operations in Air Superiority, Mobility, Global Strike, ISR, Space, Cyber, and Special Operations in order to enhance their effectiveness and ability to meet mission requirements. Attendees will have the opportunity to discuss current operations issues and problems with functional area experts, experienced commanders, and their peers in a seminar environment.

MLMDC877 Senior Leaders' Mission Generation Course **9 Contact Hours**

This course focuses on wing leadership teaming between maintenance, operations, and logistics support to achieve safe and effective mission generation. Students must comprehend the relationship and teamwork between maintenance, operations, and logistics support; comprehend applicable policies, training, discipline, and enforcement standards essential to generating safe and reliable air and space power. In addition, students will apply learned teaming approaches and comprehend functional mission generation challenges through review of presented case studies.

MLMDC901 Wing Commanders' Executive-Level Response Course **16.5 Contact Hours**

Provides newly selected wing commanders and vice wing commanders tailored training on techniques and procedures necessary to effectively perform command and control functions, within a crisis action team (CAT) environment, during emergency and contingency situations involving aircraft, munitions, hazardous material accidents and incidents, and natural disaster situations. Includes problem solving and exercises associated with situation assessment, incident commander, emergency operations center, and CAT duties and responsibilities, communications, special resources, planning, public affairs, and logistics support.

Force Support Professional Development School

http://www.airuniversity.af.edu/Eaker-Center/FSPDS/

Program Description. The Force Support Professional Development School (FSPDS) has a dual mission to provide functional Professional Continuing Education (PCE) for the Force Support officer, civilian and enlisted community along with installation support education for Master Resilience trainers, Sexual Assault Response Coordinators and Sexual Assault Prevention and Response Victim Advocates, and Protocol. The portfolio integrates in-residence and distance learning and is designed to provide developmental opportunities in support of their community and/or career field.

School Overview. FSPDS is responsible for professional development of the Force Support officer, enlisted and civilian communities. Our educators accomplish this diverse mission set through a myriad of PCE courses that reach approximately 1,800 students annually through both in-residence and distance learning instruction. FSPDS develops leaders, managers and supervisors one student at a time. The school has been in existence since 1965.

The school is organized into three teams. The Force Support Development Division is responsible for providing functional PCE opportunities for Force Support officers, civilians and enlisted personnel. The team concentrates on leadership and foundational education that supports officers and civilians across the range of their career from the time they enter the career field until they separate or retire. Many courses focus on developing competencies that allow leaders to succeed in a contingency environment as well as the challenges of leading in the challenging and complex Force Support Squadron environment or at various staff levels within the A1 enterprise, to include HAF, Secretariat, A1 Field Operating Agencies and MAJCOM. Courses are also offered in various specialties to prepare individuals for duty assignments in Mortuary, Airmen and Family Readiness, Civilian Personnel, and Manpower Staff. The Installation Support Education Office provides PCE opportunities for various specialties including Master Resilience trainers, Sexual Assault Response Coordinators and Sexual Assault Prevention and Response Victim Advocates, and Protocol. The third team, Program Support, provides course and office support for Course Directors, as well as curriculum and policy execution support.

The goal of the Force Support Professional Development School is to provide professional continuing education that meets the needs of our leaders as well as our diverse student population. Additionally, we ensure our program is in alignment with the vision and strategic plan of Air University, Air Education and

Training Command and Headquarters Air Force.

Courses. Courses offered within FSPDS fall within one of three major academic program areas and support achievement of the Program Learning Outcomes (PLOs) established within each program area. All in-residence courses are held at Maxwell AFB, AL, unless otherwise indicated.

Eligibility. Requirements for participants vary for each course. Students can locate the course requirements on the Air Force Portal. Reference the ETCA website at https://etca.randolph.af.mil for additional information.

Major Academic Program Areas: There are two major academic programs within FSPDS: (1) Force Support Professional Continuing Education and (2) Installation Support Education. The following describes each of these academic programs along with their associated Program Learning Outcomes and course descriptions.

Force Support Professional Continuing Education

Target audience: 38F Force Support officers, Force Support Appropriated Fund civilian employees and Force Support enlisted personnel.

Program Learning Outcomes

- Demonstrate competencies required to effectively lead people and manage resources within both installation-level and higher headquarters staff environments.
- Demonstrate comprehension of basic, intermediate and advanced Knowledge, Skills and Abilities (KSAs) required to perform the full-range of Force Support capabilities within both home-station and deployed environments.
- Demonstrate competencies required to perform a range of highly specialized functional skills within both installation-level and higher headquarters staff environments.

Course Descriptions

MAFHRMS110 Basic Employee-Management Relations Course

23 Contact Hours

This DL course provides personnel assigned to the employee-management relations (EMR) course with the basic skills and procedures for dealing with

situations in areas such as conduct, discipline, appeals and grievances, health and safety, premium pay, drug and alcohol abuse control, and program evaluation.

MAFHRMS112 Advanced Employee-Management Relations Course
36 Contact Hours

This resident course intensifies and broadens the skills of full-performance-level EMR specialists, enabling them to better understand, plan, and formulate meaningful personnel programs and to use sound methods in resolving problem cases. This course improves the effectiveness of EMR specialists by providing insight into the overall EMR program and its relationship to the total civilian personnel management program. It covers complex, controversial, and precedent-setting aspects of various EMR program areas, including discipline, performance management, drug and alcohol abuse, occupational health and safety, arbitration, and Merit System Protection Board proceedings.

MAFHRMS117 Civilian Work year Management Course 32 Contact Hours

This resident course provides orientation, basic knowledge, and skills in the management of an installation's annual civilian employment plan for those delegated the responsibility for the direct management process or for those providing advisory services on civilian personnel resource management, manpower issues, or financial management (civilian pay) issues.

MAFHRMS119 Labor Management Relations Course 68 Contact Hours

This resident course prepares participants to administer and negotiate labor union contracts and increases the effectiveness of labor-management relations practitioners in providing advice and guidance to managers representing the Air Force's position in arbitration and other third-party proceedings. The target audience is civilians, GS-9 through GS (GM)-14, and officers, captain through colonel. Its purpose is to prepare negotiating team members to effectively represent management at base level in negotiating written agreements between a labor organization and the activity commander.

MAFHRMS140 Air Force Sexual Assault Response Coordinator Course
82 Contact Hours

This resident course educates and provides essential information, processes, and resources through interactive lecture, guided discussions, and exercises to develop the knowledge and skills of Air Force Sexual Assault Response Coordinators. The course will enable them to perform their sexual assault prevention, response, and outreach responsibilities, thus building a foundation for excellence in this critical area of Air Force concern. This course is intended to

standardize Sexual Assault Prevention and Response (SAPR) services throughout the DOD.

MAFHRMS141 Air Force Sexual Assault Prevention and Response Victim Advocates Course 59 Contact Hours

This resident course educates and provides essential information, processes, and resources through interactive lecture, guided discussions, and exercises to develop the knowledge and skills of Air Force Sexual Assault Prevention and Response Victim Advocates (SAPR VA). This course is intended to standardize SAPR services throughout the DOD.

MAFHRMS404 Master Resiliency Trainer Course 40 Contact Hours

This resident course is a collaborative learning environment designed to provide contextual and instructional skills to personnel appointed as Master Resilience Trainers (MRT). Students build upon existing knowledge of the skills acquired during Resilience Trainer Assistant (RTA) training by learning the scientific research supporting the resilience skills. Students are required to demonstrate proficiency in MRT facilitation skills with peer and instructor feedback and pass a knowledge of resilience curriculum assessment with no less than 70% accuracy. If a student fails to meet course objectives and achieve a satisfactory score, the SEI will be deferred until the student successfully graduates from the course. Reregistration for students who fail to meet course objectives and pass assessment will be deferred for 90 days with Community Support Coordinator recommendation. Upon graduation, military graduates' records are updated to reflect award of the Special Experience Identifier (SEI) for Master Resilience Trainer (Enlisted SEI: 107; Officer SEI/Experience Set: AB).

MAFHRMS405 Manpower Staff Officer Course 108 Contact Hours

This resident course is taught at the Air Force Manpower Analysis Agency at Randolph AFB, TX. It offers learner-focused education that encompasses Air Staff manpower functions, major command (MAJCOM) manpower functions, regional manpower squadron functions, total force, senior leader perspectives, management engineering, manpower programming, Air Force organizations, history of USAF manpower, whole system optimization, the art and science of manpower, student projects, and a capstone team exercise.

MAFHRMS408 Airman and Family Readiness Basic Course 40 Contact Hours

This in-resident course is designed to provide learner-focused education for newly assigned readiness noncommissioned officers, community readiness consultants, community readiness specialists, and reserve component program directors. The

course objectives are focused on Airman and Family Readiness fundamental basics to include Air Force policy, core service programs, strategic consultation skills, personal and family readiness, crisis and disaster response, personal and professional resiliency, case management, and support of Wounded Warriors and Gold Star families. Students will receive an interactive introduction to critical thinking, project management, and continuous process improvement. Three Community College of the Air Force (CCAF) credits are awarded to eligible participants.

MAFHRMS415 Leadership Strategies for Civilian Personnel Advisors Course 32 Contact Hours

This resident course arms base-level civilian personnel leaders with tools and techniques to enhance their strategic advisory capabilities. The course includes lessons on classification, personnel programs, hostile work environments, labor-management and employee-management relations, injury compensation, and perspectives from senior leaders.

MFSS100 Force Support Basic Contingency Course 20 Contact Hours

This is a mandatory distance learning course for all 38F Force Support officers to complete within 24 months of graduating Initial Force Support Officer Course (IFSOC). The Basic Contingency Course provides information on the overarching doctrine, enduring capabilities, and organizational framework through which FS enables missions in deployed environments. This course also provides FS readiness managers an overview of sustainment requirements for the primary mission support functions. The curriculum addresses quality of life improvements that should be planned during bare base sustainment, steady-state operations, and during transition to temporary/semi-permanent facilities. This course is available on ADLS. RECOMMENDED PRE-WORK: Initial Force Support Officer Course (IFSOC).

MFSS125 Basic Knowledge, Skills and Abilities Course 14 Contact Hours

This is a mandatory distance learning course for all 38F Force Support officers to complete within 24 months of graduating Initial Force Support Officer Course (IFSOC). The course is self-paced and intended to be completed over a 3-6 month period. The objective for the Basic Knowledge Skills and Abilities (KSA) Course is to build a foundational level of understanding focusing on individual implementation and practice of the eight critical KSAs during day-to-day operations. This course is available on the AF e-Learning site. RECOMMENDED PRE-WORK: IFSOC.

MFSS126 Intermediate Knowledge, Skills and Abilities Course

18 Contact Hours

This is a mandatory distance learning course for all 38F Force Support officers to complete upon completion of the Basic Knowledge Skills and Abilities (KSA) Course or between 4 and 12 years TFCSD. The course is self-paced and intended to be completed over a 3-6 month period. The objective for the Intermediate KSA Course is to further develop 38F officers across the eight critical KSAs and is team focused. This course is available on the AF e-Learning site. RECOMMENDED PRE-WORK: Initial Force Support Officer Course (IFSOC) and Basic KSA Course.

MFSS127 Advanced Knowledge, Skills and Abilities Course

20 Contact Hours

This is a mandatory distance learning course for all 38F Force Support officers to complete upon completion of the Intermediate Knowledge Skills and Abilities (KSA) Course or between 12 and 18 years TFCSD. The course is self-paced and intended to be completed over a 3-6 month period. The objective of the Advanced KSA Course is to develop field grade officers across the eight critical KSAs and is organization/strategic focused. This course is available on the AF e-Learning site. RECOMMENDED PRE-WORK: Initial Force Support Officer Course (IFSOC), Basic KSA Course, and Intermediate KSA Course.

MFSS200 Protocol Fundamentals Course **56 Contact Hours**

This resident course provides personnel with a fundamental knowledge of protocol presented from a base-level perspective. It encompasses procedures for administration, meeting and conference planning, entertaining and social events, ceremonies, funding sources, distinguished visitor visits, flight-line protocol, flag usage, and escort duties.

MFSS250 Mortuary Officers' Course **36 Contact Hours**

This resident course provides active duty and air reserve component officer and civilians with the technical aspects of mortuary affairs presented from a managerial perspective. Procedures for care and disposition of the deceased, communications with next-of-kin and higher headquarters, escort and transportation of remains, entitlements and eligibility criteria, program management, and search and recovery operations will be discussed, as well as Air Force and contract mortuaries, honor guard, family assistance representative, and summary courts officer duties. Students will be introduced to the psychological aspects of the mortuary affairs arena and will review current case studies.

MFSS255 Mortuary Technicians' Course 40 Contact Hours
This resident course prepares enlisted personnel and civilians working in a base-level mortuary affairs office to understand their role in the Air Force Mortuary Affairs Program. Topics include Air Force mortuary affairs overview; case file administration and forms; entitlements; escorts; transportation; family assistance representative and summary courts officer responsibilities; dressing, casketing, and inspecting remains; contracting and payment for mortuary services; communications; wrapping non-viewable remains; person authorized to direct disposition (PADD) briefings; and the defense casualty information processing system. The course includes a case file build exercise and PADD briefing exercise.

MFSS275 Force Support Advanced Contingency Course 38.5 Contact Hours
This resident course is mandatory course for all Reg AF 38F Force Support officers upon completion of the Basic Contingency Course or within 18 years TAFCSD. Priority for attendance is given to those deploying to a contingency operation in a valid Force Support position and those projected to or in their first 6 months assignment to a personnel readiness function. The Advanced Contingency Course consists of general force support contingency operations and addresses areas of concern to leaders in contingency situations, such as force beddown and base recovery. Major components of the course include FS enduring principles, organizational structures, command and control, contingency personnel program support, resource management, installation development, leadership/management, and sustainment operations. This course is held at Maxwell AFB. RECOMMENDED PRE-WORK: Initial Force Support Officer Course (IFSOC), Basic KSA Course, and Basic Contingency Course.

MFSS300 FSS Flight Leadership Course 37.5 Contact Hours
This course focuses on general flight leadership topics including critical thinking, financial management, marketing, ethical leadership, force development, performance measurement, advisor skills, and customer service. The 38F Force Support officers or equivalent civilians must be selected for, or currently sitting, as a Flight Chief or Flight Commander in order to attend. The FSS Flight Leadership Course is hosted via facilitated distance learning. RECOMMENDED PRE-WORK: Initial Force Support Officer Course (IFSOC), Basic KSA Course, and NAF Financial Management 101 Course.

MFSS350 Basic Force Support Staff Officer Course 36.5 Contact Hours
This resident course is for 38F Captains and pre-command Majors with a total federal commissioned service date of 4 to 12 years (or appropriated fund civilians in an equivalent grade) who are either projected to an assignment or in their first 6 months of an assignment as an action officer/staff officer at a higher

headquarters staff. The objective of this course is to educate 38Fs and Force Support civilians to serve in Force Support action officer/staff officer positions at higher headquarters staffs across the A1 enterprise.

MFSS375 Force Support Operational Leadership Course 37 Contact Hours
This resident course focuses on and provides specific skillsets to Force Support leaders that define, shape, develop, sustain and deliver properly developed Airmen and Space Professionals across the force. The Force Support Deputy Director, Operations Officer and Squadron Superintendents course is a job-specific course that seeks to build upon professional career and leadership development, while enhancing key competencies and skills to assist them with being innovative, critical, and creative thinkers and leaders at the operational level.

MFSS400 FSS Commanders/Directors Leadership Course
71.5 Contact Hours
This resident course provides Force Support Squadron (FSS) commanders and civilian directors with a familiarization of force support enduring principles, A1 capabilities, key competencies, FSS organization and mission, how to organize for success, resource management, current issues/trends in the FSS flights, readiness responsibilities, and other pertinent topics necessary to fulfill roles as an FSS commander or director and the installation's strategic advisor for A1 issues. During the course, students receive instruction from senior A1 leaders and functional experts. Students also participate in seminars with open discussions to receive insight on subordinate, peer and senior command experiences.

MFSS450 Advanced Force Support Staff Officer Course 40 Contact Hours
This resident course will focus on understanding senior leadership and institutional priorities and perspectives, strategic guidance and policy responses to guidance in order to orient to and lead in the strategic staff environment. Additionally, it will educate students on Force Support staff officer competencies, leadership concepts and strategic communication principles in order to operate and lead on a staff at the advanced level. Students will understand resource decision making and the planning, programming and resource decision-making factors and processes in order to effectively advocate for and execute manpower and personnel resources.

DEPARTMENT OF AIR FORCE CIVILIAN SCHOOL

https://www.airuniversity.af.edu/Eaker-Center/DAFCS/Supervisor-Manager/

Program Overview. A critical challenge facing the Department of the Air Force is providing leadership education to its current workforce and sustaining this training for future generations of leaders. With that in mind, the DAFCS has a dual mission to provide both Undergraduate and Professional Continuing Education for the Department of the Air Force's 170,000 (24% of the total force) civilian employees and over 2,000 military personnel. To accomplish this mission, the academic programs provide preparation and alignment with military PME tailored to the specific needs of the civilian airman. These needs fall into four broad areas of undergraduate education, leadership development, supervisory/managerial development, and workforce development.

Courses. Courses offered within DAFCS fall within one of two program areas and support achievement of the Program Learning Outcomes (PLOs) established within each program area.

Eligibility. Requirements for participants vary for each course. Students can locate the course requirements on the Air Force Portal. Reference the ETCA website at https://etca.randolph.af.mil for additional information.

Target Audience: Air Force civilian employees and supervisors of civilian employees.

Program Learning Outcomes

- Know personal institutional competencies needed to create a cohesive unit fully supportive of its mission.
- Understand institutional competencies at the people/team level to advance the organization's responsibilities within the framework of the operational mission.
- Interpret organizational competencies in effecting mission accomplishment.

Course Descriptions

MAFHRMS419 New Employee Orientation Course

TITLE	Contact Hours
NEO - NON-Prior Military/Civil Services	Up to 4.5 contact hours
NEO - Prior Other DoD Agency (Army, Navy, etc.,)	Up to 3.5 contact hours
NEO - Prior/Retired Military	Up to 1.5 contact hours

This asynchronous DL course provides newly hired civilian employees a curriculum of instruction to enable insight into the environment, function, and culture of the US Air Force. The topics for this course include Air Force heritage, institutional basics, customs and courtesies, wingman concepts, force development, and personnel administration. It is delivered asynchronously via the Advanced Distributed Learning Service (ADLS).

MAFHRMS428 Developing Team Leader Course 76 Contact Hours

This blended course combines distance learning with an in-resident portion (44 hours DL/4 days' in-residence) and is designed to enable civilian personnel to acquire the institutional competencies needed to transition into team leaders. Students graduating will comprehend the core team leader skills and competencies required for future responsibilities, including strategic direction, problem solving, leadership communication, conflict management and team leader principles. Students will be assessed as to their understanding of the stated learning objectives using practical exercises, reflection papers, discussion board posts, self-assessments, traditional assessments, and completion of a capstone project. This elective course targets Air Force civilian employees and enrollment is selective and managed through the annual Civilian Developmental Education process. The course satisfies the federal law requirement for systematic development of emerging leaders to become supervisors as prescribed in 5 CFR, Section 412.202.

MAFHRMS424 Performance Management Coaching Course

135 Contact Hours

This DL course is designed to create a coaching culture for those who are interested in gaining the fundamental coaching competencies and performance management skills to build an environment of high performance for Air Force civilians. Enrollment is elective and is intended for supervisors (and recommended non-supervisors) in the grades GS-13 and below. There are 135 hours of curriculum delivered over 8 weeks with two 75-90 minute instructor-led online webinars each week. Readings, videos, interactive exercises and other course material are located on a Learning Management System which is available

to the students 24/7. The PMCC uses real-world coaching and problem-solving exercises and requires support from the student's supervisor or appointed mentor. The course supports the federal law requirement for systematic development of supervisors as prescribed in 5 CFR, Section 412.202.

MAFHRMS421 Emerging Leader Course 32 Contact Hours

This DL course develops interpersonal communication and leadership skills for Air Force civilians considering future supervisory and leadership roles. The course provides a core foundation upon which leadership skills may be further developed as an individual's responsibilities increase. The curriculum focuses on basic leadership theory, creating a culture of respect, oral and written communications and strategies for continuous improvement, conflict management, and problem solving. The course satisfies the federal law requirement for systematic development of emerging leaders to become supervisors as prescribed in 5 CFR, Section 412.202.

MAFHRMS416 Military Personnel Management Course 16 Contact Hours

This DL course provides essential knowledge-based training to civilian employees who will supervise military personnel. Students will have the opportunity to take a competency-based assessment, which if passed, will satisfy the requirements for completing the course. For those students that do not pass the assessment and those who wish to continue learning, will complete the entire course. The training covers sources of authority governing military personnel management, unique aspects of the military Airman, career management issues, and performance management for the military Airman. This course provides the essential information, policies, and procedures, and where to go for resources to use in each of these areas. The course covers Air Force-specific subject matter and is not intended for those who supervise members of our sister services. The target population for this course is first-level civilian supervisors of Air Force military personnel. Civilians that are also current Air Force Guard (AGR)/AFRES or retired from Air Force active duty/Guard/Reserve within five years prior to the start of the course are waived from completing this course (this includes AGR/Air Reserve Technician/Individual Mobilization Augmentee).

MAFHRMS 425 USAF New Supervisors Course (NSC)

Up to 36 Contact Hours

This DL course is federally mandated, is a requirement for all first-time supervisors of civilian employees, and completion of this course must appear in the students official training record. Students will have the opportunity to take an optional competency-based assessment, which if passed, meets the

requirements of 5 CFR 412.202. For those students that do not pass the assessment, or those who wish to complete the entire curriculum, the NSC consists of approximately 36-hours of self-directed work, with one optional 60-90 minute, online instructor-led webinar each week. The curriculum meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010, and includes topics mandated by the DoD Managerial and Supervisory Learning and Evaluation Framework. The course provides supervisors of civilian employees with a sound foundation in supervisory skills and civilian personnel management fundamentals.

MAFHRMS 423 USAF New Manager Course Up to 27 Contact Hours

This DL course is federally mandated, is a requirement for all first-time civilian managers, and completion of this course must appear in the students official training record. Students will have the opportunity to take an optional competency-based assessment, which if passed, satisfies the requirements for completing the courses to include topics mandated by the DoD Managerial and Supervisory Learning and Evaluation Framework. For those students that do not pass the assessment, or those who wish to complete the entire curriculum, the NMC is comprised of approximately 27-hours of self-directed work, with one optional 60-90 minute, online instructor-led webinar each week.

MAFHRMS420 USAF Experienced Supervisor Course (ESC)
Up to 20 Contact Hours

This DL course satisfies the federal requirement for supervisory refresher training at least once every three years after completing the initial supervisory course and is targeted to civilian supervisors (including civilians occupying ART positions). The course provides a refresher in civilian personnel management fundamentals and key supervisory competencies. The ESC is approximately 20 hours of self-directed work, with one 60-90, online instructor-led remediation webinar each week. Students who do not attain a 70% or better on all graded events are required to attend the webinar to satisfy course completion requirements. The curriculum meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010, and includes topics mandated by the DoD Managerial and Supervisory Learning and Evaluation Framework.

MAFHRMS126 Basic Mediation Course 32 Contact Hours

This resident course provides basic training to individuals who will serve as mediators for the Air Force. The curriculum includes the presentation of current Air Force policy, the mediation process, interest-based negotiations, Air Force ethical guidelines for mediators, confidentiality in mediations, standards of

conduct for mediators, and settlement drafting guidelines. This course is intended for civilian or military individuals who will mediate civilian disputes.

MAFHRMS127 Advanced Mediation Course 40 Contact Hours

This resident course is to further train individuals to serve as effective mediators for the Air Force. AFPD 51-12*, Negotiation and Dispute Resolution*, requires the Air Force to use alternative dispute resolution "to the maximum extent practicable and appropriate." To meet this directive, high-quality mediation training had to be institutionalized in the Air Force. The Advanced Mediation Course creates a small pool of highly trained, experienced mediators in the Air Force that will decrease reliance on expensive contract mediators. The purpose of this course is to prepare advanced mediators by emphasizing the "best practices" in mediation for the Air Force mediator. This course covers all the advanced techniques one would need to master several areas of mediation practice. This course is intended for civilian individuals who will mediate civilian disputes.

Defense Financial Management and Comptroller School

http://www.airuniversity.af.edu/Eaker-Center/dfmcs/

Program Description. The Defense Financial Management and Comptroller School (DFM&CS) has developed a continuum of DOD financial management education focused on developing broad comptroller skills, including critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and effective communications. The educational experience is achieved through auditorium presentations, interactive seminars, networking, small group discussions, and facilitated exercises. The continuum is comprised of three courses: the Defense Financial Management Course (DFMC), the Defense Decision Support Course (DDSC) and the Air Force Professional Financial Management Course (AF PFMC). These courses bridge the gap between technical functions and broad financial management (FM) leadership responsibilities. The students must actively participate, formulate individual and group goals, and successfully complete homework and test requirements. The courses are challenging, and graduates of the DFMC receive graduate-level credit for their work. All three courses are accredited by the National Association of State Boards of Accountancy (NASBA) and are aligned with and formally mapped to the DOD Financial Management Certification Program.

Program Learning Outcomes. Graduates are able to:

- Demonstrate the ability to advise senior leaders by using enhanced strategic decision-support techniques.
- Apply new techniques and concepts to improve personal leadership and interpersonal skills.
- Explain the impact of organizational relationships on the DOD mission.
- Appreciate the diverse FM disciplines within DOD.

Faculty. Instructors at the DFM&CS possess a degree in finance, accounting, or a related academic field and at least three years of experience in financial/resource management or a similar area. Currently the faculty includes instructors representing the Army, Navy, and Air Force.

Duration. The DFMC consists of approximately 20 hours of pre-course work (a combination of online work and written requirements as specified) followed by 14 academic days in-residence at Maxwell AFB.

The DDSC is four academic days and may be scheduled as a resident course at Maxwell AFB or as a mobile course conducted upon request at installations throughout the world.

The A&SF PFMC consists of approximately 4 hours of pre-coursework followed by 14 academic days in-residence at Maxwell AFB.

Eligibility. The target audience for DFMC students are DoD Financial Managers with grades O-4 and above, GS-12 and above, and E-8 and above. Lower grades are authorized to attend by exception only. Individual Services and DoD Agencies prioritize their nominees and may further restrict attendance.

The target audience for the DDSC varies depending on the location. To assist in managing throughput and funding, the target audience for resident DDSC classes is the same as the target audience for DFMC. To help facilitate organizational change and increase throughput, mobile DDSC classes are open to any available rank or grade. 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 communication skills (oral and written).

The target audience for the A&SF PFMC is Department of the Air Force GS-9 through GS-12s with at least four years of financial management experience (target less than 10 years) and 60+ higher education credit hours. Department of the Air Force Financial Management Captains between 4-9 years of time in service (or officers accepted to the Financial Management Leadership Program). Department of the Air Force Master Sergeants with no more than 15 years of time in service who have an associate degree and are vectored by the FM Enlisted Development Team to attend PFMC.

Completion Requirement. Participants must complete all testing, writing, speaking, and seminar participation assignments, which demonstrate comprehension of the material and the ability to apply it in a professional environment.

Course Descriptions

MLMDC503 Defense Financial Management Course 110 Contact Hours

The Defense Financial Management Course (DFMC) is a DoD course and bridges the gap between technical competencies and strategic financial management and leadership orientation. The course enhances students' critical thinking, analytical, leadership and conflict resolution skills while broadening their financial management experience.

The DMFC curriculum includes three education blocks: Leadership and Communications, DoD Strategic and Financial Management Environment, and Decision Support. The curriculum is delivered through presentations, interactive seminars, networking, small group discussions and instructor-facilitated exercises. Instructors lay a solid foundation of principles in each education block. Guest lecturers then discuss the application of these principles and practices. Successful completion of this course and all pre-requisites fulfills all educational requirements for DoD FM Level 3 certification.

MLMDC504 Defense Decision Support Course 26 Contact Hours

his four-day course focuses on the concepts related to understanding financial management decision support. Taught at Maxwell AFB or as a mobile educational opportunity, the curriculum addresses transforming roles of FM staff officers and improving financial managers' ability to deliver relevant and credible advice to leaders at all levels. The course defines decision support, introduces a decision support model, describes various analytical tools and techniques, and allows students to practice putting the concepts into action through interactive scenarios. Successful completion of this course fulfills the Decision Support competency requirements for DoD FM certification levels 1, 2 and 3.

MLMDC505 Air and Space Force Professional Financial Management Course 110 Contact Hours

The Air and Space Force Professional Financial Management Course (A&SF PFMC) enhances mid-level financial managers' skills through competency-based education focusing on leadership skills; critical thinking, analytical, and decision support capabilities; and expanding overall financial management abilities. The faculty uses lectures, interactive seminars, small group discussions, guest speakers and facilitated practical exercises to help students achieve the learning objectives. Most of the course content will focus on financial management within an operational environment rather than an acquisition organization. The A&SF PFMC is primarily mapped to meet the educational requirements for DoD FM Level 2 certification.

USAF Chaplain Corps College

http://www.airuniversity.af.mil/Eaker-Center/afccc/

Program Description. The curriculum provides the highest-quality professional continuing education and resources to provide spiritual care and advice to leadership. The Air Force Chaplain Corps College (AFCCC) conducts three basic chaplain courses, two chaplain corps spiritual leadership courses, two deputy wing chaplain courses, two wing chaplain courses, two superintendent/ noncommissioned officers in charge (NCOIC) chapel operations courses, religious affairs, one senior chaplain course, one religious affairs airman senior leadership course, and one religious affairs airman, crisis intervention crisis counseling course each year. If funding is available, the college may offer additional PCE courses each year covering topics of interest to the Chaplain Corps

Program Learning Outcomes. Graduates are able to:

- Perform professional duties and responsibilities commensurate with the roles of chaplains and religious affairs airmen in providing spiritual care.
- Understand and apply key principles to advising leadership and commanders in the discharge of their responsibilities to provide for the free exercise of religion in the context of military service as guaranteed by the Constitution with regard to ethical, moral, and morale issues and needs for all Airmen.
- Understand and demonstrate how chaplains and religious affairs airmen provide religious accommodation for the free exercise of religion for all Airmen and their families and respect a pluralistic religious environment and support all faith groups.
- Apply spiritual leadership principles and demonstrate transformational leadership within the Chaplain Corps.
- Comprehend expeditionary Air Force requirements and demonstrate how to provide ministry in the readiness and deployed environment.
- Leverage religious support team operations and team building to accomplish the Chaplain Corps mission.
- Develop, implement, control, and evaluate religious programs to ensure unit and wing ministry effectiveness to include unit engagement, worship, liturgies, rites, and other religious requirements for all faith groups.

- Understand and demonstrate resource management of funds, facilities, supplies, and equipment to include chapel administration.
- Demonstrate crisis intervention and counseling techniques and comprehend privileged communication.

Faculty. AFCCC chaplain teaching faculty members must possess a master's degree in divinity or a comparable field and be endorsed by their ecclesiastical body. Religious affairs airmen teaching faculty may possess higher degrees of education but must be certified in education training programs.

Duration. Courses vary in length from 3 to 40 days.

Eligibility. The prerequisites for the Basic Chaplain Course are selection for duty as a chaplain. Chaplains must complete Officer Training School before attending the Basic Chaplain Course. Other courses are pulse-point and just-in-time training to meet the needs of the Chaplain Corps.

Reference the ETCA website at https://etca.randolph.af.mil for additional information.

Completion Requirement. Students will evidence mastery of the concepts and processes used in the accomplishment of ministry within the Air Force and pass required exams and measurements.

Course Descriptions

MAFCSI101 Basic Chaplain Course (BCC) 160 Contact Hours
This resident course introduces chaplains to the unique aspects of ministry within the Air Force and facilitates the new chaplain's transition from civilian ministry to ministry within the Air Force community. It prepares chaplains to work as a team with religious affairs airmen as religious support teams (RST) and other chaplains of diverse faiths. Unique subjects such as ministry in a readiness environment, military funerals, funds management, pastoral/warrior care within the Air Force, inclusive chapel programs, solution-focused counseling, and chaplain administrative responsibilities are some of the lessons presented.

MAFCSI114 Deputy Wing Chaplain Course (DWCC) 80 Contact Hours
This resident course prepares selected chaplains for supervisory responsibilities in the vital disciplines of leadership and followership. Specific instructional

emphasis is placed on managing effective short- and long-term supervision competencies. Additionally, the deputy wing chaplain must demonstrate the ability to embrace the wing chaplain's leadership vision and, should the wing chaplain deploy, follow the wing commander's leadership vector and MAJCOM chaplain guidance.

MAFCSI115 Wing Chaplain Course (WCC) 80 Contact Hours

This resident course trains selected chaplains to function in senior wing leadership positions with their superintendent/NCOIC senior RST partner in leading a dynamic chapel team. Topics include structure, mission, and vision of the Air Force chaplaincy; dynamics of leadership in the multifaceted role of the senior chaplain; personnel and resource management; and other issues identified by the functional manager.

MAFCSI118 Wartime Ministry Skills Workshop 24 Contact Hours

This resident course prepares selected chaplains and religious affairs airmen for effective wartime ministry. Topics include establishing chapel operations, operational and deployed parish ministry and support, current topics in Islam, the impact of war (psychological, emotional, physical, and spiritual), just war issues, force protection during wartime operations, resourcing ministry in the area of responsibility (AOR), and advising command leadership.

MAFCSI123 Pastoral Counseling Course 24 Contact Hours

This resident course prepares selected chaplains to heighten counseling skills. Students learn, practice, watch, and employ brief pastoral counseling tools using the solution-focused brief counseling model. Topics include empathic listening, attending to counselees' needs, rapid assessment, focused spiritual diagnosis, and the demonstration of hope for client change.

MAFCSI124 Redeployment, Reintegration, and Reunion Issues Course 24 Contact Hours

This resident course prepares selected chaplains and religious affairs airmen to deal with the impact of redeployment, reunion, and reintegration considering current deployment cycles and the changing nature and complexity of war. Topics include preventing and recognizing the effects of post-traumatic stress, tools for effective reintegration, and managing issues related to redeployment.

MAFCSI125 Chaplain Spiritual Leadership Course 45 Contact Hours
This resident course is designed to create Chaplain Corps leaders who can effectively Chaplain Corps teams, care for fellow team members, follow senior chaplain leaders, accomplish the ministry mission of the Chaplain Corps, and analyze and solve complex spiritual leadership challenges (critical thinking).

MAFCSI128 Religious and Cultural Awareness: Tools and Techniques
24 Contact Hours
This resident course equips the Chaplain Corps with skills necessary for acquiring religious and cultural competence in order to advise leaders at tactical, operational, and strategic levels. The course focuses on the impact religion has on cultural norms and how cultural norms impact religion in areas of national strategic interests. The course is open to chaplains and religious affairs airmen.

MAFCSI129 Senior Chaplain Course 24 Contact Hours
This resident course prepares selected chaplains for strategic-level leadership dealing with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM positions. The course will provide essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum. The student will learn strategic planning methodology and demonstrate the ability to construct a comprehensive strategic plan.

MAFCSI130 Chaplain Corps Current Education Issues Course
24 Contact Hours
This resident course addresses current hot issues and topics faced by the Chaplain Corps. It gives the Chaplain Corps the capability to respond quickly to emergent needs in spiritual care and advising leaders. It gives students essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum.

MAFCSI131 Religious Affairs Senior Leadership Course 24 Contact Hours
This resident course prepares selected religious affairs airmen for strategic-level leadership dealing with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM positions. The course will provide essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum. The student will learn strategic planning methodology and demonstrate the ability to construct a comprehensive strategic plan.

MAFCSI132 Spiritual Care for Wounded Warriors 24 Contact Hours

This resident course addresses the mental, physical, and spiritual care necessary to provide for physically and emotionally wounded warriors. It provides the Chaplain Corps the capability to respond accurately and quickly, using current tools, methodology, and terminology. Further, it introduces the concept of vicarious traumatization and the awareness of when to refer.

MAFCSI133 Ministry to Young Adults 24 Contact Hours

This resident course takes current benchmarked Airman Center programs and uses them to train chaplains and religious affairs airmen in their creation and sustainment. The emphasis is on authentic community, service before self, spiritual formation, and moral/character development while maintaining a distinctively global ministry focus.

MAFCSI136 Religious Affairs Crisis Intervention Counseling

24 Contact Hours

This resident course prepares religious affairs airmen to conduct intervention and crisis counseling. It updates religious affairs airmen on the latest techniques and processes for intervening in crisis situations.

MAFCSI137 Superintendent/NCOIC, Religious Affairs Course (SNRAC)

80 Contact Hours

This resident Superintendent/NCOIC/Chapel Operations Course addresses concepts, techniques, and processes involved in leading and managing chapel operations. This course draws on the subject matter expertise of AFCCC faculty, diverse field experiences of students, Air Force Chaplain Corps strategic-level leaders, as well as the knowledge of guest presenters in order to maximize learning.

Black Belt Certification Course

http://www.airuniversity.af.edu/Eaker-Center/

Program Description. The Air Force Continuous Process Improvement (CPI) Black Belt (BB) Certification Course is intended to provide an understanding of why, how, and when each of the process improvement methodologies should be used. The course will provide instruction for an understanding of the concepts and use of the tools related to process improvement methodologies of Lean Six Sigma (6S), Theory of Constraints (ToC), and Business Process Reengineering (BPR). This course is the bedrock of a more robust, AF-wide process improvement initiative, providing the education and training required by all AF and USSF members charged with process improvement.

Course Learning Outcomes. Learning in this course will allow students to provide value to the AF and USSF by supplying them with the tools to lead efforts to maximize value and eliminate waste in all environments—operational, support, and otherwise—and fully integrate continuous process improvement (CPI) across the Air and Space Forces.

Faculty. All instructors are experienced (BB certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

Duration. This course lasts 10 academic days.

Eligibility. This course is open to all active-duty Air Force, USSF, Reserve, and Guard officers, and DOD civilians and enlisted personnel in the grades of TSgt through CMSgt. Except in rare instances, students are required to complete CPI Greenbelt (GB) certification prior to attending this course.

Completion Requirements. Upon completion of the training, the students are prepared to assist leadership in executing Lean, Six Sigma, and ToC projects or to assist experienced GBs in conducting their respective process improvement events. The students will also be prepared to mentor new students by teaching the Lean/Six Sigma/ToC/BPR methodologies in just-in-time lessons associated with process improvement events or other venues as required.

Course Description

MAFSO2101 Black Belt Certification Course **80 Contact Hours**

This course includes advanced process improvement methodologies, group dynamics and facilitation training in a classroom environment followed by participation and application of skills in a series of lean, process reengineering, or other CPI events or projects in more than one CPI methodology, with one or more events at a cross-functional or enterprise-wide level. GB certification is a prerequisite for BB training. The AF course, sponsored by SAF/MGM, satisfies AF CPI BB certification training requirements.

Senior Leader Course

http://www.airuniversity.af.edu/Eaker-Center/

Program Description. The Air Force Continuous Process Improvement (CPI) Senior Leader Course (SLC) is intended to provide an understanding and equip leaders with the ability to assess the gaps in systems and organizational structure that need to be addressed in order to allow a culture of problem-solving and continuous improvement to develop. The course will provide basic instruction for an understanding of the concepts related to process improvement methodologies of Lean, Six Sigma, Theory of Constraints (ToC), and Business Process Reengineering (BPR).

Course Learning Outcomes. Learning in this course will provide senior leaders with the tools and techniques to lead efforts to maximize process value in all environments—operational, support, and otherwise—and fully integrate CPI across their entire organization.

Faculty. All instructors are experienced (BB certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

Duration. This course lasts 16 academic hours.

Eligibility. This course is open to all active-duty Air Force, USSF, Reserve, and Guard officers, and DOD civilians and senior enlisted personnel in the grades of O-6, GS-15 and E-9. It is also appropriate for subordinate commanders and other key senior leaders to attend. There are no prerequisites for attending this course.

Completion Requirements. Upon completion of the course, leaders are prepared to assist, support and guide members of their respective organization in executing Lean, Six Sigma, and ToC projects or to assist practitioners in conducting process improvement events that contribute to the execution of their organization's strategy.

Course Description

MAFSO2102 Senior Leader Course **16 Contact Hours**

The objective of the CPI Senior Leaders Course is to augment O-6/GS-15/CMSgt/Sq CC/Superintendents/other key senior leaders' leadership skills with an understanding of how to manage process performance and strategy execution by strategically aligning the outcomes continuous process improvement using CPI tools and techniques. The course includes 1.5 days of classroom instruction on process improvement concepts, roles, responsibilities and a one half-day visit to an Air Force or industry operation that provides first-hand exposure to Lean tools in operation. There are no prerequisites for the SLC. The course, sponsored by SAF/MG, satisfies senior leader change management training requirements.

Joint Flag Officer Warfighting Course (JFOWC)

https://www.airuniversity.af.edu/LeMay

Program Description. JFOWC prepares two-star general officers of the four services for theater-level combat leadership responsibilities. It is tailored to provide future theater-level combatant commanders, service component and joint task force (JTF) commanders with a broad perspective of the strategic and operational levels of war. Retired general officers lead the course as senior mentors, guiding discussions to focus at the high-operational and strategic level of war.

Attendees study war fighting, synchronization of interagency operations, military doctrine, and the application of unified, joint and combined forces so they will be better prepared to face future crises.

Course Learning Outcomes. As directed by Chairman, Joint Chiefs of Staff Instruction (CJCSI) 1800-01, *Officer Professional Military Education Policy.*

Faculty. Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

Duration. The JFOWC is delivered in five academic days and is offered twice a year.

Eligibility. Attendance is limited to 18 Service Chief selected O-8s and civilian equivalents. Waiver authority to attend the course belongs to the Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) Civilians. Reference the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MAAFNJ007.

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MAAFNJ007 Learning Areas	**Contact Hours**
National Security Strategy	3
National Planning Systems and Processes	3
National Defense Strategy	4
National Military Strategy and Organization	8
Theater Strategy and Campaigning	16
The Role of Strategic Communication in Twenty-First Century Warfare	2
Strategic Leader Development	4
Total	**40**

Learning Area Descriptions

National Security Strategy **3 Contact Hours**

- Role of Congress in military affairs and how Congress views the military.
- Role of military leaders in developing national political objectives.
- Four elements of national power and how the elements are used during a crisis.
- Relationship between multiple strategic and military end states and how they differ and influence stability operations and redeployment.

National Planning Systems and Processes **3 Contact Hours**

- Role of joint doctrine as it applies to operations planning, mobilization, deployment, employment, sustainment, and redeployment.
- Effect of time, coordination, policy, politics, doctrine, and national power on the planning process.
- Joint strategy development and operational planning process.

National Defense Strategy **4 Contact Hours**

- How the military operationalizes the national defense strategy to address strategic challenges by setting priorities among competing capabilities.
- How the military dissuades potential adversaries from adopting threatening capabilities, methods, and ambitions, particularly by sustaining and developing key US military advantages.

National Military Strategy and Organization **8 Contact Hours**

- The combatant commander's perspective and the role of subordinate commanders in developing, deploying, employing, and sustaining military forces.
- Roles, relationships, and functions of the president, secretary of defense, chairman of the Joint Chiefs of Staff, combatant commanders, secretaries of the military departments, and the service chiefs as related to the national military strategy.

Theater Strategy and Campaigning **16 Contact Hours**

- Role of the unified commander in developing theater plans, policies, and strategy.
- Complexities of interagency coordination and support in campaign planning and execution of military operations.
- Challenges and opportunities that may accrue from the combatant commander's regional focus and an ambassador's country focus.
- Multinational campaign plan for a geographic combatant commander in support of national and coalition objectives.

The Role of Strategic Communication in Twenty-First Century Warfare
2 Contact Hours

- Describes how theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
- Comprehends the impact of national agencies that support the theater commander's requirements for information operations on national security issues.
- Evaluates how the joint operational planning and execution system is integrated into both theater and operational information-operations campaign planning and execution to support theater and national strategic sustainment and war-fighting efforts.
- Comprehends the importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.
- Evaluates how public diplomacy and public affairs are integrated in theater and operational information-operations planning and execution to support theater and national strategic sustainment and war-fighting efforts.

Strategic Leader Development **4 Contact Hours**

- Challenges of command at the three- and four-star levels.
- Leadership challenges in a coalition environment.
- Leadership challenges in working with and understanding interagency cultures.
- Ethical decision making and its effect on the operational environment and success in achieving military objectives.

Joint Force Air Component Commander Course

http://www.airuniversity.af.edu/LeMay/

Program Description. JFACC prepares general/flag officers for theater-level combat leadership responsibilities. It is tailored to provide future air component commanders with a broad perspective on war fighting, military doctrine, and application of unified, joint, and combined combat forces. Retired general officers lead the course as senior mentors, guiding discussions to focus on the operational level of war.

Course Learning Outcomes. As directed by CJCSI 1800-01, *Officer Professional Military Education Policy*.

Faculty. Instruction for the course comes from senior national-level civilians, military representatives, and nationally recognized subject matter experts.

Duration. The Joint Force Air Component Commander (JFACC) Course is delivered in seven academic days.

Eligibility. Attendance is limited to Service Chief Selected O-7s, O-8s and civilian equivalents. Since these courses build on knowledge from the National Defense University's (NDU) Capstone Course, attendees should complete that congressionally mandated course before attending a component commander course. Waiver authority to attend the course belongs to the Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) Civilians.

Reference the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MCADRE004.

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCADRE004 Courses	Contact Hours
Leadership	10
Joint Functions	8
Strategic Context	8.5
External Relationships	5.5
Roles, Responsibilities, Processes, Products, Authorities	20
Total	**52**

Course Descriptions

Leadership **10 Contact Hours**

Comprehend, process, internalize leadership responsibilities at the senior warfighter level that are not necessarily inherent at lower tactical levels; Provide mentorship on the unique and dynamic nature of a 3- and 4-star level commander.

Joint Functions **8 Contact Hours**

The related capabilities and activities grouped together to help the Theater Level Commanders integrate, synchronize, and direct joint operations.

Strategic Context **8.5 Contact Hours**

The dynamic, complex, and rapid shifts between allies, militaries, non-governmental organizations and governmental departments require an approach increasing reliance on many factors to achieve objectives across the full spectrum of effects. Theater-level commanders need to know how to incorporate the often subtle and ambiguous interplay between air, space, cyber, electromagnetic and information activities that must be integrated as needed with kinetic effects.

External Relationships **5.5 Contact Hours**

Theater-level commanders understanding and appreciating the myriad of key relationships external to the organization that are critical to success. Highlighting the bidirectional nature, the difficulty in building/maintaining, they need to be built early and at the appropriate level.

Roles, Responsibilities, Processes, Products, Authorities **20 Contact Hours**

The intricacies that a C/JFACC, Commander Air Force Forces (COMAFFOR)/ Theater-level commander will need to understand, use and execute within their assigned positions.

Combined Force Air Component Commander Course

http://www.airuniversity.af.edu/LeMay/

Program Description. The course prepares selected general/flag officers for theater-level combat leadership responsibilities. It is tailored to provide future air component commanders with a broad perspective on warfighting, military doctrine, and application of unified, joint, and combined combat forces. Retired general officers lead the course as senior mentors, guiding discussions to focus on the operational level of war.

Course Learning Outcomes. As directed by CJCSI 1800-01*Officer Professional Military Education Policy*.

Faculty. Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

Duration. The Combined Force Air Component Commander Course (CFACC) is delivered in seven academic days and is offered twice annually.

Eligibility. Attendance is limited to Service Chief Selected O-7s, O-8s and civilian equivalents. Since these courses build on knowledge from the NDU Capstone Course, attendees should complete this congressionally mandated course before attending a component commander course. Waiver authority to attend the course belongs to the Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) Civilians.

Reference the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MCADRE007.

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCADRE007 Courses	Contact Hours
National Security Strategy	10
National Planning Systems and Processes	8
National Military Strategy and Organization	8.5
Theater Strategy and Campaigning	5.5
Information Operations	20
Total	**52**

Course Descriptions

Leadership **10 Contact Hours**

Comprehend, process, internalize leadership responsibilities at the senior warfighter level that are not necessarily inherent at lower tactical levels; Provide mentorship on the unique and dynamic nature of a 3- and 4-star level commander.

Joint Functions **8 Contact Hours**

The related capabilities and activities grouped together to help the Theater Level Commanders integrate, synchronize, and direct joint operations.

Strategic Context **8.5 Contact Hours**

The dynamic, complex, and rapid shifts between allies, militaries, non-governmental organizations and governmental departments require an approach increasing reliance on many factors to achieve objectives across the full spectrum of effects. Theater-level commanders need to know how to incorporate the often subtle and ambiguous interplay between air, space, cyber, electromagnetic and information activities that must be integrated as needed with kinetic effects.

External Relationships **5.5 Contact Hours**

Theater-level commanders understanding and appreciating the myriad of key relationships external to the organization that are critical to success. Highlighting the bidirectional nature, the difficulty in building/maintaining, they need to be built early and at the appropriate level.

Roles, Responsibilities, Processes, Products, Authorities 20 Contact Hours

The intricacies that a C/JFACC, Commander Air Force Forces (COMAFFOR)/ Theater-level commander will need to understand, use and execute within their assigned positions.

Senior Joint Information Operations Applications Course

http://www.airuniversity.af.edu/LeMay/

Program Description. This course prepares selected general/flag officers and senior executive civilians of the four services and the DOD to develop information operations into a war-fighting core military competency that will enable combatant commanders to target adversary decision making while protecting US prerogatives. The course also includes interagency attendees. The course is tailored to provide senior leaders with a broad perspective of information operations at the joint theater (operational) and national (strategic) levels of war. Attendees study war fighting and doctrine as they relate to information operations concepts and principles. Course objectives provide a common framework for understanding and valuing information operations and the necessary law, policies, and procedures that allow planning and integration of information operations into the joint fight; reviewing joint and service doctrine applicable to the planning and execution of information operations; analyzing the means to effectively communicate US government capabilities and intentions as an important method of combating the plans of US adversaries; examining the current and potential role of interagency and nongovernment organizations; demonstrating the integration of information operations into contingency and crisis plans; evaluating the outcomes and lessons; describing information operations tools, illustrating outcomes of their employment, and explaining lessons from their employment; and illustrating the impact the media has upon operations. Attendance is limited to 18 US, UK, Canadian, or Australian flag officers in the grade of brigadier general or major general and equivalent members of the SES.

Course Learning Outcomes. As directed by CJCSI 1800-01, Officer Professional Military Education Policy.

Faculty. Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

Duration. The Senior Joint Information Operations Applications Course is delivered in five academic days.

Eligibility. Attendance is limited to 18 Service Chief selected o-7s, O8s, or civilian equivalents; JCS/J39 selected Flag Officers from the United Kingdom, Australia or Canada; or nationally recognized subject matter experts (SMS) form interagency partners, academia or the private sector. Waiver authority for attending belongs to the sending organization. Reference the ETCA website at https://etca.randolph.af.mil for additional information Course ID: MCADRE006.

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCADRE006 Courses	**Contact Hours**
Strategic Level Information Operations Policy and Perspectives	9.5
Information Environment	7
Information Related Capabilities	7
Information Operations Application	8.5
Total	**32**

Learning Area Descriptions

Strategic Level Information Operations Policy and Perspectives

9.5 Contact Hours

- Summarize the approach to information operations outlined in Joint Publications.
- Comprehend implications of joint doctrine for military involvement in interagency and multinational affairs.
- Identify interagency perspectives, capabilities, and limitations with regard to Information Operations.
- Review the relationship between political and military objectives and how the relationship may enhance or inhibit the combatant commander or Combined Forces Command in obtaining theater objectives.
- Explain the legal authorities required for Information Operations as well as the process to request/obtain authorities.
- Describe key provisions in standing rules of engagement, policy, statutes, international law, and constitutional law that shape operations in the information environment.

Information Environment **7 Contact Hours**

- Describe the information environment, information as an emerging joint function and define information operations.
- Comprehend the nature of warfare in the information age.
- Comprehend the implications of the multinational and nongeographic aspects of information operations.
- Comprehend the implications of IO effects across multiple domains.
- Outline how the proliferation of social media has created vulnerabilities to friendly forces and how adversary use can be leveraged.
- Explain US/Allied reliance on the electromagnetic spectrum as a maneuver space

Information Related Capabilities **7 Contact Hours**

- Define and describe information related capabilities to include limits/constraints and how they are incorporated into operations, joint planning, and assessment
- Analyze how information related capabilities support and are supported by other capabilities.
- Recognize the concept of essential secrecy and how it applies to protecting joint operations.

Information Operations Applications **8.5 Contact Hours**

- Explain how information operations strategies are developed in both contingency and crisis planning and the factors commanders must consider in developing courses of action.
- Demonstrate how to normalize information operations and non-kinetic operations in the joint planning cycle.
- Comprehend Combatant Commander's perspective in developing guidance to conduct information operations in the joint planning cycle.
- Examine case studies of adversarial use of operations in the information environment.
- Examine integration of information related capabilities with other kinetic and non-kinetic operations, and their application in the operational domains.
- How theater commanders, component commanders, or JTF commanders

access information operations resources and develop responsive information operations plans.

- Historical or ongoing information operations.
- The requirements necessary to collect, collate, and disseminate intelligence information.

Joint Doctrine for Information Operations **3 Contact Hours**

- The approach to information operations outlined in Joint Publication (JP) 3-13, Joint Doctrine for Information Operations.
- The implications of the joint doctrine for military involvement in interagency and multinational affairs.
- The implications of the multinational and nongeographic aspects of information operations.
- Service doctrines for information operations and divergences from joint doctrine.
- Selected non-US approaches to information operations and their implications for US national security.

Information Operations Core Capabilities **6.5 Contact Hours**

- What constitutes Military Information Support Operations (MISO), its limits and constraints, and how it is integrated into the planning process?
- The relationship between MISO and public affairs and the connection of MISO force support to public diplomacy, the challenges and factors that must be accounted for during planning and execution, and examples of when each did or did not work well in concert.
- Planning factors for a military deception (MILDEC).
- Specific examples of MILDEC and their predicted outcomes and actual results.
- Implications of the multinational and "nongeographic" aspects of electronic warfare (EW).
- Current and future EW threats (illustrate the threats with specific examples and experiences).
- Cyberspace operations effectiveness of US adversaries and the current means in countering them (including nonstate actors).
- Threats commanders face before and during operations and, specifically, the "platforms" US forces use to mitigate and negate the threat.
- How information assurance enables other war-fighting domains.

Media Relations **1.5 Contact Hours**

- Causes of the adversarial relationship that can exists between the press and the military.
- The dynamics of communication to numerous audiences (American public, coalition partners, adversaries, and neutrals).
- The impact of various technologies that provide live broadcasts from the battlefield to American living rooms.
- Media issues experienced with recent or ongoing operations.
- Fundamental conflicts of tactical, operational, and strategic security concerns with the media's view of the public's right to know.

Public Diplomacy **1.5 Contact Hours**

- Past and current challenges in disseminating coherent messages. (How do you ensure that the various organisms of the US government maintain a consistent message and overcome policy and procedural differences?)
- Issues of military support to public diplomacy. (You must comprehend the challenges of working in an interagency environment and the "corporate culture" differences that exist and must be overcome to develop national synergy.)
- How public diplomacy and public affairs are integrated into theater and operational information-operations planning and execution to support theater and national strategic sustainment and war-fighting efforts.
- Recent public diplomacy efforts, their effectiveness, lessons learned, and efficacy.
- The relationship between political and military objectives and how the relationship may enhance or inhibit the combatant commander or Combined Forces Command (CFC) in obtaining theater objectives.

Legal and Policy Implications of Information Operations **2 Contact Hours**

- Key provisions in standing rules of engagement, policy, statutes, international law, and constitutional law that shape operations.
- Case studies in which the employment of information operations assets was affected by legal or policy factors.
- Means by which military commanders can prepare to handle legal implications of using information warfare assets.

Interagency and NSC **3 Contact Hours**

- Comprehend the importance of strategic communication and the importance of coordination, synchronization, and delivery of strategic effects.
- Evaluate past and current challenges in disseminating coherent messages—how do you ensure various organisms of the US government maintain a consistent message and overcome policy and procedural differences?
- Describe interagency organizations and their responsibilities regarding IO and discuss common misconceptions concerning the capabilities of interagency.

Coalition Perspective **4 Contact Hours**

- The complexities associated with leadership in a coalition environment.
- Command and control (C2) challenges facing the joint/combined force component commander, including the personalities of external principals (CFC, other component commanders, and international), transitions, and commander's critical information requirements.
- Key national authority and rules of engagement issues which could impact the joint/combined component force, including national policies and prerogatives, information sharing, and titles.
- Complexities associated with leadership in a coalition environment.
- Force structure, major players, and interoperability issues of allied partners.
- Allied information operations concept of operations and how their commands obtain information operations capabilities within an AOR.

Strategic Concepts **4 Contact Hours**

- Case studies of adversarial use of IO.
- Decision-making methods used by adversaries and potential adversaries.

Combatant Command Perspective **4 Contact Hours**

- Views on the war-fighting value of information operations.
- Examples of how information operations strategies are developed both in contingency and crisis planning and the factors commanders must consider in developing courses of action.
- Examples of information operations asset employment and an evaluation of their effectiveness at the strategic, operational, and tactical levels.

- Experiential challenges for the employment of information operations.

Cyberspace Operations Executive Course

http://www.airuniversity.af.edu/LeMay/

Program Description. The Cyberspace Operations Executive Course (COEC) prepares selected general/flag officers to understand the complex issues dealing with Cyberspace policy and national strategy including joint, combined, interagency, Congressional, academic and private industry perspectives.

Faculty. Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

Course Learning Outcome. As directed by CJCSI 1800-01, Officer Professional Military Education Policy.

Duration. The course is two academic days offered twice a year (once at O-7/O-8 level and once at the O-9/O-10 level).

Eligibility. Attendance is limited to 18 Service Chief selected O-7s, O-8s, civilian equivalents and select nationally recognized subject matter experts from interagency partners, academia or the private sector. For senior level COEC attendance is limited to Service Chief selected O-9s, O-10s, civilian equivalents and select nationally recognized subject matter experts from interagency partners, academia or the private sector. Waiver authority belongs to Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) civilians.

Completion Requirement. Students must successfully complete all pass/fail evaluations and exercises.

Syllabus

MCOEC001 Learning Areas	**Contact Hours**
National Instruments of Power	8
Senior Government Perspectives	5
Private Sector Perspectives	3
Total	**16**

Learning Area Descriptions

National Instruments of Power **8 Contact Hours**

- Comprehend the interconnected nature of the national instruments of power and their relationship to cyberspace.
- Analyze how specific policy decisions have affected Cyberspace Operations in support of national strategy.
- Appreciate the roles of Diplomacy, Information, the Military and the Economy in creating policy.

Senior Government Perspectives **5 Contact Hours**

- Comprehend the range of capabilities the DOD has in the cyberspace domain, including offensive, defensive, and support capabilities.
- Analyze the synergistic application of cyber and non-cyber capabilities in other domains.
- Articulate the manner in which DOD cyberspace functions can be executed to achieve effects in support of national security objectives.

Private Sector Perspectives **3 Contact Hours**

- Analyze the effects of current national cyber security policy on various elements of the private sector, including financial and technology industries.
- Understand the private sector perspective on cyberspace to include recruiting and maintaining human capital, providing cyber security to their customers, and their relationship to various government organizations.
- Value academia's contributions to the overall understanding cyberspace.

Contingency Wartime Planning Course

http://www.airuniversity.af.edu/LeMay/

Program Description. The ten-day Contingency Wartime Planning Course (CWPC) educates current and future war planners in the art and science of operation planning. CWPC provides students with a comprehensive macro view of the contingency and execution planning processes from both joint and Air Force perspectives.

Course Learning Outcome. Demonstrate the ability to employ the concepts, principles, and methodologies of contingency and execution planning.

Faculty. The course is taught by a diverse group of instructors with a wide range of planning experience.

Duration. The course is delivered in ten academic days.

Eligibility. CWPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, Air Force Reserve Command (AFRC), and sister-service personnel. Unit-funded quotas are built into each class for these personnel. CWPC is available for Airmen in grades E-5 through O-5 and civilian equivalents.

Reference the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MCADRE002.

Completion Requirement. Students must achieve an 80% or better to graduate.

Syllabus

MCADRE002 Courses	**Contact Hours**
IP100 Strategic Guidance	6
IP200 Concept Development	4.5
IP300 Plan Development	16
IP400 Plan Assessment	3
IP500 Exercises	31
Total	**60.5**

Course Descriptions

IP100 Strategic Guidance **6 Contact Hours**

The strategic guidance curriculum presents an overview of the CWPC and begins the process of comprehending how strategic guidance, direction, and policy influence contingency and execution.

IP200 Concept Development **4.5 Contact Hours**

The concept development curriculum provides an overview of key topics that form the foundation of operational design and campaign planning and operational information operations involved with developing concepts of operation.

IP300 Plan Development **16 Contact Hours**

The plan development curriculum introduces Air Force operations planning (contingency, execution and adaptive planning), Unit Type Codes (UTC), the USAF War and Mobilization Plan (WMP), mobilization, force presentation, force sourcing, and readiness assessment tools. Additional lessons include key planning-related systems used in the plan development process, including joint operation planning and execution system (JOPES), deliberate crisis action planning execution segments (DCAPES), and the Integrated Deployment Systems (IDS).

IP400 Plan Assessment **3 Contact Hours**

The plan assessment curriculum provides an overview of the plan assessment function during the contingency and execution planning process. This curriculum also introduces strategic information operations and execution planning.

IP500 Exercises **31 Contact Hours**

The exercises curriculum allows students to apply knowledge gained throughout the course. Exercises are interspersed within all the preceding sections of the course, culminating in a crisis-action planning exercise built upon the work completed in the previous exercise periods of instruction.

Joint Air Operations Planning Course

http://www.airuniversity.af.edu/LeMay/

Program Description. The Joint Air Operations Planning Course (JAOPC) is designed to educate Airmen from joint, multinational or supporting air component commands in the fundamental concepts, principles, and doctrine required to develop the air portion of a joint/combined campaign plan. The course also provides students with an in-depth understanding of the Joint Operation Planning Process for Air (JOPPA) at the operational level of war. Participants gain insight into the fundamental concepts, principals, and doctrine required to develop a Joint Air Operations Plan (JAOP).

Course Learning Outcome. Demonstrate the ability to think at the operational and strategic level of war and produce an effective Joint Air Operations Plan (JAOP).

Faculty. The course is taught by highly experienced instructors with a wide range of planning experience in operational specialties.

Duration. The JAOPC is delivered in nine academic days.

Eligibility. JAOPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, AFRC, sister-service personnel and international officers. Unit-funded quotas are built into each class for these personnel. JAOPC is available for Airmen in the grades of O-3 through O-5 and civilian equivalents, and NCOs by exception.

Reference the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MCADRE003.

Completion Requirement. Students must maintain a grade of "B" or better to graduate.

Syllabus

MCADRE003 Courses	Contact Hours
Block I Basic Joint Air Operations Planning Concepts	16
Block II Joint Air Operations Planning Case Studies	7
Block III Joint Air Estimate Process Development	40
Total	**63**

Course Descriptions

Block I Basic JAOP Concepts **16 Contact Hours**

Block I defines the basic concepts related to the joint air operations planning process. It includes intelligence, logistics, law of weaponeering, and an effect-based approach to operations.

Block II JAOP Case Studies **7 Contact Hours**

Block II provides an understanding of the development of the joint operation planning process for air (JOPPA) through historical case studies.

Block III Joint Air Estimate Process Development **40 Contact Hours**

Block III provides the opportunity to demonstrate knowledge of the seven steps of the JOPPA during a comprehensive practical exercise.

Information Operations Fundamentals Application Course

http://www.airuniversity.af.edu/LeMay/

Program Description. This course provides a broad understanding of how the military integrates information-related capabilities to affect the decision-making processes of our adversaries and potential adversaries. It lays the foundation for incorporating information operations into the planning process across the phases of war and range of military operations. The Information Operations Fundamentals Application Course (IOFAC) incorporates lectures, case studies, and an exercise practicum to provide students a fundamental knowledge of IO and its ability to help achieve commander's objectives.

Course Learning Outcome. Demonstrate effective integration of information-related capabilities in a planning scenario

Faculty. The course is taught by highly experienced instructors with a wide range of IO experience in intelligence, communications, and other information- related specialties.

Duration. IOFAC is taught in four academic days.

Eligibility. IOFAC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, AFRC, and sister-service personnel. Unit-funded quotas are built into each class for these personnel. IOFAC is available for Airmen in the grades of E-5 through O-5 and civilian equivalents.

Reference the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MCADRE005.

Completion Requirement. Students must maintain a grade of "B" or better to graduate.

Syllabus

MCADRE005 Courses	Contact Hours
IP100 Introduction to Information Operations	3
IP200 Historical Information Related Capabilities	3
IP300 Technical IRCs	3
IP400 Other IRCs	5
IP500 Planning Information Operations	4
IP700 Case Studies and Exercises	7
Total	**25**

Course Descriptions

IP100 Introduction to Information Operations 3 Contact Hours

IP 100 defines information operations using JP 3-13, *Information Operations*, and additional sources, including Air Force doctrine. It also provides students with an understanding of the components of IO and shows how they fit in joint warfighting.

IP200 Historical Information Related Capabilities (IRC) 3 Contact Hours

IP 200 introduces historical information-related capabilities and provides specific examples of psychological operations, military deception, and operation security.

IP300 Technical IRCs 3 Contact Hours

IP 300 presents instruction on the current use of space, cyber, and electronic warfare capabilities against adversary decision-making systems.

IP400 Other IRCs 5 Contact Hours

IP 400 introduces information-related capabilities which work in a supporting role to information operations. Subjects include public affairs, counterpropaganda, counterintelligence operations, and other activities that are used to shape target audience perceptions and provide a favorable image of US military operations.

IP500 Planning Information Operations 4 Contact Hours

IP 500 introduces the manner in which IO should be integrated into the overall joint and Air Force planning process.

IP700 Case Studies and Exercises **7 Contact Hours**

IP 700 provides an opportunity for students to take knowledge they've gained through lectures, class readings, and case studies and apply that knowledge in an exercise scenario.

Enlisted Professional Military Education Instructor Course

https://www.airuniversity.af.edu/Barnes/

Program Description. The Enlisted Professional Military Education Instructor Course (EPMEIC) is affiliated with the CCAF 158 hours (20 academic days) of resident classes. Each student earns eight hours of undergraduate credit upon completion of the course.

The resident course provides education designed to enhance the teaching, facilitating, and leadership capabilities of EPME educators. The course includes 158 hours of concentrated coursework designed to prepare Airmen selected for EPME special duty assignments for their new role and responsibilities as EPME faculty. This course provides new educators with requisite skills in teaching and facilitating learning in the dynamic EPME classroom environment. It also provides valuable hands-on experience and exposure of the EPME learning process. The program offers solid grounding in various methods of presentation for all EPME flight rooms. Every lesson is "EPME-centric" and emphasizes the impact on the student, educator, and EPME mission effectiveness. The course focuses on teaching methodologies used in the EPME flight rooms such as Informal Lecture, Guided Discussion, Experiential learning activities, and Case Study facilitation. The curriculum is divided into the following areas: Administration, Course Foundation, Educational Technology, Immersion Lab, Learning Theory, Performance Development, Professional Evaluation, and Teaching Foundation.

Course Learning Outcomes. Graduates are able to:

- comprehend and apply skills that will enhance their abilities to accomplish duties in EPME;
- understand the educational activities as described in the Air Force Instructional System Design (ISD) process;
- facilitate instruction in an interactive academic environment;
- demonstrate effective interpersonal communication skills; and
- apply various educational methodologies to reach every learner.

Faculty. EPMEIC faculty must have an associate degree from a regionally accredited institution. The member must complete the EPMEIC prior to or while assigned duty as EPME faculty. EPMEIC faculty must be 1750-series civilians or military, with EPME instructor experience.

Duration. The EPMEIC resident course length is 20 academic days. The EPMEIC can support up to 36 students per resident class, and the course is offered seven times each fiscal year.

Eligibility. To attend EPMEIC, all Staff Sergeant, Technical Sergeant, and Master Sergeant (and selects) must be an approved candidate on the Developmental Special Duty (DSD) nomination list. Senior Master Sergeant students will be advertised on the Enlisted Quarterly Assignment Listing-Plus (EQUAL-Plus) and selected through an application process to teach at EPME schools. Reference AFI 36-2656, *Developmental Education*, and the ETCA website at https://etca.randolph.af.mil for additional information. Course ID: MESC003.

Completion Requirement. Students must pass all summative, objective, and performance evaluations.

Syllabus

Instructional Area Titles	**Contact Hours**
Administrative	32
Course Foundation	23
Educational Technology	5
Learning Theory	4
Performance Evaluation	66
Teaching Fundamentals	28
Total	**158**

Resident Instructional Area Descriptions

Administrative **32 Contact Hours**

The Administrative block introduces students to the faculty and staff and explains local conditions (e.g. safety, security, weather, traffic). This module includes how to administer the psychometric instruments (Jung Typology & Kirton's Adaption-Innovation), a briefing by the Superintendent of Academic Affairs on how EPME curriculum is developed; we also provide information that will assist each educator in developing the skills and competency in order to meet EPME mission requirements. These lessons are: emotional intelligence, metacognition, EPME procedural guidance, and curriculum development. One hour is set aside for

students to meet the curriculum writers for their respective level of EPME. Two hours are set aside for students to engage in a candid Q&A session with two EPME educator panels. This module also includes all forms of testing, end-of-course surveys, commandant time, out-processing, and graduation.

Course Foundation **23 Contact Hours**

This module exposes students to "hands on"/"performance" requirements. Its purpose is to (1) Enable students with the opportunity to execute EPME responsibilities using familiar concepts and principles associated with their experiences prior to the resident course and (2) provide students the opportunity to progress through the levels of learning quicker. Allowing students that opportunity to see, read, act, hear, and feel the pressures of a dynamic EPME environment adds perspective to the learning process that would ultimately allow students to reach higher levels of learning throughout all four domains (affective, cognitive, psychomotor, and conative). This modules also covers professional development which helps students' understand the importance of self-reflection. Information covered in this module includes education on, as well as hands-on activities on reflective journaling, peer assessments, and capstone feedback. This information is valuable to the EPME educator as it enables goal setting, as well as personal and professional growth which impacts all entities of EPME (student, instructor and mission effectiveness).

Educational Technology **5 Contact Hours**

This two-fold module exposes students to the five processes used to ensure the integrity of EPME programs: Military Personnel Data System, Student Transcript and Administration Record System-Faculty Development, Blackboard, Air University Student Management System, and the Air Force Training Records System. This module also explores topics such as proper use/facilitation of instructional aids according to Barnes Center Instruction 36-2301, *USAF EPME Procedural Guidance*. Students are tasked to work in blended groups, (with members of other flights) to create a lesson using the principles from Educational Technology and additional information learned in the course. At this point students are engaging in synthesis level work.

Learning Theory **4 Contact Hours**

This lesson introduces students to the concept of Adult Learners. The major benefit of this lesson is the exploration via-activity of the characteristics of adult learners that instructors will have in their EPME learning environment. This lesson also familiarizes students with the Domains of Learning: Affective Domain, Cognitive Domain, Psychomotor Domain, and Conative Domain. This gives students the foundations of why lessons are developed the way they are in EPME

and implications for teaching at different levels of learning.

Another advantage to this lesson is that it helps students understand The Spiral Learning Process. The students will experience the benefits of spiral learning with each EPME lessons; there are many opportunities to make connections to other lessons. The lesson ends discussing the importance of Accelerated Learning.

Performance Evaluation **66 Contact Hours**

This lesson helps students understand performance evaluation (PE) and specifically how they will be evaluated via PE using the Instructor Evaluation Checklist (IEC) and performance indicators. The introduction to PE, an auditorium hour addressing the entire class, covers the mission of EPMEIC, assignment details, IEC scoring, Independent Research hours, purpose of Tutorial hours, and tips for success. Students will also receive three hours of in- depth exposure, norming, and discussion on the IEC. The students will receive valuable education and training on the proper use of the evaluation forms while in EPMEIC and in the field.

Teaching Foundations **28 Contact Hours**

This module exposes the students to the remediation and reevaluation process, questioning techniques, teaching methods, effective delivery skills, structured thinking process, classroom management, listening, assessing, evaluating, observing, counseling in EPME, and value added concepts. These lessons provide the student with the technical tools/skills and education needed to effectively deliver curriculum in a dynamic EPME learning environment.

USAF First Sergeant Academy

https://www.airuniversity.af.edu/Eaker-Center/fsa/

Program Description. The AF First Sergeant Academy (FSA), a CCAF-affiliated course, consists of 190 hours of blended and resident learning. The USAF FSAs mission is to train, develop, and deploy mission ready first sergeants to the field. The FSA is a total force academy and has one course curriculum. The resident course is comprised of RegAF, AFRC, ANG, Sister Services and Coalition Partners. The courses are validated by the CCAF and have been accredited for nine semester hours in Human Resource Management, Maintenance of Discipline, administration and Readiness. Upon graduation, students are awarded the special duty identifier (SDI) 8F000.

In addition, each component has a non-CCAF-accredited First Sergeant Additional Duty Seminar, overseen by the FSA through the FSA Share Point. The FSA is responsible for updating the curriculum ensuring each installation imparts the exact same curriculum. The areas of study are human resource management, maintenance of discipline, readiness, and administration.

Course Learning Outcomes. The FSA graduate will be able to:

- provide commanders with a mission-ready force by advising on all matters affecting unit readiness, health, morale, discipline, welfare, quality of life, legal, and quality force indicators
- lead the unit effort in developing, nurturing and cultivating a professional culture of character grounded in the Air Force Core Values
- facilitate and execute commander's intent by ensuring unit policies, goals, and objectives are understood and adhered to
- prepare the unit's enlisted force to best execute all assigned tasks through effective written and oral communication
- maintain balance/harmony throughout first sergeant tour (personal and professional)

Faculty. All personnel selected as FSA faculty must carry the first sergeant SDI. FSA faculty members are required to have an associate degree and must complete the Academic Instructor Course (or equivalent) after arrival. Within the first year of teaching, the faculty must complete 120 hours of student contact internship and 30 hours of curriculum development.

Duration. The course length is 20 academic days of in-residence learning. The academy can support up to 106 students per resident class.

Eligibility. The AF FSA course enrolls master sergeants from RegAF, ANG, and AFRC. Refer to AFI 36-2113, *The First Sergeant*, and the special duty catalog guide for the application, training, and selection process for first sergeant duty in each of the three components.

Reference the Education Training Course Announcement (ETCA) page https://app10-eis.aetc.af.mil/etca/SitePages/ETCA_BCI_CourseDetail_AU.aspx?BCIListID=316 for additional information.

Syllabus

Instructional Area Titles	Contact Hours
Administration	13
Physical Training	8
Block 1–Human Resource Management	77
Block 2–Maintenance of Discipline	44
Block 3–Readiness	18
Total	**160**

Instructional Area Descriptions

Administration **13 Contact Hours**

Accomplish the administrative details incidental to the USAF FSA, conduct in processing, and review course curriculum.

Physical Training **8 Contact Hours**

Participate in an extensive physical training programs.

Block 1–Human Resource Management **77 Contact Hours**

Comprehend and value how preventive intervention impacts the unit.

Block 2–Maintenance of Discipline **44 Contact Hours**

Comprehend quality force management policies, practices, and procedures as a tool for corrective actions. Know contents of *Manual for Courts-Martial* and comprehend the applications of its principles.

Block 3–Readiness **18 Contact Hours**

Comprehend the first sergeant's role and responsibilities in a deployment process and apply the information in a deployment scenario.

Air Force Career Development Academy

http://www.airuniversity.af.edu/barnes/AFCDA/

The Air Force Career Development Academy (AFCDA) is responsible for the instructional development, delivery, and evaluation of approximately 160 Air Force Career Development Courses (CDC) and select specialized courses. AFCDA also provides study materials for the Air Force Weighted Airman Promotion System (WAPS). These courses directly support enlisted upgrade training and promotion systems for over 100,000 Airmen annually.

AFCDA personnel assist and mentor each CDC writer, the subject-matter expert, through the Course Development Management Guide and frequent one-on-one communication. After the writer prepares the technical material, AFCDA's Instructional Systems Specialists and Editors ensure CDC materials are educationally sound and edited for publication. AFCDA's Curriculum Control and Course Development teams are also available to provide educational advice to career field leaders on the management of upgrade training for their career fields.

Each course is coupled with two versions of an end-of-course (EOC) exam which are developed by AFCDA's Instructional Systems Specialists. These exams assess job knowledge for members in upgrade training and ensure learning objectives are met. Exams are administered electronically in most cases, but paper-based tests are available in remote locations where electronic course examinations are not available.

Program Descriptions. A description of AFCDA's 160 distance learning courses is available in the CDC catalog on the AFCDA SharePoint site at https://cs2.eis.af.mil/sites/13243/default.aspx. The SharePoint site also provides information about enrollment, counseling, testing procedures, test-control facilities, and methods for obtaining assistance with student inquiries, statistical analysis, and aggregate survey data.

Officer Accessions and Citizen Development

The Jeanne M. Holm Center for Officer Accessions and Citizen Development (Holm Center) provides coordinated leadership and policy direction for the Air Force's officer recruiting, training, and commissioning programs at Officer Training School (OTS) and at Air Force Reserve Officer Training Corps (AFROTC) detachments at colleges and universities. The Holm Center also directs the Air Force's high school citizenship training program—Air Force Junior ROTC—which oversees Air Force Junior ROTC units on high school campuses around the world. The aim of this program is to build better citizens for America.

Officer Training School

http://www.airuniversity.af.edu/Holm-Center/OTS/

Program Description. The curriculum for all OTS programs includes, but is not limited to, instruction in four major areas: Profession of Arms, Warfare and International Security Studies, leadership studies, and communication skills. The profession of arms lessons include, but are not limited to, Dress and Appearance Standards; Military Customs and Courtesies; Pay, Allowances, and Leave; Military Justice; and Airmanship. Warfare and international security studies lessons include, but are not limited to, War and the US Militar:, The Need for Cross-Cultural Competence: Air Force Operations: and Joint Operations. Leadership studies lessons include, but are not limited to, Team Building: Problems Solving: Air Force Leadership: Self-Assessment: Conflict Management:, Effective Supervision: and Corrective Supervision and Counseling. Communication skills lessons include basic military speaking principles and writing formats. OTS teaching methods include self-paced prerequisite coursework, auditorium lectures, readings, flight-room classes to include informal lectures, guided discussions, case studies, and experiential learning opportunities.

Program Learning Outcomes. Graduates are able to:

- explain the roles and responsibilities of an Air Force officer.
- explain the Air Force human relations programs.
- apply leadership skills.
- apply followership skills.
- explain the importance of adherence to Air Force core values.
- express ideas verbally in a military setting.
- express ideas in writing using military writing formats.
- recognize the role of air and space power in maintaining national security.
- recognize the role of joint operations in US national security.
- explain the domains of ethical leadership, with specific focus on individual and organizational development.

Faculty. Before assuming leadership of a flight, each flight commander will attend Academic Instructor Course, OTS Initial Qualification Training (IQT), and OTS Mission Qualification Training (MQT). Upon successful completion of IQT and MQT, instructors will be certified.

Duration. OTS offers three courses: Officer Training School (40 training days/8 classes annually), Officer Training School – Abbreviated (23 training days/6 classes annually), and Reserve Commissioned Officer Orientation (13 training days/2 classes annually).

Eligibility. Students attending the Officer Training School must have a bachelor's degree, be less than 30 years of age for rated personnel or 40 years of age on the date of commissioning for all others and meet minimum physical requirements for becoming an officer. Competition for entry into this program is rigorous.

Completion Requirement. Students must maintain a "satisfactory performance" evaluation or better to graduate.

Course Descriptions

MOTS005 Officer Training School
(24th Training Squadron and Detachment 12) 440.6 Training Hours

This course provides training for selected line officer and directly commissioned Regular Air Force (RegAF), Air National Guard (ANG) and Air Force Reserve (AFRC) to meet Air Force officer training requirements. Course curriculum includes communication skills, leadership studies, professional knowledge, warfare studies, military application, and training (practical field leadership, physical fitness, and drill and ceremonies). These basic military subjects are essential in developing Officer Trainees (OTs) as officers in the United States Air Force, Air Force Reserves, and Air National Guard.

Officer Training School combines a 20-hour web-based, pre-course assignment with a challenging 40-training-day (59 calendar day) in-residence program. OTS 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 Air Force Core Values. The OTS environment provides numerous opportunities to develop leadership skills through classroom and field-training exercises and operation of the cadet wing. The course concludes with expeditionary and leadership capstone events.

MOTS002 Officer Training School - Abbreviated
(24th Training Squadron and Detachment 12) 225.1 Training Hours

This course is an abbreviated version of the Officer Training School curriculum that provides post-commissioning training to directly commissioned Regular Air

Force (RegAF), Air National Guard (ANG) and Air Force Reserve (AFRC) officers. Officer Training School - Abbreviated combines a 20-hour web-based, pre-course assignment with a 23-training-day (31 calendar day) in-residence program. The course runs in conjunction with the full-length OTS course (MOTS-005), with trainees off-ramping at the 31 calendar day point. Attendance in the abbreviated course is limited to members in specific Air Force Specialty Codes within the medical, legal, and chaplain corps.

The course 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 Air Force Core Values. Curriculum includes training in basic military subjects essential in developing directly commissioned officers to serve in the United States Air Force, as well as instruction in drill and ceremonies and physical fitness training. Curriculum is reinforced through field exercises and the Leadership Reaction Course.

MOTS003 Reserve Commissioned Officer Orientation (In Residence)
(24th Training Squadron and Detachment 12) 174.0 Training Hours

The Reserve Commissioned Officer Orientation (RCOO) course is an abbreviated course designed to provide post-commissioning training to hard-to-recruit ANG and AFRC medical professionals. It stresses commitment to the Air Force Core Values. The RCOO students' ranks can range from second lieutenant to lieutenant colonel depending on the officers' professional qualifications. The RCOO curriculum is reinforced through field exercises and the Leadership Reaction Course. This course also provides training in basic military subjects essential in developing directly commissioned officers to serve in the United States Air Force, as well as instruction in drill and ceremonies and physical fitness training.

The capstone event for this course features field leadership exercises. It combines 25 hours of distance learning correspondence work and a web-based pretest with a demanding 13-day, in-residence course.

Officer Training School Academic Instructor Course

http://www.airuniversity.af.edu/Holm-Center/OTS/

Program Description. The Officer Training School Academic Instructor Course (OTS AIC) curriculum identifies and measures variables related to such educational processes as content, alternative methods of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level.

Course Learning Outcomes. Graduates are able to:

- plan instruction. The graduate will comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, and the various methods of teaching. The graduate will also know the components of the Air Force Instructional System Development (ISD) model.
- deliver instruction. The graduate will be able to prepare an effective presentation, use questions effectively to promote learning, employ proxemics to enhance the learning environment, and incorporate reflective teaching techniques to improve teaching ability.
- evaluate instruction. The graduate will comprehend the concept of educational evaluation; the principles and techniques of writing student-centered, multiple-choice, and essay test items as part of the ISD design phase; and the systematic construction and use of performance evaluation rating instruments.

Faculty. The Holm Center faculty has several years of teaching experience and advanced degrees. Faculty members are selected based on their experience, academic achievements, and teaching ability. In addition to numerous teaching responsibilities, the faculty conducts various workshops and is actively involved with professional academic associations throughout the education profession.

Duration. The OTS AIC is thirteen academic days.

Eligibility. The course is primarily designed for military and civilian personnel who have been selected to teach at OTS.

Completion Requirement. Students must maintain a "satisfactory performance" evaluation or better to graduate.

Course Description

MOTS004 OTS Academic Instructor Course **104 Contact Hours**

This course prepares instructors to teach in an adult education setting; the primary focus is teaching as a flight commander in OTS. The course requires extensive reading and writing by students to prepare and deliver personalized lessons using a variety of instructional methodologies. Major curricular areas focus on communication skills, teaching methodologies, lesson planning, and evaluation processes. This course is designed to maximize opportunities for learning and practicing basic instructor skills. The majority of the course is delivered in a small group setting. Students plan and present lessons related to their individual schools' curricula.

Jeanne M. Holm Center Instructor Teaching Practicum

http://www.airuniversity.af.edu/Holm-Center/

Course Description. This practicum provides new Air Force instructors assigned to any portion of the Jeanne M. Holm Center with the opportunity to practice and improve their skills in observation, presentation, evaluation, and instructional methodology. They will conduct instruction in a controlled environment during observed and unobserved sessions. Additionally, they will practice proper classroom management. Finally, students will develop instructional teaching aids.

Course Learning Outcomes. Graduates are able to:

- Students will practice and develop skills in instructional methodologies to include: formal/informal lectures, guided discussions, experiential activities, and case studies.
- Students will practice and develop skills in student counseling and evaluation to include: observation, documentation, evaluation, and providing feedback.
- Students will practice and develop skills in effective questioning techniques using: overhead, rhetorical, and direct questions.
- Students will practice and develop skills in effective classroom management.
- Students will practice and develop skills in developing instructional presentation materials to include personalizing lesson plans and developing visual aids.

Faculty Credentials. The Instructor Practicum is developed, maintained, and supervised by advanced degree qualified faculty members from Holm Center Academic Affairs.

Duration. Enrollment can last up to 18 months.

Enrollment Requirements. Student must complete Academic Instructor Course, MOTS004 and OTS Initial Qualification Training, IQT001 (if applicable) unless otherwise waived, in accordance with *Holm Center Instruction 36-2604*.

Completion Requirements. Students in this practicum must complete 80 practice teaching hours, have three completed Practice Teaching Feedback logs accomplished throughout the process by a certified instructor, and have at least one instructor evaluation completed using the AETC Form 620 or OTS Form 4.

Course Description

MOTS010 Instructor Teaching Practicum 80 Contact Hours

Students in this practicum must complete 80 practice teaching hours. The student will choose a certified instructor to mentor them and assist them with completion. This may be a certified peer instructor at Officer Training School (OTS) or Air Force Reserve Officer Training Corps (AFROTC), an instructor from Standardization and Evaluation (CCV), an instructor from the Training Section (CCT), or a Curriculum Area Manager (CAM) from Holm Center Academic Affairs (DE). This practice teaching may be accomplished in a classroom or auditorium environment and must utilize an official Holm Center lesson/activity, to include formal/informal lecture, case studies, guided discussion or experiential activities. The practice teaching will be documented and certified as described in the Documentation section of the course syllabus. Certified instructors will periodically observe the student during practice teaching. The 80 practice teaching hours will be documented by the student and certified by their immediate supervisor or commander by using the Practice Teaching Log located within the syllabus. Additionally, each student must have three completed Practice Teaching Feedback logs accomplished throughout the process by a certified instructor. The three observations should be by the same certified instructor that the student has chosen to mentor them. This provides certified instructors an opportunity to provide formative feedback related to the Student Learning Outcomes. Finally, students must have at least one instructor evaluation completed using the AETC Form 620 or OTS Form 4. This evaluation should also be conducted by a certified instructor or evaluator and a minimum overall rating of Satisfactory or Qualified is required. The instructor evaluation must be completed no more than 45 duty days prior to submission for credit and should serve to identify areas that have improved and areas needing additional growth.

Jeanne M. Holm Center Applied Principles of Instructional Design and Development

http://www.airuniversity.af.edu/Holm-Center/

Course Description. This course provides lessons designed to enhance the curriculum development capabilities for graduates of Academic Instructor Courses. The intended audience is new military and civilian curriculum developers. Lessons include topics on: The Air Force Instructional Systems Development (ISD) process, Educational Requirement Analysis, Learning Domains, Learning Outcomes, Designing and Developing Plans of Instruction, and Measuring Learning Outcomes. Additionally, students receive extensive practical evaluated hands on experience in developing objectives, lesson plans and test questions.

Course Learning Outcomes. Graduates are able to:

- identify methods to determine educational requirements.
- distinguish between examples and non-examples of level-of-learning objectives.
- given a topic, write accurate level of learning objectives at the knowledge and comprehension level.
- distinguish between examples and non-examples of samples of behavior.
- given a lesson objective, write accurate samples of behavior appropriate to the objectives level of learning.
- explain the relationship between the lesson objective, the sample of behavior, and the test item.
- summarize the guidelines for constructing multiple-choice test items.
- given an objective and sample of behavior, construct a proper multiple-choice test item.
- summarize the utility of a strategy statement in the design, development and implementation phases of ISD.
- given a topic, construct a strategy statement for Part 1 of a Plan of Instruction (POI).
- develop a complete Part I, POI.
- develop a POI Part II (lesson plan) with a minimum of 2 main points and 2 supporting points.
- evaluate a standardized lesson presentation.

Faculty Credentials. APIDD is developed, maintained, and supervised by advanced degree qualified faculty members from Holm Center Academic Affairs.

Duration. 5 Training days (40 hours)

Enrollment Requirements. Student must complete Academic Instructor Course, MOTS004 unless otherwise waived, in accordance with *Holm Center Instruction 36-2604*.

Completion Requirements. Successfully complete all objectives and exercises within the course.

Syllabus

MOTS011 Applied Principles of Instructional Design and Development (APIDD)	**Contact Hours**
Course Administration	4
Educational Foundation	3
Instructional Analysis	1
Instructional Design	14
Instructional Development	14
Instructional Evaluation	4
TOTAL (only if all courses are required in order to complete the program)	**40**

Course Description

This course provides lessons designed to enhance the curriculum development capabilities for graduates of the Academic Instructor Course. The intended audience is new military and civilian curriculum developers. Lessons include topics on: The Air Force Instructional Systems Development (ISD) process, Educational Requirement Analysis, Learning Domains, Learning Outcomes, Designing and Developing Plans of Instruction, and Measuring Learning Outcomes. Additionally, students receive extensive practical evaluated hands on experience in developing objectives, lesson plans and test questions.

Air Force Reserve Officer Training Corps

Instructor and Orientation Courses

http://www.afrotc.com

Program Description. The Air Force Reserve Officer Training Corps (AFROTC) Instructor and Orientation Program consists of three separate courses: a detachment commander (DET/CC) course, an assistant professor of aerospace studies (APAS) course, and a noncommissioned officer (NCO) orientation course. The curricula for the DET/CC and APAS courses identify and measure variables related to the educational process such as content, alternative methods of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level. The curricula also develop the student's ability to effectively address the organization's personnel requirements, unit support, and cadet-support processes. The NCO orientation course focuses on the administrative and personnel functions of an AFROTC detachment.

Program Learning Outcomes. Graduates are able to:

- understand the importance of detachment expectations. The graduate will know the standards of conduct required in a training environment, understand AFROTC priorities, know the detachment lines of effort, and recognize AFROTC's annual battle rhythm.
- know how the Program Guidance Letter is related to cadet production. The graduate will understand what drives certain requirements within the organization that affect recruiting, scholarships, upper class selection, and rated selection.
- comprehend the cadet life cycle. Graduates will learn important cadet milestones, actions, and programs that occur between the recruitment of cadets and their commissioning.
- plan, deliver, and evaluate instruction. The graduate will comprehend the domains of learning, prepare and deliver effective presentations, and understand the principles test construction.
- demonstrate instructional competency. The graduate will be able to apply instructional competency through teaching exercises.
- address unit requirements. The graduate will better comprehend the organization's personnel requirements, unit support, and cadet-support processes.

Faculty. The Holm Center employs faculty in both teaching and nonteaching capacities. The faculty combines teaching experience and advanced academic

degrees. The faculty is selected on past performance, experience, academic achievement, and teaching ability.

Duration. The DET/CC and APAS courses are fourteen academic days; the NCO course is nine academic days.

Eligibility. Detachment commanders, classroom instructors, and detachment NCOs are selected through the Air Force personnel system. Detachment commanders and some classroom instructors must be approved by the university at which they will be assigned.

Completion Requirement. Students must maintain a grade of "satisfactory" or better to graduate.

Course Descriptions

MAFROTC005 AFROTC Detachment Commander (DET/CC)
Orientation Course 106 Contact Hours

This fourteen-day, mission-essential course, hosted and managed by the Holm Center Academic Affairs Directorate, provides newly assigned AFROTC detachment commanders with the skills and tools needed to succeed in the university academic environment. The course orients and prepares them for the myriad of AFROTC detachment duties at geographically separated units (GSU). Major areas of study include learning theory, teaching methods, instruction in curriculum, professional relations, leadership, counseling, legal issues, and AFROTC-specific programs and procedures.

MAFROTC002 AFROTC Assistant Professor of Aerospace Studies (APAS) Instructor and Orientation Course 106 Contact Hours

This fourteen-day, mission-essential course, hosted by the Holm Center Academic Affairs Directorate, prepares newly assigned AFROTC instructors to teach and supervise within the AFROTC academic environment, and orients and prepares them for AFROTC detachment duties at GSUs. Major areas of study are learning theory, teaching methods, critiquing of student writing, and speaking and evaluation. Methods usually taught include the informal lecture, guided discussion, experiential method, demonstration-performance, and case study. The course provides for maximum participation in the learning process. The majority of class time is executed in a small group setting. Each student must plan and present lessons. Students are provided AFROTC lesson material to prepare the required lessons and test items. They also receive AFROTC

instruction in curriculum, professional relations, leadership, counseling, legal issues, and AFROTC-specific programs and procedures.

MAFROTC001 AFROTC Non-Commissioned Officer Orientation Course (NCO) 68 Contact Hours

This nine-day, mission-essential course, hosted by the Holm Center Academic Affairs Directorate, provides NCOs with student-centered learning experiences that focus on basic principles of creating cadet records, understanding the documentation requirements for medical issues, paperwork required for enlistments, forms and processes required to start and stop cadet pay, how to start and monitor security clearances, requirements for extended active duty, commissioning cadets, and dis-enrollments. Regulatory guidance and procedures and other topics related to the AFROTC environment are taught.

Air Force Reserve Officer Training Corps

http://www.afrotc.com

Program Description. AFROTC is a four-year program that is divided into two phases: the General Military Course (GMC) and the Professional Officer Course (POC). The primary curriculum in AFROTC includes the profession of arms, warfare studies, international security studies, leadership studies, field leadership, and communication skills. Instructional methodologies include informal lectures, guided discussions, case studies, readings, and practical exercises (athletics, group leadership problems, and the leadership reaction course). AFROTC students attend Aerospace Studies (AS) classes along with the classes required in their individual degree plans.

Program Learning Outcomes. Graduates are able to:

- explain the roles and responsibilities of an Air Force officer.
- explain the Air Force human relations programs.
- apply leadership skills.
- apply followership skills.
- explain the importance of adherence to Air Force core values.
- express ideas verbally in a military setting.
- express ideas in writing using military writing formats.
- recognize the role of air and space power in maintaining national security.
- recognize the role of joint operations in US national security.
- explain the domains of ethical leadership, with specific focus on individual and organizational development.

Faculty. The teaching staff at AFROTC units is made up of selected experienced Air Force officers based upon professional experience, academic background, and qualifications as instructors. Detachment commanders and AFROTC instructors complete faculty development training at Air University, Maxwell AFB, AL, where they enhance their teaching skills and learn more about the mission before reporting to their host universities.

Eligibility. The first two years of the AFROTC college program (GMC) is open to all students who meet the minimum age requirement of 14 years. Scholarship cadets and all cadets contracting/enlisting must be at least 17 years old and meet AFROTC and DoD eligibility standards.

Commissioning Requirements. Students must maintain a "C-" or better grade in Aerospace Studies and Leadership Laboratory courses and must have, as a minimum, a cumulative grade point average of 2.0 from the university to be commissioned in the US Air Force.

Course Descriptions

The GMC encompasses the freshman and sophomore years and consists of one hour of classroom work and up to two hours of leadership laboratory each week. Upon completion of GMC requirements, cadets wanting to compete for entry into the POC must do so under the requirements outlined by the POC selection process. Following selection for the POC, students must complete Field Training (FT); a 13-day training session conducted at Maxwell AFB, AL. FT is a unique and transformational experience aimed at evaluating and preparing cadets to succeed and lead at their AFROTC detachments. This seminal event drives the cycle of AFROTC cadet leadership development by giving purpose and focus to detachment-level cadet operations. The post-Field Training cadets in the POC, under the guidance of detachment leadership and instructors, plan and execute leadership laboratories and training events to prepare, mentor, and train GMC cadets. Once enrolled in the POC, cadets are enlisted in the Air Force Reserve and assigned to the Obligated Reserve Section. This enrollment entitles cadets to a monthly nontaxable subsistence allowance.

For more information regarding AFROTC courses, go to http://www.afrotc.com. Note: The Air University Registrar's Office does not provide a transcript for this AFROTC program.

Air Force Junior Reserve Officer Training Corps Instructor Certification Course

http://www.airuniversity.af.edu/Holm-Center/AFJROTC/

Course Description. This course prepares newly assigned Air Force Junior Reserve Officer Training Corps (AFJROTC) faculty to teach in private, public, and DoD dependent high schools worldwide. It is a rigorous, comprehensive, and fast-paced course that requires reading, lesson preparation, and moderate research. Major curricular areas include learning theory, learner-centered instructional activities, and setting instructional outcomes through lesson planning and preparation. Instructional methodologies include formal and informal lecture, guided discussion, group activities, and demonstration performance. The course is organized for maximum participation in learning. A majority of class time is devoted to seminar activities. Students present AFJROTC lessons using activity-based learning and Turning Point Cloud software. Students also receive AFJROTC instruction in curriculum application, professional relations, leadership and operational responsibilities, AFJROTC technology in education, and Web Intensive New Gains System (WINGS) applications. They are introduced to secondary school challenges and concerns. This required course is directed by AFJROTC Instruction (AFJROTCI) 36-2001, *Air Force Junior ROTC Operations.*

Course Learning Outcomes. Graduates are able to:

- plan instruction. The graduate must comprehend the domains of learning related to AFJROTC lesson plan preparation.
- deliver instruction. The graduate must prepare effective presentations, use questions effectively to promote learning, employ activity-based learning, and incorporate reflective teaching techniques to improve instructional effectiveness.
- evaluate instruction. The graduate must comprehend the concept of educational evaluation and principles and techniques of writing student-centered multiple-choice and essay test items as part of the ISD design phase and the systematic construction and use of performance evaluation rating instruments.
- demonstrate instructional competency. The graduate must apply instructional competency through teach-back exercises.

- address unit requirements. The graduate must comprehend the organization's personnel requirements, unit support, and cadet or student-support processes.

Faculty. The faculty combines several years of teaching experience and advanced degrees. They are selected because of their past performance, experience, academic achievement, and teaching ability.

Duration. The AFJROTC JICC is eight academic days. Method of delivery is blended learning—12 hours distance learning and 60 hours in-residence—totaling 72 hours.

Eligibility. This course is offered to retired USAF officers and NCOs who are selected to serve as aerospace science instructors and assistant aerospace science instructors in the AFJROTC program conducted at ~900 secondary schools throughout the world. Student selection is conducted by HQ AFJROTC.

Completion Requirement. Students must successfully complete the online pre-course requirements and in-residence course work.

Course Description

MAFJROTC003, AFJROTC Instructor Certification Course (JICC) 72 Contact Hours

This course prepares newly assigned AFJROTC faculty to teach in private, public, and DoD dependent high schools worldwide. It is a rigorous, comprehensive, and fast-paced course that requires reading, lesson preparation, and moderate research. Major curricular areas include learning theory, learner- centered instructional activities, and setting instructional outcomes through lesson planning and preparation. Instructional methodologies include formal and informal lecture, guided discussion, teaching interview, group activities, and demonstration performance. The course is organized for maximum participation in learning. A majority of class time is devoted to seminar activities. Students present AFJROTC lessons using activity-based learning and classroom performance systems software. Students also receive AFJROTC instruction in curriculum application, professional relations, leadership, classroom performance systems, technology in education, and Web Intensive New Gain System (WINGS). They are introduced to secondary school challenges and concerns. This required

course is directed by AFJROTCI 36-2001, *Air Force Junior ROTC Operations,* and complies with the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools on Accreditation and School Improvement (SACS CASI), the regional accreditation agencies that span the Advanced global network, advance-ed.org.

Air Force Junior Reserve Officer Training Corps

http://www.airuniversity.af.edu/Holm-Center/AFJROTC/

Program Description. AFJROTC is a secondary school program designed to develop citizens of character dedicated to serving their nation and community. To support this mission, the Holm Center produces "world-class," twenty-first century, learner-centered academic materials for AFJROTC high school cadets located at ~900 secondary schools worldwide. Currently there are over 120,000 cadets in the program.

Each AFJROTC class consists of three components: aerospace science, leadership education, and a wellness program. Citizenship and character education, the heart of the curriculum program, are primarily embedded in the leadership education series of courses, while sense of service and education in science and technology-related aerospace science are primarily found in the aerospace science series of courses. The flexibility of the AFJROTC curricula design enables each unit to meet the needs of their programs and accomplish the requirements set forth by the district and/or state. The curriculum is correlated to national educational standards using the Midcontinent Research for Educational and Learning (McREL) standards. In addition to the McREL standards, the other national standards alignments include the following:

- National Science Education Standards (NSES);
- Math Standards and Expectations;
- National Council for the Social Studies (NCSS);
- Geography for Life
- Common Core State Standards for English Language Arts and Literacy;
- Common Core State Standards for Mathematics;
- National Geography Standards; and the
- International Society for Technology in Education (ISTE) Standards for Students.

The correlations and alignments provide the foundation for standards-based curriculum and should assist each unit meeting district and state

requirements. To reinforce what is taught in the classroom, students participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports, and other areas related to aerospace education.

AFJROTC units also offer the opportunity to participate in extracurricular activities, including drill and ceremonies, summer leadership schools, and honorary academic groups. Additionally, community service projects are a major part of the AFJROTC experience and help instill a sense of civic pride and citizenship.

The AFJROTC program is awarded continuing accreditation with the NWAC, NCA and the SACS CASI, the regional accreditation agencies that span the Advanced global network, advance-ed.org.

The goals of the AFJROTC program are to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

Program Learning Outcomes. Graduates are able to:

- educate and train students in citizenship and life skills;
- promote community service;
- instill a sense of responsibility; and
- develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force's core values of "integrity first, service before self, and excellence in all we do."

Faculty. Retired Air Force commissioned and noncommissioned officers are full-time credentialed faculty members of the participating high school and are employed by the local school board to teach AFJROTC classes.

Duration. Standard academic training is 120–180 contact hours.

Eligibility. The AFJROTC program provides citizenship training and an aerospace science program for high school youth. Enrollment in the AFJROTC program is open to all young people who are in grades 9–12, are physically fit, and are US citizens or aliens lawfully admitted to the United States for permanent residence. Host schools are selected upon the basis of fair and equitable distribution throughout the nation.

Syllabus

Course Number and Title
AS100 A Journey into Aviation History
AS200 The Science of Flight: A Gateway to New Horizons
AS220 Cultural Studies: An Introduction to Global Awareness
AS300 Exploring Space: The High Frontier
AS400 Management of the Cadet Corps
AS410 Survival: Survive • Return
AS500 Aviation Honors Ground School
LE100 Traditions, Wellness, and Foundations of Citizenship
LE200 Communication, Awareness, and Leadership
LE300 Life Skills and Career Opportunities
LE400 Principles of Management
LE500 Drill and Ceremonies

Note: There are 666 school districts nationwide that require each high school with a JROTC program to adapt to individual state/district requirements for awarding credit.

Course Descriptions

For more information regarding AFJROTC courses, go to http://www.airuniversity.af.edu/Holm-Center/AFJROTC/

ACADEMIC RESOURCES

Air University Headquarters Academic Affairs. In support of the academic mission, Headquarters Academic Affairs promotes and ensures academic quality across the Air University enterprise. The Chief Academic Officer and the Academic Affairs staff advises commanders and senior staff on a wide array of activities involving advisory boards, accreditation, graduate and undergraduate degrees/programs, JPME accreditation, the Military Education Coordinating Committee (MECC), faculty development and affairs, research, scholarship, curricula, institutional effectiveness, academic research and analytics, innovation and planning, and the execution of the program review. Academic Affairs works closely with the AU community to ensure that a rich variety of high-quality academic programs – pre-commissioning, undergraduate, graduate, and joint professional program –meet Air Force needs. Through the creation of policies and collaborative work, Academic Affairs advises and provides leadership on all academic-related areas, identifies and reviews solutions for academic planning, research and policy analysis, student achievement and services. Academic Affairs directly supports several special initiatives designed to enhance the quality of education and research at AU. https://www.airuniversity.af.edu/Academic-Affairs/

Air University Library. The Air University Library at the Muir S. Fairchild Research Information Center connects the Air Force professional to authoritative and relevant information resources, through knowledgeable experts, tailored library tools and scholarly publications. It houses well-balanced collections and includes a documents library that holds over 9,000 student papers in print, with many online. The Center also operates a branch library at the US Air Force Senior NCO Academy located at Maxwell AFB, Gunter Annex, Alabama, which provides tailored information collections and services for senior NCO PME.

The library produces the Air University Library Index to Military Periodicals (AULIMP), which is the only freely available index to military periodicals. In addition to these resources, the library also provides study rooms, classrooms, and various technology, including virtual reality headsets, interactive touch screens, and other equipment. The library provides reference assistance, presentations, lunch and learns, customized pages for the learning management system, and teaches electives for various programs. The Air University Library strives to preserve the history of the Air Force and Air University through digitizing documents, while also incorporating new technology into the library to assist with forging innovative Airmen to power the world's greatest Air Force. https://www.airuniversity.af.mil/Library/

Air University Teaching and Learning Center. The Air University (AU)

Teaching and Learning Center (TLC) is the focal point for activities related to the enhancement of teaching and learning at AU. Our mission includes resources, expertise, guidance and facilities to increase the ability of faculty to teach and students to learn. The TLC advances the AF Continuum of Learning and promotes an environment that encourages active learning across all of AU. The scope of the TLC includes all AU faculty and students in any resident, distance-learning or blended-learning courses or programs, along with any airmen who may take advantage of our online resources to enhance their lifelong learning. https://www.airuniversity.af.edu/TLC/

Air University Registrar. The Air University registrar oversees three branches: Registrar Services, Registrar Support, and Technology Support. Through the Registrar Services branch, the registrar provides a permanent archival data trail for AU schools; produces transcripts for graduates of those schools; serves as the admissions officer for Air War College (AWC), Air Command and Staff College (ACSC), the School of Advanced Air and Space Studies (SAASS), Blue Horizons, and the USAF Test Pilot School (USAF TPS) master's and doctoral degree programs; and processes enrollments for distance education students. This branch also produces course completion certificates, diplomas, and transcripts. Registrar Support manages course requirements, allocations, schedules, and program changes. This branch also supports the Air Force Education Requirements Board through data tracking and analysis for Air Force advanced academic degree programs and professional continuing education requirements. Registrar Support is also the "hub" for providing historical and current data on student admissions and enrollments. Registrar Technology Support provides assistance for the Air University Registrar Education Program Management system and functions as the single input source for updating Air Force officer records with professional military education (PME) graduate data and developmental education credits. This branch also supports promotion boards by screening eligible lists to provide PME graduate and developmental education credits.

https://www.airuniversity.af.edu/Academic-Affairs/Registrar/

ABBREVIATIONS

6S	Six Sigma
A. I.	artificial intelligence
A2/AD	antiaccess/area denial
ABD	all but the dissertation
ACCME	Accreditation Council for Continuing Medical Education
ACSC	Air Command and Staff College
ACTS	Army Air Corps Tactical School
ADLS	Advanced Distributed Learning Service
AEF	air and space expeditionary force
AETC	Air Education and Training Command
AF PFMC	Air Force Professional Financial Management Course
AGA	Alabama Goodwill Ambassadors
AFCCC	Air Force Chaplain Corps College
AFCDA	Air Force Career Development Academy
AFDD	Air Force doctrine document
AFFOR	Air Force forces
AFGM	Air Force Guidance Memorandum
AFGSC	Air Force Global Strike Command
AFI	Air Force instruction
AFIT	Air Force Institute of Technology
AFJROTC	Air Force Junior Reserve Officer Training Corps
AFJROTCI	AFJROTC Instruction
AFNWC	Air Force Nuclear Weapons Center
AFPC	Air Force Personnel center

AFPD	Air Force policy directive
AFRC	Air Force Reserve Command
AFRES	Air Force Reserve
AFRI	Air Force Research Institute
AFROTC	Air Force Reserve Officer Training Corps
AFSAT	Air Force Security Assistance Training
AFSNCOA	Air Force Senior Noncommissioned Officer Academy
AGR	Air Force Guard
A-I	adaption and innovation
AIC	Academic Instructor Course
AICE	Association of International Credential Evaluators
ALE	Advanced Leadership Experience
ALS	Airman Leadership School
AMA PRA	American Medical Association Physician's Recognition Award
AMS	Academy of Military Science
ANG	Air National Guard
AOR	area of responsibility
AP	airpower studies
APID	Advanced Principles of Instructional Design
ARB	academic review board
ARC	Air Reserve Component
AS	Aerospace Education
AU	Air University
AUI	Air University Instruction

AUL	Air University Library
AUSIS	Air University Student Information System
AUTV	Air University Television
AWC	Air War College
AY	academic year
BB	Black Belt
BCA	business case analysis
BCC	Basic Chaplain Course
BOT	Basic Officer Training
BOV	Board of Visitors
BPR	business process reengineering
C/JFC	combined/joint force commanders
C2	command and control
C2AE	command and control of the air environment
C-3	cross-cultural competence
CAC	common access card
CALT	Civilian Acculturation and Leadership Training
CAP	Civil Air Patrol
CAS	close air support
CBR	chemical, biological, and radiological
CCAF	Community College of the Air Force
CCC	cross-cultural communication
CDC	career development courses
CDOS	cross-domain operational strategist
CFACC	Combined Force Air Component Commander Course

CFC	Combined Forces Command
CFP	check flight phase
CFR	*Code of Federal Regulations*
CFT	career field team
CGO	company grade officer
CIA	Central Intelligence Agency
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
CMR	civil-military relations
CNWDI	critical nuclear weapons design information
COEC	Cyberspace Operations Executive Course
COT	Commissioned Officer Training
CPDS	Commanders' Professional Development School
CPI	continuous process improvement
CSAF	Chief of Staff of the Air Force
CSO	combat systems officer
CWPC	Contingency Wartime Planning Course
DCAPES	deliberate crisis action planning execution segments
DAF	Department of the Air Force
DDR	direction, discipline, and recognition
DDSC	Defense Decision Support Course
DFM&CS	Defense Financial Management and Comptroller School
DFMC	Defense Financial Management Course
DISAM	Defense Institute for Security Assistance Management

DL	distance learning
DLC	distance learning course
DLP	distance learning program
DOD	Department of Defense
DOE	design of experiments
DOS	Department of State
DSD	developmental special duty
DTRA	Defense Threat Reduction Agency
DWCC	Deputy Wing Chaplain Course
EL	expeditionary leadership
ELFP	Executive Leadership Feedback Program
EMR	employee-management relations
EO	equal opportunity
EOC	end-of-course
EPME	Enlisted professional military education
EPMEIC	Enlisted Professional Military Education Instructor Course
EQUAL-Plus	Enlisted Quarterly Assignment Listing-Plus
ESL	English as a second language
ETCA	Education and Training Course Announcement
EU	European Union
EW	electronic warfare
FACA	Federal Advisory Committee Act
FC	flight commander
FDL	facilitated distance learning

FDS	force development specialists
FERPA	Family Educational Rights and Privacy Act
FM	financial management
FO	flag officer
FRL	full-range leadership
FRLD	full range leadership development
FS	Foundations of Strategy
FSA	First Sergeant Academy
FSS	Force Support Squadron
FTE	flight test engineering
FTT	flight test techniques
FWA	fraud, waste, and abuse
GB	green belt
GMC	General Military Course
GO	general officer
GPA	grade point average
GS	Global Security
GSC	Grand Strategy Concentration
GSU	geographically separated units
HAF	Headquarters Air Force
HLC	Higher Learning Commission Holm Center Jeanne M. Holm Center for Officer Accessions and Citizen Development
HP	human performance
iBT	Internet-based test
IC	intelligence community
ICBM	intercontinental ballistic missile

ICL	Institutional Competency List
IDE	intermediate developmental education
ILE	Intermediate Leadership Experience
IMS	international military students
IO	international officer
IOFAC	Information Operations Fundamentals Application Course
IOP	Instruments of PowerIOS International Officer School
IRC	information related capabilities
ISD	instructional system development, instructional systems design
ISR	intelligence, surveillance, and reconnaissance
ISS	International Security Studies
JAO	joint air operations
JAOC	joint air operations center
JAOP	joint air operations plan
JAOPC	Joint Air Operations Planning Course
JF	joint forces
JFACC	Joint Force air component commander
JFOWC	Joint Flag Officer Warfighting Course
JICC	Junior Reserve Officer Training Corps Instructor Certification Course
JIIM	joint, interagency, intergovernmental, and multicultural
JLASS	Joint Land, Aerospace, and Sea Simulation
JOPES	joint operation planning and execution system
JOPPA	joint operation planning process for air

JP	Joint Publication, joint planning
JSL	Joint Strategic Leadership
JTF	Joint Task Force
KSA	knowledge, skills, and abilities
L	Lean
LANL	Los Alamos National Lab
LDP	Leadership Development Program
LLNL	Lawrence Livermore National Lab
MAJCOM	major command
McREL	Midcontinent Research for Educational and Learning
MDOS	multidomain operational strategist
MENA	Middle East and North African
MILDEC	military deception
MISO	Military Information Support Operations
MSFRIC	Muir S. Fairchild Research Information Center
MWS	major weapon system
NACES	Association of Credentials Evaluation Services
NAF	numbered Air Force, nonappropriated fund
NATO	North Atlantic Treaty Organization
NBC	nuclear, biological, and chemical
NCO	noncommissioned officer
NCOA	Noncommissioned Officer Academy
NCOIC	noncommissioned officer in charge
NCSS	National Council for the Social Studies
NDU	National Defense University

NGO	nongovernmental organization
NLW	nonlethal
NLW	nonlethal weapons
NS-DM	National Security and Decision Making
NSES	National Science Education Standards
NSF	National Security Forum
NWAC	Northwest Accreditation Commission
NWEPP	Nuclear Weapons Effects, Policy, and Proliferation
OD	officer development
OL	organizational leadership
OLMP	online master's program
OODA	observe, orient, decide, and act
OPMEP	*Officer Professional Military Education Policy*
OTS	Officer Training School
PADD	person authorized to direct disposition
PBT	paper-based test
PCE	professional continuing education
PE	performance evaluation
PLDP	Personal Leadership Development Plan
PME	professional military education
POC	Professional Officer Course
POM	program objective memorandum
PSP	professional studies paper
RCOT	Reserve Commissioned Officer Training
RCS	Regional and Cultural Studies

RD	restricted data
RE	research/electives
REGAF	regular Air Force
RST	religious support team
S2CSPC	Steady State Campaign Support Planning Course SAASS School of Advanced Air and Space Studies
SASI	Southern Association of Colleges and Schools on Accreditation and School Improvement
SACSCOC	Southern Association of Colleges and Schools, Commission on Colleges
SAPR	Sexual Assault Prevention and Response
SCM-F	
SCM-OL	Security Cooperation Management Familiarization Course–Online
SCOC	Superintendent/NCOIC, Chapel Operations Course
SDE	senior developmental education
SDI	special duty identifier
SecAF	Secretary of the Air Force
SEL	senior enlisted leaders
SES	senior executive service
LADS	Senior Leader Airpower Doctrine Seminar
SLC	senior-level colleges
SNCOA	Senior Noncommissioned Officer Academy
SNL	Sandia National Lab
SOC	Squadron Office College
SOF	special operations forces

SOS	Squadron Office School
T&E	test and evaluation
TAFCS	total active federal commission service
ToC	Theory of Constraints
TOEFL	Test of English as a Foreign Language
TPAE	Theories and Principles of Adult Education
TPS	Test Pilot School
UCMJ	*Uniform Code of Military Justice*
USAF PPDS	USAF Personnel Professional Development School
USAF TPS	US Air Force Test Pilot School
USC	*United States Code*
USSTRATCOM	United States Strategic Command
UTC	Unit type code
VSS	variable stability system
WAPS	weighted Airman promotion system
WAR	warfighting
WCC	Wing Chaplain Course
WIC	Weapons Instructor Course
WINGS	Web Intensive New Gain System
WMD	weapons of mass destruction
WS	warfare studies

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