Air University

2026-2027

Catalog

AIR UNIVERSITY

AirPowerU

Air University Catalog

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Purpose and Function

The Air University (AU) Catalog is the official source of information regarding Air University's educational programs, including professional military education (PME). It is supplemented by the Air Force Institute of Technology (AFIT) Catalog and the Community College of the Air Force (CCAF) General Catalog.

The Air University Catalog serves as both a source and a planning document for Air University schools and staff. It serves as a public relations medium for the Air Force, the Department of War, and civilian audiences. The catalog also provides a brief description of the schools and professional organizations that comprise Air University. Finally, it describes the educational opportunities available at each school, the work performed by each related organization in carrying out Air University's educational objectives, and all Air University educational support organizations.

The information contained in this catalog reflects the current rules, regulations, and policies of Air University. While every effort is made to ensure accuracy, the university reserves the right to amend any provision herein.

The most current information regarding Air University and its organizations, including the Air University Catalog, can be found on the Air University homepage: https://www.airuniversity.af.edu. Please refer to the website for the latest updates and revisions.

This Air University Catalog is nondirective and should not be used for quoting AU, Air Force, or Department of War policy. It is intended as a compilation of Air University academic information. Cleared for public release: distribution unlimited.

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Headquarters Air University

https://www.airuniversity.af.edu

ACADEMIC LEADERSHIP AND GOVERNANCE

Air University Commander and President

AU is led by the Commander and President. AU provides full-spectrum education, research, and outreach at every level, including professional military education, professional continuing education, professional development, and academic degree granting. The Commander and President leads the intellectual and leadership center of the U.S. Air Force, graduating tens of thousands of personnel annually - officers, enlisted, civilians, and international partners.

The headquarters for AU (HQ AU) is located at Maxwell AFB, Montgomery, Alabama, with main campus locations at Maxwell AFB and Gunter Annex in Montgomery, Alabama, and at Wright-Patterson AFB in Dayton, Ohio. Air University consists of multiple colleges, centers, and schools on its main campuses, with numerous off-campus instructional sites around the world.

The AU Provost and Chief Academic Officer serves as the senior education advisor to the Air University Commander and President and is the principal authority and primary interface for all instructional programs, teaching, curriculum, faculty management, scholarship, research, service, and academic functions. The Provost develops policies and directs actions to support the integration and synchronization of AU programs across the academic enterprise. The Provost chairs the AU Academic Council and the Graduate Deans Council and promotes creative and scholarly activities by providing overall academic leadership throughout all phases of the academic enterprise.

Advisory Body: Air University Board of Visitors

AU's Board of Visitors (BoV) is a public advisory board governed by the Federal Advisory Committee Act (FACA) of 1972. The Board provides the Secretary of the Air Force (SecAF), in coordination with the AU Commander and President, with independent advice and recommendations on AU's educational, doctrinal, and research policies and activities.

The BoV is composed of individuals with distinguished professional experience and expertise relevant to AU's diverse academic programs. The Secretary of War appoints members upon the recommendation of the Secretary of the Air Force. In accordance with FACA and Department of War guidance, the BoV provides institutional oversight and counsel on matters related to the entire AU academic enterprise, including AFIT and the Community College of the Air Force (CCAF).

The BoV is accountable to the Secretary of War and provides independent advice to the Secretary of the Air Force. This advice supports AU's mission, advances institutional goals, and enhances the quality and effectiveness of airpower education.

See Air University Instruction (AUi) 36-2602, Academic Operations and Policy, for more information.

AIR POWER UNIVERSITY: AIR UNIVERSITY ENTERPRISE

AU Mission

Educate and Develop Joint Airpower Warriors

AU Vision

America's Airpower University

AU Academic Operations

Air University is the military education component of Air Education and Training Command (AETC) and is the lead agent for Department of the Air Force (DAF) education. AU provides the full spectrum of DAF education, encompassing undergraduate and graduate programs in specialized military disciplines; progressive, career-long, professional military education (PME), professional continuing education (PCE), and professional development opportunities (PDO) for all Airmen and Guardians (officer, enlisted, and civilian) as well as select sister service military personnel, interagency personnel, international partners, and specialized programs for US cabinet appointees, senior executive service (SES) civilians, and general officers.

Institutional Authority

AU is a federal degree-granting institution (10 U.S.C. §9417, §9415, and §9414). Under regulations prescribed by the Secretary of the Air Force, the AU Commander and President, upon the recommendation of the faculty, is authorized to confer appropriate degrees upon graduates who meet the degree requirements. All of AU's degree programs—undergraduate and graduate—provide rigorous academic experiences for developing knowledge, skills, and abilities required to support the Department of the Air Force's intellectual and leadership development needs as well as the development of the Profession of Arms across the Air and Space Forces.

Integrated Purposes

AU executes the DAF's full spectrum of Professional Military Education (PME) to prepare Air and Space professionals to apply air, space, and cyberspace power to achieve national security objectives. Complementing PME, AU delivers Professional Continuing Education (PCE) programs that build scientific, technological, managerial, and operational expertise to meet mission demands. In addition, AU provides Other Development Opportunities (ODO)—including seminars, workshops, and short courses—designed to expand individual knowledge, leadership capacity, and professional effectiveness in support of DAF readiness and modernization priorities.

Research and scholarship are integral to AU's academic mission. Embedded within degree programs and specialized centers, AU research explores the evolving security environment, emerging threats, and the future employment of air, space, and cyberspace power. Faculty and student research also addresses topics in leadership, joint and coalition operations, organizational management, and education innovation. Findings from AU research directly inform curriculum development and provide senior Air and Space Force leaders with analysis and recommendations that shape doctrine, policy, and operational effectiveness.

The Wright brothers established the first U.S. 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 was established in 1946 and continues the proud tradition of educating tomorrow's planners and leaders in air and space power for the U.S. Air Force, other branches of the U.S. armed forces, federal government civilians, and many international partners. AU's current worldwide reach enriches the careers of Air Force members.

The university's headquarters (HQ AU) is located at Maxwell AFB, Montgomery, Alabama. Its main campus locations are Maxwell AFB and Gunter Annex in Montgomery, Alabama, and Wright-Patterson AFB in Dayton, Ohio. Air University consists of multiple colleges, centers, and schools on its main campuses, with multiple off-campus instructional sites around the world.

At Maxwell AFB are the Air Command and Staff College (ACSC), Air War College (AWC), Thomas N. Barnes Center for Enlisted Education (Barnes), Ira C. Eaker Center for Leadership Development (Eaker), Air Force Global College (AFGC), Curtis E. LeMay Center for Doctrine Development and Education (LeMay), School of Advanced Air and Space Studies (SAASS), and Squadron Officer School (SOS). The Community College of the Air Force (CCAF) and the U.S. Air Force Senior Noncommissioned Officer Academy are located at Gunter Annex. The Air Force Institute of Technology (AFIT) is located at Wright-Patterson AFB, Ohio. In addition to these main-campus organizations, AU has off-campus instructional sites around the world, including the U.S. Air Force Test Pilot School (USAF TPS) at Edwards AFB, California; numerous CCAF instructional sites; and enlisted PME sites outside Gunter Annex. Air University also includes organizations and academic research centers that support scholarship and the delivery of education. The 42nd Air Base Wing (ABW) provides comprehensive support to Maxwell AFB and Gunter Annex, including facilities, infrastructure, safety, security, housing, local area network systems, and services that contribute to the quality of student life.

Air University delivers educational programs through in-resident (face-to-face), hybrid (face-to-face and virtual), and virtual (online) formats. In-resident programs are offered primarily at Maxwell AFB, Gunter Annex, Wright-Patterson AFB, and Edwards AFB. Hybrid and virtual programs are hosted from these locations. Eligible students include officers, enlisted members, and civilians from the Department of War and Department of the Air Force, interagency personnel, and select international partners. AU promotes diversity throughout its educational programs, drawing students from all service components of the Department of War (DoW), other U.S. government security agencies, and foreign military services from more than 80 nations each year.

ACCREDITATION AND DEGREE-GRANTING AUTHORITY

Maxwell AFB Campus, Montgomery, AL

Air University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, master's, and doctorate degrees. Air University also offers credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Air University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

AU is also a federal degree-granting institution under 10 U.S.C. §9417, §9415, and §9414. With the institutional accreditation awarded by SACSCOC and under Department of the Air Force instructions prescribed by the Secretary of the Air Force, the Air University Commander and President, upon the recommendation of the faculty, is authorized to confer appropriate degrees upon graduates who meet the degree requirements.

Finally, AU also maintains specialized program certification under the Chairman of the Joint Chiefs of Staff (CJCS) Process for Accreditation of Joint Education (PAJE) for Joint Professional Military Education (JPME) Phase I and Phase II.

Wright-Patterson AFB Campus, Dayton OH

AFIT maintains a separate official catalog and monitors compliance with the Higher Learning Commission (HLC) accreditation requirements. The HLC can be contacted at: The Higher Learning Commission, 230 North LaSalle Street, Suite 7-500, Chicago, IL 60604-1411. Telephone: (312) 263-0456 / FAX: (312) 263-7462 or website: www.hlcommission.org.

AFIT maintains specialized programming under the Accreditation Board for Engineering and Technology (ABET) for selected programs within the AFIT Graduate School of Engineering and Management. For questions about ABET accreditation, contact the Accreditation Board for Engineering and Technology, Inc., at 415 North Charles Street, Baltimore, MD 21201. Telephone: (410) 347-7700; FAX: (410) 625-2238; or website: www.abet.org.

Finally, AFIT also maintains specialized programmatic accreditation under the International Association for Continuing Education and Training (IACET) for select educational programs in the AFIT Civil Engineer School. For questions about IACET accreditation, contact the International Association for Continuing Education and Training (IACET) at 21670 Ridgetop Circle, Suite 170, Sterling, VA 20166.

Normal Accreditation Inquiries

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 of significant noncompliance with an accrediting body requirement or standard.

INSTITUTIONAL POLICIES AND PRACTICES

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 DoWSection 6 school, solely funded by the DoWunder 10 United States Code (USC) Section 2164, and it is therefore exempt from the Family Educational Rights and Privacy Act (FERPA). Though not required 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

Academic integrity is the uncompromising adherence to a code of ethics, morality, conduct, scholarship, academic standards, and other values related to academic activity. Violations of academic integrity are inconsistent with Air Force Core Values and will not be tolerated.

Academic integrity is founded on the core principles of honesty, trust, fairness, respect, and responsibility. Honesty encourages a free exchange of ideas to achieve intellectual enlightenment. Trust fosters a willingness to engage collaboratively in the learning process, which involves sharing ideas in the quest for knowledge. Fairness is the foundation of educational inquiry. Respect facilitates public discourse. These values are fundamental elements sustaining the reputation and credibility of this institution's faculty, students, and staff as well as the value of the education the institution delivers and the degrees it awards.

Credit Hour Definition

A credit hour measures instruction, academic rigor, and learning outcomes. AU operates outside the traditional semester model to accelerate warfighter education and training while maintaining compliance with higher education standards. A credit hour represents the amount of work required for a student to achieve the intended learning outcomes of a course. Credit hours are awarded based on structured time allocated for direct instruction and independent student work. Faculty members evaluate student achievement through a variety of methods, such as exams, papers, and projects. Air University graduate schools and undergraduate programs follow best practices for determining the amount and level of credit awarded for courses. The 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. The comprehensive credit hour policy is detailed in the Air University Instruction.

Grading Policy for Degree Programs

Course grades and quality points are based on a standard four-point system that incorporates plus and minus grades. Pass/fail grades may be assigned based on center or school policies. Pass grades count toward hours attempted and earned but do not affect the grade point average (GPA). Fail grades count as hours attempted, do not count as hours earned, and are included in GPA calculations at 0.0 quality points, in accordance with AUI 36-2602, Academic Operations and Policy. The AU grading policy is summarized in the table that follows.

Table 1: Air University Grading Scales

Air University uses three different grade scales, each with its own set of corresponding quality points and percentage points.

Letter Grade Scale A-F with (+) and (-)

Letter Grade Recorded	Quality Points (GPA)	Percentage Points
A	4.0	93 - 100
A-	3.7	90 - 92.9
B+	3.3	87 - 89.9
B	3.0	83 - 86.9
B-	2.7	80 - 82.9
C+	2.3	77 - 79.9
C	2.0	73 - 76.9
C-	1.7	70 - 72.9
D+	1.3	67 - 69.9
D	1.0	63 - 66.9
D-	0.7	60 - 62.9
F	0.0	< 60

Letter Grade Scale A-F

Letter Grade Recorded	Quality Points (GPA)	Percentage Points
A	4.0	90 - 100
B	3.0	80 - 89.9
C	2.0	70 - 79.9
D	1.0	60 - 69.9
F	0.0	< 60

Grade Scale P-F grade only

Letter Grade Recorded	Quality Points (GPA)	Percentage Points
P	0.0	70 - 100
F	0.0	0 - 69.9

General Education Program and Requirements for Undergraduate Degrees

AU requires undergraduate students to meet the General Education Program requirements through transfer credit from regionally accredited civilian institutions and/or through credit-by-examination approved by the AU Registrar. AU does not offer General Education courses directly but evaluates transferred coursework to ensure it meets academic standards and develops the competencies expected of Department of the Air Force (DAF) professionals. General Education courses support the DAF Foundational Competencies—the core knowledge, skills, and abilities required of all Airmen, Guardians, and Civilians. These courses build intellectual agility, communication, and analytical reasoning necessary for success in both military and civilian roles.

Through studies in the humanities, social sciences, natural sciences, and mathematics, students gain a broad understanding of human knowledge and inquiry. This well-rounded academic foundation fosters critical thinking, innovation, and problem-solving skills essential to mission accomplishment and leadership in today's complex operating environment.

AU believes a strong general education equips graduates to think critically, act ethically, and lead effectively—qualities fundamental to advancing the Air Force mission and serving the nation.

General Education Learning Outcomes

The faculty has designed the General Education Requirements to accomplish five learning outcomes. AU General Education graduates will:

1. Write with clarity and precision for various audiences and effectively interpret written communication from others.
2. Organize and deliver oral presentations that persuade, debate, argue, or inform in a clear, concise, and logical manner.
3. Apply mathematical concepts and quantitative reasoning to solve problems.
4. Demonstrate intercultural competence by communicating effectively across cultures and responding thoughtfully to multiple worldviews.
5. Demonstrate critical thinking and problem-solving skills with mental agility and adaptability.

Curricula Design Focus

Air University's General Education requirements reflect Air University's curricula design focus to develop the thinking abilities required in the twenty-first-century Air Force. These requirements have been deliberately composed to support the development of habits of mind that inspire intellectual curiosity and a spirit of inquiry in all students. The General Education requirements are designed to support student development and produce graduates prepared to accomplish Air Force missions and lead the Air Force through the twenty-first century.

AU associate-degree students must complete 15 semester hours in the general education areas of humanities/fine arts, social and behavioral sciences, natural sciences, and mathematics, as specified in the applicable degree plan. AU programs may also require additional general education areas established by Air University or the Department of the Air Force.

Transfer Credit

General Policy. Air University has established criteria for the acceptance of transfer courses from U.S. civilian institutions and credit equivalencies for the associate degree programs. Due to the specialized nature of Air University's programs, credit transfers or equivalencies are limited to specific degree programs. Air University credit transfer policy and practices are consistent with the US Department of Education, American Association of Collegiate Registrars and Admissions Officers, and institutional accreditation agencies approved by the Secretary of Education. These practices shall be consistent with accepted practices of accredited, degree-granting institutions of higher education. Credit accepted in transfer from non-regionally accredited institutions must also comply with transfer credit procedures for non-regionally accredited institutions.

Foreign Institution Transfer Credit. Courses completed at foreign institutions are considered on an individual basis when submitted with a course-by-course evaluation from a member of the National Association of Credential Evaluation Services.

General Education Equivalency and Transfer for Undergraduate Degrees

Air University has established criteria for the acceptance of transfer courses from civilian institutions and credit-by-examination toward AU's General Education requirements for undergraduate degrees. Air University will accept credit-by-examination scores that meet the pass level established by the examination owner, i.e., CLEP, DANTES, or AP. Air University will accept transfer courses that meet the criteria below. ***Note: The Provost and Chief Academic Officer is the final arbiter for the acceptability of transfer coursework.*** To be accepted toward the AU General Education requirements, transfer courses must:

- Be completed at an accredited institution or one recognized as a candidate for accreditation.
- Be taught by faculty who meet the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) professional preparation standards.
- Be identified in the institution's catalog as fulfilling general education requirements for freshman or sophomore students in transferable degree programs (e.g., Associate in Arts or Associate in Science).
- Carry a minimum grade equivalent to a "C" or higher.
- Not be developmental, preparatory, remedial, refresher, or review in nature.
- Not duplicate or significantly overlap any other course or test applied to the degree program.
- Not be a special topic, workshop, or problem-based course.
- Not be narrowly focused on occupational skills, techniques, or procedures.
- Be evaluated for content, level, similarity, and relevance to the degree program.

The primary focus of AWC and ACSC faculty is teaching PME students formally enrolled in their programs. On a noninterference basis, however, faculty members may permit individuals who are not enrolled in the programs to audit elective courses in accordance with AUi 36-2602, Academic Operations and Policy.

Degree Program Withdrawal

Withdrawal or disenrollment is the removal of an enrolled AU student from a course or school before completion, in accordance with AUi 36-2602, Academic Operations and Policy.

Educational Documents

Fraudulent Documents. Air University Registrar Student Services personnel authenticate transfer credit, credit equivalencies, transcripts and learning records, 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. AU policy requires a student to authorize the release of an educational record to a third party. An exception applies when an Air Force organization is authorized to collect the records for official purposes. In all other cases, students must submit a release letter with an original signature to the university registrar and identify the information to be released and the intended recipient. Although not required by law, AU complies with the intent of the Family Educational Rights and Privacy Act (FERPA), 5 U.S.C. § 301, 10 U.S.C.

§ 8013, and Executive Order 9397, which govern the release and protection of student data. An educational record may not be released without the student's written consent identifying both the records to be released and the recipient.

Transcript Request. Students may request official transcripts through the AU transcript portal.

1. Visit the transcript ordering portal.
2. Create an account, if you are a first-time user, and follow the prompts to request a transcript.
3. Monitor your email for confirmation and delivery details.
4. Students may log in to their Parchment accounts to track transcript requests.

Important: Processing may take up to 30 business days because of high request volume and the complexity of military education records.

To avoid delays, students should plan ahead and submit transcript requests as early as possible, especially when applying for jobs, programs, or promotions with firm deadlines.

Student Affairs

Students should review the information below to understand their rights and responsibilities 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 in other Department of War 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 non-academic 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. Students who elevate an issue to a higher authority are responsible for providing written notification to the current-level authority.

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 of organizational authority.

Academic Integrity

Students are responsible for understanding all policies related to Academic integrity. Violations include, but are not limited to, the following actions. Questions regarding this policy should be directed to Dr. Yolanda Levell-Williams, AU Chief Academic Officer, DSN 493-2988, or commercial 334-953-2988.

- **Plagiarism**. The act of intentionally appropriating the written work of another, parts or passages of their writings, or the ideas or language of another, and intending to pass them off as the product of one's own mind. An example of plagiarism is copying material verbatim without quotation marks or citations and with the intent to claim the material as one's own work. Another example is the intentional use of a source's sentence structure, style, and content with only minor word changes (i.e., paraphrasing), without giving credit to the source. Although academic guidelines should make plagiarism rules as clear as possible, students also must take responsibility for their work. Students who have any questions about citations or crediting sources are obligated to ask for clarification from an instructor or staff member.

- **Misrepresentation**. The act of making an assertion or omission to intentionally deceive or mislead. Misrepresentation may be an oral or written statement that is misleading or deceiving and meant to be so, such as false reporting. A student may also commit misrepresentation by omission, such as deliberately withholding material information. Submitting research papers or other work previously prepared to fulfill a different academic requirement, without disclosure, constitutes misrepresentation. For example, a student may not resubmit a research paper that was previously submitted in another course (or a variant of the same course, such as a nonresident version) without disclosure and instructor approval.

- **Artificial Intelligence (AI) and Ethical Use.** The use of artificial intelligence (AI) tools or generative technologies—such as text, image, or data-analysis systems—in the preparation of academic or professional work must adhere to AU's standards of integrity, ethical conduct, and institutional policy. Students are required to disclose any use of AI tools when producing research, writing, or data analysis and must ensure such use supports, rather than replaces, their own intellectual effort.

  Submitting AI-generated material as original work or failing to acknowledge AI assistance when required or authorized constitutes a violation of academic integrity. Responsible AI use at AU requires transparency, accountability, and adherence to DAF Responsible AI Principles, ensuring these technologies are employed ethically and in support of AU's academic and warfighting mission.

Developing military personnel to meet Air Force needs is AU's primary mission. AU also offers educational programs to active-duty, Guard, and Reserve members of the U.S. Air Force and U.S. Space Force; Air Force Reserve Command; the Air National Guard; and members of U.S. sister services, including the U.S. Army, U.S. Coast Guard, U.S. Marine Corps, and U.S. Navy. AU programs are also offered to Department of the Air Force civilians, selected Department of War

civilians, and selected interagency civilians from other government agencies, including the Department of Homeland Security, Department of Justice, and the Intelligence Community. As part of Department of War security cooperation and Department of the Air Force international affairs programs, military officers from partner countries may enroll in selected programs and courses. Some Department of War and U.S. government contracts also permit contractors to enroll in selected programs and courses.

Degree Admission Requirements

AU degree and non-degree offerings require individuals to meet specific eligibility criteria for admission and enrollment. Individuals who apply for admission and enrollment in an AU degree program must meet all eligibility criteria and submit all required documentation to the AU Registrar for a determination of eligibility, admission, and enrollment. 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 an institutionally 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 who do not meet the admission requirements for the master's degree programs are allowed to attend but upon completion of the resident program requirements, will receive the program's resident diploma but will not be awarded a master's degree.

International students approved for attendance at AU, to include noncredit-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).

US Military and Civilian Personnel: AU Registrar must verify proof of baccalaureate degrees for all students enrolled in AU degree programs.

- 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 directly by the AU Registrar.
- U.S. Army, U.S. Navy, U.S. Marine Corps, U.S. Coast Guard, and U.S. civilian personnel must hold a bachelor's degree from an institutionally accredited college or university and meet the program-specific rank and eligibility requirements.

Transcript Submission

- Students must request that their degree-granting institution send an official transcript directly to the AU Registrar. Transcripts issued to or handled by the student are not accepted.
- Electronic submission through a secure transcript service such as Parchment is the preferred method.
- If electronic submission is unavailable, the official transcript may be mailed from the issuing institution.
- All official transcripts must be received no later than 1 June of the academic year in which the student is attending.
- Students are responsible for any costs incurred in requesting or transmitting academic documents.

Mailing Address:
Air University Registrar
ATTN: Admission
60 W Schumacher Avenue
Maxwell AFB, AL 36112

International Military Students: Official Academic Documents and English Proficiency Requirements: International students must possess academic qualifications equivalent to those required of U.S. students for admission to Air University (AU) programs. All required documentation must be received by 7 May prior to the start of the academic year in which the student is selected to attend.

Foreign Degree Evaluation: International students who do not hold a recognized, accredited U.S. bachelor's degree must submit their foreign academic records to an independent credential evaluation service.

- The evaluation agency must be a member of the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE).
- Students are responsible for obtaining and paying for the evaluation.
- Students must request a document-by-document evaluation and have the official evaluation report mailed directly from the credentialing agency to AU.
- There are **no waivers** for this requirement.

U.S. Degree Transcript: International students who already hold an institutionally accredited U.S. bachelor's degree must request that their degree-granting institution send an official transcript directly to the AU Registrar. Transcripts may be mailed or submitted electronically through a secure transcript service such as Parchment.

- Students are responsible for requesting and paying for the transcript.
- The transcript must be received by **7 May** preceding the start of the academic year in which the student is selected to attend.
- There are **no waivers** for this requirement.

Mailing Address:
Air University Registrar
ATTN: Admissions
60 W Schumacher Avenue
Maxwell AFB, AL 36112

Test of English as a Foreign Language (TOEFL). International military students must meet the Air University English language proficiency requirement.

Exemptions: The following students are exempt from taking the TOEFL:

- Students from countries identified as exempt by the Defense Security Cooperation Agency (DSCA) in its annual memorandum.
- Students who have completed a regionally accredited bachelor's or higher degree in the United States within the past four years.
- Students who have taken the TOEFL within the past two years and achieved an AU-acceptable result or higher.

Non-Exempt Students: International students from non-exempt countries must achieve an acceptable TOEFL result.

- The test must be completed no later than **7 May** of the year the student is selected to attend.
- Students are responsible for all related costs.
- Students must list Air University Institution Code 9069 to ensure official results are sent directly to AU.
- Minimum acceptable scores are:
  - **83** or higher on the Internet-Based Test (iBT), or
  - **560** or higher on the Paper-Based Test (PBT).
- There are **no waivers** for this requirement.

For questions regarding admission requirements, document submission, or suspense dates, contact the Air University Registrar.

Directorate of Academic Affairs, Research, and Services (AU/A7)

https://www.airuniversity.af.edu/Academic-Affairs/

ROLES AND RESPONSIBILITIES

The Office of the Provost and Chief Academic Officer (AU/CAO) serves as the senior academic leadership office for Air University. The CAO oversees the quality, integrity, and effectiveness of all academic programs and provides direction for academic policy, accreditation, research, and faculty development across the Air University enterprise.

Operating under the CAO, the Directorate of Academic Affairs (A7) leads initiatives that strengthen academic excellence and ensure compliance with institutional and professional standards. The directorate coordinates academic policy, accreditation, institutional effectiveness, faculty support, research, and innovation across all schools, colleges, and centers.

AU/A7 oversees several key offices that support Air University's academic mission:

- Office of Academic Affairs – Leads Air University's efforts in academic policy development, accreditation, institutional effectiveness, and faculty development. It ensures academic quality, mission alignment, and compliance across all AU programs. The office supports curriculum governance, program review, and the implementation of Outcomes-Based Military Education (OBME) in collaboration with AU schools, colleges, and centers.

- Office of Sponsored Research Programs – Fosters applied research and scholarly activity that advance Air Force and Space Force priorities. The office manages and coordinates faculty and student Warfare, Analysis, and Research (WAR) initiatives—formerly known as the Research Task Force (RTF)—that directly contribute to operational problem-solving and policy innovation. It also builds partnerships with defense organizations, government agencies, and academic institutions to expand research collaborations, align scholarship with the Department of the Air Force's needs, and integrate research outcomes into AU's academic programs.

- Office of the Registrar – Safeguards the academic integrity of all student records and oversees admissions, registration, course management, and transcript services across the enterprise. The Registrar manages data for undergraduate, graduate, and professional programs through a federated registrar structure that ensures accuracy and compliance with institutional and federal standards. Key services include Graduate and Undergraduate Services, Registrar Support, Course Management, Academic Coding, and Air Force Credentialing Opportunities Online (AFCOOL). This program enables Air and Space Force professionals to earn industry-recognized credentials.

- Air University Library (Muir S. Fairchild Research Information Center) – Serves as the central research and information hub for Air University and the Department of the Air Force. The library provides access to authoritative resources, expert research assistance, and technology-enhanced learning tools that support scholarship and professional development. Its comprehensive collections include the Air University Library Index to Military Periodicals (AULIMP) and a branch at the U.S. Air Force Senior NCO Academy. The library also preserves Air Force heritage through digitization while advancing immersive and technology-enabled research capabilities.

- Air University Press (AUP) – Established in 1953, AUP serves as Air University's scholarly publishing arm. It produces books, journals, and research publications that advance professional military education, doctrine, and air, space, and cyberspace power. As a member of the Association of University Presses, AUP maintains high editorial and peer-review standards while amplifying the intellectual contributions of AU faculty, students, and defense scholars.

- **VECTOR, the Center of Excellence for Learning Professionals** - Drives academic innovation across Air University through evidence-based teaching, digital transformation, immersive learning environments, and responsible AI adoption. VECTOR advances educational effectiveness through emerging technologies, simulation, experiential learning, faculty development, and research collaboration that strengthen student engagement and faculty readiness for modern warfighting education.

In collaboration with the schools and centers, these offices ensure that AU delivers high-quality, outcome-based education and research in support of the Air Force and Space Force missions.

DEGREE & CREDENTIALS PORTFOLIOS

Graduate Degrees and Air Force & Joint Credentials

- Doctor of Philosophy (PhD) in Military Strategy — Graduate Degree offered through the School of Advanced Air and Space Studies (SAASS) (resident).
  Category: ASG, PhD
- Master of Philosophy (MPhil) in Military Strategy — Graduate Degree offered through the School of Advanced Air and Space Studies (SAASS) (resident).
  Category: ASG, MS
- Master of Strategic Studies (MSS) - Graduate degree offered through the Air War College (AWC) resident program with five plans of study:
  a. MSS - Strategic Studies (Main Body)
  b. MSS - Kenney Airpower Strategy Seminar (KASS) Concentration
  c. MSS - Strategic Deterrence Seminar (SDS) Concentration
  d. MSS - Defense Strategy Seminar (DSS) Concentration
  e. MSS - Joint Warrior Studies Seminar (JWSS) Concentration Category: JPME II, SDE, MS
- Master of Military Operational Art and Science (MMOAS) — Graduate Degree offered through the Air Command and Staff College (ACSC) (resident) with three plans of study:
  a. MMOAS – Military Operational Art and Science (Main Body)
  b. MMOAS – Joint All-Domain Strategist (JADS) Concentration
  c. MMOAS – School of Advanced Nuclear Deterrence Studies (SANDS) Concentration Category: JPME I, IDE, MS

- Master of Military Operational Art and Science (MMOAS) - Graduate degree offered through the Air Force Global College (AFGC) (distance learning) with four concentrations:
    a. MMOAS - Joint Warfare Concentration
    b. MMOAS - Leadership Concentration
    c. MMOAS - Nuclear Weapons Concentration
    d. MMOAS - Operational Warfare Concentration Category: JPME I, IDE, MS
- Master of Science in Flight Test Engineering (MSFTE) - Graduate degree offered through the U.S. Air Force Test Pilot School (TPS) (resident).
  Category: PDO, MS
- Air Force Institute of Technology (AFIT) graduate degree programs in engineering, logistics, cyber, and applied sciences are detailed in the AFIT Catalog.
  Category: PCE, MS, PhD

UNDERGRADUATE DEGREES AND PROFESSIONAL CREDENTIALS

AU awards undergraduate degrees through the Air Force Global College (AFGC), including the Civilian Associate Degree Program (CADP) and the Community College of the Air Force (CCAF). These programs provide accredited academic pathways that integrate technical training, leadership development, and professional military education to advance Air Force and Department of War mission readiness.

- Civilian Associate Degree Program (CADP): The Civilian Leadership Development School faculty deliver an Associate of Science in Department of the Air Force Leadership and Management Studies for eligible Department of the Air Force civilians who do not already hold a postsecondary degree.

Community College of the Air Force (CCAF) Degree Programs: CCAF awards the Associate of Applied Science (AAS) degree in multiple Air Force specialty areas. These programs align enlisted education with technical skill development and professional military education (PME). Programs are presented by category for compact layout in the published catalog.

Aerospace & Operations

- Aerospace Ground Equipment Technology
- Aerospace Physiology Technology
- Air and Space Operations Management
- 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

Health & Medical Services

- Bioenvironmental Engineering Technology
- Biomedical Equipment Technology
- Dental Assisting
- Dental Laboratory Technology
- Diagnostic Medical Sonography
- Health Care Management
- Medical Laboratory Technology
- Mental Health Services
- Physical Therapist Assistant
- Practical Nursing Technology
- Public Health Technology
- Surgical Services Technology

Logistics & Maintenance

- Logistics
- Maintenance Production Management
- Management Engineering Technology
- Mechanical and Electrical Technology
- Metals Technology
- Microprecision Technology
- Missile and Space Systems Maintenance
- Munitions Systems Technology
- Nondestructive Testing Technology
- Nuclear Weapons Systems Technology
- Vehicle Maintenance

Civil Engineering & Safety

- Construction Technology
- Emergency Management
- Entomology
- Explosive Ordnance Disposal
- Fire Science
- Occupational Safety

Business, Management & Administration

- Contracts Management
- Criminal Justice
- Cybersecurity
- Education and Training Management
- Financial Management
- Hospitality and Fitness Management
- Human Resource Management
- Human Services

- Information Management
- Information Systems Technology
- Instructor of Technology and Military Science
- Intelligence Studies and Technology
- Scientific Analysis Technology
- Strategic Operations Management

Specialized Programs

- Computer Science Technology
- Electronic Systems Technology
- Meteorology
- Military Technology and Applied Sciences Management
- Paralegal
- Personnel Recovery
- Survival Instructor
- Transportation

AIR UNIVERSITY LIBRARY (AUL)

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

The Air University Library at the Muir S. Fairchild Research Information Center connects Air Force professionals to authoritative and relevant information resources through knowledgeable experts, tailored library tools, and scholarly publications. It houses well-balanced collections and a documents library containing more than 9,000 student papers in print, many of which are also available online. The library operates a branch at the U.S. Air Force Senior Noncommissioned Officer Academy at Gunter Annex, Alabama, providing tailored information collections and services for senior NCO PME.

The library produces the Air University Library Index to Military Periodicals (AULIMP), the only freely available index to military periodicals. It also provides study rooms, classrooms, virtual reality headsets, interactive touch screens, and other technologies. Library personnel provide reference assistance, presentations, lunch-and-learn programs, customized learning-management-system pages, and electives for various programs. The Air University Library preserves Air Force and Air University history through digitization while incorporating new technologies that help forge innovative Airmen.

AIR UNIVERSITY VECTOR: THE CENTER OF EXCELLENCE FOR LEARNING PROFESSIONALS

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

VECTOR, Air University's Center of Excellence for Learning Professionals, advances evidence-based teaching, learning innovation, and instructional excellence across AU. VECTOR develops learning professionals, delivers transformative education, and helps Air University achieve scholarly excellence through six lines of effort:

Visionary engagement; experiential learning and AI adoption; coaching faculty; teaching excellence; optimizing the student experience; and research collaboration.

AIR UNIVERSITY PRESS (AUP)

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

Air University General Order No. 54, dated 28 September 1953, established AU Press to support the mission of Air University. The press was chartered to publish significant research and scholarship from Air University, the U.S. Air Force, and other sources and to enhance the academic prestige and accreditation of Air University. Since then, AU Press has edited, published, and distributed more than 1.1 million student papers, curriculum texts, faculty research products, journals, and scholarly books that advance airpower thought and the intellectual growth of the Air Force.

Air University Press is a member of the Association of University Presses and is part of a community of publishing professionals and institutions committed to high-caliber, research-based scholarship and the fundamental role of scholarly publishing in achieving academic excellence and cultivating and disseminating knowledge.

AIR UNIVERSITY REGISTRAR

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

The Air University Registrar's Office maintains the academic integrity of student records and oversees six service areas: Graduate Services, Undergraduate Services, Registrar Support, Course Management, Academic Coding, and Air Force Credentialing Opportunities Online (AFCOOL). Graduate Services manages student academic records; admissions for Air War College, Air Command and Staff College, the School of Advanced Air and Space Studies, CSAT/Blue Horizons, and the U.S. Air Force Test Pilot School; PME data; and graduation processing for graduate-level programs. The branch also manages officer academic coding in the Military Personnel Data System (MilPDS) and supports promotion boards by screening eligible lists for PME graduate and developmental-education credit.

Undergraduate Services supports student records, transfer-credit evaluations, graduation requirements, and admissions for the Air Force associate degree in leadership and management. Registrar Support handles transcript fulfillment, enrollment verification, and diploma reprints. Course Management ensures that course structures and details are accurate and aligned with the academic catalog, SLCM, and ETCA systems. It also supports program changes and the implementation of new courses. Academic Coding updates degree information in MilPDS. AFCOOL enables eligible Air Force and Space Force professionals to earn and maintain industry-recognized credentials, enhancing military career opportunities and post-military competitiveness.

Air Command and Staff College (ACSC)

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

MASTER OF MILITARY OPERATIONAL ART AND SCIENCE (MMOAS)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Master's degree (all concentrations)
- Air Force Credential: Intermediate Developmental Education (IDE) (all concentrations)
- Joint Credential: JPME I (all concentrations)

The purpose of the Air Command and Staff College (ACSC) curriculum is to develop and enhance critical-thinking skills and effective communication and articulation, fostering higher-order thinking within the warfighting profession. ACSC courses emphasize applying airpower in joint campaign planning and the operational art of war. The resident program is taught primarily through seminars led by exceptionally qualified faculty. The curriculum uses classical texts in military history, international relations, and national security studies; current doctrine; and recent publications on leadership development, strategic competition, and the profession of arms as the basis for seminar discussion, writing, application scenarios, and research. ACSC delivers U.S. Air Force intermediate developmental education (IDE) and maintains Joint Staff accreditation to provide the first phase of joint PME. The resident program educates approximately 550 military officers and civilian equivalents each year, with students from all U.S. military services, selected federal agencies, and more than 60 partner nations.

Program Learning Outcomes (PLOs)

ACSC produces air-minded graduates who are able to…

1. demonstrate creative thinking, critical analysis, and persuasive communications about airpower and operational problem solving.
2. apply principles of leadership and ethics to decision-making based on the shared values of the profession of arms.
3. apply the capabilities, limitations, and integration of the instruments of national power across the spectrum of competition, conflict, and war.
4. analyze operational environments marked by complexity, uncertainty, and surprise.
5. apply military theory, doctrine, strategic guidance, and joint warfighting principles to plan for all-domain, globally integrated operations.
6. explain the conduct of contemporary and emerging warfare.

ACSC concentrations produce graduates who, in addition to the PLOs above, are able to…

7. develop subject matter expertise in given concentrations and/or specializations.

Faculty

ACSC employs a blend of military and civilian 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 ACSC MMOAS resident curriculum is 10 months of graduate-level study.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for additional information (ETCA Course ID: MACSC001). In general,

- Air Force personnel who attend ACSC's resident program are selected for ACSC via the procedures outlined in DAFI 36-2670, *Total Force Development*.
- 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.
- International Military Students may also attend on a limited, invitational basis in accordance with reporting instructions and policy issued annually by the Deputy Undersecretary of the Air Force for International Affairs (SAF/IA).

Admission Requirements (Degree and Diploma)

To be admitted to the Master of Military Operational Art and Science degree program, individuals must (1) present proof of academic eligibility either by holding a qualifying undergraduate degree from an institutionally accredited institution of higher learning (US bachelor's degree or its equivalent) (2) provide an acceptable score on the TOEFL, unless they are exempt in accordance with DSCA Policy 21-68. International fellows not meeting the admission requirements for the master's degree program are 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.

International Military Students may opt for the master's degree or opt to remain in the diploma (non-degree) program while attending ACSC. International Military Students should refer to your Reporting Instructions and Invitational Travel Orders regarding specific admissions requirements for the optional yet highly encouraged master's degree program.

Graduation Requirements

Students fully admitted must complete the following 32-credit-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.

MMOAS Concentrations

In addition to the primary plan of study for the MMOAS degree below—the plan of study followed by the majority of ACSC students, the ACSC resident curriculum offers two concentrations for the MMOAS degree. These concentrations are described in separate plans of study and course description sections after the primary plan of study and course descriptions.

- MMOAS – Joint All Domain Strategist (JADS) Concentration. A plan of study for a select group of students seeking depth in the employment of joint all domain operational maneuvers to counter threats in contested and degraded environments.
- MMOAS – School of Advanced Nuclear Deterrence Studies (SANDS) Concentration. A plan of study developed for a select group of field grade officers into the next generation of nuclear deterrence leaders and experts.

Plan of Study: MMOAS

Course Number and Title	Credit Hours
JO5520 Joint Air Operations	**2**
MT5520 Foundations of Military Theory	**3**
LP5510 Leadership and the Profession of Arms	**3**
AO5520 Airpower Strategy and Operations	**3**
NS5520 National Security	**3**
CW5520 Contemporary and Emerging Warfare	**3**
LC5520 Leadership in Command	**2**
JC5520 Joint Campaigning	**5**
AC5520 ACSC Capstone	**1**
Research and Elective Options: 1. Two "Selected Topics" (one Fall and one Spring) 2. Independent Research (Fall) and "Selected Topics (Spring) 3. "Selected Topic" (Fall) and Independent Research (Spring) 4. Extended Independent Research and Gathering of Eagles (GOE) (Year-long) 5. Warfighting Advanced Research (WAR) (year-long) 6. Specializations (Year-long)	**6**
TOTAL (MMOAS)	**31**

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.

Course Descriptions: MMOAS

JO5520 Joint Air Operations **2 Credit Hour**

The Joint Air Primer course educates officers and civilians in the fundamental concepts, principles, and doctrine required to publish the air portion of the joint/combined campaign plan. There are four areas of instruction built around specific learning objectives: air component planning fundamentals, the Joint Planning Process for Air (JPPA), which incorporates operational design, the air component planning exercise, and a writing practicum.

MT5520 Foundations of Military Theory **3 Credit Hours**

Foundations of Military 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 several of the most outstanding historical cases of military innovation, assessing the utility of military theories across the military domains and the range of military operations. In applying military theory to contemporary security challenges, students will be able to better anticipate and respond to operational problems throughout the continuum of competition in this age of strategic competition.

LP5510 Leadership and the Profession of Arms **3 Credit Hours**

This course seeks to produce self-aware graduates with increased capacity to lead ethically, understand organizational behavior, and excel in complex and novel circumstances. In the first phase, students conduct guided inquiry into their own nature as leaders, and in three subsequent phases they investigate skills critical to tomorrow's leadership demands, with special emphasis on the context of great power competition. In the final phase of this course, students will apply leadership studies through analysis of organizational culture and organizational leadership. The course will familiarize students with principles of creativity, innovation, and design methodology and how they relate to military adaptation. Students will understand and analyze how leadership studies inform decision-making in the profession of arms.

AO5520 Airpower Strategy and Operations **3 Credit Hours**

Airpower Strategy and Operations examines the emergence and development of airpower as a strategic and operational instrument across the competition continuum. This course analyzes the development of key ideas, capabilities, organizations, practices, and limitations that framed the conduct of air warfare in the twentieth century as airmen adapted and innovated rapidly in the air domain. The course shows how 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 improve their ability to lead in complex, uncertain times while making ethical decisions with the ultimate goal of applying airpower in a joint context to serve national strategic objectives.

NS5510 National Security **3 Credit Hours**

International Security provides a comprehensive overview of the context in which states and non-state actors engage the international community, employ their instruments of power, and pursue their interests. The course introduces traditional paradigms of International Relations (IR) to provide a foundation for considering great power competition over time, and the current opportunities and challenges to U.S. policy in the emerging strategic environment. These course concepts are then applied to U.S. near-peer competitors and other strategic security concerns including China, Russia, Iran, North Korea, and non-state challenges. Students develop interpretations and responses to international security issues systematically. The course allows students the opportunity to cultivate and refine skills for advising senior leaders on meeting future security threats.

CW5520 Contemporary and Emerging Warfare **3 Credit Hours**

Contemporary and Emerging Warfare fosters critical thinking about modern warfare, airpower, joint operations, strategic guidance, and 21st century operational environments. It examines the capabilities and limitations of airpower in contemporary and emerging conflicts and gives students an understanding of how the modern joint force operates in all domains of war. The course provides an in-depth analysis of contemporary conflict as well as friendly and adversary military capabilities, modern theories of war, and methods of employment. The course is routinely updated to ensure that emerging technologies, operational concepts, and strategic challenges are integrated to meet the needs of future commanders and staff officers.

LC5520 Leadership in Command **2 Credit Hours**

This course seeks to produce self-aware graduates with increased capacity to lead ethically, understand organizational behavior, and excel in complex and novel circumstances. In the first phase, students conduct guided inquiries into their own nature as leaders, and in three subsequent phases they investigate skills critical to tomorrow's leadership demands, with special emphasis on the context of great power competition.

JC5520 Joint Campaigning **5 Credit Hours**

The Joint Campaigning (JC) course is designed to demonstrate, at the operational level, how the U.S. Joint force organizes, deploys, employs, sustains, and redeploys military capabilities in support of national interests across the range of military operations in an era of Strategic Competition. The primary purpose of the JC course is to comprehend and analyze how we, the Joint force, go to war and prevail. 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 are necessary to properly plan and execute military operations in the modern geopolitical arena where Russia, China, and other state and non-state adversaries shape a continuum of competition in the international system. It is also imperative to understand how the U.S. military uses the Joint Planning Process to solve operational problems in a volatile, uncertain, complex, or ambiguous environment.

AC5520 ACSC Capstone **1 Credit Hour**

The Capstone course allows students to execute their selected COA from JC's Pacific Endeavor Exercise against an adaptive adversary. Students will deepen their operational problem-solving skills while analyzing challenges and opportunities facing the military instrument in the continuum of competition, conflict, and war in the 21st century.

MMOAS– JOINT ALL DOMAIN STRATEGIST (JADS) CONCENTRATION

The Joint All Domain Strategist (JADS) concentration is a selective year-long advanced program specializing in developing leaders who understand the employment of joint all domain operational maneuver to counter future threats in contested and degraded environments. The 32-credit hour curriculum focuses on improving critical thinking and problem-solving skills at the operational level of war. It prepares selected students for future operational and command assignments requiring advanced knowledge of the capabilities, methods, and challenges associated with operations within and across the six domains (electromagnetic spectrum, space, air, land, maritime, and human). Additionally, students will study and apply strategic and operational design, reflexive control theory, aggregation theory, decision making theory, and risk analysis.

Plan of Study: MMOAS – JADS Concentration

Course Number and Title	Credit Hours
TF5512 Theoretical Frameworks (JADS)	**3**
SA5512 Strategic Approach (JADS)	**4**
LC5512 Leadership Course (JADS)	**1**
DM5512 All-Domain Maneuver (JADS)	**4**
OA5512 Operational Approach (JADS)	**5**
AP5512 Airpower (JADS)	**5**
MW5512 Multi-Theater War (JADS)	**6**
GS5512 Global Strike (JADS)	**3**
RE5512 Research Course (JADS)	**1**
TOTAL (MMOAS – JADS Concentration)	**32**

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.

Course Descriptions: MMOAS – JADS Concentration

TF 5512 Theoretical Frameworks (JADS) **3 Credit Hours**

TF introduces students to theories and concepts for solving complex problem sets that will emerge during the decade 2025-2035. This course applies system theory and constructivism to counter threats posed by the PRC, Russia, North Korea, and Iran.

SA5512 Strategic Approach (JADS) **4 Credit Hours**

The Strategic Approach course teaches the students to employ strategic design to communicate across agencies and recommend response options to senior leaders. Additionally, the course educates students to identify and recommend global level asymmetric options to deter adversaries and if deterrence fails, gain positional advantage through use of all four of the national instruments of power and defeat the adversaries.

LC5512 Leadership Course (JADS) **1 Credit Hour**

Leadership is integrated into every core course and taught throughout the academic year. Students will be taught staff and command leadership. Every student will have a minimum of three leadership positions responsible for leading their peers through the development of staff products. The students will receive both peer level and instructor feedback on the leadership positions.

DM5512 All Domain Maneuver (JADS) **4 Credit Hours**

The all-domain maneuver course introduces students to mission analysis, the five-paragraph field order, and how to maneuver within six domains (Land, Maritime, Air, Space, Electromagnetic Spectrum, and the Human). Based on an operational scenario, students apply maneuver concepts in each of the domains separately and at the culmination of the course synchronize all the domains to destroy the adversary's system.

OA5512 Operational Approach (JADS) **5 Credit Hours**

The Operational Approach course guides students through an extensive examination of integrating operational design into the joint planning process (JPP). Based on an operational scenario, students develop strategic and operational designs, execute the JPP, wargame an approved course of action (COA), determine preplanned and emergent opportunity decisions, and conduct risk analysis for the operational commander. The students then develop a concept of operation (CONOP) for phases I and II of the operation.

AP5512 Airpower (JADS) **5 Credit Hours**

The Airpower course concentrates on the application of airpower within a combined joint task force (CJTF). Based on an operational scenario requiring agile combat employment (ACE), students conduct air component design, execute the joint planning process-air (JPP-A), wargame the approved COA, identify key air combined force air component commander (CFACC) decisions, and conduct risk analysis for the CFACC. Additionally, students examine a future all domain tasking order (ADTO), produce a joint air operations CONOP for phases I and II, write an air operations directive, and develop a master air attack plan (MAAP).

MMOAS – SCHOOL OF ADVANCED NUCLEAR DETERRENCE STUDIES (SANDS) CONCENTRATION

The School of Advanced Nuclear Deterrence Studies (SANDS) concentration was founded in July 2015 by Air Force Global Strike Command to develop field grade officers into the next generation of nuclear deterrence leaders and experts. In 2018, the school was incorporated into ACSC as a concentration to leverage the wealth of academic knowledge offered by Air University to enrich our student's academic experience. The core mission of SANDS is to study military theory focused on strategic deterrence. Over the course of the rigorous 10-month graduate-level program, our students study the history of deterrence application, modern operational deterrence theory, and formulate how deterrence will change in the future.

Plan of Study: MMOAS – SANDS Concentration

Course Number and Title	Credit Hours
JO5510 Joint Air Operations	**1**
MT5520 Foundations of Military Theory	**3**
LP5510 Leadership and the Profession of Arms	**3**
DT5520 Deterrence Theory and Practice (SANDS)	**3**
NS5520 National Security	**3**
CD5520 Contemporary Deterrence (SANDS)	**3**
LC5520 Leadership in Command	**2**
JC5520 Joint Campaigning	**6**
WG5510 Wargame	**1**
RE5971 SANDS Elective I (SANDS)	**3**
RE5972 SANDS Elective II (SANDS)	**3**
TOTAL (MMOAS – SANDS Concentration)	**31**

1. *Notes:*
    1. *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.*
    2. *Students in SANDS concentration complete the same plan of study as MMOAS; however, the AO5510 and CW5510 courses are replaced by DT5510 and CD5510, respectively.*

Course Descriptions: MMOAS – SANDS Concentration

SANDS students complete DT5520 and CD5520 in place of AO5520 and CW5520, respectively. SANDS students also complete two SANDS-specific electives (RE5971 and RE5972).

DT5520 Deterrence Theory and Practice (SANDS) 3 Credit Hours

This is the first in a two-course sequence designed to introduce students to the origins and evolution of modern deterrence theory, strategy, and policy. 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, as well as alternatives, such as those based in psychology and behavioral economics, that challenge this assumption of rationality. The course concludes by reviewing and assessing alternate approaches to US nuclear strategy and policymaking in an era of great power competition.

CD5520 Contemporary Deterrence (SANDS) 3 Credit Hours

Contemporary 2 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 deterrence theory and its various extensions and implications. Stu dents are required to apply deterrence theory to a variety of staff and command scenarios in the 21st century strategic environment. It examines how deterrence theory applies in the era of Strategic Competition, which can be more complex and dynamic than the bipolar Cold War.

RE5971 SANDS Elective I (SANDS) 3 Credit Hours

RE5972 SANDS Elective II (SANDS) 3 Credit Hours

SANDS students complete a year-long research-oriented elective that relates to nuclear deterrence topics.

RESEARCH AND ELECTIVE OPTIONS

All students within the regular MMOAS curriculum must complete six (6) Credit Hours through research and/or elective courses. There are multiple options to meet this requirement.

Research and Elective Options:

1. Two “Selected Topics” (one Fall and one Spring)
2. Independent Research (Fall) and “Selected Topic” (Spring)
3. “Selected Topic” (Fall) and Independent Research (Spring)
4. Extended Independent Research and Gathering of Eagles (GOE) (Year-long)
5. Research Task Force (RTF) (Year-long)
6. Specializations (Year-long)

Research and Elective Option #1: Two "Selected Topics"

RE5810 Selected Topics in Airpower I **3 Credit Hours**

This course offers a range of topic related to the theory and application of airpower in a joint framework.

RE5811 Selected Topics in Airpower II **3 Credit Hours**

This course offers a range of topic related to the theory and application of airpower in a joint framework.

RE5820 Selected Topics in Military Operations I **3 Credit Hours**

This course offers a range of topics that explore the dynamics of the theoretical and practical dimensions of contemporary military operations in a joint framework.

RE5821 Selected Topics in Military Operations II **3 Credit Hours**

This course offers a range of topics that explore the dynamics of the theoretical and practical dimensions of contemporary military operations in a joint framework.

RE5830 Selected Topics in Security Studies I **3 Credit Hours**

This course offers a range of topics dealing with contemporary and future challenges in national and international security, and the role of military power in meeting them.

RE5831 Selected Topics in Security Studies II **3 Credit Hours**

This course offers a range of topics dealing with contemporary and future challenges in national and international security, and the role of military power in meeting them.

RE5840 Selected Topics in Military History I **3 Credit Hours**

This course offers a range of topics in the theory and history of warfare geared toward the modern military professional, with a view of illuminating how past experience informs contemporary and future joint warfighting.

RE5841 Selected Topics in Military History II **3 Credit Hours**

This course offers a range of topics in the theory and history of warfare geared toward the modern military professional, with a view of illuminating how past experience informs contemporary and future joint warfighting.

RE5850 Selected Topics in Leadership I **3 Credit Hours**

This course offers a range of leadership topics selected by the faculty to include leadership theory, leadership practice, command and leadership, with a focus on building students' knowledge, skills, and abilities as leaders.

RE5851 Selected Topics in Leadership II **3 Credit Hours**

This course offers a range of leadership topics selected by the faculty to include leadership theory, leadership practice, command and leadership, with a focus on building students' knowledge, skills, and abilities as leaders.

Research and Elective Option #2: Independent Research and "Selected Topic"

RE5901 Independent Research **3 Credit Hours**

This course offers a variety of topics that allow students the opportunity to engage in an in-depth examination of a specialized area on inquiry related to a range of contemporary security problems. Students complete RE5901 in the Fall term in this option.

RE5811/21/31/41/51 (Selected Topics elective, Spring term) **3 Credit Hours**

Students choose a Selected Topics in Airpower, Military Operations, Security Studies, Military History, or Leadership course in the Spring term for this option.

Research and Elective Option #3: "Selected Topic" and Independent Research

RE5810/20/30/40/50 (Selected Topics elective, Fall term) **3 Credit Hours**

Students choose a Selected Topics in Airpower, Military Operations, Security Studies, Military History, or Leadership course in the Fall term for this option.

RE5901 Independent Research **3 Credit Hours**

This course offers a variety of topics that allow students the opportunity to engage in an in-depth examination of a specialized area on inquiry related to a range of contemporary security problems. Students complete RE5901 in the Spring term in this option.

Research and Elective Option #4: Extended Independent Research & Gathering of Eagles

RE5903 Extended Independent Research **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. RE5903 is for students who are performing sufficient in-depth research to merit six credit hours for their investigations and requires year-long, sustained effort.

RE5910 Gathering of Eagles (GOE) **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 the activities for GOE Week.

Research and Elective Option #5: Warfighting Advanced Research (WAR)

RE5902 Warfighting Advanced Research (WAR) 6 Credit Hours

ACSC students may opt to participate in one of the severa d Research (WAR) projects sponsored by various organizations within the Department of War —primarily from the Department of the Air Force. The WARs are open to tudents and run the entire academic year. Each WAR has unique requirements regarding student eligibility, security clearances, and travel requirements. Current WARs include:

1. AU Immersive Learning and Virtual Reality (WAR)
2. Alpha Blue: Strategy, Design, and Disruptive Tech for National Security WAR
3. Disruptive Technologies, Ethics, and the Future Flight WAR
4. Warrior Resilience and Readiness WAR
5. Russian Strategic Initiative WAR
6. Taiwan Deterrence WAR

Research and Elective Option #6: Specializations

ACSC students may opt to participate in one of a number of specializations-cyber, spacepower, political affairs strategist (PAS). Data Science and Al Leadership (DSAIL). PACAF Planning, USAFE Planning. SOUTHCOM Planning. and Homeland Defense. The cyber, spacepower, DSAfL, PACAF, and USAFE specializations run the entire year with one course per term. The SOUTHCOM and Homeland Defense occur in the Spring semester during this AY. The PAS specialization is a single term-thus PAS students must select an elective in the Fall semester-Independent Research or Selected Topic-to meet the electives requirement for the program.

RE5905 Cyber Specialization Elective I 3 Credit Hours

RE5906 Cyber Specialization Elective II 3 Credit Hours

The Cyber Specialization course is offered for students who seek to receive a specialization in cyber while attending ACSC. There are two tracks, operational and strategic, in these research-oriented electives that combine academic study with real world research and experiences.

- Operational Track: ISR and Cyberspace
- Strategic Track: National Security and Cyberspace II

RE5907 Political Affairs Strategist Certification 3 Credit Hours

This course is designed for Political-Military Affairs Strategists (PAS). The course introduces officers to political-military expertise to build effective relationships with our global partners. This international expertise is key to an ability to sustain coalitions, pursue international stability and security cooperation, and contribute to multi-national operations. Knowledge is mandatory of geopolitics, international relations, U.S. foreign policy, and U.S. military issues. Students will gain in-depth knowledge of a geographic combatant command AOR while creating deliverables of the type typically expected of officers assigned to staff. NOTE: The PAS specialization is a single term elective. Therefore, PAS students must complete a second elective—Independent Research or Selected Topic—to meet the electives requirement for the program.

RE5911 Spacepower Specialization Elective I **3 Credit Hours**

RE5912 Spacepower Specialization Elective II **3 Credit Hours**

The Spacepower Specialization courses are offered for students who seek to receive a specialization in space while attending ACSC Residence. This specialization introduces students to the rest of the universe through the exciting lens of spacepower, which broadly defined, is the use of outer space to advance national power. The Spacepower Specialization is two research-oriented electives that combine academic study with real world research and experiences. The first course focuses on various spacepower theories and how they relate to other theories of national and military power. The second course focuses on various spacepower strategies and how to employ them. The employment of spacepower is different. Whereas terrestrial warfighters speak of all-domain operations during theater-focused warfare, Space Professionals speak about "all-instruments of power operations" during war and peace on a simultaneous, continuous, global, and cosmographic scale.

RE5980 Data Science and AI Leadership Specialization Elective I **3 Credit Hours**

RE5981 Data Science and AI Leadership Specialization Elective II **3 Credit Hours**

The Data Science and AI Leadership Specialization aims to create officers who can lead operational-level teams in developing date science and AI strategies, policies, and programs. Students will learn to design and integrate data science and AI capabilities within particular missions.

RE5982 PACAF Planning Specialization Elective I **3 Credit Hours**

RE59983 PACAF Planning Specialization Elective II **3 Credit Hours**

The PACAF Planning Specialization analyzes difficult problems in the INDOPACOM AOR in support of PACAF planning efforts. Students will work real world issues at the TS/SCI level to provide critical analysis and creative problem-solving to operational and strategic challenges in the Indo-Pacific.

RE5984 USAFE Planning Specialization Elective I **3 Credit Hours**

RE5985 USAFE Planning Specialization Elective II **3 Credit Hours**

The USAFE Planning Specialization analyzes difficult problems in the EUCOM AOR in support of USAFE planning efforts. Students will work real world issues at the TS/SCI level to provide critical analysis and creative problem-solving to operational and strategic challenges in Europe.

RE5986 SOUTHCOM Planning Specialization Elective I **3 Credit Hours**

RE5987 SOUTHCOM Planning Specialization Elective II **3 Credit Hours**

This course allows students to analyze and provide recommended solutions in support of the National Security Strategy (NSS), National Military Strategy (NMS), and Theater Strategy in the US SOUTHCOM AOR. Students will examine real-world materials supplied by SOUTHCOM and other credible sources, develop solutions to real-world problems, and brief SOUTHCOM leadership on proposed solutions.

RE5988 CENTCOM Planning Specialization Elective I **3 Credit Hours**

RE5989 CENTCOM Planning Specialization Elective II **3 Credit Hours**

The CENTCOM Planning Specialization analyzes difficult problems in the CENTCOM AOR in support of planning efforts. Students will work real world issues at the TS/SCI level to provide critical analysis and creative problem-solving to operational and strategic challenges.

RE5990 Homeland Defense Specialization Elective **3 Credit Hours**

RE5991 Homeland Defense Specialization Elective **3 Credit Hours**

BASECAMP – Building Advanced Skills for Effective Civil and Military Partnerships – is designed to equip future base commanders and A-Staff representatives with the critical knowledge, strategic mindset, and leadership tools necessary to manage the evolving challenges of military-civil relations in the context of a contested homeland.

Air Force Global College (AFGC)

https://www.airuniversity.af.edu/Global-College/

MASTER OF MILITARY OPERATIONAL ART AND SCIENCE (MMOAS) ONLINE MASTER'S PROGRAM (OLMP)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Master's degree (all concentrations)
- Air Force Credential:
    - MMOAS – Joint Warfare Concentration: Air Force Intermediate Developmental Education (IDE)
    - MMOAS – Leadership Concentration: None.
    - MMOAS – Operational Warfare Concentration: None.
    - MMOAS – Nuclear Weapons Concentration: None.
- Joint Credential:
    - MMOAS – Joint Warfare Concentration: JPME I
    - MMOAS – Leadership Concentration: None.
    - MMOAS – Operational Warfare Concentration: None.
    - MMOAS – Nuclear Weapons Concentration: None.

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 MMOAS degree. The MMOAS – Joint Warfare concentration also awards Joint Professional Military Education Phase I (JPME I) credit.

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 program 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 and professional commitments.

Program Learning Outcomes (PLOs)

ACSC OLMP produces air-minded graduates who are able to. . .

1. demonstrate creative thinking, critical analysis, and persuasive communications about airpower and operational problem solving.
2. apply principles of leadership and ethics to decision-making based on the shared values of the profession of arms.
3. apply the capabilities, limitations, and integration of the instruments of national power across the spectrum of competition, conflict, and war.
4. analyze operational environments marked by complexity, uncertainty, and surprise.
5. apply military theory, doctrine, strategic guidance, and joint warfighting principles to plan for all-domain, globally integrated operations.
6. explain the conduct of contemporary and emerging warfare.

ACSC OLMP concentrations produce graduates who, in addition to the PLOs above, are able to…

7. develop subject matter expertise in given concentrations and/or specializations.

Faculty

The Air Force Global College (AFGC) 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 matter addressed. These qualities are represented in both the full-time AFGC faculty and the adjunct instructors. All OLMP faculty members must have at least a master's degree.

Duration

The academic program consists of 10 eight-week courses (six core courses and four concentration courses) for a total of 30 Credit 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. Students may also request a one-time extension of up to 1 year.

Eligibility

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information. The OLMP offers four (4) concentrations—each with unique eligibility requirements that are detailed in the concentration entries that follow.

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.

MMOAS OLMP – JOINT WARFARE (JW) CONCENTRATION

The MMOAS OLMP Joint Warfare (JW) 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 JW concentration are awarded the MMOAS degree and receive credit for IDE and JPME Phase I.

Eligibility: MMOAS OLMP Joint Warfare (JW) Concentration.

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Plan of Study: MMOAS OLMP – JW Concentration

Course Number and Title	Credit Hours
OC-5510 Orientation Course	**Non-Credit**
LW-5510 Leadership and Warfare	**3**
AP-5510 Airpower Studies	**3**
NS-5510 International Security Studies	**3**
WS-5510 Warfare Studies	**3**
RE-5610 Research I	**3**
RE-5611 Research II	**3**
LC-5510 The Practice of Command	**3**
JF-5510 Joint Forces	**3**
JA-5510 Joint Air Operations	**3**
JP-5510 Joint Planning	**3**
TOTAL (MMOAS OLMP – JW Concentration)	**30**

Note: Effective 1 January 2024, the OLMP Joint Warfare (JW) concentration will only award IDE credit after degree conferral. Student requests for a PME record update prior to degree conferral will not be accepted. Guidance for program completion prior to deadlines for promotion boards, job application, etc. will be provided by program advisors.

MMOAS OLMP – 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 Hours of credit. Students graduating from the Leadership Concentration are awarded the Master of Military Operational Art and Science degree but do not receive IDE/ILE credit or JPME I credit. Graduates of the OLMP Leadership concentration may take a condensed version of ACSC-DL ("ACSC Supplemental") to earn IDE/ILE and JPME I credit.

Eligibility: MMOAS OLMP – Leadership Concentration.
Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Plan of Study: MMOAS OLMP – Leadership Concentration

Course Number and Title	Credit Hours
OC-5510 Orientation Course	**Non-Credit**
LW-5510 Leadership and Warfare	**3**
AP-5510 Airpower Studies	**3**
NS-5510 International Security Studies	**3**
WS-5510 Warfare Studies	**3**
RE-5610 Research I	**3**
RE-5611 Research II	**3**
EL-5301 Expeditionary Leadership in Intercultural Environments	**3**
FO-5301 Foundations of Officership	**3**
OL-5301 Organizational Leadership	**3**
TL-5301 Team Building Leadership	**3**
TOTAL (MMOAS OLMP – Leadership Concentration)	**30**

MMOASOLMP– OPERATIONAL WARFARE (OW) CONCENTRATION

The MMOAS OLMP Operational Warfare (OW) 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 but DO NOT receive IDE/ILE credit or JPME I credit. Graduates of the OLMP Leadership concentration may take a condensed version of ACSC-DL ("ACSC Supplemental") to earn IDE/ILE and JPME I credit.

Eligibility: MMOAS OLMP – OW Concentration.
Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information

Plan of Study: MMOAS OLMP – OW Concentration

Course Number and Title	Credit Hours
OC-5510 Orientation Course	**Non-Credit**
LW-5510 Leadership and Warfare	**3**

Course Number and Title	Credit Hours
AP-5510 Airpower Studies	**3**
NS-5510 International Security Studies	**3**
WS-5510 Warfare Studies	**3**
RE-5610 Research I	**3**
RE-5611 Research II	**3**
OW-5302 Operational Warfare Studies	**12***
TOTAL (MMOAS OLMP – OW Concentration)	**30**

**Note: Credit for OW-5302 will not be awarded until all other academic courses are completed.*

MMOASOLMP– NUCLEAR WEAPONS (NW) 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 but DO NOT receive IDE/ILE credit or JPME I credit. Graduates of the OLMP Leadership concentration may take a condensed version of ACSC-DL ("ACSC Supplemental") to earn IDE/ILE and JPME I credit.

Eligibility: MMOAS OLMP – NW Concentration.

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Plan of Study: MMOAS OLMP – NW Concentration

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Course Number and Title	Credit Hours
OC-5510 Orientation Course	**Non-Credit**
LW-5510 Leadership and Warfare	**3**
AP-5510 Airpower Studies	**3**
NS-5510 International Security Studies	**3**
WS-5510 Warfare Studies	**3**
RE-5610 Research I	**3**
Course Number and Title	**Credit Hours**

RE-5611 Research II	**3**
NW-5302 Nuclear Weapons Studies	**12***
TOTAL (MMOAS OLMP – NW Concentration)	**30**

**Note: Credit for NW-5302 will not be awarded until all other academic courses are completed.*

Course Descriptions: MMOAS OLMP – Foundation Courses

OC-5510 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.

LW-5510 Leadership and Warfare **3 Credit 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.

AP-5510 Airpower Studies **3 Credit Hours**

The Airpower Studies course enhances students' understanding of military theory by introducing perspectives on war fighting 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.

NS-5510 International Security Studies **3 Credit 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 also 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 use of the instruments of power in the interagency process.

WS-5510 Warfare Studies **3 Credit 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. Students will apply the lessons of military theory and their understanding of warfare to operational challenges facing both today's and tomorrow's United States military.

RE-5610 Research I **3 Credit Hours**

The Research I program complements the Air Force Global College 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 II.

RE-5611 Research II **3 Credit Hours**

The Research II program complements Air Force Global College core curriculum, providing an opportunity for students to complete investigating topics of particular interest in a rigorous fashion under the direction and guidance of a subject-matter expert. Through this program, students refine their ability to define an issue succinctly; complete thoughtful, logical, and critical research and analysis; and synthesize well-supported conclusions and recommendations that serve as the foundation for a scholarly research paper of potential benefit to today's war fighters. *Research I (RE5610) is a prerequisite for this course*.

Course Descriptions: MMOAS OLMP-JW Concentration

LC-5510 The Practice of Command **3 Credit 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 their service, their mission, their people, and themselves.

JF-5510 Joint Forces **3 Credit Hours**

The Joint Forces course introduces students to understanding the capabilities, organization and force presentation of the military services, which is essential to understanding the capabilities of the joint force. While the services are responsible for organizing, training, and equipping of military forces, joint organizations are where warfighting happens. Students in this course will explore concepts central to bringing service forces together in the conduct of joint operations to include organizing principles, command relationships, joint force hierarchy, and interaction with external agencies.

JP-5510 Joint Planning **3 Credit 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 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 joint plan. This course is a prerequisite to the Joint Air Operations (JA 5510) course.

JA-5510 Joint Air Operations **3 Credit 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 on the concepts, doctrine, and processes that enable or influence joint air operations and describes airpower's application in contemporary and emerging warfare. Additionally, this course will analyze China's military capabilities, systems, and doctrine in the air domain.

Course Descriptions: MMOAS – Leadership Concentration

EL-5301 Expeditionary Leadership in Intercultural Environments **3 Credit Hours**

The Expeditionary Leadership in Intercultural Environments course integrates the warrior ethos concept with military operations in foreign lands. As such, every conflict has its own unique set of contextual elements, such as cultural and regional factors, that affect foreign policy and national objectives. This course explores the attributes of warrior ethos and the skills needed to operate in these intercultural contexts. Specifically, the course examines the unique aspects of your chosen profession that requires you to relocate for extended periods, often to hostile environments, and actively engage in military operations. The goal of the course is to better prepare you to operate effectively within those environments by developing your warrior ethos attitudes.

FO-5301 Foundations of Officership **3 Credit Hours**

The Foundations of Officership course addresses the role of Airmen reach their full potential, it also expects that Airmen will take responsibility for their own personal and professional development. This course addresses both approaches: it is an Air Force initiative to provide officers and civilian leaders with the tools they need while simultaneously encouraging them to build upon their personal commitment to life-long learning, continuous self-assessment, and the need to constantly seek and act upon performance feedback. These are the foundations of officership.

OL-5301 Organizational Leadership **3 Credit Hours**

The Organizational Leadership course is designed to develop officer organizational and management skills to better support and lead change in complex organizational environments. The course focuses on basic organizational theory and organizational behavior, communications, resource stewardship, strategies for continuous improvement, and leading change. In addition, the course addresses one's ability to deal with complex communication patterns as well as human resource issues that may affect mission capabilities. Finally, the course examines the importance of supporting the continuous improvement commitment to ameliorate processes, products, services, and personnel, while meeting the needs of internal and external stakeholders to accomplish Air Force mission requirements efficiently.

TL-5301 Team Building Leadership **3 Credit Hours**

The Team Building Leadership course examines leadership from the perspective of junior officers. The course uses literature from several academic disciplines such as behavioral science, organization theory, and ethics. Integrated with content from the academic fields are examples from military leaders. This multi-disciplinary approach combines theory with practical examples to leverage the education, training, and experience of every student to equip them with new or enhanced skill sets as they assume increased levels of responsibility. The course is broken into three sections to focus on the individual, the team, and the organization. While no course can provide students with every possible skill to lead, graduated commanders have commented that

everything in the Team-Building Leadership Course enhances skills they used to lead successfully in command positions time and again.

Course Descriptions: MMOAS – OW Concentration

OW-5302 Operational Warfare Studies 12 Credit 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.

Course Descriptions: MMOAS – NW Concentration

NW-5302 Nuclear Weapons Studies 12 Credit 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.

AIR WAR COLLEGE DISTANCE LEARNING (AWCDL)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Senior Developmental Education (SDE)
- Joint Credential: None

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. This program provides a strategic, "air-minded" curriculum that prepares graduates to provide strategic leadership, appropriate expertise and critical thinking in support of national security objectives.

The AWC DL 19.0 is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. The AWC DL experience is designed to "…develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education." The 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 (PLOs)

Graduates can...

1. Illustrate the skills required to lead successfully at the strategic level in the complex national security environment.
2. Analyze the contextual requirements for the effective strategic employment of airpower.
3. Comprehend the elements of successful military strategies which, in concert with other instruments of national power, support national security objectives.
4. Critically analyze complex political-military issues and clearly articulate national security strategy options.

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 and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed. All AWC faculty members have at least a master's degree.

Duration

All courses must be completed within three (3) years from the date of program enrollment. The time for a student 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 program at a reasonable pace. Students who do not complete a program before the three-year limit will automatically receive a 12 months extension and may also receive an additional 12 months extension with unit commander's endorsement.

Eligibility

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Completion Requirements

Students must successfully complete nine courses.

Plan of Study

Course Number and Title	Contact Hours
ORN-701S Orientation	**0**
LDR-710S Strategic Leadership	**20**
LDR-711S Senior Leadership	**20**
LDR-712A Applied Senior Leadership	**25**
ISS-700S International Security Studies	**15**
SPC-700S Strategic Space Foundations (Edition 19 only)	**5**
AIR-700S Airpower, Spacepower, and National Strategy	**15**
AIR-701A Applied Security Studies	**25**

NSP-8XX Global Security (Choose One) • NSP-810A USAFRICOM Region • NSP-820A USCENTCOM Region • NSP-830A USEUCOM Region • NSP-840A USNORTHCOM Region • NSP-850A USPACOM Region • NSP-860A USSOUTHCOM Region • NSP-870A USSOCOM Region • NSP-880A USSPACECOM Region	**30**
TOTAL (AWC DL)	**155**

Course Descriptions: AWC

ORN-700S Orientation **0 Contact Hours**

The Orientation Course prepares students for success in the program. The course reviews specific program requirements and highlights how to navigate and perform necessary functions in the Air Force Global College learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual Air Force Global College courses.

LDR-710S Strategic Leadership **20 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.

LDR-711S Senior Leadership **20 Contact Hours**

The Senior Leadership course explores how to proactively shape an organizational environment by attending to climate, culture, agility, and innovation, and by 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 mentor challenge interview that describes the number one strategic leadership challenge that their mentor has faced.

LDR-712A 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 self-paced course and the Senior Leadership self-paced course. This course requires students to think through strategic and ethical problems faced by senior leaders in a complex, dynamic, joint, and interagency 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.

ISS-700S 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.

SPC-700S Strategic Space Foundations **5 Contact Hours**

The Strategic Space Foundations course provides an overview of key spacepower core concepts, including space resources, space threats, and Service roles in space. Understanding these concepts will provide the foundation for students to understand the strategic space issues presented in the follow-on Airpower, Spacepower, and National Strategy and Applied Security Studies courses.

AIR-700S Airpower, Spacepower and National Strategy **15 Contact Hours**

Air, Space, and Cyber power each have unique relationships with national strategy. This course examines how, as parts of the military instrument of power, airpower, spacepower, and cyberpower interact with national strategy. In this course, you will explore those relationships by examining how national strategy influences their employment and conversely, how their inherent capabilities inform and shape strategy. You will consider multiple strategic approaches to air, space, and cyber power employment supporting national end states. The course concludes with examples of how air, space, and cyber power have been applied in deterrence, compellence, and hybrid problem sets and how they may be applied in future great power competition scenarios.

AIR-701A Applied 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 air, space, and cyber power. Students will examine and assess historical and emerging approaches to the use of air, space, and cyber power in various strategic contexts with a particular focus on air strategy in the context of strategic competition. All of this culminates in exploring how air, space, and cyber power interact in coercive strategies and their effectiveness in support of national end states.

NSP-8XXA GLOBAL SECURITY (Choose One) **30 Contact Hours**

The Global 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.

- NSP-810A PSNS – USAFRICOM Region
- NSP-820A PSNS – USCENTCOM Region
- NSP-830A PSNS – USEUCOM Region
- NSP-840A PSNS – USNORTHCOM Region
- NSP-850A PSNS – USPACOM Region
- NSP-860A PSNS – USSOUTHCOM Region
- NSP-870A PSNS – USSOCOM Region
- NSP-880A PSNS – USSPACECOM Region

AIR COMMAND AND STAFF COLLEGE DISTANCE LEARNING (ACSCDL)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Intermediate Developmental Education (IDE)
- Joint Credential: JPME I

Program Description

The Air Command and Staff College distance learning (ACSC DL) program is an intermediate developmental education (IDE) program. Additionally, the ACSC DL program was reviewed by the joint staff and received full Joint Professional Military Education (JPME) Phase I accreditation.

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.

The ACSC DL program is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. The 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 (PLOs)

ACSC DL produces air-minded graduates who are able to…

1. demonstrate creative thinking, critical analysis, and persuasive communications about airpower and operational problem solving.
2. apply principles of leadership and ethics to decision-making based on the shared values of the profession of arms.
3. apply the capabilities, limitations, and integration of the instruments of national power across the spectrum of competition, conflict, and war.
4. analyze operational environments marked by complexity, uncertainty, and surprise.

5. apply military theory, doctrine, strategic guidance, and joint warfighting principles to plan for all-domain, globally integrated operations.
6. explain the conduct of contemporary and emerging warfare.

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 and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed. All ACSC members have at least a master's degree.

Duration

All courses must be completed within three (3) years from the date of program enrollment. The time for a student 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 program at a reasonable pace. Students who do not complete a program before the three-year limit will automatically receive a 12 months extension and may also receive an additional 12 months extension with unit commander's endorsement.

Eligibility

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Completion Requirements

Students must successfully complete fifteen courses.

Plan of Study

Course Number and Title	Contact Hours
ORN-601S Orientation	**0**
GSS-601S Critical Thinking	**5**
LDR-601S Leadership and Command I	**20**
LDR-602A Leadership and Command II	**15**
ISS-601S National Security Decision Making	**20**
WAR-601S Warfare Studies	**10**
ISS-602A Making Decisions: Strategy and War	**15**
AIR-601S Air and Space Missions	**15**
JNT-601S Joint Fundamentals	**15**
AIR-602S Air and Space in Joint Operations	**15**
AIR-602A Air, Space, and Joint Warfare	**20**
JNT-631S Joint Planning: Context and Strategy	**15**

JNT-632S Joint Planning: Art and Science	**15**
JNT-633S Joint Planning: Process and Application	**15**
JNT-634A Joint Planning	**20**
TOTAL (ACSC DL)	**215**

Course Descriptions: ACSC

ORN-600S Orientation **0 Contact Hours**

The Orientation Course prepares students for success in the program. The course reviews specific program requirements and highlights how to navigate and perform necessary functions in the Air Force Global College learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual Global College of PME courses.

GSS-601S Critical Thinking **5 Contact Hours**

Critical thinking represents a powerful skill with applications in the professional realm and beyond. It empowers leaders to reach informed decisions and take constructive action. Through engaging with the issues of this course, students will develop the requisite knowledge, skills, problem solving abilities, and study habits to successfully navigate and complete any Air Force Global College online program.

LDR-601S Leadership and Command I **20 Contact Hours**

The Leadership and Command I 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) **15 Contact Hours**

Leading effectively in today's dynamic environment requires the deliberate cultivation of leadership knowledge and skills. The Leadership and Command II course emphasizes the concept that these leadership skills can be enhanced through self-assessment, reflection, dedicated study, and adaptability. Consequently, students will examine their leadership strengths and weaknesses, identify areas for improvement, and reflect on fundamental aspects of ethical leadership and command accountability. This robust foundation will prepare them for future command and staff responsibilities.

ISS-601S National Security Decision Making **20 Contact Hours**

The National Security Decision Making (ISS-601S) 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). 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 policymakers develop ends, ways, and means to respond to evolving security environments, and will prepare students for Warfare Studies (WAR-601S) and the facilitated Making Decisions: Strategy and War (ISS-602A) course.

WAR-601S Warfare Studies **10 Contact Hours**

The Warfare Studies 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) **15 Contact Hours**

There is a complicated interdependency among 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. This course provides an in-depth exploration of the complexity involved with developing and executing national strategy. Students are afforded an opportunity to integrate course outcomes from National Security Decision Making and Warfare Studies. In this course, students will use their foundational knowledge of national security and warfare studies to analyze a real-world crisis affecting international relations and global security.

AIR-601S Air and Space Missions **15 Contact Hours**

The Air and Space Missions course explores the concept of the Air Force's and Space Force's foundational 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 and US Space Force are dealing with currently and in the next five to ten years, and how the military will address some of these issues.

JNT-601S Joint Fundamentals **15 Contact Hours**

The Joint Fundamentals course provides an intermediate level overview of the challenges, processes, and stakeholders related to conducting operations in the joint, interorganizational, and multinational 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, as well as an introduction to the political systems and military structure of the People's Republic of China (PRC).

AIR-602S Air and Space in Joint Operations **15 Contact Hours**

In this course, students examine the unique capabilities of airpower and spacepower, and how they work synergistically together to support joint operations. They also learn how these operations are transitioning beyond typical notions of joint operations towards the concept of joint all-domain operations. Finally, with this background, students will learn the Joint Planning Process for Air fundamentals and consider airpower and spacepower in the context of the strategic and operational challenge posed by the People's Republic of China.

AIR-603A Air, Space, and Joint Warfare (Facilitated) **20 Contact Hours**

The Air, Space, and Joint Warfare course offers students the opportunity to explore contemporary operational issues while integrating and applying key concepts from the Air and Space Missions, Joint Fundamentals, and Air and Space in Joint Operations 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, airpower roles and missions capabilities/limitations, and joint operations along the competition continuum. Additionally, students will learn about the challenges presented by the People's Republic of China; it's People's Liberation Army (PLA), the PLA Air Force, and the suppression of enemy air defense requirements therein.

JNT-631S Joint Planning: Context and Strategy **15 Contact Hours**

The Joint Planning: Context & Strategy course is the first of four sequential courses in the Joint Planning track for Intermediate Developmental Education (IDE). Students in this course will gain a broad view of the joint planning enterprise. This view will start with the context for planning, to include the linchpin of strategic guidance and the flow of the Joint Strategic Planning System. Students will then explore the role of the combatant commander in casting theater strategy and underpinning a wider-than-government approach to security-related problem sets. Finally, students will examine the scope of joint military operations worldwide.

JNT-632S Joint Planning: Art and Science **15 Contact Hours**

The Joint Planning: Art and Science 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 **15 Contact Hours**

The Joint Planning: Process and Application course is the third of four sequential courses in the Joint Planning track. Students in this course examine how joint force commanders, their staffs, and planners, confront operational challenges through the art and science of planning. They learn about requirements of the Joint Planning Process and explore nuances of how it is applied in a variety of complex operational settings. Through readings, video lectures, and interactive exercises, students develop a greater understanding of the purpose and intricacies of operational-level joint planning.

JNT-634A Joint Planning (Facilitated) **20 Contact Hours**

Operational Design is 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.

SQUADRON OFFICER SCHOOL DISTANCE LEARNING (SOSDL)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Primary Developmental Education (PDE)

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 curriculum is based on Air Force and joint professional military education publications for subject matter content in leadership, communication, profession of arms, warfare, and international security areas of study. The program 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 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 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 (PLOs)

Graduates can...

1. apply critical-thinking and communication skills to address contemporary military issues;
2. understand the moral foundation of military service and how this informs ethical leadership in the profession of arms;
3. apply leadership theories and models to the practice of leading teams/ units in complex, dynamic, and ambiguous tactical environments;
4. understand the historical context of military and airpower theory, and how these inform the employment of joint forces in the international security environment;
5. analyze how airpower contributes to military operations in the joint, interagency, intergovernmental, and multinational (JIIM) environment, in support of national security aims;
6. comprehend concepts (theories, models, analytical frameworks, etc.) and issues relevant to the military profession.

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 and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed.

Duration

All courses must be completed within three (3) years from the date of program enrollment. The time for a student 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 program at a reasonable pace. Students who do not complete a program before the three-year limit will automatically receive a 12 months extension and may also receive an additional 12 months extension with unit commander's endorsement.

Eligibility

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Completion Requirements

Students must successfully complete eleven courses.

Plan of Study

Course Number and Title	Contact Hours
ORN-501S Orientation	**0**
GSS-501S Introduction to Critical Thinking	**10**
LDR-501S Ethical Foundations of the Profession of Arms	**10**
LDR-502S Leader Development	**15**
LDR-503S Leading in the Organization	**10**
LDR-504A Frontline Leadership (Facilitated)	**20**
WAR-501S Introduction to Warfare Studies	**10**
ISS-501S Introduction to Security Studies	**15**
AIR-501S Air and Space Foundations	**15**
JNT-501S Introduction to Joint Operations	**10**
AIR-502A Air and Space Studies (Facilitated)	**20**
Course Number and Title	**Contact Hours**
TOTAL (SOS DL)	**135**

Course Descriptions: SOS

ORN-501S Orientation **0 Contact Hours**

Professional Military Education (PME) is a cornerstone of professional development, and for those seeking to enhance their expertise and knowledge through an Air Force Global College program, an important first step is getting ready to participate in the online classroom. Students in this course prepare for PME in the Air Force Global College by reviewing their specific education program and its requirements and learning how to navigate and perform necessary functions in the Air Force Global College learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual Air Force Global College courses.

GSS-501S Introduction to Critical Thinking **10 Contact Hours**

Critical thinking is a powerful skill with applications in and beyond the profession of arms. An introduction to the topic is therefore a fitting and valuable place to begin professional military education for officers and officer-grade personnel. A meaningful introduction to critical thinking, including of written work, includes description of various techniques for analyzing, evaluating, and presenting arguments, as well as information for identifying valid and invalid arguments.

LDR-501S 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. Students will explore 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.

LDR-502S Leader Development **15 Contact Hours**

The Leader Development course offers students an opportunity to engage in mindful leader development. Students begin the course with a "Who am I?" introspection activity. They subsequently explore key elements of leadership. Students then apply leadership course themes in developing a Personal Leadership Development Plan (PLDP).

LDR-503S 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.

LDR-504A Frontline Leadership (Facilitated) **20 Contact Hours**

Students will apply critical-thinking, mindful reflection, and interactive discussion to explore the unique challenges of leading in a complex organizational environment. During this course, students will share and discuss examples of personal, professional, historical, real-world, and scenario-based leadership challenges and triumphs to explore commonalities and habits of mind. Sharing of these experiences will bolster the continued development of key leadership skills needed to effectively lead in a volatile, complex, uncertain, and ambiguous environment.

The course will culminate with a case study, discussing the Air Force's Missileer Testing Scandal (2014).

WAR-501S 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.

ISS-501S Introduction to Security Studies **15 Contact Hours**

The Introduction to Security Studies course engages primary-level officers with concepts in international relations, civil-military relations, and strategic guidance. The goal of this course is to expose junior leaders to (a) the international community, (b) the actors involved in international civil-military relations, and (c) their role as military and civilian members of the Department of War. 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).

AIR-501S Air and Space Foundations **15 Contact Hours**

This capstone facilitated course culminates an exploration of the Air Force and Space Force "family business" within the contexts of national security, warfare, and joint operations. Building on themes from the self-paced courses, it guides students in examining how Airpower and Spacepower intersect with these domains. Through this analysis, students will identify crucial issues concerning the roles and employment of Airpower and Spacepower clarifying their significance in supporting national security and joint operations.

JNT-501S Introduction to Joint Operations **10 Contact Hours**

The Introduction to Joint Operations course provides a basic overview of the challenges, capabilities, and processes related to operating in the joint environment. In this course, students are introduced to the capabilities and limitations of Department of War service components

The student will examine factors which shape the employment of military forces, with an emphasis on airpower and spacepower. The student will be introduced to the Joint Functions as categories of operational thought and planning. The student will also be exposed to Airmen and Space Professional stakeholder issues across the joint, interorganizational, and multinational environment. Finally, the student will be introduced to the organization and presentation of airpower and spacepower to the Joint Force Command.

AIR-502A Airpower and Spacepower Studies (Facilitated) **20 Contact Hours**

This capstone facilitated course culminates an exploration of the Air Force and Space Force "family business" in its context of international security, warfare, and joint operations. Building on themes from the self-paced courses, it guides students in examining how Airpower and Spacepower intersect with these domains. Through this analysis, students will identify crucial issues concerning the roles and employment of Airpower and Spacepower, clarifying their significance in supporting national security and joint operations.

AIRMAN LEADERSHIP SCHOOL DISTANCE LEARNING (ALSDL) PROGRAM

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Primary Developmental Education (PDE) in alignment with resident Enlisted PME framework in DAFI 36-2685.

Program Description

The Airman Leadership School Distance Learning (ALS DL) program consists of 85 contact hours. The program is a comprehensive educational initiative designed to cultivate and enhance the leadership, supervision, and warfighting knowledge of Senior Airman. This program is tailored to empower Airmen with the knowledge, values, and abilities required to excel in their roles as leaders, supervisors, and warfighters while contributing effectively to the Air Force mission. The ALS DL program is structured to not only deliver theoretical knowledge but also to foster practical skills and a growth mindset geared towards effective leadership in the dynamic environment of the Air Force. The program includes a mix of self-paced and asynchronous facilitated courses that provide students with peer-to-peer interaction and collaboration opportunities. Program Learning Outcomes (PLOs)

ALS DL graduates can…

1. Apply concepts to effectively lead junior enlisted members.
2. Utilize skills and tools to supervise junior enlisted members.
3. Utilize principles to enhance the military profession for junior enlisted members.
4. Demonstrate communication skills to appropriately supervise junior enlisted members.

Duration

The program consists of a single academic term of 12 months. This enrollment period begins on the date the student enrolls in the program. If the student does not complete the program within 12 months, they will automatically receive a 6-month extension.

Students who do not complete the program within 18 months of initial enrollment will be placed on suspension. Once suspended, a letter from the student's commander (or equivalent) is necessary to re-enter the program for an additional 6-month period.

Eligibility

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Plan of Study

Course Number and Title	Contact Hours
ORN-101S Orientation	**0**
LDR-111S, The Enlisted Leader	**20**
LDR-112S, The Enlisted Supervisor	**15**
AIR-111S, The Enlisted Warfighter	**15**
CST –111A, Applied Airman Leadership	**35**

TOTAL (ALS DL)	85

Course Descriptions

ORN-101S, Orientation (ALS DL) 0 Contact Hours
This orientation course is an important first step in Enlisted Professional Military Education (EPME) as it will help students to get ready to participate in the online environment. Students in this course prepare for EPME in the Air Force Global College by reviewing their specific education program and its requirements and learning how to navigate and perform necessary functions in the Air Force Global College's learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual Air Force Global College EPME courses.

LDR-111S, The Enlisted Leader 20 Contact Hours
This comprehensive enlisted leadership course equips students with the essential knowledge and skills needed for success in a military environment. Through a multifaceted approach, participants will delve into key topics including ethics, leadership principles, trust-building, behavior analysis, team dynamics, critical thinking, problem-solving, and negotiation strategies. This course develops leaders who can not only inspire and lead but also navigate complex ethical challenges and foster a culture of innovation.

LDR-112S, The Enlisted Supervisor 15 Contact Hours
This course equips students with essential supervisory skills for effective Air Force leadership, beginning with communication techniques that foster clear, impactful interactions essential to team success. Building on this, students will learn to navigate key publications and forms, emphasizing compliance as a foundation for maintaining standards. They will explore the connection between setting performance benchmarks and conducting assessments to ensure accountability, followed by strategies for managing change to lead adaptively in dynamic environments. Emphasizing personal and professional growth aligned with Air Force values, the course concludes with insights into supporting financial readiness and the role of health and wellness in sustaining overall resilience.

AIR-111S, The Enlisted Warfighter 15 Contact Hours
This course introduces students to the foundational knowledge required to operate effectively as an enlisted warfighter in the United States Air Force. Through a progressive exploration of key concepts, students will examine how enlisted leaders contribute to mission success across a variety of operational contexts. The course begins by reinforcing the principles of airmanship and the identity of the enlisted Airman. Students then explore the structure and purpose of military doctrine, the organization of joint and national defense forces, and the Air Force's role within the broader defense enterprise. Emphasis is placed on understanding the relationships between mission, force structure, and operational readiness. Students will also gain insight into the integration of Air Reserve Components and the enduring significance of the Nuclear Enterprise in maintaining national security. Collectively, these topics prepare enlisted members to think critically, act with purpose, and serve with a deeper understanding of their responsibilities in the operational environment.

CST-111A, Applied Airman Leadership 35 Contact Hours
This capstone course challenges students to apply key leadership, supervision, and warfighter

concepts in practical, real-world scenarios. Through peer discussions, critical reflection, and individual assignments, students will refine their leadership approach and communication skills. A key component of the course involves applying communication skills to successfully onboard new subordinates, ensuring they are prepared to lead confidently.

NONCOMMISSIONED OFFICER ACADEMY DISTANCE LEARNING (NCOADL)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Primary Developmental Education (PDE) in alignment with resident Enlisted PME framework in DAFI 36-2685.

Program Description

The Noncommissioned Officer Academy Distance Learning program (NCOA DL) is a 65-hour academic program, consisting of four self-paced courses and an applied course. The NCOA DL program provides professional military education to prepare NCOs to continue strengthening the Air Force culture, lead and manage teams, solve problems collaboratively, and connect national strategic documents to joint operations. The NCOA DL program enhances the development of NCOs by reinforcing their knowledge about leadership and management while increasing their level of understanding of joint missions and cultures. The NCOA DL program includes a mix of self-paced and applied courses. The program is designed to provide professional development to enlisted military members at a specific and critical point in their career. The program provides students with peer-to-peer interaction and collaboration opportunities.

Program Learning Outcomes (PLOs)

NCOA DL graduates can…

1. Illustrate key leadership and management skills applicable to leading teams.
2. Discuss the Air Force's role in support of Joint All-Domain Operations
3. Demonstrate various thinking and communication skills to address problems at the tactical and operational levels of warfare.

Duration

The program consists of a single academic term of 12 months. This enrollment period begins on the date the student enrolls in the program. If the student does not complete the program within 12 months, they will automatically receive a 6-month extension. Students who do not complete the program within 18 months of initial enrollment will be placed on suspension. Once suspended, a letter from the student's commander (or equivalent) is necessary to re-enter the program for an additional 6-month period.

Eligibility

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Graduation Requirements

Students must meet all grading standards and complete all program requirements.

Plan of Study

Course Number and Title	Contact Hours
ORN-201S, Orientation	**0**
LDR-211S, The Team Leader	**15**
LDR-213S The Strategic Thinker	**20**
JNT-211S The Joint Warfighter	**20**
CST-211A Applied Team Leadership	**35**
TOTAL (NCOA DL)	**90**

Course Descriptions

ORN-201S, Orientation (NCOA DL) 0 Contact Hours

This orientation course is an important first step in Enlisted Professional Military Education (EPME) as it will help students to get ready to participate in the online environment. Students in this course prepare for EPME in the Air Force Global College by reviewing their specific education program and its requirements and learning how to navigate and perform necessary functions in the Air Force Global College's learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual Air Force Global College EPME courses.

LDR-211S, The Team Leader 15 Contact Hours

In this comprehensive course, students will explore aspects of effective team leadership, gaining the skills and insights necessary to lead with confidence and impact. Throughout the course, they will learn a range of critical topics, including commitment, followership, leadership and management, ethical leadership, leading teams, shaping organizational culture, and leading difficult conversations. Each lesson is designed to provide students with knowledge, skills, and strategies to enhance their understanding and application of these key concepts.

LDR-213S, The Strategic Thinker 20 Contact Hours

In this course, students will enhance their strategic thinking capabilities and leadership effectiveness. They will delve into essential topics for strategic decision-making and problem-solving in today's dynamic landscape. From understanding different types of thinking and honing critical thinking skills to mastering negotiation tactics, and managing organizational risks, each lesson is designed to equip students with the insights and strategies needed to thrive as a strategic thinker. By the end of the course, students will emerge as strategic thinkers capable of driving innovation, fostering collaboration, and steering their organization toward success.

JNT-211S, The Joint Warfighter 20 Contact Hours

In this course, students will embark on an educational journey to deepen their understanding of the strategic, operational, and organizational frameworks that support U.S. national and military operations. They'll explore a range of critical topics, including national strategy, mission command, military organization, joint forces, joint operations, operational concepts, the Joint Staff, great power competition, and the Air Reserve Components. Each lesson is carefully designed to provide students with the knowledge and practical applications necessary to effectively contribute to the complexities of joint and integrated operations. By the end of the course, students will have a comprehensive understanding of the key concepts that drive military operations and be prepared to support and enhance the mission of the U.S. within an intricate and evolving global environment.

CST-211A, Applied Team Leadership **35 Contact Hours**

This capstone course brings students together in a peer-to-peer learning experience. Through discussions and projects, students will demonstrate their knowledge of leading teams, strategic thinking, and joint warfighting by collaboratively addressing real-world situations/problems that have an immediate relevance to preparing them as leaders of teams.

SENIOR NONCOMMISSIONED OFFICER ACADEMY DISTANCE LEARNING (SNCOADL)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Intermediate Developmental Education (IDE) in alignment with resident Enlisted PME framework in DAFI 36-2685.

Program Description

The Senior Noncommissioned Officer Academy Distance Learning (SNCOA-DL) program consists of 110 contact hours. It is designed to prepare SNCOs to lead and operate effectively in complex joint environments. The program focuses on developing the knowledge and skills necessary to serve as strategic leaders, critical thinkers, and warfighters capable of influencing organizational outcomes across the Air Force and the joint force. Upon completion, graduates will be equipped to take on expanded leadership roles and make meaningful contributions to the success of their units, the Air Force, and the joint mission.

The SNCOA-DL program is structured to deliver a comprehensive educational experience that equips SNCOs with the tools necessary to lead and manage effectively. The program includes a mix of self-paced and applied courses that provide students with peer-to-peer interaction and collaboration opportunities.

Program Learning Outcomes (PLOs)

SNCOA DL graduates can…

1. Utilize strategies to address contemporary leadership issues, increase cohesion, improve adaptability, and maximize organizational effectiveness.
2. Leverage policy, strategy, and doctrine to execute mission requirements while navigating evolving operational demands and strategic challenges inherent to the Joint Interagency Intergovernmental Multinational Environment.
3. Explain the relationship between emerging threats, the competition continuum and the art and science of warfighting.
4. Apply critical and creative thinking to develop proposals addressing operational or strategic challenges.

Duration

The program consists of a single academic term of 12 months. This enrollment period begins on the date the student enrolls in the program. If the student does not complete the program within

12 months, they will automatically receive a 6-month extension.

Students who do not complete the program within 18 months of initial enrollment will be placed on suspension. Once suspended, a letter from the student's commander (or equivalent) is necessary to re-enter the program for an additional 6-month period.

Eligibility

Refer to the AFGC website at https://www.airuniversity.af.edu/GCPME/ for eligibility and additional information.

Graduation Requirements

Students must meet all grading standards and complete all program requirements.

Plan of Study

Course Number and Title	Contact Hours
ORN-301S Orientation	**0**
LDR-311S Organizational Leadership Environment	**15**
JNT-311S Foundation of National, Military, & Airpower Strategy	**35**
JNT-312S Integrated Deterrence & Strategic Competition	**25**
CST-311A Applied Senior Leadership	**35**
TOTAL (SNCOA DL)	**110**

Course Descriptions

ORN-301S, Orientation (SNCOA DL) 0 Contact Hours

This orientation course is an important first step in Enlisted Professional Military Education (EPME) as it will help students to get ready to participate in the online environment. Students in this course prepare for EPME in the Air Force Global College by reviewing their specific education program and its requirements and learning how to navigate and perform necessary functions in the Air Force Global College's learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual Air Force Global College EPME course.

LDR-311S, Organizational Leadership Environment 15 Contact Hours

In this course, students will explore the principles of deliberate leadership development, gaining the critical and creative thinking skills necessary to lead strategically. The course develops emotionally intelligent and ethical leaders who inspire, foster high performing organizations, and contribute to mission success in Air Force and joint environments. Each lesson is designed to enhance students' ability to analyze complex leadership challenges, apply innovative problem-solving techniques, and cultivate a leadership approach that drives organizational excellence.

JNT-311S, Foundation of National, Military, & Airpower Strategy 35 Contact Hours

In this course, students will explore the foundational elements that shape U.S. national, military, and airpower strategies. Lessons explore critical topics such as the foundations of joint operations, national security interests, and the role of alliances and pacts in advancing U.S. strategic objectives. Students will also examine how strategic guidance informs military execution across

all domains. By the end of the course, students will understand how national and military strategies interconnect and will be prepared to apply this knowledge to support decision-making and strategic alignment within the Air Force and Joint Force.

JNT-312S, Integrated Deterrence & Strategic Competition 25 Contact Hours
In this course, students will explore how warfare is evolving and consider how the U.S. military contributes to integrated deterrence in an era of growing global competition. Through topics such as warfighting concepts, joint all-domain operations, the joint planning process, and emerging threats, students will examine how the joint force prepares for and responds to dynamic global challenges. The course emphasizes the interconnectedness of military capabilities in maintaining deterrence and achieving operational advantage. By the end of the course, students will understand how to contribute to integrated planning and execution efforts that safeguard national interests in an increasingly contested environment.

CST-311A, Applied Senior Leadership 35 Contact Hours
This capstone course brings students together in a peer-to-peer learning environment where they apply their knowledge and skills in a simulated operational context. Through collaborative discussions and scenario-based projects, students will generate mission readiness, execute operations while adapting to dynamic environments, and develop strategies to sustain stability in austere environments. The course culminates in planning for redeployment and legacy operations, challenging students to think beyond the mission and consider long-term organizational impact. By the end of the course, students will demonstrate their ability to lead through complexity and contribute meaningfully to operational success across the joint force.

CIVILIAN ASSOCIATE DEGREE PROGRAM (CADP)

Associate of Science in Department of the Air Force Leadership and Management Studies (AS-AFLMS)

Program Attributes
Category: Professional Development Opportunity
(PDO) Modality: Distance Learning
Academic Credential: Associate degree

Program Description
The Associate of Science (AS) in Department of the Air Force Leadership and Management Studies (AFLMS) is offered through the Civilian Associate Degree Program (CADP). This 60-credit-hour program helps Department of the Air Force civilians develop their leadership potential by providing an opportunity to earn an associate degree in leadership and management studies. The program builds knowledge and skills in leadership, management, and airpower studies. Faculty from the Air Force Global College's Civilian Leadership Development School (CLDS) teach the required major courses and electives entirely online, while students complete general education requirements through credit by examination or transfer credit.

Program Learning Outcomes (PLOs)

Graduates can...

1. Demonstrate comprehension of theories and competencies that support the development of Department of the Air Force civilian leaders,
2. Demonstrate comprehension of management principles, processes, and practices within the Department of the Air Force organizational environment,
3. Demonstrate an understanding of concepts, values and actions that define a professional civilian.

Faculty

The program employs expert faculty members to accomplish its mission and goals. The Air Force Global College 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.

Duration

The academic program consists of 10 nine-week courses (30 credit hours) and 15 credit hours of electives taught by CADP faculty plus 15 credit hours of general education 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

- Department of the Air Force civilians who meet the following basic eligibility requirements may apply for CADP.
- Applicants must be permanent, full-time appropriated-fund or nonappropriated-fund Department of the Air Force civilians.
- Appropriated-fund Air Force civilians in any grade are eligible; this requirement is not waivable.
- Applicants must hold a high school diploma, GED, or equivalent. High school documentation is not required when the applicant has earned college credit.
- Applicants must have received an acceptable rating on their most recent performance appraisal, when applicable.
- Applicants may have prior college credit but may not have been awarded a postsecondary degree from an accredited two- or four-year college or university.
- Applicants must coordinate a supervisor agreement providing computer access for schoolwork and up to three hours per week of duty time for class attendance, subject to mission requirements. A copy of the agreement must be provided to CLDS; this requirement is not waivable.

Admission Requirements

DAF Civilians meeting eligibility requirements can apply to the program at any time through "Open Enrollment." Civilian employees wishing to apply will submit an online application (see program website for link).

Graduation Requirements

To earn the Associate of Science in Department of the Air Force Leadership and Management Studies, students must successfully complete the major required courses, as listed below. As well, students must complete the general education and elective courses, comprising the 60-semester-hour program. A grade of "C" or higher must be obtained on each academic course with an overall

GPA of 2.0 or higher on a 4.0 grading scale. Students may transfer to a bachelor's degree program upon graduation.

Plan of Study

Course Number and Title	Semester Hours
PROGRAM MAJOR COURSES	
APW1002 Professionalism in the Department of the Air Force	**3**
APW1003 Civilian History and Heritage of the Department of the Air Force	**3**
LDR1001 Foundations of Leadership	**3**
LDR1500 Principles of Leadership 1	**3**
LDR2001 Thinking, Logic, and Decision Making	**3**
LDR2500 Principles of Leadership 2	**3**
MGT1001 Introduction to Management	**3**
MGT2002 Conflict Resolution	**3**
MGT2003 Organizational Culture	**3**
MGT2004 Process Improvement	**3**
GENERAL EDUCATION AND ELECTIVES COURSES	

Course Number and Title	Semester Hours
GE101 *Written Communication	**3**
GE102 *Oral Communication	**3**
GE103 *College Math	**3**
GE104 *Humanities	**3**
GE105 *Social Sciences	**3**
EL 200 *General Electives	**15**
TOTAL (AS-AFLMS)	**60**

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

Course Descriptions

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

APW1003 Civilian History and Heritage of the Department of the Air Force 3 Semester Hours

This course explores the history of civil servants in the context of national security, Department of Defense, and the evolution of the U.S. Air Force/Department of the Air Force (DAF) and how Civilian Airmen and Guardians contribute to DAF missions, which parallels that of military members, Because Civilian Airmen serve the nation as members of a military institution, it is important for them to understand how national security strategy has evolved in the United States and how the national security establishment, including the United States Air Force, has evolved since the passage of the National Security Act of 1947.

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 DAF. 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.

LDR1500 Principles of Leadership 1 3 Semester Hours

The mission of the course is to enhance development of leadership skills and traits in DAF civilians. This course will reinforce students' understanding of basic leadership principles and theory by identifying practical leadership skills and traits identified by DAF 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 DAF organizations reach their goals quickly and effectively by thinking or reasoning through issues in an organized manner. This course will introduce students to various de king models with a primary focus on models often used throughout the Department of War. This course will also introduce students to problem-solving techniques. Students will xplore which decision-making approach best fits their work environment and adapt models as necessary to make decisions as a Civilian Airman.

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 DAF.

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 DAF civilian environment. Theoretical concepts will be illustrated with practical application to real-world DAF 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 DAF organization.

MGT2002 Conflict Resolution 3 Semester Hours

Conflict Resolution explores a variety of theories and frameworks for understanding and responding to conflict within the DAF 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 DAF 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 DAF 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 DAF. 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 DAF culture.

MGT2003 Process Improvement 3 Semester Hours

This course introduces the Process Improvement method and how it may be applied within the DAF 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 DAF-specific case study throughout the course.

GE100 General Education Courses 15 Semester Hours

EL200 General Electives 15 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 courses should be broad in nature and must not duplicate or overlap another course to 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.

APW1004 Constitutional Literacy **3 Semester Hours**

The course will focus on students getting a clearer understanding of the Constitution. Students will learn the importance of a Constitution, its relevance to DAF civilians, the events leading up to it, its ratification, major principles, and each of the amendments to include how they apply today. Students will also gain knowledge on the process of the Electoral College.

COM1003 Department of the Air Force Professional Writing **3 Semester Hours**

This course focuses on DAF workplace writing. This course is designed to help students improve their communication in workplace settings. Students will learn to express themselves clearly, persuasively, and professionally.

LDR/HUM2001 – Department of the Air Force Ethics and Leadership **3 Semester Hours**

This course is an overview of the role of ethics in leadership emphasizing how ethics impact one's leadership ability and its potential impact on an DAF organization. Students will define ethics and identify ethical as well as unethical behavior in an Air Force organization. Additionally, students will gain an understanding of the relationship between the Air Force Core Values and ethics as well as how those Values relate to being an ethical leader. The course will finish with student presentations where they will identify and explain components of an ethical or unethical work center based on what they learned throughout the course.

LDR2002 Department of the Air Force Team Leadership **3 Semester Hours**

This course will focus on leading smaller groups of people and teams. It will cover more than just working in small groups and the impact on work centers and the overall organization.
Students will define small team tactics, techniques, and procedures and be able to identify small team dynamics and behavior in various situations. Small team leadership and larger group leadership behaviors will be compared. Students will be observed via case studies and scenarios. Examples and non-examples scenarios will be provided and/or constructed by students.

MGT1002 Performance Management Coaching **3 Semester Hours**

This course is an introductory overview of performance coaching related to performance management. Introductory coaching concepts will be explained along with real-world DAF civilian examples relating to the employee appraisals. The students will learn to identify the coaching elements necessary for improving performance.

MGT2005 Organizational Behavior **3 Semester Hours**

This course focuses on the basics and framework of individual and group behaviors and processes describing human behavior and organizational motivation. This course will help prepare students to deal with problems and opportunities presented by behaviors and performance of others that typically arise within the Department of the Air Force setting.

Air Force Institute of Technology (AFIT)

https://www.afit.edu

Overview

The Air Force Institute of Technology is located at Wright-Patterson Air Force Base, Dayton, Ohio. WPAFB is the location of the Air Force Research Laboratory (AFRL) headquarters, a world-class laboratory research function, the Air Force Life Cycle Management Center (AFLCMC), life cycle management of Air Force weapon systems from inception to retirement and the National Air and Space Intelligence Center (NASIC)/National Space Intelligence Center (NSIC). AFIT's mission is to educate defense professionals to innovatively accomplish the deterrence and warfighting missions of the USAF and USSF. AFIT's vision of leading defense-focused education, research and consultation to accelerate military superiority across all domains is accomplished through operationally relevant advanced academic education, research, and professional continuing education. AFIT's eight multi-disciplinary research centers within the Graduate School address high-priority defense problems and allow students to develop enhanced understanding of their discipline's fundamental principles. AFIT accomplishes its mission through four schools: the Civil Engineer School (AFIT CE), the Graduate School of Engineering and Management AFIT GSEM), the School of Systems and Logistics (AFIT LS), and the School of Strategic Force Studies (AFIT EX). AFIT's Civilian Institution Programs Office (AFIT CI) is responsible for placing selected Air Force officers, enlisted members, and civilians at accredited civilian universities, hospitals and leading industries to pursue advanced degrees and programs. Annually, AFIT CI onboards, executes, and graduates an estimate of 2,400 students enrolled in various health profession programs, 1,200 line & legal officers enrolled in various programs at leading civilian universities and research centers and 80 military and civilian Airmen & Guardians embedded in companies in the Air Force's Education with Industry (EWI) program. Since graduate degrees were first granted in 1956, AFIT has awarded more than 20,000 advanced degrees. In addition, Air Force students attending civilian institutions have earned more than 50,000 undergraduate and graduate degrees in the past 20 years. AFIT provides professional continuing education(PCE) to an average of 40,000 students each year in civil engineering, acquisition and logistics, nuclear studies, space operations, and cyberspace operations career fields.

Accreditation

AFIT has been institutionally accredited by the Higher Learning Commission (HLC) since 1960. HLC Contact Information: The Higher Learning Commission, 230 South LaSalle St, Suite 7-500, Chicago, Illinois, 60604-1413, (800) 621-7440.

The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) accredits several AFIT master's engineering degree programs.
ABET Contact Information: Engineering Accreditation Commission at ABET, 415 North Charles Street, Baltimore, Maryland 21201, phone: (410) 347-7700.

AFIT Programs More information on programs and courses offered through AFIT is available online at the following link: https://www.afit.edu/schedules.cfm.

Air War College (AWC)

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

MASTER OF STRATEGIC STUDIES (MSS)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Master's degree (all concentrations)
- Air Force Credential: Senior Developmental Education (SDE) (all concentrations)
- Joint Credential: JPME II (all concentrations)

Program Description

The Air War College (AWC) resident program includes officers from each US military service, civilian employees of federal government agencies, and officers from the allied and partnered nations. All US students are enrolled in the AWC senior-level professional military education program and the Air University Master of Strategic Studies degree program and therefore must meet admission requirements for the Master of Strategic Studies degree. The AWC PME program is accredited for joint professional military education phase II as defined for seniorlevel colleges in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01F, Officer Professional Military Education Policy (OPMEP). International Officers who qualify for entry in the AWC program are enrolled in the AWC senior-level PME program and may choose to apply for the Master of Strategic Studies degree program prior to admission for the academic year.

Program Learning Outcomes (PLOs)

Graduates are able to:

1. Think strategically to analyze the security implications of past, present, and future operating environments and effectively communicate complex ideas.
2. Analyze strategic leadership and the values of the profession of arms including sound moral judgment and character.
3. Assess and develop strategies and joint warfighting plans across the spectrum of conflict in pursuit of national security objectives, highlighting the role of airpower.
4. Evaluate the nature and character of war and conflict and the employment of military capabilities, in concert with other instruments of national power, in a joint, interagency, and coalition environment.

Faculty

The AWC mission requires a mix of faculty qualifications and credentials. Military officers contribute depth and breadth of expertise as well as relevant currency in military affairs critical to the college's success. Civilian academics provide the depth and breadth of subject-matter expertise to ensure academic rigor.

Duration

The Master of Strategic Studies curriculum is 10 months of resident, graduate-level study.

Eligibility

Air War College students are lieutenant colonels, colonels, equivalent sister-service officers, or federal civilian employees. Active-duty Air Force officers are selected by the Central Senior Service School Selection Board. Air Force Reserve officers, Air National Guard officers, officers from other U.S. military services and partner nations, and U.S. federal government civilians are selected through their respective personnel systems. See Department of the Air Force Instruction (DAFI) 36-2670, Total Force Development, 25 June 2020, for additional information.

Admission Requirements (Degree and Diploma)

Admission to the Master of Strategic Studies degree program requires proof of academic eligibility through a qualifying undergraduate degree from an institutionally accredited institution of higher education or its equivalent. International officers must provide an acceptable TOEFL score unless exempt under DSCA Policy 21-68. Students may pursue the master's degree or remain in the
diploma-only program while attending AWC. Refer to reporting instructions and invitational travel orders for specific admission requirements.

Graduation Requirements

Students admitted to the degree program will complete the AWC resident program while maintaining an overall GPA of at least 3.00 on a
4.00 scale. Courses completed for the diploma are graded on a pass/fail basis.

Plan of Study: Master of Strategic Studies (MSS)

Course Number and Title	Credit Hours
IS6000 Introduction to Strategic Studies	1
FS6400 Foundation of Strategy	6
WF6501 Air, Space, and Cyber Power in Future Conflict	4
GP6300 Great Power Studies	6
WF6502 Global Campaigning	6
LD6200 Strategic Leadership	2
CS6400 Strategy in Contemporary Warfare	2
DP6600 Directed Professional Studies	2
WG6800 Global Challenge Exercise	1
Elective options: 1. Warfighting Advanced Research (WAR) 2. Macro-electives (elective plus Directed Professional Studies) 3. Elective with a research component	4
TOTAL (MSS)	34

Core Course Descriptions – MSS

IS6000 Introduction to Strategic Studies **1 Credit Hour**

Introduction to Strategic Studies is an introductory course that provides a common set of tools to succeed at the strategic level. This course will refine communications and critical thinking skills before beginning the AWC core curriculum.

FS6400 Foundations of Strategy **6 Credit Hours**

The Foundations of Strategy course provides students with key strategic concepts and analytical frameworks so they can evaluate, through the use of historical case studies, the development and implementation of strategy 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 and analyze the most important factors shaping strategy in a particular context; develop military strategy; and appraise the difficulty of translating military power, and especially airpower, into desired political outcomes. The course serves as the basis for further study of strategy in other resident courses that examine great power competition in the international system and the application of military power to attain national objectives.

WF6501 Air, Space, and Cyber Power in Future Conflict **4 Credit Hours**

The Air, Space and Cyber Power in Future Conflict course focuses on the changing character of war as a result of innovation and technological change. This rapid pace of change compounds the uncertainty and complexity of the future operating environment. If the Air Force and our joint partners and allies are to continue to succeed, we must consider both the challenges and opportunities we will face in air, space, and cyberspace. Once students have developed an appreciation of the anticipated challenges to future Air Force missions, the course focuses on the integration of air power into joint operating concepts.

GP6300 Great Power Studies **6 Credit Hours**

The Great Power Studies (GPS) course helps students evaluate the current era of strategic competition through studying the global landscape, including competitor worldviews, interests, and strategies. In addition, the course is designed to analyze the application of all instruments of national power in the United States, Russia, and China. Finally, the course concludes with a wargame set in the Western Pacific that demonstrates the employment of U.S. power, across multiple instruments, to achieve national security objectives. This course examines, in each of the three great powers, topics such as regime stability, decision-making, military culture, information warfare, interdependence, economics of warfare, multilateralism, diplomacy, cyber warfare, artificial intelligence, industrial policy, and space.

WF6502 Global Campaigning **6 Credit Hours**

The Global Campaigning course uses theory, history, and doctrine as a foundation to explore plausible future challenges. This course leverages the use of operational design methodology and the joint planning process as tools to help understand the military dimensions of strategic challenges, and to develop military options which address those challenges. While the individual instruments of power are most effective when used in conjunction with each other, the Global Campaigning course explicitly examines strategic competition from a military perspective. This course requires students to discern the military dimensions of plausible future challenges and develop a viable solution that creatively applies military power to achieve national strategic objectives.

LD6200 Strategic Leadership **2 Credit Hours**

The Strategic Leadership course introduces concepts and reinforces skills required to lead large, complex organizations in rapidly changing strategic environments. The course examines strategic communication and influence, organizational change, transitional leadership, strategic thinking, and ethical reasoning. Strategic Leadership approaches these subjects through thoughtful professional reflection, critical assessment, critical, creative, and strategic thinking, as well as moral reasoning. At the conclusion of the SL course, students will be able to successfully lead as, or advise, senior leaders in joint, interagency, intergovernmental, and multicultural environments, exhibiting the traits essential to the profession of arms.

CS6400 Contemporary Strategy **2 Credit Hours**

The Contemporary Strategy course applies concepts and frameworks developed in the AWC core curriculum to analyze ongoing and recent wars. The course prepares students for current and future conflict by assessing the strategies and strategic adaptation of key belligerents, with particular attention to the role of airpower. It evaluates what current conflicts reveal about the changing character and enduring nature of war and strategy, analyzing how states have responded to new capabilities, technologies, and socio-political conditions. Drawing on the study of ongoing and recent wars, the course asks students to develop military strategies tailored to the current global operating environment.

DPS6600 Directed Professional Studies **2 Credit Hours**

The Directed Professional Studies course prepares graduates for follow-on assignments by providing tailored regional and functional expertise aligned with projected utilization requirements. Conducted after students receive assignment notifications, the course enables focused study of relevant geographic regions, operational problems, institutional roles, and mission-specific competencies necessary for success in senior-level joint, interagency, intergovernmental, and multinational environments. Through directed research, faculty engagement, and assignment-relevant analytical activities, students deepen their understanding of the strategic context, stakeholders, and political–military relationships associated with their next positions.

WG6800 Global Challenge Exercise **1 Credit Hour**

Global Challenge is AWC's capstone exercise conducted during the last week of classes. The five-day exercise requires students to integrate 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, concluding with a wargame in relevant theaters. The aim is to present students with global crises that require seminars to make sound, reasoned recommendations, to defend those recommendations during faculty questioning, and then test their recommendations in an interactive wargame. Senior faculty panels, assisted by seminar teaching teams, evaluate specific learning outcomes from each core curriculum course.

RESEARCH ELECTIVE

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. International officers seeking the diploma audit the electives. All students within the regular curriculum must complete four credit hours through research or elective courses. There are three options to meet this requirement.

1. AU Research Task Force
2. Macro-elective (Elective + Directed Professional Studies)
3. Elective with research component

Research and Elective Option #1: Research Task Force 4 Credit Hours

AWC students may opt to participate in one of the several Research Task Force (RTF) projects organized by Air University and sponsored by various organizations within the Department of War. The RTFs are open to both AWC and ACSC students and run the entire academic year. Each RTF has unique requirements regarding student eligibility, security clearances, and travel. Students in RTFs should expect high workloads and off-cycle class meetings.

EL6641 Russian Research Task Force

The Air University Russian Research Task Force, in two terms, creates specialists on Russia to diffuse to the Total Force. In partnership with EUCOM's Russia Strategic Initiative (RSI), this RTF explores issues of immediate strategic relevancy with regard to Russian grand strategy, foreign policy, and political decision making. Students spend the first semester developing a contextual understanding of Russian history, governing institutions, and political transitions. During the second semester, students develop and complete their research projects and engage with experts on issues of the day.

EL6944 Innovation Research Task Force (Alpha Blue)

Sponsored by HAF A5/7, Alpha Blue is AU's applied research and advanced learning initiative focused on strategy, design, and disruptive technology in support of national defense priorities. Students in the program examine complex warfighting challenges that cut across doctrine, technology, and future force development. Students in this RTF generate decision-useful insight that informs strategy development, wargaming, doctrine refinement, and future capability considerations. It serves as a low-cost, high-leverage mechanism for aligning senior-level professional military education with real-world strategic competition and emerging operational demands.

EL7003 Disruptive Technology and Ethics Research Task Force

This RTF will examine disruptive technologies being developed and deployed by American, Chinese, Russian, and other military forces to understand the tactical as well as larger strategic effects they could have in future conflict. In addition, we will discern how these technologies will change warfighting and how to deploy these technologies consistent with the moral frameworks of the profession of arms and the law of war. We will accomplish this through utilizing relationships with our sponsor, 16th Air Force, Air Force Research Laboratory, as well as experts and organizations with expertise in particular technologies relevant to current and potential conflicts.

Research and Elective Option #2: Macro-electives 4 Credit Hours (+2 DPS)
The macro-electives combine the 20-IP Elective course with the Directed Professional Studies program. This pairing affords a deeper examination of strategic topics and experiential field study. Macro-elective students will be in the main student body for all elements of the core curriculum.

Taiwan Deterrence* (also AU Research Task Force)
This course is both an AWC macro-elective and an AU Research Task Force. As such, it will include students from both AWC and ACSC. Owing to the mixed enrollment, Taiwan Deterrence, along with the other RTFs above, will have some class meetings in advance of the official AWC elective opening on/about 23 Sep 26.

EL6688 Taiwan Deterrence Elective/RTF

This course will focus on strategies to strengthen deterrence in the Taiwan Strait this decade in order to bridge the gap between the present and the 2030s. Given prospects for a Taiwan crisis in the foreseeable future, this RTF asks the question: What capabilities, techniques, and decisions could favorably influence the balance of power across the Taiwan Strait in the short term? And, more broadly, how can peace and stability be maintained given deteriorating political conditions, significant asymmetric PLA modernization, and the likelihood of crises associated with presidential elections in 2028? Students will work on focused projects addressing these prompts.

DP6688 Taiwan Deterrence: Directed Professional Studies
The DPS element of TD will culminate in a Taiwan field study in which students will visit key strategic locations in Taiwan and will also deliver the results of their research projects to selected Taiwanese officials and academics.

KENNEY AIRPOWER STRATEGY SEMINAR (KASS)

EL6690 Airpower Strategy Elective

The Airpower Strategy Elective provides interested AWC students with an in-depth examination of the development and employment of the air weapon. The teaching team will build on the base established in the core courses with the aim of creating practical airpower strategists intellectually armed to succeed as commanders. Deputy A3/5s or Division Directors, and capable of embracing the emerging GPC challenges. The course will cover rise of airpower from its conception through the early days of the space race, and its emergence as the weapon of choice.

AS6600 Airpower Strategy: Directed Professional Studies

The DPS element of KASS will focus on air warfare in the Indo-Pacific, from the Burma-China-India theaters through the wars in Korea and Vietnam. It will include an examination of the present capabilities of the PLA Air Force. The field study is a student-led staff ride in South Korea and Vietnam. The class will visit sites of major historical interest, and each student will give two graded presentations that use historical artifacts to explore issues important to strategy or airpower.

STRATEGIC DETERRENCE SEMINAR (SDS)

EL6650 Strategic Deterrence Elective

SDS is divided into four blocks. Block I focuses on foundational concepts, Cold War history, and the relevance of these concepts and this history to contemporary security affairs. Block II, on the American defense industrial base, examines nuclear modernization, space, and ballistic missile defense. Block III is on strategic deterrence in INDOPACOM. Nuclear deterrence is a core theme throughout the course, though significant attention is also paid to deterrence involving space, cyber, artificial intelligence, and other technologies and domains. Similarly, while the PRC is a central theme in Block III, attention is also devoted to other nuclear-armed countries in INDOPACOM (North Korea, India, and Pakistan), as well as nuclear "have-nots" (Japan, South Korea, and Taiwan).

JW6600 Strategic Deterrence: Directed Professional Studies

The final block focuses on different forms of experiential learning. It includes participating in a week-long STRATCOM-sponsored strategic deterrence wargame and traveling to various locations to receive tours and briefings on nuclear modernization and ballistic missile defense. The course includes exploring an SSBN, receiving briefings on and tours of a B-52, ICBM launch control center, nuclear weapons design laboratory, and the missile defense interceptors at Vandenberg SFB. SDS will, by design, produce more air-minded warfighters, though the focus is more on educating joint warfighters than on pursuing service-specific ends. This is reflected in plans to travel to key military bases belonging to the US Navy, US Army, US Space Force, and, of course, the US Air Force.

Research and Elective Option #3: Elective with Research Component 4 Credit Hours

AWC students may choose from a number of elective courses that include an individual research project. The research project will culminate in a 4,000-5,000-word paper broadly related to the elective topic. Elective courses will include both instructional periods and designated advisory/research periods.

EL6991 Strategic Studies Elective with Research Component

This is the broad category for the AWC year-long elective course that includes a guided research project on an associated topic. Because of changes in the security environment, requests from sponsoring agencies, and faculty expertise, the elective courses offered will shift from year to year. Early in the first AWC term, the Dean will publish details regarding that academic year's offerings, and students will select an elective via ranked-choice balloting.

Expected AY27 EL6991 Options

<u>The Agency and Airpower: Covert Air, Innovation, and Integration</u>

This elective examines how the Central Intelligence Agency (CIA) and the Pentagon have developed and employed clandestine and covert airpower through cooperation and, at times, in competition. The course examines the ways senior leaders have balanced secrecy, deniability, and political risk in the use of these capabilities from the early Cold War to the present. Using historical case studies, students study strategic and stealthy reconnaissance programs, proxy air operations, covert insertion and mobility missions, the integration of special operations forces, and the rise of weaponized unmanned systems. The course concludes by prompting students to consider how modern surveillance—including from commercial systems—rapid attribution, and

the erosion of secrecy, are changing the conditions for clandestine and covert airpower and what this means for future cooperation in these missions.

The Korean War as a Coalition Conflict
This course examines the Korean War by focusing on the two coalitions that fought this first hot war of the Cold War. The coalition of Communist states faced a United Nations coalition led by the United States. Diverging national interests and interoperability challenges shaped the employment of military force by both coalitions throughout the conflict. This course will assess the causes, conduct, and consequences of the Korean War with a particular emphasis on coalition warfare, highlighting enduring issues in coalition military operations.

Visions of Future Warfare, Past and Present
"Prediction is very difficult, especially about the future." Yet anticipating and shaping the future battlefield is a profoundly important task. AI, cyber, and space capabilities will impact future warfare, but ideologies, alliances, geography, and other technologies will do so as well. This course will assess past and present visionaries' predictions about the character of future war. In examining historical cases – such as pre-World War I prophets considering ground and sea combat, interwar thinkers adding the air and subsurface realms, Cold War leaders hypothesizing about nuclear combat and the exploitation of the space realm, or late-century enthusiasts touting the promise of RMA – this course will build a framework for assessing contemporary predictions. The main research paper will bring insights from these case studies to critically assess contemporary predictions about the character of war in the future.

Airpower in Great Power Competition
This course is designed to provide students with a deeper examination into the evolution of airpower within the context of modern war and great power competition. Principally employing historical case study analysis, the course will trace the theoretical and practical application of airpower through the twentieth and twenty-first centuries, specifically examining its influence on military doctrine, joint operations, deterrence, and technological innovation within the context of great power competition. The course will also address the ongoing transformation of airpower in light of emerging technologies.

Strategy and Leadership in the American Civil War
This course is a case-study analyzing the Federal suppression of the Confederate independence movement between 1861 and 1865 and will attempt to show how one side at war uses military instruments, in conjunction with other instruments of policy, to influence its opponent to conform to its objectives. In addition, the course is a case study in political and military leadership. It analyzes the dynamic, synergistic interrelationship between the definition of national objectives and the formulation and implementation of grand strategy, national military strategy, and theater operations. In doing so, the course highlights the factors involved in the causes and termination of wars and the dynamics of crisis escalation as well as the level, scope and intensity of violence from limited conflict toward total war. Finally, the course will relate the political and military leadership lessons, as well as the political, strategic, and operational experiences of the American Civil War to the contemporary politico-military environment and the challenges that confront today's policy makers and military planners and commanders.

Warfighting, Cyber Campaigns, & Information Warfare in Great Power Competition
This course has two primary purposes: (1) to familiarize students with modern information warfare as practiced by the US Air Force and (2) to investigate a new theory that better captures the unique nature of the cyberspace environment and its implications for national security, cyber persistence theory. All AFSCs/MOSs are welcome - students from outside cyber and information warfare career fields (some background reading can be provided for those without much background) have found this course to be quite helpful in advancing their knowledge of cybe e and information warfare, and their mission assurance implications on other Air Force and DoW missions. This course seeks students from a variety of backgrounds with TS/SCI clear to help address strategic challenges in information warfare and cyberspace. Due to the extensive Joint Professional Military Education (JPME) requirements, you will be exposed to cyberspace and information warfare topics sparingly in the core curriculum. This course fills that gap by providing extensive exposure to these topics. Guest lecturers will be chosen both from cutting-edge practitioners and information warfare/cyber leaders to offer students a rich variety of perspectives on what is going on in the information environment and how information warfare might evolve.

ISR in the Era of Great Power Competition (TS/SCI required)
Designed to provide operators and support personnel with a deeper understanding of the intelligence community (IC) and intelligence, surveillance, and reconnaissance (ISR) capabilities, this classified elective examines how America and her enemies collect, fight for, exploit, and operationalize information. In addition to providing an overview of joint and interagency ISR capabilities, the course will cover the history, tasking mechanisms, collection, fusion, processing, exploitation, dissemination (PED) processes, and future of ISR within the interagency. Students will also examine Chinese and Russian capabilities, doctrines, and threats to U.S. and allied forces. Upon completion, graduates should have a well-rounded understanding of the U.S. IC, Joint collection capabilities, and how the U.S. military fights for, with, and through ISR collections.

On Lethality: Challenges for Leaders
This course examines lethality in a series of discussions and experiential events or challenges. Students explore key topics associated with lethality using "The Lethality Framework" of procedural lethality, adaptive lethality, and re-generative lethality. Lessons are arranged in a way that first provides a deep discussion about selected topics followed by related challenges at the end of the course. Challenges include battles of definitions and how armed services define lethality, wargaming/games, and how to incorporate mixed reality and AI tools to assess leadership competencies associated with lethality, culminating in a final mixed reality challenge, called Odin's Heart. Course topics range from 1) defining lethality and understanding the Lethality Framework: procedural lethality (the process to end physiological life), adaptive lethality (Leon Megginson's work), and re-generative lethality (Herbert Spencer's and Otto Scharmer's work), 2) the history of lethality as a concept from Sun Tzu to Clausewitz to Jomini to present day, 3) how the USA, USN, USMC, USAF, and USSF approach lethality, 4) mission command and the leadership of lethality; 5) how to train lethality using wargaming/games and incorporate mixed reality/AI tools to assess leadership competencies associated with lethality.

Eurasian Warfare, Continuity and Change
This course prepares Air War College students to serve as future joint task force commanders by analyzing and applying lessons and insights from historical and contemporary conflict in Eurasia. This course advances lethality and the art and science of joint warfighting by examining how the Imperial, Soviet, and post-Soviet Russian militaries have developed and applied doctrine and

strategy; planned and fought campaigns; and incorporated new technologies and warfighting innovations. Students will identify and evaluate patterns of continuity and change in Eurasian warfare and apply those insights to the contemporary security situation across the Europe-Asia divide. Thus, the course will prepare students not only for potential conflict with a still-powerful Russian adversary, but also for managing potential conflicts between Russia and other states on its borders, including the People's Republic of China. Finally, the course offers students the opportunity to reflect on warfighting lessons from the Imperial/Soviet/post-Soviet Russian military experience. From Peter the Great through the war in Ukraine, instructional periods are organized around historical eras and major conflicts, allowing students to focus their reading on the topics in which they are most interested and find most useful for producing their respective research papers.

The US-China Rivalry
This course examines the US-China rivalry from multiple perspectives. We focus on areas such as the military dimension, which includes Chinese attempts to establish overseas military bases, competition for influence in third countries, and whether the rivalry can be called a "New Cold War." Furthermore, we also analyze the emerging competition over advanced technology and discuss the implications of this on the military. The course is divided into two sections. First, we analyze the state of bilateral relations and touch on the history of US-China relations. The second half of the course is centered on the security dynamics between Washington and Beijing. Attention will also be devoted to how the rivalry may play out in the future and the prospects for both war and peace between Washington and Beijing. Students who take the course will come away with a concrete understanding of the threats and challenges that China presents to both the US and our allies. In addition, students will be able compare different case studies of Chinese strategic behavior and analyze how the US can get ahead in the competition for influence while also deterring China from aggressive and reckless behavior.

America's Wars in SE Asia, 1954-1975
The wars in Southeast Asia provide a critical case for understanding limited war, strategy, and military effectiveness. This course examines the geopolitical conditions that positioned Southeast Asia as a Cold War flashpoint in the wake of World War II. Students will analyze U.S. involvement across five presidential administrations (and their leading principles), focusing on the political, economic, and military challenges that shaped American decision-making. Having examined why the United States pursued war, students will turn to how the wars were fought. The course evaluates the strategies, theories of victory, and major campaigns conducted by the belligerents in Vietnam, Laos, and Cambodia. Clausewitzian theory will serve as a recurring analytical framework for understanding the conduct of the conflict. Particular attention will be given to the theory, application, and effectiveness of airpower. Through readings and seminar discussions, students will garner an appreciation of the experiences of those who waged and/or were caught in the wars. Finally, students will consider the wars' consequences.

Amphibious Warfare
This course addresses one of the more complex joint force problems: amphibious operations. Students will study a series of historical case studies, ranging from the Athenians' Sicilian Expedition during the Peloponnesian War to modern operations during the two World Wars and more limited operations during the late Cold War, to assess how militaries have used amphibious operations to generate strategic effects, and to look for common factors that explain how amphibious operations succeed or fail. The course will then transition to a multi-IP unit on the

challenges facing contemporary leaders charged with planning and executing amphibious operations today.

Joint All-Domain Operations

This course will prepare Air War College students to serve as future Joint Task Force commanders and Joint Warfighters by analyzing, applying, integrating and synchronizing key elements of the Joint Force, the major processes used to manage the Joint Force and special topics in future Joint Force unique capabilities and applying lessons and insights. This course advances lethality and the art and science of joint warfighting by providing insight and using current doctrine to develop greater expertise in a few enduring themes: Unique contribution of Joint Forces in Joint All Domain Operations and Warfighting, key doctrine that guides the employment of these unique capabilities, emerging new joint force capabilities and key defense policies and processes for managing these joint force.

Joint Expeditionary Campaigns

This course will explore Joint Expeditionary Operations by means of historical comparison. Expeditionary warfare is one of the primary means by which a Great Power projects military power out from its base territory in order to achieve strategic objectives. Of the various types of expeditions, this course will focus on large multi-domain expeditionary campaigns, as the most complex and most indicative of great power capabilities. The course opens with an initial study of the operational and strategic context of power projection capabilities through an examination of key military theories, current and historical doctrine, definitions, and developments, both US and international. Themes developed in these case studies, e.g. strategic context, operational planning, tactical execution, technology, training, logistics, and leadership, will help the seminar develop a comparative framework for analyzing these campaigns individually and as a whole.

Military Effectiveness and Winning Wars

This course employs a comparative historical approach to examine the enduring challenge of achieving battlefield victory and converting that success into lasting strategic and political outcomes. Through case studies of the Second Punic War, First Crusade, World War I, World War II, the Algerian War, and the 1967 War, students will analyze how military operations interact with political objectives, alliance structures, and the broader context of war termination. Emphasis is placed on understanding why tactical and operational success does not always yield favorable political results, and how leaders adapt, or fail to adapt, strategy over time. By comparing conflicts across different eras and forms of warfare, the course develops a deeper understanding of the relationship between military effectiveness and strategic success, equipping students to critically assess the practice of war as an instrument of policy.

Iran and the Contest for the Middle East

In the current era of great power competition, Iran continues to challenge US interests in the Middle East and further afield, as evidenced most recently in its looming presence in the 2023 Gaza War and its aid for Russia's war against Ukraine. This course seeks to understand the Islamic Republic of Iran, its central role in Middle Eastern international relations, and its competition with the US. It also uses Iran as a window for exploring larger questions like the nature of a revolutionary foreign policy, the role of ideology and religion in international relations, proxy and unconventional warfare, and nuclear proliferation and sanctions.

Logistics and Strategy

Logistics forms the backbone of warfighting: it makes or breaks campaigns and operations, yet it is too often misunderstood, ill conceived, or ignored as strategists focus excessively on combat operations. Too often "magic logistics dust" is sprinkled on serious issues during wargames and tabletop exercises or used to mask problem areas. This course aims to shed light on the challenges, avoid the loss of momentum of combat operations, and enable sustainment of warfighting within a global context.

The Ukraine War and Russian Foreign Policy

This course assesses Russian foreign policy and the implications of the Ukraine war on the relationship between Russia and the rest of the world. It begins with examining the rapidly changing geopolitical environment and the dynamics of the Ukraine war. It then will trace foundational aspects of Russian foreign policy, such as history, imperialism, and communism. The course will further analyze Russian-European relations and how the Ukraine war created an external shock to this relationship and what this might mean for the future. The course will close with discussing the possibility of nuclear engagement and policy options regarding Russia.

MSS –DEFENSE STRATEGY SEMINAR (DSS) CONCENTRATION

In addition to the primary plan of study for the MSS degree above, the AWC offers two year-long concentrations for the MSS degree.

Students selected for the Defense Strategy Seminar (DSS) concentration seek a deeper understanding of the development and implementation of defense 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. Courses in the DSS concentration share the same titles as those in the core curriculum but may be accomplished with different and more extensive readings, longer seminars, and alternate assessments.

The Defense Strategy Seminar concentration courses meet the same program learning outcomes as the AWC main body in the MSS program, but DSS students should expect an enhanced curriculum with academic demands beyond those found in the AWC core. All students are invited to apply for this concentration. AWC students who complete the DSS will graduate with a Defense Strategy concentration.

Plan of Study: MSS – DSS Concentration

Course Number and Title	Credit Hours
IS6000 Introduction to Strategic Studies	**1**
FS6400 Foundations of Strategy	**6**
WF6501 Air, Space, and Cyber Power in Future Conflict	**4**
GP6300 Great Power Studies	**6**
WF6502 Global Campaigning	**6**
LD6200 Strategic Leadership	**2**
CS6400 Strategy in Contemporary Warfare	**2**
DP6600 Defense Strategy: Directed Professional Studies	**2**

WG6800 Global Challenge Exercise	**1**
Defense Strategy Elective	**4**
TOTAL : (MSS)	**34**

Course Descriptions: MSS – DSS Concentration

DP6600 Directed Professional Studies: Defense Strategies 2 Credit Hours

The Directed Professional Studies (DPS) course focuses on the causes, dynamics, and implications of security challenges within a particular region, examining the security, economic, political, and societal issues that shape the regional security environment. The course gives particular focus to US security interests in the selected region of the world, as well as the interests and perspectives of partners and allies, implications for US relationships, and regional dynamics of strategic competition. This course is intended to examine closely two countries within the INDOPACOM region and their relationship with the United States. The classroom instruction prepares the students for a regional field study that allows students to discuss security, political, economic, and sociocultural issues with senior US and host-nation officials.

Defense Strategy Elective 4 Credit Hours

This four credit hour elective course is designed to complement the core curriculum of the Air War College by allowing students to explore advanced topics in strategic studies, leadership, joint warfighting, or national security relevant to senior military and civilian leaders. Electives provide opportunities for deeper examination of specialized subjects. Students will engage in critical analysis, collaborative discussion, and applied research, further developing their ability to think strategically and communicate complex ideas. Through elective coursework, participants enhance their understanding of the broader strategic environment and strengthen their leadership competencies for high-level decision-making in joint, interagency, and multinational contexts.

MSS– JOINT WARRIOR STUDIES SEMINAR (JWSS) CONCENTRATION

This concentration educates joint leaders to be strategic advisors who design, plan, execute, and lead joint campaigns and operations against great power adversaries. 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. Courses in the JWSS concentration share the same titles as those in the core curriculum but may be accomplished with different and more extensive readings, longer seminars, and alternate assessments. JWSS courses meet the same program learning outcomes as the AWC main body in the MSS program, but JWSS students should expect an enhanced curriculum with academic demands beyond those found in the AWC core.

Plan of Study: MSS – JWSS Concentration

Course Number and Title	Credit Hours
IS6000 Introduction to Strategic Studies	**1**

FS6400 Foundations of Strategy	**6**
WF6501 Air, Space, and Cyber Power in Future Conflict	**4**
GP6300 Great Power Studies	**6**
WF6502 Global Campaigning	**6**
LD6200 Strategic Leadership	**2**
CS6400 Strategy in Contemporary Warfare	**2**
DP6600 Directed Professional Studies: Campaign for Europe	**2**
WG6800 Global Challenge Exercise	**1**
JW6502 Joint Campaigning Elective	**4**
TOTAL (MSS)	**34**

Course Descriptions: MSS – JWSS Concentration

JW6502 Joint Campaigning **4 Credit Hours**

The Joint Campaigning course focuses on assessing and developing military strategies, which in concert with other instruments of national power, achieve national security objectives. To achieve this goal, students will evaluate contemporary national strategic direction/guidance provided to combatant commanders and its implementation through joint planning. Students will demonstrate the ability to synthesize theater strategies, campaign plans, and contingency plans using Joint Doctrinal problem framing methodologies/problem solving processes. Throughout the course, students have opportunities to apply their knowledge and skills in realistic planning exercises to better understand the past, present, and future challenges associated with the military aspects of competition and conflict against strategic competitors.

JW6600 Directed Professional Studies: Campaign for Europe **2 Credit Hours**

The Regional Security Studies (RSS) course focuses on the causes, dynamics, and implications of security challenges within a particular region, examining the security, economic, political, and societal issues that shape the regional security environment. The course gives particular focus to US security interests in the selected region of the world, as well as the interests and perspectives of partners and allies, implications for US relationships, and regional dynamics of strategic competition. This course is intended to examine closely the strategy, operations, tactics and course of events of the Allied campaign to subdue Nazi Germany beginning with the strategic planning for the invasion of occupied Europe in June of 1944 through to the last German major attempt to reverse the course of the war in the Ardennes Forest in December-January 1944/45. Officers should furthermore become familiar with the various German strategies, plans and operations meant to hinder the Allied Coalition. Beyond classroom instruction this course culminates in a 13-day field study to France, Germany and Belgium during which officers evaluate the course of the campaign and present various "stops" to their classmates for critical discussion and reflection.

AWC ADDITIONAL EVENTS AND PROGRAMS

These are non-credit programs and events designed to enhance the student experience at Air War College.

Commandant's Lecture Series.

The Commandant's Lecture Series includes distinguished speakers from both government and the private sector who engage students on some of the most challenging topics they will face as senior leaders and inspire them with stories of perseverance and innovation.

National Security Forum.

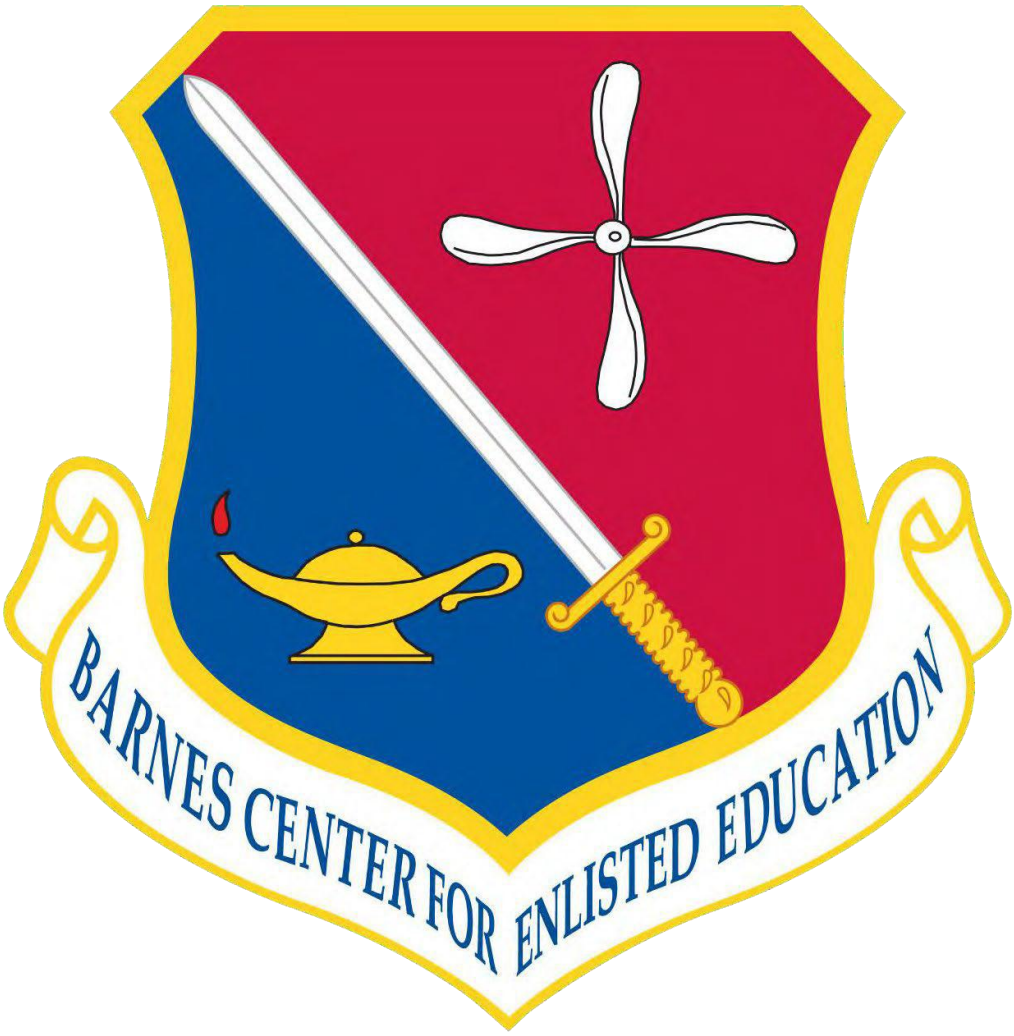
The Secretary of the Air Force-sponsored NSF is hosted annually by the AWC. NSF joins together the AWC students and faculty with leaders from around the country to explore a shared interest in national security. The Forum's distinguished speakers, seminar engagements, and social functions broaden and solidify the participants' understanding of military power and national security issues while exposing the students to the viewpoints of civic leaders.

Executive Leadership Feedback Program.

The Executive Leadership Feedback Program (ELFP) offers participants 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.

Thomas N. Barnes Center for Enlisted Education (Barnes Center)

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



AIRMAN LEADERSHIP SCHOOL (ALS) RESIDENT COURSE

Course Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Credit hours towards CCAF degree
- Air Force Credential: Enlisted Airmanship Continuum per DAFI 36-2685, paragraph 3.3.1.

Course Description

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 mission is to prepare junior enlisted leaders to be professional, warfighters who can supervise and lead work teams in a joint environment to support the employment of air, space, and cyberspace power. To maximize and enhance the course effectiveness, the course is comprised of nine outcomes, which are listed below. To achieve the rigorous educational requirements and objectives outlined in the course, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks.

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 (PLOs)

Graduates can...

1. Identify how to lead subordinates within the Air Force.
2. Explain the tools and resources necessary to supervise junior enlisted Airmen.
3. Demonstrate how to us the Air Force Award and Decoration Programs.
4. Demonstrate how to implement the Airman Feedback and Performance Evaluation System.
5. Illustrate how to use problem-solving processes by solving unit-level issues.
6. Define how your role supports the Air Force core missions.
7. Identify the functions of the Department of the Air Force.
8. Define the Joint Learning Outcomes (JLOs) that support the Joint Learning Areas (JLAs).
9. Demonstrate written and oral communication skills used in a military setting.

Faculty

The ALS faculty are required to have at least an associate 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 course is delivered in 24 academic days. Most schools conduct seven classes each year.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: ZZ41007); also published in DAFI 36-2685, *Total Force Development*.

Admissions

Local military personnel flights (MPFs) provide eligibility rosters to the ALS Commandant. The priority for scheduling eligible Airmen to attend ALS is 1) SRA selected for promotion to SSgt and 365-day TDY; 2) SrA selected for promotion to SSgt; 3) SrA with 42 months' time-in-service (TIS) as of assignment selection date who have been selected for reassignment to overseas 12-month tour areas without ALS facilities; and 4) SrA with 48 months or more TIS by date of rank (DOR) seniority.

Graduation Requirements

Students must meet all grading standards and complete all course requirements.

Plan of Study

Content Area/Block/Module	Contact Hours
Administrative	**32**
Skill Refinement	**25**
Course Orientation	**4**
Supervisory Skills	**32**
Communication	**17**
Leadership	**19**
Problem Solving	**21**
Enlisted Warfighter	**42**
TOTAL (ALS)	**192**

Content Area Descriptions

Supervisory Skills **32 Contact Hours**

Students will learn the supervisory skills necessary to support airmen through sensitive situations, be introduced to the awards and decoration program, publications and forms, and the Enlisted Performance Brief (EPB) while building a foundation of personal and professional development

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Communication **17 Contact Hours**

Students will learn elements of interpersonal and presentation communication, be introduced to the Tongue and Quill in order to write professional documents.

Leadership **19 Contact Hours**

Students will be introduced to behavioral analysis and emotional intelligence concepts, how to manage teams while building trust-based relationships, and learn how effective and ineffective leadership impact mission success in military organizations.

Problem Solving **21 Contact Hours**

Students will learn the problem-solving steps and how critical thinking and negotiations can be used to resolve unit-level issues.

Enlisted Warfighter **42 Contact Hours**

Students will learn the Air Force's core missions, core values, and Profession of Arms to correlate into ethical decision-making while gaining a basic understanding of the joint force and strategic documents and gaining practical experience in drill and ceremony.

NONCOMMISSIONED OFFICER ACADEMY (NCOA) RESIDENT COURSE

Course Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Credit hours towards CCAF degree
- Air Force Credential: Enlisted Airmanship Continuum per DAFI 36-2685, paragraph 3.3.2.
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Course Description

The Air Force Noncommissioned Officer Academy (NCOA) is a resident CCAF-affiliated course and 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 course effectiveness, it is comprised of three outcomes: Team Leader, Joint Warfighter, and Strategic Thinker. To determine whether students achieve the rigorous educational requirements and objectives outlined in the course, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks. NCOA is conducted at nine Air Force bases worldwide. During the course, NCOA instructors facilitate a dynamic and rigorous standardized curriculum that challenges and allows for open dialog. The course 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 (PLOs)

Graduates can...

1. Explain leadership and management concepts applicable to leading NCOs and teams.
2. Illustrate the Air Force's role in support of joint all-domain operations. .
3. Demonstrate thinking and communication skills to solve problems at the tactical and operational levels of warfare.

Faculty

The NCOA faculty are required to have at least an associate 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 course is delivered in 25 academic days. Most academies conduct seven classes each year.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information; also published in DAFI 36-2685, *Total Force Development*. ETCA Course Information is unique for each location:

Elmendorf: AKNCOA-400	Keesler: KNCOA-101	Lankford: LANCOA-060
Hickam: HNCOA-400	Kisling: KISNCOA-080	Sheppard: SNCOA-110
Kadena: KANCOA-400	Lackland: LNCOA-100	Tyndall: TNCOA-109

Graduation Requirements

Students must meet all grading standards and complete all course requirements.

Plan of Study

Content Area/Block/Module	Contact Hours
Orientation, Administration & Evaluation, PT, Commandant Time	**87**
Team Leadership	**36**
Joint Warfighting	**48**
Strategic Thinking	**25**
TOTAL (NCOA)	**196**

Content Area Descriptions

Team Leadership — 36 Contact Hours

Lessons associated with the Team Leadership area of study explore the concepts and skills necessary for NCOs to deliberately lead others. Students will explore various concepts related to mission command, followership, team development, ethical leadership, as well as methods for shaping organizations.

Joint Warfighting — 48 Contact Hours

Lessons associated with the Joint Warfighting area of study explore the concepts and skills necessary for NCOs to lead in diverse teams within joint environments. Students will be

introduced to the foundational concepts of operations in a joint environment and explore various concepts related to joint operations, risk management, and communication within organizations.

Strategic Thinking **25 Contact Hours**

Lessons associated with the Strategic Thinking area of study introduces students to the instruments of national power and the strategic impact of tactical level actions. Students will be introduced to various concepts related to national strategy and how the military is organized to defend the nation. Students will also explore concepts and skills related to critical thinking and problem solving.

AIR FORCE SENIOR NONCOMMISSIONED OFFICER ACADEMY (AFSNCOA)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: None

Program Description

The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) is a resident program that consists of 195 classroom hours. The course prepares SNCOs to lead the enlisted force in the employment of air and space power in support of US national security objectives. Specifically, the AFSNCOA educates SNCOs to become adaptable senior enlisted leaders able to operate critically, strategically, and jointly in complex and ambiguous environments. Students will work through the application of four modules: Organizational Leader, Strategic Minded Leader, Operational Environment and the Focus Lab. Students will apply principles and theories in experiential exercises, collaborative assessments, written assignments, briefings and personal reflection to achieve the program learning outcomes.

Program Learning Outcomes (PLOs)

Prepare SNCOs to:

1. Utilize strategies to address contemporary leadership issues, increase cohesion, improve adaptability, and maximize organizational effectiveness.
2. Interpret policy, strategy, and doctrine to execute mission requirements while navigating evolving operational demands and warfighting challenges inherent to operating in complex and dynamic environments.
3. Explain the relationship between emerging threats, the competition continuum and the art and science of warfighting.
4. Apply critical and creative thinking to develop courses of action, addressing organizational and operational challenges.

Faculty

The AFSNCOA faculty members are required to have at least an associate degree and complete the Enlisted Professional Military Education Instructor Course (EPMEIC) or another approved instructor certifying course before instructing at the academy. Faculty must complete a 200-hour teaching internship during their first year of assignment and be formally evaluated on an annual basis.

Duration

The AFSNCOA resident program is delivered in 25 academic days. There are 6 classes each year with approximately 300 students in each class.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: AFSNCOA-100); also published in DAFI 36-2670, *Total Force Development*. In general,

- The AFSNCOA resident program is open to SNCOs from the Total Force: active-duty Air Force, active-duty Space Force, selected Air Force Reserve (AFRES), and Air National Guard (ANG).
- Selected Army, Navy, Marine Corps, Coast Guard, and international military personnel also attend on a limited basis.
- Active-duty Air and Space Force personnel must have at least one year of retainability following graduation.
- The AFSNCOA plays no part in active-duty, guard, or reserve student selection.
- The Air Force Military Personnel Center (AFPC) identifies and notifies active-duty Air Force and Space Force students for program attendance.
- Potential personnel should go through their Base Training Office for all questions regarding attendance, waivers, and class dates. All students must meet their respective service standards.

Graduation Requirements

Students must meet all grading standards and complete all program requirements.

Plan of Study

Content Area/Block/Module	Contact Hours
Program Orientation	**63**
Organizational Leader	**34**
Strategic Minded Leader	**32**
Operational Environment	**47**
Focus Lab	**19**
TOTAL (AFSNCOA)	**195**

Content Area Descriptions

Program Orientation — 63 Contact Hours

The purpose of this portion of the course is for students to understand the AFSNCOA's purpose, policies, procedures and requirements, pre-assessment evaluation, participate in fitness, participate in lectures with subject experts with question-and-answer sessions, crosstalk with senior ranking members of the DoW, participate in warrior day events, conduct a retreat ceremony and graduate the course. Th ivities are not necessarily directly tied to any learning outcomes. Additionally, students participate in reflective reinforcement after specific lessons and conduct independent research.

Organizational Leader **34 Contact Hours**

The core lessons in this module prepare students to strategically lead up and out, while simultaneously leading organizationally down and in to foster more effective, agile, and lethal organizations. Students engage in small group activities and examine the roles critical and creative thinking, ethical decision-making, and emotional intelligence play in optimizing the Department of the Air Force. At the conclusion of this module students will better understand how to effectively utilize strategies to address contemporary leadership issues, increase cohesion, improve adaptability, and maximize effectiveness.

Strategic Minded Leader **32 Contact Hours**

The core lessons within this module prepare students with a baseline knowledge of how national policies are developed and how they impact organizations. Students will begin with a deeper look into the U.S. Constitution an how it relates to the Profession of Arms. Students will then examine the relationship between the NSS, NDS and NMS and provide examples of how the tenets of airpower support these strategies. Students will gain a deeper understanding of national security interests and their relationship to international partnerships by evaluating various treaties, alliances, and pacts. Students will also become familiar with responsibilities and authorities given to operate strategically in a Joint Interagency Intergovernmental Multinational environment. This module meets all requirements mandated by CJCS 1805.01C, Enlisted Professional Military Education Policy

Operational Environment **47 Contact Hours**

The core lessons provide students with an understanding of U.S. peer and near-peer competitors emphasizing an understanding of the competition continuum. Students will also explore the complexity of emerging threats, and their relationship to the art and science of warfighting. Considering these principles, students will apply the Air force Planning Process (AFPP) and become familiar with the Joint Planning Process (JPP) via a wargame experiential to cement their understanding of the vital role they play in strategic planning. At the conclusion of this module students will be prepared to lead their organizations through complex and ambiguous environments to achieve mission success.

Focus Lab **19 Contact Hours**

The purpose of the strategic focus lab is to equip Senior Enlisted Leaders with insights into focus areas that can feed organizational challenges, and their implications within the Air Force. During this capstone event, students will have an opportunity to apply critical and creative thinking to develop proposals addressing these challenges. Students will conduct research and share insights regarding possible courses of action delivered as a team briefing. At the conclusion of this module students will have a more comprehensive understanding of the strategic landscape, including awareness of adversaries, allies, partners interests and the evolving nature of warfare.

CHIEF MASTER SERGEANT LEADERSHIP COURSE (CLC)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: Senior Developmental Education (SDE) per DAFI 36-2670, paragraph 3.4.4.4.

Program Description

The Chief Master Sergeant Leadership Course (CLC) is a resident program that consists of 80 classroom hours. The CLC 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 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 (PLOs)

Graduates can...

1. Apply deliberate metacognitive strategies to conceptualize and frame adaptive approaches to problem solving.
2. Articulate how the military enterprise contributes to the National Security Strategy
3. Employ a broad set of leadership tools to analyze and shape leadership situations.

Faculty

The teaching staff of the CMSgt Leadership Course is composed of highly experienced RegAF 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

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: CMSA-CLC001); also published in DAFI 36-2670, *Total Force Development*. In general,

- Chief Master Sergeants from the Total Force (AD, AFR, and ANG) may attend the CLC.
- The course is mandatory for RegAF Chiefs who meet Air Force standards of performance, appearance, and fitness.

- RegAF personnel must have at least one year of retainability following graduation.
- Air Force Personnel Center (AFPC) identifies and notifies RegAF students for CLC attendance.
- Selected AFR and ANG Chiefs are scheduled through their unit training managers.

Graduation Requirements

Students must meet all grading standards and complete all program requirements.

Plan of Study

Content Area/Block/Module	Contact Hours
Orientation	**4**
Module 1: Mission	**34**
Module 2: Leadership	**15**
Module 3: Critical Thinking	**15**
Capstone	**12**
TOTAL (CLC)	**80**

Content Area Descriptions

Module 1: Mission **34 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, doctrine, mission command, national strategy, theater posture, current geo-political topics and events, and the organization, functions, and relationships of various levels of the United States government. Numerous strategic documents are reviewed and incorporated into activities to include the National Defense Strategy, National Defense Authorization Act, Quadrennial Review, DoD Leadership guidance , 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: Leadership **15 Contact Hours**

The Leadership 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 3: Critical Thinking **15 Contact Hours**

The Critical Thinking 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 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 4: Capstone **12 Contact Hours**

The Capstone is woven throughout each module and is emphasized through the Strategic Partnerships 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. In this era of great power competition, the Capstone cements the CMSgt's role in the six principles of Mission Command and challenges the Chief with the responsibility to create, maintain, and nourish a culture that supports and furthers the aims of the United States Air Force.

ENLISTED PROFESSIONAL MILITARY EDUCATION INSTRUCTOR COURSE (EPMEIC)

Program Attributes

- Category: Professional Military Education (PME) Faculty Development
- Modality: Resident
- Academic Credential: Credit hours toward CCAF degree
- Air Force Credential: None

Program Description

The Enlisted Professional Military Education Instructor Course (EPMEIC) is affiliated with the Community College of the Air Force and consists of 158 hours (20 academic days) of resident classes. The curriculum is divided into eight areas that consist of administration, course foundation, educational technology, an immersion lab, learning theory, performance development, professional evaluation, and teaching foundations. At its core, the course provides instruction designed to enhance the teaching, facilitating, and leadership capabilities of EPME educators and prepare them for their new role as EPME faculty. Additionally, this course provides valuable hands-on experience and exposure to the EPME environment and provides a foundation in various methods of presentation appropriate for all EPME flight rooms. Ultimately, every lesson is "EPME-centric" and emphasizes the impact the educator has on the student and effectiveness of the EPME mission.

Program Learning Outcomes (PLOs)

Graduates can...

1. apply skills that will enhance their abilities to accomplish duties in EPME.
2. interpret the educational activities as described in the Air Force Instructional (ISD) process.
3. facilitate Instruction in an interactive academic environment.
4. demonstrate effective interpersonal skills.
5. apply various educational methodologies to reach every learner.

Faculty

EPMEIC faculty must complete the course and have an associate degree (or be within one year of completion) prior to or while assigned as EPME faculty. EPMEIC faculty must be 1750-series civilians or military, preferably 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 six times each fiscal year.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MESC003); also published in DAFI 36-2670, *Total Force Development*. In general,

- 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.

Graduation Requirements

Students must pass all summative performance evaluations, meet all grading standards, and complete all program requirements.

Plan of Study

Content Area/Block/Module	Contact Hours
Administrative	**32**
Course Foundation	**23**
Educational Technology	**5**
Learning Theory	**4**
Performance Evaluation	**66**
Teaching Fundamentals	**28**
TOTAL (EPMEIC)	**158**

Content Area Descriptions

Administrative — 32 Contact Hours

This segment of the course allows students to engage with faculty and staff through a focus group construct to obtain leadership viewpoints and analysis of policies and events impacting EPME's support of Air Force initiatives.

Course Foundation **23 Contact Hours**

This module orients students to "hands on"/ "performance" requirements. Its purpose is to (1) present students with the opportunity to execute EPME responsibilities using familiar concepts and principles associated with their experiences prior to attending the resident course and (2) provide students the opportunity to demonstrate competency and quickly progress through the levels of learning. Providing students the opportunity to visualize, respond, and feel the gravity of an active EPME environment adds context to the learning process and contributes to students obtaining higher levels of learning. In the end, this module also covers professional development, peer assessments, and capstone feedback. This content is valuable to the EPME faculty member because it fosters personal and professional growth and enables goal setting.

Educational Technology **5 Contact Hours**

This lesson introduces students to contemporary technologies and applications used to instruct, manage, and evaluate educational activities in EPME learning environments. Students are tasked to develop and deliver a virtual lesson using the Microsoft Teams platform.

Learning Theory **4 Contact Hours**

This lesson introduces students to the concept of adult learners and familiarizes them with the domains of learning: This provides students with a frame of reference and underpinnings associated with development and the implications for teaching at various levels of learning. Finally, students will experience the benefits of structured thinking, spiral learning, and the value of accelerated Leaming.

Performance Evaluation **66 Contact Hours**

Students will receive valuable education and training on the proper use of the evaluation methods used in and out of a EPME classroom. Specifically, the unit introduces student to the manner and means in which they will be evaluated. Along with this, the introduction to performance evaluation, covers instructor evaluation scoring, independent research hours, the purpose of tutorial hours, and tips for success. Students will also receive three hours of in-depth exposure to the norming process and the use of rubrics in evaluation.

Teaching Foundations **28 Contact Hours**

This module exposes the students to a host of skills and principles that support execution of instructor methodologies. They include the remediation and reevaluation process, questioning techniques, teaching methods, effective delivery skills, classroom management, listening, assessing, evaluating, observing, counseling in EPME, and time management concepts. These lessons provide the student with the technical tools, skills, and education needed to effectively deliver curriculum in a shifting EPME learning environment.

Community College of the Air Force (CCAF)

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

ASSOCIATE OF APPLIED SCIENCE

Mission

The CCAF mission is to elevate the enlisted profession by advancing technical and leadership capability across the career through degrees, credentials, and related programs to support recruiting, retention, career transition efforts and mission capability and readiness.

History

The CCAF concept evolved in the early 1970s as a means of gaining accreditation and recognition for Air Force training. Led by Lt Gen George B. Simler, Commander of Air Training Command (ATC), Air Force visionaries recognized the need to enhance the skills of noncommissioned officers (NCOs) as technicians, leaders, and citizens. Representatives of Air Training Command, Air University (AU), and the United States Air Force Academy held a series of conferences in 1971 to discuss the need for increased development of noncommissioned officers as managers of Air Force resources. The conferees recommended the founding of an Air Force community college, and on 9 November 1971, Gen John D. Ryan, Air Force Chief of Staff, approved the establishment of the Community College of the Air Force. The Secretary of the Air Force approved the activation plan 25 January 1972, and the college was established 1 April 1972 at Randolph AFB, Texas. Today, CCAF is accredited through Air University by the Southern Association of Colleges and Schools Commission on Colleges. CCAF is located at Gunter Annex in Montgomery, Alabama.

CCAF Structure

CCAF awards undergraduate academic credit for formal technical training from Air Force training schools which are combined with academic credit for specified enlisted PME programs toward the associate of applied science degree. The detailed description of each CCAF degree program is available separately through the CCAF General Catalog links posted on the CCAF homepage at the following link: https://www.airuniversity.af.edu/CCAF/

Air Force and other service schools that provide formal occupational technical training and Enlisted Professional Military Education (EPME) may voluntarily affiliate as an off-campus instructional site and become part of the CCAF system. Course work offered by off-campus instructional sites may satisfy part or all of the technical education; leadership, management and military studies; and/or program elective requirements. Instructional programs are conducted in both traditional learning and distance learning environments. Each off-campus instructional site is a component of a worldwide CCAF educational system.

Program Learning Outcomes (PLOs)

All CCAF graduates will meet the following learning outcomes. These outcomes are the overarching outcomes encompassed in all CCAF AAS degree programs:

1. Graduates will demonstrate satisfactory knowledge and skills identified in the Career Field Education and Training Plan (CFETP) Specialty Training Standard (STS) for their career field.
2. Graduates will meet nationally normed average scores for General Education courses to include critical thinking, oral communication, written communication, reading, mathematics, humanities, and the social and natural sciences related to the Educational Testing Services Proficiency Profile.
3. Graduates will demonstrate proficiency in leadership, management, and military studies.

Admission
Developing military personnel to meet Air and Space Force needs is Air University'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 Therefore, Air University and CCAF also offer educational programs to Air Force Reserve Command, Air National Guard, and select members of US sister services (US Navy, US Marine Corps, US Army, and US Coast Guard). Finally, as part of the US military assistance programs, enlisted military members from other countries may enroll in the courses delivered at several CCAF off-campus instructional sites. Personnel who apply for CCAF degree programs, meet all eligibility criteria, and have submitted all required documentation are then considered for admission in applicable CCAF programs.

Eligibility
Eligibility to participate in CCAF AAS degree programs is specified in 10 USC § 9415. Enlisted Airmen and Guardians in the Regular Active Air Force and the Selected Reserve serving in the ANG, the AFRC or as an Individual Mobilization Augmentee (IMA) are eligible to pursue a CCAF AAS degree. A Reserve member must be in pay category A, B, E or J and be a unit member or regular participant in paid inactive duty training, unit training assemblies and annual training. Those classified with a Personnel Accounting Symbol (PAS) Code S7 (Inactive Ready Reserve, IRR) are not authorized to pursue a CAF AAS degree.

Other service enlisted members (US and international) assigned to a CCAF off-campus instructional site (affiliate school) and serving as CCAF faculty are eligible to pursue a CCAF AAS degree. DoWcivilian employees, contract employees, and dependents may not pursue a CCAF AAS degree.

When assigned to an Air Force specialty, enlisted Airmen and Guardians are admitted to the college as a registered student in the CCAF AAS degree program designed for their Air Force specialty. This status does not change until the college receives formal academic notice or receives an official transcript showing completion of accredited civilian college course work or national tests applicable to their degree program.

A student who has separated, retired or commissioned is no longer eligible to pursue a CCAF AAS degree. If a student separates and joins the active Reserve forces, automatic registration is made in the CCAF AAS degree program corresponding to the student's Primary Air Force Specialty Code (AFSC).

Registration
Effective 15 February 1991, all eligible enlisted Airmen and Guardians are automatically registered in the degree program designed for their Primary AFSC, Special Duty Identifier, or Reporting Identifier. All new enlisted accessions (Airmen) are admitted and registered in the degree program designed for the designated Primary AFSC, normally during the fourth week of Basic Military Training.

Degree Program Eligibility
A student may register in an initial and subsequent degree program applicable to their primary, secondary, tertiary or fourth AFSC, Special Duty Identifier, and/or Reporting Identifier as reflected on the current Military personnel Data System (MilPDS) record. To register in a CCAF

degree program, the student must be qualified to hold and maintain the degree-applicable Air Force specialty per DAFMAN 36-2100, Military Classification, Technical Training, and Retraining, requirements. Duty and Control specialties are not considered for degree program eligibility.

A student serving in a Special Duty Identifier or Reporting Identifier that is not applicable to a degree program may register in the degree program applicable to their secondary AFSC reflected on the current MilPDS record and qualified to maintain the specialty and/or skill level per AFMAN 36-2100.

Other service enlisted members (US and international) assigned to a CCAF off-campus instructional site (affiliate school) and serving as CCAF faculty are eligible to pursue the CCAF AAS degree applicable to the occupational specialty which they instruct, and the Instructor of Technology and Military Science (ITMS) Degree.

Degree Programs

CCAF manages 62 active degree programs with two programs in teach-out listed alphabetically below.

- Aerospace Ground Equipment Technology
- 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
- Computer Science Technology
- Construction Technology
- Contracts Management
- Criminal Justice
- Cybersecurity
- Dental Assisting
- Dental Laboratory Technology
- Diagnostic Medical Sonography
- Education and Training Management
- Electronic Systems Technology

- Emergency Management
- Entomology
- Explosive Ordnance Disposal
- Financial Management
- Fire Science
- Health Care Management
- Hospitality and Fitness Management
- Human Resource Management
- Human Services
- Information Management
- 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
- Military Technology and Applied Sciences Management
- Missile and Space Systems Maintenance
- Munitions Systems Technology
- Nondestructive Testing Technology
- Nuclear Weapons Systems Technology
- Occupational Safety
- Ophthalmic Technician (no new enrollments, teach-out ends 12 Aug 2026)
- Paralegal
- Personnel Recovery
- Pharmacy Technology (no new enrollments, teach-out ends 28 Oct 2026)
- Physical Therapist Assistant
- Practical Nursing Technology
- Public Health Technology
- Scientific Analysis Technology
- Strategic Operations Management
- Surgical Services Technology

- Survival Instructor
- Transportation
- Vehicle Maintenance

Duration

Registration in a degree program is limited to six years from date of registration. A student registered in a first degree and does not graduate within the 6-year registration period will be automatically registered in the degree program applicable to the primary AFSC and in the most current catalog. A student who does not graduate within the 6-year period of registration, and their primary AFSC is not assigned to a specific degree program, will not be registered.

The exception to the 6-year registration policy is the Instructor of Technology and Military Science (ITMS) degree program. A student registered in the ITMS degree program has two years from the registration date to graduate. A student who does not graduate within the 2-year registration period will be dis-enrolled. The student may re-register in the ITMS degree program provided he or she is assigned as a CCAF faculty member, meets all other requirements for registration, and by following the CCAF Student Action Request procedures. Other service enlisted members (US and international) assigned to a CCAF off-campus instructional site (affiliate school) and serving as CCAF faculty must complete all degree requirements prior to completion of CCAF faculty duty.

Faculty

Each off-campus instructional site commander/commandant must develop a specific process that ensures all faculty members meet minimum qualification criteria to teach in their respective educational program(s). The process must ensure compliance with the hiring requirements of DAFI 36-2110, Total Force Assignments; and DAFI 36-2670, Total Force Development. CCAF faculty members must possess, at a minimum, an associate degree, preferably in the discipline, from an accredited postsecondary institution before the end of their first year of teaching. Qualified faculty must have an associate degree and possess appropriate academic preparation combined with work experience. Academic preparation and work experience must be relevant and applicable to the subject matter taught. This expertise must be documented in the Faculty Qualification Tracking Tool.

NOTE: In all cases, CCAF and its sites are responsible for justifying and documenting the qualifications of its faculty. Documentation should include, but is not limited to related work experiences in the teaching field, professional licensure and certifications, honors and awards, continuous documented teaching, and achievements contributing to effective teaching and student learning outcomes.

Grading Policy

Academic performance of CCAF credit-awarding military courses are determined and reported by using a pass or fail system. A student successfully completing a CCAF credit-awarding military course is reported to the CCAF Registrar who records a grade of "P" (Pass) or "S" (Satisfactory). This grade of "P" or "S" equates to a grade of "C" or better.

All courses are taught at the collegiate level. CCAF off-campus instructional sites employ a variety of instructional methods and assessment techniques designed to ensure successful achievement and attainment of desired learning outcomes. Course completion requirements,

including grading standards, are provided to the student at the beginning of each course.

Academic Credit

CCAF awards one (1) credit hour for every 30 contact hours of direct classroom instruction, differing from the standard 45:1 ratio used by other AU degree programs due to the rigorous and immersive nature of Air Force Technical Training. This policy reflects the intensive, outcome-driven structure of military training, which integrates theoretical learning with hands-on exercises, simulations, and practical application in a residency-based format.

Service members engage in application-focused activities that often exceed 8 hours per day, ensuring a depth of understanding and practical skills unmatched by traditional college courses. For example, Air Force Fire Science Technology students complete all required instruction in just 8 months, compared to civilian counterparts who take up to 2 years to meet the same national standards. The 30:1 credit-hour ratio acknowledges the rigorous demands, accelerated pace, and comprehensive outcomes of CCAF programs, aligning with AU's commitment to accurately reflecting the workload and learning achievements of military education.

CCAF Transcripts

The Air University Registrar processes all outbound and inbound transcripts. Instructions on how to order AU transcripts documenting CCAF course completions and awarded academic credit can be found at https://www.airuniversity.af.edu/Registrar/.

Graduation

The student must satisfy all degree program requirements before retirement, separation, or being commissioned. The completion date of the final school term, testing date or date of a course completion certificate, must be before the change in status.

All degree graduates must submit an intent to graduate. The CCAF Advisor or Education and Training Section (E&TS) staff submits the CCAF Student Action Request to nominate the student as a degree candidate and notifies the student of candidacy status. A student is not considered for nomination as a degree candidate until CCAF receives all required documentation, which includes the completed CCAF Student Action Request nominating the student for graduation, official transcripts, military course completion certificates, and/or other source documents prior to the published class cutoff date. All degree program requirements (reflected on the graduation audit) must be completed and all transcripts must be received at CCAF prior to submitting the intent to graduate.
Students should consider the time necessary for grade processing for courses completed at other institutions, scoring processes for nationally recognized examination programs, and transit time for official transcripts needed for credit in-transfer decisions. After a student meets all requirements, the college notifies the nominating E&TS of degree completion.

All degree requirements must be satisfied before separation, retirement or commissioning and a student must have been registered in a degree program before that date. The completion date of the final school term, testing date or date of a course completion certificate, must be before the change in status.

CCAF graduates students each business day of the year. Diplomas are incrementally mailed to the E&TS to hand-out to graduates.

Center for Strategy and Technology (CSAT)

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

MASTER OF AIRPOWER STRATEGY AND TECHNOLOGY INTEGRATION (MSASTI)

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Master's Degree
- Air Force Credential:
    - Intermediate Developmental Education (IDE) for 0-4 students
    - Senior Developmental Education (SDE) for 0-5 students
- Joint Credential: None - Students must complete JPME I or JPME II by other means

Known as the Blue Horizons Program, the Master of Science in Airpower Strategy and Technology Integration is a Chief of Staff of the Air Force-chartered program for a hand-selected group of 16 majors, lieutenant colonels, and colonels. Participants complete a 10-month resident research seminar focused on the intersection of airpower strategy and technology. Students examine the evolution of airpower, strategy, and technology, including existing and emerging capabilities. Their research addresses future challenges to the U.S. Air Force and potential solutions. Students produce individual research theses and group projects that answer a research question posed annually by the Chief of Staff of the Air Force.

Program Learning Outcomes (PLOs)

Graduates can...

- Deliver and test prototypes that reveal the feasibility and advisability of further pursuit.
- Lead positive disruptive change in the application of air, space and cyber power to contemporary global challenges. Innovate within military organizations as battle-ready entrepreneurs, addressing problems that emerge at the intersection of strategy and technology.

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.

Duration

The Blue Horizons program is 10 months ofresident graduate-level study (no distance learning).

Program 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. The curriculum is composed of a blend of academic texts, classified briefings, and interactive workshops to help students develop and test their projects.

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 Director of the Blue Horizons Program will then notify each candidate of his/her selection and enrollment.

Graduation Requirements

Students in the 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: 30 books for seminars and approximately 7,500 pages of individual research, 4) Writing Load: 6-8 weekly class papers (2-5 pages each), and 5) Approximately 110 hours of scheduled background briefings and external workshops.

Plan of Study: MSASTI

Course Number and Title	Credit Hours
BH5001 Metacognition	**3**
BH5002 Research and Methods	**2**
BH5003 Technology	**3**
BH5005 Employing Airpower	**4**
BH5006 Strategy	**3**
BH5007 Regional Studies	**2**
BH5011 Field Study #1	**3**
BH5012 Field Study #2	**3**
BH5013 Field Study #3	**3**
BH5020 Research and Initial Prototyping	**9**
TOTAL (MSASTI)	**35**

Course Descriptions

BH5001 Metacognition **3 Credit 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. Books are interleaved with other curriculum throughout the academic year to help students draw connections between topics to achieve program outcomes.

BH5002 Research and Methods **2 Credit 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 introduced to different methodologies such as qualitative and quantitative research, as well as the application of the scientific method to the pursuit of military innovation. Working with external stakeholders, students will be introduced to contemporary military test and evaluation processes as well as Air Force simulation and wargaming resources. Some attention will be paid to the pitfalls of group think, faulty assumptions, unverified data, and the difference between causality and correlation in analyses. Drawing inspiration from strategic challenges, students will be assessed on their ability to generate novel research designs, collect data, evaluate results, and concisely summarize their conclusions.

BH5003 Technology **3 Credit 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. This content is paired with private sector insights on innovation and technological advancement.

BH5005 Employing Airpower **4 Credit Hours**

This course will provide a comprehensive review of how airpower will be utilized in modern conflicts. Starting with the origins of airpower, this course will cover how this source of military strength has evolved to meet contemporary challenges. This will extend beyond traditional platforms, emphasizing the role of space, cyber and other domains in reshaping how force is utilized to achieve effects. Outside of classroom assignments, students will receive extensive briefings on contemporary platforms and operational plans, new and emerging technology, as well as adversary capabilities to counter our forces. This will be coupled with a review of contemporary challenges associated with the use of airpower as well as gaps in how the use of force has been conceptualized. Students will be assessed on their ability to evaluate current force structures, critique the development of new platforms, and to identify novel approaches to achieving effects in contested domains.

BH5006 Strategy **3 Credit 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. Students will also analyze how strategy is treated in the private sector, with case studies to highlight how entrepreneurs turn innovation into change.

BH5007 Regional Studies **2 Credit 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. This course primarily covers Russia, China, and the Middle East. 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 Credit 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 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 Credit 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 Credit Hours**

At this critical point in the course, students continue developing their networks and learning about differing approaches to innovative thinking. During this TDY, students must also 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 Credit 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 Credit 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.

Curtis E. LeMay Center for Doctrine Development and Education (LeMay Center)

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

Ira C. Eaker Center for Leadership Development (Eaker Center)

https://www.airuniversity.af.edu/Eaker-Center/

JOINT FLAG OFFICER WARFIGHTING COURSE (JFOWC)

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The Joint Flag Officer Warfighting Course (JFOWC) prepares one- and two-star general officers of the six 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 (CLOs)

As directed by CJCS 1800.01F 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

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MAAFNJ007). In general,

- Attendance is limited to 19 Service Chief selected O-7s, 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.

Completion Requirement

Attendance

Plan of Study

Content Area/Block/Module	Contact Hours*
National Security Strategy	**3**
National Planning Systems and Processes	**4**
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	**4**
Strategic Leader Development	**4**
TOTAL (JFOWC)	**43**

** Approximately 60% of the above Contact Hours include discussions on Great Power Competition (GPC), pacing threats and/or Joint Warfighting Concept (JWC)*

Content Area Descriptions

National Security Strategy **3 Contact Hours**

1. Role of Congress in military affairs and how Congress views the military.
2. Role of military leaders in developing national political objectives.
3. Four elements of national power and how the elements are used during a crisis.
4. Relationship between multiple strategic and military end states and how they differ and influence stability operations and redeployment.

National Planning Systems and Processes **4 Contact Hours**

1. Role of joint doctrine as it applies to operations planning, mobilization, deployment, employment, sustainment, and redeployment.
2. Effect of time, coordination, policy, politics, doctrine, and national power on the planning process.
3. Joint strategy development and operational planning process.

National Defense Strategy **4 Contact Hours**

1. How the military operationalizes the national defense strategy to address strategic challenges by setting priorities among competing capabilities.
2. 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**

1. The combatant commander's perspective and the role of subordinate commanders in developing, deploying, employing, and sustaining m
2. Roles, relationships, and functions of the president, Secretary of War chairman of the Joint Chiefs of Staff, combatant commanders, secret departments, and the service chiefs as related to the national military strategy.

Theater Strategy and Campaigning **16 Contact Hours**

1. Role of the unified commander in developing theater plans, policies, and strategy.
2. Complexities of interagency coordination and support in campaign planning and execution of military operations.
3. Challenges and opportunities that may accrue from the combatant commander's regional focus and an ambassador's country focus.
4. 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 4 Contact Hours

1. Describes how theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
2. Comprehends the impact of national agencies that support the theater commander's requirements for information operations on national security issues.
3. 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.
4. Comprehends the importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.
5. 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 warfighting efforts.

Strategic Leader Development **4 Contact Hours**

1. Challenges of command at the three- and four-star levels.
2. Leadership challenges in a coalition environment.
3. Leadership challenges in working with and understanding interagency cultures.
4. Ethical decision making and its effect on the operational environment and success in achieving military objectives.

COMBINED FORCE AIR COMPONENT COMMANDER (CFACC) COURSE

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The Combined Force Air Component Commander (CFACC) 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 (CLOs)

As directed by CJCSI 1800.01F 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

CFACC is delivered in five academic days and is offered three times per year.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MCADRE007). In general,

- 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.
- Selected international military personnel also attend on a limited basis..

Completion Requirement

Attendance

Plan of Study

Content Area/Block/Module	Contact Hours
Leadership	**8.5**
Joint Functions	**3.5**
Strategic Context	**6**
External Relationship	**7**
Roles, Responsibilities, Processes, Products, Authorities	**13**
TOTAL (CFACC)	**38**

Content Area Descriptions

Leadership **8.5 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 **3.5 Contact Hours**

The related capabilities and activities grouped together to help the theater- level commanders integrate, synchronize, and direct joint operations.

Strategic Context **6 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, electro- magnetic and information activities that must be integrated as needed with kinetic effects.

External Relationships **7 Contact Hours**

Theater-level commanders understanding and appreciating the myriad of key relationships external to the organization that are critical to success. High- lighting the bidirectional nature, the difficulty in building/maintaining, they need to be built early and at the appropriate level.

Roles, Responsibilities, Processes, Products, Authorities **13 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 (SJIOAC)

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The Senior Joint Information Operations Applications Course (SJIOAC) prepares selected general/flag officers and senior executive civilians of the six services and the DoW to apply informational power across the competition continuum to deliberately leverage the inherent informational aspects of activities as well as plan and execute operations in the information environment. The course also includes interagency attendees.

The course is tailored to provide senior leaders with a broad perspective of information operations (IO) 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 Learning Outcomes (CLOs)

As directed by CJCSI 1800.01F 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

SJIOAC is delivered in five academic days and is offered twice per year.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MCADRE006). In general,

- Attendance is limited to 17 Service Chief selected O-7s, O-8s, or civilian equivalents.
- Waiver authority to attend the course belongs to the Service General Officer Management Offices (General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of War (OSW) Civilians.

Completion Requirement

Attendance

Plan of Study

Content Area/Block/Module	Contact Hours*
Information Operations Core Knowledge	**4**
Doctrine and Policy	**3**
Joint Planning Process	**1**
Information Forces (IF) • Information Forces • Military Information Support Operations (MISO) • Military Deception (MILDEC) • Public Affairs (PA) • Intelligence Support to IO • Electromagnetic Spectrum Operations (EMSO) • Space Operations • Cyberspace Operations	**7**
Legal	**1**
COCOM/National Strategic Perspectives	**2**
Public Diplomacy	**1**
Interagency	**2**
Coalition/International Perspectives & Integration	**2**
Case Studies	**6**
Technology and Cross /Domain Integration	**3**
TOTAL (SJIOAC)	**32**

** Approximately 60% of the above Contact Hours include discussions on Great power Competition (GPC), pacing threats and/or Joint All Domain Operations (JADO)*

Content Area Descriptions

Information Operations Core Knowledge **4 Contact Hours**

- Describe the information environment, the information joint function, and define IO.
- Describe IO considerations across the Range of Military Operations (ROMO).
- Comprehend the nature of warfare in the information age.
- Comprehend the implications of IO effects across multiple domains.

Doctrine and Policy **3 Contact Hours**

- Recognize service doctrine for IO and infer possible differences from joint doctrine.
- Summarize the approach to IO outlined in Joint Publication (JP) 3-4, Information in Joint Operations and JP 3-0, Joint Operations.

Joint Planning Process **1 Contact Hour**

- Comprehend the integration of IO in the JPP to other lines of operations.
- Recognize the relationships between kinetic and non-kinetic targeting in IO.

Information Forces **7 Contact Hours**

- **Information Forces**
  - Define/describe the IFs to include limits/constraints.
  - Define intelligence requirements for the IF.
  - Define threats to each IF.
- **Military Information Support Operations**
  - Describe the planning, operational considerations unique to this IF.
  - Identify the challenges and factors that must be accounted for during MISO planning and execution.
- **Military Deception**
  - Describe the planning, operational considerations unique to this IF.
  - Identify planning factors for MILDEC.
- **Public Affairs**
  - Describe the impact of various technologies that create opportunities and vulnerabilities to influence.
  - Describe the planning, operational considerations unique to this IF.
  - Discuss the role of media (print, social media, web based, and broad- cast) in shaping the information environment and how to use media to support IO.
- **Intelligence Support to IO**
  - Describe decision-making methods used by adversaries and potential adversaries.
  - Discuss intelligence requirements as they relate to IO.
  - Comprehend the adversary/threats/non-adversary competition in the information environment.
- **Electromagnetic Spectrum Operations**
  - Explain US/Allied reliance on the electromagnetic spectrum as a maneuver space.
  - Comprehend the implications of IO effects across the Electromagnetic Spectrum (EMS), to include multinational and "nongeographic" aspects.
- **Space Operations**
  - Describe the space domain and space architecture/assets critical to IO.
  - Discuss the integration of space operations IO.
- **Cyberspace Operations**
  - Describe how to evaluate Courses of Action (COA) relating to cyberspace Operations Actions and Activities (OAA).
  - Describe the cyberspace domain as it is/should be used in IO.

Legal **1 Contact Hour**

- Describe the process for the warfighter to request and be granted authorities.
- Describe key provisions in standing rules of engagement, policy, statutes, international law, and constitutional law that shape operations in the information environment.

Combatant Commander's IO Perspective **2 Contact Hours**

- Comprehend Combatant Commander's perspective in developing guidance to conduct IO during both steady state operations and contingency operations.

National Strategic Perspective **1 Contact Hour**

- Describe key national authority and rules of engagement issues which could impact the joint/combined force, including national policies/ prerogatives, information sharing, and titles.
- Comprehend National Strategic guidance which drives strategic IO objectives.

Public Diplomacy **1 Contact Hour**

- Identify Department of State perspective of Department of War IO.
- Describe recent public diplomacy efforts, their effectiveness, lessons learned, and efficacy.
- Discuss issues of military support to public diplomacy.

Interagency **2 Contact Hours**

- Describe interagency organizations and their responsibilities regarding IO and discuss common misconc s concerning the capab teragency.
- Comprehend how DoWcan utilize/incorporate non-DoWcapabilities.

Coalition/International - Perspectives & Integration **2 Contact Hours**

- Explain the IO perspectives, capabilities, limitations of our coalition partners.
- Discuss selected non-US approaches to IO and their implications for US national security.
- Discuss the challenges and opportunities to operate in a coalition environment with regard to IO.

Case Studies **6 Contact Hours**

- Identify techniques to counter adversary propaganda activity (either against US/Coalition or general populations).
- Examine case studies of adversarial use of IO.

Technology and Cross Domain Integration **3 Contact Hours**

- Discuss how current and future technologies can potentially impact human automated decision making.
- Examine integration of IFs with other kinetic and non-kinetic operations, and their application in the operational domain.

CYBERSPACE OPERATIONS EXECUTIVE COURSE (COEC)

Program Attributes

- Category: Professional Development Opportunity (PDQ)
- Modality: Resident
- Academic Credential: Contact hours

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.

Program Learning Outcome (PLOs)

As directed by CJCSI 1800.0lF 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 two-day course is offered twice each year: once for 0- 7/0-8 participants and once for 0-9/0-10 participants.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MCOEC0Ol). In general,

- Attendance is limited to 19 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, 0-1 Os, 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 War (OSW)civilians.

Completion Requirement

Attendance

Plan of Study

Content Area/Block/Module	Contact Hours*
National Instruments of Power	**9**
Senior Government Perspectives	**6**
Private Sector Perspectives	**1**
TOTAL (COEC)	**16**

** A portion of the above Contact Hours include discussions on Great power Competition (GPC), pacing threats and/or Joint All Domain Operations (JADO)*

Content Area Descriptions

National Instruments of Power **9 Contact Hours**

1. Comprehend the interconnected nature of the national instruments of power and their relationship to cyberspace.
2. Analyze how specific policy decisions have affected Cyberspace Operations in support of national strategy.
3. Appreciate the roles of Diplomacy, Information, the Military and the Economy in creating policy.

Senior Government Perspectives **6 Contact Hours**

1. Comprehend the range of capabilities the DoW has in the cyberspace domain, including offensive, defensive, and support capabili
2. Analyze the synergistic applicati cyber and non-cyber capabilities in other domains.
3. Articulate the manner in which DoW cyberspace functions can be executed to achieve effects in support of national sec bjectives.

Private Sector Perspectives **1 Contact Hours**

1. Analyze the effects of current national cyber security policy on various elements of the private sector, including financial and technology industries.
2. 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.
3. Value academia's contributions to the overall understanding cyberspace.

CONTINGENCY WARTIME PLANNING COURSE (CWPC)

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The 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.

Program Learning Outcome (PLOs)

Demonstrate the ability to employ the concepts, principles, and methodologies of contingency and execution planning.

Faculty

The course is taught by highly experienced instructors with a wide range of planning experience in operational specialties.

Duration

The course is delivered in ten academic days.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MCADRE002). In general,

- 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 0-5 and civilian equivalents.

Completion Requirement

Students must achieve an 80% or better to graduate.

Plan of Study

Content Area/Block/Module	Contact Hours*
IP100 Strategic Guidance	**5.5**
IP200 Concept Development	**2**
IP300 Plan Development	**15**
IP400 Plan Assessment	**2**
IP500 Exercises	**41**
TOTAL (CWPC)	**65.5**

** Approximately 50% of the above Contact Hours include discussions on Strategic Deterrence, Air Force Force Generation (AFFORGEN), Agile Combat Employment (ACE), and pacing threats.*

Content Area Descriptions

IP 100 Strategic Guidance **5.5 Contact Hours**

The strategic guidance curriculum presents an overview of CWPC and begins the process of comprehending how strategic guidance, direction, and policy influence contingency and execution planning.

IP 200 Concept Development **2 Contact Hours**

The concept development curriculum provides an overview of key topics that form the foundation of operational design and campaign planning concepts of operation.

IP300 Plan Development **15 Contact Hours**

The plan development curriculum introduces Air Force operations planning (contingency, execution, and adaptive planning), Unit Type Codes (UTC), 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 **2 Contact Hours**

The plan assessment curriculum provides an overview of the plan assessment function during contingency and execution planning processes.

IP500 Exercises **41 Contact Hours**

The exercises curriculum will be used to combine knowledge gained during platform instruction with real-world experiences shared by fellow students. The exercise curriculum will culminate with a muti-day scenario which brings together all aspects of contingency wartime planning into an instructor facilitated wargame employing ACE and AFFORGEN concepts.

JOINT AIR OPERATIONS PLANNING COURSE (JAOPC)

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The Joint Air Operations Planning Course (JAOPC) is designed to educate Airmen from joint 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 provides students with an in-depth understanding of the joint planning process for air (JPPA) at the operational level of warfare with a comprehension of Service force presentation capabilities and how they contribute to the joint air operation. Students gain an understanding of the JFACC's roles, planning responsibilities, fundamental concepts, and principles. Graduates will comprehend key adversary capabilities and strategies in an Integrated Deterrence (ID) scenario and will

demonstrate the ability to articulate a joint vision for Joint All Domain Operations (JADO) solutions.

Program Learning Outcomes (PLOs)

1. JAOPC prepares students to serve as planners on a JFACC/COMAFFOR's staff.
2. Graduates understand the fundamental concepts, principles, and doctrine required to develop Joint air operations.

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

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MCADRE003). In general,

- 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 and sister-service personnel. 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.

Completion Requirement

Students must achieve an 80% or better to graduate.

Plan of Study

Content Area/Block/Module	Contact Hours*
Block I JPPA	**45.5**
Block II ID and JADO	**5**
Block III Planning Considerations	**14**
TOTAL (JAOPC)	**64.5**

** Approximately 60% of the above Contact Hours include discussions on integrated deterrence (ID), pacing threats and/or Joint All Domain Operations (JADO).*

Content Area Descriptions

Block I JPPA **45.5 Contact Hours**

Block I educates Airmen on how to utilize the Joint Planning Process for Air to develop a Joint Air Operations Plan.

Block II ID and JADO **5 Contact Hours**

Block II educates Airmen on operations across the competition continuum to include the strategy, force design, and warfighting approaches of key adversaries.

Block III Planning Considerations **14 Contact Hours**

Block III educates Airmen on the basics of Service and joint doctrine concepts as they apply to joint air operations planning.

JOINT TASK FORCE STAFF BASIC COURSE (JTFSBC)

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The Joint Task Force Staff Basic Course (JTFSBC) is a Joint Staff, J7 accredited joint course and is a tailorable, doctrine-based, focused educational framework for USAF personnel and HQ elements selected to be deployed and/or employed as a JTF HQ. The course teaches the Joint Planning Process (JPP) through academics and real-world practicums to produce joint-capable planners and warfighters to operate effectively across all staffs/services in joint, coalition, and interagency environments. The objective is to enable Airmen to demonstrate the ability to execute the joint processes conducted by a JTF HQ Staff. The course addresses several educational needs that are not available in a single, "just in time" format elsewhere and prepares selected Air Force personnel to rapidly transition with their counterparts to an operational-level JTF mission and lead within the JTF HQ Staff. In addition to learning the JPP, JTFSBC students will graduate with an understanding of Joint All-Domain Operations (JADO), command relationships, the joint functions, and the production of five-paragraph orders. Within the context of the JPP, JTFSBC graduates also receive exposure to Agile Combat Employment (ACE) operations, the Mission-Ready Airman concept, Mission Command, Mission-Type Orders and the importance of synchronizing joint capabilities to prevail in uncertain environments against current strategic competitors and future near-peer threats. The curriculum is focused on processes, activities and tasks performed by JTF HQ staff with lesson materials derived from established JTF HQ Joint Mission Essential Tasks (determined by Joint Staff J7). The course is 74.5 hours broken into two, five-day academic periods. This course is documented as a certified joint course and awarded 1.5 Joint Qualified Officer (JQO) points.

Program Learning Outcomes (PLOs)

Airmen will …

1. Demonstrate the ability to employ the joint concepts, functions, and management processes utilized by a JTF headquarters to command-and-control joint operations.
2. Summarize how strategic guidance, doctrine, and policy influence the forming and organizing of a JTF.
3. Express how joint functions enable operations.
4. Associate how JTF management processes enable joint operations.

5. Apply the joint concepts, functions, and management processes used by a JTF headquarters to command-and-control joint operations through practical exercises.

Faculty

The course is taught by highly experienced military and civilian instructors with a wide range of staff, planning, and operations experiences across a broad span of specialties. Faculty instructors must complete formal joint planning courseware prior to certification.

Duration

JTFSBC consists of 69.5 contact hours.

Eligibility

For eligibility and additional information, refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/SitePages/Home.aspx?isdlg=1 (ETCA Course ID: MCADRE012). In general:

- JTFSBC is available for Airmen in grades E-5 through 0-6; others by exception based on operational need. LeMay Center Warfighting Education Director is the waiver authority.
- JTFSBC quotas for in-residence courses are allocated IAW USAF, AU and LeMay Center policy.
- Nominations to attend this course may also be generated by a deployment tasking requiring USAF or USSF member to deploy as an Individual Augmentee (IA) to a Joint Manning Document (JMD) Joint HQ billet.
- Deployer enrollments are managed by 2 AF/A3X.
- The LeMay Center may provide Mobile Education Team (MET) support to MAJCOM, Numbered Air Force (NAF), and Air Component Staffs, Air Force Reserve and Air National Guard units at their location as resources permit and as approved by the Director of Warfighting Education to meet force needs.

Completion Requirements

Students must successfully complete all exercises and assignments and achieve an 80% or better on block tests to graduate.

Plan of Study

Content Area/Block/Module	Contact Hours*
IP-100 Series: Forming and Organizing Concepts	4.5
IP-200 Series: Joint Functions	9.0
IP-300 Series: Joint Operation and JTF Management Processes	14.25
IP-400 Series: Application Exercises (Practicum)	41.75
TOTAL (JAOPC)	**69.5**

** Approximately 60% of the above Contact Hours include discussions on Great power Competition (GPC), pacing threats and/or Joint All Domain Operations (JADO).*

Content Area Descriptions

The curriculum presented is a combination of doctrine and existing Combatant Command (CCMD) operational-level work products and processes (plans, orders, readiness reviews, assessments, targeting, fires, sustainment, and intelligence) with instructional periods presented as Informal Lecture or Seminar Exercise. The courseware has been designed to be area of responsibility (AOR) and CCMD agnostic. Since doctrine is mostly static but the work products (typically classified) are retrieved from the AOR or CCMD that is the focus of the JTF, adaptation is quickly achieved. The course currently consists of 1.5 hours Administrative time, 27.75 hours of Informal Lecture, 41.75 hours of Seminar, and 5 hours of Assessment.

IP-100 Series: Forming and Organizing Concepts **4.5 Contact Hours**

The forming and organizing concepts curriculum present an introduction to the joint task force entity and the strategic guidance, icy that influence the forming and organizing of a JTF. Since the Department of War (DoW) relies primarily on Service component HQs to adapt with little or no notice into nder crisis conditions, students must understand the guidance that enables the newly designated JTF HQ to access additional resources that are not organic to the core Service HQ.

IP 200 Series: Joint Functions **9 Contact Hours**

The joint functions curriculum provides an understanding of how joint functions help JFCs integrate, synchronize, and direct joint operations. These functions are common to joint operations at all levels of warfare and fall into seven basic groups-C2, information, intelligence, fires, movement and maneuver, protection, and sustainment. Some functions, such as C2, information, and intelligence, apply to all operations. Others, such as fires, apply as the JFC's mission requires. Students are exposed to several subordinate tasks, missions, and related capabilities that help define each function, and learn how some could apply to more than one joint function while collectively enabling joint operations.

IP-300 Series: Joint Operation & JTF Management Processes **14.25 Contact Hours**

The joint operation and JTF management processes curriculum builds on the forming and organizing concepts and joint functions curriculums through a series of joint planning, intelligence, information operations, and sourcing process lessons . The JTF and staff use several processes that support the JTF's requirements, activities, and products. Three of these processes-JTF Information Management (IM), the commander's decision cycle, and the HQ battle rhythm-are especially important for the efficient management of day-to-day HQ operations. Collectively, this curriculum allows the student to understand the processes they will use to conduct operations during assignment/attachment to a joint organization.

IP-400 Series: Application Exercises (Practicum) **41.75 Contact Hours**

The application exercises curriculum allows students the opportunity to apply the joint concepts, functions, and management processes learned throughout the course. The lessons in this curriculum build up to a capstone practicum event where student planning teams respond to a provided operation or geographic command-specific problem set and create a plausible solution. The process followed by students as they solve their assigned problem is the same used by a Joint Task Force (JTF) headquarters to command-and-control joint operations.

ACADEMIC INSTRUCTOR COURSE (AIC)

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: None

Program Description

The Academic Instructor Course (AIC) prepares faculty to plan, develop, instruct, and manage academic instruction. The curriculum requires extensive reading and writing and moderate research. Several instructional methods are taught.

Course Learning Outcomes (CLO)

Demonstrate foundational instructional planning, instructional delivery, and academic assessment.

Student Learning Outcomes (SLOs)

1. Select appropriate instructional strategies and develop curriculum that addresses the diverse needs of students
2. Apply communication and presentation methods to ensure students meet objectives
3. Develop Evaluation instruments that address the diverse needs of students.

Faculty

The AIC is taught by experienced Eaker Center faculty with a minimum of a bachelor's degree

.

Duration

The AIC course length is 10 academic days.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MCPD001).

Graduation Requirements

Students must master concepts and techniques of instruction and course management processes to enhance learning; meet all grading standards and complete all program requirements.

Plan of Study

Content Area/Block/Module	Contact Hours
Administration	**4**
Instructional Planning	**30**
Instructional Delivery	**13**
Assessment	**1**
Practicum/Capstone	**32**
TOTAL (AIC)	**80**

Course Description

MCPD00l Eaker Center Academic Instructor Course **80 Contact Hours**

This course prepares its graduates for instructor and educational management duties across the enterprise. AIC consists of a comprehensive and fast-paced two-week course requiring moderate research in instructional planning, instructional delivery, and assessments. Major curricular areas are adult learning theory, instructional design, teaching methods, instructional technology, and evaluation. The course is student-centered, focused on active learning for the adult student. Most of the class time is devoted to significant student interaction. Students write level-of-learning objectives, plan and present teaching lessons, and associated assessment items. Students must demonstrate the ability to plan, organize, and present instructional lessons, including mastering the content of the lesson presented. Students are assessed through performative teach-backs on a continuum of strategies ranging from teacher-led instruction to student-centered facilitation.

Emphasis is placed on applying inquiry learning theory to maximize Warfighter engagement, create a collaborative learning environment, and equip instructors with a plethora of facilitation tools.

Students are encouraged to develop lesson plans applicable for use at their teaching location. To culminate the AIC experience, students will complete a summative project-based assignment incorporating instructional planning, instructional delivery and assessment through a performative teach-back.

AIR FORCE CULTURE AND LANGUAGE CENTER(AFCLC)

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Distance Leaming
- Academic Credential: 3 semester hours per course, undergraduate level
- Air Force Credential: None

Program Description

The AFCLC serves as the AF focal point for creating and executing programs that sustain the career-long development oflinguistically, regionally, and culturally competent Airmen to meet the Service's global mission. In addition to providing subject matter expertise and support for Air Force Language, Regional Expertise, and Culture (LREC) governance, the AFCLC designs, develops, and delivers LREC familiarization education to AU officer, enlisted, and accessions programs, alongside pre-deployment and expeditionary training and training products, and LREC training, education, and sustainment for the GPF and other DoWand USG partners.

Curriculum for courses typically consist of online distance-learning covering the principles of culture for immediate use by Airmen. The courses are executed multiple times per year and host hundreds of students per course offering. They are configured to provide college sophomore level academic education (equivalent to social science) credit appropriate for application to the requirements of the Community College of the Air Force's (CCAF) Associate of Science degree programs. Courses are offered through the AU Leaming Management System (LMS) and delivered to students around the globe.

Program Learning Outcomes (PLOs)

Graduates can...

1. Integrate the concepts, mindsets, and skillsets of Cross-Cultural Competence (3C) to communicate, relate, and negotiate effectively across cultures,
2. Explain fundamental concepts and principles of culture and communication that are essential to 3C,
3. Illustrate awareness of mindful practices and demonstrate core attitudes of 3C,
4. Apply 3C skillsets to analyze intercultural events in order evaluate cultural differences in context and generate appropriate solutions.

Faculty

A graduate level instructor/facilitator guides the students through the semester.

Duration

Course sessions are approximately 16 weeks.

Eligibility

All enlisted members of the US Armed Forces (active-duty, Reserve Component & National Guard) who are enrolled in the Community College of the Air Force (CCAF) program are eligible to take these courses.

Admissions Requirements

Both programs are voluntary and perpetual continuing education initiatives as part of Air University's ongoing commitment to appropriately integrate Language, Regional Expertise and Culture (LREC) into its education and training activities serving the general-purpose force.

Completion Requirements

Students must meet all academic requirements and achieve a grade of "C" or higher to graduate.

Course Descriptions

CLTR201 Introduction to Culture 3 Semester Hours

The Introduction to Culture (ITC) course is a fully online, hybrid, lower-level undergraduate class without prerequisites, designed specifically as an interdisciplinary social science course grounded in anthropology, cross-cultural communication, social and cognitive psychology, political science, and cultural geography. By synthesizing and leveraging knowledge and approaches from these academic fields, this course equips students with tools to improve their skills of observation and their ability to orient to new and/or changing situations through a unique experience. Therefore, the student can demonstrate how to improve mission success by identifying the impact of culture on perception and behavior, understanding a situation from different perspectives, and predicting the consequences of cross-cultural interactions.

CLTR202 Introduction to Cross-Cultural Communication 3 Semester Hours

The Introduction to Cross Cultural Communication (CCC) course is a lower-level undergraduate, fully online, hybrid, asynchronous, interdisciplinary social science course. CCC is grounded in anthropology, communication, social and cognitive psychology, and cultural geography. By synthesizing and leveraging knowledge and approaches from these academic fields, this course prepares the learner with critical thinking competencies to improve their skills of observation and

their ability to orient new and changing situations. In addition, this course develops the learner's perception on how to improve mission success by identifying a culture's effects on communication and behavior, articulating situations from different perspectives, predicting outcomes of cross-cultural interactions, and exercising effective discretion in communicating cross-culturally.

CLTR203 Introduction to Cultural Domains **3 Semester Hours**

The Introduction To Cultural Domains course is a lower-level undergraduate class without prerequisites, designed specifically as an interdisciplinary social science course grounded in anthropology, cross-cultural communication, social and cognitive psychology, political science, and cultural geography. Students will approach these topics through an analysis of the cultures of the United States, China, and Russia. By combining knowledge and approaches from these academic fields, this course equips students with tools to improve their skills of observation and their ability to orient new and/or changing situations in the current geopolitical order. This course provides a unique experience that is both academic and practical.

COMMANDERS PROFESSIONAL DEVELOPMENT SCHOOL (CPDS)

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The Commanders' Professional Development School (CPDS) is aligned under Air University's Ira C. Eaker Center for Leadership Development. CPDS delivers professional continuing education to Total Force officer, civilian, and enlisted populations across the Department of the Air Force. CPDS oversees Pre-Command Team Training (PCTT), the Leader Development Course (LDC) for Squadron Command, and the First Sergeant Academy (FSA), graduating approximately 3,200 students annually. PCTT prepares colonels and chief master sergeants for wing- and group-command-team positions and comprises six subcourses, including Command Team Course Weeks 1 and 2, the Senior Materiel Leader Course, Command Chiefs Course, Spouses Course, and Medical Commander Team Course. PCTT offers five annual iterations at Maxwell AFB, graduating approximately 700 students. It also offers an Emergency Operations Center Director Course seven times each year at Maxwell AFB, graduating approximately 200 students. LDC focuses on the human domain and prepares future squadron leaders to thrive in command. LDC offers 14 annual iterations at Gunter Annex, graduating approximately 1,600 students. FSA trains, educates, and develops selected senior NCOs to serve as first sergeants. FSA offers seven annual iterations at Gunter Annex, graduating approximately 700 students who earn the 8F special duty identifier and the privilege of wearing the first sergeant diamond.

Program Learning Outcomes (PLOs)

Graduates can...

1. Prepare updates on critical issues affecting command teams, leaders, their people, their mission, and their individual roles and responsibilities.
2. Summarize pertinent information on leadership and ethical considerations in the decision-making process.
3. Give examples of practical skills that may be used to enhance the immediate effectiveness

of new command teams.

Faculty
The program is delivered by highly experienced faculty.

Duration
Course duration varies and is listed in each course description.

Eligibility/Target Audience
Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (the ETCA course numbers are listed in the course descriptions below). The target audience for PCTT are Colonels and CMSgts who were recently selected for a wing or group level command position. LDC's target audience are Wing Commander nominated officers, SNCOs and Civilians who are on-track to fill squadron level command positions. FSA's target audience are the SNCOs selected for First Sergeant career field.

Completion Requirements
Students must comprehend the major concepts and processes to deal with leadership, management, and command issues.

Course Descriptions

MLMDC800 USAF Command Team Course (Week 1) 40 Contact Hours
This five-day course introduces command team roles and responsibilities required to perform their leadership roles. It focuses on ensuring command teams receive a sound foundation and tools needed for success across the major performance areas to meet their responsibilities to the DAF and Joint Force at home station and abroad.

MLMDC875 USAF Command Team Course (Week 2) 24 Contact Hours
This three-day course strengthens command team effectiveness in streamlined organizational structures with reduced echelons. It emphasizes the critical leadership and integration skills needed to effectively lead within the wing and connect internal wing capabilities with external partners, fulfilling DAF and Joint Force requirements both at home station and in deployed environments.

MLMDC813 Emergency Operations Center Director Course 24 Contact Hours
This three-day 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. The curriculum is designed to encourage an exchange of ideas, experiences, problems and solutions, with significant instructor facilitation/feedback.

MLMDC850 Leader Development Course for Squadron Command 67 Contact Hours
This eight-day course, developed in response to CSAF's Squadron Revitalization initiative, equips and inspires Airmen and Guardians to thrive in command. Crafted for future squadron leaders approximately 6 months to 3 years prior to their first squadron leadership position. Including:

officers 9-16 years commissioned service (completion of SOS mandatory for active-duty), E-7 to E-9, GS-13 and above and Volunteer Lead Spouses. 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.

MLMDC872 USAF Medical Commander Team Course 16 Contact Hours

This two-day course prepares Tier 2 Medical Group (MDG) commander and Senior Enlisted Leandrs (SEL) selects to meet the responsibilities of MDG leadership and introduces students to their roles as a command team of an MDG within the framework of Department of the Air Force (DAF) policy. It also provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Students are provided an update on current Air Staff policies and procedures associated with command. Students discuss issues and problems with key staff members as well as their peers in a seminar environment. Students will also discuss the relationship and teamwork between maintenance, operations, mission support, medical and logistics support, and applicable policies, training, discipline, and enforcement standards essential to generating safe and reliable air and space power. In addition, students will discuss teaming approaches and functional mission generation challenges. Course is eligible for CME/CNE credits.

MLMDC874 Senior Materiel Leader Course 58 Contact Hours

This four-day course provides newly matched Senior Materiel Leaders a better understanding of the environment, responsibilities, and resources required to enhance their effectiveness in meeting program and unit mission requirements.

MLMDC878 USAF Wing Command Chief Course 16 Contact Hours

This two-day course provides newly matched Senior Materiel Leaders a better understanding of the environment, responsibilities, and resources required to enhance their effectiveness in meeting program and unit mission requirements.

MFSA8F000 USAF First Sergeant Academy Total Force In-Residence 217 Contact Hours The AF First Sergeant Academy (FSA) is a leadership development and technical training course designed to train, educate, and develop select senior noncommissioned officers to serve as United States Air Force first sergeants. First sergeants advise commanders on the readiness, health, morale, welfare, and quality of life of Airmen and families to ensure a mission-ready force. The FSA is a total force academy and integrates students from the active duty, Air Reserve, and Air National Guard components, as well as Sister Service and International Partners. Upon graduation, students are awarded the special duty identifier (SDI) 8F000 and authorized to wear the first sergeant chevron.

The resident learning course consists of 217 hours and is divided into four weeks of demanding curriculum to include First Sergeant Responsibilities, Maintenance and Discipline, Negotiation and Dispute Resolution, Resiliency Training, and First Sergeant Legal Orientation. FSA also partners with other schools across Air University and industry experts. Vectored first sergeants will attend in-resident study at Maxwell AFB–Gunter Annex, Montgomery, Alabama.

In addition, FSA offers a first sergeant additional duty seminar for each component. FSA provides oversight of the additional duty seminars to ensure core curriculum requirements are met. The areas of study include Human Resource Management, Maintenance of Discipline, and Readiness modules.

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 Airmen's understanding and compliance with unit policies, goals, and objectives
- prepare the unit's enlisted force to best execute all assigned tasks through effective written and oral communication
- maintain balance/harmony by practicing self-care throughout the first sergeant tour (personal and professional)

FORCE SUPPORT PROFESSIONAL DEVELOPMENT SCHOOL (FSPDS)

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Contact hours

Program Description

The Force Support Professional Development School (FSPDS) delivers Professional Continuing Education to Total Force officer, civilian, and enlisted populations across the A1 community and beyond. FSPDS courses reach more than 2000 students annually through both in-residence and distance learning platforms. The Force Support Enterprise Team provides PCE in the areas of FSS leadership development, Occupational Competencies, Contingency Operations, Mortuary Operations, and Civilian Personnel functional and leadership training. The Integrated Resilience Development Team provides PCE in the areas of Sexual Assault and Prevention Response, Resiliency, Military and Family Readiness, Protocol, and Violence Prevention. Each course is an independent element of the FSPDS program to develop Force Support personnel.

Program Learning Outcomes (PLOs)

Graduates can…

1. Demonstrate Force Support competencies required to effectively execute Force Support mission sets, lead people, and manage resources within both installation-level and higher headquarters staff environments.
2. Demonstrate comprehension of the Force Support Occupational Competencies required to perform the full-range of Force Support capabilities within both home-station and deployed environments.
3. Demonstrate competencies required to perform a range of highly specialized functional skills that fall under the A1 portfolio within both installation-level and higher headquarters staff environments.

Faculty

Course instruction is delivered by full-time staff and guest lecturers selected for their functional expertise, professional knowledge, performance record, practical experience, teaching ability, and availability.

Duration

Course duration varies for each course and is listed in the course entries.

Eligibility/Target audience

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (ETCA course numbers are listed in the course entries below). The overall target audience for FSPDS courses is Total Force 38F Force Support officers, Force Support Appropriated Fund civilian employees, and Force Support enlisted personnel, or those tasked with duties which fall under the A1 portfolio.

Completion Requirements

Students must meet all grading standards and requirements established for each course. All courses are stand-alone courses in the overall professional development of Force Support professionals.

Course Descriptions

MAFHRMS110 Basic Employee-Management Relations Course 23 Contact Hours

This distance learning 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 40 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.

MAFHRMS119 Labor Management Relations Course 76 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.

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 role plays to develop the knowledge and skills of Air

and Space 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 and Space Force concern. This course is intended to standardize Sexual Assault Prevention and Response (SAPR) services throughout the DoW.

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 role plays to develop the knowledge and skills of Air and Space Force Sexual Assault Prevention and Response Victim Advocates (SAPR VA). This course is intended to standardize SAPR services throughout the DoW.

MAFHRMS404 Master Resilience Trainer Course **40 Contact Hours**

This 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 exploring scientific research on resilience skills, real world applications, and effective facilitation strategies. 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. The course is offered in both in-resident and distance learning formats. 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).

MAFHRMS408 Military and Family Readiness Foundational Course **45 Contact Hours**

This course is designed to provide entry-level, human, and social services enrichment for newly assigned readiness noncommissioned officers, community readiness consultants, community readiness specialists, and reserve component program directors. The course objectives are focused on Military n and Family Readiness foundational service delivery guidance and programs to include critical thinking, strategic consultation, case management, and crisis response. Students are introduced to policy, core service programs, personal and family readiness, and self-care. The course is offered in both in-resident and distance learning formats.

MAFHRMS415 Leadership Strategies for Civilian Personnel Advisors Course **31 Contact Hours**

This 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. The course is offered in both in-resident and distance learning formats.

MFSS200 Protocol Fundamentals Course **56 Contact Hours**

This resident course provides fundamental knowledge of installation-level protocol. The course is designed to equip personnel assigned to protocol duties with the knowledge, skills, abilities, and resources to provide effective DoW-standard support appropriate to installation-level protocol offices with minimum set-up or transition time.

MFSS250 Mortuary Officers' Course **40 Contact Hours**

The Mortuary Officers' Course is a one-week, in-residence course that equips Active-Duty Force Support officers and equivalent civilians who have been appointed to fill base in-garrison mortuary officer positions with the preliminary information required to oversee and execute their installation's mortuary affairs program. The curriculum is focused on in-garrison procedures for the dignified and diligent care of our fallen servicemembers and guided communications with next-of-kin and higher headquarters. The course provides regulatory guidance and best practices for Mortuary Officers to orchestrate the full life cycle of a mortuary case, to include: the escort and transportation of remains, entitlement eligibility and dispensation, contract mortuary requirements, honor guard management, search & recovery operations, and roles and responsibilities of key players. Students will be introduced to the psychological aspects of the mortuary affairs arena and will review current case studies. The course includes a case file build exercise and PADD briefing exercise.

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 over-view; 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 **40 Contact Hours**

This distance learning-course consists of general force support contingency operations and addresses areas of concern to leaders in contingency situations, such as force bed-down 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. The Advanced Contingency Course is mandatory for 38Fs and 3F0/3F1 SNCOs assigned to Force Support Lead UTCs (RFLXH, RFLXA, RFLXB) and 38Fs assigned to UTC RFLXD.

MFSS375 Force Support Operational Leadership Course **40.5 Contact Hours**

This resident course is open to Force Support Total Force civilians, officers, and SNCOs selected as FSS Directors of Operations and Senior Enlisted Leaders. This course focuses on and provides specific skillsets to Force Support leaders that define, shape, develop, sustain, and deliver properly developed Airmen across the force. The course builds upon professional career and leadership development, while enhancing key competencies and skills to assist personnel in becoming innovative, critical, and creative thinkers and leaders at the operational level.

MFSS400 FSS Leadership Course **72.5 Contact Hours**

This blended distance learning and in-resident course provides Force Support Squadron Commanders, Civilian Directors, and Deputy Directors with squadron leader-level familiarization of A1 enduring principles and capabilities to include: key competencies, FSS organization and mission, resource management, current issues/trends in FSS mission areas, readiness, and other relevant topics. These core capabilities are necessary to serve as an FSS CC/CL/DD and an

installation's A1 strategic advisor. FSPDS faculty, senior A1 leaders, and functional experts present required material. Students also participate in open-discussion panels, seminars regarding peer and senior command experiences, real-world scenario exercises, and a capstone which brings together a culmination of the course's lessons.

MFSCC101 Basic Force Support Competency Course **33.5 Contact Hours**

This self-paced, online course provides tools, concepts, and perspectives to better prepare students to transition from tactical-level to intermediate-level responsibilities within the A1 enterprise. Utilizing the four Force Support Occupational Competencies, the course concentrates on the skills, knowledge and techniques to effectively lead, communicate, and advise their leaders, peers , and customers in a Force Support environment. The target audience is Force Support CGOs who completed IFSOC prior to March 2022, CGO crossflows who did not or will not attend IFSOC after March 2022, and FGO crossflows upgrading to 38F3 level.

MFSCC201 Intermediate Force Support Competency Course **40 Contact Hours**

This distance learning course provides tools, concepts, and perspectives to better prepare students for intermediate-level assignments and responsibilities within the A1 enterprise. Utilizing the four Force Support Occupational Competencies, the course focuses on how to analyze data to help make better decisions, the available systems and resources to help provide better service to Force Support customers, and strategies and techniques on how to communicate to their customers, leadership, and employees. The intermediate course targets Total Force 38Fs pursuing award of the Senior Badge.

MFSCC301 Advanced Force Support Competency Course **40 Contact Hours**

This distance learning course provides tools, concepts, and perspectives for the students to expand their knowledge on advanced-level responsibilities within the A1 enterprise. The course provides learners the opportunity to practice advanced application of the four Force Support competencies, preparing Force Support leaders to build a customer-focused service delivery culture, compare data-driven recommendations to make decisions, examine mission requirements and fiscal constraints to prioritize resources, and choose advisement strategies and communicate mission impacts. The target audience is Total Force 38Fs pursuing award of the Master Badge.

MFSPDS01 MRT Skilled Facilitator (OEA) **12 Contact Hours**

This three-day DL-FL seminar focuses on the fundamentals of facilitating learning objectives and creating positive learning environments for graduates of the Master Resilience Trainer Course. Students develop a philosophy of education statement and a professional growth plan.

DEFENSE FINANCIAL MANAGEMENT AND COMPTROLLER SCHOOL (DFM&CS)

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident and Virtual
- Academic Credential: Contact hours

Program Description

The Defense Financial Management and Comptroller School (DFM&CS) grounds all curricula on the DoW's requirement for a fiscally agile, operationally responsive defense resourcing enterprise poised to achieve peace through strength while restoring the Warrior ethos, rebuilding our military, and reestablishing deterrence. All courses are accredited by the National Association of State Boards of Accounta ASBA) and provide Financial Management Certification Program credit as required by DoWI 1300.26 and 10 U.S. Code § 1599d. DFM&CS provides a continuum of DoW financial ment education courses to develop skilled, inspired, and mission-oriented FM Warfighters capable of leading teams, optimizing taxpayer dollars, ensuring integrity in financial results, and providing data-driven, strategically oriented, and fiscally informed decision-advantage to DoW-wide senior leaders. The educational experience is faculty facilitated and student centric. Students engage through practical exercises, case studies, small group discussions, demonstrations/performances, and role-play scenarios to enable higher levels of learning. The school hosts numerous senior DoW leaders who add real-world, practical perspectives. The courses culminate with rigorous and realistic capstone exercise decision briefings to guest senior leaders, during which the faculty assesses student proficiency in all course learning outcomes. DFM&CS offers three courses: the Defense Financial Management Course (DFMC) and the Defense Decision Support Course (DDSC) for the DoW and Joint Force, and the Air & Space Forces Professional Financial Management Course (A&SF PFMC).

Program Learning Outcomes (PLOs)

Graduates can...

1. Understand basic requirements identification and acquisition, PPBE, fiscal law, and audit within the current strategic environment.
2. Apply leadership in accordance with mission command to maximize human capital and achieve superior outcomes.
3. Evaluate resourcing strategies that optimize taxpayer dollars and ensure integrity of financial results.
4. Create data-driven, strategically oriented, and fiscally informed decision-advantage.

Faculty

DFM&CS instructors possess degrees in finance, accounting, or related academic fields,at least five years' experience in financial, resource management, or similar areas, and extensive training in small group, student-centric learning environments. The current faculty consists of instructors representing the Army 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 typically taught 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/Target Audience

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (the ETCA course numbers are listed in the course descriptions below). In general,

- The target audience for DFMC students are DOD Financial Managers with grades O-4 and above, GS-12 and above, and E7/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 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 DAF 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 Technical and Master Sergeants with no more than 15 years of time in service who have an associate's degree and are vectored by the FM Enlisted Development Team to attend PFMC.

Completion Requirements

Participants must successfully 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 94 Contact Hours

The Defense Financial Management Course (DFMC) is a DoW/Joint course that bridges the gap between technical competencies, strategic financial management, and leadership orientation. Course learning outcomes (CLOs) include the following: Understand joint organizations, joint operations, the strategic environment, key non-DoW government entities, and great power competition; Understand requirements identification, acqms1t10ns, PPBE, and their interconnectedness in support of Warfighting concepts and Strategy through a DoW FM lens; Apply effective leadership in accordance with mission command; understand and exploit the human weapon system; Apply strategically informed decision support to create options for senior leaders through agile and mission-oriented DoW FM advice; Analyze and Evaluate data to optimize resources in support of strategic initiatives and operations while maintaining integrity in financial reporting; 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; A capstone exercise requires students to leverage all lesson learning objectives while demonstrating the course learning outco Successful completion of this course and all prerequisites fulfill educational requirements for DoW FM Level 3 certification.

MLMDC504 Defense Decision Support Course 28 Contact Hours

This 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. S sful completion of this course fulfills the Decision Support competency requirements for DoW FM certification levels 1, 2 and 3.

MLMDC505 Air and Space Force Professional Financial Management Course 91 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 acquisitio anization. The A&SF PFMC is primarily mapped to meet the educational requirements for DoW FM Level 2 certification.

AIR FORCE CHAPLAIN CORPS COLLEGE (AFCCC)

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident and Distance Learning – See course entries for specifics
- Academic Credential: Contact hours

Program Description

The curriculum provides the highest-quality professional continuing education and resources to execute religious accommodation, strengthen spiritual fitness across the force, and provide commanders with the strategic advisement required to build and sustain spiritual readiness." The Air Force Chaplain Corps College (AFCCC) conducts four Basic Chaplain Courses, two Embedded Religious Support Team Courses, two Chaplain Spiritual Leadership Courses, two Deputy Wing Chaplain Courses, two Wing Chaplain Courses, two Superintendent/Non-commissioned officers in charge (NCOIC)/Religious Affairs Courses, one Senior Chaplain Course, one Religious Affairs Senior Leadership Course, and two Intervention Crisis Counseling for Religious Affairs Courses each year. If funding is available, the college may offer additional PCE courses covering topics of vital interest to the Chaplain Corps.

Program Learning Outcomes (PLOs)

Graduates can...

1. Perform professional duties and responsibilities commensurate with the roles of chaplains and religious affairs airmen in providing spiritual care.
2. Apply key principles to advising leadership and commanders in the discharge of their responsibilities.
3. Apply effective leadership principles at their respective levels within the Chaplain Corps and their respective assignments.
4. Demonstrate how to provide ministry in the readiness and deployed environment.
5. Develop, implement, control, and evaluate religious support programs to ensure unit and wing spiritual readiness.

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 30 days.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (the ETCA course numbers are listed in the course descriptions below).

- 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.

Completion Requirements

Students must meet all evaluation standards as evidence of mastery of the concepts and processes used in the accomplishment of ministry within the Air and Space Forces.

Course Descriptions

MAFCSI101 Basic Chaplain Course (BCC) **160 Contact Hours**

This resident course introduces chaplains to the unique aspects of ministry within the Air and Space Force and facilitates the new chaplain's transition from civilian ministry to ministry within the Air and Space Forces 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 is an intense learning environment designed to educate and develop supervisory chaplains in the vital disciplines of leadership, followership, and management. Specific instructional emphasis is placed on transactional leadership, short- and long-term supervision and mentoring, resource management, organizational planning, AF and SF compliance, and Religious Support Team readiness. Additionally, the Deputy Wing Chaplain or Branch Chief 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 Corps guidance to achieve mission success.

MAFCSI115 Wing Chaplain Course (WCC) 80 Contact Hours

This resident course trains selected chaplains to function in wing leadership positions in tandem with their superintendent/NCOIC, Religious Affairs 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 Wing/Delta; personnel and resource management; and other issues identified by the functional manager.

MAFCSI125 Chaplain Spiritual Leadership Course (CSLC) 40 Contact Hours

This resident course is designed to create Chaplain Corps leaders who can effectively lead 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 leadership challenges.

MAFCSI129 Senior Chaplain Course (SCC) 24 Contact Hours

This virtual course prepares selected chaplains for strategic-level leadership dealing with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM/FLDCOM positions. The course will provide essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum. The enrolled senior chaplins will learn strategic planning methodology and demonstrate the ability to construct a comprehensive strategic plan.

MAFCSI130 Chaplain Corps Current Education Issues Course (CCCEI) 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 leadership advisement. It gives students essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum.

MAFCSI131 Religious Affairs Senior Leadership Course (RASLC) 24 Contact Hours

This virtual 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/FLDCOM 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 (SCWW) 24 Contact Hours

This resident course enhances spiritual care competencies for Chaplains and Religious Affairs Airmen in providing care for wounded warriors who exhibit internal and external wounds of war. This course draws on the subject matter expertise of AFCCC faculty, diverse field experiences of enrolled members, as well as the knowledge of guest presenters to maximize learning.

MAFCSI136 Intervention Crisis Counseling for ReligiousAffairs (ICCRA) 24 Contact Hours

This resident course prepares religious affairs airmen to conduct intervention and crisis counseling. It updates religious affairs airmen on the latest resources, techniques, and processes for intervening in crisis situations.

MAFCSI137 Superintendent/NCOIC, Religious Affairs Course (SNRAC) 80 Contact Hours

This resident 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 enrolled superintendents/NCOICs, Air Force Chaplain Corps strategic-level leaders, as well as the knowledge of guest presenters to maximize learning.

MAFSCI139 Embedded Religious Support Team Course (ERC) 40 Contact Hours

This resident course prepares tactical-level Embedded RSTs to inspire readiness through unity ministry, spiritual care, and religious advisement while assigned to a Line of the Air Force Commander (Squadron, Group, Delta or Wing).

AIR FORCE FIRST SERGEANT ACADEMY (FSA)

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Credit hours towards CCAF degree
- Air Force Credential: AFSC "8F000" award

Program Description

The Air Force First Sergeant Academy (FSA) is a leadership development and technical training course designed to train, educate, and develop select senior noncommissioned officers to serve as Air Force first sergeants. First sergeants advise commanders on the readiness, health, morale, welfare, and quality of life of Airmen and families to ensure a mission-ready force. The FSA is a Total Force academy and integrates students from the active-duty, Air Force Reserve, and Air National Guard components, as well as Sister Service and International Partners. The course is accredited by the Community College of the Air Force and currently awards nine semester hours towards a degree in Human Resource Management. Upon graduation, students are awarded the special duty identifier (SDI) 8F000 and authorized to wear the first sergeant chevron.

The resident learning course consists of 190 hours divided across four weeks of demanding curriculum, including First Sergeant Responsibilities, Maintenance and Discipline, Negotiation and Dispute Resolution, Resiliency Training, and First Sergeant Legal Orientation. FSA also partners with other Air University schools and industry experts. Vectored first sergeants attend 20 days of resident study at Gunter Annex in Montgomery, Alabama.

In addition, FSA offers a first sergeant additional duty seminar for each component. FSA provides oversight of the additional duty seminars to ensure core curriculum requirements are met. The areas of study include Human Resource Management, Maintenance of Discipline, and Readiness modules.

Program Learning Outcomes (PLOs)

Graduates can...

1. 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.
2. Lead the unit effort in developing, nurturing, and cultivating a professional culture of character grounded in the Air Force Core Values.
3. Facilitate and execute commander's intent by ensuring Airmen's understanding and compliance with unit policies, goals, and objectives.
4. Prepare the unit's enlisted force to best execute all assigned tasks through effective written and oral communication.
5. Maintain balance/harmony by practicing self-care throughout the 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 a minimum of an associate degree (bachelor's degree is preferred) 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 in-residence, and the facility can support up to 106 students per resident class. There are seven resident classes offered each fiscal year.

Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MFSA8F000). In general,

- The FSA course enrolls master sergeants from Reg AF, ANG, and AFRC.
- Refer to AFI 36-2113, *The First Sergeant*, and the special duty catalog (SPECAT) guide for the application, training, and selection process for first sergeant duty in each of the three components.
- Selected Army, Navy, Marine Corps, Coast Guard, and selected international military personnel also attend on a limited basis.

Graduation Requirements

Students must meet all grading standards and complete all program requirements.

Plan of Study

Content Area/Block/Module	Contact Hours
Administration	**13**
Physical Training	**6**
Block 1–Human Resource Management	**112**
Block 2–Maintenance of Discipline	**41**
Block 3–Readiness	**18**
TOTAL (FSA)	**190**

Content Area Descriptions

Administration **13 Contact Hours**

Accomplish the administrative details incidental to the AF FSA, conduct in processing, and review course curriculum.

Physical Training **6 Contact Hours**

Participate in an extensive physical training program.

Block 1–Human Resource Management **112 Contact Hours**

Comprehend and value how preventive intervention impacts the unit.

Block 2–Maintenance of Discipline **41 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.

WARFIGHTING EDUCATION (WE)

Program Attributes

Categories: Professional Development Opportunity (PDO), Professional Continuing Education (PCE)
Modality: Resident
Academic Credential: Contact hours

Program Description

The Warfighting Education Program delivers advanced Professional Continuing Education focused on developing leaders and planners for success in joint, multi-domain operations at the operational and strategic levels of war. The program offers a tailored portfolio of eight distinct courses for general/flag officers, senior executive civilians, and military war planners from across the joint force.

The program's executive-level curriculum prepares senior leaders for theater-level combat responsibilities through courses such as the Joint Flag Officer Warfighting Course (JFOWC) and the Combined Force Air Component Commander (CFACC) Course. Specialized courses, including the Senior Joint Information Operations Applications Course (SJIOAC) and the Cyberspace Operations Executive Course (COEC), provide senior leaders a broad perspective on leveraging informational power and understanding national cyberspace strategy.
For current and future war planners, the program provides in-depth education in the art and science of military planning. Courses include the Contingency Wartime Planning Course (CWPC), the Joint Air Operations Planning Course (JAOPC), and the A-Staff Development Course (ASDC). This curriculum builds joint-capable planners who can integrate joint and service-component capabilities, master planning processes, and function in complex joint, coalition, and interagency environments. For Department of the Air Force information warfare officers, Intel 200 provides a broader operational-level planning perspective for examining the nation's pacing threats while increasing information warfare integration across the joint planning process.

Program Learning Outcomes (PLOs)
Graduates can...

1. Apply joint warfighting doctrine, principles, and planning processes to lead and manage unified, joint, and combined forces effectively at the theater and strategic levels in complex, multidomain environments.
2. Demonstrate mastery of the Joint Planning Process (JPP) and Air Force Planning Process (AFPP) to develop comprehensive contingency and wartime plans that incorporate air, space, and cyber capabilities within a Joint All-Domain Operations framework.
3. Function effectively as staff members in joint, coalition, and interagency environments by applying staff concepts, functions, and management processes to synchronize joint and service-component capabilities for mission success.

Faculty
For JFOWC, the CFACC Course, SJIOAC, COEC, and Intel courses, instruction comes from senior national-level civilian and military representatives and nationally recognized subject-matter experts. For JAOPC, CWPC, and ASDC, instruction comes from highly experienced instructors with broad operational-planning expertise.

Duration
Course duration varies by course.

Eligibility/Target Audience
For JFOWC, the CFACC Course, SJIOAC, and COEC, refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information; ETCA course numbers are listed in the course descriptions below. The target audience for JFOWC, the CFACC Course, SJIOAC, and COEC is selected general and flag officers across the Department of War. The target audience for CWPC is current and future war planners. The target audience for JAOPC is current and future planners on a JFACC/COMAFFOR staff. The target audience for ASDC is U.S. Air Force personnel and headquarters elements, as well as personnel selected for deployment or employment as a joint task force headquarters or unit of action. The target audience for Intel 200 is LAF-I officers in grades O-3 and above and their civilian equivalents, with spacing priority given to 14Ns.

Completion Requirements
For JFOWC, CFACC Course, COEC, SJIOAC and Intel 200, attendance is required. For CWPC, JAOPC, and ASDC students must achieve 80% or better on block tests to graduate. For ASDC, students must also successfully complete all exercises and assignments.

Course Descriptions
MAAFNJ007 Joint Flag Officer Warfighting Course 43 Contact Hours
The Joint Flag Officer Warfighting Course (JFOWC) is a five-day course that prepares one- and two-star general officers of the six 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.

MCADRE007 Combined Force Air Component Commander Course 38 Contact Hours
The Combined Force Air Component Commander (CFACC) Course is a five-day course that 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.

MCADRE006 Senior Joint Information Operations Applications Course 32 Contact Hours
The Senior Joint Information Operations Applications Course (SJIOAC) is a five-day course that prepares selected general/flag officers and senior executive civilians of the six services and the
DoW to apply informational power across the competition continuum to deliberately leverage the inherent informational aspects of activities as well as plan and execute operations in the information environment. The course also includes interagency attendees.
The course is tailored to provide senior leaders with a broad perspective of information operations (IO) 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.

MCOEC00l Cyberspace Operations Executive Course 16 Contact Hours
The Cyberspace Operations Executive Course (COEC) is a two-day course that 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.

MCADRE002 Contingency Wartime Planning Course 65.5 Contact Hours
The Contingency Wartime Planning Course (CWPC) is a ten-day course that educates current and future war planners in the art and science of military operation planning. CWPC provides students with a comprehensive macro view of the contingency and execution planning processes from both joint and Air Force perspectives, with practical exercises on topics such as Mission Analysis, TPFDD Elements, and Force Planning.

MCADRE003 Joint Air Operations Planning Course 64.5 Contact Hours

The Joint Air Operations Planning Course (JAOPC) is a nine-day course designed to educate Airmen from joint 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 provides students with an in-depth understanding of the joint planning process for air (JPPA) at the operational level of warfare with a comprehension of Service force presentation capabilities and how they contribute to the joint air operation. Students gain an understanding of the JFACC's roles, planning responsibilities, fundamental concepts, and principles. Graduates will comprehend key adversary capabilities and strategies in an Integrated Deterrence (ID) scenario and will demonstrate the ability to articulate a joint vision for Joint All Domain Operations (JADO) solutions.

MCADRE012 A-Staff Development Course 80 Contact Hours

The A-Staff Development Course (ASDC) is a ten-day tailorable, doctrine-based, focused educational framework for all USAF personnel and HQ elements and those selected to be deployed and/or employed as a JTF HQ or Unit of Action (XAB, ATF, DCW, etc.). ASDC builds upon the legacy Joint Task Force Staff Basic Course (JTFSBC) and represents a new approach with modified curriculum required to meet current USAF force development needs. ASDC teaches the Joint Planning Process (JPP) and the Air Force Planning Process (AFPP) thru academics and real-world practicums to produce joint-capable planners and warfighters to operate effectively across all staffs /services in joint, coalition, and interagency environments. The objective is to enable Airmen to demonstrate the ability to employ staff concepts, functions, and management processes and become highly functional staff members capable of operating in volatile, uncertain, and complex situations. The course addresses several educational needs that are not available in a single, "just in time" format elsewhere and prepares selected Air Force personnel to rapidly transition with their counterparts to an operational-level mission and lead within their staff directorate. In addition to learning the JPP and AFPP, ASDC students will graduate with an understanding of Joint All- Domain Operations (JADO), command relationships, the joint functions, commander's intent, tenets and application of mission command, and the production of five-paragraph orders. Within the context of the AFPP, ASDC graduates also receive exposure to Agile Combat Employment (ACE) operations, the Mission-Ready Airman concept, and the importance of synchronizing joint and service component capabilities to prevail in uncertain environments against current strategic competitors and future near-peer threats. The curriculum is focused on processes, activities and tasks performed by Joint and Air Force staffs with lesson materials derived from established Joint Force HQ Joint Mission Essential Tasks (determined by Joint Staff J7), US Army Doctrine (brigade and below), and Air Force Doctrine.

MCADRE016 Intelligence Intermediate Skills Course 40 Contact Hours

INTEL 200 is an intermediate skills course designed for 14N Captains and civilian equivalents. This seminar-based course aims to improve an understanding of how Intelligence, Surveillance, and Reconnaissance (ISR) operations are integrated across all domains of military operations - primarily at the operational level. It is intended to better prepare CGOs for increased leadership roles and responsibilities within the Intelligence Community (IC). INTEL 200 will reorientate

students to the new challenges presented by modern adversaries while providing a wider LAF-I perspective on how to effectively utilize fellow information warfare professionals. Lastly, Intel 200 provides a vital touch point for career field leaders to engage with, guide, and mentor junior Intelligence Officers during a critical time in their professional development. This is an in-residence, professional continuing education (PCE) course taught at the TS/SCI level.

International Officer School (IOS)

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

INTERNATIONAL OFFICER PME PREPARATION PROGRAM

Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: None (program required for IMS to attend USAF resident OPME)

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 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 (PLOs)

Graduates can:

1. understand United States society, institutions, and ideals.
2. understand United States military missions, organizations, and terminology necessary to participate in resident PME programs.
3. 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

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for more information. In general,

- The Deputy Undersecretary of the Air Force for International Affairs invites countries to attend Air Force 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 selected students achieve an English Comprehension Level (ECL) minimum test score of 80.
- Students attending SOS must also meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).

Completion Requirements

Students must meet all academic requirements to graduate.

Course Descriptions

SOS Preparatory Course **178.75 Contact Hours**

The five-week SOS Preparatory Course prepares international military students (IMS) in the ranks of O-2 through O-4 for the rigors of the USAF's SOS resident program. Instruction focuses on (1) leadership, teamwork, problem solving, and followership; (2) academic writing, presentations, seminar discourse, and critical reading; (3) US military organization and national security; (4) US culture and history; (5) Field Studies Program events; and (6) physical fitness. This course is a prerequisite for IMS to attend the SOS resident program.

- ETCA Course ID: MIOS001
- Course MASL: D171012

ACSC Preparatory Course **159.5 Contact Hours**

The six-week ACSC Preparatory Course prepares international military students (IMS) in the ranks of O-4 and O-5 for the rigors of the USAF's 10-month ACSC resident program. Instruction focuses on (1) graduate level communication skills: analytical writing, presentations, seminar discourse, and critical reading; (2) US military organization and national security; (3) the USAF perspective on airpower; (4) US culture and history; and (5) Field Studies Program events. This course is a prerequisite for IMS to attend either the ACSC resident master's degree program or ACSC resident certificate program.

- ETCA Course ID: MIOS002
- Course MASL: 171014

AWC Preparatory Course **165 Contact Hours**

The six-week AWC Preparatory Course prepares international military students (IMS)This course prepares IMSs for the rigors of the 10-month AWC resident program. Instruction focuses on (1) communications, analytical writing, seminar discourse, research, and critical reading; (2) US military organization and national security; (3) regional and global security issues; (4) US culture and history; and (5) Field Studies Program Events. This course is a prerequisite for IMS to attend either the AWC resident master's degree program or the AWC resident certificate program.

- ETCA Course ID: MIOS003
- Course MASL: 171011

School of Advanced Air and Space Studies (SAASS)

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

MASTER OF PHILOSOPHY (MPHIL)IN MILITARY STRATEGY

Program Attributes

- Category: Professional Continuing Education (PCE) – Advanced Studies Group
- Modality: Resident
- Academic Credential: Master's degree
- Air Force Credential: SAASS documented in official records

Program Description

The Master of Philosophy (MPhil) in Military Strategy curriculum is an intensive 48-week resident 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 faculty. Class size is generally limited to no more than 37 Air and Space Force active-duty officers; three joint-service officers from the Army, Navy, and Marines; two officers from the Air Reserve Component (Air Force Reserve and Air National Guard); and a few officers from allied and partner nations upon invitation from the USAF Chief of Staff. SAASS creates warrior-scholars who think critically about the development of strategy and the deployment of air and space power as a component of military force in support of national policy objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a Master of Philosophy in Military Strategy.

Program Learning Outcomes (PLOs)

Through a series of research papers, oral arguments, comprehensive written and oral exams, and a thesis or dissertation, graduates will:

1. Demonstrate the ability to think critically about the relationship of military force to statecraft.
2. Articulate a thorough understanding of military history, military airpower, and political theories and their modern application to air, space, and cyberspace power.
3. Articulate a thorough understanding of military history, military airpower, and political theories and their modern application as a strategic instrument of national policy.
4. 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.
5. 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. 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 credential in their fields of academic expertise. The breadth, depth, and diversity of their expertise are enhanced by a faculty that includes terminally credentialed field-grade and senior officers and civilian scholars.

Duration

The SAASS Master of Philosophy in Military Strategy is an intensive 48-week resident graduate program.

Eligibility

A central selection board at the Air Force Personnel Center (AFPC), chaired by the Air University Commander and President, selects students to attend SAASS. Applicants must have completed or be attending an in-residence intermediate developmental education program or its equivalent, or the Air Command and Staff College Online Master's Program.

Admission Requirements

Admission to SAASS is highly competitive. Applicants must formally apply while attending or after completing an intermediate developmental education program. The online application includes a series of short questions. Applicants must hold a master's degree from an accredited institution, be completing one, or hold a bachelor's degree with a cumulative GPA of 3.25 or higher on a 4.0 scale. An AFPC central selection board confirms final selections among qualified active-duty Air Force applicants. International students must be native English speakers or earn a score of 94 or higher on the Internet-Based Test of English as a Foreign Language (TOEFL iBT) within three years before entering SAASS, unless exempt under DSCA Policy 21-68. Nonnative English speakers must have attended an English-language, in-residence intermediate developmental education program, preferably ACSC. Students attending ACSC must complete the International Officer School preparatory course. International students must possess undergraduate- or graduate-degree qualifications equivalent to those required of U.S. students. International military students should refer to their Reporting Instructions and Invitational Travel Orders for specific admission requirements. Those who have not attended ACSC must have completed an English-language, in-residence intermediate-level program. International military students are expected to participate fully in the SAASS master's degree program.

Graduation Requirements (MPhil)

To graduate with the Master of Philosophy in Military Strategy degree, a student must achieve a weighted grade point average of 3.0 or higher in all letter-graded courses; earn a passing grade in all pass/fail courses; and prepare a thesis based on original-source research 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. In exceptional circumstances, as decided upon by the school, students may be awarded a "certificate" in military strategy in lieu of the MPhil degree. 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.

Plan of Study: MPhil

Course Number and Title	Credit 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	**3**
SAASS633 Coercion and Deterrence in Theory and Practice	**3**
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)	**44**

Course Descriptions: Master of Philosophy Degree

SAASS600 Foundations of Military Theory **4 Credit 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.

SAASS601 Foundations of Strategy **3 Credit 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 several ways humans think about social phenomena.

SAASS627 Air Power in the Age of Total War **4 Credit Hours**

This course examines the historical development of airpower and strategy in the crucible of the two world wars. It also explores 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.

SAASS628 Air Power in the Age of Limited War **4 Credit 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.

SAASS632 Foundations of International Politics **3 Credit 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.

SAASS633 Coercion and Deterrence in Theory and Practice **3 Credit Hours**

This course is designed to provide students with the conceptual tools to analyze coercion, including the scholarly vocabulary and definitional clarity required for its understanding. That actors seek favorable outcomes while trying to mitigate undesirable ones is a core truth of international politics and strategic thought. Students will learn how to critically analyze actors' pursuit of coercive strategies to achieve their interests. Students read widely from the theoretical canon of coercion and deterrence, covering topics on escalation dynamics, signaling, credibility, the impact of emerging technology, and non-kinetic levers of coercion. This course is designed to ground student understanding in what coercion is, what determines if it fails or succeeds, and what levers are most useful to achieving coercive aims.

SAASS644 Irregular Warfare **3 Credit Hours**

This course examines irregular warfare in all 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.

SAASS660 Technology and Military Innovation **3 Credit 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.

SAASS665 Space Power **3 Credit 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 DoW.

SAASS667 Information and Cyber Power **3 Credit 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.

SAASS690 Thesis **7 Credit 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.

SAASS699 Comprehensive Examination **4 Credit 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.

DOCTOR OF PHILOSOPHY (PHD) IN MILITARY STRATEGY

Program Attributes

- Category: Professional Continuing Education (PCE) – Advanced Studies Group
- Modality: Resident
- Academic Credential: Doctoral degree
- Air Force Credential: None

Program Description

MPhil 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 Doctor of Philosophy in Military Strategy.

Program Learning Outcomes (PLOs)

The PLOs for the PhD are the same as those for the MPhil with the additional rigor that comes from research, production, and defense of a dissertation.

Faculty

The SAASS MPhil and PhD faculty are the same.

Duration

Barring extenuating circumstances and CC approval via waiver, PhD candidates must complete and successfully defend the dissertation within seven years of graduation from the MPhil in Military Strategy program.

Eligibility

The eligibility requirements for the PhD program are the same as those for the MPhil—only SAASS MPhil students can volunteer and be selected for the AU PhD in Military Strategy.

Admission Requirements

In addition to completing the SAASS MPhil in Military Strategy students must complete/achieve the following milestones (parenthetical timeframes denote period during the year at SAASS these events occur):

1. Complete an application for admission (March-April).
2. Earn a cumulative GPA of 3.7 or higher (throughout the SAASS year).
3. Satisfactory performance in an oral comprehensive exam may also be required as determined by the faculty.
4. 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-MPhil Activity. AU PhD in Military Strategy candidates who have completed all requirements except the dissertation, known as "all but dissertation" or ABD status, form a committee chaired by a long-term SAASS faculty member. The chair helps identify additional committee members suited to the proposed topic. One PhD committee member will normally be from civilian academia outside the Department of War (DoW). Candidates have seven years from SAASS graduation to write and defend the dissertation. During that period, SAASS may fund research while candidates serve in post-SAASS assignments. Active-duty Air Force candidates may receive a one-year Stephen R. Lorenz Fellowship three to five years after SAASS graduation to support research and dissertation preparation.

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.

Graduation Requirements (PhD)

To graduate with a PhD in Military Strategy, a PhD candidate must research, write, and successfully defend a publishable dissertation on a subject related to strategy or military security studies. Barring extenuating circumstances and CC approval via waiver, PhD candidates must complete and successfully defend the dissertation within seven years of graduation from the MPhil in Military Strategy program.

Plan of Study: PhD

Course Number and Title	Credit Hours
(MPhil courses)	**44**
SAAS700 Dissertation	**16**
TOTAL (PhD)	**60**

Course Descriptions: Doctor of Philosophy Degree.

SAAS700 Dissertation **16 Credit 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.

Squadron Officer School (SOS)

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

SQUADRON OFFICER SCHOOL (SOS) RESIDENT PROGRAM

Program Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: Primary Developmental Education (PDE)

Program Description

Formed in 1950, the Squadron Officer School (SOS) program has evolved continuously to meet modern challenges to provide relevant professional military education. Today, the SOS in-residence program is a five-week immersive in-residence educational experience for 4-to-7-year captains in the US Air Force. This company grade officer PME course is for active-duty, guard, and reserve captains, select civilians of equivalent grade, and international officers.

The purpose of SOS is to develop solution-minded, bold, and courageous Airmen and Guardians ready to overcome tomorrow's challenges. The course is structured around four core areas: Leading Through Adversity, Decision Making, Warfighting, and Mission Coordination. Students will engage in the classroom and with hands-on application events to lead themselves and their team, to foster a strategic and creative mindset, to resolve conflict effectively, to collaboratively solve problems, and to gain foundational knowledge on airpower doctrine, international paradigms, and joint all-domain warfare to better prepare them to lead in uncertain environments.
ETCA Course ID: MSOS001

Program Learning Outcomes (PLOs)

The SOS Resident Program produces graduates who can:

1. Leading Through Adversity: Apply leadership skills as a member of a team in support of a tasked mission.
2. Decision Making: Apply the AF Planning Process in a variety of scenarios to solve complex problems and make decisions.
3. Warfighting: Demonstrate understanding and integration of DAF and joint capabilities.
4. Mission Coordination: Demonstrate effective communication skills across diverse audiences in diverse settings.

Faculty

The SOS resident program is developed, managed, assessed, and improved by SOS faculty members who are academic program managers and curriculum developers. The curriculum is delivered by Air and Space Force officers assigned to SOS as instructors and trained in SOS's faculty development program, the Theories and Principles of Adult Education course, and faculty teaching observations and evaluations.

Duration

The SOS program is delivered in 25 academic days. The course is delivered as an in-residence course, but provisions exist to convert to a Virtual In-Resident-Remote (VIR-R) format if conditions warrant.

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. Selected international military students also attend on a limited basis and 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 DAFI 36-2670, *Total Force Development* for guidance.

Completion Requirements

Students must complete all summative, objective, and performance evaluations.

Plan of Study (MSOS001)

Content Area/Block/Module	Contact Hours
Decision Making	**16**
Warfighting	**25**
Leading Through Adversity	**14**
Mission Coordination	**17**
Electives	**5**
Experientials	**35**
Administrative	**80**
TOTAL (SOS)	**192**

Content Area Descriptions

Decision Making **16 Contact hours**

Decision making is a critical skill for Air Force Captains, especially when leading through adversity. In difficult and high-pressure situations, Captains must quickly evaluate available information and make clear, confident choices that help keep their team focused and motivated. Sound decisions during these times prevent confusion and help maintain order, which is essential for overcoming challenges and ensuring the safety of personnel. Decision making also plays a key role in effective mission coordination. Captains need to ensure that all parts of the mission alight and work together smoothly, which requires timely and accurate decisions. When unexpected issues arise, good decision making allows Captains to adjust plans, allocate resources efficiently, and keep the team moving forward. By combining strong decision-making skills with steady leadership and clear communication, Air Force Captains can successfully guide their teams through adversity to accomplish their missions.

Warfighting **25 Contact Hours**

It is important for Air Force Captains to understand their role within the larger national security apparatus because their actions directly contribute to the safety and effectiveness of the country's

defense. As part of the military—the key instrument of national power alongside diplomatic, informational, and economic tools—Captains play a vital role in executing missions that support national objectives. They also contribute to the joint fight, working closely with other branches of the military to integrate capabilities and ensure a unified, coordinated response to threats. Their decisions and leadership can influence not only their team but also the broader strategic goals of the United States. Recognizing the significance of their responsibilities helps Captains stay focused and motivated, knowing that their efforts contribute to the effective use of all instruments of power to protect the nation and maintain global stability. This awareness encourages them to lead with professionalism, dedication, and a strong sense of duty, understanding that their role is a critical part of a larger, joint effort to safeguard national security.

Leading Through Adversity **14 Contact Hours**

Leading through adversity is important because it shows a leader's strength and ability to support their team during difficult times. For Air Force Captains, this skill is especially critical since they often face high-pressure situations where clear decisions and steady leadership are needed. When challenges arise, Captains must remain focused and adapt quickly to changing circumstances. Their ability to stay calm and composed helps keep the team motivated and on track, even when the situation is uncertain or stressful. Effective leadership during tough times also builds trust and confidence among team members. By demonstrating resilience and a steady commitment to the mission, Air Force Captains encourage their airmen to work together and overcome obstacles. This unity and determination are essential for completing missions safely and successfully. In the end, leading through adversity not only helps the team get through immediate challenges but also strengthens their ability to face future difficulties.

Mission Coordination **17 Contact Hours**

Mission coordination is essential for Air Force Captains because it ensures that all parts of a mission work together smoothly and efficiently, especially during times of uncertainty and adversity. Captains must communicate clearly with their team and other units, aligning goals, sharing critical information, and managing resources effectively. Without strong coordination, misunderstandings and errors can occur, which may jeopardize the mission or the safety of personnel, making leadership during challenging times even more difficult. Effective mission coordination also supports the ability of Air Force Captains to lead through uncertainty by keeping everyone informed and focused on shared objectives. When unexpected challenges arise, a well-coordinated team can adapt more quickly and maintain their focus, which helps the Captain guide the mission to a successful outcome. By combining strong leadership with clear coordination, Captains help ensure that their teams remain united, responsive, and mission-ready, even in the most difficult situations.

Electives **5 Contact Hours**

Elective courses are held up to three times per class and offer students additional topics related to the course outcomes. They bolster learning and allow for the exploration of additional ideas based on the student's interest.

Experientials **35 Contact Hours**

Experiential activities allow each flight to solve problems in simulated situations. Aspects of the curriculum are woven throughout each activity to ensure classroom lessons are being transferred

onto live scenarios with complexities such as time constraints, physical limitations, and team dynamics. Each student will lead at least one experiential activity and will receive feedback on their leadership qualities from their team.

Administrative **80 Contact Hours**

Various flight and squadron activities that enhance teambuilding and professional growth and networking aspects of the SOS experience.

FACULTY DEVELOPMENT PROGRAM

Program Attributes

- Category: Professional Military Education (PME) Faculty Development
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: None

Program Description

Squadron Officer School's (SOS) faculty development program uses a multiplatform approach to teach faculty how to develop, deliver, and assess curriculum by introducing educational theories, instructional methods, and classroom management skills as well as integrating readings, material presented by subject-matter experts and practicum applications to achieve learning outcomes and course objectives. Theories and Principles of Adult Education (TPAE) is SOS's initial instructor training course and is mandatory for all new SOS instructors. Applied Principles of Instructional Design (APID) is primarily targeted to SOS faculty members that are joining the Academic Affairs Directorate and will have a role in curriculum development and assessment. Most course materials are authentically developed to ensure curriculum remains current with emerging educational practices and theories and can be adapted to use in real-world contexts. Our end state is to produce highly skilled instructors who can develop and deliver curriculum to adult learners across a spectrum of environments using student-centered teaching methodologies.

Program Learning Outcomes (PLOs)

l (SOS's faculty development consists of two courses. Each course has specific learning outcomes.

Learning Outcomes: Theories and Principles of Adult Education (TPAE)

TPAE graduates can...

1. Understand educational theories that support the development of adult learners.
2. Apply relevant strategies and methodologies for effective lesson preparation and execution.
3. Apply educational best practices within a classroom facilitation environment.

Learning Outcomes: Applied Principles of Instructional Design (APID)

APID graduates can...

1. Describe the ADDIE instructional design model and its five phases (Analyze, Design, Develop, Implement, and Evaluate) and how they contribute to structured curriculum development.
2. Integrate adult learning theories, principles, and current best practices into instructional design.

3. Apply the Understanding by Design (UbD) instructional design model and other structured planning frameworks to create outcome-driven lesson plans.

Faculty

The SOS Faculty Development division consists of four full-time personnel augmented with academic program managers, adjunct professors, and other instructors within Air University. Personnel are subject matter experts in curriculum delivery and design.

Duration

- TPAE is 80 contact hours/10 education days in length.
- APID is 80 contact hours /10 education days in length.

Eligibility

- TPAE is required for all assigned SOS faculty. Open seats are offered to partner organizations that have a need to develop instructor skill sets in adult education. APID is required for faculty assigned to SOS's Academic Affairs Directorate and encouraged for experienced SOS instructors. Open seats are offered to partner organization that have a need to Develop the instructional design skillset of their faculty.

Completion Requirement

Students must meet all grading standards, complete all course requirements, complete all contact hours, and demonstrate effective application of course content.

Course Descriptions

MSOC001 Theories and Principles of Adult Education (TPAE) 80 Contact Hours

This course prepares students to apply student-centered instructional methods to deliver curriculum in adult education environments. The course is built on a foundation of modern educational theory, which is integrated throughout the course. Students learn about teaching and assessing adult learners, student-centered teaching practices, lesson preparation techniques, classroom management techniques, and giving effective feedback. Students apply what they learn during three teaching labs, where they practice teaching actual SOS lessons and receive personalized feedback. As a capstone, students integrate what they've learned in the course to produce an individual teaching philosophy. This course is primarily intended for SOS instructors, but the skills taught are applicable to a variety of instructor/facilitator positions and open seats are offered to partner organizations

MSOC002 Applied Principles of Instructional Design (APID) 80 Contact Hours

This course and study of instructional design and development includes learning theories and trends in instructional design principles, evaluations, 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 and learning outcomes. The course offers insights from practitioners in learning design, case studies on instructional design, and immersive learning approaches to instructional design.

USAF Test Pilot School (TPS)

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

MASTER OF SCIENCE IN FLIGHT TEST ENGINEERING (MSFTE)

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Master's degree
- Air Force Credential: Documented in official records.

Program Description

Test Pilot School (TPS) is a 48-week course composed of academic and flying instruction. The academic plan of study is decomposed into three primary series: performance and flying qualities, mission systems, and test foundations. Students receive a notebook computer and accessories for use during the course. The USAF TPS portal is provided as an on-line access point for students and staff to access current materials for lectures, flight cards, virtual drop boxes for reports, and many other resources. 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, assess residual 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. Students will develop a skillset of techniques, procedures, and behaviors to safely and securely conduct real-time system evaluations.

Program Learning Outcomes (PLOs)

Graduates of TPS should have a thorough grounding in the following:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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, doctoral, or equivalent degree in their fields of academic expertise. The breadth, and depth of their expertise are enhanced by the fact that the faculty includes terminally credentialed field-grade or senior officers and civilian scholars.

Duration

The MSFTE program is 48 weeks of intensive resident graduate-level study.

Eligibility

Reference AFI 99-107, *Test Pilot School*, Table 1, Eligibility Requirements for Curricula, for the most current requirements enrollees must meet to be eligible for a slot at the USAF TPS.

Curricula	Time in Service (at class entry) Active: TAFCS Guard & Reserve: TFCSD	Education	Experience (at class entry)	Physical Qualification	Clearance
Experimental Test Pilot	Fewer than 9 years and 6 months (10 years and 3 months for helicopter pilots)	• Bachelor of Science in Engineering, Mathematics, or Physics (see AFI 99-107 paragraph 1.2.1 for other acceptable degrees and required remediation). • Minimum Grade Point Average (GPA) of 3.0 on a 4.0 scale.	• 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 1. Single pilot MWS – at least 750 hours total time. 2. Dual pilot MWS – at least 1000 hours total time. Note: 250 hours of manned non-Major Weapon System (MWS) time (e.g., civilian flight hours) may be included.	Annual Flying Class II	Top Secret
Experimental Test Combat Systems Officer (Note 3)	Fewer than 9 years and 6 months	Same as Experimental Test Pilot requirements	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

Curricula	Time in Service (at class entry) Active: TAFCS Guard & Reserve: TFCSD	Education	Experience (at class entry)	Physical Qualification	Clearance
Experimental Test Remotely Piloted Aircraft (RPA) Pilot	Fewer than 9 years and 6 months	Same as Experimental Test Pilot requirements	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	Fewer than 8 years	• Same as Experimental Test Pilot requirements. • 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 Test & Evaluation). Federal Aviation Administration flying certifications or military flying is highly desired.	Annual Flying Class III	Top Secret

Notes

1. *TAFCS: Total Active Federal Commissioned Service (Regular Air Force) / TFCSD: Total Federal Commissioned Service Date (Guard and Reserve).*
2. *Maximum time in service not applicable to civilian applicants.*
3. *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.

Plan of Study: MSFTE

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

Course Descriptions

PF6000 Fixed-Wing Aerodynamics **2 Credit 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 Credit 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 **4 Credit 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 Credit 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 Credit 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 Credit 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 Credit 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 Component Mission Systems **4 Credit 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 Platform Mission Systems **4 Credit 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 Kill Web Mission Systems **1 Credit 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 Credit 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 Credit 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 Credit 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 **4 Credit 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 **6 Credit Hours**

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

GRADUATE CERTIFICATE IN SPACE TEST ENGINEERING (STECERT)

Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Graduate Certificate
- Air Force Credential: Documented in official records.

Program Description

The Test Pilot School (TPS) Space Test Engineering certificate program is a 48-week course composed of academic and hands-on instruction to prepare future leaders in the space test and evaluation enterprise. The academic plan of study is decomposed into three primary series: astronautical sciences, mission systems, and test foundations. Courses within the mission systems and test foundations series are shared with students in the MSFTE program at TPS with the primary differentiator being the space focus of the hands-on content. Graduates of the STE Cert program will have demonstrated the basic skills required to test mission systems within the space warfighting domain. Students receive a notebook computer and accessories for use during the course. The USAF TPS portals are provided as on-line access points for students and staff to access current materials for lectures, event materials, virtual drop boxes for reports, and many other resources. 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, assess residual 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. Students will develop a skillset of techniques, procedures, and behaviors to safely and securely conduct real-time system evaluations.

Program Learning Outcomes (PLOs)

Graduates of TPS should have a thorough grounding in the following:

7. 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.
8. Test Planning: The graduate will be able to effectively decompose mission a system requirements to plan a 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.
9. Test Execution: The graduate will be able to conduct a mission safely, effectively, and efficiently as part of a test team either on board an aircraft or in a control room and collect and analyze the data.

10. 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.
11. 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.
12. 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, doctoral, or equivalent degrees or experience in their fields of academic expertise. The breadth, and depth of their expertise are enhanced by the fact that the faculty includes terminally credentialed field-grade or senior officers and civilian scholars.

Duration

The Graduate Certificate in Space Test Engineering program is 48 weeks of intensive resident graduate-level study.

Eligibility

Until eligibility is captured in DAFI 99-107, reference the most recent course announcement PSDM (PSDM 23-145). For 2024 & 2025 offerings, course eligibility is as follows:

- B.S. Degree in Engineering, Mathematics, or Physics with a 3.0 GPA or better
    - Applicants with a B.S. not meeting the above requirements will still be considered eligible provided they have completed undergraduate or graduate courses in Calculus I, Calculus II, Statistics, Physics I, and Physics II with a 3.0 GPA or better for these five courses
- (Officers) O-2 to O-4 with 3-10 years of service
- (Enlisted) E-4 to E-6 with 2-14 years of service
- (Gov Civilian) GS-13 (or equivalent) and below with 2+ years of service
- TS/SCI security clearance

Admission Requirements

Admission to the USAF TPS is extremely etitive. While primarily targeting Space Force personnel, Air Force, civilian, and other DoW personnel are encouraged to apply for these programs. Refer to AFI 99-107, *Test Pilot S* , and most recent PSDM for application details.

Graduation Requirements

The USAF TPS Space Test curriculum is designed to grant a Graduate Certificate in Space Test Engineering at the end of a 48-week course. Students are required to take all 12 offered courses to graduate, to include the four courses that make up the graduate certificate program (SY7000, SY8000, TF5000, TF8000). The graduate certificate is a total of 13 credit hours within 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 missions and complete the comprehensive oral evaluation. Students must achieve a grade of "C" or higher on each academic course with an overall GPA equal to 3.0.

Plan of Study: STE Cert

Course Number and Title (4AAD USAF Test Pilot School)	Credit Hours
AS5000 Astronautical Sciences Preliminaries	**0**
AS6000 Inertial Astrodynamics	**0**
AS7000 Satellite Subsystems	**0**
AS8000 Non-inertial Astrodynamics	**0**
AS9000 Threats & Special Topics	**0**
SY6000 Component Mission Systems	**0**
SY7000 Platform Mission Systems	**4**
SY8000 Kill Web Mission Systems	**1**
TF5000 Foundations' Foundations	**1**
TF6000 Plan, Execute, Analyze, Report, Special Subjects (PEARS)	**0**
TF8000 Test Management Project	**4**
TF9000 Comprehensive Exams	**0**
TOTAL (STE Cert)	**10**

AS5000 Astronautical Sciences Preliminaries **0 Credit Hours**

This course provides training in satellite simulators and other equipment used in hands on exercises throughout the course. It also provides preliminaries to the space environment and satellite sub-systems.

AS6000 Inertial Astrodynamics **0 Credit Hours**

This course gives the student an understanding of orbital motion in inertial and relative frames. Students learn how to generate orbit states and plan orbit maneuvers based on an understanding of orbital mechanics and astrodynamics. Students will also learn about satellite sub-systems and the underlying physics that supports their function.

AS8000 Non-Inertial Astrodynamics **0 Credit Hours**

This course gives the student an understanding of orbital motion in relative space. Students learn how to manipulate orbits and plan rendezvous, and proximity maneuvers based on an understanding of orbital mechanics and astrodynamics.

AS8000 Non-Inertial Astrodynamics **0 Credit Hours**

This course gives the student an understanding of orbital motion in relative space. Students learn how to manipulate orbits and plan rendezvous, and proximity maneuvers based on an understanding of orbital mechanics and astrodynamics.

AS9000 Threats & Special Topics **0 Credit Hours**

This course provides classified discussions of threats to systems on orbit.

SY6000 Component Mission Systems **0 Credit Hours**

This course introduces the students to common sensors and navigation suites found in modern aircraft and spacecraft. The physics, functions and parameters are explained along with the processes for testing components before introducing them into a platform, and ultimately into a kill web.

SY7000 Platform Mission Systems **4 Credit Hours**

This course provides platform mission systems knowledge. Students will learn how to use software development and cyber security as foundations for executing and reporting on avionics tests. Students also receive introductions to the data networks that link components into a system and to the visual interfaces which present information to operators. Instruction is also provided on how weapons integrate with systems on a platform. Theory, mission application, test methodologies, and case studies are included in each topic and provide the foundational education for evaluating integrated component systems at the platform level culminating in the systems practical examination.

SY8000 Kill Web Mission Systems **1 Credit Hours**

This course is designed to integrate physics and system specific knowledge from the 6000 and 7000 courses. Academics focus on mission systems above the platform level, such as Electromagnetic Warfare, Sensor Fusion, Autonomy and Datalinks. The 8000-level disciplines include an Integrated Systems Lab, and an EW simulator.

TF5000 Foundations' Foundations **1 Credit 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) **0 Credit 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 an aerospace 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.

TF8000 Test Management Project **4 Credit Hours**

The Test Management Projects (TMPs) are customer sponsored real-world 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, space operators, and/or 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. Space test operating hours are negotiable. The customer provides the research concept or item to be 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 **0 Credit Hours**

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

Department of the Air Force
Other Developmental Opportunities (ODO)

Air University is committed to the personal and professional growth of its students and the broader Air Force community. In pursuit of this goal, the university supports other professional development opportunities and programs, all carefully designed to empower Airmen, Guardians, civilians, and their spouses throughout their lifelong learning journey.

AIR EDUCATION AND TRAINING COMMAND (AETC)

Course Description
AETCSLC001 Squadron Leadership Course (SLC) 40 Contact Hours

The course delivers high-quality instruction through purposeful leadership and a dedication to building a culture that promotes verifiable mission success, which is foundational to command teams that embody the Air Force Core Values. The course prepares newly selected command teams, including commanders, senior enlisted leaders, and spouses, with tools and resources for mission execution. Core competencies empower command teams to enhance leadership skills, foster resource management, cultivate unit improvement, safeguard unit morale, encourage physical well-being, and improve quality of life for Airmen and their families.

Course Attributes
- Category: Personal/Professional Development
- Modality: Resident
- Academic Credential: Attendees earn a digital credential through Badgr
- Air Force Credential: Not applicable

Course Learning Outcomes
1. Equip command teams with the knowledge, skills, and attributes to lead effectively and efficiently and cultivate Airmen to win the high-end competition.
2. Equip command teams with knowledge of resources that support and care for Airmen and their families.
3. Develop emotional intelligence and improve personal leadership practices through increased self-awareness.
4. Internalize the AETC Commander's vision and mission through study, reflection, and senior-leader engagement, and adopt best practices for leading Airmen and developing leadership-team synergy.
5. Establish command-team unity and build professional networks.

Faculty
The course is hosted by Air Education and Training Command staff, with instruction delivered by guest presenters and personnel selected for functional expertise, professional knowledge, performance record, practical experience, teaching ability, and availability.

Duration
The course is five academic days, or one week, with 40 contact hours.

Eligibility
Course attendees, referred to as the command team, are officers, senior enlisted leaders, and spouses selected or identified as candidates for squadron leadership roles within Air Education and Training Command. Specifically, the course is for personnel projected to command AETC units in grades O-4, O-5, and O-6; civilians who serve on command teams in grades GS-12 through GS-14; and enlisted members projected to serve on command teams as senior enlisted leaders in grades E-7, E-8, and E-9.

Location
Randolph AFB, TX

Admissions
Contact the OPR, below.

Completion
Students must contribute to the seminar discussions and complete all contact hours.

Plan of Study
The schedule varies with each course offering based on guest speaker availability. The topic areas over the five academic days (40 contact hours) include leadership, communications (interpersonal, public relations, and media), finance, behavioral health, protocol, mentoring, legal authorities, and special topics related to mission readiness.

Office of Primary Responsibility (OPR)
AETC/A1
AETC Squadron Leadership Course Director
DSN 487-0163 or COMM (210) 652-0163

HEADQUARTERS AIR FORCE (HAF)

Course Description

MLMDC 876 Wing-Group Command Spouses' Course 41.25 Contact Hours

The course empowers newly selected wing/vice wing/command chief, group commander/senior enlisted leader as well as senior materiel leader spouses to support the command leadership team and improve the unit's quality of life as appropriate for themselves and their families. Via experiences of current and former O-6 and E-9 level command spouses, initiate a network of senior leader spouses and learn from Air Force and non-Air Force organizations how to enhance military members and their families' lives which, in turn, will improve awareness, retention and overall mission accomplishment.

Course Attributes

- Category: Personal / Professional Development
- Modality: Resident
- Academic Credential: None
- Air Force Credential: None

Course Learning Outcomes

Comprehend how command spouses…

1. fit into the unit's strategic environment,
2. support strategic and command leader expectations,
3. realize their sphere of influence,
4. appreciate current mission support functions,
5. facilitate significant functional partnerships, and
6. leverage the human domain to improve quality of life.

Faculty

The course is hosted by the Eaker Center on behalf of Headquarters Air Force (HAF) with instruction delivered by guest lecturers/adjunct faculty selected for their functional expertise, professional knowledge, performance record, practical experience, teaching ability, and availability.

Duration

The course is five academic days (one week) with 41.25 contact hours.

Eligibility

Course attendees are spouses of colonels and chief master sergeants selected or identified as candidates for wing/vice wing/command chief, group command/senior enlisted leader, as well as senior materiel leader courses taught in conjunction with the O-6 and E-9 level command and SML Pre-Command Training courses.

Location

Ira C. Eaker Center for Leadership Development
525 Chennault Circle (Bldg. 1404)
Maxwell AFB, AL 36112-6429

Admissions

Contact the OPR, below.

Completion

Students must contribute to the seminar discussions and complete all contact hours.

Plan of Study

The schedule varies with each course offering based on guest speaker availability. The curriculum provides a broad view of the environment and organizational setting in which the command/senior leader spouse will be involved. The focus is on a comprehensive presentation of personal leadership development, the commander and airman perspective, shared command spouse experiences, and services provided by Air Force organizations impacting military members and their families. The Wing-Group Command Spouses' course is essentially an executive education program for future wing/vice wing/command chief, group command/senior enlisted leader or senior materiel leader spouses. Total 41.25 contact hours.

Office of Primary Responsibility (OPR)

Ira C. Eaker Center for Leadership Development
Commander's Professional Development School
USAF Wing-Group Command Spouses' Course Director
DSN 493-3474 or COMM (334) 953-3474

Abbreviations and Acronyms

Abbreviation or Acronym	Definition
AI	Artificial Intelligence
ABD	All But the Dissertation
ACSC	Air Command and Staff College
ACTS	Army Air Corps Tactical School
AETC	Air Education and Training Command
AF PFMC	Air Force Professional Financial Management Course
AFCCC	Air Force Chaplain Corps College
AFFOR	Air Force Forces
AFGC	Air Force Global College
AFI	Air Force Instruction
AFIT	Air Force Institute of Technology
AFPC	Air Force Personnel Center
AFPD	Air Force policy directive
AFRC	Air Force Reserve Command
AFRES	Air Force Reserve
AFSAT	Air Force Security Assistance Training
AFSNCOA	Air Force Senior Noncommissioned Officer Academy
AGR	Active Guard Reserve
AIC	Academic Instructor Course
AICC	Advanced Instructor Certification Course
AICE	Association of International Credential Evaluators
ALS	Airman Leadership School
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
AU	Air University
AUI	Air University Instruction
AUL	Air University Library
AWC	Air War College
AY	Academic Year
BCA	Business Case Analysis

Abbreviation or Acronym	Definition
BCC	Basic Chaplain Course
BOV	Board of Visitors
BPR	Business Process Reengineering
C/JFC	Combined/Joint Force Commanders
C2	Command and Control
CAC	Common Access Card
CAS	Close Air Support
CCAF	Community College of the Air Force
CCC	Cross-Cultural Communication
CFACC	Combined Force Air Component Commander Course
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
COEC	Cyberspace Operations Executive Course
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
DAF	Department of the Air Force
DAFI	Department of the Air Force Instruction
DCAPES	Deliberate Crisis Action Planning Execution Segments
DDSC	Defense Decision Support Course
DFM&CS	Defense Financial Management and Comptroller School
DFMC	Defense Financial Management Course
DL	Distance Learning
DLP	Distance Learning Program
DOE	Design of Experiments
DOS	Department of State
DoW	Department of War
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

Abbreviation or Acronym	Definition
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
FERPA	Family Educational Rights and Privacy Act
FM	Financial Management
FS	Foundations of Strategy
FSA	First Sergeant Academy
FSS	Force Support Squadron
FTE	Flight Test Engineering
FWA	Fraud, Waste, and Abuse
GB	Green Belt
GO/FO	General Officer/Flag Officer
GPA	Grade Point Average
GS	Global Security
GSU	Geographically Separated Units
HAF	Headquarters Air Force
HLC	Higher Learning Commission
IBT	Internet-Based Test
IC	Intelligence Community
ICBM	Intercontinental Ballistic Missile
IDE	Intermediate Developmental Education
IICC	Initial Instructor Certification Course
IMS	International Military Students
IO	International Officer Information Operations
IOP	Instruments of Power
IOS	International Officer School
ISD	Instructional System Development, Instructional Systems Design
ISR	Intelligence, Surveillance, and Reconnaissance
ISS	International Security Studies
JAOC	Joint Air Operations Center
JAOP	Joint Air Operations Plan
JAOPC	Joint Air Operations Planning Course
JF	Joint Forces

Abbreviation or Acronym	Definition
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
JPP	Joint Planning Process
JPPA	Joint Planning Process for Air
JP	Joint Publication; Joint Planning
JTF	Joint Task Force
JTFSBC	Joint Task Force Staff Basic Course
KSA	Knowledge, Skills, and Abilities
L	Lean
MAJCOM	Major Command
McREL	Midcontinent Research for Educational and Learning
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	National Association of Credential Evaluation Services
NAF	Numbered Air Force; nonappropriated fund
NATO	North Atlantic Treaty Organization
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
NSES	National Science Education Standards
NSF	National Security Forum
NWAC	Northwest Accreditation Commission
NWEPP	Nuclear Weapons Effects, Policy, and Proliferation
OL	Organizational Leadership
OLMP	Online Master's Program
OODA	Observe, Orient, Decide, and Act
OPMEP	Officer Professional Military Education Policy
OSW	Office of the Secretary of War
PADD	Person Authorized to Direct Disposition

Abbreviation or Acronym	Definition
PBT	Paper-Based Test
PCE	Professional Continuing Education
PDE	Primary Developmental Education
PLDP	Personal Leadership Development Plan
PME	Professional Military Education
RD	Restricted Data
RE	Research/Electives
RegAF	Regular Air Force
RST	Religious Support Team
SACSCOC	Southern Association of Colleges and Schools, Commission on Colleges
SAPR	Sexual Assault Prevention and Response
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
SJIOAC	Senior Joint Information Operations Analysis Course
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
UCMJ	Uniform Code of Military Justice
USAF TPS	US Air Force Test Pilot School (a.k.a. TPS)
USC	United States Code
USSTRATCOM	United States Strategic Command
UTC	Unit Type Code
WCC	Wing Chaplain Course
WIC	Weapons Instructor Course
WINGS	Web Intensive New Gain System
WMD	Weapons of Mass Destruction
WS	Warfare Studies