

**AIR UNIVERSITY
CATALOG**

Academic Year
2005–2006



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KEY AIR UNIVERSITY EDUCATIONAL STAFF, COMMANDANTS, AND COMMANDERS

Names not included in this public website version IAW AFI 33-129

KEY AIR UNIVERSITY STAFF CONTINUED

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AIR UNIVERSITY COMMAND BOARD OF ADVISORS

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

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

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

MEMBERS

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

ADVISORS

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

AIR UNIVERSITY BOARD OF VISITORS

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

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

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

MEMBERS

Names not included in this public website version IAW AFI 33-129

BOV MEMBERS CONTINUED

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Preface

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

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

INTRODUCTION TO AIR UNIVERSITY

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

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

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

Vision

Air University will be the world's premier military educational institution offering comprehensive programs and preparing its graduates to develop, employ, command, and support air and space power contributions to our national military strategy.

Mission

Air University provides the full spectrum of Air Force education, from precommissioning to the highest levels of professional military education (PME), including degree granting and professional continuing education (PCE) for officers, enlisted, and civilian personnel throughout their careers. The university's PME programs educate Airmen on the capabilities of air and space power and its role in national security. These programs focus

on the knowledge and abilities needed to develop, employ, command, and support air and space power at the highest levels. Specialized PCE programs provide scientific, technological, managerial, and other professional expertise to meet the needs of the Air Force. Air University conducts research in air and space power, education, leadership, and management. The university also provides citizenship programs and contributes to the development and testing of Air Force doctrine, concepts, and strategy.

Scope

Air University educates Air Force people to develop and lead the world's best air and space force—inspiring commitment to a war-winning profession of arms.

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

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

AU students are primarily Air Force officers, enlisted personnel, and professional civilians. A relatively small number of personnel from other services in the Department of Defense and from other government agencies attend Air University. International officers from more than 100 countries have studied in Air University schools. Air University includes all Air Force education programs except the United States Air Force Academy, which is a separate agency under Headquarters United States Air Force. The AFIADL has a major role in facilitating and managing distance learning for the Air Force. It serves as the Air Force focal point

for advanced distributed learning standards and implementation. AFIADL is the executive agent for the Air Force's extension course program and the program management office for the Air Force Technology Network.

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

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

Specialized organizations of Air University meet specific educational requirements of the Air Force. The School of Advanced Air and Space Studies is designed to produce tomorrow's air and space power strategists. Upon successful completion of 11 months of course work; production of a formal thesis that meets accepted standards of research, analysis, and expression; and successful completion of comprehensive examinations, graduates receive a master of airpower art and science degree. The College of Aerospace Doctrine, Research and Education assists Air University and Headquarters USAF in developing concepts, doctrine, and strategy; teaches the Joint Flag Officer Warfighting Course, the Joint Force Air Component Commander Course, the Joint Doctrine Air Campaign Course, and the Contingency Wartime Planning Course; and includes the Air Force Wargaming Institute. The Ira C. Eaker College for Professional Development provides professional continuing education for chaplains, judge advocates, comptrollers, personnel specialists, commanders, historians, first sergeants, and communication-computer systems managers. Schools operating within the college include the USAF Chaplain Service Institute, USAF First Sergeant Academy, Air Force Human Resource Management School, International Officers School, Air Force Judge Advocate General School, Commanders Professional Development School, Defense Financial

Management & Comptroller School, and the USAF Historian Development School.

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

Accreditation and Degree-Granting Authority

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

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

In October 1994, the Air University commander received congressional authority to confer the master of airpower art and science degree upon graduates of the School of Advanced Airpower Studies (now School of Advanced Air and Space Studies). In October 1999, the Air University commander received congressional authority to confer the master of strategic studies degree upon graduates of the Air War College

and to confer the master of military operational art and science degree upon graduates of the Air Command and Staff College.

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

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

Enrollment and Admission

Air University schools and educational programs are designed to enhance the professional knowledge of members of the US armed forces (primarily Air Force personnel) including the Reserves and National Guard and selected civilian employees of the Department of Defense and other government agencies. Air University programs and schools are not open to the general public except through special programs. As part of the United States' military assistance programs, officers from other countries are eligible to attend several Air University schools and courses. Selection for the Air University schools and educational programs is made according to Air Force and other relevant government standards.

Transfer Students and Withdrawal

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

SECTION I

AIR UNIVERSITY DEGREE PROGRAMS

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

AIR WAR COLLEGE

Internet Address

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

Mission: *As the US Air Force's senior professional military education institution . . . to develop and support senior leaders through education, research, and information programs focused on strategic and institutional leadership, joint and multinational warfighting, multiagency international security operations, air and space force development, and national security planning.*

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

Goals: To be prepared for the responsibilities of strategic leadership in joint, multiagency, and multinational environments, Air War College graduates will demonstrate mastery in the following ways:

- Analyze, synthesize, articulate, apply, and/or evaluate concepts embodied in the following learning areas as listed in the CJCSI 1800.10B, *Officer Professional Military Education Program*, for senior-level colleges:
 - National Security Strategy,
 - National Planning Systems and Processes,
 - National Military Strategy and Organization,
 - Theater Strategy and Campaigning,
 - Information Operations and C4ISR, and
 - Joint Strategic Leader Development.
- Understand, analyze, and articulate the development of military doctrine with special emphasis on air and space doctrine and

- the development and employment of military assets with special emphasis on air and space assets in support of the Combatant Commander.
- Analyze the role of military assets with special emphasis on air and space assets within the context of the broader military and national security environment.
- Compare and contrast US military assets with special emphasis on air and space assets (both military and civilian) with those of allies as well as potential adversaries and competitors.
- Assess regional cultures, resources, and issues including their potential influence on US national security.
- Examine the historical, economic, demographic, political, and military developments that resulted in present military doctrine, systems, and strategies.
- Examine national and global economic, demographic, political, and military trends and their effects on current and future national security environments.
- Examine in-depth evolving issues and concepts such as information operations, cultural intelligence, humanitarian operations, treaty negotiations, network centric operations, homeland security, and effects-based operations.

AWC is comprised of a command section, two academic directorates (Academic Affairs and Nonresident Studies), and two support directorates (Student Operations and Operational Support). Within the academics directorate, the program curriculum is developed and delivered through four departments—Leadership and Ethics, War-fighting Strategy, International Security Studies, and Joint/Coalition Military Operations. Additional support comes from four research centers, the USAF Counterproliferation Center and the Air University Center for Strategy and Technology, which are both separate from but integral to AWC. They offer elective courses and provide enhanced research opportunities to resident students. The AWC Center for Strategic Leadership Studies (CSLS) offers outreach through its Web-based resources and collaborates with all AWC departments to infuse strategic leadership concepts across the core and elective curriculum. The CSLS is the Professional Officer Course (POC) for collaborative research work on strategic leadership with outside agencies. The Center for Warfighting Integration (CWI) is a new entity within AWC. The CWI collaborates with the AWC departments to infuse war-fighting concepts across the core and elective curriculum. The CWI is also the POC for collaborative research work on war fighting with outside agencies.

Resident Program

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

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

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

Duration and Quotas

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

Prerequisites and Selection

Lieutenant colonels and colonels or the equivalent in Navy rank or civil service grade are eligible to attend AWC. The Central Senior Service School Selection Board, Headquarters USAF, selects Air Force active duty officers who have demonstrated an outstanding potential for senior command and staff positions to attend AWC. Additionally, US Air Force Reserves (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services, officers from other nations, and US federal civilians are selected to attend by their respective personnel systems. The *Air Force Education and Training Course Announcements (ETCA)*, formerly *Air Force Catalog (AFC) 36-2223*, *USAF Formal Schools*, provides additional information on this topic.

Master of Strategic Studies Degree Admission Requirements and Procedures

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

I. Proof of Academic Capability by Transcript

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

II. Proof of Academic Capability by Portfolio

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

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

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

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

III. Proof of English Language Proficiency

- a. International fellows applying for admission to the Master of Strategic studies degree from countries where the official language is English are not required to take the TOEFL.

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

International fellows not meeting the admission requirements for the degree program will be allowed to attend AWC and will, upon graduation, receive the Air War College certificate in Strategic Studies (AWC Resident Diploma) but will not be awarded the master's degree.

Graduation Requirements

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

- a. demonstrate mastery of the following AWC curriculum with a minimum grade of B in each course and a cumulative GPA of at least 3.0:
 - i. Seven core courses (Leadership and Ethics, Foundations of Warfighting, National Security and Decision Making, Global Security, Regional Studies, Joint/Coalition Military Operations; and Research)
 - ii. Three 6000 series elective courses, and
- b. demonstrate fully satisfactory participation in other scheduled AWC programs to include the war game (Solo Challenge), National Security Forum, and Commandant's Lecture Series.

AWC Resident Curriculum Summary

Course Title	Semester Hours
DFL 6200, Leadership and Ethics	3
DFI 6300, National Security and Decision Making	2
DFI 6700, Global Security	2
DFI 6600, Regional Studies	3
DFS 6400, Foundations of Warfighting	3
DFJ 6500, Joint/Coalition Military Operations	7
DFX 6100, Research	3
Three EL 6000 series, Core Electives Program	6
DFJ 6800, Solo Challenge Wargame	2
DFL 6810, National Security Forum	1
DFL 6820, Commandant's Lecture Series	0
TOTAL	32

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

AWC Warfighter Practitioner Requirements

To meet the requirements for the AWC Warfighter Practitioner [of Combat Operations, Expeditionary Operations, or Expeditionary Support Operations] and receive recognition on the AWC diploma, students must complete all aspects of the AWC program, be enrolled in the master's degree program, and complete all requirements in a designated concentration track.

- a. Concentrate track requirements:
 - i. One elective in a concentration area (Term 1 or Term 2)
 - ii. The Joint/Coalition Military Operations concentration elective (Term 4)
 - iii. Independent research or group research project in assigned concentration
- b. Student diploma would read: Air War College Warfighting Practitioner [of Combat Operations, Expeditionary Operations, or Expeditionary Support Operations] and a Master of Strategic Studies.

To meet the requirements for the AWC Warfighter Practitioner [of Combat Operations, Expeditionary Operations, or Expeditionary Support

Operations] (with Highest Distinction) and receive recognition on the AWC diploma, students must complete all aspects of the AWC program, be enrolled in the master's degree program, complete all requirements in a designated concentration track, and meet "Highest Distinction" performance guidelines.

- a. Highest Distinction performance guidelines
 - i. earn an "A" in their concentration elective
 - ii. earn an "A" in the Research course where the topic is in the assigned concentration area
 - iii. earn an "A" in the Joint/Coalition Military Operations concentration elective
 - iv. earn an "A" in at least 5 other courses (grades from remaining two electives and core courses)
- b. Student diploma would read: Air War College Warfighting Practitioner [of Combat Operations, Expeditionary Operations, or Expeditionary Support Operations] (with Highest Distinction) and a Master of Strategic Studies.

Resident Program Course Descriptions

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

Core Curriculum

The core curriculum consists of four major areas: leadership and ethics, international security studies, national and military strategy, and joint/ coalition military operations. The AWC resident curriculum consists of the following course offerings by the Departments of Leadership and Ethics (DFL); International Security Studies (DFI); Warfighting Strategy (DFS); Joint/Coalition Military Operations (DFJ); and The Associate Dean of Academic Programs (DFX).

DFL 6200 Leadership and Ethics

3 semester hours

The Leadership and Ethics course educates students in the competencies and awareness needed to move from tactical and operational leadership levels to strategic leadership. The course examines senior leadership competencies required to be successful in today's complex, multicultural expeditionary war fighting environment. The course is based on two key assumptions: first, students are already successful leaders, but the challenges they

will face in the future will be significantly different from those they faced in the past; and second, students can significantly improve their competence in areas vital to success as strategic leaders. The course challenges the students to develop their vision, expand their conceptual capacity through critical and creative thinking, improve their communication skills, expand their capacity for executive decision making, and refine their capability for leading change. In addition, the course focuses on acceptance of responsibility, accountability, command, moral values, and awareness of the strategic environment in order to meet strategic and senior leader challenges involved in leading large complex organizations. The program includes a detailed assessment of each student's personal leadership capacities and personality preferences as a foundation for the development of a plan for lifelong personal growth.

DFI 6300 National Security and Decision Making 2 semester hours

The National Security and Decision Making (NSDM) course assesses the context and processes for developing US security strategy and policy as well as the military force structure to support policy and strategy. The context assessment encompasses the overarching cultural, religious, political and economic currents that influence local, regional and global security environments. The course assesses the role and impact of civil-military relations in policy development and execution. To enhance the practical elements of the curriculum the course includes several instructional periods that incorporate State Department members in the seminar environment.

DFI 6700 Global Security 2 semester hours

The Global Security course examines the roles that nations and nonstate actors play in shaping the global environment. The course uses a comparative approach to examine the political and economic elements of actors and their impact across a wide range of global

DFI 6600 Regional Studies 3 semester hours

The Regional Studies (RS) course is an integral part of the DFI curriculum preparing senior leaders to investigate, analyze, and evaluate a geographic area from a combatant commander perspective in support of international and national security policies. To meet the challenges of the Air and Space Expeditionary Force, the Regional Studies Course provides

students the opportunity to evaluate an area of the world where a unified combatant commander must implement the national military strategy in support of US security policy. The Regional Studies Course provides the opportunity for students to gain unique perspectives by studying and visiting one of 16 regions. During the third term, students complete 30 classroom hours (15 instructional periods) of focused academic preparation and work on a research paper dealing with the issues in the region they are to visit. The research paper is completed following about a two-week regional field research. The regional field research allows students to discuss security policy issues with senior political, military, religious, cultural, and academic leaders. Logistic and administrative preparation and travel planning for the regional field research is accomplished throughout the academic year.

DFS 6400 Foundations of Warfighting 3 semester hours

The goal of the Foundations of Warfighting course is to provide the students with a common framework to examine the development and practice of military strategy in order to broaden the student's perspective regarding the nature of strategy and the application of military power. A deep appreciation of the relationships between military operations and political purpose can help inform wise choices about the use of military power in pursuit of national objectives. Strategy is the synthesis of a plan, resources and an objective. Successful strategy is not rendered via checklist, nor by random chance. Instead, it is a deliberate mental exercise that requires a deep understanding of theory, doctrines (both yours and your opponents) and the contextual elements in which it is to operate. Military strategy is not solely a science or an art. Neither does it exist in a vacuum. Instead, the development and practice of military strategy is linked to national policy objectives, interests, and values; a nation's economic and military resources; military capabilities and limitations; and the international security setting. By the end of the course, the candidate will comprehend a wide range of propositions in strategic theory and be able to apply these in synthesizing an understanding of past wars as a basis for deeper understanding of contemporary strategic challenges.

DFJ 6500 Joint/Coalition Military Operations 7 semester hours

The Department of Joint/Coalition Military Operations (JMO) course prepares senior officers to deploy, employ and control joint forces across the spectrum of conflict. The course emphasizes the employment of air and space forces as they contribute to the joint,

combined or coalition environment in support of the National Military Strategy. The JMO course assesses the best ways to present, plan, and control military resources (US and coalition) as they serve the unique requirements of the Combatant Commander. The course analyzes the strategic implications of emerging war-fighting concepts (sister service, Global Strategic Operations, logistics, and Special Operations), planning for and evaluation of future threats that are asymmetric to the US experience and expectations, and examines one's efforts from the opposing perspective. The course also assesses the friction between joint and service operational concepts as applied to the employment and control of air and space power.

DFX 6100 Research

3 semester hours

For the successful completion of the Research course, students select a topic either from lists compiled from military agencies or of their own interest, and work with advisors and subject matter experts to research and document results, recommendations and insights. Research topics must support the assigned concentration area (e.g., Combat Ops, Expeditionary Operations, and Expeditionary Support Operations) of all US military students and those International Fellows and civilian students who elect to participate in the concentration program. The product of that research, the Professional Studies Paper (PSP), is to be 25–30 pages long. With the author's permission, Air University places some papers on the Internet via the AU Web site and provides copies to the Defense Technical Information Center, Air University Library, and the Force Academy Library. Additionally, with the author's permission, if writing on a major command or other military or civilian organization's relevant topic, the paper will be forwarded to the requesting agency or office. Most research will be conducted as an individual effort, but the AWC may offer selected students the opportunity to complete the requirement for this course via a faculty-led group research project sponsored by a major agency. The Research course has the following objectives:

1. Provide a venue for students and faculty to address issues of relevance and importance to military organizations;
2. Allow students the opportunity to conduct research on topics of personal or professional interest;

3. Assist students to conduct thoughtful, logical, and critical research and analysis;
4. Share the results of student research, writing, and analysis with key decision makers; and
5. Assist students, if they desire, in submitting papers for publication in Air Force, sister service, and other professional journals and periodicals.

Additional Programs

DFJ 6800, Solo Challenge

2 semester hours

AWC conducts this six-day, unclassified capstone wargame (set 10 - 15 years in the future) at the strategic/operational level with full play by the entire student body and faculty. As a summative application of the Knowledge, Skills, and Attributes gained during the academic year, the Solo Challenge (SC) mission focuses on experiential learning verses doctrinal experimentation/research. With that mission, it challenges students to assess (critically think, creatively address and decisively communicate) complex scenarios in a time-constrained environment, prepare/defend courses of action (COA), and pursue national objectives using all the instruments of national power as directed by the SC President (a faculty member). Faculty teams and SME consultants manually adjudicate game play. The faculty's mission in directing game play and adjudicating student actions is to shape game inputs that realistically reinforce AWC learning objectives. As these objectives are met, the game continues a spiral development in presenting continual challenges to test student innovation. To this end, SC supports the following general objectives:

- Analyze emerging regional conflicts in terms of US national security interests.
- Synthesize national interests and objectives to produce a reasonable, resource sustainable, operational strategy to protect and achieve those interests and objectives.

DFL 6810 National Security Forum

1 semester hour

The National Security Forum (NSF) is an event sponsored by the secretary of the Air Force and hosted by AWC during the week before graduation. It is the capstone event of AWC's academic year. NSF brings together approximately 140 civilian leaders with diverse backgrounds from locations around the United States to join with the AWC class.

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

DFL 6820 Commandant's Lecture Series

noncredit

The Commandant and Dean of Academic Affairs invite approximately 20 distinguished speakers to address the class throughout the academic year. Speakers are drawn from the highest levels of the US and foreign governments, military services, members of the press, nongovernmental organizations, and industry leaders. They are also selected based on their stature (former POWs, Medal of Honor recipients) or for their expertise on a fast-breaking issue. The speakers integrate leadership themes or issues with which senior leaders should be familiar. Student preparation is limited to critical listening, questioning the speaker, and applying lessons learned in seminar discussions. The Department of Leadership and Ethics administers this program.

Nonresident Programs

The Air War College Nonresident Program combines the resident program's core curriculum with selected electives and a research paper to create a professional military experience for those officers and DOD civilians unable to attend AWC in residence. The mission, objectives, and philosophy of the resident program apply equally to the nonresident program. Note: Courses taken in the nonresident program may not be used to satisfy course requirements of the resident program if selected to attend.

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

Independent study is an excellent alternative for those students desiring a great deal of flexibility due to extensive temporary duty (TDY), duty schedule, or family needs who may or may not have the option of participating in a student-led seminar. Most students complete this self-paced program in 18 months.

For enrollment information, contact an education services officer or visit <http://www/au/af.mil/au/awc/awc-ns.htm>. Inquiries may be addressed to AWC Nonresident Studies Directorate, 325 Chennault Circle, Maxwell AFB, AL 36112-6427; commercial phone number (334) 953-6093 or DSN 493-6093.

Air War College Faculty

Names not included in this public website version IAW AFI 33-129

Air University Catalog, 2005–2006

Air War College Faculty Continued

Names not included in this public website version IAW AFI 33-129

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SCHOOL OF ADVANCED AIR AND SPACE STUDIES

Internet Address

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

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

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

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

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

Resident Curriculum

The SAASS curriculum is designed to accomplish two major objectives:

- I. Enhance the student's ability to *think critically* about airpower and warfare resulting from
 - a. a thorough evaluation of military and airpower theories, and
 - b. a thorough evaluation of the reality of the airpower experience, and resulting in

- c. a reasoned synthesis of theory and experience the articulation of which informs the question of how modern airpower can best be applied across the spectrum of conflict.
- II. Enhance the student's ability to *argue effectively and responsibly* about airpower using evidence and logic resulting from experience in
 - a. introducing and defending propositions in a graduate colloquium environment,
 - b. composing interpretive arguments in prose that meets accepted publication standards, and
 - c. reducing complex formal arguments to comprehensible briefings.

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

Duration and Quotas

The SAASS curriculum is an intensive 50-week program. Class size is limited to 37 Air Force officers, two Army officers, and one officer representing the sea services.

Prerequisites and Selection

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

Admission Requirements and Procedures

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

Graduation and Degree Requirements

To graduate with a degree, a student must

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

To graduate with a “certificate,” a student must

1. achieve a weighted grade point average for all letter-graded courses of 2.5 or higher achieve a “pass” grade in all courses graded “pass/fail”;
2. prepare a thesis based on research in original source materials that meets generally accepted standards of research, analysis, and expression for Air Force staff work;
3. complete an oral comprehensive examination conducted by a faculty board with a grade of “B-” or higher.

Curriculum Summary

Course Title	Semester Hours
SAASS 600 Foundations of Military Theory	4
SAASS 601 Decision Making: A Primer for Strategists	3
SAASS 627 Airpower History through World War II	4
SAASS 628 Air and Space Power History since World War II	4
SAASS 632 Strategic Airpower and National Security	3
SAASS 643 Strategy and Campaign Planning	3
SAASS 644 Terrorism and Insurgency	3
SAASS 660 Technology and Military Innovation	3
SAASS 665 Space and Information Power	3
SAASS 670 Contemporary Defense Policy	3
SAASS 690 Thesis	8
SAASS 699 Comprehensive Examination	3
TOTAL	44

**SAASS 632 Strategic Airpower and
National Security**

3 semester hours

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

SAASS 643 Strategy and Campaign Planning

3 semester hours

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

SAASS 644 Terrorism and Insurgency

3 semester hours

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

SAASS 660 Technology and Military Innovation

3 semester hours

This course focuses on the theory and history of technological development and its impact on innovation in military affairs.

SAASS 665 Space and Information Power

3 semester hours

This course examines the development of military space and information operations, organizations, strategy, and the contentious issues surrounding space and information operations in modern warfare.

SAASS 670 Contemporary Defense Policy

3 semester hours

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

SAASS 690 Thesis

8 semester hours

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

SAASS 699 Comprehensive Examination

3 semester hours

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

School of Advanced Air and Space Studies

School of Advanced Air and Space Studies Faculty

Names not included in this public website version IAW AFI 33-129

AIR COMMAND AND STAFF COLLEGE

Internet Address

<http://www.acsc.maxwell.af.mil/>

Mission:

To our students . . . inspire critically thinking Airman to lead Air and Space forces in joint/combined operations.

To our faculty and staff . . . provide an intellectually stimulating environment that attracts, develops, and rewards the finest team of educator-leaders possible.

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

ACSC traces its roots to the Air Corps Tactical School (ACTS) located at Maxwell Field from 1931 to 1940. After World War II, as the independent Air Force was formed, grew, and developed, the requirements and expectations of the school evolved to fulfill the service's educational needs. The vision of pre-World War II leaders has withstood the test of time. Although seven decades have passed since ACTS opened its doors at Maxwell, the present 10-month curriculum still focuses on expanding understanding of air and space power and on the growth of midcareer officers. In 1962 the school became known by its current name, Air Command and Staff College.

During Academic Year (AY) 1994, ACSC undertook the most significant change to its educational program since the school's inception. The school transitioned from a traditional lecture-based program to a seminar-centered environment with an integrated curriculum geared to problem solving across the continuum from peace to war. In AY 99, ACSC began efforts to align its curriculum under the Air University (AU) commander's Strategic Guidance for the Continuum

of Education. The ACSC program now functions as a portion of a comprehensive and integrated career-long PME program.

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

- facilitates the air- and space-minded thinking of students,
- develops and enhances abilities for higher-level command and staff responsibilities,
- enhances students' abilities to think critically about operational air and space concepts in a dynamic international environment,
- broadens students' understanding of the nature of conflict and current and future threats to the United States and its allies, and
- develops and enhances students' abilities to plan and execute the joint campaign planning process and air and space operations to support the joint force commander.

Creating the Future

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

ACSC's three deans—education and curriculum, students and support, and distance learning—provide academic leadership to the school's faculty and student body. The dean of education and curriculum, assisted by the vice dean for academic affairs and vice dean for operations, coordinates the integration of the final curriculum content and directs the planning and implementation of the academic programs of three curriculum departments: International Security and Military Studies; Joint Warfare Studies; Leadership, Command, and

Communication Studies; and the Specialized Studies Directorate. The dean of distance learning is responsible for planning, organizing, and delivering the nonresident program of instruction through the departments of curriculum and operations. The dean of students and support coordinates student activities and is responsible for student services. The dean and the commander and staff of the 21st Student Squadron are responsible for the health, morale, and welfare of 600 resident students and their families.

Resident Program

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

Duration and Quota

The resident program consists of 10 months of instruction. Approximately 600 students including USAF, Guard and Reserve Army, Navy, and Marine Corps; international officers; and civilian employees of selected agencies of the federal government attend this course.

Prerequisites and Selection

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

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

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

I. Proof of Academic Capability by Transcript

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

II. Proof of Academic Capability by Portfolio

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

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

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

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

III. Proof of English Language Proficiency

- a. International officers applying for admission to the master of Military Operational Art and Science degree program from countries where the official language is English are not required to take the TOEFL.
- b. International officers who have completed a bachelor's or higher degree in the United States during the past three years are not required to take the TOEFL.

- c. International officers from countries where the official language is not English must achieve an acceptable score on the TOEFL to be admitted to the master’s degree program.
 - i. The individual is responsible for the cost of this test.
 - ii. When taking the TOEFL, an individual must select Air University as the Institution Code (9069) for the official score to be sent to the AU Registrar.
 - iii. The minimum acceptable score for admission to the master’s degree program is 560 for the paper-based test or 220 for the computer-based test.

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

Graduation Requirements

Students fully admitted must complete the following 35-semester-hour ACSC resident program with an overall grade point average of 3.00 on a 4.00 scale to earn award of the master’s degree.

ACSC Resident Curriculum Summary

Course Title	Semester Hours
OC 5500 Orientation Program	0
LC 5501 The Art of Military Leadership I	3
LC 5502 The Art of Military Leadership II	3
LE 5500 The Practice of Command	2
NS 5500 National and International Security	3
SW 5500 Strategy and War	3
AP 5500 Expeditionary Air and Space Power	3
JF 5500 Joint Forces	3
JP 5500 Joint Campaign Planning	3
JA 5500 Joint Air Operations	3
RS 5600 Research Seminars	4
SS 5500 Specialized Studies	5
GE 5500 Gathering of Eagles	0
TOTAL	35

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

Resident Program Course Descriptions

OC 5500 Orientation Program

noncredit

The orientation program provides an overview of the ACSC Program for Joint Education; USAF educational learning theory, policies, curriculum, and research; and the principles students will encounter throughout the academic year. The program includes an introduction to small group dynamics, communication skills, available technology, research requirements, student responsibilities, and available services to enhance learning.

LC 5501 The Art of Military Leadership (TAOML) I 3 semester hours

LC 5502 The Art of Military Leadership (TAOML) II 3 semester hours

The Art of Military Leadership (TAOML) consists of two three-credit hour courses that examine the evolution of leadership thinking culminating in current Air Force Doctrine. TAOML starts with a review of the leadership components, introduces the ACSC Leadership Principles and explains their relationship to that doctrine. It launches the interdepartmental discourse on leadership through a common language, a year long discourse that encourages students to reflect on and further develop their personal leadership philosophy. The course implements several unifying themes that ACSC will emphasize, across all departments, throughout the academic year (Leading Airmen; Thinking Critically; The Importance of Context; Operational Art; Joint and Service Doctrine; Transformation and the Future; and Lifelong Professional Development). The course explores the complex interrelationships between clarity of thought and clarity of expression, and reinforces the importance of these factors to successful planning and execution of military operations. TAOML I is structured around leader development and leader-follower interaction; TAOML II explores how that interaction accomplishes the mission and challenges students to apply leadership skills through a series of practical exercises.

LE 5500 The Practice of Command

2 semester hours

The Practice of Command course enhances the students' understanding of leadership while giving them an opportunity to personalize their approach to leadership and command. It highlights responsibilities, opportunities, and resources available to all military leaders, with a focus on command. The course stresses the importance of crafting a commander's mindset appropriate for an expeditionary force, and encourages students to develop their own "flight plans for command." Students examine realistic cases of command problems in areas such as commander's legal authority, dealing with operational stress, guard and reserve issues, and evaluation and promotion. These analyses provide structured opportunities for students to reflect on contemporary leadership issues and analyze courses of action open to commanders faced with challenges to mission accomplishment. Ultimately, the course reflects the life of a commander by taking them through the process of taking command, getting their "bearings," making inputs, preparing for their successors, and moving on.

NS 5500 National and International Security

3 semester hours

The National and International Security (NS) course provides a foundation for understanding the international security contexts, in which strategic decisions are struck, and the operational art is employed. The course begins with a study of the changing security environment, including the threats and actors relevant to US interests. Discussion of grand strategy allows students to understand how national governments define, analyze, and respond to threats and opportunities in the international system. Realism and liberalism are two critical modes of thought useful at the level of strategic decision making. To understand how US leaders assess threats and opportunities, students study the national decision-making process and the instruments of power. Students apply their understanding of the perspectives and the instruments of power to real-world security issues. These concerns are examined in the diverse political and cultural contexts of the Regional Combatant Commands (COCOM), where the strategic, the operational, and the tactical levels of decision making meet.

SW 5500 Strategy and War

3 semester hours

The primary goal of the Strategy and War course is to provide students with a better understanding of the complexities associated with planning and executing successful military operations. To achieve this goal, the Strategy and War course uses the broad outline of Joint Pub 5-00.1, *Joint Doctrine for Campaign Planning, Chapter II*, and the ACSC integrative themes of context, leadership, transformation, and critical thinking to structure an examination of the challenges associated with the application of operational art both historically and in the present context. During the SW course, students will develop a better understanding of the key relationships between levels of war, of the key terms and concepts associated with the use of military force, and of the key contextual challenges confronting the military practitioner historically and in the current context.

AP 5500 Expeditionary Air and Space Power

3 semester hours

The goal of the Expeditionary Air and Space Power (AP) course is to educate students in the operational art from the Airman's perspective. The end-state is Airmen who can think critically and imaginatively about the capabilities of air and space power to achieve strategic and operational effects, and who are prepared to apply the operational art in subsequent ACSC courses and follow-on assignments. Students will achieve this goal through the study of air and space power theory and doctrine, and the critical analysis of previous air operations. The course examines operations from the emergence of airpower in the Great War to the present Global War on Terror, and across the continuum of conflict from total war to humanitarian operations. The course themes of *technology, thought, and organization* complement the ACSC integrative themes and will aid in critical thinking. The course emphasizes the importance of effective leadership and its role in operational success or failure.

JF 5500 Joint Forces

3 semester hours

The Joint Forces (JF) course presents fundamental joint and service doctrinal principles that provide basic guidelines for joint force commanders as they employ forces at the operational level. It also presents a fundamental overview of joint force organizations, capabilities, functions and service-specific capabilities and limitations at the operational level of war. Students demonstrate their understanding of course materials by determining what the joint force commander would require from the services and

functional combatant commands in responding to scenarios requiring military action.

JP 5500 Joint Campaign Planning

3 semester hours

The Joint Campaign Planning (JP) course builds on the foundations of the Leadership and Communications, National Security Studies, Strategy and War, Expeditionary Air and Space Operations, and Joint Forces courses to educate midcareer officers on the complexities and requirements of campaign planning. Our end-state is officers who find the nexus between leadership, critical thinking and doctrine in the development of a joint campaign plan. Students view operational art from a theater perspective through the study of effects-based operations, civil-military affairs, multinational operations and joint doctrine for campaign planning. Joint Pub 5-00.1, states that the campaign plan embodies the combatant commander's strategic vision of the arrangement of related operations necessary to attain theater strategic objectives. This course will teach students that process and the factors inherent therein.

JA 5500 Joint Air Operations

3 semester hours

The Joint Air Operations (JA) course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of the joint force commander's campaign plan. The course specifically emphasizes Joint Force Air Component Commander responsibilities and Air Operation Center functions, culminating in a comprehensive war game that allows students to apply their knowledge and skills. The war game recreates the stresses involved in planning and executing joint air operations. Students are tasked to build a theater wide plan for joint air operations from which several air-tasking orders will be derived.

RS 5600 Research Seminars

4 semester hours

Students satisfy the four credit-hour research requirement by accomplishing a research paper through one of the Research Seminars. The Research Seminars complement ACSC's core resident curriculum. They also enable students to investigate topics in a rigorous fashion, in a seminar setting, and under the direction and guidance of a subject matter expert. These seminars provide students the opportunity to develop their ability to define an issue succinctly; to conduct thoughtful, logical, and critical research and analysis; and elicit from students well-developed and

supported conclusions and recommendations. This course provides the results of student research, writing, and analysis to interested parties, including key decision makers at the highest levels of command, on relevant national security topics at the operational and strategic levels. The quality of student projects parallels the quality of projects in graduate-level education and is competitive for publication in professional journals or distribution to other comparable sources, agencies, or institutions.

SS 5500 Specialized Studies

5 semester hours

The Specialized Studies courses provide students with career-broadening education tailored to meet the US Air Force's force development goals. This educational opportunity covers a broad spectrum of functional areas and operational disciplines. Students are assigned to Specialized Studies courses study areas based on the developmental pattern established for them by either their service, agency, or by an appropriate US Air Force development team. The International Officer Tailored Specialized Studies course examines US military operations, key political processes, and American culture through guest speakers and field trips. The following is a list of AY 05/06 specialized study area courses:

Agile Combat Support

In accordance with USAF force development goals, the Agile Combat Support (AG) Specialized Studies course provides career-broadening education to midcareer officers in more than 21 representative combat support and operational functional areas. One of the Air Force's "Distinctive Capabilities," AG describes the processes ensuring support forces and resources are ready to employ and sustain air and space forces in Global Engagement Operations across the full spectrum of military operations, anytime, anywhere. The AG course begins by laying a doctrinal foundation for combat support, and continues with a detailed study of the ACS CONOPS and its relationship to and integration with the Air and Space Expeditionary Force (AEF). Students are provided a forum to focus on the integration of ACS effects-based capabilities and key functional area tasks, with CSAF operational concepts, Air and Space Expeditionary Task Force (AETF) force modules, and the AEF.

Air and Space Power Employment

The Air and Space Power Employment (AI) Specialized Studies course focuses on current US air operations planning and employment paradigms, and highlights issues that must be addressed in the future. Using the capabilities and processes of the Air Operations Center as a lens, AI examines air and space doctrine in combination with contextual

elements as they relate to operational-level employment of joint and combined air and space power in support of Joint Force Commander (JFC) and Joint Force Air Component Commander (JFACC) objectives. The course provides students (from all services) who do not possess advanced expertise in employing air and space power with an in-depth education about operational-level employment of air and space power, in war and operations other than war, and provides the knowledge to critically examine associated current and future issues and challenges.

Acquisition Management

The Acquisition Management (AQ) Specialized Studies course provides a broad overview of the DOD systems acquisition process including the basics of systems program management and the developmental life cycle of a system from inception to disposal. This course covers the integration of business, technical and management activities, culminating in the application of acquisition policies, procedures, best practices and lessons learned to solve a variety of problems in an integrated product team environment. The course will investigate recent acquisition initiatives to reduce acquisition cycle time and incorporate agility into defense product development. The course also introduces students to unique aspects of space acquisition and explores Air Force peculiar acquisition practices and structures.

Information Operations

The Information Operations (IS) Specialized Studies course presents a strategic and an operational look at IS in the form of policy and doctrine and introduces students to the core and related areas of IS. This course begins by examining the strategic IS guidance and understanding the implications of evolving Joint and Air Force doctrines. The course continues by dividing the students into five different groups with each group focusing on a different IS or intelligence support area. The students will spend one week of travel examining how their specific IS area is organized and how it supports the JFC's objectives. In addition, the students will explore how each area is integrated and works synergistically with other IS areas. The course provides a hands-on exercise in which students will apply the concepts learned in the classroom to solve IS intensive problems in multinational operations.

International Officers Tailored Specialized Studies

The Tailored Specialized Studies course exists for our ACSC international officer students. Its goals are to further student understanding of, and ability to support, the operational level of war by providing hands-on interaction with the forces, units, and organizations Joint Commanders can employ across the spectrum of Coalition Operations while continuing to enhance their understanding of our culture. It seeks to combine ACSC operational learning objectives and SAF/IA Information Program (IP) cultural objectives. The course consists of two weeks of classroom education addressing an array of political and military issues of particular importance to international officers which were touched upon in the core curricula taught by the International Security and Military Studies Department and the Joint Warfare Studies Department but which we believe need further elaboration. There will also be site visits to Nellis AFB, NV; Norfolk Virginia; New York City; Little Creek Naval Amphibious Base, and Fort Rucker Army Base for hands-on exposure to many of the political and military organizations and capabilities addressed in the classroom.

Mobility Operations

The Mobility Operations (MO) Specialized Studies course will provide fundamental concepts of the DOD Transportation System, with particular emphasis on air mobility. This course is consistent with the November 2002 CSAF Force Development Site Picture and AFDD 1-1, *Leadership and Force Development*. It will provide career broadening for officers with diverse backgrounds. Students will comprehend key mobility functions and programs to include: major weapon systems, air mobility operations, support infrastructure, staff competencies, as well as command and control arrangements. Students will analyze current mobility challenges; apply critical thinking, and brief potential solutions.

Plans and Programs

The Plans and Programs (XP) Specialized Studies course provides a foundation for both understanding the DOD resource allocation process (known as the Planning, Programming, Budgeting, and Execution (PPBE) construct) and being able to effectively interact with PPBE timelines and tools. The course begins with an introduction of fundamental PPBE concepts, including significant process players and important technical skills (writing and ability to use specific software applications). Students are then provided an overview of the strategic planning and resource programming processes, including participation in real-time processes in Washington, DC. Finally, students apply their understanding of the

PPBE process as they develop and defend issues through exercises designed to simulate the resource deliberation and decision-making processes within the Air Force.

Political-Military Affairs

The Political-Military (PM) Specialized Studies course examines in detail the principal actors and processes involved in today's dynamic international security environment. The course emphasizes the major premises of security cooperation and specific priorities in key regions of the world. Students will learn about the roles of key players from the Regional Combatant Commanders and in-country assets to the interagency process involving the Departments of State and Defense. The course will examine the range of tools used to foster alliances and partnerships between the United States and other countries. Students will gain unique insights through presentations by key practitioners in the interagency and international environment, and will then apply those insights to an exercise simulating a coalition political-military operation.

Space Operations

The Space Operations (SO) Specialized Studies course presents major space system capabilities, limitations, vulnerabilities, constructs, and doctrinal principles required for the development, application, and integration of space concepts, doctrine, and resources to achieve national security objectives. The course begins by exploring the roles, missions, and operational functions of space forces as they relate to force deployment, sustainability, and support to theater operations. The course continues with an examination of space doctrine, policy, and law and their effect on various national space organizations. Week two of the course also introduces special access program initiatives and existing capabilities for space forces today. Week two concludes with a discussion of the command and control of space forces (at the strategic, operational, and tactical levels) and the role of space in the Air and Space Operations Center (AOC). Weeks three and four of the course reinforce the previous two weeks of academics and provides students a hands-on understanding of space operations and mission integration through practical studies field trips to Functional Combatant Command(s), MAJCOM, NAF, and various subordinate units. Week five of the course begins with an examination of foreign space and missile systems followed by a discussion of future space systems and the DOD long-range plan for space. The course concludes with a capstone space campaign planning exercise and student presentations on the future of space.

GE 5500 Gathering of Eagles

noncredit

The Gathering of Eagles (GOE) is a unique course that stimulates the study of air and space history. Numerous historically significant air and space figures have participated in this course. While at ACSC the “Eagles” spend time with students and participate in teaching interviews. These interviews allow the students to better understand their heritage and learn lessons about air and space leadership from those who shaped it. GOE activities conclude with a special presentation at the graduation ball. Research conducted by students in the GOE Research Seminar forms the basis for the content of this course.

Other Programs and Activities

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

Commandant’s Specials

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

International Officer Program

International officers have attended ACSC every year since 1946. During its 54-year history, the college has graduated more than 2,500 international officers from 92 nations. Before attending ACSC, international officers attend a six-week preparatory course conducted jointly by the International Officer School (IOS) and ACSC. This course increases the officers’ ability to speak and understand the English language while familiarizing them with the USAF organization and mission. In the past international officers graduated after completing seven months of the 10-month course. Beginning with the 1994 class, international officers attend ACSC the entire academic year, further enhancing their ACSC learning experience. During the year, these officers participate in field trips that supplement the curriculum objectives. As part of their educational experience, they tour Washington, DC, New York City, and several military and air and space facilities.

Athletic Programs

The ACSC athletic program is designed to improve the quality of life for students and faculty by creating and sustaining an environment that promotes personal health, fitness, and professional growth. With that in mind, the objectives of the program are to help all personnel pass the fitness test on the first attempt and to put in place a program that fosters social interaction and team building in conjunction with healthy competition. The athletic program includes competitive seminar and intramural sports. It also includes mandatory participation in school scheduled sports activities by all 44 seminars. Students and faculty compete in base intramural activities as well. Finally, students and faculty members are afforded the opportunity and are encouraged to engage in personal fitness/aerobic activities at least three times per week. ACSC conducts annual fitness testing in accordance with AFI 40-501, *The Air Force Fitness Program*.

Spouse Program

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

Nonresident Program

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

support this initiative, ACSC/DL launched new delivery methods and started a satellite program at AFIT at Wright-Patterson AFB, Ohio. As of April 2005, the ACSC DL program supported 10,479 students worldwide and 43 seminars at 33 locations. The student body was broken down as follows: 50 percent USAF National Guard and Reserve; 24 percent active duty; 17 percent Army, Navy, and Marine Corps; 9 percent civilian.

Today, technology offers opportunities to improve traditional seminar and correspondence programs. The DL staff continually explores new and better ways to meet the demand for PME of midcareer officers stationed throughout the world. By using computer-based education and the World Wide Web, the nonresident course is narrowing the gap between resident and nonresident education. The introduction of Interactive Learning Modules, which offer interactive computer-based instruction, digitized lectures and films, and electronic testing are just some of the advances that have been deployed. These advances clearly identify ACSC as a pacesetter in AU and the educational community.

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

Program Description. The ACSC nonresident curriculum is designed to support ACSC's mission statement "Inspire critically thinking Airmen to lead Air and Space forces in Joint/Combined Operations." The course of study is an integrated process. It begins with lessons designed to enhance the students' leadership and command skills and concludes with an exercise that offers students an interactive, educational experience in planning, generating, and employing air and space forces in support of a joint force commander's mission. In between, the course explores national security issues, airpower history

and Expeditionary Air Force force-employment concepts, and what the US Air Force and its sister services bring to the fight for the joint forces commander.

The ACSC DL curriculum is delivered via printed books, CD-ROM, and through the Internet. Students receive an integrated multimedia curriculum that includes textbook readings, digitized multimedia offerings, and interactive applications. Students have 18 months to complete this program and must achieve a minimum score of 70 percent on each of six examinations and complete four online exercises. Students may choose several methods to complete the program. The same personnel record entry (nonresident) is made for both forms of enrollment upon successful course completion. Note that courses taken in the nonresident program may not be used to satisfy course requirements of the resident program if selected to attend. The specific delivery methods for the curriculum are as follows:

Correspondence (self-study). This self-paced method affords students the opportunity to choose the time and place of study. ACSC provides the framework for completing this program by providing a recommended schedule for students to follow. Students may enroll at any time throughout the year. This is the most popular method for completion of the DL program.

Base-level Seminar. In this ten and one-half month program, students meet weekly at participating home stations, in a forum designed for the free exchange of ideas and opinions on vital issues facing the USAF, DOD, and the nation. Seminar participants share unique background experiences and technical expertise. ACSC provides the framework for conducting the seminar program by providing a schedule for the seminars to follow. The seminars are composed of 5 to 18 members and begin anytime throughout the year.

ACSC Summer Seminar. The ACSC Summer Seminar supports the CSAF IDE initiative. Eligible individuals selected for paid, full-time attendance to public institutions to obtain advanced degrees in support of Air Force needs are permitted to enroll in an accelerated, seven-week program held at the ACSC/DL satellite learning center at Wright-Patterson AFB, Ohio. These seminars offer all of the advantages of the regular seminar program—the entire DL curriculum, including exercises and exams—but also feature guest speakers and are facilitated by experienced ACSC faculty stationed at the center to enhance the students' experience.

AFIT-IDE Seminar. The AFIT-IDE Seminar runs concurrently with AFIT's other educational offerings. Eligible students enroll in the ACSC DL program and meet in seminars which are integrated into their AFIT schedules. These seminars offer all of the advantages of the regular seminar program—the entire DL curriculum, including exercises and exams—but also feature guest speakers and are facilitated by experienced ACSC faculty stationed at the center to enhance the student's experience.

Air Reserve Component Seminar. The Air Reserve Component Seminar (ARCS) is the newest ACSC/DL initiative and is specifically focused on the unique needs of select Air Force Reserve and Air National Guard students. The ARCS is a hybrid seminar-correspondence program offering, run from one summer to the next. In the first year, students assemble in seminars to cover the first two of the six courses in the curriculum. These seminars are faculty-facilitated, feature guest speakers, and offer all of the advantages of the IDE initiatives described above. At the end of the two-week period, students return to their homes and are given a year to complete the next two courses on their own, through correspondence. They reassemble the second summer to complete their final two courses in the enhanced seminar method previously described.

Internet. ACSC has a DL Electronic Campus on the Internet. Any student enrolled in the ACSC program may access the Campus. The Campus contains a library with lesson plans, digitized multimedia files, readings, and interactive computer exercises. Additionally, students can post messages on the bulletin boards, posing questions on curriculum, policies, or procedures. For additional information or to obtain access to the Campus, contact ACSC DL Directorate at DSN 493-7901, (334) 953-7901, 1-800-316-7042 or e-mail: acscdl@maxwell.af.mil.

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

00030A: The Leadership and Command course is designed to establish a theoretical base to assist students in successfully meeting the challenges of today's dynamic military environment. To accomplish this endeavor, the course is built upon four major premises. First, the course introduces timeless leadership principles and tools that can be applied to virtually any situation. The second premise is to weave Air Force centric philosophy, values, and ideals throughout the course to ensure the fabric of the course remains focused on issues facing our majority audience—

field-grade Air Force officers. The third premise is to instill a joint and multinational flavor for successfully leading in future joint and multinational environments. The final premise is to have future senior leaders think about military command—a responsibility and challenge many of them will face.

00030B: The National Security Studies (NS) course is designed to help students understand today's complex and uncertain environment by comprehending the basic structures, patterns, and key actors of the international system. Students are first introduced to major changes in the international environment that help shape the current national security and strategy. Students explore the central role the President of the United States has in the national security decision-making process and the president's use of the instruments of power. Students then examine the National Military Strategy that is derived from the National Security Strategy Program. The course also assesses threats to the security and interests of the United States. Building on the foundation of national security policy procedures, the course examines the basis for joint war fighting through study of the roles of senior civilian and military leadership, current joint doctrine, and unified action armed forces. The course builds on these factors to show how the defense planning systems provide direction for military force planning and joint operations planning to support joint war fighting. The course culminates with students examining the implications of the strategy development process and the factors that influence the formation and selection of strategy.

00030C: The Expeditionary Air and Space Power (AP) course examines the USAF's contribution to the military instrument of national power by explaining how it provides air and space power capabilities to the combatant commanders to support national security objectives. This course also enhances students' understanding of war theory by introducing modern perspectives on war fighting with specific emphasis on air and space power. Delivered both chronologically and topically, this course is designed to help students understand the most effective methods of air and space power employment by providing a survey of historical examples, leadership influences, and doctrinal development. The AP course reveals the transformation of air and space power from the end of World War I through the first few years of the twenty-first century and explains how that transformation is reflected in current USAF doctrine as well as how USAF expeditionary operations are poised to respond to provide air and space power for use by unified commanders. This course is divided into two phases. Phase I introduces basic Air Force doctrinal concepts and then traces the historical

evolution of air and space power from the birth of flight through Operation Iraqi Freedom. Phase II introduces USAF and Joint doctrine, and the presentation of USAF forces for use by the JFC. Taken as a whole, this course provides students practical information to become more effective advocates for air and space power.

00030D: The Joint Force (JF) course provides a foundational understanding of US military capabilities and functions that a Joint Force Commander (JFC) will tailor and use to accomplish the mission. It introduces joint air and space operations by explaining the facets of how we are postured and equipped to operate and fight. This course provides an operational-level view of JF capabilities and limitations and key mission areas that are critical to the JFC. The material is presented in a two-phased approach. Phase I begins by providing an overview of joint forces command structures, responsibilities, components and their staffs. It provides an overview of Unified Command Plan (UCP) which establishes missions, responsibilities, and force structure for commanders of combatant commands and establishes their general geographic area of responsibility and functions. Moreover, it provides an overview, service doctrine, capabilities and limitations, as well as how the services are employed by the JFC to accomplish the joint mission. With this foundation established, the phase expands on the understanding of how a joint force command will execute its mission by effectively utilizing forces available. This understanding will allow for further expansion on the other functions that enable and enhance joint operations. Phase II discusses the four functional combatant commands, US Special Operations Command, US Joint Forces Command, US Transportation Command, and US Strategic Command. Each functional combatant command offers unique and critical mission areas which enable a JFC to achieve campaign objectives. Additionally, this phase develops an operational understanding of key mission areas for the joint war fighter, and also discusses their importance and limitations. This phase also covers how the JFC can best prioritize and obtain key assets and support necessary for the operation and sustainment of the joint force organization. It is important to understand the capabilities and limitations of these mission areas because they are critical force multipliers that have a major impact in supporting the JFC's campaign objectives.

00030E: To employ theater forces in military campaigns, it is necessary to have a thorough understanding of the art of campaign planning. The Joint Campaign Planning (JP) course will expand and apply the knowledge gained in previous courses by providing an understanding of

joint operation planning at the Regional Combatant Commander level. Since campaign planning encompasses deliberate and crisis action planning, both methods are showcased in this course. Phase I begins by providing an overview of the many factors that go into campaign planning including operational art, which is used in developing campaign plans. This phase closes with a look at the planning processes for military operations other than war and considerations to enhance Unity of Effort with multinational forces and the interagency. Phase II builds on this foundation and covers doctrinal guidance of the deliberate planning process. Phase III develops an operational understanding of the crisis action planning process and the products used to plan for threats in crisis situations.

00030F: The Joint Air Operations (AO) course introduces students to the people, processes and products involved in planning, directing and executing joint air operations in support of the joint force commander's theater campaign plan. In so doing, it builds upon the foundation laid in previous courses, especially the AP and JP courses. This course surveys the contribution and unique perspective of the joint force air component commander (JFACC) in joint warfare. It continues by introducing students to the joint air estimate process (JAEP) and the joint air operations plan (JAOP) outlined in JP 3-30, *Command and Control for Joint Air Operations*. It also examines how the joint air operations center (JAOC) staff supports the JFACC in planning, directing, and executing air operations.

Academic Credit

The American Council on Education (ACE) recommends 21 hours of graduate-level credit in four content areas for completion of the ACSC DL program. Several colleges and universities have offered to accept graduate transfer credits from the ACSC DL program. Awarding transfer credits is at the discretion of each college or university.

Air Command and Staff College Faculty

Names not included in this public website version IAW AFI 33-129

Air Command and Staff College Faculty Continued

Names not included in this public website version IAW AFI 33-129

Air Command and Staff College Faculty Continued

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Air University Catalog, 2005–2006

Air Command and Staff College Faculty Continued

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AIR FORCE INSTITUTE OF TECHNOLOGY

Internet Address
<http://www.afit.edu>

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

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

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

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

Information support the educational and research programs of the institute.

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

AFIT History

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

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

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

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

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

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

In 1954 the 83d Congress authorized the commander of AU to confer degrees upon students in the AFIT Resident College. The college

was later divided into the School of Engineering, the School of Logistics, and the School of Business. The first undergraduate engineering degrees were granted in 1956, and the first graduate degrees in business in 1958. The School of Business programs were transferred to civilian universities in 1960.

In 1963 the School of Logistics was redesignated the School of Systems and Logistics. The Civil Engineering Center was also redesignated as the Civil Engineering School.

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

In 2003 the secretary of the Air Force and the secretary of the Navy signed an agreement to form an educational alliance between the services. The end result of this was a decision to move all DOD relevant graduate aeronautical engineering education to AFIT, making it the sole supplier to the Navy, Marine Corps, and the Army, in addition to the Air Force. In January of that year, the first seven non-Air Force officers arrived in Dayton, and since then the program has grown to include about 30 additional officers entering every year. In March 2004 the first group of eight Air Force and six Marine Corps noncommissioned officers joined their Air Force brethren as they were awarded masters of science degrees from AFIT. AFIT has transitioned into the joint arena in graduate education, and is committed to providing increasing capability for all DOD components.

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

AFIT's flexibility allows it to adjust quickly to changing AF requirements. The faculty, comprised of highly qualified military and civilian personnel, stays abreast of projected AF operations, and the courses are continually updated to offer its students the latest available material. For example, an *Air Force Software Review* in 1989 led to AFIT courses in software engineering and software systems management barely one year later.

When environmental concerns culminated in the *Pollution Prevention Act of 1990*, AFIT designed and implemented both graduate and professional continuing education courses in environmental

engineering management. In 2000–01, working with Air Force Space Command, AFIT developed a new master's degree program in Air and Space and Information Operations. The first students for this program enrolled in the fall of 2001.

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

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

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

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

AFIT Campus

The institute's campus at Wright-Patterson AFB, Ohio, consists of Bane Hall, which houses the Graduate School of Engineering and Management; Twining Hall, home of the Center for Systems Engineering (SE) and additional space for the Graduate School; Kenney Hall, which houses the command section and main auditorium and connects Bane and Twining Halls; a fourth building which is connected to Twining Hall and is the home of the Civil Engineer and Services School; and a fifth building, the 30,000-square-foot graduate engineering research laboratory which was officially opened in January 2001. The Civilian Institution Programs offices are collocated with the Aeronautical Systems Center in a building off the main AFIT campus. Due to a \$10 million MILCON renovation of Bane Hall, and a significant growth in the Graduate School of Engineering and Management, the School of Systems and Logistics has relocated to an off-base location in Kettering, Ohio. AFIT laboratories and other classroom space are housed in five additional buildings on Wright-Patterson, AFB.

Admission

AFIT's graduate education programs are designed to meet specific AF and DOD needs, but they are open to officers and enlisted from all services, international officers from select countries, and to DOD and non-DOD civilians. Eligibility criteria and academic qualification for admission to the institute's graduate programs vary from program to program, but they are comparable to that of any quality graduate institution. In addition, the military accomplishments and potential of the candidate are considered before assignment to any program. Specific admission information as well as applications is available from the admissions link on the AFIT home page at <http://www.afit.edu>.

Attendance at AFIT's PCE courses is determined by functional duty requirements. The level of the course and the educational background and professional experience of the candidate are considered to ensure that the participant will be able to benefit from the learning experience.

International Affairs

Internet Address

<http://ia.afit.edu>

The International Affairs (IA) Directorate is responsible for assisting international military officers and international government civilian employees with the procedures of application for admittance to the graduate and PCE programs at AFIT. The Directorate arranges Informational Programs to ensure international students return home with an understanding of the responsibility of governments to protect, preserve, and respect the rights of all individuals. Prospective foreign students apply to AFIT through the US Security Assistance Officer (SAO) at the US Embassy in their home countries. Application packages for evaluation for eligibility should arrive at the International Affairs Directorate (AFIT/IA) by the end of April each year in preparation for entrance the following September. Application packages should include undergraduate transcripts reflecting the undergraduate degree; graduate transcripts, if applying for a PhD; Graduate Record Examination (GRE)

or Graduate Management Admission Test (GMAT) score reports, as applicable for the program requested; and Test of English as a Foreign Language (TOEFL) scores. Packages should be mailed to

AFIT/IA
Bldg 641
2950 Hobson Way
Wright Patterson AFB, OH 45433-7765

Or, applicants may call (937) 255-6800 x4303, send a fax to (937) 255-9981, or send electronic mail to AFIT.IA@afit.edu.

Graduate School of Engineering and Management

Internet Address
<http://en.afit.edu>

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

Resident Degree Programs

AFIT's Graduate School of Engineering and Management offers resident graduate degree programs in which students can earn a master's or doctorate degree. The resident master's degree program is

nominally 18 months in length, while the PhD program generally requires three years. These programs prepare AF officers primarily for specially designated advanced assignments in areas of science, engineering, and management. In addition to providing quality academic instruction in a relevant discipline, the institute customizes degree programs to specific needs of the AF and the DOD as suggested by users and technological advancements.

The Graduate School of Engineering and Management currently offers master's degree programs in aeronautical engineering, applied mathematics, applied physics, astronautical engineering, computer engineering, computer systems, cost analysis, electrical engineering, electrooptics, engineering management, environmental engineering and science, information resource/systems management, logistics management, materials science, mobility management, nuclear engineering, operations research, research and development management, space systems, and SE. Programs leading to the PhD degree offer areas of specialization in aeronautical engineering, applied mathematics, applied physics, astronautical engineering, computer engineering, computer systems, electrical engineering, electro-optics, materials science, nuclear engineering, operations research and systems engineering. All programs meet educational requirements common to a wide range of Air Force assignments.

Accreditation

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

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

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

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

Facilities

The Graduate School of Engineering and Management is located at Wright-Patterson AFB, near the headquarters of the Air Force Research Laboratory (AFRL) and five of its directorates—the largest air and space research facility in the Air Force. The academic programs offered at the school take advantage of the facilities and expertise available at these AFRL facilities. Students are able to interact directly with researchers and engineers working on Air Force projects. The full spectra of research, development, and acquisition facilities at Wright-Patterson AFB are used by a cadre of Air Force scientists, engineers, and management specialists, who assist AFIT as adjunct professors and lecturers through their association and aid in course work, development, and instruction.

The school includes extensive laboratories in the Departments of Aeronautics and Astronautics, Electrical and Computer Engineering, and Engineering Physics. The Department of Aeronautics and Astronautics laboratories include facilities for the study of internal and external aerodynamics, system dynamics and control, propulsion, combustion, heat transfer, fatigue, fracture, experimental stress analysis, task automation, and space systems.

The Department of Electrical and Computer Engineering operates facilities for the design and test of flight control and avionics concepts, integrated circuit fabrication and testing, low observables and electronic warfare support, and a full range of computer systems. The Department of Engineering Physics laboratories support research in laser spectroscopy, nonlinear optics, solid-state physics, nuclear radiation detection, nuclear effects, and environmental monitoring. The AFIT's Center for Directed Energy is housed within the Engineering Physics department. The Center for Directed Energy supports Air Force and DOD agencies in transitioning high-energy lasers and high-power microwaves to the battlefield through vigorous scientific and engineering research, graduate education courses, and diverse consulting activities. A new center was established during the 2001–02 school year in Measurement

and Signals Intelligence (MASINT). This center, also housed within the Department of Engineering Physics, provides both MASINT education and research to a wide variety of DOD personnel.

A mixture of workstations and personal computers networked throughout the facility supports education and research. The Department of Operational Sciences operates the AFIT Center for Modeling, Simulation, and Analysis. This center provides computing and technological capability for research that applies state-of-the-art mathematical and computing technologies to the solution of operational problems to support better decision making, planning, and scheduling in complex command, control, and war-fighting systems.

Faculty

The faculty of the Graduate School of Engineering and Management consists of 136 members as of Fall 2004; one-half of whom are military officers. All faculty members hold PhD degrees in their areas of specialty. Besides teaching, faculty members are heavily involved in defense-related research. In FY 2003, AFIT graduate faculty produced 91 refereed journal articles, 160 other publications, and 205 contributions to proceedings at national and international symposia. Faculty members were also involved in 144 funded research projects during this period.

Research and Consulting

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

In FY 2003, AFIT graduate students completed 235 master's theses and 16 PhD dissertations. Of these, over 95 percent contributed to an Air Force, DOD, or government agency project. Approximately 50 percent of AFIT theses were in direct support of Air Force Materiel Command, headquartered at Wright-Patterson AFB. AFIT graduate student research efforts in FY 2003 resulted in approximately \$13

million in cost-avoidance savings for sponsors, and faculty research efforts produced over \$5 million in research grants.

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

Further Information

The Graduate School of Engineering and Management publishes several documents annually that provide detailed information about the graduate school's programs, degree requirements, and research activities.

Detailed information about the graduate school's programs is found in the *Graduate School of Engineering and Management Catalog*. The catalog is located on AFIT's Web site at <http://en.afit.edu>. Paper or CD-ROM copies of the catalog can also be requested by contacting the Registrar's Office at

AFIT/RRD
2950 Hobson Way
Wright Patterson AFB, OH 45433-7765
(937) 255-6234, ext. 3192

The Office of Research and Consulting publishes a research report documenting student and faculty research activity, sponsored course support, and research assessment questionnaire results. This report is routinely distributed to research sponsors and potential collaborators. Copies can be obtained upon request by contacting the ENR via any of the following ways:

Mailing address:
AFIT/ENR
2950 Hobson Way
Wright Patterson AFB, OH 45433-7765
(937) 255-3633

E-mail address:
Research@afit.edu

Internet Address:
<http://en/afit.edu/enr>

School of Systems and Logistics

Internet Address

<http://ls.afit.edu>

The School of Systems and Logistics (LS) is the Air Force's professional continuing education (PCE) school for technical management disciplines. The school's mission is to plan, develop, and conduct courses and programs to satisfy technical management educational needs in the areas of logistics, systems, and acquisition for the Air Force, Department of Defense, and other federal agencies. Classes were presented to over 13,800 students in 2004. In addition to teaching formal courses, the school presented tailored workshops and seminars to over 2,800 students in 2004 in response to immediate requirements, provided consulting services in its areas of expertise, and conducted relevant research.

Traditional resident and on-site courses range in length from three days to three weeks. An extensive set of live and asynchronous Web-based courses vary in length based on mode of presentation and curriculum requirements. Over 5,800 students took advantage of the various distance- learning courses offered by the school in 2004.

Professional Continuing Education

The School of Systems and Logistics PCE equals:

- Highest quality PCE available anywhere
- Fully funded classes for AF activities
- The AF leader in Web-based education for the acquisition and logistics work force
- Professional growth and development opportunities
- The tools, skills, and abilities to manage the entire spectrum of a system's life cycle

Disciplines

The School of Systems and Logistics offers over 70 formal courses, executive seminars, and tailored workshops in the following five general areas:

- Systems Engineering
- Acquisition Management
- Sustainment Management
- Financial Management
- Software Engineering

Examples of individual courses available include

- Reliability Centered Maintenance
- Data Management
- Operational Requirements
- Configuration Management
- Life-Cycle Costing
- Purchasing and Supply Chain Management
- Evolutionary Acquisition
- Risk Management
- Product Support
- Software Project Management
- Production Management
- Maintenance Management
- Test and Evaluation
- Transportation
- Combat Logistics
- Team Building
- Acquisition and Logistics Reform
- Affordability
- Earned Value Management

Faculty

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

Delivery Modes and Funding Information

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

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

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

Tailored Courses, Seminars, and Workshops

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

Management and Technical Consulting

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

Civil Engineer and Services School

Internet Address
<http://cess.afit.edu>

The Civil Engineer and Services School (CESS) provides professional continuing education (PCE) for individuals in the civil engineer and services career fields. In its capacity as a center of professional education and development, the school has established integrated programs including resident continuing education, nonresident courses and seminars, and consultation services.

Professional Continuing Education

Each of the school's PCE courses satisfies a specific career need of the Air Force and the students. These courses provide the education an officer or civilian needs over a lengthy career in AF civil engineers or services. The school offers management-oriented courses relating to Air Force civil engineer and services missions. The technical offerings update and broaden the professional and technical knowledge of architects and civil, electrical, mechanical, industrial, and general engineers. These

courses provide both management doctrine and applications for development of career professionals as they rise in the management structure. The fundamental objective is to return the students to their assignments better prepared to do their jobs. Specific courses offered vary from year to year depending on the needs of the career fields served by the school.

In addition to resident classes provided at Wright-Patterson AFB, the school offers PCE courses at or near the student's normal duty location through a nonresident program consisting of on-site courses, seminars, Web, and satellite instruction. Some on-site seminars are conducted on a regional basis and focus on a specific function or field problem common to several bases in the area. For these seminars, faculty members conduct the educational program at a centrally located base. In FY 2004, CESS used the Air Technology Network (ATN) to deliver education to 4,898 students, while 656 students received education through on-sites, 584 students received education through the Environmental Education Center, and 1,13 students attended resident classes at the school.

Faculty

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

Consultation

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

Civilian Institution Programs

Internet Address

<http://ci.afit.edu>

The Civilian Institution Programs manage AF officers pursuing educational programs needed to meet specific Air Force requirements. They provide this advanced education through civilian universities, research centers, hospitals, industrial and business organizations, and governmental agencies. This education covers a broad spectrum of academic disciplines at all degree levels, including postgraduate programs, continuing education programs, and programs jointly sponsored by the Air Force, other governmental agencies, and industrial and business organizations. The Civilian Institution Programs administers the F. Edward Herbert Armed Forces Health Professions Scholarship and Financial Assistance Program. This program is the largest source of physician and dental accessions annually.

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

Regular Degree Programs

Regular degree programs qualify selected officers for validated advanced academic-degree positions. Annual requirements are established by Headquarters USAF. Typical academic fields of study include:

Humanities	International Relations
Command, Control, and Communication	Meteorology
Mass Communication	Management
Computer Technology	Foreign Area Studies
Chemistry	Natural Science
Engineering	Physical Science
Finance	Social Science

Graduate School Program

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

Instructor Preparatory Education Program

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

Fellowships, Scholarships, and Grants Program

This program offers advanced degree and postgraduate research opportunities to officers who win scholarships in public competition. Quotas are subject to approval by Air Force Education Requirements Board.

Legal Education Degree Programs

There are three different categories of opportunities for legal education through AFIT. The first of these is the Funded Legal Education Program (FLEP). FLEP provides officers up to 36 months to obtain a juris doctorate (JD) degree from a civilian law school and to pass the bar exam.

In the second category is the Excess Leave Legal Education Program. During this program, students receive no pay or allowances, do not accrue annual leave, and pay their own tuition and fees. Students are allowed up to 36 months to obtain their JD degree and to pass the bar exam.

Finally, graduate-level education is available that enables judge advocate general officers to obtain a master of laws degree through a civilian institution. This program lasts nine to 12 months.

Chaplain Degree and Non-Degree Programs

The Chaplain's degree program, at Columbus State University and Tarleton State University, which is also associated with the Army Family Life Chaplain Training Centers at neighboring Army bases, Fort Hood, Texas, and Fort Benning, Georgia, are 15-month programs.

The Chaplain's nondegree program was developed for chaplain officers to attend universities for nine months and receive masters-level education without actually receiving an actual mater's degree thereby lowering AF costs.

Education Delay Program

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

Education with Industry Program

The Education with Industry (EWI) Program is a 10-month, nondegree internship program sponsored jointly by AFIT, leading industries, and government agencies throughout the country. EWI programs are designed to develop qualities and abilities in selected officers and civilians necessary for effective acquisition management and professional or technical leadership.

Industrial Development Education in Acquisition Program

The Industrial Development Education in Acquisition Program is a short-term program designed to improve acquisition relationships between the government and defense contractors. The program places highly experienced officers and civilians with various defense contractors for five to six months. These selected AF personnel are provided an opportunity to experience the rewards and pitfalls of a defense contractor in an era of declining budgets and layoffs.

Basic Meteorology Program

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

Health Care Education Division

The Health Care Education Division manages graduate and postgraduate programs for Air Force Medical Service officers in response to the requirements of the AF Surgeon General. They include residency and fellowship programs for active duty AF medical and dental officers, graduate and fellowship programs for Biomedical Science Corps officers, graduate programs for Nurse Corps and Medical Service Corps officers, and the F. Edward Hebert Armed Forces Health Professions Scholarship and Financial Assistance Program (HPSP/FAP). In addition, it manages the medical PCE program, satisfying the continuing education needs of AF Medical Service officers.

Medical/Dental Residencies and Fellowships Branch

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

Allied Health Education Branch

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

maintain a satisfactory academic performance and graduate in the shortest time possible.

Armed Forces Health Professions Scholarship and Financial Assistance Program Branch

HPSP/FAP scholarships are available to military and civilian applicants. The HPSP provides two-, three-, and four-year scholarships (including a monthly stipend) to qualifying students attending accredited medical, osteopathic, dental, and optometry schools. A scholarship leading to a master of science in nursing is also available. Scholarships of variable length are available for third- and fourth-year dental students. While in the HPSP, students serve as inactive Reserve officers.

The FAP provides an annual grant and monthly stipend to qualifying physicians completing residency requirements in selected specialties needed by the AF. While in the FAP, students serve as inactive Reserve officers. Qualifications and application procedures for these programs are published in AFI 41-110, *Applying to Medical School and Medical Programs*, and for the HPSP/FAP in AFITI 36-101, *Armed Forces Health Professions Scholarship and Financial Assistance Program*. Both regulations can be found on line at <http://ci.afit.edu>.

Medical PCE Branch

This program randomly selects and funds active duty medical service officers (all corps) to maintain currency and accreditation in their area of specialization through short-course attendance at civilian-sponsored programs. Medical service officers select individual courses that are most appropriate for their professional specialty and meet AF criteria (e.g., appropriate sponsorship, continuing medical education credits). These courses are usually two to seven days in length. Qualifications and application procedures are outlined in the fact sheet located on line at <http://ci.afit.edu>. The fact sheet also contains a link to *The Education and Training Course Announcements Catalog*.

Center for Systems Engineering

Internet Address
<http://cse.afit.edu>

The Air Force Center for Systems Engineering (AF CSE) is a directorate within AFIT and the recognized Center of Excellence for Systems Engineering within the Air Force and the DOD. The Center serves as the nucleus for the development and accumulation of academic, government, and industry systems engineering best practices, processes, metrics, and education. The CSE collaborates with other members of the SE community to develop, publish, continuously refine, and advocate systems engineering processes and implementation guidance. The CSE coordinates with academia, industry, other services, and government agencies to establish and document best practices. The CSE makes policy recommendations to the Assistant Secretaries of the Air Force for Acquisition (SAF/AQ) and Space (SAF/US). It provides consulting and analysis services on systems engineering to Air Force and DOD organizations and publishes findings as necessary. The CSE identifies appropriate education for Air Force personnel associated with the systems engineering process. It works within AFIT and with other academic partners to provide requisite education programs.

Four major roles are assigned to the AF CSE:

Advocacy – The CSE promulgates and documents case studies of SE implementation during concept definition, acquisition, and sustainment. During the generation of these case studies, many SE standards and tools are defined and their usage described. The CSE identifies, catalogues, and develops SE standards and tools. The CSE identifies and evolves the essential core SE processes and builds a guidance document based upon these processes. The CSE represents all stakeholders across the AF and is envisioned to become a nationally recognized SE information/tools portal. Where appropriate, the CSE makes policy recommendations to SAF/AQ, SAF/US, OSD, or other organizations chartered to establish and implement SE policy for the AF and/or DOD.

Collaboration – The CSE provides means for collaborative SE work efforts across the Air Force, Navy, Army, Marine Corps, OSD, NASA, NSA, NRO, industry, professional organizations, and academia. Some areas of

interest include best practices, core processes, and encouraging the study of SE. The CSE captures and makes available current SE knowledge that resides in a given agency. The CSE provides opportunities for other services, other government agencies, and industry to participate fully in Center activities, and makes all published CSE documents available to these same organizations. It works with the Defense Acquisition University (DAU) and professional organizations, such as the International Council on Systems Engineering, on issues such as SE certification and program accreditation.

Consultation – The CSE assists organizations in obtaining SE expertise for Advisory Boards and Review Panels. The CSE may undertake studies of a general nature for the SE Senior Council, but MAJCOMs, program offices, and other organizations may request studies and analyses specific to their area of concern. Agreements to perform these studies are negotiated between the CSE and requesting organizations based on the availability of manpower, expertise, and funding.

Education – The CSE provides a forum to shape the academic curriculum for SE education across the AF. It uses available resources of academia, industry, and professional organizations to meet AF education needs. The CSE works with AFIT schools (AFIT/EN and AFIT/LS) and other sources to provide education specifically tailored to AF needs throughout the life-cycle responsibilities and for all curriculum specialties.

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

COMMUNITY COLLEGE OF THE AIR FORCE

Internet Addresses

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

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

Air Force Virtual Education Center: <https://afvec.langley.af.mil/afvec/>

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

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

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

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

With more than 366,000 registered students, the college is the largest multicampus community college in the world. Its affiliated schools are located in 36 states, the District of Columbia, and six foreign locations. More than 6,900 CCAF faculty members provide quality instruction for the professional development of enlisted personnel. The college has awarded more than 267,000 associate in applied science degrees to enlisted members of the active duty Air Force; ANG; Air Force Reserve Command (AFRC); and enlisted members of the Army, Navy, Marine Corps, and Coast Guard teaching in CCAF affiliated schools.

Associate in Applied Science Degree

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

- Aircraft and Missile Maintenance
- Allied Health
- Electronics and Telecommunications
- Logistics and Resources
- Public and Support Services

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

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

The detailed listing and description of each CCAF degree program is available in the separate *CCAF General Catalog*, published every three years. The detailed listing and description of individual CCAF courses comprising degree programs are available at each of the 100 affiliated schools specifically teaching those courses. Similarly, the listing of CCAF's more than 5,600 qualified instructors and 1,300 student instructors is available at each school where those instructors teach or in a central database located in the CCAF administrative center.

CCAF System

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

Affiliated Schools

The instructional programs of the college are conducted by the Air Force in traditional learning environments. Even when advanced instructional technology and individualized instruction are used, students attend regularly scheduled classes and complete specified course work under assigned faculty in much the same manner as students in the classrooms of most traditional civilian colleges, except that students typically attend one course at a time, eight hours each day, five days a week until satisfactorily completing the course.

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

Education Services Centers

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

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

Advisory Bodies

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

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

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

CCAF Policy Council. Twenty-eight representatives from all elements of the CCAF system make up the Policy Council. The council, chaired by the CCAF dean of academic affairs, meets twice a year and submits recommendations concerning academic policies, degree programs, award of credit, academic standards, affiliation of AF schools with the college, and other policy matters to the commandant.

CCAF Transcript Requests

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

Students can order their own transcripts from any computer that has an "af.mil" address through the online Air Force Virtual Education Center Web site (<https://afvec.langley.af.mil/afvec/>). To ensure compliance with the provisions of the Family Educational Rights and Privacy Act, students can only order transcripts for themselves.

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

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

SECTION II

OTHER AIR UNIVERSITY SCHOOLS AND PROGRAMS

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

PROFESSIONAL MILITARY EDUCATION PROGRAMS AND SCHOOLS

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

SQUADRON OFFICER COLLEGE

Internet Address

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

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

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

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

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

would distract the student from his primary aim or compromise the purity of the profession.”

Following these guidelines, today’s SOS is designed to teach the essence of military leadership, air and space doctrine, international security issues, and communication skills. Students are not only exposed to these new concepts, they are required to apply these lessons in a variety of complex experiential learning exercises which involve the human emotions of fatigue, frustration, and esprit. Physical fitness, team problem solving, and proper military decorum are critical aspects of the school’s offerings. Over the years, Medal of Honor recipients, astronauts, and principal military commanders—both in the United States and from various international countries—have graduated from this institution. SOS is a premier military leadership school.

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

Air and Space Basic Course

Internet Address

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

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

Goals:

- Embrace the profession of arms by applying the AF core values with the heart, mind, and body of an air and space warrior.
- Value the expeditionary air and space force as a team, and the role of AF officers in leading within this team.
- Comprehend air, space, and information operations as the primary means for effectively employing air and space power as a part of the joint war-fighting team.
- Comprehend AF history, doctrine, and distinctive capabilities as the foundation for the effective employment of air and space power.

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

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

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

In this post-cold-war era, where the military threats are complex and elusive, ASBC was created to provide young officers with the logic and the grammar of their unique Air Force profession. “To prepare for an uncertain future,” stated Carl Builder, “the Air Force needed to readdress

its fundamental ‘sense of identity and purpose.’” Because of its emphasis on heritage and on the study of air and space operational planning, ASBC is very different from the traditional curriculum used in most precommissioning programs.

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

Curriculum

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

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

- DOD Digital Versatile Disk (DVD) classroom application “What Now, Lieutenant?” for presenting core values and ethics case studies for random access and full-screen, full-motion professional video segments.
- Multiplayer networked war games, AFEX and AIRGAP, are played to reinforce application-level learning, with an emphasis on the AF core competencies, joint-service teamwork, integration of theory and doctrine concepts, crisis-action planning under stress, and decentralized execution. Flights are broken up into two teams, with each team playing against its sister flight.

- Blue Thunder is a theater campaign simulation that allows student flights to conduct an air and space campaign against an opposition force comprised of other students. This exercise is a capstone war game fought in a simulated AOC environment.

Duration and Quota

ASBC will conduct five classes during academic year 2005–06 for a total of 4,639 students. Each class lasts 30 training days.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	90.45
Leadership/Management	45.40
Military Studies	14.35
Communication Studies	11.15
International Studies	2.30
TOTAL INSTRUCTION	163.65
Other (Admin and Testing)	18.05
Physical Fitness	12.00
Course Total	193.70

Academic Credit

The American Council on Education recommends the following credit for the ASBC resident program: one semester hour in introduction to leadership in the lower-division baccalaureate/associate degree category; three semester hours in advanced military science and one semester hour in national security issues, both in the lower-division baccalaureate/associate degree category.

Squadron Officer School

Internet Address

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

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

Goals: Educated students will value their unique role as AF officers by

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

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

SOS teaches all the key leadership concepts of being able to analyze situations, develop plans, train followers, perform as a team, and critique the effort. For the academic year 2004–05, SOS integrated AF Doctrine Document 1-1, *Leadership and Force Development*, throughout the entire curriculum. While attending SOS, students step away from

their special technical skills and broaden their focus on the Air Force as an institutional fighting force. They prepare for leadership responsibilities, study the significance of the core values, and learn about air and space doctrine. After studying various military leadership concepts, they are required to apply these lessons in various experiential learning exercises.

SOS not only provides students with an opportunity to understand how leadership skills influence team achievement but also provides these officers the opportunity to experience the responsibilities of being an effective follower. This focus on followership includes such functions as taking risks, working with others, and constructively dissenting when the team or leader is headed in the wrong direction. In addition, the SOS experience helps students refine their written and oral communication skills as well as establishes a foundation of knowledge on how the Air Force fights wars.

Resident Curriculum

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

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

Duration and Quota

SOS will conduct seven classes during academic year 2005–06 for a total of 3,302 students. Each class lasts 25 training days.

Prerequisites and Selection

Captains with at least four and less than seven years of total active federal commissioned service, who are not in a failed or deferred promotion status, are eligible to attend SOS. DOD civilians in the grade of GS-9 and above with at least four years of continuous civil service are

eligible. See the Education and Training Course Announcements (ETCA) for additional information.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	19.50
Leadership/Management	80.50
Military Studies	11.30
Communication Studies	20.05
International Studies	5.15
TOTAL INSTRUCTION	136.50
Other (Admin and Testing)	24.25
Physical Fitness	19.00
Course Total	179.75

Nonresident Program

The SOS Nonresident Program 26 (book version) and Program 27 (CD-ROM version) consist of five courses: 26A/27A, Profession of Arms; 26B/27B, Military Studies; 26C/27C, International Studies; 26D/27D, Communication Studies; and 26E/27E, Leadership and Management Studies. Under normal circumstances, students must complete the entire program within 18 months. Course 26 and 27 were closed to enrollment effective October 2004 and were replaced by Course 28, a completely online education program featuring web-based instruction hosted on the Air Force Integrated Learning Center. This program permits rapid, world wide deployment of the SOS nonresident course and includes computerized testing with immediate test feedback results.

The SOS Nonresident Program presents similar, but not parallel, material to the resident curriculum and is administered by the Air Force Institute for Advanced Distributed Learning (AFIADL) at Maxwell AFB, Gunter Annex. Captains or above and selected DOD civilians in the grade of GS-9 or above are eligible to enroll in the program. See the Squadron Officer College Advanced Distributed Learning Web site (http://sos.maxwell.af.mil/socadl/course_info.htm) for detailed course description and enrollment information.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	12.00
Military Studies	24.00
International Studies	24.00
Communication Studies	18.00
Leadership/Management	18.00
TOTAL	96.00

Academic Credit

SOS Resident Program. The American Council on Education recommends three semester hours in managerial communication and three in national security studies and military strategy, both in the upper-division baccalaureate category. In the graduate degree category, the council recommends three semester hours in leadership/managerial human relations.

SOS Nonresident Program. The American Council on Education recommends three semester hours in managerial communications and three in national security studies and military strategy in the upper-division baccalaureate category.

Faculty Development

Squadron Officer College provides initial faculty development instruction to all faculty through the Fundamentals of Instruction (FOI) course. Faculty members include those personnel who design, develop, or implement SOC curriculum or who supervise those involved in such activities. Thus, faculty members include flight commanders, squadron commanders, faculty development and training personnel, and curriculum development personnel. Following this initial faculty development experience, SOC's two schools (ASBC and SOS) will teach school- or lesson-specific execution requirements.

COLLEGE FOR ENLISTED PROFESSIONAL MILITARY EDUCATION

Internet Address

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

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

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

Focus: Developing Airmen with a Warrior Ethos and a Passion for Leading in the cause of Freedom.

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

Educational Programs Cadre

Internet Address

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

The Educational Programs Cadre (EPC) was formed in 1993 as the sole organization responsible for the development and standardization of professional PME for all levels of enlisted PME (EPME) throughout the

Air Force. Responsibilities include resident and nonresident programs, as well as faculty and staff development for personnel assigned to all EPME programs.

EPC consists of the dean and three directorates. The Education Directorate comprised of three instructional design teams (Airman Leadership Program, NCO Program, and SNCO Program), develops and manages EPME curricula for all EPME programs. The Operations Directorate comprised of four operational teams manages, evaluates, and supports EPME's educational programs. The Faculty Development Directorate directs the professional development of EPME educational staff and oversees faculty certification.

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

Air Force Enlisted Heritage Research Institute

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

The Air Force Enlisted Heritage Research Institute (AFEHRI) was established on 23 May 1997 as a component of CEPME. It is comprised of a director, NCOIC of research and heritage center, information technology work group manager, and a curator. The AFEHRI provides curriculum and student support to all facets of CEPME and Airman Leadership Schools. It also provides secondary student support to the USAF First Sergeant Academy, USAF Historian Development Course, and

18 Air National Guard leadership schools. It captures, preserves, and archives, enlisted history and heritage, and assists in developing the Air Force Promotion Fitness Examination Study Guide.

The institute is comprised of two elements. The research and archives element consists of a research center, archives storage, and a student computer lab. The heritage center element consists of the Enlisted Heritage Hall with many student teaching exhibits. It is also a city and state tourist attraction and serves as a military museum to civilian visitors. The AFEHRI preserves the rich and dramatic heritage and tradition of the enlisted corps of the USAF and its antecedents: Aeronautical Division, Army Air Service; Army Air Corps; and Army Air Forces in the development of airpower to defend the United States. AFEHRI achieves its mission by featuring artifacts, art collections, pictorial exhibits, written and oral documentation, audiovisuals, equipment, and selected aircraft parts. Additionally, students use the in-house and online research capabilities to enhance learning and complete enlisted heritage research projects. A significant archival holding is also available, and efforts are systematically made to ensure its growth and availability to researchers and the public.

Chief Master Sergeant Leadership Course

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

Mission: *Provide newly selected Chief Master Sergeants a strategic perspective of the Air Force and its mission.*

Goal: Conduct a strategic-level course that orients, prepares, and equips Chief Master Sergeants for the highest level of enlisted leadership.

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

Resident Curriculum

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

Curriculum Summary

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

Duration and Quota. The AFSNCOA, located at Maxwell AFB-Gunter Annex, conducts three eight academic-day resident CLC classes each year with a student quota of 200 per class.

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

Air Force Senior Noncommissioned Officer Academy

Internet Address

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

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

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

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

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

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

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

Resident Curriculum

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

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	99.0
Communication Skills	33.0
Leadership and Management	95.0
Collateral Curriculum	23.0
Commandant's Time	12.0
TOTAL	262.0

Duration and Quota. The AFSNCOA conducts five 33 academic-day resident classes each year with a student quota of 420 per class.

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

Academic Credit. The AFSNCOA is affiliated through CEPME to CCAF, which is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. Graduates of the resident course are currently awarded nine semester hours of undergraduate credit from the CCAF.

Noncommissioned Officer Academies

In October 1993, a Headquarters USAF program action directive ordered the transfer of the 10 CONUS NCO academies from AF major air commands (MAJCOM) to Air Education and Training Command (AETC). In November 1993, AETC assigned these academies to the newly formed CEPME. Currently, nine NCO academies aligned under CEPME operate in CONUS at Goodfellow, Gunter, Keesler, Kirtland, Lackland, McGuire, Peterson, Robins, and Tyndall Air Force bases. An NCO academy, located at McGhee Tyson Airport, Knoxville, Tennessee, is under the functional control of the ANG. Air Force MAJCOMs overseas operate their own academies. Pacific Air Forces (PACAF) has three academies located at Elmendorf AFB, Alaska; Kadena AB, Okinawa, Japan; and Hickam AFB, Hawaii. US Air Forces, Europe, has one academy at Kapaun AS, Germany.

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

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

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

Resident Curriculum

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

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	42.0
Communication Skills	56.0
Leadership and Management	103.0
Collateral Curriculum	13.0
Commandant's Time	9.0
TOTAL	223.0

Duration and Quota

The NCOA is conducted at 14 locations worldwide and most NCOAs operate seven classes per year. This is a 28 academic-day course, and quotas are distributed by each MAJCOM annually.

Selection

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

Academic Credit

The nine CONUS NCO academies are affiliated through CEPME to the CCAF. CCAF is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. Overseas NCOAs and the ANG NCOA located at McGhee Tyson Airport are affiliated directly with CCAF. All graduates of the resident course currently receive 12 semester hours of undergraduate credit with CCAF.

Airman Leadership School

In April 1991, the AF directed that Headquarters AU establish the Airman Leadership School (ALS) program. On 1 October 1991, a new and standardized program came online to teach senior Airmen PME. The stand up of the new ALS discontinued the Noncommissioned Officer

Preparatory Course (NCOPC) and the Noncommissioned Officer Leadership School (NCOLS) programs. ALS became the first of three PME programs that enlisted professionals attend during their AF careers. Functional responsibility for each ALS rests with the local Mission Support Squadron.

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

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

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

Resident Curriculum

ALS consists of 192 curriculum hours conducted over 24 academic days at 72 locations worldwide. The primary instructional methodology is the guided discussion. Instruction covers three broad academic areas including profession of arms, communication skills, and leadership. Flight Chief's Time and Collateral Curriculum round out the course.

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	46.0
Communication Skills	42.0
Leadership and Management	86.0
Collateral Curriculum	12.0
Flight Chief's Time	6.0
TOTAL	192.0

Duration and Quota

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

Selection

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

Academic Credit

All ALSs are individually affiliated with the CCAF, which is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. Graduates of the resident course currently receive nine semester hours of undergraduate college credit with CCAF. CCAF is automatically notified of class graduations for update of CCAF records and transcripts.

CEPME Distance Learning

The College for Enlisted Professional Military Education provides distance or distributed learning opportunities to the AF enlisted corps.

AFSNCOA Distance Learning Course

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

NCO Academy Distance Learning Course

AFIADL Course 00009. The NCO Academy DL course consists of three areas of curriculum consisting of communication skills, leadership and management principles, and the profession of arms.

Airman Leadership School Distance Learning Course

AFIADL Course 00001. The ALS DL course covers three curriculum areas: profession of arms, leadership and management principles, and communication skills. There is one end-of-course test.

Eligibility

Eligibility criteria, course responsibilities, and academic credit are outlined in the online *Air Force Institute for Advanced Distributed Learning Catalog* (<http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/html/contents04-01.htm>).

OFFICER ACCESSIONS

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

AIR FORCE OFFICER ACCESSION AND TRAINING SCHOOLS

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

Mission: *Produce leaders for the Air Force and build better citizens for America.*

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

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

- a single focal point for AETC's officer accessions,
- centralized support and curriculum areas,
- one organization to commission and train over 80 percent of AF line officers and more than 95 percent of nonline (medical professionals and chaplains) and legal officers, and
- a method to smooth production flow between AFROTC and OTS.

Air Force Reserve Officer Training Corps

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

The Air Force Reserve Officer Training Corps is the Air Force's largest and oldest commissioning program. Initially based on the Morrill Act of 1862 and the National Defense Act of 1916, the ROTC program underwent a major change with the ROTC Vitalization Act of 1964. This act, which eliminated compulsory ROTC at state land-grant colleges and universities, offered two- and four-year scholarships with a focus on academics and leadership. The Vitalization Act also established the Junior ROTC program.

AFROTC currently operates at 144 colleges and universities and has nearly 900 cross-town agreements with other institutions. As of March 2005, cadet enrollment was nearly 16,000 college students. AFROTC's scholarship program includes more than 7,600 cadets and a scholarship budget of almost \$70 million in fiscal year 2005.

Programs and Operations

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

Reserve and assigned to the Obligated Reserve Section. This entitles them to a monthly nontaxable subsistence allowance.

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

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

Special Programs

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

Professional Development Training

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

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

Base Visits

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

Scholarships

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

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

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

Extracurricular Activities

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

Enrollment Criteria

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

Faculty

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

MAFOATS005 – AFROTC Professor of Aerospace Studies Course

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

Similarly, Assistant Professors of Aerospace Studies complete:

MAFOATS002 – AFROTC Assistant Professor of Aerospace Studies Course

A 15-training day, mission essential course hosted by AFOATS Curriculum Directorate (AFOATS/CR), Maxwell, AFB, AL. This course prepares newly assigned AFROTC instructors to teach

within the AFROTC academic environment and orients and prepares them for AFROTC detachment duties at geographically separated units. Major areas are learning theory, teaching methods, critiquing of student writing, speaking and evaluation. Students also receive AFROTC instruction in curriculum, professional relations, leadership, counseling, legal issues, and meet with subject-matter experts concerning instructional levels.

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

MAFOATS001 – AFROTC NCO Orientation Course

A 10-training day, mission essential course hosted by the AFOATS Curriculum Directorate (AFOATS/CR). The faculty is composed of enlisted personnel currently assigned to AFROTC detachments. Newly assigned NCOs are taught the critical aspects of personnel and information management as they relate to the day-to-day operations at AFROTC detachments and the interface between detachments and HQ AFROTC. The purpose of the course is to improve performance, increase productivity, and enhance mission accomplishment of new AFROTC cadre members. This course covers the basic skills and knowledge associated with the AFROTC mission and structure, unit support, logistics support, cadet personnel and financial management programs and various computer functions. The course also addresses various documentation processes, regulatory guidance and procedures and other topics related to the AFROTC environment.

Curriculum

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

Curriculum Summary

Instructional Area	Academic Hours
Leadership Studies	63.0
Communication Skills	49.0
Profession of Arms	60.0
Military Studies	35.0
Admin/Testing	30.0
LLAB	180.0
Field Training *	393.0
TOTAL	810.0

*Standard Field Training 393 Hours
Extended Field Training 425 Hours

Officer Training School

Internet Address
<http://ots.afots.af.mil/>

Air Training Command activated Officer Training School (OTS) at Lackland Air Force Base, Texas, on 1 July 1959. OTS moved to the Lackland Training Annex in 1961. In November 1971, the Air Staff launched an extensive curriculum review that produced a core curriculum common to the Air Force Academy, AFROTC, and OTS. On 25 September 1993, OTS relocated to Maxwell AFB and began a new era when it became a part of Air University. From inception, OTS has been committed to providing top-quality officers.

Throughout its history, OTS has adapted to a challenging training environment. After graduating 12 women and 78 men in its first class, OTS successfully commissioned more than 500 second lieutenants its first year. By 1964 more than 10,000 individuals had graduated, and to date more than 104,000 officers have entered the AF through OTS. Over the years, OTS has functioned as a “flexible partner” to the other accessions sources to meet AF changing manning requirements. Additionally, the school began to train commissioned medical students, chaplains, and judge advocates in 1981 and medical service officers in 1991. In 1996 the Commissioned Officer Training School combined existing training programs for chaplains, judge advocates, and medical service officers and has trained over 10,000 newly commissioned officers at the Maxwell-Gunter Annex. Commissioned Officer Training (COT)

officially moved to Maxwell AFB in December 2002 became a centralized training campus.

OTS commissioning and training programs

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

Courses

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

Basic Officer Training

BOT is a challenging 12-week program that imparts to its graduates the importance of leadership, discipline, attention to detail, and dedication to service. It stresses commitment to the profession of arms and motivates graduates to adhere to the highest standards of integrity, excellence in all they do, and service before self. This challenging environment provides numerous tests for leadership skills through classroom and field training exercises and operation of the officer trainee and student wing. The capstone event is a four-day, three-night Air and Space Expeditionary Force (AEF) exercise.

Commissioned Officer Training

COT was stood-up in 1996. It provides the fundamentals of officership and the initial leadership training required for newly commissioned AF officers (active duty, Air National Guard, and Air Force Reserve). It stresses commitment to the profession of arms and motivates graduates to live up to our AF core values. COT students' rank ranges from second lieutenant to lieutenant colonel depending on the newly commissioned officers' professional qualifications. A three-day, two-night AEF exercise is the capstone event for COT as well.

Additionally, the Medical Readiness Indoctrination course (MRIC) is incorporated into the AEF exercise for medical service officers.

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

Programs and Operations

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

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

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

Curriculum

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

Duration and Quota

OTS currently conducts eight BOT classes, seven COT classes, and two RCOT classes each year. The BOT program is 12 weeks long (57 training days), the COT program is four weeks long (23 training days), and the RCOT program is two weeks long (14 training days) plus the

correspondence portion. In FY 2004 BOT graduated approximately 1,100 students, and COT graduated nearly 1,250 students. In FY 2005 it is expected that these numbers will decrease to approximately 850 BOT graduates and 1,400 COT graduates.

Prerequisites and Selection

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

**Student Curriculum Summaries
Basic Officer Training**

Instructional Area	Academic Hours
Leadership Studies	51.0
Communication Skills	44.0
Profession of Arms	40.0
Military Studies	15.0
Military Training and Application	148.0
Admin/Processing/Testing/Orientation	172.0
TOTAL	470.0

Commissioned Officer Training

Instructional Area	Academic Hours
Leadership Studies	32.0
Communication Skills	13.0
Profession of Arms	31.0
Military Studies	7.0
Military Training and Application	18.0
Admin/Testing	69.0
AEF Exercise	36.0
TOTAL	206.0

**Reserve Commissioned Officer Training
(In-Residence Portion)**

Instructional Area	Academic Hours
Leadership Studies	17.0
Communication Skills	8.0
Profession of Arms	26.0
Military Studies	5.0
Military Training and Application	11.0
Admin/Testing	33.0
AEF Exercise	24.0
TOTAL	124.0

Academic Credit

The American Council on Education recommends the following academic credit for completion of the Officer Training School: three semester hours in physical education, three in military science, and three in personnel supervision, all in the lower-division baccalaureate/associate degree category.

OTS Faculty

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

MAFOATS004 – OTS Academic Instructor Course

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

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

PROFESSIONAL CONTINUING EDUCATION

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

COLLEGE OF AEROSPACE DOCTRINE, RESEARCH AND EDUCATION

Internet Address

<http://www.cadre.maxwell.af.mil/>

Mission: *To develop leaders . . . Airmen capable of serving in, and leading, Joint and Combined military operations in the twenty-first century.*

The College of Aerospace Doctrine, Research and Education (CADRE) carries on the traditions of the Air Corps Tactical School where, in the 1930s, future leaders of the USAF were trained and the basic doctrine and concepts of US airpower for World War II were formulated. As much as ACTS instructors such as generals Harold L. George, Haywood S. Hansell, Jr., Claire L. Chennault, and George C. Kenney shaped doctrine and strategy in World War II, the college's staff is committed to providing the Air Staff and the major commands with original thought and applications of air and space power in the modern world. CADRE is located in Walker Hall—named for Brig Gen Kenneth N. Walker, an ACTS instructor and Medal of Honor winner in the Pacific during World War II.

The college educates AF and joint communities on war fighting at the operational and strategic level through research, war gaming, fellowships, and professional continuing education courses and publication. CADRE provides

- doctrinal research and analysis and development of employment concepts for air and space power;
- education for the Air Force in air and space doctrine and the doctrinal application of air and space power;
- study and analysis of dynamics of warfare through modeling, simulation, and war gaming; and
- intelligence support to AU and its subordinate units.

Also, CADRE conducts

- research on public affairs and mass media issues and assists schools and organizations in developing military news media curricula, and
- research on air and space power topics of interest to senior leaders, research support for all AU schools, and publication of the AF's only professional journal, the *Air and Space Power Journal (ASPJ)*.

The college creates an interface between research and concept development, testing, and publication. It gives AU the capability to fulfill its mission of assisting in the development of AF doctrine, concepts, and strategy.

CADRE's resident curriculum offerings consist of eight specialized courses: the Joint Flag Officer Warfighting course (JFOWC), the Joint Force Air Component Commander course (JFACC), the Combined Force Air Component Commander course (CFACC), the Senior Information Warfare Applications course (SIWAC), the Senior Executive Services (SES) seminar, the Joint Air Operations Planning course (JAOPC), the Contingency Wartime Planning course (CWPC), and the Information Warfare Applications course (IWAC). These resident courses

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

Airpower Research Institute

Internet Address

<http://www.cadre.maxwell.af.mil/> (select "Inside CADRE")

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

In support of that objective, ARI performs a number of missions. First, ARI produces books and original research pamphlets, papers, and briefings related to current and future air and space operations. Second, the institute facilitates the research of students and faculty throughout the Air University school system by managing various research databases and electronically publishing faculty/student research papers and making them available on the Internet. Third, ARI publishes the *Air and Space Power Journal*, the Air Force's professional quarterly and primary institutional forum for exchanging ideas about airpower and other matters relating to national defense. In addition, the institute publishes *Air and Space Power Chronicles*, an electronic Internet version. Fourth, ARI is home to the administration of the Air Force Fellows program, which sends 50+ highly select field grade officers to civilian universities, think tanks, industry, interagency, and air staff throughout the United States and Canada to serve as Air Force "ambassadors" and researchers. The institute is composed of three divisions:

Research Division. The Research Division, composed of civilians and part-time Reserve defense analysts, conducts independent and professional research on topics of interests to USAF leaders and policy makers. The division produces original research papers and briefings that address USAF and air and space power doctrine, strategy, and operations, in an effort to assist and guide the senior leadership of the Air Force. Topics include analyses of such areas as Air Combat Operations (air superiority, strategic attack, interdiction, and close air support); Air Mobility Operations (airlift and air refueling); Command and Control; Space Operations; Information Operations; Intelligence, Surveillance, and Reconnaissance; effects based operations and Homeland Security/Defense. The Division writes and distributes materials of importance to the Air Force leadership as well as to students at the Air University and throughout the Air Force and Department of Defense community.

Research Development Division. The Research Development Division supports research efforts in the institute and throughout Air University schools with computer databases, Web server support, and electronic publishing, and facilitates collaboration with external research institutions—DOD laboratories, military service schools, and civilian universities—worldwide. The Database Branch maintains databases of proposed research topics and completed research papers. The Division helps set standards for the conduct of research throughout Air University by providing research education, tools, and resources—along with technical support—to Air University faculty and students. The Branch posts several hundred student papers annually from Air War College, Air Command and Staff College, Air Force Institute of Technology, and Air Force Fellows for delivery via the World Wide Web. The AF Fellows Branch provides research guidance and administrative support to 50+ field grade officers assigned for one year to civilian universities and think tanks that study national security strategy. The dual objectives of the program are to provide highly proficient officers to serve as visiting military ambassadors to prestigious institutions and to secure highly relevant and timely research products to meet Air Force needs. The Fellows branch develops a Fellows orientation program, approves research topics, provides computer support, processes travel orders and per diem vouchers, manages leave, writes training reports, and holds an end-of-tour conference.

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

Warfare Studies Institute

Internet Address

<http://www.cadre.maxwell.af.mil/default.htm> (select organization)

The Warfare Studies Institute (WSI) conducts eight professional continuing education courses designed to develop the judgment and skills required to employ air and space power effectively in combat. The courses offered and supported through the resources of the institute have significantly contributed to the war-fighting capabilities of all US military forces.

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

The faculty and staff of WSI also conduct courses that contribute significantly to the war-fighting preparedness of US military forces. These courses include the Contingency Wartime Planning, Joint Air Operations Planning, and Information Warfare Applications courses.

MAAFNJ 007 Joint Flag Officer Warfighting Course (JFOWC)

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

The course prepares two-star officers of all four services for the responsibilities of theater-level combat leadership. It is tailored to provide our future theater combatant commanders, service component and joint task force (JTF) commanders with a broad perspective of the strategic and operational levels of war. Instruction for the course comes from senior national-civilian and military

representatives, flag officers serving as combatant commanders, and retired, battle-tested officers. Retired warrior generals draw from their combatant and component commander experience to lead war-gaming scenarios focused in various parts of the world, across the continuum of conflict.

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

MCADRE004 Joint Force Air Component Commander (JFACC)

Course

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

The one-week-long course is conducted annually in the February time frame. The first three days are conducted at Maxwell AFB and the last two days are usually held at an exercise location. The course is limited to 17 active duty one-star (or one-star select) attendees. The desired attendee mix is eight US Air Force, four US Navy, three US Marine, and two US Army flag officers.

MCADRE 007 Combined Forces Air Component Commander (CFACC) Course

The CFACC course is hosted by the US Air Force and sponsored by all services, attended by service chief-selected flag officers and international air force officers. The attendees study operational-level war fighting, military doctrine, and the application of joint and combined combat forces with particular emphasis on air and space power employment in theater-level operations.

The Air Force hosts and conducts a one-week CFACC course annually in the August time frame. The first three to four days are held at Maxwell AFB, Alabama, and the last two days are usually held at an operational exercise location. Eighteen active duty officers—one-star, one-star select, or equivalent rank—are selected to attend. The desired attendee mix is five USAF, two US Navy, two US Marine, one US Army and eight allied flag officers.

MCADRE 006 Senior Information Warfare Applications Course (SIWAC)

The four-day SIWAC is an interagency course and an innovative step in the continuing education of flag officers from all branches of the US armed forces and senior executive service members. It is designed to bridge the public and private sectors and enhance senior leaders understanding of how current and emerging technologies are impacting human decision making and operations in the information age.

Attendees study war fighting and doctrine as related to information warfare (IW) concepts and principles. Course objectives are to understand current DOD and joint doctrinal concepts for IW, understand the integration of weapons systems and IW capabilities from different services or nations to provide effective theater- and national-level IW capabilities, understand and respond to service perspectives on IW employment concepts, and understand IW's role in campaign development. Attendees should be able to execute theater IW strategy and understand IW capabilities and limitations. Attendance is limited to 16 US flag officers in the grade of brigadier general or major general and *equivalent* members of the Senior Executive Service.

Senior Executive Service Seminar

The Senior Executive Service (SES) Seminar is designed to provide senior civilian leadership with in-depth knowledge of key air and space concepts and an integrated view of warfare in the twenty-first century. The seminar is a three-day course taught twice per year. Enrollment is limited to 12 attendees in the grades of SES-1 through SES-4.

MCADRE 002 Contingency Wartime Planning Course (CWPC)

The two-week CWPC educates Airmen in grades E-5 through O-5 in the art and science of contingency war planning. The CWPC graduates approximately 800 students each year during their 10 programmed courses.

Curriculum Summary

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

MCADRE 003 Joint Air Operations Planning Course (JAOPC)

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

Curriculum Summary

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

MCADRE 005 Information Warfare Applications Course (IWAC)

The IWAC is a one-week course that educates students on the fundamental principles of Information Operations in accordance with Air Force Doctrine Document 2-5. The objective is to provide students with a broad understanding of Information Operations doctrine and insight into how Information Operations are applied across the full spectrum of conflict from peace to war. The course is taught at the college level through lectures, seminars, practical exercises, readings, and computer-based lessons, helping students gain a better understanding of how current and emerging technologies are affecting decision making. Classes are offered eight times per year with an enrollment of 70 to 80 students per class.

Curriculum Summary

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

Warfighter Planning Course

<http://www.cadre.maxwell.af.mil/warfarestudies/wpc/start.htm>

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

Air and Space Power Course

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

Air Force Forces Staff Training Course

The Air Force Forces (AFFOR) Staff Training Course is an online, self-paced, interactive course for users with high-speed Internet connections at <http://www.affor.maxwell.af.mil>. The course provides students an in-depth look at the role of the commander of Air Force forces (COMAFFOR) in organizing and employing air and space forces within joint operations. This role involves service component responsibilities as well as operational employment considerations. The heart of the course focuses upon the various staffs the COMAFFOR uses to accomplish these duties. This course is required for personnel transitioning to duty in a Numbered Air Force staff, an AFFOR staff, or an Air Operations Center (AOC).

Air Force Wargaming Institute

Internet Address

<http://www.cadre.maxwell.af.mil/wg/default.htm>

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

Operations and Wargame Support

AFWI is housed in a special-purpose, 56,000-square-foot facility. It can operate in whole or in part as a secure, classified working area. The building contains 22 seminar or game rooms, is expanding to 28 such rooms increasing gaming capacity by 25 percent and has two conference rooms—all with audio and video capabilities.

The Wargaming Operations Division (WGO) is responsible for the entire war-gaming life-cycle process, to include definition, design, development, testing/preplay, preparation, execution and post war-game analysis. WGO provides war-game support to a variety of customers from around the world. The professional men and women assigned WGO

provide full-spectrum war gaming to accomplish the AFWI Director's mission.

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

War Games and Simulation Exercises

In a typical year, AFWI plans, develops, and conducts approximately 30 war games and exercises for more than 9,000 participants. AFWI provides a "laboratory environment" in which current and future commanders and staffs study warfare to identify problems before they face them in combat.

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

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

They continually assess the effectiveness of their plan and make changes as required.

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

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

Joint Land, Aerospace, and Sea Simulation (JLASS). JLASS is a joint-sponsored war game by the following US military senior-level colleges: Air War College, Naval War College, Army War College, Marine War College, and Industrial College of the Armed Forces. The war game focuses on joint and combined warfare at the operational and strategic level with the goal of enhancing joint PME by examining potential US military responses to regional crises.

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

SOS Follow-on to Operation Atlantis. This replacement game will become Squadron Officer School's capstone war game. The exercise reinforces teachings of the principles of war, fundamentals of military force application, and basic concepts of tactical air operations. Students assume roles of duty officers in sections of the Joint Guidance, Apportionment and Targeting Cell, the Master Air Attack Plan Cell in an air operations center, and on the battlestaff of a deployed composite wing staff. The students conduct battle-staff planning and problem solving for air operations at these various levels. Anticipated Initial Operational Capability for this game is scheduled for January 2006 with a final operational capability NLT August 2006.

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

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

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

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

Theater Campaign Warfare (TCW). TCW is the capstone war game for the School of Advanced Air and Space Studies. This seminar-based educational war game provides students an opportunity to synthesize concepts about the nature and employment of military forces they have developed during the school year. The game consists of six parallel but independent seminars and includes planning, execution and analysis phases, lasting five days. Educational objectives are facilitated by game

moves covering periods varying from a few days to several weeks. Students from the Army's School of Advanced Military Studies at Fort Leavenworth, Kansas; Naval Operational Planning course at Newport, Rhode Island; and the USMC's School of Advanced War Fighting at Quantico, Virginia, augment the game.

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

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

The Software Development and Operations Branch (WGTD) develops, maintains, integrates and operates computer models, simulations and visualization tools to support the adjudication of war games. As a software development activity (SDA), the division maintains in-house models. ACES is used to support the Air Command and Staff College's (ACSC) capstone wargame (JAEX), the Air and Space Base Course's (ASBC) capstone wargame (Blue Thunder II), as well as war games for the United Kingdom Joint Services Command and Staff Course. SIMWAR XXI is the new improved real-time model that will support the improved ASBC capstone war game Blue Thunder III.

JEMM is a theater logistics model that generates time-phased force deployment (TFFDD) and is used in a number of war games. The Web Forces visualization tool supports nearly all AFWI war-gaming events to display the Order of Battle (OB). Finally, the College of Professional Development's (CPD) Professional Military Comptroller Course uses the "Bottom Line" model to conduct an Exercise in National Budgeting Priorities (XNBP), which simulate the impact of national budget decision (presidential, economic, political and military) on the development support structure, including project management, configuration management, software quality assurance and testing capabilities.

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

The AFWI suit of tools include the following:

1. *Air Force Command Exercise System (ACES)* - a joint, theater campaign-level combat-simulation model.
2. *Rapid Scenario Generator (RSG)* - a scenario building tool capable of rapidly building real-terrain and infrastructure-based scenario's for use in the ACES model.
3. *Joint Educational Mobility Model (JEMM)* - a theater-mobility model used to generate time-phased force and deployment data (TPFDD) for war games .
4. *Bottom Line* simulates the impact of national budget decisions on the state of the nation.
5. *Accelerated Combat Timeline (ACT)* - and operational-level graphical user interface to the ACES model.
6. *WebForces* - an automated map display tool that allows one to view and move forces distributedly. This tool is capable of interfacing with ACT, ACES, and JEMM as well as working autonomously for manual war games .
7. *SIMWAR XXI* - a joint, theater campaign-level, real-time combat-simulation model. This tool allows students to simulate the AOC planning process by planning the next days ATO while simultaneously flying out the current ATO.

Intelligence Directorate

Internet Address

<http://www.cadre.maxwell.af.mil/>

The Directorate of Intelligence (IN) serves as the link, continuity and “the way ahead” for Intelligence, Surveillance, and Reconnaissance (ISR) education throughout AU supporting the AU Commander and all professional continuing education colleges and schools to include AWC, ACSC, SOC, and CADRE. As Senior Intelligence Officer (SIO) for AU, the Director maintains regular liaison with Air Force Director of Intelligence, Surveillance and Reconnaissance and chairs the AU Intelligence Integration Committee to ensure “The right ISR education to the right warfighters at the right time.” The directorate also serves as an integral member of the 42 ABW’s Force Protection and Threat Working Groups.

Annually, IN provides ISR education, resources, and research assistance to more than 9,000 students and 200 faculty members at AU to include curriculum development, platform lectures and instruction, and current intelligence analyses and presentations. Emphasizing the application of ISR tactics, techniques, and procedures employed in strategic and operational decision making by senior military and DOD leadership, IN personnel provide current and projected military force structure and political problem sets for global scenario development employed in 30 war games in direct support of AFWI’s mission. The directorate also supports the Air Force Doctrine Center providing review and critique of joint and AF doctrine to ensure AF and other national ISR capabilities and applications are accurately represented and optimized, respectively.

Collocated with IN, the AU Special Security Office (SSO) controls, safeguards, and ensures proper use of sensitive compartmented information (SCI) and manages over 900 SCI billets. The SSO also operates AU’s SCI communications center maintaining Joint Worldwide Intelligence Communications System connectivity, and provides physical security for all AU SCI facilities.

US Air Force Public Affairs Center of Excellence

Internet Address

<http://www.cadre.maxwell.af.mil/>

The US Air Force Public Affairs Center of Excellence (PACE) emphasizes the importance of how public affairs doctrine and the global information environment influence the twenty-first century battlefield. The Center infuses military/news media relations education at almost all AU schools and outreach lessons across the Air Force. Finally, the center strives to infuse realistic news media and information operations play into the many war games.

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

- teaching electives in Air War College and Air Command and Staff College, facilitating and providing lectures and case studies for core curriculum, and conducting hands-on media training during war games at AWC, School of Advanced Air and Space Studies and ACSC;
- conducting lectures at Squadron Officer College in both Squadron Officer School and Air and Space Basic Course and to provide media training, when requested, during war games;
- presenting blocks of study at the Ira C. Eaker College for Professional Development, including lectures and on-camera training at the Wing and Group Commanders courses, the On-Scene Commanders course, Human Resource Management School, Judge Advocate General School, and First Sergeants Academy;
- supporting the College of Enlisted Professional Military Education by providing lesson materials to the Chief Master Sergeant Leadership Course, Senior NCO Academy, NCO academies, and airman leadership schools Air Force-wide;

- lecturing in CADRE's Information Warfare Applications Course, the Contingency Wartime Planning Course, and the Joint Air Operations Course;
- infusing media play into war games hosted by CADRE's Air Force Wargaming Institute, preparing participants to consider the "information battlespace," public opinion, and by the news media during the course of a military campaign;
- assisting Air University students in conducting research on public affairs and mass communications issues, analyzing case studies, and promulgating information operations and public affairs doctrine throughout the Air Force; and
- employing a video-based Public Affairs and Information Warfare wargame as a distributive educational tool, preparing public affairs professionals to apply DOD's Principles of Information and Information Operations doctrine to enhance war-fighting capabilities.

IRA C. EAKER COLLEGE FOR PROFESSIONAL DEVELOPMENT

Internet Address

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

Mission: *Provide quality professional continuing education and technical training to US Air Force, DOD, and international students.*

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

The CPD umbrella spans eight schools: Commanders Professional Development School, Air Force Human Resource Management School, International Officer School, Air Force Judge Advocate General School, Defense Financial Management & Comptroller School, USAF Chaplain Service Institute, USAF First Sergeant Academy, and USAF Historian Development School.

Goals:

- At least 90 percent of students, graduates and graduates' supervisors state CPD courses accomplished their stated mission.
- At least 90 percent of students, graduates and graduates' supervisors state the quality of instruction, course effectiveness, and overall value of each course are "Excellent" or higher.
- Foster unit team work through information sharing, promoting cooperation to get the job done and respect for one another.
- Foster an environment that consistently encourages top performance by faculty and students.
- Continuously strive to improve facilities, equipment, and resources.

- Ensure each member understands and practices Operational Risk Management in their personal and family lives.
- Ensure each member has a personal health and wellness program.

Academic Credit

The Ira C. Eaker College for Professional Development is affiliated with the CCAF. Through this relationship, CPD is—for accreditation and degree purposes—a CCAF affiliate school. CPD course offerings for enlisted personnel result in the award of academic credit by CCAF. Course graduates may request a transcript from CCAF free of charge. See page 90 for additional information. The Commission on Educational Credit of the American Council on Education recommends several CPD courses for college-level credit.

Commanders' Professional Development School

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

The Commanders' School conducts seven courses—the USAF Wing Commanders' Seminar, the USAF Mission Support Group Commanders' course, the USAF Maintenance Group Commanders' course, the USAF Medical Group Commanders' course, the USAF Operations Group Commanders' course, the USAF Acquisition/Sustainment Group Commanders' course, and the USAF On-Scene Commanders' course.

The Air Force Senior Leader Management Office (AFSLMO) determines attendance at the Wing and Group Commanders' courses. These courses are tailored to provide attendees current information on DOD and AF leadership and management issues. The Chief of Staff of the Air Force approves the curriculum. Adjunct faculty and senior subject matter experts from the DOD, Air Staff, MAJCOMs, and field operating agencies present the course material.

The five group commanders' courses are two weeks in duration and are held concurrently. The first week the courses are combined and students receive a core curriculum that applies to all group commanders. The second week the five courses are divided into discipline-specific seminars.

Attendance at the On-Scene Commanders' course is mandatory for all USAF personnel designated as on-scene commanders and senior installation fire officials. The course is optional for security forces commanders/operations officers/flight chiefs, command inspector general team chiefs, and installation exercise evaluation team chiefs. Resident and adjunct faculty teach personnel how to properly conduct disaster responses (aircraft accidents, hazardous material incidents, tornados, etc.), save lives and resources, and limit damage to the environment.

Mission: Prepare Air Force members for duty as wing, group, and emergency response on-scene commanders; develop, schedule, can conduct tailored courses that help attendees deal with critical leadership and management.

Goals: Provide AF wing, group and on-scene commanders with a better understanding of the environment, responsibilities and resources required to enhance their effectiveness as commanders.

Through executive-level short courses, the school provides AF officers selected for command with

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

Duration and Quota

The courses convene five times each year with 15-25 attendees. The On-Scene Commanders' course is the exception, offered 15 times yearly at Maxwell and 15 times each year at other selected locations.

Prerequisites and Selection

The courses are open to individuals selected to serve in the positions described by the courses. AFSLMO manages attendance at the wing and group commanders' courses.

Curriculum Summary

Course Title	Academic Hours
USAF Wing Commanders' Seminar	42.5
USAF Mission Support Group Commanders' Course	79.0
USAF Logistics Maintenance Group Commanders' Course	77.0
USAF Medical Group Commanders' Course	*83.5
USAF Operations Group Commanders' Course	71.0
USAF Acquisition/Sustainment Group Commanders' Course	TBD
USAF On-Scene Commander's Course	32.0

*The Office of the Surgeon General, United States Air Force, designates the educational activity entitled Medical Group Commanders' course is awarded 36.6 contact hours of category 1 credit toward the AMA Physician's Recognition Award. Activity Approval Code: #5502.1.

This continuing Nursing Education Activity was approved by the Nurse Utilization and Education Branch, Medical Services Officer Management Division, HQ AFPC, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Activity Approval Code: #5-054. Contact Hours: 44

Air Force Human Resource Management School

Internet Address

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

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

In 1983 the school was renamed the Air Force Professional Manpower and Personnel Management School to reflect more closely the merger of manpower and personnel functions at Headquarters USAF, the Air Force Manpower and Personnel Center (as it was then designated) and

the major air commands. While the close organizational links between manpower and personnel functions were severed at most headquarters levels in 1985, the school nonetheless retained a manpower element in both name and curriculum.

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

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

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

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

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

Goals:

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

Initiatives Summary

As the Air Force and DOD move to implement the new National Security Personnel System (NSPS), the school will continue to review its curriculum to support NSPS training requirements. Distance Learning is growing in importance. The USAF Supervisor's Course as well as the Military Personnel Management course are available to download from the AFPC Web site and are taught by either contractors or the local CPF.

The Civilian Personnel Management Division works closely with Air Staff functional managers to develop and conduct training that will meet the needs of the commands and bases as we continue to transition personnel processes to the Air Force Personnel Center (AFPC). Courses are focused either on individual specialties or on leadership competencies. In anticipation of the move toward smaller staffs and more integrated operations in local civilian personnel flights, customer needs are reviewed very carefully to ensure that courses are properly structured.

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

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

competencies, guiding principles, strategic goals and operational objectives.”

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

Duration and Quota

Courses vary in length from 4 to 14 days.

Prerequisites and Selection

Requirements for participants vary for each course.

Course Summaries

Course Title	Academic Hours
Civilian Personnel Flight Leadership Course	31
Position Classification Course*	30.0
Intermediate Position Classification Course	60
Advanced Position Classification Course	60
Affirmative Employment Course (Basic)*	40.0
Principles of Affirmative Employment Course	67.0
Affirmative Employment Advanced Course	62.0
Employee Development Specialist Course	36
Employee Development Advanced Course	36
Employee-Management Relations Course**	59
Advanced Employee-Management Relations Course	55
Resource Management Course	36
Competitive Sourcing and Privatization for Personnelist	36
EEO Manager Course	36
Equal Employment Opportunity Counselor Course	36.0
Basic Business Objects	29
Advanced Business Objects	28
Basic Mediation Course	30
Advanced Mediation Course	32
Labor Management Relations Course*	40
Labor-Management Relations Course	68

Course Title	Academic Hours
Civilian Personnel Management Course*	40.0
Military Personnel Flight Leadership Course	39.0
Mission Support Squadron Leadership Course	51.25
Family Support Center Community Readiness Consultation Course	40.0
Family Support Center Managers' Qualification Course	40.0
Family Support Center Readiness Qualification Course	40.0
Manpower Staff Officer Course	109.0
Wing Manpower Officer Course	42.75
Air Force GS-15 Leadership Seminar	37.85
USAF Supervisor's Course*	40.0
Military Personnel Management Course*	16.0

*Course is offered via computer-based instruction (CBI)

**Course is also available through CBI as well as in-residence

Academic Credit

The Center for Adult Learning and Educational Credentials of the American Council on Education recommends three semester hours' graduate credit for the Manpower Staff Officer course. Students desiring credit should contact the Registrar, Air University, AU/CFRR, 60 W. Shumacher Ave., Maxwell AFB, AL 36112-6337, and have the registrar send a course transcript to the college or university where they are enrolled.

Through affiliation of the Ira C. Eaker College for Professional Development with the CCAF, graduates of the Family Support Center Manager's Qualification course and the Family Support Center Readiness Qualification course earn two hours of credit respectively. Course graduates may request a transcript through CCAF free of charge. For further information see the *CCAF Catalog* available in your base education services office.

International Officer School

Internet Address

<http://www.au.af.mil/au/cpd/ios/ios.htm>

The International Officer School was established in 1954 as the Allied Officer Preparatory School. Since then 9,800 international military students from 133 countries have completed the program. Each year the school conducts three preparatory courses, consisting of five, six-week classes: three for SOS and one each for ACSC and AWC.

The preparatory courses improve the ability of students to express their ideas clearly (in both speaking and writing) and to read and comprehend written and spoken materials used in AU classes. A program of planned classroom activities, informational trips and a civilian sponsorship program (called Alabama Goodwill Ambassadors) introduces students to the political, military, and socioeconomic aspects of American culture. This orientation enables students to adjust more readily to the USAF and civilian communities. Academic requirements for each course are geared specifically to the PME school the students will attend.

The IOS Operations division functions as the International Student Military Office and provides administrative support to all international students attending any AU school.

Mission: Prepare international officers for in-residence PME; support international officers and their families before, during, and after attending Air University courses; and manage Air University's International Affairs program.

Goals: Expand the capacity of international officers to participate more effectively in military education and duty assignments.

Objectives: The three IOS preparatory courses develop an

- appreciation of American society, institutions, and ideals;
- awareness of the mission and organization of US military forces and US military terminology;
- ability to speak and understand American English;
- awareness of the organizational structure, curriculum content, and instructional methods employed in AU schools; and
- ability to participate in physical training activities (SOS, ACSC, and AWC only).

Initiatives Summary

Believing that the school's vitality demands change and innovation, ongoing research is an integral part of the faculty's responsibility. Research—ranging from instructional methodology to cross-cultural communications—identifies academic subject areas, lesson formats and instructional techniques required for the curricula. Such research and the resulting innovations enhance student learning and the achievement of school objectives. Examples of improvements are the continuing expansion of the core curriculum, computer-assisted instruction laboratory, and the formalization of language training to provide integrated American English instruction with other curriculum topics.

Curriculum

The school's curriculum consists essentially of preparatory courses that have three basic functions. First, they provide curriculum orientations to follow-on school topics and methodologies. Second, they serve as periods of cultural adjustment for international officers and their families. Third, they accomplish the administrative requirements and informational program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for international officers attending SOS, ACSC, and AWC. International students coming to AU for the ACSC and AWC should preview Air University Catalog for the relevant master's degree, accreditation, degree-granting authority and eligibility requirements spelled out in the descriptions of each school in this catalog.

Duration and Quota

Course titles, duration, and student quotas for classes are as follows:

Course Title	Duration	Quota
SOS/IOS	6 weeks	32
ACSC/IOS	6 weeks	88
AWC/IOS	6 weeks	45

Prerequisites and Selection

IOS/SOS and IOS/ACSC require an English comprehension-level (ECL) test score of 70 while IOS/AWC requires an ECL test score of 80. Students are also expected to meet certain physical standards outlined in the *Air Force Education and Training Course Announcements*.

Course Areas

Each course includes the following areas:

Student Administration. During this phase of the course, international officers in-process and receive tours and briefings about Maxwell AFB and Montgomery. They receive orientations in various aspects of the individual IOS courses. This area includes welcome and graduation ceremonies, curriculum and schedule briefings and a tour of the AU Library. Students participate in formal, structured feedback conferences with instructors; informal conferences take place throughout the courses as needed.

Informational Program. The Informational Program provides opportunities for students to gain a better understanding of US ideals, institutions, and culture. Some of the topics included are the American way of life, education in the United States, US government institutions and the US news media. A significant portion of this program is devoted to human rights and related training in keeping with State and Defense Department objectives for security assistance training. Field trips and tours are conducted in the Montgomery area, Southeast Region and to Washington, D.C.

Communications Development. Communications Development constitutes a significant portion of the instruction at IOS. It includes English enhancement instruction designed to increase the student's ability to speak and understand American English and communicate ideas both orally and in writing.

In addition, basic writing and briefing instruction, with application exercises, is provided based on the PME follow-on school's communication techniques. This area also includes computer instruction with hands-on training in applications appropriate to the specific follow-on PME school.

Military Studies. The Military Studies area introduces the students to the mission, organization, policies, concepts and terminology of the US military.

Leadership. Students are provided an introduction to various leadership concepts and models. Again, the instruction is geared at a

level appropriate to the follow-on PME school. This area also introduces the physical training requirements of the follow-on PME school with emphasis on field leadership and teamwork—particularly important for students preparing to attend SOS.

Curriculum Summaries
Squadron Officer School Course

Instructional Area	Academic Hours
Student Administration	22.0
Informational Program	72.0
Communication Development	62.0
Military Studies	14.5
Leadership	41.0
TOTAL	211.5

Air Command and Staff College Course

Instructional Area	Academic Hours
Student Administration	16.0
Informational Program	49.0
Communication Development	83.0
Military Studies	36.0
Leadership	11.0
TOTAL	195.0

Air War College Course

Instructional Area	Academic Hours
Student Administration	26.5
Informational Program	96.0
Communication Development	48.5
Military Studies	32.0
Leadership	9.0
TOTAL	212.0

Other Programs

IOS conducts several nonacademic programs to enhance the experience and education of international officers and their families.

Alabama Goodwill Ambassadors. Alabama Goodwill Ambassadors is the AU official sponsorship program for international students and their families. This program makes the international students and their families feel welcome and acquaints them with aspects of American culture that they may not otherwise be exposed to through their formal AU courses and activities.

International Family Loan Program. This program lends international students and their families (for a nominal fee) such essential household items as dishes and utensils. This service relieves students of the need to spend large sums of money on items they would discard before leaving AU.

International Family Orientation Program. This two-week family orientation course is conducted each summer for the wives and children of the international officers who will attend ACSC and AWC. The course provides an orientation to American culture and to the Montgomery public school system. When possible, basic English language instruction is provided. Recreational activities are also conducted for the children.

Air University International Honor Roll. This honor roll recognizes international graduates of AU PME courses who have gone on to become heads of service, ministers of defense, heads of state, or other high-level officials within their own countries.

International Dependents English Course (IDEC). This six-week course, conducted each fall or winter, provides conversational English skills that spouses and adult children of international officer students will need in their day-to-day activities. The course is taught entirely by volunteers from the on- and off-base local community.

Air Force Judge Advocate General School

Internet Address

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

The Air Force Judge Advocate General (AFJAG) School was established in 1950 at Maxwell AFB. The school went through an inactive period in the 1960s before becoming part of the Institute of Professional Development, the predecessor of the Ira C. Eaker College for Professional Development, in 1969. The initial charter of the AFJAG School was to teach military law to new AF judge advocates. That charter has expanded substantially as the school now conducts many

advanced and specialized courses. The school currently offers 30 different resident and nonresident courses in 42 offerings.

The annual student body of some 4,000 consists of a selected group of active duty, AFRES and ANG judge advocates, paralegals and civilian attorneys from the Air Force, the other armed services and many federal agencies.

The AFJAG School faculty also provides instruction on legal subjects to students attending AWC, ACSC, SOS, AFSNCOA, IOS, ASBC, other CPD schools and other AU colleges and schools.

The AFJAG School performs several other educational functions including administering the Judge Advocate General Department's continuing legal education (CLE) program for AF attorneys; publishing *The Air Force Law Review* (semiannually), the Air Force legal magazine *The Reporter* (quarterly) and *The Military Commander and the Law* (biannually); and teaching principles of American constitutional democracy, military justice and human rights to foreign military officers and civilians through the Defense Institute of Legal Studies.

Mission and Goals: The AFJAG School provides high-quality legal education and training to judge advocates, civilian attorneys and paralegals to meet Air Force and DOD needs. The school's formal and CLE courses contribute to the professional development of its courses. Courses of study broaden and refine the students' understanding of the complexities of military legal practice. Graduates will have the ability to analyze and comprehend the

- foundations of military law and basic advocacy skills;
- management and leadership skills necessary to supervise a base legal office;
- methods and techniques used in courtroom advocacy and specialized handling of expert witnesses, forensic evidence, complex evidentiary issues, and demonstrative evidence;
- principles of civilian personnel management and litigation;
- principles and concepts of federal and state environmental law and DOD procedures for compliance;
- principles of international military operations, the law of armed conflict, and rules of engagement;

- principles and concepts of claims and tort litigation;
- basic information on federal tax laws, estate planning, and the administration of a full-service tax program; and
- technical issues encountered in dealing with the systems acquisition process.

Initiatives Summary

The AFJAG School has adopted several initiatives based on research studies, technological innovations, and other creative curriculum developments to enhance the ability of graduates to perform their professional duties. These initiatives include

- integrating more hands-on practical procedure exercises into each course,
- creating mentoring opportunities for faculty and students in resident courses,
- integrating distance-learning methodologies and the latest information technology advances into all courses and publications, and
- adding specialized and updated courses to meet the increasing needs of new AF missions and of attorneys and paralegals in the field.

Resident Curriculum

The academic environment of the AFJAG School encourages free expression of ideas and an opportunity for independent and analytical thinking. The resident curriculum fosters advanced learning in the areas of advocacy, environmental law, labor law and law office leadership and management so that judge advocates and paralegals can ensure that the best legal service and advice are provided to AF commanders, staff agencies and personnel.

Duration and Quota

Frequency of presentation, length and number of students varies for each course. Contact the AFJAG School or its Internet home page for specific information.

Prerequisites and Selection

Requirements vary for each course.

Curriculum Summary

Course Title	Academic Hours
Judge Advocate Staff Officer Course	337.50
Staff Judge Advocate Course	85.00
Reserve Forces Judge Advocate Course	35.75
Air Force Reserve Annual Survey of the Law	24.00
Air National Guard Annual Survey of the Law	24.00
Total Air Force Operations Law Course	20.00
Military Judges Seminar	32.00
Law Office Managers Course	81.90
Claims and Tort Litigation Course	56.00
Federal Employee and Labor Law Course	35.00
Advanced Labor and Employment Law Course	20.00
Environmental Law Course	33.70
Trial and Defense Advocacy Course	44.00
Advanced Trial Advocacy Course	38.00
Operations Law Course	69.75
Advanced Environmental Law Course	19.00
Environmental Law Update Course	19.50
Legal Aspects of Information Operations Course	24.00
Accident Investigation Board Legal Advisor Course	24.00
Military Justice Administration Course	36.00
Paralegal Apprentice Course	248.00
Paralegal Craftsman Course	240.00
Reserve Forces Paralegal Course	80.00
Fiscal Law Course (teleseminar)	28.00
Deployed Fiscal Law and Contingency Contracting Course	24.00
Information Operations Law Course	36.00

Enrichment Offerings

These programs are designed to help AF attorneys and paralegals update and refresh their skills in several areas. State CLE credit is not offered for these tapes. They give attorneys and paralegals who are unable to attend resident courses the opportunity to benefit from some of the AFJAG School's best presentations. The enrichment tapes may be ordered by contacting the CLE director.

These tapes include discussions, presentations and lectures on specific subjects in the areas of criminal law, trial advocacy, environmental law, labor law and federal claims and tort litigation. Paralegal enrichment offerings include subjects in the areas of claims and tort litigation and in the law officer managers' course.

Nonresident Curriculum

The AFJAG School utilizes a number of distance-learning methodologies to provide nonresident students with advanced training and education in specialized legal areas. The school currently has the following nonresident tapes available for CLE credit. Note that the specific number of credit hours allowed for each course sometimes varies with each state. You should contact the AFJAG School CLE director (CPD/JA, 150 Chennault Circle, Maxwell AFB, AL 36112-6418, DSN 493-4472), to determine how many hours each state allows and also to order any of the courses or tapes.

Curriculum Summary

Course Title	Academic Hours
Professional Responsibility (Ethics) for Air Force Lawyers	1
Professionalism (Only Required by a Few States)	1

Academic Credit

The AFJAG School offers two types of CLE: credit and enrichment. CLE credit can be earned by participating in programs counting toward state minimum CLE requirements. The school obtains state approval for three categories of CLE credit: resident courses taught at the AFJAG School; nonresident teleseminar or video courses prepared by the AFJAG School and broadcast or distributed on request; and conferences, workshops and seminars conducted by various offices in the Air Force

Judge Advocate General Department. The nonresident videotapes consist of reading materials (syllabus) and viewing a videotape presentation. Credit can be obtained for conferences, workshops, and seminars on a case-by-case basis. You should contact the CLE director at least 30 days in advance of the date of the session.

Although the AFJAG School serves as a liaison with state bars in obtaining approval for CLE credit programs, the main goal remains that of providing meaningful legal education to judge advocates who need an update in a certain area or are moving to a new position and are unable to attend the appropriate resident course. With this goal in mind, the AFJAG School offers enrichment programs that do not include any written materials. These offerings are designed to provide a wide variety of information, from particulars for the practitioner to advanced discussions on recent legal issues. The nucleus of these noncredit enrichment programs is a collection of lectures from various resident specialized courses.

Through this dual system of credit and enrichment programs, the AFJAG School is committed to providing the Judge Advocate General's Department with advanced legal education that responds to the department's training and educational needs. This CLE ensures that judge advocates and paralegals have the tools to do their jobs professionally.

For formal nonresident CLE credit, after notifying CLE director 30 days in advance of the start of the course, you will be provided with state CLE forms that must be completed and returned. Those forms are certified by the CLE Director, and forwarded to the individuals state bar. For further information, see the CCAF catalog in your base education services.

Through affiliation of the Ira C. Eaker College for Professional Development with the CCAF, graduates of the Paralegal Craftsman Course (14 hours), Paralegal Apprentice Course (14 hours) and the Law Office Managers Course (two hours) who are enrolled in CCAF may receive the annotated number of semester hours of credit toward an associate degree. Course graduates may request a transcript through CCAF free of charge. See page 90 for additional information office.

Defense Financial Management & Comptroller School

Internet Address

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

In 1996 the Assistant Secretary of the Air Force (Financial Management) established a joint service task group to study financial management education in the Department of Defense (MEDOD). This group issued its report, called the MEDOD study, in March 1967.

In 1968 the Professional Military Comptroller course (PMCC) was developed in response to this study. In 1973 financial managers from Army, Navy, and other DOD agencies began participating in PMCC; and the Army and Navy began assigning highly qualified officers to the faculty. Then in 1977 the PMCC became the DOD Professional Military Comptroller School (PMCS).

In 2005, following an intensive review and transformation of the main course, the school was renamed the Defense Financial Management & Comptroller School (DFM&CS). Today, the school staff consists of 12 members representing all military departments and DFAS.

Mission: Provide quality joint operational-level professional continuing education to DOD financial management personnel.

Goals:

- Enhance leadership and interpersonal skills.
- Understand the impact of organizational relationships on the DOD mission.
- Broaden awareness of diverse financial management disciplines within DOD.
- Comprehend contingency operation concepts and their impact on financial management.

Initiatives Summary

The Defense Financial Management & Comptroller School has expanded several curriculum initiatives to enhance the ability and productivity of its graduates. These initiatives include student writing programs, a leadership emphasis, and a “paperless” environment.

Student Writing Program

As a prerequisite for graduation the Defense Financial Management Course (DFMC) students are required to write a two-three page “idea” paper as well as other short written assignments and essay-type exam questions. For the Idea Paper, students should use creative and critical thinking to develop and support an original proposal for improving a process or procedure relating to DOD financial management. Students refine their Idea Papers under the guidance of a faculty writing advisor. The Idea Papers are forwarded to the Service or Agency financial management leaders for review and possible implementation.

Leadership Emphasis

The revised curriculum includes interactive instruction on leadership topics (leading teams, effective communications, group dynamics, conflict resolution, critical/creative thinking) as well as providing senior leaders’ perspectives on the subject. Students are required to develop and present their personal approach to leadership based on their reflection on previous leadership training and personal experiences.

Paperless Environment

The school has been selected as an Air University test bed for implementation of a wireless network to further enhance automated capabilities. Students are assigned laptop computers for use both inside and outside the schoolhouse. Most of the course material is delivered via laptops to include class schedules, lesson plans and reading assignments. This allows students to work at their own pace and in the comfort of their seminar or individual billeting rooms without excessive printing costs. Each of the five seminar rooms has an additional computer workstation for presenting seminar slideshows.

Curriculum

The curriculum consists of two courses. The Defense Financial Management Course presents mid-level comptrollers, resource managers, and other financial staff with information concerning the tasks, environments, and skills associated with military comptrollership. The Reserve Forces Comptroller Course provides selected Guard and Reserve

officers an understanding of the role of the comptroller as a staff officer and head of a management service organization.

Duration and Quota

The Defense Financial Management Course is held six times each year meeting for 20 class days. The quota for each class is 45 students.

The Reserve Forces Comptroller Course is held once each year and meets for 10 class days. It has a quota of 60 students.

Prerequisites and Selection

The target grades for the DFMC are O-4 and above, GS-11 and above, and E-8. Air Force O-3s in the Financial Management Leadership Program are currently authorized to attend as an exception.

Students for the RFCC are selected and funded by their respective commands.

Attendance is authorized for personnel outside the comptroller career area when the training requirement is assessed against positions and responsibilities in resource- and associated-fund management. Non-comptroller personnel packets must include a statement, endorsed by the Major Command/Agency comptroller, highlighting the benefits of attendance.

Curriculum Summary

Course Title	Academic Hours
Defense Financial Management Course (DFMC)	160.0
Reserve Forces Comptroller Course (RFCC)	80.0

Academic Credit

Academic credit for the Defense Financial Management Course is pending an evaluation of the new curriculum.

Students desiring credit for attendance should request that the Registrar, Air University (AU/CFR, 60 W. Shumacher Ave., Maxwell AFB AL 36112-6337), send a transcript to the college or university where they are enrolled.

USAF Chaplain Service Institute

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

On 1 July 1953, when the Air Force was given responsibility of training its own chaplains, the United States Air Force Chaplains course was established at Lackland AFB, Texas, and placed under the Officer Basic Military course. The chaplains' course became part of Officer Military Schools (OMS) in June 1955. Based on a Department of the Air Force authorization, the USAF Chaplain School was established in June 1960; however, it remained under OMS. From 1958 to 1965, judge advocates also reported to the Chaplain School for training. OMS was discontinued in July 1962 and was assigned to OTS. The Chaplain School was made a separate unit and was placed directly under the commandant, Lackland Military Training Center, in February 1965. USAF Chaplain School was established at Maxwell AFB and assigned to Headquarters Air University on 20 May 1966.

The chaplain service has a rich and varied legacy of supplying resources in support of ministry. The USAF Chaplain Service Resource Board was formed in July 1959 under the AU Command Chaplain. Initially called the USAF Chaplain Writers Board, it prepared written lectures and identified audiovisual resources for the Air Force Moral Leadership Program.

In 1976 the board's name was changed to USAF Chaplain Resource Board to reflect its central role and mission in developing a variety of ministry support resources. In January 1989 the word *service* was added to the board's name—USAF Chaplain Service Resource Board—to reflect the mission of providing resources to *all* chaplain service professionals: chaplain assistants, religious education coordinators, laity, and chaplains.

The Resource Board became a part of the Chaplain Service Institute and was known as the Chaplain Service Institute Resource Division. In October 2003, the Resource Board was realigned as part of the office of the USAF Chief of Chaplains, assisting in the plans and programs function as an action office for Air Staff. The USAF Chaplain Service Resource Board remains collocated with the Chaplain Service Institute at Maxwell AFB, Alabama. Its members assess the needs of chaplain service personnel and provide support to the varied ministries of the service. This support facilitates the free exercise of diverse religious practices and beliefs worldwide.

The USAF Chaplain Service Institute (CSI) was activated under the Ira C. Eaker Center for Professional Development on 31 October 1992. It provides the chief of the AF Chaplain Service with a centrally managed, centrally located complex for all education, technical training, research, and resourcing activities of the USAF Chaplain Service. The new organization consolidated and functionally integrated four separate organizations. Two elements of the institute, the USAF Chaplain School and the USAF Chaplain Service Resource Board, were already located at Maxwell AFB. The USAF Chaplain Service Film Library, previously located at Norton AFB, California, as an operating detachment of the Center for Professional Development, collocated with the institute at Maxwell AFB in December 1992. Technical training for enlisted chaplain assistants was transferred to Maxwell in September 1993 from Keesler AFB, Mississippi, under Air Force Year of Training Initiatives.

The creation of the USAF CSI was a hallmark in the tradition of the USAF chaplain service profession. Its goals are to more effectively enable the ministries of the USAF chaplain services and thus enrich the lives of AF members and their families.

The USAF CSI is composed of active duty Reserve component chaplains and chaplain assistants. This composition lends itself to a close collegial relationship with students and staffs worldwide and ensures curriculum and resources are designed and organized to solve and explore practical issues concerning today's AF chaplain service members.

The Education Division designs, develops, and manages the professional continuing education (PCE) of all AF chaplains. The division conducts one Air Force entry-level/accession course and two supervisory leadership courses. The division offers three-day issue and subject-specific courses to ensure that chaplain and chaplain assistants maintain vocational excellence throughout their careers. The division further offers a chaplain candidate course for seminarians who are USAF Reservists, as they explore career ministry opportunities in the USAF Chaplain Service.

The Technical Training Division designs, develops and manages technical training for all AF chaplain assistants. The division offers one AF specialty code awarding course and one supervisory leadership course. Specific readiness training for entry-level chaplain assistants is integrated with chaplains to ensure maximum effectiveness of team readiness ministry during deployments, contingency operations, and wartime.

The USAF Resource Board is charged with staying abreast with the best tools and information in support of ministry for the AF community. It assesses needs and delivers resources, primarily through the AF chaplain service Web site (<http://www.usafhc.af.mil>) and the chief of the chaplain service's bimonthly electronic publication called the *Leading Edge*. The Resource Board communication tools serve two primary purposes. They furnish resources and information that directly support and inform ministry in the field, ranging from suicide prevention to balancing the chapel's books. The chaplain service's home page also provides an opportunity and channel for chaplains and chaplain assistants to submit ideas, critiques, or any other input that might further the purposes of the ministry.

The Resource Board also presents resources to the field by developing and distributing on-demand, interactive training CD-ROMs such as the Chaplain Service Mentoring CD. It also facilitates Air Force-wide conferences such as the Marriage and Family Ministry Conference.

Mission: Provide education, training and resources that promote professional excellence, and enhance the free exercise of religion for the USAF family.

Goals: Achieve vocational excellence, professional integrity, and service to others by

- providing knowledge, skills and resources for students to better perform their duties;
- attracting, mentoring, and recognizing quality people;
- ensuring that faculty and course directors properly apply
- instructional system development principles;
- securing resources to support mission requirements;
- improving information flow and ensuring effective communication; and
- monitoring the quality of support services and seeking necessary improvements.

Initiatives Summary

Instruction of enlisted students in crisis intervention skills, trauma pastoral care and pluralism, and faith group-support requirements will further their professional abilities to support chaplains in peacetime and contingency operations. State-of-the-art integrated technology mediums have enhanced worldwide chaplain service training efforts in readiness,

mentoring and global ministry efforts. Officer and enlisted evaluation systems have been added to all levels of instruction, ensuring that chaplain and senior-enlisted support personnel will use evaluation and supervisory skills appropriately.

Curriculum

The USAF CSI encourages an academic environment that recognizes the value of each student's prior education and experience. Through free expression of ideas and immediate application of knowledge gained, the atmosphere of the institute remains progressive as it strives to prepare students for the AF chaplain service of the future. The faculty and staff of the institute advocate top-quality ministry and support of ministry.

Curriculum Summary

Course Title	Academic Hours
Basic Chaplain Course	254.0
Intermediate Chaplain Course	80.0
Wing Chaplain Course	80.0
Chaplain Candidate Course	80.0
PCE Professional Development Courses (multiple course offerings per year – each course is 24 hours)	24.0
Chaplain Assistant Apprentice Course	247.0
Chaplain Assistant Craftsman Course	74.0

Academic Credit

Through affiliation of the Ira C. Eaker College for Professional Development with the Community College of the Air Force, graduates of enlisted apprentice and craftsman courses may receive 11 and four semester hours of credit respectively toward an associate degree in social services. Course graduates may request a transcript through CCAF free of charge. See page 90 for additional information. For further information, contact a base education office or see the CCAF catalog.

For further information, contact the Chief, Education Division or Chief, Technical Training Division, USAF Chaplain Service Institute, 155 N. Twining Street, Maxwell AFB, AL 36112-6429.

CSI's Education and Technical Training Divisions and the USAF Chaplain Service Resource Board are investigating ways to further develop learning opportunities through video home system (VHS) format video, CD-ROM integrated technology and text-based projects. The Resource Board's primary objectives currently include improving the quality of service and delivery of materials through automation technology and targeting needs assessments to fill resource "vacuums."

USAF First Sergeant Academy

Internet Address

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

The importance of the position of first sergeant has long been recognized in American military ranks. In 1778 at Valley Forge, Baron Von Steuben wrote in the *Regulation for the Order and Discipline of the Troops of the United States*, "The soldier having acquired that degree of confidence of his officers as to be appointed first sergeant of the company, should consider the importance of his officers; that the discipline of the company, the conduct of the men, their exactness in obeying orders and the regularity of their manners, will in great measure depend on his vigilance. The first sergeant . . . is to be always in camp or quarters, to answer any call that may be made."

Through the years, persons selected for first sergeant duty primarily trained themselves in their duties and responsibilities, taking over where their predecessors left off. With increases in technology, advances in the complexity of administrative and legal procedures and the need for improved human relations, the USAF saw that first sergeants needed to receive formal training.

The First Sergeant course was established at Keesler AFB, Mississippi, in October 1973 and was renamed the USAF First Sergeant Academy in 1982. The academy remained at Keesler until July 1993 when it was moved to Maxwell AFB under the authority of order G-65 and aligned with the Ira C. Eaker College for Professional Development.

Mission: Provide education and training to selected active duty, Air Force Reserve, and Air National Guard senior noncommissioned officers to become the best first sergeants in the world.

Goals: Educate and train first sergeants in the diverse areas of responsibility, accountability, and discipline in which they will serve America's dynamic Air Force well into the next century.

Initiatives Summary

The USAF First Sergeant Academy constantly puts forth initiatives and course updates that will increase the efficiency and effectiveness of the academy and improve the quality of instruction.

Based on surveys from field-experienced first sergeants, graduates, commanders, and Utilization and Training Workshops, the academic curriculum is continually being revised. These revisions allow the academy to adjust the curriculum to meet current needs of Air Force First Sergeants.

Web-based instruction provides continuation training on demand using technologies such as interactive training and digitized role-playing.

The school's Web page provides a one-stop service for first sergeants to access critical reference material used on a daily basis as well as information for continuity purposes.

Scenario based learning as well as role-playing exercises continue to challenge each student to higher levels of learning.

Curriculum

The academy's curriculum is divided into five major areas: unit administration, human resources preventive intervention, quality force management, military justice, and deployment issues.

Duration and Quota

The USAF First Sergeant Academy course is 20 academic days and can train up to 45 students per class. The First Sergeant Academy Air National Guard course and Air Force Reserve Command course are a 13-day course that can train up to 32 (ANG) and 20 (AFRC) students per class. All courses have eight offerings each fiscal year.

Prerequisites and Selection

On 24 May 2002, HQ USAF/CC established a three-year initial tour for first sergeants entering duty after 1 October 2002. Historically, the Air Force relied solely on volunteers; unfortunately first sergeant manning left critical enlisted leadership billets unfilled. Air Force leaders

sought a change to the selection process and sought out our best SNCOs to fill this demanding duty while volunteers are the foundation. A central selection process was implemented to augment the volunteer process. Application procedures are the same as well as eligibility criteria. Criteria for selection is as follows: MSgt/E7, be highly motivated and have exceptional leadership and managerial skills, minimum physical profile of 32221 and be worldwide deployable, have 36 months' retainability, and image must exceed minimum standards, as well as other requirements. Additionally each applicant must be interviewed by their unit commander, who will in turn make a recommendation to the installation command chief master sergeant. Ultimately, the applicant's package will be forwarded to the MAJCOM command chief master sergeant through AFPC. For more information you can refer to <http://www.afpc.randolph.af.mil/procedures.specat.htm>.

Curriculum Summary

Course Title	Academic Hours
USAF First Sergeant Academy	160.0
Air National Guard First Sergeant Academy	107.0
USAFR First Sergeant Academy	107.0
Additional Duty First Sergeant Symposium	40.0
ANG Additional Duty First Sergeant Symposium	40.0

Academic Credit

Through affiliation of the Ira C. Eaker College for Professional Development with the CCAF, graduates of the USAF First Sergeant Academy Course receive seven semester hours of credit. Graduates of the First Sergeant Academy Air National Guard Course receive four semester hours of CCAF credit and the Air Force Reserve command graduates receive three semester hours of credit. The active duty and ANG Additional Duty First Sergeant Symposium graduates receive two semester hours of credit. Course graduates may request a transcript through CCAF free of charge. See page 90 for additional information. For further information, contact a base education office or see the CCAF catalog.

USAF Historian Development School

Internet Address

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

The USAF Historian Development School became operational in January 1995. The school is responsible for Professional Continuing Education throughout the historian career field. It conducts two in-residence courses—the Historian Basic and Historian Contingency courses.

The USAF Basic Aerospace Historian Course is 18 academic days long and is designed for new historians entering the AF History Program. The curriculum provides a foundation in the principles and methods of preparing periodic histories and managing a wing history program.

The USAF Aerospace Historian Contingency Course is 10 academic days long and provides historians with the principles and methods needed to prepare AF historical reports and manage the AF history program in a dynamic environment similar to contingencies or humanitarian relief operations. Students are introduced to Air Force doctrine and command and control processes used during contingencies and humanitarian relief operations. They also participate in a classified practicum preparing contingency historical reports.

All courses cited above prepare historians to assist today's commanders in the decision-making process and capture the Air Force's corporate memory for the senior leaders of tomorrow.

Mission: Provide professional continuing education for civilian, and AF Reserve enlisted historians on basic and advanced responsibilities concerning the principles, methods, and techniques for conducting a comprehensive unit history program.

Goals: Provide historians with a strategic framework for the historian career field. The objectives are to

- develop curriculum and conduct resident historian instruction;
- represent the historian career field in forums involving training issues;
- provide consultation to the Headquarters USAF Office of History (USAF/HO) and other organizations; and

- assist in developing standards for Air Force histories and related materials.

Initiatives Summary

The Air Force History and Museum Programs are undergoing a transition from an enlisted force to a totally civilian force by FY 07. The USAF Historian Development School began the USAF Aerospace Historian Basic Course in FY 05. This course replaced the Historian Apprentice course. Additionally, the schoolhouse prepared a new USAF Aerospace Historian Contingency Course. This course replaced the Historian Craftsman course.

Curriculum

The school curriculum enables historians to prepare organizational histories more effectively.

Duration and Quota

The USAF Aerospace Historian Basic Course is held four times each year for 18 academic days with an average of 14 students per class. The USAF Aerospace Historian Contingency Course is held four times annually for two weeks with an average of 12 students per class.

Prerequisites and Selection

The prerequisites for student attendance begin with selection for duty as an historian.

USAF Aerospace Historian Basic Course Prerequisites. Civilian historians are selected by the Air Force Historian and Museum Program Manager. All attendees must be proficient typists and familiar with computers and word processing software.

USAF Aerospace Historian Contingency Course Prerequisites. All students selected for this class must have at least an interim secret clearance.

Curriculum Summary

Course Title	Academic Hours
USAF Aerospace Historian Basic Course	144.0
USAF Aerospace Historian Contingency Course	80.0

Academic Credit

All courses within the USAF Historian Development School have transitioned from Technical Training to Professional Continuing Education. The evaluation and award of credit for the new courses is under review by the Community College of the Air Force.

EXTENDED STUDIES AND ADVANCED DISTRIBUTED LEARNING

The Air University, through the Air Force Institute for Advanced Distributed Learning, supports the Air Force extension course programs and the Air Force distance-learning mission, and exercises operational control of the Air Technology Network and the Air Force Integrated Learning Center.

AIR FORCE INSTITUTE FOR ADVANCED DISTRIBUTED LEARNING

Internet Address

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

Mission: *Promote, deliver, and manage distance learning for our air and space forces.*

The Air Force Institute for Advanced Distributed Learning, located at Maxwell AFB/Gunter Annex, formally came into being on 1 February 2000. Today, AFIADL is the focal point for distance learning (DL) (including advanced distributed learning) for the Air Force. The institute supports formal training and educational programs of the AF, AETC, ANG, and AFRES by providing professional military education, career-broadening, technical training, specialized, and continuing education courses to people throughout the DOD and to civil service employees in all federal agencies. AFIADL operates under the guidance of AETC's directorate of education, Air University.

AFIADL is a merger of the Air Force Distance Learning Office, the Extension Course Institute, and the Air Technology Network Program Management Office. It has evolved from its earliest mission, beginning in 1950, as an Air Force professional specialty school providing correspondence courses. Later, the organization assumed the additional responsibility of providing study reference materials in support of the Weighted Airman Promotion System. AFIADL manages and operates the Air Technology Network (ATN) that provides satellite broadcasts of live courses, and the Air Force Integrated Learning Center (AF-ILC) that supports network-centric enterprise learning.

Advanced distributed learning (ADL) is the newest mission supported by the Institute. ADL is a form of distance learning that emphasizes collaboration on standards-based versions of reusable objects, enterprise networks, and learning management systems. While traditional DL media include interactive television (ITV), interactive multimedia instruction (IMI), Internet-based instruction (IBI), paper-based instruction, and other instructional technologies, ADL focuses on the next generation systems, tools, and repositories that manage and deliver instructional modules comprised of "sharable content objects." AFIADL's vision is to provide a seamless, integrated learning environment that delivers instructional content "anytime—anywhere" in support of the expeditionary construct.

AFIADL operates in a fully automated environment that leverages rapidly growing technological capabilities. The traditional correspondence courses are developed using state-of-the-art publishing software and print-on-demand technology. These courses incorporate blended approaches of multimedia and CD-ROM, and will move to online in some cases. The eventual availability of courses online will augment distribution to remote sites and enable utilization of robust, interactive content. . Course exams are available in electronic format at most test control facilities enabling students to have instant access to feedback and test scores.

AFIADL delivers many of its courses via ATN, an interactive television (ITV) network providing one-way video, two-way audio capability. ATN has 13 broadcast centers reaching 154 earth stations and 266 classrooms worldwide and will soon expand to include sites in Southwest Asia and additional sites in USAFE. Since its development in 1991, ATN has provided over 41,000 student-training-days per year. ATN is part of the Government Education and Training Network that provides programming from 17 government agencies using 13 uplinks and reaching 1,970 sites. The ATN Program Management Office is located at Wright-Patterson AFB, Ohio, and is a division of AFIADL. Courses taught over ATN closely emulate the classroom environment and can accommodate many teaching styles and frequent changes to content.

In 2002, AFIADL deployed the AF-ILC, a robust, enterprise-level, network-centric learning system delivering ADL courseware to Air Force personnel worldwide. AFIADL hosts, manages, maintains, and operates the system while customers and suppliers (e.g., students, administrators, managers, and developers) use the system. The AF-ILC is comprised of four major components: The AFIADL Learning Center, the electronic Customer Support Center (eCSC), the ADL Repository, and satellite delivery.

The backbone of the AF-ILC is the AFIADL Learning Center, which is a commercial-off-the-shelf learning management system that provides the network-centric learning environment. The Learning Center delivers Shareable Content Object Reference Model (SCORM)-conformant courseware to the student's desktops while performing and automating administrative tasks (e.g., student records, scores, completion data). Air Force personnel can access the AFIADL Learning Center at <https://afiadl.mont.disa.mil/>.

Student support is accomplished via the eCSC. The eCSC is a commercial off-the-shelf solution providing system, course, and student support services through electronic incident submissions and frequently asked questions. Additionally, the eCSC administers electronic surveys as well as real-time tabulation of results in a myriad of formats.

The latest system to be added to the AF-ILC is the ADL Repository. The ADL Repository is a web-enabled learning-object management system providing learning object storage with the capability of creating XML manifests. The ADL Repository supports the courseware developer.

The fourth major component of the AF-ILC is the cutting-edge satellite delivery or “datacasting” as it is known. Pilot testing of datacasting for high-speed ADL Web delivery is underway. AFIADL is leveraging the existing unidirectional datacasting capability of ATN by adding a bi-directional component, providing global reach capabilities for learning content and student administration between field operating locations and the centralized AF-ILC hub. This initiative will allow the rapid, mass distribution of course content to servers across the globe by avoiding existing Internet and NIPRNET bottlenecks and firewalls. In addition, the AF-ILC offers online testing, an offline (mobile) player to support offline learning in an online environment, and customized administrative reports as well.

AFIADL instructional systems specialists and consultants are available to teach instructors and support organizations in the field how to utilize the various media and develop sound instructional strategies. AFIADL produces handbooks and guides for base education offices and field units that facilitate DL classes at remote locations. These guides are available on the AFIADL Web site.

The Institute conducts a one-week course for authors to provide new writers of career development and specialized courses with the basic knowledge and experience needed to produce effective extension course materials. The course is a practicum in the use of instructional systems development to write and revise courses. During the week, new writers work under the tutelage of institute educators and gain hands-on experience in every phase of course development. Instructional specialists also produce a guide for multimedia courseware that outlines procedures and instructional criteria for effectively incorporating multimedia components into distance learning courses.

The Institute also conducts a one-week course for new ATN instructors to provide them with a basic knowledge and practice of on-air interactive instruction. Instructional specialists also present best practices and instructional criteria to effectively incorporate multimedia components into ITV courses.

Additionally, ADL consultants work one-on-one with developers of on-line courses to ensure they follow best practices for course design but also to ensure the course complies with industry technical standards, OSD’s reference models, and workflow protocols for developing, tagging, and storing content objects in a repository.

AFIADL administers and distributes more than 450 courses. They fall into four categories: PME, PCE and training courses, specialized courses, and Career Development Courses (CDCs). The Institute distributes and provides technical and student support for the following distance learning courses:

Professional Military Education (PME) Courses

Both commissioned and noncommissioned officers take PME courses. These courses teach topics such as leadership, management principles, techniques of effective communication, problem solving, analysis of professional reading materials, international relations, national decision making, joint warfighting, and national security strategy. They also cover the psychology of learning, individual differences, and the techniques of teaching. The courses give students the broad skills and knowledge needed to be effective at various stages in their careers.

AFIADL distributes nonresident PME through distance-learning products ranging from paper-based through CD-ROM and on-line. PME is also available by seminar or in residence through the schools. AFIADL also provides on-line customer support and student administration for PME courses. PME courses and requirements are in the AFIADL Catalog on the Institute's Web site: <http://www.maxwell.af.mil/au/afiadl>.

Professional Continuing Education (PCE) and Training Courses

AFIT, and various schools within AU, Second AF, and other commands, use AFIADL's satellite network, ATN, to reach thousands of students every year to fulfill their PCE and training needs. A schedule of courses available over ATN and GETN, and the times and locations of broadcasts, are available under the ATN tab on the AFIADL Web site.

PCE and various training courses are also provided through the AF-ILC. Information on these courses and how to get access to the system is available under the ADL tab on the AFIADL Web site. Some courses are restricted to eligible personnel only, whereas other courses are open to all DOD personnel registered in the DEERS system, and on a case-by-case basis through special procedures established by course directors.

Specialized Courses

Specialized courses focus on technical and special subjects that are useful in many career fields. Examples are contracting, finance, and logistics courses. These courses also provide career broadening to individuals as they progress to higher levels, or who are required to become more knowledgeable in career fields other than their own. Most of these courses are paper-based, but some are available in blended media or on-line through the AF-ILC. These are described in the AFIADL Catalog available on line.

Career Development Courses

CDCs constitute the largest portion of AFIADL's curricula. These self-study courses help Airmen complete the task-knowledge portion of the dual-channel concept for the enlisted training program. The dual-channel concept is an on-the-job training program that requires the completion of CDC courses for skill-level upgrade—a requirement for promotion. Airmen must complete CDCs successfully at various stages to advance in their careers. CDCs are also available on a voluntary basis for career broadening.

Air Force members can obtain further information about the Institute's courses and procedures for enrollment through their base education or training office. The *AFIADL Catalog* and the AFIADL Web site provide up-to-date information on courses, programs, policy, and procedures. You can access the Institute's information and the AFIADL Catalog at <http://www.maxwell.af.mil/au/afiadl>. The catalog also provides information on academic credit recommendations for most courses. A list of credit recommendations for AFIADL courses also can be found in the current *Guide to the Evaluation of Educational Experiences in the Armed Services*.

The Institute's Web site also provides information about test control facilities, methods for obtaining assistance with student inquiries, links to ADL resources and studies, and other useful information available to students all over the world.

CITIZENSHIP EDUCATION AND EMERGENCY SERVICES

Besides its professional military and continuing education, Air University supports two nationwide programs—the Air Force Junior Reserve Officer Training Corps and the Civil Air Patrol—that instill citizenship values among our nation’s youth and provide emergency service to the nation.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS

Internet Address

<http://www.afoats.af.mil/AFJROTC/default.htm>

The Air Force Junior Reserve Officer Training Corps (AFJROTC) can track its heritage to a program founded in 1911 in Cheyenne, Wyoming, by Army Lt Edgar R. Steevers. Lieutenant Steevers was assigned as an inspector-instructor of the organized military of Wyoming. During his assignment, he envisioned a noncompulsory cadet corps comprised of high school students. His program was aimed toward making better citizens.

The National Defense Act of 1916 authorized a junior course for non-college military schools, high schools, and other non-preparatory schools. The Army implemented JROTC in 1916. Public Law 88-647, commonly known as the ROTC Vitalization Act of 1964, directed the secretaries of each military service to establish and maintain JROTC units for their respective services. The first Air Force JROTC programs were opened in 1966.

“(The) purpose of Junior Reserve Officers’ Training Corps [is] to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.” (10 *United States Code* Sec 2031)

Air Force JROTC is a continuing success story. From a modest beginning of 20 units in 1966, AFJROTC has grown to 746 units throughout the world, with over 104,000 cadets. The program is scheduled to expand to 794 units in FY06 and eventually to 945 units. The AFJROTC program positively influences our country by helping one student at a time. Comprised primarily of active duty Air Force retirees, the AFJROTC instructor force is helping to form tomorrow’s nation by educating proud and patriotic cadets—tomorrow’s leaders.

Mission: *Building better citizens for America.*

The objectives of JROTC are to educate and train high school cadets in citizenship; promote community service; instill responsibility, character, and self-discipline; and provide instruction in air and space fundamentals.

Programs and Operations

The AFJROTC program enrolled approximately 104,000 cadets, employed more than 1,600 instructors and operates units in 48 states, the District of Columbia, Puerto Rico, Italy, Germany, Belgium, Netherlands, United Kingdom, Japan, Korea, and Guam in academic year 2005. AFJROTC units are located in host high schools, public and private, and, by law, the program is limited to students in grades 9–12. AFJROTC instructors are employees of the host school.

There are two branches within the AFJROTC Headquarters at AFOATS: Instructor Management and Operations.

Instructor Management. This branch recruits, certifies eligibility to teach AFJROTC, monitors performance of AFJROTC instructors, and recommends decertification of AFJROTC instructors as necessary. It provides assistance and authoritative guidance to instructors and school officials, including assistance in the selection and hiring of instructors. Additionally, it processes instructor applications and administers the instructor evaluation system. Each instructor is required to complete the AFJROTC Academic Instructor course (MAFOATS003) prior to assuming faculty responsibilities in their units.

MAFOATS003 – AFJROTC Academic Instructor Course

A 10-training day, mission essential course hosted by the AFOATS Curriculum Directorate (AFOATS/CR), the course prepares newly assigned AFJROTC faculty (AF retired officers and NCOs) to teach in private, public, and DODD high schools around the world. Students focus on participative learning, seminar, and teaching experiences. Students also receive AFJROTC instruction in curriculum, professional relations, leadership, counseling, and legal issues.

Operations. This branch provides staff initiatives and policy to implement the air and space science and leadership education curriculum. It ensures the program is conducted pursuant to DOD and Air Force instructions; develops policies and procedures for the day-to-day operation of the program; and establishes standards for unit operations, instructor qualifications, and cadet performance.

Curriculum

The AFJROTC program is grounded in Air Force core values. The curriculum emphasizes Air Force heritage and traditions, the development of flight, applied flight sciences, military air and space policies, and space exploration.

Curriculum opportunities include:

- Academic studies
- Character education
- Life skills education
- Leadership opportunities
- Team-building experiences
- Intramural competition
- Field trips/training opportunities

The success of the AFJROTC program lies in its progressive and academically sound curriculum and the numerous extra-curricular activities AFJROTC offers students. The curriculum is two part: air and space studies and leadership/life skills education. Host schools may elect to emphasize either portion of this curriculum based upon the needs of the students.

Aerospace Studies. The first year covers the heritage and development of flight and military air and space policies. The second year includes the environment in which aircraft and spacecraft operate. Flight and navigational principles and the requirements for human flight are also included. Rocketry, space vehicles, and the exploration of space are covered in the third year. The fourth year offers three options: Option 1, Management of the Cadet Corps; Option 2, Honors Program-Ground School; and Option 3, Laboratory Manual, Geography, and Survival. The table below shows a typical AFJROTC curriculum emphasizing air and space studies.

**Curriculum Summary
Emphasizing Aerospace Studies**

Year	Aerospace Science	Hrs	Leadership Education	Hrs	Total Hrs
1	Frontiers of Aviation History	108	Introduction to Air Force JROTC	72	180
2	The Science of Flight	108	Intercommunication Skills	72	180
3	The Exploration of Space	108	Life-Skills	72	180
4	Options	108	Principles of Management	72	180

Leadership/Life-Skills Education. Air Force Junior ROTC emphasizes leadership education with emphasis on development of life skills while exposing cadets to opportunities to learn and practice basic leadership. The leadership/life-skills course work helps prepare cadets for positions in any career. Classes provide cadets with a basic knowledge of military customs and courtesies, military organization and principles of leadership, flag etiquette, drill and ceremony. The table below shows a typical AFJROTC curriculum emphasizing leadership and life-skills education.

**Curriculum Summary
Emphasizing Leadership and Life Skills**

Year	Aerospace Science	Hrs	Leadership Education	Hrs	Total Hrs
1	Frontiers of Aviation History	72	Introduction to Air Force JROTC	108	180
2	The Science of Flight	72	Intercommunication Skills	108	180
3	The Exploration of Space	72	Life-Skills	108	180
4	Options	72	Principles of Management	108	180

Extracurricular Activities. Extracurricular activities and opportunities are important parts of AFJROTC. Cadets can participate in summer leadership camps, drill meets, orienteering, debates, and discussion forums. AFJROTC does not engage in marksmanship training or teach individual combat skills.

CIVIL AIR PATROL-US AIR FORCE

Internet Address

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

The Civil Air Patrol–US Air Force (CAP-USAF) is the active duty Air Force organization that provides advice, assistance, liaison, and oversight to the Civil Air Patrol (CAP), a Federally supported non-profit corporation that serves as the volunteer auxiliary of the Air Force. CAP-USAF headquarters at Maxwell AFB, along with eight CAP-USAF regional commands, provides training, policy guidance, and assistance to almost 58,000 CAP members throughout the United States, Puerto Rico, and on several overseas Air Force installations. Over 80 CAP-USAF active-duty military and government civilian personnel, as well as about 320 Air Force Reservists who participate in the CAP Reserve Assistance Program (CAPRAP), play a key role in helping CAP meet its congressionally mandated missions.

Civil Air Patrol

Internet address

<http://www.cap.gov>

CAP was created on 1 December 1941 as a part of the Office of Civilian Defense. During World War II, CAP was an integral part of North American defense, patrolling the 1,200 miles of coastline from Halifax, Nova Scotia, to the Florida Keys searching for enemy submarines and other signs of enemy activity. In 1943 CAP transferred to the Army Air Forces. In 1946 CAP was chartered by congressional act as a nonprofit, benevolent organization devoted to humanitarian activities. By another act of Congress in 1948, CAP became the official auxiliary of the USAF. Congress again fundamentally modified the organization in 2000. With the Floyd D. Spence National Defense Authorization Act of FY 01, Congress clarified auxiliary status as a conditional state dependent on CAP performing actual services for a Federal department or agency while reaffirming strong Federal budgetary support to the organization. More significantly, Congress created the CAP Board of Governors (BOG) to serve as the principal governing body of the organization. This 11-

member board is made up of members appointed by the Secretary of the Air Force and senior CAP volunteers. The BOG provides much needed strategic direction and guidance to CAP, while delegating many day-to-day operations of CAP to the CAP National Commander.

CAP's congressional charter mandates the organization to:

- provide an organization to encourage and aid US citizens in contributing their efforts, services, and resources in developing aviation and in maintaining air supremacy;
- provide aviation education and training, especially to its senior and cadet members;
- encourage and develop private citizens, by example, to voluntary contribution to the public welfare;
- encourage and foster civil aviation in local communities;
- provide an organization of private citizens with adequate facilities to assist in meeting local, state, and national emergencies; and
- assist the Department of the Air Force in fulfilling its noncombat programs and missions.
- Through its varied programs, CAP provides the American public with emergency services, aerospace education, and the CAP cadet program.

CAP furnishes trained volunteers who support noncombat Air Force programs and missions throughout the United States. CAP conducts approximately 90 percent of the inland search and rescue missions authorized by the Air Force Rescue Coordination Center at Langley AFB, Virginia. Daily operations include aerial reconnaissance missions for the US Customs Service, Drug Enforcement Administration (DEA), and US Forestry Service to support counterdrug operations.

CAP is playing an increasingly important role in domestic Homeland Security (HLS) operations. Additionally, CAP maintains an extensive, survivable radio network providing emergency communications when disasters strike.

CAP provides aerospace education for CAP members and the nation at large through its comprehensive outreach programs, including the annual National Conference of Aviation and Space Education (NCASE). CAP aerospace education reaches the classrooms of more than 300,000 students each year, encouraging an interest in aviation and the sciences.

The CAP cadet program fosters personal discipline, patriotism, and leadership in young people across the nation and on AF installations worldwide.

Today's CAP has more than 34,000 senior members and almost 24,000 cadets in 1,650 units. Additionally, over 1,600 school teachers nationwide are educator members. CAP units have an organizational pattern and rank structure similar to that of AF units. CAP has eight geographical regions composed of 52 wings—one for each state, plus Puerto Rico and the District of Columbia. Wings are divided into groups, squadrons, and flights. CAP's National Headquarters is collocated with the CAP-USAF Headquarters at Maxwell AFB, AL.

CAP has adopted several initiatives to furnish better service to the public. These efforts include an ongoing recruiting drive to attract new members, modernizing and improving its aircraft fleet and equipment, and a screening program of all adult members associated with the cadet program.

Emergency Services

Search and Rescue/Disaster Relief. CAP's primary operational emergency services missions include air and ground search and rescue (SAR), and disaster relief (DR)—whether in response to man-made events or natural disasters. Through a Cooperative Agreement, the Air Force provides CAP with a fleet of 550 general aviation light aircraft, plus vast amounts of vehicles, ground-rescue equipment, and radios. CAP operates national, regional, and local high frequency (HF) and very high frequency (VHF) radio networks with more than 12,000 radios, including a robust VHF-FM repeater system. These networks provide valuable connectivity during national, state, or local emergencies or disasters.

SAR operations are carried out primarily under USAF authority at the request of the Air Force Rescue Coordination Center and other DOD joint-rescue coordination centers. DR operations during peacetime are

coordinated by federal, state, or local emergency management authorities and authorized by the Air Force National Security Emergency Preparedness Office. In FY 2004 CAP aircrews flew 114,927 flying hours and saved 64 lives. A highlight of CAP DR operations during 2004 was the response in the southeastern United States following an unprecedented series of four major hurricanes in August and September. Over 1,000 CAP members, some from as far away as Maine, unselfishly volunteered to aid the disaster recovery efforts. CAP personnel performed tasks as varied as flying 486 aircraft sorties for 813 hours, serving in incident command centers, and performing ground reconnaissance of flooded areas. CAP capability to provide over 2,000 high quality digital images with the Satellite Digital Imaging System (SDIS) proved invaluable to emergency management authorities assessing damaged areas.

Homeland Security. Since the 11 September terrorist attacks, CAP has played an increasing important role in Homeland Security (HLS) operations. This role was formalized on 1 October 2004 when CAP signed a Memorandum of Understanding (MOU) with CAP-USAF and 1st Air Force at Tyndall AFB, Florida. The CAP/CAP-USAF/1st AF MOU establishes the Command Relationship necessary for CAP to perform HLS missions under the Tactical Control (TACON) of the 1st Air Force Commander.

An example HLS mission executed by CAP was the 2004 G-8 Economic Summit, held in Sea Island, Georgia. During this week-long special security event, CAP provided light airlift and shuttle services as well as reconnaissance of the Joint operations area.

CAP aircraft play an important role supporting the training of active military air defense forces. CAP flies target aircraft to simulate terrorist activities and train our US military forces to detect, monitor, and intercept suspicious aircraft.

Counterdrug Operations. Since the mid-1980s, CAP has been an integral player in counterdrug operations. Many federal agencies, such as the Drug Enforcement Administration, US Customs and Border Protection, US Forest Service, and numerous state and local law enforcement agencies routinely call on CAP for aerial reconnaissance and communications support for their counterdrug missions. Additionally, CAP provides “low slow flier” intercept training and radar monitoring support to the Department of Defense.

Future Support. In 2002, Congress appropriated \$6 million for CAP to acquire hyperspectral-imaging (HSI) technology and training. CAP successfully completed testing the HSI equipment in 2004 and has ordered 16 complete systems. Following the Operational Test and

Evaluation phase, the HSI system will be deployed nationwide to aid SAR, DR, and HLS missions.

Cadet Programs

The CAP cadet program is open to young men and women between the ages of 12 and 21. CAP cadets are involved in a leadership training program based on activity and achievement. The cadet program includes 16 achievements in four phases with five milestones. Accomplishments in each phase and achievement lead to progression in rank from cadet basic to cadet colonel. Cadets may also take part in other activities such as the International Air Cadet Exchange program. CAP offers the cadets opportunities to receive training in gliders and powered aircraft, radio communications, and various emergency service specialties. The cadet program also provides study and involvement in five program elements— aerospace education, leadership laboratory, moral leadership, physical fitness, and air and space-related activities.

Aerospace Education. This portion of the cadet curriculum orients the cadets to the diversity of the air and space community. It develops an understanding of flight; aircraft and space-vehicle power plants; navigation; weather; air traffic control; and the social, political, and economic impact of air and space endeavors. Career exploration is inherent in all aspects of the aerospace education element of the cadet program.

Leadership Skills. This area helps cadets learn and practice basic leadership, administration, and management techniques. Cadets are trained in leadership theories and concepts as well as practical hands-on applications.

Character Development and Moral Leadership. This portion of the cadet curriculum furnishes cadets with a forum to discuss contemporary issues under the leadership of chaplains and specially trained adult leaders, called moral leadership officers, and local clergy. The purpose is not to espouse any specific religious doctrine or teachings but to draw cadets into moral and ethical discussions based on various case studies.

Physical Fitness. Scaled to the cadet's age group, gender, and capabilities, the physical fitness program is tied directly to the President's Council on Physical Fitness and Sports, which provides an exposure to physical fitness as a lifetime requirement for good health.

Activities. Cadets may complete air and space-related activities at all levels of CAP: local, wing, regional, and national. These activities are grouped into three categories: flying related, career exploratory, and professional development. Examples of these activities include Cadet Officer School, National Cadet Competition, Engineering and Technology Academies, glider- and powered-flight training, and eight USAF career-field familiarization courses.

CAP is a full participating member of the US Department of State's Interagency Working Group on US Government-Sponsored International Exchanges and Training.

The cadet program also includes opportunities to travel abroad. Each summer since 1948, CAP cadets and senior-member escorts, with Air Force funding and assistance, have participated overseas as US representatives in the International Air Cadet Exchange—a program that promotes international understanding, goodwill, and friendship among young people who have a common interest in aviation. The CAP cadets go through a structured curriculum in Washington, DC, before departing for their host country.

Likewise, a 16-day exchange to the United States allows cadets from other countries to tour air and space industries and museums, visit airports and AF installations, take orientation and training flights in gliders and powered aircraft, and visit the homes of host CAP families. The program exchanges approximately 100 people with 17 other nations.

Drug Demand Reduction. CAP's Drug Demand Reduction (DDR) program began in 1994 to support the Air Force family within 30 miles of active duty Air Force bases, reserve bases or stations, and Air National Guard bases. The mission of the program is to implement substance abuse prevention through a comprehensive program of education and awareness. One of the highlights of the DDR program is the CAP School Program, which allows CAP participation either during or after school. Schools throughout the US sponsor the programs.

Aerospace Education

The Air Force supports and funds CAP's aerospace education effort for both its membership and with the general public to develop an understanding and appreciation of the importance of air and space power for our country. Internally cadets and senior members take part in a structured aerospace education program and have access to current air and space events.

The program's purpose is to develop a membership that can provide grassroots understanding and leadership in aerospace education in local communities. Through its external outreach programs, CAP

provides aerospace education to American citizens through professional educators. These outreach efforts include teacher workshops, curricular materials, educational liaison, and cooperative programs.

Teacher Workshops. CAP cosponsors aerospace education workshops through partnerships with other organizations, colleges, universities, and associations, reaching over 3,000 teachers a year. These projects provide teachers and school administrators with a basic understanding of air and space activities and prepare them to include aerospace education in their curricula at all levels.

Curricular Materials. CAP produces courses of study, textbooks, instructor guides, audiovisual materials, and other supplementary materials. Many schools (private, public, and parochial), home-schoolers, and other organizations/associations use this material to present air and space education to their students.

Educational Liaison. CAP maintains a close liaison with state school officials, college and university administrators, and private, public, and parochial school systems to promote air and space education through out the country.

Cooperative Programs. CAP maintains a close working relationship with other air and space education groups to develop cooperative air and space education programs. These groups include the Federal Aviation Administration (FAA), National Aeronautics and Space Administration (NASA), National Air and Space Museum, state aeronautical commissions, American Institute of Aeronautics and Astronautics, General Aviation Manufacturers Association, Air Transport Association, Aircraft Owners and Pilots Association, Young Astronaut Council, and the Air Force Association/ Air and Space Education Foundation. An example of this cooperation is the annual National Conference on Aviation and Space Education (NCASE), the only national-level convention for air and space education held in our nation.

NCASE is sponsored annually by CAP and plays a significant role in fulfilling its congressional charter to educate the American public about air and space topics. Hundreds of educators attend the three-day national conference. They return to their classrooms to teach students and parents using educational materials and techniques learned during their NCASE experience.

Chaplain Service

CAP fields the largest volunteer chaplaincy in the world. Numbering over 900 chaplains and moral leadership officers, the Chaplain Service mission is dedicated to: the free exercise of religion for all CAP members; promoting spiritual care, moral leadership, and

character development; responding as trained crisis responders to community and military contingencies such as disasters, aircraft accidents, or acts of terrorism. The CAP chaplain service regularly supports active duty and reserve components and meets the same educational, ecclesiastical, and professional standards as active duty chaplains. CAP chaplains routinely substitute for deployed active duty chaplains at Air Force bases across the country.

SECTION III

ACADEMIC SUPPORT AND TENANT UNITS

ACADEMIC SUPPORT

The Air University resident and distance education programs are supported by several supporting organizations that provide essential research facilities—some not equaled at any other academic institution. Air University has top-notch broadcasting and multimedia capabilities that allow its schools and organizations to provide worldwide educational opportunities to Air Force and Department of Defense personnel. These agencies enable the Air University to furnish essential mission support to a wide range of Air Force units and commands, including Headquarters Air Force.

AIR UNIVERSITY REGISTRAR

Internet Address

<http://www.maxwell.af.mil/au/registrar.php>

The Air University Registrar oversees three branches: Services and Student Records, Officer PME, and Student Production, Analysis and Requirements. Through its Services and Student Records Branch, the registrar provides a 30-year archival data trail for AU schools, produces transcripts for graduates of those schools, and serves as admissions officer for AWC and ACSC master's degree programs. The registrar enrolls distance education students, monitors their progress, and produces their completion certificates and diplomas. The Officer PME Branch functions as the single input source for updating USAF records with PME course completions and supports promotion boards by screening graduate records to provide PME graduate data. The Student Production, Analysis and Requirements Branch manages course requirements, allocations, schedules, and program changes. Additionally, this branch supports the Air Force Education Requirements Board (AFERB) through data tracking and analysis for AF advanced academic degree programs and professional continuing education requirements.

Air University Transcript Requests

Individuals must request transcripts in writing from the Services and Records Branch, Air University Registrar (AU/CFRR), 60 W. Shumacher Ave., Maxwell AFB, AL 36112-6337. All requests must include the student's name, any previous names used, social security number, dates of attendance, school or course completed, complete address where the transcript is to be mailed, the student's signature, current address, and phone number. The above information may also be faxed to (334) 953-8127. For additional information call DSN 493-8128 or (334) 953-8128. See page 90 for information on ordering CCAF transcripts.

AIR UNIVERSITY LIBRARY

Internet Address

<http://aulibrary.au.af.mil/lane.htm>

The Air University Library (AUL), founded in 1946, is the premier library in the DOD. It houses well-balanced collections especially strong in the fields of war fighting, aeronautics, AF and DOD operations, military sciences, international relations, education, leadership, and management. AUL improves AF education by providing access to the world of information through quality library services.

The library holds more than 2.6 million items, including 419,000 military documents; 460,000 monographs and bound periodical volumes; 462,500 maps and charts; 150,000 current regulations and manuals; and 900,000 microforms.

AUL sits at the center of Chennault Circle. The library building, Fairchild Library, is named after the founder and first commander of AU, Gen Muir Stephen “Santy” Fairchild. Air University Library also operates the Henry “Red” Erwin library at Maxwell AFB/Gunter Annex. This branch provides tailored information collections and services for the NCO Academy and the Senior NCO Academy.

An active program of bibliographic publications and indexes facilitates access to the library’s holdings and information. Special subject bibliographies and curriculum assistance pages are published throughout the year and posted contemporaneously on the library’s Web page. Published since 1949, the *Air University Library Index to Military Periodicals* is searchable in the online catalog, accessed through the library’s Web site.

Electronic information technologies are critical to the delivery of library resources and services. A third-generation integrated library system automates identifying, locating, and circulating library-owned materials. A robust Web site provides Internet access to the Special Bibliography Series, other PME curriculum support materials, map and image sites, full-text journals, e-books, newspapers, online databases, and links to key Web sites. Many AUL tools are now available through the AF Portal, including links to reference librarians, bringing the personal touch of library service to the entire AF community.

AIR UNIVERSITY PRESS

Internet Address

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

The Air University Press, a division of AUL, is the professional publishing arm of AU. First established in October 1953, the press celebrated its 50th anniversary in August 2003. Press publications promote creative thought on and appreciation for the value of air and space power. The Air University Publication Review Board, composed of senior faculty from AU's officer PME schools, assists the press in acquiring manuscripts and advising on the academic and research value of potential manuscripts.

The press is a leading not-for-profit publisher on air and space power doctrine and national security. To achieve this goal, the press engages in an active marketing and acquisitions program to attract manuscripts on relevant topics from a wide range of authors, including active duty military, civilian scholars, and independent researchers.

Through its unique design and in-house editorial capabilities, the press staff provides a complete range of publication services. It offers creative assistance in prepress production functions (design, layout, typesetting, and creation and use of illustrations and photographs) for all AU Press publications, including the *Air and Space Power Journal*, which is published in four editions—English, Spanish, Portuguese, Arabic—with a fifth edition in French being developed.

Information on press publications is available through the *Air University Press Publications* catalog—in hard copy and electronically at <http://aupress.maxwell.af.mil> and on the AF Portal. To inquire further about obtaining publications or submitting manuscripts, contact the Deputy Director, Air University Press, 131 W. Shumacher Ave., Maxwell AFB, AL 36112-6615 or visit the Web site.

AIR UNIVERSITY TELEVISION

Air University Television (AUTV) is AU's dedicated television facility, the AF's southeastern regional television production center, and one of five Air Force distance-learning uplink (broadcast) sites. From a full-service, \$3 million physical plant, AUTV provides video production and editing, DVD and CD-ROM production, cable distribution, internet distribution, satellite uplink and downlink (receive) services, and television engineering consultation to support AU's professional military and continuing education courses locally and Air Force-wide.

As a part of the ATN, AUTV provides satellite uplink and downlink services. Courses are transmitted from the broadcast studio to downlink sites throughout DOD and the federal government. Downlink signals are distributed through Air University Cable Network (AUCN). AUTV also provides digitized video clips for inclusion in interactive courseware.

Production personnel produce broadcast quality videotape programs for a wide range of applications, from short video supplements to faculty lesson plans to full-length programs for widespread distribution. Video programming to support daily classroom needs is aired over the AUCN. The AUCN signal is received in all AU classrooms on Maxwell AFB and Gunter Annex. Presentations in each school's main auditorium are distributed live or recorded for delayed playback and entry into the video archive.

Engineering personnel provide the technical services required to maintain, and repair the more than 1,400 pieces of video equipment in the AUTV facility and its subsystems throughout the Maxwell-Gunter community. AUTV engineers also provide consultations to customers planning new requirements or modifications of existing multimedia presentation systems.

TENANT UNITS

Maxwell AFB is host to two tenant units: the Air Force Doctrine Center is a direct reporting unit (DRU) and the USAF Historical Research Agency is a field operating agency (FOA). These organizations pursue joint ventures with AU faculty, staff, and students to research and develop solutions to and an understanding of vexing problems relating to future doctrine and war fighting.

HEADQUARTERS AIR FORCE DOCTRINE CENTER

Internet Address

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

In August 1996, General Ronald R. Fogleman, Chief of Staff for the Air Force (CSAF), decided to reorganize Air Force doctrine institutions. He based this decision on the growing importance of joint war fighting and the perceived need to increase the Air Force's understanding of air and space power doctrine. He realized that the other services had well-staffed organizations dedicated to writing doctrine, and that their members were better educated in their services' doctrine practices.

Established in February 1997, the Headquarters Air Force Doctrine Center (AFDC), a Direct Reporting Unit (DRU) to the CSAF, became the US Air Force's main doctrine service center. The unit's location at Maxwell AFB, Alabama, gives its members immediate access to the resources of Air University (AU), including AU Library, Air War College, Air Command and Staff College, Squadron Officer College, and the College of Aerospace Doctrine, Research and Education.

Headquarters AFDC serves as the "single voice" for all operational-level doctrinal matters within the Air Force and to the joint community. The center researches, develops, and produces Air Force basic and operational doctrine, and provides the Air Force doctrinal input to joint and multinational doctrine. In addition, the center coordinates with the major commands on their development of tactical doctrine and assists other services with their doctrinal development efforts.

Approximately 80 individuals, military and civilian, are assigned to Headquarters AFDC. The headquarter building at Maxwell AFB is home to the commander, Doctrine Development, Doctrine Applications, Joint and Multinational Doctrine and Doctrine Deployment Dissemination Directorates. Headquarters AFDC also maintains a liaison office within the Pentagon and the Air Land Sea Application center (ALSA), Langley AFB, Virginia and four Operating Locations (OLs), three of which are located at major Army training centers, and one located at Nellis AFB, Nevada.

The Doctrine Development Directorate researches, develops and produces Air Force basic and operational doctrine, and assists in the development of joint and multinational doctrine, spanning the full range

of military operations. The Doctrine Applications Directorate is responsible for affecting the accurate representation of air and space power in service, joint and multinational events of doctrinal significance. In addition, the Applications Directorate participates in Air Force and other services; Title 10 wargames and key exercises to ensure scenarios provide a realistic depiction of the uses and impacts of air and space power. Since autumn 1997, Doctrine Applications staff members have participated in numerous exercises, experiments and wargames. They have also briefed and advised Major Commands (MAJCOM) and numbered Air Force (NAF) commanders, their staff and planners on air and space doctrine applications, current issues, and initiatives. The Doctrine Deployment Directorate advocates and deploys timely and focused air and space doctrine, and provides support to the CSAF Mentor Program. This directorate also develops and implements doctrine-specific instruction for Air Force senior officers and senior mentors, and prepares selected war fighters in preparation for participation in wargames and exercises. This support is provided through the Air and Space Doctrine Applications Exercise (ADAX), a CSAF-directed requirement for all new NAF commanders, and the Air and Space Doctrine Outreach (ASDO) program, which provides tailored doctrinal briefings to war-fighting staff and other AF organizations upon request. The Joint Integration Directorate represents the AFDC in the joint arena, providing Air Force doctrinal advocacy in the Joint Doctrine Development Community.

The Joint and Air Staff Liaison Directorate represents HQ AFDC within the Pentagon and serves as a conduit between the HQ AFDC and the HQ USAF for all doctrinal matters. The four operating locations maintained by Headquarters AFDC are military sites where air and space power is an integral part of training. These OLs are purposefully placed to advise commanders/commandants at schools and centers located at Nellis AFB, Nevada; US Army Armor Center and School, Fort Knox, Kentucky; US Combined Arms Center, Fort Leavenworth, Kansas; and US Army Field Artillery School, Fort Sill, Oklahoma. At each site, Headquarters AFDC personnel serve as representatives to provide AF representation to the activity assigned or attached to on air and space power doctrine, organization, mission, equipment and capabilities, tactics, techniques and procedures, as well as providing advice to the installation commander on all doctrinal issues pertaining to the Air Force.

AFDC staff members work diligently to refine the AF doctrine development process. Today, AF doctrine is codified in a series of 35 AF doctrine documents (AFDD), many of which are entirely new

publications. A few of the publications are revisions of previously existing doctrinal publications, notably, AFDD 1, *Air Force Basic Doctrine*. As part of a two-year review process, several AFDDs can be found in various stages of revision at any given time. Changes to an existing AFDD, or a proposal for a new AFDD, can be proposed through the Air Force Doctrine Working Group (AFDWG). The typical AFDD takes about one year for writing, staffing, coordinating and publishing. Each AFDD is assigned to an action officer within Headquarters AFDC, who shepherds the document through the development process. Headquarters AFDC has taken advantage of available technology to publicize and disseminate doctrinal issues. All AFDDs, including those published and those under development are available for review and comment through the Headquarters AFDC Web page. This comprehensive Web site also includes lessons learned and doctrinal initiatives for review and comment.

Headquarters AFDC hosts an AFDWG semiannually to provide Air Force-wide involvement in doctrine development. The major commands and Air Staff agencies send senior officers to this conference to provide recommendations on doctrine to the Headquarters AFDC commander. Any Air Force organization may introduce issues before the AFDWG. Official recommendations require majority approval by senior officer representatives. Air Force Doctrine Working Committees (AFDWC) were established to supplement the AFDWG process and to ensure that doctrine is written by the Air Force. AFDWCs include subject matter experts from all Air Force agencies with an interest or link to the proposed doctrine document to participate in the formulation or revision process of doctrine documents. After a series of checks and balances and approval by the commander, the final products are released to the military public. However, the doctrine development/revision process will not stop here. As new experiences and advances in technology pave the way for creating the force of the future, doctrine development will continue to evolve and provide Air Force leaders the tools needed to effectively win wars.

AIR FORCE HISTORICAL RESEARCH AGENCY

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

The Air Force Historical Research Agency (AFHRA) is the primary repository for Air Force historical documents. The agency's collection, begun in Washington, D.C., during World War II, moved to Maxwell in 1949 to support Air University, and is located next to the Air University Library. The AFHRA is a field operating agency under the policy guidance of the Air Force Historian at Headquarters USAF.

AFHRA's current holdings exceed 100 million pages and represent the world's largest and most valuable organized collection of historical documents on U.S. military aviation. Materials cover subjects ranging from the use of balloons in the Civil War through Air Force activities in World War II, Korea, Operation Desert Storm, the Air War over Serbia, and Operations Noble Eagle, Enduring Freedom, and Iraqi Freedom. About three-fourths of the documents are USAF unit histories. Except for classified or otherwise restricted documents (approximately 25 percent of the holdings), the collection is open to the public. The agency's finding aids include a computerized database and bibliographies for identifying and locating individual documents on specific topics of interest to the researcher.

Special collections, some dating back to the early 1900s, complement the unit histories. Among the collections are historical monographs and studies; more than 2,000 oral history interviews; end-of-tour reports of major overseas commanders; course materials of the Air Corps Tactical School from the 1930s; and working papers of key Army Air Forces staff offices, the British Air Ministry, and the Luftwaffe during World War II. Extensive Gulf War documentation (approximately 2 million pages) and an electronic data base (nearly 85 gigabytes) on the Air War over Serbia have been added to the agency's holdings. The Gulf War holdings include chronologies, working papers, message traffic, oral history transcripts, unit histories, and contingency historical reports. Collections of the personal papers of more than 500 Air Force civilian and military officials, including Secretaries of the Air Force John L. McLucas, Robert C. Seamans, Jr., and Eugene M. Zuckert, as well as Generals George S. Brown, George C. Kenney, Curtis E. LeMay, John D. Ryan, and Thomas D. White, are available to researchers. Currently the agency is receiving historical reports from Operations Noble Eagle,

Enduring Freedom, and Iraqi Freedom, as well as information about the recent tsunami relief operation in the Indian Ocean. The agency's historical collection is readily available to AU students, faculty, and staff. Agency staff members provide research and advisory services to AU students to assist them in preparing papers and theses.

Beyond its support to AU, the agency's staff answers requests for historical information from Congress, the Joint Chiefs of Staff, the Air Staff, the major commands, and the general public. Other key functions include drafting and updating the official lineage and honors histories and emblems of Air Force organizations, writing and publishing historical reference works, conducting the Air Force's oral history program, maintaining records showing the status of aircraft, and updating and preserving the official lists of aerial victory credits earned during each war.

The agency takes part in the training of new Air Force historians and conducts annual archival training and oral history courses for professional staff members of the Air Force History and Museums program. The agency deploys contingency historical information preservation (CHIP) teams consisting of IMA Reservists during war and other contingencies to capture and archive documentation of Air Force activities.

ACRONYMS AND ABBREVIATIONS

ACE	American Council on Education
ACES	Air Force Command Exercise System
ACSC	Air Command and Staff College
ACTS	Air Corps Tactical School
ADL	advanced distributed learning
ADR	alternate dispute resolution
AECP	Airman Education and Commissioning Program
AEF	Air and Space Expeditionary Forces
AETC	Air Education and Training Command
AF	Air Force
AFB	Air Force Base
AFCAT	Air Force Catalog
AFDC	Air Force Doctrine Center
AFDD	Air Force Doctrine Document
AFDLO	Air Force Distance-learning Office
AFDWG	Air Force Doctrine Working Group
AFEHRI	Air Force Enlisted Heritage Research Institute
AFHRA	Air Force Historical Research Agency
AFHRMS	Air Force Human Resource Management School
AFI	Air Force Instruction
AFIADL	Air Force Institute for Advanced Distributed Learning
AFIT	Air Force Institute of Technology
AFJAG	Air Force Judge Advocate General
AFJROTC	Air Force Junior Reserve Officer Training Corps
AFM	Air Force Manual
AFM&S	Air Force Modeling and Simulation
AFOATS	Air Force Officer Accession and Training Schools
AFPC	Air Force Personnel Center
AFPD	Air Force Policy Directive
AFRC	Air Force Reserve Command
AFRES	Air Force Reserves
AFRL	Air Force Research Laboratory
AFROTC	Air Force Reserve Officer Training Corps
AFSC	Air Force specialty code
AFSNCOA	Air Force Senior Noncommissioned Officer Academy
AFWI	Air Force Wargaming Institute
AIS	Academic Instructor School
ALS	Airman Leadership School
ANG	Air National Guard
AOC	air operations center
ARI	Airpower Research Institute

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ASBC	Air and Space Basic Course
ATN PMO	Air Technology Network Program Management Office
ATN	Air Technology Network
AU/CC	Air University Commander
AU/CF	Air University Academic Office
AU/CFR	Air University Registrar
AU/FM	Air University Financial Management and Personnel
AU/SC	Air University Information Technology
AUI	Air University Instruction
AUL	Air University Library
AUTV	Air University Television
AWC	Air War College
BDU	battle-dress uniform
BOT	Basic Officer Training
BOV	Board of Visitors
CADRE	College of Aerospace Doctrine, Research and Education
CAO	Chief Academic Officer
CAP	Civil Air Patrol
CAPS	counterproliferation and planning system
CBI	computer based instruction
CBW	chemical biological warfare
CCAF	Community College of the Air Force
CCM	Office of the Command Chief Master Sergeant
CDC	career development courses
CDX	crises decision exercise
CEP	core electives program
CEPME	College for Enlisted Professional Military Education
CESS	Civil Engineer and Services School
CFACC	combined forces air component commander
CFC	Canadian Forces College
CFETP	career field education and training plan
CHIP	contingency historical information program
CLE	continuing legal education
COA	courses of action
COMPUSEC	computer security
CONUS	continental United States
COT	Commissioned Officer Training
CP	counterproliferation
CPC	Counterproliferation Center
CPD	[Ira C. Eaker] College for Professional Development

Tenant Units

CPSP	commandant's professional studies paper
CS&P	competitive sourcing and privatization
CSAF	chief of staff of the Air Force
CSAT	Center for Strategy and Technology
CSI	Chaplain Service Institute
CSLS	Center for Strategic Leadership Studies
CV	vice commandant
CWPC	Contingency Wartime Planning Course
DEA	Drug Enforcement Administration
DFMC	Defense Financial Management Course
DFM&CS	Defense Financial Management & Comptroller School
DL	distance learning
DOD	Department of Defense
DODD	Department of Defense Directive
DODIP	Department of Defense Informational Program
DR	disaster relief
DSN	Defense Switching Network
ECI	Extension Course Institute
ECL	English comprehension-level
EEW	experiments, war games
EPC	Educational Programs Cadre
EPME	enlisted professional military education
EPMEI	Enlisted Professional Military Education Instructor
ETCA	Education and Training Course Announcements
EWC	Executive Wellness Center
EWI	education with industry
FC	Flight Commander
FLEP	Funded Legal Education Program
GRE	graduate record examination
HPSP/FAP	Health Professions Scholarship and Financial Assistance Program
HQ AFDC	Headquarters Air Force Doctrine Center
HQ/AETC	Headquarters Air Education and Training Command
HQ/AU	Headquarters Air University
HQ USAF/CVA	Headquarters US Air Force/Assistant Vice chief of staff

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IA	International Affairs
IFB	Integrated Forecasting Board
IO	international officer
IOS	International Officer School
ISD	instructional systems design
ISR	intelligence, surveillance, and reconnaissance
ITV	interactive television
IW	information warfare
IWAC	Information Warfare Applications Course
JAOC	Joint Air Operations Center
JDACC	Joint Doctrine Air Campaign Course
JEMM	Joint Educational Mobility Model
JFACC	joint force air component commander
JFC	joint force commander
JFOWC	Joint Flag Officer Warfighting Course
JLASS	joint land air and space and sea simulation
JPME	joint professional military education
JTF	joint task force
LAN	local area network
LLAB	leadership laboratories
M&S	modeling and simulation
MAJCOM	major command
MEDOD	management education Department of Defense
NACES	National Association of Credential Evaluation Services
NAVWARCOL	Naval War College
NCA	National Command Authorities
NCASE	National Congress of Aviation and Space Education
NCOA	Noncommissioned Officer Academy
NCOIC	noncommissioned officer in charge
NCOPC	Noncommissioned Officer Preparatory Course
NGO	nongovernmental
NMD	National Missile Defense
NSF	National Security Forum
NSS	National Security Studies
OI	operating instruction
OMS	Officer Military Schools
OTS	Officer Training School

Tenant Units

PACE	Public Affairs Center of Excellence
PCE	Professional Continuing Education
PMCC	Professional Military Comptroller Course
PMCS	Professional Military Comptroller School
PME	Professional Military Education
POC	Professional Officer Course
PSP	Professional Studies Paper
RCOT	Reserve Commissioned Officer Training
ROTC	Reserve Officer Training Corps
RS	Regional Studies
SAASS	School of Advanced Air and Space Studies
SAO	security assistance officer
SAR	search and rescue
SCI	sensitive compartmented information
SES	senior executive service
SIO	senior intelligence officer
SIWAC	Senior Information Warfare Applications Course
SNCOA	Senior Noncommissioned Officer Academy
SOC	Squadron Officer College
SOF	Special Operations Forces
SOCHE	Southwestern Ohio Council for Higher Education
SOS	Squadron Officer School
SSS	Senior Services School
TOA	total obligation force
TCW	theater campaign warfare
TDY	temporary duty
TOEFL	test of English as a foreign language
USAFA	US Air Force Academy
USSOCOM	United States Special Operations Command
WMD	weapons of mass destruction
WSI	Warfare Studies Institute