



# AIR UNIVERSITY CATALOG



ACADEMIC YEAR 2006-2007

**AIR UNIVERSITY  
CATALOG**

***Academic Year***  
**2006–2007**



Air University Press  
Maxwell Air Force Base, Alabama

July 2006

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# **KEY AIR UNIVERSITY EDUCATIONAL STAFF, COMMANDANTS, AND COMMANDERS**

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**KEY AIR UNIVERSITY EDUCATIONAL STAFF CONTINUED**

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

## **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 the spring and the fall at Maxwell AFB, Alabama. The board presents a written report with its views and recommendations to the Air University commander. This report is then presented to the chief of staff, United States Air Force, and to the secretary of the Air Force.

### **MEMBERS**

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

**BOV MEMBERS CONTINUED**

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

## *Preface*

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

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





# **INTRODUCTION TO AIR UNIVERSITY**

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

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

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

## **Air University Vision**

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

## **Air University Mission**

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

## **Scope**

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

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

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

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

the executive agent for the Air Force's extension course program and the program management office for the Air Force Technology Network.

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

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

Comptroller School; USAF Chaplain Service Institute; USAF First Sergeant Academy; and USAF Historian Development School.

The Air Force Institute of Technology, located at Wright-Patterson AFB, Ohio, provides education to meet Air Force requirements in scientific, technological, logistical, managerial, and other designated professional areas as directed by Headquarters USAF. The Institute consists of the Graduate School of Engineering and Management, the School of Systems and Logistics, the Civil Engineer and Services School, the Civilian Institution Programs, and the Center for Systems Engineering. Besides graduate degree programs, the institute also offers numerous professional continuing education courses in residence at Wright-Patterson AFB, and at selected locations within the continental United States. The Civilian Institution Programs are responsible for managing graduate, undergraduate, and continuing education programs at various civilian educational facilities and 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 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 AU commander received congressional authority to confer the master of airpower art and science degree upon graduates of the School of Advanced Airpower Studies (now School of Advanced Air and Space Studies). In October 1999, the AU commander received congressional authority to confer the master of strategic studies

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

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

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

### **Air University Enrollment and Admission**

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

### **Transfer Students and Withdrawal**

Transfer students are not accepted in Air University's master's degree programs at Maxwell for two reasons. First, only students selected by an Air Force Personnel Center 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:** *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 warfighting.

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

- analyze, synthesize, articulate, apply, and/or evaluate concepts and learning area objectives embodied in CJCSI 1800.10C, *Officer Professional Military Education Program*, for senior-level colleges;
- evaluate current national military strategy in the context of historical and contemporary applications of foundational principles of strategy and security policy;

- evaluate the role played by fundamental elements of strategy in shaping the outcomes and methods of contemporary campaigns and in joint, interagency, and multinational warfighting;
- develop critical analysis and creative thinking skills, self-awareness, cross-cultural communications and negotiation skills, and decision-making skills in a vulnerable, uncertain, complex, and ambiguous environment;
- evaluate the leadership characteristics and capabilities needed by strategic leaders for ethically leading the institution in a joint, interagency and multinational environment;
- assess the context and content of the processes used in developing US security strategy policy and the planning, development, and acquisition of military forces to support the policy;
- assess overarching social, cultural, religious, political, and economic currents that influence global, regional, and national security conditions; and the US policy responses to those conditions using a diplomatic, informational, military, economic-culture model;
- assess the role and impact of civilian-military relations and the bureaucratic political impacts within the national policy-maker environment on policy development and execution with a special emphasis on this relationship within the national capital region;
- examine the roles nations and nonstate actors play in addressing key issues that shape the global environment;
- identify growing and emerging security concerns beyond the military capabilities of state and nonstate actors;
- provide the tools needed to develop, deploy, employ, and control joint forces across the spectrum of conflict;
- evaluate the strategic implications of emerging war-fighting concepts (sister service, Global Strategic Operations, logistics, and Special Operations), planning for and evaluation of future threats that are asymmetric to the US experience and expectations, and examination of one's efforts from an opposing perspective; and
- assess emerging friction points within and between joint and service operational concepts.

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

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

The Air Force Negotiation Center of Excellence (NCE), hosted by AU and housed within the AWC, will spearhead the development and application of negotiation, collaboration, and problem-solving skills as a core competency throughout the Air Force in a variety of demanding contexts, including warfighting operations. The concept of the NCE is consistent with the current Air Force professional development initiative providing negotiation and communication skills training to 30,000 Air Force supervisors to facilitate the implementation of the National Security Personnel system (NSPS). Both the supervisor training and the NCE are part of the ongoing work of developing “enduring competencies” across the Air Force.

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 AWC Center for Warfighting Integration (CWI) collaborates with the AWC departments to infuse warfighting concepts across the core and elective curriculum. The CWI is also the POC for collaborative research work on warfighting with outside agencies.

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

The AWC Center for Asian-Pacific Studies (CAS) leverages on the extensive regional expertise within the AWC faculty. The CAS focuses on education, research, faculty development and enrichment, outreach beyond the AU community, and special tasking that requires Asian studies expertise. For students at AWC, the CAS offers a series of elective courses with regional foci and participates in the Regional and Cultural Studies course.

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

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

### **Resident AWC Joint Warfighting Program**

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

All US students will be dually enrolled in the AWC senior-level professional military education (PME) program and the AU Master of Strategic Studies degree program and, therefore, must meet admission requirements for the Master of Strategic Studies degree. The AWC PME program includes Joint Professional Military Education (JPME) 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 Air Force PME school, AWC annually educates about 265 resident students from all US military services, federal agencies, and 45 other nations.

## **Prerequisites and Selection**

Lieutenant colonels and colonels or the equivalent in Navy rank or civil service grade are eligible to attend AWC. The Central Senior Service School 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, 220 for the computer-based test, or 83 for the internet-based test.

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

### **Graduation Requirements**

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

- a. demonstrate mastery of the following AWC curriculum with a minimum grade of B in each course and a cumulative grade point average of at least 3.0:
  - i. Seven core courses (Leadership and Ethics; Foundations of Warfighting; National Security and Decision Making; Global Security; Regional and Cultural 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**

<b>Course Title</b>			<b>Semester Hours</b>
LE	6200	Leadership and Ethics	3
NSDM	6300	National Security and Decision Making	2
GS	6700	Global Security	2
RCS	6600	Regional and Cultural Studies	3
FWFG	6400	Foundations of Warfighting	3
JCMO	6500	Joint/Coalition Military Operations	7
RES	6100	Research	3



EL 6000	Core Electives (three required)	6
SC 6800	Solo Challenge Wargame	2
NSF 6810	National Security Forum	1
CLS 6820	Commandant's Lecture Series	0
<b>TOTAL</b>		<b>32</b>

**Note:** All courses must be taken in residence at AWC. Courses taken in the Distant Learning 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 or Combat Support Operations), students must complete all aspects of the AWC Joint Warfighting Program with a cumulative grade point average of 3.7 or higher, be enrolled in the master's degree program, and complete all requirements in a designated concentration track.

Concentration track requirements include the following:

- i. One elective in a concentration area (Term 1, Term 2 or Term 4)
- ii. An appropriate Joint/Coalition Military Operations (JMO) concentration track within the JMO course.

## **Resident AWC Joint Warfighting 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).

**LE 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 warfighting 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 analysis 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 using the Air Force's Leadership Mirror, a multirater feedback program, and an assessment of each student's preferred style in approaching change and dealing with situations involving change using the change style indicator. With this knowledge, the student has a foundation for the development of a plan for lifelong personal growth.

**NSDM 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 use of the national instruments of power in support of that policy and strategy. The context assessment encompasses the overarching cultural, religious, political, and economic currents that influence local, regional and global security environments. The course assesses the role and impact of civil-military relations, the interagency process, congress, and public opinion in policy development and execution. To enhance the practical elements of the curriculum the course includes several

instructional periods that incorporate State Department members in the seminar environment.

**GS 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 issues. The course assesses the relationship between efforts to democratize states, economic development and national and international security. The course also analyzes power politics from a region-by-region perspective and the impacts of these regional features with regard to international security.

**RCS 6600 Regional and Cultural Studies**

**3 semester hours**

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

**FWFG 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 devising solutions to contemporary strategic challenges.

**JCMO 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.

**RES 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. The product of that research, the Professional Studies Paper (PSP), is to be

no longer than 5,000 words or approximately 20 pages in length. With the author's permission, Air University places some papers on the Internet via the AU Web site and provides copies to the Air University Library and the Air Force Academy Library. Additionally, with the author's permission, if writing on a major command or other military or civilian organization's relevant topic, the paper will be forwarded to the requesting agency or office. Most research will be conducted as an individual effort, but the AWC may offer selected students the opportunity to complete the requirement for this course via a faculty-led group research project sponsored by a major agency. The Research course has the following objectives:

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

### **Electives Program**

The Electives Program has two major objectives:

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

**Electives Requirements.** All students must complete three electives (in addition to other requirements) to graduate. One of these electives must be in their assigned concentration area of Combat Operations or Combat Support Operations. Some electives support more than one concentration area. The remaining two electives must be taken from two of the three categories of broadening electives of a general nature. These categories are Culture and International Security, Policy and Military Strategy, and Joint

Strategic Leadership. The teaching departments of Leadership and Ethics (6200-series), Warfighting Strategy (6400-series), Joint Military Operations (6500-series), and International Security Studies (6700-series) sponsor electives.

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

**EL 6122 Directed Study**

**2 semester hours**

Students interested in intensive work on a particular topic can develop, with a faculty member, a resource proposal and reading list designed to give them in-depth understanding of the subject. Enrollment is limited and requires approval of the associate dean of academic programs.

**AY07 Leadership and Ethics Electives**

**EL 6230 Art of Command**

**2 semester hours**

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

**EL 6231 Command and Conscience**

**2 semester hours**

The late S. L. A. Marshall contended, "Respect for the reign of law, as that term is understood in the U.S., is expected to follow the flag wherever it goes." The main safeguard against lawlessness and

hooliganism in any armed body is the integrity of its officers. In a prudent and practical manner, this course will examine a variety of topics of immediate professional concern to the commander. How does today's leader resolve the tension inherent in the occasional clash of command responsibility and ethical imperative? To whom or to what does the leader owe the highest loyalty—to his superior, the Constitution, or his religious and philosophical judgments? Which has priority—mission or men? If integrity is—as it must be—the heart of the officer corps, it must first be examined before it can be assimilated. This course, then, inquires into the nature of military integrity.

**EL 6232 Right, Wrong, and In-Between:**

**Ethics and Senior Leaders**

**2 semester hours**

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

**EL 6233 Psychology of Decisionmaking**

**2 semester hours**

This course examines specific cases of decision making in the realm of national security, focusing on how a psychological perspective may help us become better decision makers at the strategic level. It considers such issues as information overload, risk-taking, stress, personality, organizational culture, and how one can learn from history to make better decisions.

**EL 6234 Expeditionary Leadership in World War II 2 semester hours**

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

**EL 6235 Legally Leading the Fight**

**2 semester hours**

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

**EL 6236 Communicating for Effect:**

**Winning in the Information Battlespace**

**2 semester hours**

Because the mass media continues to have an ever-increasing influence in American society, you, as a senior military or civilian government leader, must have a grasp of today’s news business and the interview process. The underlying premise of this course is that DOD stands to benefit from effective communication with its many audiences via the news media. We have two principal goals to achieve: (1) to assist you in better understanding the sometimes difficult relationship between the military and the news media and (2) to develop specific tools and techniques to effectively engage the news media. We will strive to better understand today’s news business and break down some of the mystique that often surrounds the news media. At AU Television, you will learn a variety of practical methods to control interview situations and get your messages across to the public. Guest media representatives and visits to media outlets, to include CNN in Atlanta, are included in this course.

**EL 6237 Leading Change**

**2 semester hours**

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



**EL 6240 The Law of Armed Conflict and Expeditionary Operations**

**2 semester hours**

The elective will analyze the nature, scope, and contemporary application of just war doctrine and of several of the conventions, customs and principles underpinning the law of armed conflict. Toward that end, the elective will be divided into two parts. The first part will examine the development of just-war doctrine and the law of armed conflict from its inception to the present. The second part of the elective will analyze the norms of international law and the principles underpinning the contemporary law of armed conflict, including: the criteria used in opting to employ armed force as an instrument of policy; preemption, preventive war, and international law; the relationship between international humanitarian law and human rights law; the distinction between combatants/military objectives versus noncombatants/civilian objects; proportionality in the use of armed force; military necessity; the treatment of prisoners and wounded; and the responsibilities during periods of occupation. In analyzing these various principles, the elective will punctuate the analysis with references to contemporary issues confronting the international community as members of that community opt to utilize armed force as an instrument of policy in the process of conflict resolution.

**EL 6250 Negotiations and Conflict Resolution**

**2 semester hours**

This course develops skills necessary to successfully negotiate conflict resolution, treaties between countries, budgets between services, and MOUs between agencies. Considerations will be given to cross cultural factors, time constraints, negotiation styles and strategies, and profiling of involved parties. Topics to be covered include logical analysis, group problem solving, conflict management, and methods of persuasion.

**EL 6260 Military Professionalism and Civil-Military Relations**

**2 semester hours**

This course examines the roots of the concept of the professional soldier and the relationship of professionalism to civil-military relations. The course begins by defining professionalism and examining the theoretical concepts that have shaped the military community's self-concept as professionals. The course examines the most important recent study of civilian control of the military and

concludes with the ongoing debate on the relationship of the military to American society. At the end of the course students should be able to articulate their own understanding of the values and dangers of reliance upon traditional definitions and norms of professionalism.

### **AY07 Warfighting Strategy Electives**

#### **EL 6430 Combating WMD in the DOD**

**(Classified, US Personnel)**

**2 semester hours**

This course examines chemical and biological warfare issues and addresses challenges posed by adversaries employing chemical and biological weapons to the successful execution of USAF roles and missions. The course analyzes threats posed by state and terrorist actions and alternative USAF responses to each in various scenarios.

#### **EL 6431 Why Insurgencies Win (and Lose)**

**2 semester hours**

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

#### **EL 6438 Intelligence (Classified, US Personnel)**

**2 semester hours**

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

#### **EL 6447 Group Research: Horizons 21B**

**2 semester hours**

This course is a continuation of the Horizons 21A seminar in term 1 and is taught by the Center for Strategy and Technology.

**EL 6450 Homeland Security Issues**

**2 semester hours**

The purpose of this course is to look at the threats to the United States' homeland and the actors, organizational structures, plans, policies, programs, and resources required to defend the country against such threats. We are now in an era when mass casualty weapons make it possible for single individuals or small groups to inflict the kind of damage on societies that were within the capabilities of countries and governments. So, homeland security or homeland defense is necessary against the terrorist armed with mass casualty capabilities.

**EL 6452 Strategy, Technology, and War**

**2 semester hours**

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

**EL 6454 Budget Issues for Senior Leaders**

**2 semester hours**

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

**EL 6461 Vietnam (and Iraq) Wars**

**2 semester hours**

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

**EL 6463 Coalition Warfare:**

**Dealing with Complexity and Uncertainty**                      **2 semester hours**

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

**EL 6464 Coercive Air Power**    **2 semester hours**

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

**EL 6465 Strategic and Operational**

**Net Assessment**    **2 semester hours**

This course analyzes the implications of innovative military technologies for today's security environment and explores the use of scenarios as tools for forecasting the future security environment. Net assessment work in regard to arms competitions and demographic, cultural, and economic trends is examined.

**EL 6468 American Grand Strategy after 9/11**                      **2 semester hours**

The purpose of this course is to critically examine the fundamental ideas that underpin US grand strategy, as outlined in a dozen or so "classic" books and articles on this topic that have been published by the most preeminent scholars in the last several years. The whole class will read a few of the assigned books but each student will not be required to read every assigned text.

**EL 6470 Strategic Communications**

**2 semester hours**

Students will be introduced to the evolving concept of strategic communication and will explore perceptions of the United States from the perspective of other societies. They will consider the challenges of getting the basic US message out to the world, examining how it is being done at present and how it is being received.

**EL 6488 Information Warfare**

**2 semester hours**

This seminar considers when, where, why, and how information warfare is conducted. It examines early views of IW (netwar and cyberwar), theories of infowar (reflexive control and OODA), the tools of infowar, the infowar battlespace (hacker war, industrial espionage, terrorist use of cyberspace), Chinese theories of infowar, and the development of an infowar campaign.

**AY07 Joint Military Operations Electives**

**EL 6529 Special Operations—Then & Now**

**(Classified, US Personnel)**

**2 semester hours**

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

**EL 6530 JCLASS-I (Classified, US Personnel)**

**2 semester hours**

**EL 6531 JCLASS-II (Classified, US Personnel)**

**2 semester hours**

JCLASS is a war game that focuses on the strategic and operational levels. Selected students play the war game from all of the Senior Service Schools (SSS). AWC plays as the JFACC. In JCLASS-I students develop options in response to multiple regional crises and prepare air campaign plans in coordination with the other senior schools to support regional combatant commander objectives in the event of a major theater war. JCLASS-II is a six-day warfighting exercise that brings the SSS students together here at Maxwell and allows them to

execute their plans in a dynamic environment at the AFWI. JCLASS-I consists of 30 contact hours over 15 instructional periods. JCLASS-II involves 30 hours during the six-day exercise. Enrollment in this course is through seminar director or service chairs only.

**EL 6532 Command and Control of  
Air and Space Power**

**2 semester hours**

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

**EL 6533 America's Army**

**2 semester hours**

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

**EL 6534 ISR Support to the Warfighter  
(Classified, US Personnel)**

**2 semester hours**

JV 2020 calls for decision superiority—making and implementing better decisions faster than the adversary can react. Decision superiority is only achieved through the full integration of intelligence, surveillance, and reconnaissance (ISR) operations into the military campaign. This course addresses ISR as a weapons system for strategic and operational campaign planning and execution: the intelligence mission, organization, activities, and processes; how ISR operations are integrated into air and space operations; capabilities and limitations of the seven intelligence disciplines; and challenges of meeting the increasing information needs of commanders, planners, and operators.

**EL 6535 Future Force Planning**

**2 semester hours**

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

**EL 6537 Navy and Marine Corps  
Expeditionary Forces**

**2 semester hours**

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

**EL 6540 Air Mobility and the Defense  
Transportation System**

**2 semester hours**

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

capabilities evolved, future directions in air mobility, and the impact on our current and future national security and military strategies.

**EL 6545 Securing the Peace**

**2 semester hours**

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

**EL 6546 Future Total Force Issues**

**2 semester hours**

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

**EL 6580 Peace and Stability Operations**

**2 semester hours**

NATO, spearheaded by USAF, stopped Serbian forces from ethnically cleansing 1.8 million Kosovo Albanians. Could international organizations (IO), such as NATO or the UN, have stopped the genocidal killing of 800,000 Rwandans in 1994? In this course, you will examine the role of IOs, particularly as guarantors of peace and security, and come to understand what they can and cannot do. US armed forces have acted often within the framework of IOs (within NATO in Kosovo and Bosnia and the UN in Macedonia and Haiti), or with the endorsement of IOs (the UN in Operation Desert Storm). Thus, a strategic military thinker must be cognizant of IOs and their functions. The course starts with the UN and recent cases of peacekeeping. It moves to regional organizations, including NATO and the European



Union. Finally, we deal with NGOs and their role in the prevention and resolution of conflict and relations with military peacekeepers.

**EL 6581 Medical Support for Air and Space  
Expeditionary Force Operations**

**2 semester hours**

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

**EL 6582 Non-lethal Weapons: Technologies,  
Concepts, and Strategies  
(Classified, US Personnel)**

**2 semester hours**

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

**EL 6593 Group Research:  
Strategic Outlook in Asia**

**2 semester hours**

This research project looks into the fundamental issues among the rising Asian powers—China, Japan, India, and to some extent, Russia—and the policy implications for US national security strategy. External POC: OSD/Office of Net Assessment.

**EL 6594 Group Research: Horizons 21A**

**2 semester hours**

This study, led by the Center for Strategy and Technology, examines the rate of technological change between now and 2025 in order to lay the foundation for Air Force thought on its future in a landscape of accelerating change. The research will serve as a base for a follow-on study (Blue Horizons) that will assess the implications for air and space power employment. The study's participants will be organized into four teams in the areas of nanotechnology, biotechnology, directed energy, and IT/netcentricity. Individual and group White Papers on each

technology will be produced, as well as an executive summary of the entire report. The Air Force chief of staff is the external sponsor for this study.

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

**2 semester hours**

This year the AU National Space Center is examining the topic, “The Impact on the US Economy if Space Superiority Is Lost.” Each student will write a professional studies paper (PSP) on a focused area that derives from this overarching topic.

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

**2 semester hours**

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

### **AY07 International Security Studies Electives**

**EL 6721 Conduct of Diplomacy**

**2 semester hours**

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

**EL 6722 Terrorism**

**2 semester hours**

Terrorism is one of the oldest of military tactics and forms of warfare, historical evidence dating it to 5000 B.C. The root word for terrorism appears in ancient Greek, Roman, and Sanskrit languages. In more

modern times, however, terrorism has become the most frequent form of conflict. In only 30 years, for example, recall the carnage at the 1972 Munich Olympics; the 1983 Beirut truck bomb attack that killed 241 Americans; the 1988 bombing of Pan Am Flight 103 that killed 259 passengers; the 1993 New York World Trade Center bombing that had 1,000 casualties; the 1995 attack on the federal building in Oklahoma City that killed 168 people; the 1996 Saudi Khobar Towers that took the lives of 19 US Airmen; the use of chemical weapons in a Tokyo subway that resulted in 12 deaths and 5,500 injured; the 1998 bombing of two US embassies in East Africa, which killed 214 people; the 2000 attack on the USS *Cole* which killed 17 US sailors; the September 2001 attacks on the World Trade Center and the Pentagon, which killed more than 5,000; and the subsequent Anthrax attacks via the US postal system. This course examines why terrorism has reerupted; the implications for political, economic, military, cultural, and religious institutions; the increasing lethality of terrorist acts; and the prospects for resort to nuclear, biological, radiological, and chemical weapons. Capabilities and limitations of governmental authorities are addressed as well as what the future may hold for deterring terrorism.

**EL 6723 Globalization**

**2 semester hours**

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

**EL 6724 Emerging Security Issues**

**2 semester hours**

Though terrorism garners the headlines, other problems such as drug trafficking, money laundering, organized crime, human trafficking, and disease may pose more insidious threats to human security. Besides addressing these topics, this course also examines the interactions among population growth, climate change, rising energy consumption, and resource scarcity and their impact on international security. It also explores policies required to reverse current trends and considers ways nations can cooperate to deter the potential for conflict.

**EL 6725 Inside the Heads of Friends and Foes: Cross-Cultural Competencies for Strategic Leaders** **2 semester hours**

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

**EL 6726 Energy Security** **2 semester hours**

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

**EL 6727 International Rivals: Leaders and Strategic Cultures in Potential Adversary States (Classified, US Personnel Only)** **2 semester hours**

This course looks at the leaders and strategic cultures of countries and groups of concern to US national security. Addressed will be the political-psychological profiles of the leaders of Iran, Syria, China, Russia, North Korea, and various terrorist organizations like the Kurdistan Workers Party (PKK), Islamic Jihad, Hezbollah, and Osama bin Laden's organization. Who are these leaders and what formed their worldview? What values and ideas do they espouse and how can they be influenced? Who in their regime or group makes what kinds of national security decisions and why? How can they be deterred from war or escalation? What is their military doctrine and what are their military capabilities? How have they used force in the past and what is their relationship to other states in their region and to the United States?

**EL 6728 Genocide and Intervention** **2 semester hours**

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

**EL 6729 China's Use of Force: A Case Study of a Non-Western Approach to Warfare** **2 semester hours**

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

**EL 6730 Religion and Conflict** **2 semester hours**

The purpose of this course is to analyze the linkages between the various world's major religions and their propensity to generate conflict and in turn impact global security. It will examine specific violent aspects of various religions to determine their potential for violence, to include terrorism, jihadism, martyrdom, human sacrifice, and revenge. The elective will also cover areas related to religion in conflict, to include just war, ethnic prejudice, and church-state relations.

**EL 6732 Transatlantic Relations: Technology, Markets, and Security** **2 semester hours**

This course provides an examination of critical developments in US European relations since the 1980s. It is structured along the following themes: security, markets, and technology, and global challenges. While the transatlantic partnership is based on common values and shared aspirations, the partnership has changed with a new geopolitical context since the end of the Cold War. How should the reorientation of the transatlantic relationship evolve? How will and should the United States and the EU respond to global challenges and adapt the relationship to reflect new realities. These are some of the questions to be explored.

**EL 6734 Warrior Cultures** **2 semester hours**

This elective will address the issues relating to societies in which violence appears to be endemic. Using examples from such diverse environments as El Salvador, Jamaica, Yemen, East Africa, and West Africa, we will

study how groups such as the cattle raiders of Karimojong and the “gangsta warriors” of Liberia and Sierra Leone turn into chronically violent entities. We will also analyze the impact that weaponization had upon these groups, with particular emphasis on how light weapons proliferation helped to encourage the creation of “Kalashnikov cultures.”

## **Additional Programs**

### **SC 6800 Solo Challenge**

**2 semester hours**

AWC conducts this six-day, unclassified capstone wargame (set 10 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 these 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.
- Analyze and synthesize national and multinational security strategies/objectives and translate them into theater campaign plans.

- Employ and evaluate the contribution of all elements of national power for achieving strategic and operational objectives within a plausible future operating environment.
- Design, analyze, and evaluate theater command and control processes and relationships.
- Apply an understanding of military war-fighting capabilities and limitations.
- Analyze and evaluate the challenges facing a joint and multinational war-fighting force employing future military and commercial systems in the twenty-first century.
- Analyze regional political situations, including economic, religious, cultural, and historical factors.
- Address war termination issues and factors that convert military victories into political successes.

**NSF 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.

**CLS 6820 Commandant's Lecture Series**

**noncredit**

The Commandant and Dean of Academic Affairs invite approximately 25 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.

### **Distance Learning Program**

Many military officers and federal government employees do not have the opportunity to attend AWC in residence. Distance Learning offers a challenging senior professional military education program that contributes to their knowledge and professional development regardless of their location. The Air War College Distance Learning Program uses portions of the resident program's core curriculum along with selected electives and strategic-leadership-analysis papers to create a professional military experience for those officers and DOD civilians unable to attend AWC in residence. The primary difference between the two programs is there is an emphasis on senior-level organizational leadership with the distance learning program. However, the mission, objectives, and philosophy of the resident program apply equally to the DL program.

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

Independent study is an excellent alternative for those students desiring a great deal of flexibility due to extensive temporary duty schedule, unique family needs, or just those who may or may not have the option of participating in a student-led seminar.

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



## **Programs**

Air War College Distance Learning currently has several active programs: legacy editions (15<sup>th</sup> and prior editions) and the current Senior Leader Program (SLP). However, the legacy editions will become obsolete effective 1 December 2006 in order to move students over to the new SLP and succeeding versions of SLP. Students enrolled in legacy editions must complete all requirements by 30 November 2006 in order to graduate from AWC or they will be enrolled in SLP and only receive credit for the elective if they have completed that portion of the program.

## **Duration and Quotas**

On average, most students generally complete the program within 18-24 months. Students are encouraged to set a realistic goal in order to proceed through the AWC distance learning program at a reasonable pace.

## **Prerequisites**

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

## **Graduation Requirements**

Students must earn at least a satisfactory (marginal is the least acceptable grade for the 15<sup>th</sup> and earlier edition research papers) in order to graduate. NOTE: Courses taken in the DL program may not be used to satisfy course requirements of the resident master's degree program.

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

## **Distance Learning Program Course Descriptions**

### **Core Curriculum (15<sup>th</sup> Edition)**

The core curriculum of the 15<sup>th</sup> edition consists of three major areas: strategy, doctrine and leadership; international security studies; and warfighting. Additionally, one elective course and a written assignment must be successfully completed in order to graduate from the program.

#### **Strategy, Doctrine and Leadership**

#### **11 Lessons**

This course introduces the study of military strategy, doctrine, and the influence of technology on warfare, especially the development of the US Air Force and air and space doctrine. The first two lessons serve as an introduction to military strategy and doctrine and the development of US air doctrine between World War I and World War II. The next two lessons move from World War II to the Cold War. The following lesson deals with revolutionary war and the air war over Vietnam. The Persian Gulf War is discussed next, followed by a lesson on recent warfare in Kosovo, Afghanistan, and Iraq. The eighth lesson focuses on strategy issues for a new era. The Leadership lessons are designed to prepare students for leadership and command in the strategic environment. These lessons focus on the unique challenges of senior leadership, leadership qualities and attributes vital for successful leaders, the fundamentals of successfully commanding an organization, and current ethical issues and how these relate to the profession of arms, integrity, and the challenges commander's face.

#### **International Security Studies**

#### **13 Lessons**

The International Security Studies (ISS) course introduces the role of the United States in the world of international relations. The goal is to familiarize students with the international security environment, the US national security decision making process, and many of the strategic issues that face US national policy makers. There are two major areas of study. The first part, consisting of six lessons, examines the current global security environment, the dynamics of the national security process, and the roles of major actors, such as the president and Congress, in that process. The second half of the course focuses on regional security studies concerning six regions of the world: Europe,

New Independent States (NIS), the Middle East and North Africa, Asia, Latin America, and Africa. The final lesson introduces factors designed to illustrate how the United States uses its instruments of national power to resolve an international crisis.

### **Warfighting**

### **14 Lessons**

This last course builds upon the ideas presented during the first two courses. The goal is to familiarize students with the joint structure used to plan and conduct military operations and the process used to generate and execute a Joint Force Commander's campaign plan. Warfighting studies are presented in 14 lessons. The course begins with nine lessons that explore the structure and resources available to the defense establishment, reviews the planning process for strategic and theater warfare, and takes a focused look at some functional commands and warfighting domains that are integral parts of the US military team. Other lessons review the increasing US involvement in military operations other than war, smaller-scale contingencies, and the future battlefield. The course then concludes with an exercise designed to let students practice the joint war-fighting concepts learned through the course.

### **Core Curriculum (Senior Leader Course)**

The core curriculum consists of two major areas: institutional leadership and international strategy/foundations of warfighting. Additionally, one elective course, a short-answer exam and a written assignment must be successfully completed in order to graduate from the program.

### **Institutional Leadership**

### **7 Lessons**

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

**International Strategy/Foundations of Warfighting**      **10 Lessons**

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

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

**Air War College Faculty**

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

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**Air War College Faculty Continued**

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

**Air War College Faculty Continued**

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*Air University Catalog, 2006–2007*

**Air War College Faculty Continued**

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**Air War College Faculty Continued**

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



## **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, space, and cyberspace power to defend the United States and protect its interests.*

A revolution in Air Force Professional Military Education (PME) began in the late 1970s. As it continued in the 1980s, the revolution led Air Force chief of staff Gen Larry D. Welch to charter a new graduate school, the School of Advanced Airpower Studies (SAAS), at AU in 1988. The first class convened in the summer of 1991 and graduated in June 1992. Beginning with the graduation of the first class, SAAS has produced many of 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 39 Air Force officers, one Army officer, one Navy officer, one Marine officer, and two officers from closely allied nations.

### **Prerequisites and Selection**

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

### **Admission Requirements and Procedures**

Admission to SAASS is highly competitive. Those wishing to be admitted must formally apply while or after attending an intermediate

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

### **Graduation and Degree Requirements**

To graduate with a degree, a student must

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

To graduate with a "certificate," a student must

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

**Curriculum Summary**  
(Not listed in order of presentation)

<b>Course Title</b>	<b>Semester Hours</b>
SAASS 600 Foundations of Military Theory	4
SAASS 601 Decision Making: A Primer for Strategists	3
SAASS 627 Airpower History through Vietnam	5
SAASS 628 Air and Space Power History Post-Vietnam	3
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
<b>TOTAL</b>	<b>44</b>

**Course Descriptions**

**SAASS 600 Foundations of Military Theory** **4 semester hours**  
 This course analyzes the writings of military theorists who significantly influenced thought about the art and science of war. Through this analysis, students gain a broad background in the development of military thought and develop critical thinking skills as they test theoretical propositions against the criteria of logic and evidence.

**SAASS 601 Decision Making: A Primer for Strategists** **3 semester hours**  
 A foundation “tools” course that provides a background and understanding of decision-making theories. These tools allow the student to better analyze airpower theories, ideas, issues, and concepts. Defense planning issues are discussed to illustrate decision-making challenges and issues pertinent to future airpower strategists.

**SAASS 627 Airpower History and Theory  
through Vietnam**

**5 semester hours**

This course examines the historical development of air and space power in terms of organizations, technology, doctrine, and application. It provides an experiential “database” required for students to evaluate the theory and practice of airpower. Theories of Douhet, Trenchard, Mitchell, de Seversky, and Slessor, among others are studied in detail. The transition to limited wars under the “nuclear umbrella” after World War II receives treatment.

**SAASS 628 Air and Space Power History and  
Theory since Vietnam**

**3 semester hours**

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

**SAASS 632 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. The unique approach to campaign planning taken by the different services receives treatment. Joint war game includes participants from other advanced study groups—Army, Navy, and Marine.

**SAASS 644 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. The course attempts to develop habits of mind and patterns of inquiry that inform successful military innovation. Theories of technological determinism, social construction, and heterogeneous engineering form the basis of inquiry.

**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



*School of Advanced Air and Space Studies*

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**

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*Air University Catalog, 2006–2007*

**School of Advanced Air and Space Studies Faculty  
Continued**

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

# AIR COMMAND AND STAFF COLLEGE

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

**Mission:**

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

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

In academic year (AY) 1999, ACSC began aligning its curriculum under the Air University (AU) commander's Continuum of Education Strategic Guidance (CESG). The CESG reflects principles contained in Air Force Doctrine Document (AFDD) 1, *Air Force Basic Doctrine*, and reinforces and builds on principles outlined in AFDD 2-8, *Education*

*and Training.* Air Force doctrine stresses the importance of professional development of Airmen and states that success in war depends at least as much on intellectual superiority as it does on numerical and technological superiority.

**Goals:** The ACSC curriculum encourages the development of higher-order thinking by challenging students to think critically and exercise a combination of analytical and practical tools required as leaders charged with the nation's defense. ACSC graduates are well educated in the profession of arms with emphasis on the use of air and space power in joint campaign planning and the operational art of war. 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—the dean of Education and Curriculum (DE), the dean of Services and Support (DS), and the dean of Distance Learning (DL)—provide academic leadership to the school's faculty and student body. DE, assisted by the vice dean for academic affairs and vice dean for operations, coordinates the integration of curriculum content and directs the planning and implementation of the academic program through three teaching departments: International Security and Military Studies; Joint Warfare Studies; and Leadership, Command, and Communication Studies. The dean of DL is responsible for planning, organizing, and delivering the nonresident program of instruction through the departments of curriculum and operations. The DS is responsible for all support services college-wide. The commander and staff of the 21st Student Squadron are responsible for the health, morale, and welfare of some 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 collegewide computer network and the Internet. Students are issued more than 80 books to expand their professional capabilities and a personal laptop computer to use to keep track of the academic schedules, online reading assignments, and for use in examinations throughout the academic year.

### **Duration and Quotas**

The resident program consists of 10 months of instruction. Nearly 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 the following:

- a. Official evidence of all completed college, university, and/or professional school course work evaluated by an independent foreign credentials service (see transcripts above).
- b. Copies of certificates and diplomas evaluated by an independent foreign credentials service (see transcripts above).
- c. Detailed description of professional work including a current resume and, if appropriate, work-relevant evaluations.

- d. Two or more letters of recommendation from persons who (1) hold a terminal degree, (2) are a past or present supervisor, or (3) can offer a professional reference attesting to your capacity to complete a graduate degree program.
  - e. Program brochures, catalog pages, and/or descriptions as necessary to support these accomplishments.
- III. 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, 220 for the computer-based test, or 83 for the internet-based test.

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

**Graduation Requirements**

Students fully admitted must complete the following 34-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**

<b>Course Title</b>	<b>Semester Hours</b>
LC 5501 Leadership and the Staff Environment I	3
LC 5502 Leadership and the Staff Environment II	3
LE 5500 The Practice of Command	3
IW 5500 Inter/National Security and Warfare	6
AW 5500 Expeditionary Air and Space Warfare	3
LW 5500 Leadership and Warfare	3
JF 5501 Joint Forces	4
JP 5500 Joint Campaign Planning	3
JA 5500 Joint Air and Space Operations	3
CT 5600 Critical Thinking and Research	3
GE 5500 Gathering of Eagles	0
<b>TOTAL</b>	<b>34</b>

**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 Leadership and the Staff Environment 3 semester hours**

*Leadership and the Staff Environment I* examines the evolution of leadership thinking culminating in current Air Force Doctrine. It begins a review of leadership doctrine, launches the interdepartmental discourse on leadership and encourages students to reflect on and further their leadership development. 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. The course examines core values, ethical decision making and accountability with respect to their impact on leadership. Additionally the course examines personal and team leadership competencies. This course challenges students to apply leadership skills through a series of practical exercises.

**LC 5502 Leadership and the Staff Environment II 3 semester hours**

*Leadership and the Staff Environment II* examines the evolution of leadership thinking culminating in current Air Force Doctrine. It begins with a look at the role leaders play in establishing organizational culture and leading the institution through change. It presents the students with possible knowledge management tools, systematic thinking techniques and strategic planning concepts they can use to lead an organization through the change process. This course then focuses on accomplishing the mission in combat and crisis situations, and concludes with students formulating and presenting their personal leadership philosophies. This course challenges students to apply leadership skills through a series of practical exercises.

**IW 5500 Inter/National Security and War 6 semester hours**

The purpose of the Inter/National Security and War (IW) course is to address the political, cultural, strategic military and regional contexts that impact on military operations. For the ACSC student, centered at the operational level of war, the need is not mastery of all aspects of

the strategic context, but an awareness of the many potential cultural inputs, potential interests, and institutional structures that may be shaping both political and military interactions, plans, and/or outcomes in any given global, regional, or national setting. Only by being aware of these inputs can the operational level commander, planner, or staff officer be able to maximize his or her contribution to the operation and its goals. To put it another way, only by being aware of the impacts of culture, interests, and institutions in any given context, can the operational level war fighter have full and true situational awareness, and thus be able to design and execute military operations, whatever their nature, that can achieve the desired and the needed effects. The IW course is designed to introduce the ACSC student to a wide array of these contextual inputs and provide the opportunity to integrate them into their understanding of the use and uses of military force.

**JF 5501 Joint Forces**

**4 semester hours**

The Joint Forces (JF) course examines how the separate service components provide conventional and unconventional forces which combine under joint force commanders to fight in combatant and functional commands. The JF course also explores how joint forces operate across the interagency spectrum, and their role in homeland security and homeland defense. Finally, JF covers the use of joint forces in irregular warfare and the Global War on Terror. The course parallels the current Quadrennial Defense Review in its focus on traditional, irregular, catastrophic, and disruptive modes of warfare with a global perspective for operations.

**AW 5500 Expeditionary Air and Space Warfare**

**3 semester hours**

The goal of the Expeditionary Air and Space Warfare (AW) course is to educate students on how military planners and leaders think creatively about air and space power. Students will achieve this goal through comprehending, applying, and analyzing the chasms between planning and execution. The course will focus on a careful analysis of air and space campaigns within three objective areas: Conventional Operations, Homeland Defense, and Irregular Operations/Asymmetric Warfare. Students will examine air and space operations which range in scope from nuclear warfare to nonkinetic operations, and which range in location around the globe.

**JP 5500 Joint Campaign Planning**

**3 semester hours**

The Joint Campaign Planning (JP) course builds on the foundations of the Leadership and Communications, International Security and War Studies, 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 Publication 5-00.1, *Joint Doctrine for Campaign Planning*, 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 and Space Operations**

**3 semester hours**

The Joint Air and Space 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's (JFACC) responsibilities and Air Operation Center functions in the employment of air and space power in conducting the full range of military operations against twenty-first century adversaries, 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 and space operations. Students are tasked to build a theater wide plan for joint air and space operations from which several air-tasking orders will be derived.

**CT 5600 Critical Thinking and Research**

**3 semester hours**

The Critical Thinking and Research course complements the resident program core curriculum and prepares students for conducting focused research on joint air, space, and cyberspace topics. Students satisfy the three credit-hour requirement in two phases. The critical thinking/research methodology phase of the course emphasizes a

structured approach for framing research questions about a topic, formulating a research strategy, identifying sources, and applying sound critical thinking skills to infer conclusions about hypotheses. Contemporary DOD and service areas of emphasis provide starting points for launching into the course. The research phase of the course affords students opportunities to confront national security-related topics of current importance to the USAF and DOD, applying methods acquired in the critical thinking methodology phase. Students investigate topics in an intellectually rigorous fashion, under the direction and guidance of subject matter experts. The results of student research and analysis go to USAF and DOD sponsors, including key decision makers at the highest levels of command. 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.

**LW 5500 Leadership and Warfare**

**3 semester hours**

The Leadership and Warfare course is conceived as a “virtual” staff ride, designed to illuminate parallels between the great air commanders of the past and their conduct of air warfare, and current problems of air and space command in contemporary, joint warfare. Students apply an analytical framework to the systematic study of the intersection between leadership and operational art through case studies in the dynamics of battle, especially the interaction between the individual, human dimensions of warfare and factors such as technology, doctrine, logistics, and the physical environment. This course supports the development of Joint and Air Force leadership competencies.

**LE 5500 The Practice of Command**

**3 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.

**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://acsc.maxwell.af.mil>, and the Education and Training Course Announcements Web site at <https://etca.randolph.af.mil> for further information.

**Program Description.** The ACSC nonresident curriculum is designed to support ACSC's mission statement "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 JFC.

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 five to 18 members and begin anytime throughout the year.

**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: [acsmdl@maxwell.af.mil](mailto:acsmdl@maxwell.af.mil).

**Current Curriculum.** The last released version of the ACSC nonresident program (Version 4.1) 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 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 warfighting 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 joint force commander (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 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 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 JFACC in joint warfare. It continues by introducing students to the joint air estimate process and the joint air operations plan outlined in JP 3-30, *Command and Control for Joint Air Operations*. It also examines how the joint air operations center staff supports the JFACC in planning, directing, and executing air operations.

**New Curriculum.** The ACSC nonresident program is poised to release Version 5.0 in January 2007. The new curriculum is organized into seven curriculum blocks: Leadership and Command, National Security Studies, Strategy and War, Expeditionary Air and Space Forces, Joint Forces, Joint Campaign Planning, Joint Air Operations. Version 5.0 represents both a physical and a philosophical difference from previous distance learning courses and programs. The physical difference includes the fact that there is one additional course, Strategy and War.

### **Academic Credit**

The American Council on Education 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*

**Air Command and Staff College Faculty**

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

*Air University Catalog, 2006–2007*

**Air Command and Staff College Faculty Continued**

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

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

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

AFIT provides graduate education programs through the Graduate School of Engineering and Management. The School of Systems and Logistics and the Civil Engineer and Services School provide many PCE short courses to assist Air Force and DOD military and civilian members who wish to become more proficient in their technical and support tasks. The Civilian Institution Programs office manages specialized graduate school and professional continuing education assignments required by a

variety of Air Force needs, including medical and instructional assignments. The Academic Library and the Directorates of Admissions/Registrar, Resources, Mission Support, Public Affairs, and Communications and Information support the educational and research programs of the institute.

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

## **AFIT History**

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

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

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

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

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



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

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

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

In 1967 AFIT became a member of the Dayton–Miami Valley Consortium (DMVC), which later changed its name to the Southwestern Ohio Council for Higher Education (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 Air Force 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 Air Force and other DOD personnel to develop the professional and technological skills needed to master this dynamic challenge.

## **AFIT Campus**

The institute's campus at Wright-Patterson AFB, Ohio, consists of Bane Hall, which houses the Graduate School of Engineering and Management; Twining Hall, home of the Center for Systems Engineering (SE) and additional space for the Graduate School; Kenney Hall, which houses the command section and main auditorium and connects Bane and Twining Halls; Thompson Hall, which is connected to Twining Hall and is the home of the Civil Engineer and Services School; and a fifth building, the 30,000-square-foot graduate engineering research laboratory which 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 Air Force 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. Academic qualification for admission to the institute's graduate programs are comparable to that of quality graduate institutions in the country. Specific admission information including admissions criteria, application forms, and instructions are available from the Admissions Office and can be found on the Graduate School's home page at <http://www.afit.edu/en>.

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.

## **Graduate School of Engineering and Management**

Dr. Marlin U. Thomas, Dean

*Internet Address*

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

The Graduate School of Engineering and Management offers advanced scientific, engineering, and management education to qualified 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 Studies and Research, Operational Analysis, Advanced Navigation Technology, and Information Security Education and Research. In fact, the school's Center for Information Education and Research has been recognized by the National Security Agency (NSA) as a NSA Center of Academic Excellence in Information Assurance Education.

The academic mission is supported by several organizations that reside under the Dean. They include Research Office which supports scholarly activity and externally funded research in the graduate school; the Academic Affairs Office which supports the departments in pursuit of quality academic programs and includes the library, institutional research/assessment, and extension services; and the Dean for Students which oversees the Office of Admissions/Registrar, Students Services, International Military Student Office, and the Civilian Institutions (CI) Office. The CI office manages the affairs of Air Force officers assigned to civilian universities, research centers, hospitals, industrial and business organizations, and governmental agencies in pursuit of Air Force

sponsored educational programs needed to meet specific service requirements in areas outside the scope of the graduate school.

### **Degree Programs**

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

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

The Graduate School also offers academic programs designed to meet the needs of officers selected for Intermediate Developmental Education. These programs include the following: aeronautical engineering; applied computing; applied mathematics; applied physics, astronautical engineering; command, control, communications, computers, and intelligence systems; electrical science; logistics management; mobility management; operations analysis; space engineering; strategic leadership; and systems engineering.

## **Accreditation**

AFIT is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. 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 2005; approximately 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 fiscal year 2005 (FY 05), AFIT graduate faculty produced 115 refereed journal articles, 171 other

publications, and 263 contributions to proceedings at national and international symposia. Faculty members were also involved in 174 sponsor funded 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. Air Force organizations sponsor research performed by students who complete thesis requirements on topics of interest to the Air Force and DOD. AFIT's consultation services offer DOD organizations and other government agencies the expertise of the faculty in their professional disciplines. 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 05, AFIT graduate students completed 257 master's theses and 17 PhD dissertations. Of these, over 90 percent contributed to an Air Force, DOD, or government agency project. Approximately 67 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 05 resulted in approximately \$47 million in cost-avoidance savings for sponsors, and faculty efforts produced over \$6.5 million in research grants and approximately \$1.5 million in educational grants.

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



**Further Information**

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

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

AFIT/ENER  
2950 Hobson Way  
Wright Patterson AFB, OH 45433-7765  
(937) 255-6234, ext. 3127

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. The FY 05 Research Report is published on the AFIT Web site: <http://www.afit.edu/en/enr/resreports.html>.

Copies can be obtained upon request by contacting the ENR via any of the following ways:

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

E-mail address:  
[Research@afit.edu](mailto:Research@afit.edu)

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

## **School of Systems and Logistics**

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

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 15,000 students in 2005. In addition to teaching formal courses, the school presented tailored workshops and seminars to over 2,500 students in 2005 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 5,700 students took advantage of the various distance-learning courses offered by the school in 2005.

### **Professional Continuing Education**

The School of Systems and Logistics PCE equals

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

## **Disciplines**

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

- Engineering Management
- Acquisition Management
- Sustainment Management

Examples of individual courses available include

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

## **Faculty**

The School of Systems and Logistics faculty is a unique combination of over 50 Air Force, Army, and Navy officers and DOD civilians who combine extensive practical field experience with academic expertise and a driving desire to provide whatever education, consulting, and other support 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 Air Force and DOD customers. This includes consultation in their areas of management and technical expertise and small group and team facilitation. They have a long and proven record of providing premier consulting services to such activities as acquisition program offices, depot maintenance organizations, other DOD and federal agencies, and friendly and allied nations, to highlight a few.

## **Civil Engineer and Services School**

*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 Air Force civil engineering or services. The school offers management-oriented courses relating to Air Force civil engineer and services missions. The technical offerings update and broaden the professional and technical knowledge of architects and civil, electrical, mechanical, 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 05, CESS used the Air Technology Network (ATN) to deliver education to 1,899 students, while 1, 455 students received education through on-sites, 426 students received education through the

Environmental Education Center, and 1,365 students attended resident classes at the school.

### **Faculty**

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

### **Consultation**

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

## **Civilian Institution Programs**

*Internet Address*  
<https://www.afit.edu/cip/>

The Civilian Institution Programs manage Air Force 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 Air Force 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 Nondegree 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 Air Force costs.



### **Education Delay Program**

The Education Delay Program allows selected college graduates in AFROTC to defer entry to active duty to pursue further education at their own expense. Major fields of advanced study 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 Air Force 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 Air Force Surgeon General. They include residency and fellowship programs for active duty Air Force medical and

dental officers, graduate and fellowship programs for Biomedical Science Corps officers, graduate programs for Nurse Corps and Medical Service Corps officers, and the F. Edward Hebert Armed Forces Health Professions Scholarship and Financial Assistance Program (HPSP/FAP). In addition, it manages the medical PCE program, satisfying the continuing education needs of Air Force Medical Service officers.

### **Medical/Dental Residencies and Fellowships Branch**

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

### **Allied Health Education 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 Air Force. 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 AFIT 36-101, *Armed Forces Health Professions Scholarship and Financial Assistance Program*. Both regulations can be found online at <https://www.afit.edu/cip/>.

### **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*.

## **Air Force Center for Systems Engineering**

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

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 Air Force 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 Air Force 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 Air Force 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 Air Force. It uses available resources of academia, industry, and professional organizations to meet Air Force education needs. The CSE works with AFIT schools (AFIT/EN and AFIT/LS) and other sources to provide education specifically tailored to Air Force 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://my.af.mil/afvecprod/>

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

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

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

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

With more than 350,000 registered students, the college is the largest multicampus community college in the world. Its affiliated schools are located in 38 states, the District of Columbia, and seven foreign locations. Nearly 6,500 CCAF faculty members provide quality instruction for the professional development of enlisted personnel. The college has awarded more than 286,000 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.

<b>Academic Requirements</b>	<b>Semester Hours</b>
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
<b>TOTAL</b>	<b>64</b>



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 102 affiliated schools specifically teaching those courses. Similarly, the listing of CCAF's more than 5,175 qualified instructors and 1,272 student instructors is available at each school where those instructors teach or in a central database located in the CCAF administrative center.

## **CCAF System**

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

### **Affiliated Schools**

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

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

## **Education Services Centers**

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

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

## **Advisory Bodies**

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

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

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

**CCAF Policy Council.** Twenty-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 Air Force 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://my.af.mil/afvecprod>). 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://soc.maxwell.af.mil/>

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

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

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

SOS was originally commissioned in the 1950s during the Korean War. Initially, it was organized as a war leadership school, teaching USAF captains the salient concepts of aerial warfare and the command

responsibilities involved in combat situations. Col Russell V. Ritchey, USAF, the school's founder, stated that SOS' primary purpose was to study war. "I wanted no off-shoots," explained Colonel Ritchey, "which would distract the student from his primary aim or compromise the purity of the profession."

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

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

### **Faculty Development**

SOC provides initial faculty development instruction to all faculty through the Fundamentals of Instruction Course. Faculty members include those personnel who design, develop, or implement SOC curriculum or who supervise those involved in such activities. Thus, faculty members include flight commanders, squadron commanders,

faculty development and training personnel, and curriculum development personnel. Following initial faculty development experience, SOC's two schools teach school- or lesson-specific execution requirements. Curriculum developers are provided with the Advanced Principles of Instruction course, which focuses on applying the Air Force Instructional Systems Development model to ASBC and SOS lesson research, development, and implementation.

## **Air and Space Basic Course**

*Internet Address*

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

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

**Goals:**

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

ASBC is an educational program for newly-commissioned second lieutenants and for selected DOD civilians. It was originally created as a test program in 1997, and was commissioned as a formal AU educational

program in January 1999. On 8 February 2000, ASBC became one of the schools within SOC.

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

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

In this post-cold-war era, where the military threats are complex and elusive, ASBC was created to provide young officers with the logic and the grammar of their unique Air Force profession. “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, space, and cyberspace operational planning, ASBC is very different from the traditional curriculum used in most precommissioning programs.

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

throughout the course to maximize student learning level and comprehension.

## **Curriculum**

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

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

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

## **Duration and Quotas**

ASBC will conduct five classes during academic year 2006–07 for a total of 3,588 students. Each class lasts 30 training days.

### Curriculum Summary

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

### 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, space, and cyberspace power in an expeditionary war-fighting environment.*

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

- broadening commitment to the concept of officership, core values, and the unique role of the Air Force officer in the profession of arms;
- valuing the distinctive capabilities of air, space, and cyberspace power as guided by Air Force doctrine and 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, SOC was an organizational unit within ACSC. Above all, noted Colonel Ritchey, the course was developed primarily to educate officers within the expertise of the profession of arms. In 1959 this course was renamed Squadron Officer School and began reporting directly to the AU commander.

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

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

### **Resident Curriculum**

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

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

### **Duration and Quotas**

SOS will conduct seven classes during academic year 2006–07 for a total of 3,506 students. Each class lasts 25 training days.

### **Prerequisites and Selection**

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



**Curriculum Summary**

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

**Nonresident Program**

The SOS Nonresident Program presents similar, but not parallel, material to the resident curriculum. During the past two years, the SOS Nonresident Program has discontinued its book version and CD-ROM version replacing them with an online program. Presently, the SOS Nonresident Program 28 (online version) consists of five courses: 28A, Profession of Arms; 28B, Military Studies; 28C, International and Joint Studies; 28D, Communication Studies; and 28E, Leadership and Management Studies. This online education program features web-based instruction and permits rapid, world wide deployment of the SOS nonresident course. It also features computerized testing with immediate test feedback results. While formative feedback is available online, students take electronic course exams at designated education offices or other sanctioned testing sites.

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

### **Curriculum Summary**

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

### **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.

# **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 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**

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

#### **Duration and Quotas**

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

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

## Air Force Senior Noncommissioned Officer Academy

*Internet Address*

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

The Air Force established the Air Force Senior NCO Academy (AFSNCOA) in 1972 to fill a void in PME for Air Force senior NCOs. In January 1973, the academy began its first class with 120 senior NCOs and a curriculum divided into two major areas: military environment and military management. Presently, the academy has an annual enrollment of over 1,800 senior NCOs, chief petty officers, and international senior NCOs. 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, space, and cyberspace power in support of our national security objectives.*

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

**Eligibility:** Air Force and selected AFRES and ANG senior NCOs attend the academy in residence. Selected Army, Navy, Coast Guard, and international military personnel also attend on a limited basis. Active duty Air Force personnel must have at least one-year retainability

following graduation, and this course must be completed before they can be promoted to chief master sergeant.

### **Resident Curriculum**

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

#### **Curriculum Summary**

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

#### **Duration and Quotas**

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

**Selection.** The Air Force Military Personnel Center identifies and notifies active duty students for attendance. Air Force students must meet all Air Force standards. Students from other services must meet their service's standards. Complete eligibility and selection criteria can be found in AFI 36-2301, *Professional Military Education* and online at the Air Force Education and Training Course Announcements (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 Air Force 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, warfighting Airmen who can manage and lead Air Force units in the employment of air, space, and cyberspace 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
<b>TOTAL</b>	<b>223.0</b>

### Duration and Quotas

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

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

### Academic Credit

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

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

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

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

**Eligibility:** Students are senior Airmen or staff 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**

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

### **Duration and Quotas**

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

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

### **Academic Credit**

All ALSs are individually affiliated with the CCAF, which is accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools. 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 Air Force enlisted corps. Eligibility criteria, course responsibilities, and academic credit are outlined in the online *Air Force Institute for Advanced Distributed Learning Catalog* (<http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/html/contents04-01.htm>).

### **AFSNCOA Distance Learning Course**

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

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

**NCO Academy Distance Learning Course**

**AFIADL Course 00009.** The NCO Academy DL course 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.



## **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.afoats.af.mil>

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

In 1995, the Air University Board of Visitors—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 Air Force's high school citizenship training program, Air Force Junior ROTC (JROTC).

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

- a single focal point for AETC's officer accessions,
- centralized support and curriculum areas,
- one organization to commission and train over 78 percent of Air Force line officers and nearly 100 percent of nonline (medical professionals and chaplains) and legal officers, and
- a method to smooth production flow between AFROTC and OTS.

## **Air Force Reserve Officer Training Corps**

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

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

AFROTC currently operates at 144 colleges and universities and has 984 cross-town agreements with other institutions. As of March 2006, cadet enrollment was more than 15,000 college students. AFROTC's scholarship program includes more than 6,100 cadets and a scholarship budget of almost \$63 million in fiscal year 2006.

### **Programs and Operations**

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

laboratory (LLAB) lasting two to three hours. Once enrolled in the POC, all cadets are enlisted in the Air Force Reserve and assigned to the Obligated Reserve Section. This entitles them to a monthly nontaxable subsistence allowance.

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

A one-year program is utilized to meet very specific Air Force production 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 Air Force officer.

### **Special Programs**

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

### **Professional Development Training**

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

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

### **Base Visits**

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

### **Scholarships**

AFROTC currently issues well over half of its College Scholarship Program (CSP) awards to candidates pursuing undergraduate engineering or other scientific and technical disciplines. However, students in every degree program enjoy scholarship opportunities, as the 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 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 Air Force officers and NCOs. Selection is determined by professional experience, academic background, and qualifications as instructors. Detachment commanders and AFROTC instructors are required to complete faculty development training at Maxwell AFB, Alabama, to enhance their teaching skills and learn more about their jobs before reporting for their teaching assignments. Detachment commanders complete the following course:

#### **MAFOATS005 – AFROTC Detachment Commander Course**

A 10-day, mission essential course hosted by AFOATS Curriculum Directorate (AFOATS/CR). This course provides newly assigned AFROTC detachment commanders with the skills needed to teach within the AFROTC academic environment as well as 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, AFROTC instructors of Aerospace Studies complete:

**MAFOATS002 – AFROTC Officer Cadre Course**

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

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

\*Standard Field Training 380 Hours  
Extended Field Training 429.5 Hours

## **Officer Training School**

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

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

Throughout its history, OTS has adapted to a challenging training environment. After graduating 12 women and 78 men in its first class, OTS successfully commissioned more than 500 second lieutenants its first year. By 1964 more than 10,000 individuals had graduated, and to date more than 104,000 officers have entered the Air Force through OTS. Over the years, OTS has functioned as a “flexible partner” to the other accessions sources to meet Air Force changing manning requirements. Additionally, the school began to train commissioned medical students, chaplains, and judge advocates in 1981 and medical service officers in 1991. In 1996, the Commissioned Officer Training School combined existing training programs for chaplains, judge advocates, and medical service officers and has trained over 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 Air Force 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 Air Force officers (active duty, Air National Guard, and Air Force Reserve). It stresses commitment to the profession of arms and motivates graduates to live up to our Air Force core values. COT students' rank ranges from second lieutenant to lieutenant colonel depending on the newly commissioned officers' professional qualifications. A three-day, two-night AEF exercise is the capstone event for COT as well. Additionally, the Medical Readiness Indoctrination course (MRIC) is incorporated into the AEF exercise for medical service officers.

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

### **Programs and Operations**

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

The OTS program is continually assessed with survey data, and course content is reviewed to improve program effectiveness. The OTS 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://www.afots.af.mil/OTS>) gives prospective trainees

access to current information on OTS. The home page also assists students with preparing mentally and physically for OTS.

## **Curriculum**

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

### **Duration and Quotas**

OTS currently conducts seven BOT classes, six COT classes, and two RCOT classes each year. The BOT program is 12-weeks long (60 training days), the COT program is four-weeks long (23 training days), and the RCOT program is two-weeks long (14 training days) plus the correspondence portion. In FY 05 BOT graduated approximately 750 students, and COT graduated nearly 1,150 students. In FY 06, it is expected that these numbers will decrease to approximately 500 BOT graduates, but there will be no change in the number of 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 following tables summarize BOT, COT, and RCOT curriculum.

**Student Curriculum Summaries  
Basic Officer Training**

<b>Instructional Area</b>	<b>Academic Hours</b>
Leadership Studies	51.00
Communication Skills	20.00
Profession of Arms	40.00
Military Studies	15.00
Military Training and Application	137.00
Admin/Processing/Testing/Orientation	193.25
<b>TOTAL</b>	<b>456.25</b>

**Commissioned Officer Training**

<b>Instructional Area</b>	<b>Academic Hours</b>
Leadership Studies	37.00
Communication Skills	6.00
Profession of Arms	29.00
Military Studies	7.00
Military Training and Application	31.00
Admin/Testing	62.00
AEF Exercise	24.00
<b>TOTAL</b>	<b>196.00</b>

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

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

### **Academic Credit**

The American Council on Education recommends the following academic credit for completion of the OTS: for BOT three semester hours in physical education, three in military science, and three in personnel supervision, all in the lower-division baccalaureate/associate degree category; and for COT three semester hours in principles of supervision and one semester hour in word processing or introduction to computers, all in the lower-division baccalaureate/associate degree category.

### **OTS Faculty**

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

#### **MAFOATS004 – OTS Academic Instructor Course**

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

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

## **PROFESSIONAL CONTINUING EDUCATION**

Resident and distance learning professional continuing education (PCE) remains an important part of the careers of Air Force enlisted, officer, and civilian personnel. Air University (AU) offers short courses of continuing education in different Air Force specialty areas through the Air Force Institute of Technology (included in Section I); the College of Aerospace Doctrine, Research and Education (CADRE); and the Ira C. Eaker College for Professional Development. The Academic Instructor School was discontinued as a separate school effective 1 October 2003. As a result, each AU school assumed responsibility for faculty education and training. Those schools conducting instructor professional military education courses report those courses in the appropriate school chapter. Plans are being made to merge CADRE and the Air Force Doctrine Center effective the beginning of FY 07 (October 2006).



## **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 (ACTS) where, in the 1930s, future leaders of the USAF were trained and the basic doctrine and concepts of US airpower for World War II were formulated. As much as ACTS instructors such as generals Harold L. George, Haywood S. Hansell, Jr., Claire L. Chennault, and George C. Kenney shaped doctrine and strategy in World War II, the college's staff is committed to providing the Air Staff and the major commands (MAJCOM) with original thought and applications of air and space power in the modern world. 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 Air Force and joint communities on warfighting 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 Air Force's only professional journal, the *Air and Space Power Journal*.

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 Air Force 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/ar/arcatlog.html>

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 *ASPJ*, the Air Force's professional quarterly and primary institutional forum for exchanging ideas about airpower and other matters relating to national defense. In addition, the institute publishes *Air and Space Power Chronicles*, an electronic Internet version of *ASPJ*. 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 to serve as Air Force "ambassadors" and researchers. The institute is composed of four divisions:

**Research Division.** The Research Division, comprising 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 AU and throughout the Air Force and DOD community.

**Research Support Division.** The Research Support Division enables research efforts in the institute and throughout Air University schools with computer databases, web-server support, and electronic publishing. It facilitates collaboration with external research institutions such as DOD laboratories, military service schools, and civilian universities worldwide. The Support Technical Branch maintains databases of proposed research topics and completed research papers. This 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.

**Air Force Fellows Division.** The Air Force Fellows Division 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 division develops a fellows orientation program, approves research topics, provides computer support, processes travel orders and per diem vouchers, manages leave, writes training reports, and holds an end-of-tour conference.

**Professional Journals Division.** The Professional Journals Division accomplishes the management oversight and editorial development functions of the Air Force's professional journal—the *Air and Space Power Journal*—in English, Spanish, and Portuguese quarterly editions (each since the late 1940s) and in recently added versions of Arabic (2005) and French (2006). A Chinese-language ASPJ is scheduled to begin publishing in 2007. 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 five foreign language editions are Air Force chief of staff-directed foreign policy arms used to disseminate core USAF doctrine, strategy, policy, operation art, and current issues that relate on a global scale. They serve as military-to-military foreign policy 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*

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

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 Senior Executive Service (SES) Seminar designed to expose key senior civilian leaders to air and space power concepts and USAF and joint doctrinal issues affecting the conduct of warfare in the twenty-first century. The Flag Officer Division staff develops, plans, and manages PCE courses for senior officers from all branches of the US armed forces and SES members from the Department of the Air Force. This select staff has a wide range of expertise needed to meet the special requirements of senior flag officers and civilians attending these courses.

The faculty and staff of 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**

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

College; president, Naval War College; president, Marine Corps University; and commander, Air University.

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

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

#### **MCADRE 004 Joint Force Air Component Commander Course**

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

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

#### **MCADRE 007 Combined Forces Air Component Commander Course**

The Combined Forces Air Component Commander (CFACC) course is hosted by the US Air Force and sponsored by all services, attended by service chief-selected flag officers and international air force officers. The attendees study operational-level war fighting, military doctrine, and the application of joint and combined combat forces with particular

emphasis on air and space power employment in theater-level operations.

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

### **MCADRE 006 Senior Information Warfare Applications Course**

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

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

### **Senior Executive Service Seminar**

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

Enrollment is limited to 18 attendees in the grades of SES-1 through SES-4.

**MCADRE 002 Contingency Wartime Planning Course**

The two-week Contingency Wartime Planning course (CWPC) educates Airmen in grades E-5 through O-5 in the art and science of contingency war planning. The course provides a macro view of the deliberate (contingency) and crisis action planning processes, from both the joint and USAF perspectives. Other topics covered include unit readiness assessment, mobilization, expeditionary site planning, and command relationships. The CWPC graduates approximately 800 students each year during their 10 programmed courses.

**Curriculum Summary**

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

**MCADRE 003 Joint Air Operations Planning Course**

The Joint Air Operations Planning course (JAOPC) educates personnel from joint, combined or supporting air component commands to serve on the staff of a JFA CC. 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**

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

**MCADRE 005 Information Warfare Applications Course**

The Information Warfare Applications course (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, *Information Operations*. The objective is to provide students with a broad understanding of Information Operations doctrine and insight into how Information Operations are applied across the full spectrum of conflict from peace to war. The course is taught at the college level through lectures, seminars, practical exercises, readings, and computer-based lessons, helping students gain a better understanding of how current and emerging technologies are affecting decision making. Classes are offered eight times per year with an enrollment of 70 to 80 students per class.

**Curriculum Summary**

<b>Instructional Area</b>	<b>Academic Hours</b>
Course Administration	1.0
Fundamentals of IO	27.0
Exercises	12.0
<b>TOTAL</b>	<b>40.0</b>

**Warfighter Planning Course**

[https://cadremil.maxwell.af.mil/index\\_OLC.html](https://cadremil.maxwell.af.mil/index_OLC.html)

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**

[https://cadremil.maxwell.af.mil/index\\_OLC.html](https://cadremil.maxwell.af.mil/index_OLC.html)

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

**Air Force Forces Staff Training Course**

[https://cadremil.maxwell.af.mil/index\\_OLC.html](https://cadremil.maxwell.af.mil/index_OLC.html)

The Air Force Forces (AFFOR) Staff Training course is an online, self-paced, interactive course for users with high-speed internet connections. The course provides students an in-depth look at the role of the commander 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 Air Force chief of staff's Constant Readiness Tasking directed AU to "put more war in the War College." The concept for the Air Force Wargaming Institute (AFWI) evolved from these two initiatives. The facility opened in 1986 at Maxwell AFB, Alabama. The institute supports a broad range of war



games, elective and events to meet the needs of Air Force, 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 28 such rooms 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 some 30 war games and exercises for more than 8,500 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.** Joint Air and Space Exercise (JAEX) is the ACSC capstone war game. It helps ACSC students to understand and appreciate the complex and time-critical operational control processes that occur within the Combined/Joint Air Operations Center (C/JAOC) and between the air component and other functional components during execution of air and space operations. JAEX demonstrates what air and space power, forces, and concepts bring to the fight at the operational level of war. It emphasizes the complexities of

warfare through simulated combined and joint forces, air component commander activities, and air tasking order execution. Students apply basic concepts of air campaign planning and execution in a simulated air operations center environment and continually assess the effectiveness of their joint air operations plans.

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

In September 2005, BT III replaced 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 also includes a real-time flyout as part of the war game.

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

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

**Joint Warrior/Cold Roof.** Joint Warrior and Cold Roof are theater-level seminar war games conducted in conjunction with the Joint Flag Officer 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.

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

**Pegasus–Australia.** Pegasus–Australia is a computer-assisted theater-level war game used by the Australian Defense Forces Command and Staff College. The exercise models a war between two fictional alliances. Participants assume the 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.** Solo Challenge (SC) is the capstone war game of the Air War College (AWC) academic year and includes the themes of leadership, doctrine, strategy, political/military affairs, joint/combined warfare, air and space power and technology. It provides AWC students the opportunity to translate national-level decisions into operational-level action. During SC, participants manage ongoing global crises and a homeland security scenario, while confronting limited force structure and overseas basing.

**Theater Campaign Warfare.** Theater Campaign Warfare (TCW) is the capstone war game for the School of Advanced Air and Space Studies (SAASS). This seminar-based educational war game provides students an opportunity to synthesize concepts about the nature and employment of military forces they have developed during the school year. The game consists of six parallel but independent seminars and includes planning, execution and analysis phases, lasting five days. Educational objectives are facilitated by game moves covering periods varying from a few days to several weeks. Students from the Army's School of Advanced Military Studies at Fort Leavenworth, Kansas; Naval Operational Planning course at Newport, Rhode Island; and the USMC's School of Advanced War Fighting at Quantico, Virginia, augment the game.

**Wargaming Technology Division.** The Wargaming Technology Division (WGT) 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 Air Force Modeling and Simulation (M&S) community.

The Analysis and Standards Branch (WGTA) manages the acquisition and maintenance of the 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. SimWar XXI is used to support the ACSC capstone wargame (JAEX), the ASBC capstone wargame (Blue Thunder III), as well as war games for our international customers. WebForces Mobility is a theater logistics model that generates time-phased force deployment (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 decisions made by the president of the United States.

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. *Rapid Scenario Generator (RSG)* - a scenario building tool capable of rapidly building real-terrain and infrastructure-based scenarios for use in the ACES model.
2. *WebForces Mobility* - a theater-mobility model used to generate time-phased force and deployment data (TPFDD) for war games.

3. *Bottom Line* simulates the impact of national budget decisions on the state of the nation.
4. *Accelerated Combat Timeline (ACT)* - and operational-level graphical user interface to the SimWar XXI model.
5. *WebForces* - an automated map display tool that allows one to view and move forces. This tool is capable of interfacing with ACT, SimWar XXI, and WebForces Mobility as well as working autonomously for manual war games.
6. *SIMWAR XXI* - a joint, theater campaign-level, 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.
7. *Air Web Planner (AWP)* – a Web-based planning tool that allows the players to input the air campaign plan.
8. *Wargame Interactive Support System Online (WISSO)* – WISSO is a multipurpose tool that facilitates collaboration, reference libraries, requests for information, posting documents, channeling communication, and electronic surveys.
9. *Web Reports* – A Web-based reporting tool that provides results to the players on the previous day's adjudication.

## **Intelligence Directorate**

*Internet Address*

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

The Directorate of Intelligence (IN) serves as the link, continuity, and “way ahead” for intelligence, surveillance, and reconnaissance (ISR) education throughout AU supporting the AU commander and all professional continuing education colleges and schools. As senior intelligence officer (SIO) for AU, the director maintains regular liaison with Air Force assistant chief of staff for Intelligence and other senior

members of the intelligence community. The director chairs the AU Intelligence Integration Committee to ensure “The right ISR education is delivered to the right war fighters at the right time.” The directorate also serves as an integral member of the 42 ABW’s Force Protection and Threat Working Groups as well as AU’s Warfighting and War on Terror Curriculum Integration teams. The directorate also supports the Air Force Doctrine Center providing review and critique of joint and Air Force doctrine to ensure Air Force and other national ISR capabilities and applications are accurately represented and optimized, respectively.

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

- teaching ISR electives at Air War College emphasizing the full integration of ISR operations into military campaigns that will achieve decision superiority—making and implementing better decisions faster than the adversary can react;
- instructing ISR research seminars at Air Command and Staff College which allow students to investigate an ISR issue in depth;
- providing lectures on ISR doctrine and operations at SOC, the Air Force Judge Advocate General School, ACSC, and CADRE’s Warfare Studies courses;
- emphasizing the application of ISR tactics, techniques, and procedures employed in strategic and operational decision making by senior military and DOD leadership, IN personnel provide current and projected military force structure and political problem sets for global scenario development employed in 30 war games in direct support of AFWI’s mission;
- providing tailored intelligence products to include current intelligence briefings, read files, and special topic briefings; and
- leading a very active intelligence mentoring organization, the Maxwell Intelligence Society.

As part of IN, the AU Special Security Office (SSO) controls, safeguards, and ensures proper use of sensitive compartmented information (SCI) and manages over 1,300 SCI billets. The SSO also operates AU’s SCI communications center maintaining Joint Worldwide

Intelligence Communications System connectivity, and provides physical security for all AU SCI facilities.

## **US Air Force Public Affairs Center of Excellence**

*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, the global information environment, and strategic communication impact the twenty-first century battlefield. PACE staff members infuse current events-based military/news media relations education in more than 20 classes across all Air University schools and outreach lessons across the Air Force. Finally, PACE instructors provide realistic news media and information operations play in support of AFWI and AU war games. PACE instructors taught more than 9,300 students during 2005 and have taught more than 39,000 since its inception in 1998.

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; conducting hands-on media training during war games Solo Challenge, Theater Campaign Warfare, and Joint Land, Aerospace, Sea Simulation at AWC, ACSC and the School of Advanced Air and Space Studies;
- conducting lectures at Squadron Officer College in both SOS and ASBC and providing media training, when requested, during war games;
- presenting blocks of instruction at the Ira C. Eaker College for Professional Development, including lectures and on-camera media training at the Wing and Group Commanders courses, the On-Scene Commanders course, First Sergeant Academy; and GS-15 Leadership Seminar;
- supporting the College of Enlisted Professional Military Education by providing lesson materials to the Chief Master



Sergeant Leadership Course, Senior NCO Academy, NCO academies, and airman leadership schools Air Force-wide;

- providing contingency communications, policy and doctrine instruction to students of the College of Aerospace Doctrine, Research and Education's Information Warfare Applications Course, Contingency Wartime Planning Course and the Senior Information Warfare Application Course;
- infusing media play into war games hosted by CADRE's Air Force Wargaming Institute, preparing participants to become effective strategic communicators and consider the "information battlespace," public opinion, and become media savvy 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
- maintaining a "Best Practices" database on the Air Force Portal, which provides Air Force public affairs professionals with a centralized source for current, relevant solutions other PA professionals have found especially beneficial in managing communication challenges.



# **IRA C. EAKER**

## **COLLEGE FOR PROFESSIONAL DEVELOPMENT**

*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 (ECPD) to honor General Eaker's significant contributions to the advancement of aviation, to the Air Force, and to the continuing professional development of its members.

The ECPD umbrella spans seven schools, formerly eight. The Air Judge Advocate General School will become a part of the Air Force Legal Operations Agency effective October 2006. The remaining ECPD schools include Commanders Professional Development School, Air Force Human Resource Management School, International Officer School, Defense Financial Management & Comptroller School, USAF Chaplain Service Institute, USAF First Sergeant Academy, and USAF Historian Development School.

### **Goals:**

- At least 90 percent of students, graduates, and graduates' supervisors state ECPD 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 Community College of the Air Force (CCAF). Through this relationship, ECPD 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 115 for additional information. The Commission on Educational Credit of the American Council on Education recommends several ECPD courses for college-level credit.

### **Commanders' Professional Development School**

*Internet Address*

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

The Commanders' Professional Development School conducts seven courses—the USAF Wing Commanders' Seminar, the USAF Mission Support Group Commanders' Course, the USAF Maintenance Group Commanders' Course, the USAF Medical Group Commanders' Course, the USAF Operations Group Commanders' Course, the USAF Materiel Group Commanders' Course, and the USAF Incident Management Course (formerly known as the USAF On-Scene Commanders' Course).

The Air Force Colonels Group manages attendance at the Wing and Group Commanders' courses. The A7C (Civil Engineering) MAJCOM representatives manage attendance at the Incident Management Course. These courses are tailored to provide attendees current information on DOD and Air Force 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, field operating agencies, and industry present the course material.

The Wing Commanders' Seminar is a one-week course. 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 and directors. The second week the courses are divided into discipline-specific seminars.

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

**Mission:** Prepare Air Force members for duty as wing, group, and emergency operations center senior leaders develop, schedule, and conduct tailored courses that help attendees deal with critical leadership and management issues.

**Goals:** Provide Air Force wing, group and emergency operations center leadership with a better understanding of the environment, responsibilities, and resources required to enhance their effectiveness and critical thinking skills.

Through executive-level short courses, the school provides Air Force officers and civilians selected for senior leadership positions 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 Quotas

The courses convene five times each year with 10 to 25 attendees. The Incident Management 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.

#### Curriculum Summary

Course Title	Academic Hours
USAF Wing Commanders' Seminar	44.5
USAF Mission Support Group Commanders' Course	73.0
USAF Maintenance Group Commanders' Course	77.0
USAF Medical Group Commanders' Course	*90.0
USAF Operations Group Commanders' Course	71.0
USAF Materiel Group Commanders' Course	**75.5
USAF Incident Management Course	32.0

\*The Office of the Surgeon General, United States Air Force, designates this educational activity for a maximum of 39.1 hours in *AMA PRA (American Medical Association Physician's Recognition Award) Category 1 Credits™*. Each physician should claim only those hours of credit actually spent in the educational activity.

\*This activity has been jointly planned and implemented in accordance with the Essential Areas and ancillary policies of the Accreditation Council for Continuing Medical Education (ACCME) by the Office of the Surgeon General, United States Air Force and the Ira C. Eaker College for Professional Development. The Office of the Surgeon General, United States Air Force is accredited by the ACCME to provide continuing medical education for physicians and takes responsibility for the content, quality and scientific integrity of this program.

\*This continuing Nursing Education Activity was approved for the maximum of 44 contact hours 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.

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

## **Air Force Human Resource Management School**

*Internet Address*

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

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

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

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

heavily involved in the effort to educate and train family matters specialists to assist in taking care of Air Force people and their families.

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

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

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

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

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

**Goals:**

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



### **Initiatives Summary**

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

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

The AFHRMS continues to work with the Air Force Institute for Advanced Distributed Learning (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 Air Force officials on Alternate Dispute Resolution (ADR) methods, the school developed Basic and Advanced Mediation courses.

In response to on-going changes with the Mission Support Squadron (MSS), the school is in the process of transforming the current CPF, MPF, MOF, and FSC Flight Chief Courses that are currently offered at ECPD into one MSS Flight Chief Leadership Course and will include for the first time the Education & Training Flight. The course will be transitioned to a more interactive, scenario or vignette-centric structure. This will conserve resources, create better academic synergy, and closely follow the transformation path toward which the MSS career field is headed.

### **Duration and Quotas**

Courses vary in length from 4 to 14 days.

### **Prerequisites and Selection**

Requirements for participants vary for each course.

### **Course Summaries**

<b>Course Title</b>	<b>Academic Hours</b>
Civilian Personnel Flight Leadership Course	40
Position Classification Course*	40
Intermediate Position Classification Course	40
Advanced Position Classification Course	40
Affirmative Employment Course (Basic)*	40
Principles of Affirmative Employment Course	40
Advanced Affirmative Employment Course	40
Employee Development Specialist Course	40
Employee Development Advanced Course	40
Employee-Management Relations Course**	40
Advanced Employee-Management Relations Course	40
Resource Management Course	36
Competitive Sourcing and Privatization for Personnelist	36
EEO Manager Course	36
Equal Employment Opportunity Counselor Course	36
Basic Business Objects	32
Advanced Business Objects	28
Basic Mediation Course	32
Advanced Mediation Course	40
Labor Management Relations Course*	40

<b>Course Title</b>	<b>Academic Hours</b>
Labor-Management Relations Course	68
Civilian Personnel Management Course*	40
Sexual Assault Response Coordinator's Course	40
Military Personnel Flight Leadership Course	40
Mission Support Squadron Leadership Course	40
Airman & Family Readiness Flight Community Readiness Consultant Course	40
Family Support Center Managers' Qualification Course	40
Airman & Family Readiness Flight Readiness Qualification Course	40
Manpower Staff Officer Course	112
Wing Manpower Officer Course	40
Air Force GS-15 Leadership Seminar	40
USAF Supervisor's Course*	40
Military Personnel Management Course*	16

\*Course is offered via computer-based training (CBT)

\*\*Course is also available through CBT 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 AU courses; and manage Air University's International Affairs program.

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

**Objectives:** The three IOS preparatory courses develop an

- appreciation of American society, institutions, and ideals;
- awareness of the mission and organization of US military forces and US military terminology;
- ability to speak and understand American English;
- awareness of the organizational structure, curriculum content, and instructional methods employed in AU schools; and

- ability to participate in physical training activities (SOS, ACSC, and AWC only).

### **Initiatives Summary**

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

### **Curriculum**

The school's curriculum consists essentially of preparatory courses that have three basic functions. First, they provide curriculum orientations to follow-on school topics and methodologies. Second, they serve as periods of cultural adjustment for international officers and their families. Third, they accomplish the administrative requirements and Field Studies Program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for international officers attending SOS, ACSC, and AWC. International students coming to AU 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 Quotas**

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

<b>Course Title</b>	<b>Duration</b>	<b>Quotas</b>
SOS/IOS	6 weeks	32
ACSC/IOS	6 weeks	88
AWC/IOS	6 weeks	45

## **Prerequisites and Selection**

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

## **Course Areas**

Each course includes the following areas:

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

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

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

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

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

**Leadership.** Students are provided an introduction to various leadership concepts and models. Again, the instruction is geared at a level appropriate to the follow-on PME school. This area also introduces the physical training requirements of the follow-on PME school with emphasis on field leadership and teamwork—particularly important for students preparing to attend SOS.

**Curriculum Summaries  
Squadron Officer School Course**

<b>Instructional Area</b>	<b>Academic Hours</b>
Student Administration	22.00
Informational Program	72.00
Communication Development	62.00
Military Studies	14.05
Leadership	29.05
<b>TOTAL</b>	<b>200.00</b>

**Air Command and Staff College Course**

<b>Instructional Area</b>	<b>Academic Hours</b>
Student Administration	24.00
Field Studies Program	61.00
Communication Development	88.00
Military Studies	27.00
Leadership	12.00
<b>TOTAL</b>	<b>212.00</b>

**Air War College Course**

<b>Instructional Area</b>	<b>Academic Hours</b>
Student Administration	23.75
Field Studies Program	75.25
Communication Development	42.00
Military Studies	37.00
Leadership	7.00
<b>TOTAL</b>	<b>185.00</b>

## **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.



## **Defense Financial Management & Comptroller School**

*Internet Address*

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

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:**

- Prepare graduates to advise senior leaders in future strategic decision support roles.
- Enhance leadership and interpersonal skills.
- Understand the impact of organizational relationships on the DOD mission.
- Broaden awareness of diverse financial management disciplines within DOD.
- Comprehend contingency operation concepts and their impact on financial management.

## **Initiatives Summary**

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

### **Student Writing Program**

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

### **Leadership Emphasis**

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

### **Paperless Environment**

The school has been selected as an AU test bed for implementation of a wireless network to further enhance automated capabilities. Students are assigned laptop computers for use both inside and outside the 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 slide shows.

## 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 Quotas

The Defense Financial Management Course is held five times each year meeting for 20 class days. The maximum number of students for each class is 50.

The Reserve Forces Comptroller Course is held once each year and meets for 10 class days. It can accept a maximum of 50 students as well.

### Prerequisites and Selection

The target grades for the DFMC are O-4 and above, GS-12 and above, and E-8 and above. Air Force O-3s in the Financial Management Leadership Program and GS-11s are currently authorized to attend by exception.

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

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

### Curriculum Summary

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

### **Academic Credit**

The American Council on Education (ACE) recommends four semester hours of credit in the graduate degree category in leadership or management for completion of the Defense Financial Management Course.

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 the Officer Training School. The Chaplain School was made a separate unit and was placed directly under the commandant, Lackland Military Training Center, in February 1965. The USAF Chaplain School was established at Maxwell AFB, and assigned to Headquarters Air University on 20 May 1966.

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

In 1976 the board's name was changed to USAF Chaplain Resource Board to reflect its central role and mission in developing a variety of ministry support resources. In January 1989 the word *Service* was added to the board's name—USAF Chaplain Service Resource Board—to reflect the mission of providing resources to *all* chaplain

service professionals: chaplain assistants, religious education coordinators, laity, and chaplains.

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

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

The creation of CSI was a hallmark in the tradition of the USAF Chaplain Service profession. The institute's goals are to more effectively enable the ministries of the USAF Chaplain Service and thus enrich the lives of AF members and their families.

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

The Education Division designs, develops, and manages the professional continuing education (PCE) of all Air Force chaplains. The division conducts one Air Force entry-level/accession course and two supervisory leadership courses. The division also provides three-day professional development courses to ensure that chaplains and chaplain

assistants maintain vocational excellence throughout their careers. The division further offers a chaplain candidate course for seminarians who are USAF Reservists exploring and preparing for career ministry opportunities in the USAF Chaplain Service.

The Technical Training Division designs, develops, and manages technical training for all 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 maximize effectiveness of team readiness ministry during deployments, contingency operations, and wartime.

The USAF Resource Board is charged with staying abreast of the best tools and information in support of ministry for the AF community. It assesses needs and delivers resources, primarily through the Air Force Chaplain Service Web site (<http://www.usafhc.af.mil>) and the chief of chaplain's electronic publication called the *Leading Edge*. The Resource Board communication tools 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 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 DVDs and CD-ROMs such as the Readiness DVD and the Chaplain Service Mentoring CD. It also facilitates Air Force-wide conferences such as the Spiritual Fitness Conference.

**Mission:** The mission of the Chaplain Service Institute is to provide the highest quality professional continuing education, technical training and resources to enhance the free exercise of religion in the United States Air Force.

**Goals:** 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 chaplain assistants in crisis intervention skills, trauma, pastoral care, pluralism, and faith group support requirements will further their professional abilities to support Airmen 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. Education addressing officer and enlisted evaluation systems was added to all levels of instruction, ensuring that chaplain and senior enlisted support personnel use evaluation and supervisory skills appropriately. An extra two-week block of instruction was added to the Basic Chaplain Course to provide entry level chaplains with a “toolbox” of counseling skills to help them as they minister to Air Force personnel and their families.

On 9 September 2005, Pres. George W. Bush signed the recommendations of the Base Realignment and Closure Commission, which directed that the Air Force Chaplain Service Institute, the Naval Chaplains School and the Religious Program Specialist School, Naval Technical Training Center, Naval Air Station Meridian collocate with the United States Army Chaplain Center and School at Fort Jackson, South Carolina, to form a Joint Center of Excellence to train and educate Chaplains and Chaplain Assistants/Religious Program Specialists.

The center will coordinate professional training for religious support personnel to include initial accession, career and professional development, chaplain and enlisted lifecycle qualifications, and the training objectives of each service. While providing necessary service-unique training, the Center will consolidate training where appropriate.

The Air Force Chaplain Service Institute, once collocated at Fort Jackson (mandated by 2011), will continue to operate as an Operating Location of the ECPD under AU.

## Curriculum

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

### Curriculum Summary

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. Contact the base education office or refer to the CCAF catalog for additional information.

To learn more about the USAF Chaplain Service Institute, contact the Chief, Education Division or Chief, Technical Training Division, USAF Chaplain Service Institute, 155 N. Twining Street, Maxwell AFB, AL 36112-6429.



## USAF First Sergeant Academy

*Internet Address*

<https://wwwmil.maxwell.af.mil/au/cpd/fsa/index.htm>

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

Through the years, persons selected for first sergeant duty primarily trained themselves in their duties and responsibilities, taking over where their 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:** Educate, train, and prepare the Air Force's premier senior non-commissioned officers to fulfill the key leadership role of the first sergeant in leading tomorrow's enlisted force.

**Vision:** Recognized as the foremost educational institution for the professional development of our future senior enlisted leaders.

## **Initiatives Summary**

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

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

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

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

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

## **Curriculum**

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

### **Duration and Quotas**

The USAF First Sergeant Academy course is 15 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 also a 15-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 322221 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's chief master sergeant through AFPC.

**Curriculum Summary**

<b>Course Title</b>	<b>Academic Hours</b>
USAF First Sergeant Academy	120.0
Air National Guard First Sergeant Academy	120.0
USAFR First Sergeant Academy	120.0
Additional Duty First Sergeant Symposium	40.0
ANG Additional Duty First Sergeant Symposium	40.0

**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 five 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 four semester hours of credit. The active duty and ANG Additional Duty First Sergeant Seminar graduates receive two semester hours of credit. Course graduates may request a transcript through CCAF free of charge. See page 115 for additional information or 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 Historian Basic Course is 18 days long and is designed for new historians entering the Air Force History Program. The curriculum provides a foundation in the principles and methods of preparing periodic histories and managing a wing history program.

The Historian Contingency Course is 10 days long and provides historians with the principles and methods needed to prepare Air Force historical reports and manage the Air Force history program in a 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 today and tomorrow.

**Mission:** Provide professional continuing education for civilian, and Air Force 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 nearly total civilian force by FY 07. The USAF Historian Development School began the Historian Basic Course in FY 05. This course replaced the Historian Apprentice Course. Additionally, the schoolhouse created a new Historian Contingency Course. This course replaced the Historian Craftsman Course.

## **Curriculum**

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

### **Duration and Quotas**

The Historian Basic Course is held four times each year for 18 academic days with an average of 14 students per class. The 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.

**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.

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

**Curriculum Summary**

<b>Course Title</b>	<b>Academic Hours</b>
Historian Basic Course	144.0
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 CCAF evaluated both courses in the USAF Historian Development School and awarded eight semester hours credit to the Historian Basic Course and three semester hours to the Historian Contingency Course.

## **Extended Studies and Advanced Distributed Learning**

The Air University (AU), through the Air Force Institute for Advanced Distributed Learning (AFIADL), supports the Air Force distance learning mission. AFIADL manages the extension course program to include professional military education nonresident programs and provides career development courses for enlisted upgrade training. AFIADL also manages the Air Technology Network for satellite broadcasting and datacasting of courses. AFIADL leads the AU effort to integrate online learning services at AU.





# **AIR FORCE INSTITUTE FOR ADVANCED DISTRIBUTED LEARNING**

*Internet Address*

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

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

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

AFIADL has evolved from its earliest mission, beginning in 1950, as an Air Force professional specialty school providing correspondence courses. Later, the organization assumed the additional responsibility of providing study reference materials in support of the Weighted Airman Promotion System (WAPS). Today, AFIADL supports a variety of distance learning media, methods, and courses and stewards the integration of AU's online learning services. AFIADL also manages and operates the Air Technology Network (ATN) which provides satellite broadcasts of live courses worldwide.

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

seamless, integrated learning environment that delivers instructional content “anytime—anywhere” in support of the expeditionary construct.

Additionally, AFIADL’s ADL mission is to promote and advance innovation through transformative instructional technologies, methods, processes, and services to synchronize and integrate resident and non-resident instructional programs and services for AU. The activities encompass the direct support to members of the AU community, involving administrative leadership, faculty, and staff to envision, plan, test, and scale innovations as well as steward electronically delivered resident and distance learning services, programs, and related support services

AFIADL’s Extension Course Program (ECP) provides career development courses, PME courses and specialized courses. This division also supports the Weighted Airman Promotion System and the chief of staff reading program. The ECP operates in a fully automated environment that leverages rapidly growing technological capabilities. The traditional correspondence courses are developed using state-of-the-art publishing software and print-on-demand technology. These courses incorporate blended approaches of multimedia and CD-ROM, and will move to online in some cases. The eventual availability of courses online will augment distribution to remote sites and enable utilization of robust, interactive content. Course exams are available in electronic format at most test control facilities enabling students to have instant access to feedback and test scores. Student support is accomplished via the electronic Customer Support Center (eCSC). The eCSC is a commercial off-the-shelf solution providing system, course, and student support services through electronic incident submissions and frequently asked questions. Additionally, the eCSC administers electronic surveys as well as real-time tabulation of results in a myriad of formats.

AFIADL delivers many of its courses via ATN, an ITV network providing one-way video, two-way audio capability. Courses taught over ATN closely emulate the classroom environment and can accommodate many teaching styles and frequent changes to content. ATN has a 254-port audioconferencing bridge and a seven-day-per-week helpdesk that serves all schools using ATN. The network has 12 broadcast centers linked to its central hub which broadcasts reaching 154 earth stations and 270 classrooms worldwide and is in the process of installing multiple sites in Southwest Asia and additional sites in United States Air Force Europe (USAFE). Additionally, AFIADL is expanding ATN to reach the medical training community DOD-wide with training by satellite on a 24 x 7 basis. In support of this initiative, funded by the VHA-DOD Joint Incentive Program, downlinks are being installed at all major CONUS

installations to link to base cable networks, greatly expanding the reach of ATN. Since its development in 1991, ATN has grown to provide over 250,000 student-training-hours per year. ATN is the pioneer of the Government Education and Training (GETN) which provides programming from 17 government agencies using 13 uplinks and reaching 1,970 sites. The ATN Program Management Office is located at Wright-Patterson AFB, Ohio, and is known as Operating Location A of AFIADL.

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

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

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

Additionally, ADL program managers and DL innovation analysts work collaboratively with administrators, faculty, and students across AU to advance innovations in teaching and learning through technology. Moreover, the Institute works one-on-one with developers of online courses to ensure they follow best practices for course design but also to ensure the course complies with industry technical standards, the office of the secretary of defense reference models, and work flow protocols for developing, tagging, and storing content objects in a repository.

AFIADL administers and distributes more than 450 courses. They fall into four categories: PME, PCE and training courses, specialized courses, and Career Development Courses (CDC). The institute

distributes and provides technical and student support for the following DL courses:

### **Professional Military Education Courses**

Both commissioned and noncommissioned officers take professional military education (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 war fighting, 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 online. PME via DL is also available by seminar. AFIADL also provides online customer support and student administration for PME courses and electronic exams. PME courses and requirements are in the *AFIADL Catalog* on the Institute's Web site: <http://www.maxwell.af.mil/au/afiadl>.

### **Professional Continuing Education and Training Courses**

AFIT and various schools within AU, Second Air Force, and other commands use AFIADL's satellite network, ATN, to reach thousands of students every year to fulfill their professional continuing education (PCE) and training needs. A schedule of courses available over ATN and 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 on-line via a learning management system. Information on these courses and how to get access to the system is available under the ADL tab on the AFIADL Web site. Some courses are restricted to eligible personnel only, whereas other courses are open to all DOD personnel registered in the 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 online via a learning management system. These are described in the *AFIADL Catalog* available online.

### **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>

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 noncollege military schools, high schools, and other nonpreparatory schools. The Army implemented JROTC in 1916. Public Law 88-647, commonly known as the *ROTC Vitalization Act of 1964*, directed the secretaries of each military service to establish and maintain JROTC units for their respective services. The first Air Force JROTC programs were opened in 1966.

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

Air Force JROTC is a continuing success story. From a modest beginning of 20 units in 1966, AFJROTC has grown to 794 units throughout the world, with over 102,000 cadets. The program is scheduled to expand to 869 units in FY 06 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:** *Develop citizens of character dedicated to serving their nation and community.*

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 102,000 cadets, employed more than 1,800 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 2006. 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), prepares newly assigned AFJROTC faculty (Air force 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 a variety of options: Management of the Cadet Corps; Honors Program-Aviation Ground School; Laboratory Manual, Geography, Astronomy, Policy and

Organization, and Survival. The table below shows a typical AFJROTC curriculum emphasizing air and space studies.

**Curriculum Summary  
Emphasizing Aerospace Studies**

<b>Year</b>	<b>Aerospace Science</b>	<b>Hrs</b>	<b>Leadership Education</b>	<b>Hrs</b>	<b>Total Hrs</b>
1	Frontiers of Aviation History	108	Citizenship, Character and Air Force Tradition	72	180
2	The Science of Flight	108	Communication Awareness and Leadership	72	180
3	The Exploration of Space	108	Life-Skills and Career Opportunities	72	180
4	Options	108	Principles of Management	72	180

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

**Curriculum Summary  
Emphasizing Leadership and Life Skills**

<b>Year</b>	<b>Aerospace Science</b>	<b>Hrs</b>	<b>Leadership Education</b>	<b>Hrs</b>	<b>Total Hrs</b>
1	Frontiers of Aviation History	72	Citizenship, Character and Air Force Tradition	108	180
2	The Science of flight	72	Communication Awareness and Leadership	108	180
3	The Exploration of Space	72	Life-Skills and Career Opportunities	108	180
4	Options	72	Principles of Management	108	180

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



## **CIVIL AIR PATROL-US AIR FORCE**

The Civil Air Patrol–US Air Force (CAP-USAF) is the active duty Air Force organization that provides advice, assistance, liaison, and oversight to the Civil Air Patrol (CAP), a Federally supported nonprofit corporation that serves as the volunteer auxiliary of the Air Force. CAP-USAF headquarters at Maxwell AFB, along with eight CAP-USAF regional commands, provides training, policy guidance, and assistance to almost 56,000 CAP members throughout the United States, Puerto Rico, and on several overseas Air Force installations. Over 110 CAP-USAF active-duty military and government civilian personnel, as well as about 250 Air Force Reservists who participate in the CAP Reserve Assistance Program (CAPRAP), play a key role in helping CAP meet its congressionally chartered missions.

### **Civil Air Patrol**

*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 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



19,000 students and 400 educators each year, encouraging an interest in aviation and the sciences.

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

Today's CAP has more than 33,000 senior members and almost 23,000 cadets in 1,650 units. CAP units have an organizational pattern and rank structure similar to that of Air Force units. CAP has eight geographical regions composed of 52 wings—one for each state, plus Puerto Rico and the District of Columbia. Wings are divided into groups, squadrons, and flights. 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 05 CAP aircrews flew 108,248 flying hours and saved 73 lives. A highlight of CAP DR operations during 2005 was the response in the southeastern United States following an unprecedented series major hurricanes. Over 1,800 CAP members,

unselfishly volunteered to aid the disaster recovery efforts. CAP personnel performed tasks as varied as flying over 1,000 air missions for 2,000 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 AF 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. CAP is now fully incorporated into the US Northern Command's Air Force North (AFNORTH) Air Tasking Order (ATO) process.

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 16 complete systems are now being incorporated into CAP operations. Currently in the Operational Test and Evaluation phase, the HSI system will be utilized nationwide to aid SAR, DR, and HLS missions.

## **Cadet Programs**

The CAP cadet program is open to young men and women between the ages of 12 and 21. CAP cadets are involved in a leadership training

program based on activity and achievement. The cadet program includes 16 achievements in four phases with five milestones. Accomplishments in each phase and achievement lead to progression in rank from cadet basic to cadet colonel. Cadets may also take part in other activities such as the International Air Cadet Exchange program. CAP offers the cadets opportunities to receive training in gliders and powered aircraft, radio communications, and various emergency service specialties. The cadet program also provides study and involvement in five program elements— aerospace education, leadership laboratory, moral leadership, physical fitness, and air and space-related activities.

**Aerospace Education.** This portion of the cadet curriculum orients the cadets to the diversity of the air and space community. It develops an understanding of flight; aircraft and space-vehicle power plants; navigation; weather; air traffic control; and the social, political, and economic impact of air and space endeavors. Career exploration is inherent in all aspects of the aerospace education element of the cadet program.

**Leadership Skills.** This area helps cadets learn and practice basic leadership, administration, and management techniques. Cadets are trained in leadership theories and concepts as well as practical hands-on applications.

**Character Development and Moral Leadership.** This portion of the cadet curriculum furnishes cadets with a forum to discuss contemporary issues under the leadership of chaplains and specially trained adult leaders, called moral leadership officers, and local clergy. The purpose is not to espouse any specific religious doctrine or teachings but to draw cadets into moral and ethical discussions based on various case studies.

**Physical Fitness.** Scaled to the cadet's age group, gender, and capabilities, the physical fitness program is tied directly to the President's Council on Physical Fitness and Sports, which provides an exposure to physical fitness as a lifetime requirement for good health.

**Activities.** Cadets may complete air and space-related activities at all levels of CAP: local, wing, regional, and national. These activities are grouped into three categories: flying related, career exploratory, and professional development. Examples of these activities include Cadet Officer School, National Cadet Competition, Engineering and Technology Academies, glider- and powered-flight training, and eight USAF career-field familiarization courses.

CAP fosters international goodwill and cultural awareness as a full participating member of the US Department of State's Interagency Working Group on US Government-Sponsored International Exchanges and Training.

The cadet program also includes opportunities to travel abroad. Each summer since 1948, CAP cadets and 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 cultural awareness, international understanding, goodwill, and friendship among young people who have a common interest in aviation. The CAP cadets go through a structured curriculum in Washington, DC, before departing for their host country.

Likewise, an 18-day exchange to the United States allows cadets from other countries to tour air and space industries and museums, visit airports and Air Force installations, take orientation and training flights in gliders and powered aircraft, and visit the homes of host CAP families. The program exchanges approximately 90 people with 12 other nations.

**Drug Demand Reduction.** CAP's Drug Demand Reduction (DDR) program began in 1994 to support the Air Force family within 30 miles of active duty Air Force bases, reserve bases or stations, and Air National Guard bases. The mission of the program is to implement substance abuse prevention through a comprehensive program of education and awareness. One of the highlights of the DDR program is the CAP School Program, which allows CAP participation either during or after school. Schools throughout the US sponsor the programs.

## **Aerospace Education**

The Air Force supports and funds CAP's aerospace education effort for both its membership and with the general public to develop an understanding and appreciation of the importance of air and space power for our country. Internally cadets and 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 400 teachers a year. These projects provide teachers and school administrators with a basic understanding of air and space activities and prepare them to include aerospace education in their curricula at all levels.

**Curricular Materials.** CAP produces courses of study, textbooks, instructor guides, audiovisual materials, and other supplementary materials. Many schools (private, public, 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 throughout the country.

**Cooperative Programs.** CAP maintains a close working relationship with other air and space education groups to develop cooperative air and space education programs. These groups include the Federal Aviation Administration (FAA), National Aeronautics and Space Administration (NASA), National Air and Space Museum, state aeronautical commissions, American Institute of Aeronautics and Astronautics, General Aviation Manufacturers Association, Air Transport Association, Aircraft Owners and Pilots Association, Young Astronaut Council, and the Air Force Association/ Air and Space Education Foundation. 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 670 chaplains and 300 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; currently assisting over 40 military units.

**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.asp>

The Air University Registrar oversees three branches: Services and Student Records, Officer Professional Military Education (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 Air War College and Air Command and Staff College 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 Air Force advanced academic degree programs and professional continuing education requirements.

### **Air University Transcript Requests**

Individuals must request transcripts in writing from the Services and Records Branch, Air University Registrar (AU/CFRR), 60 W. Shumacher Ave., Maxwell AFB, AL 36112-6337. All requests must include the student's name, any previous names used, social security number, dates of attendance, school or course completed, complete address where the transcript is to be mailed, the student's signature, current address, and phone number. The above information may also be faxed to (334) 953-8127. For additional information call DSN 493-8128 or (334) 953-8128. See page 115 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, Air Force and DOD operations, military sciences, international relations, education, leadership, and management. AUL improves Air Force education by providing access to the world of information through quality library services.

The library holds more than 2.5 million items, including 419,000 military documents; 478,000 monographs and bound periodical volumes; 462,000 maps and charts; 150,000 current regulations and manuals; and 950,000 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 Air Force Portal, including links to reference librarians, bringing the personal touch of library service to the entire Air Force community.

## **AIR UNIVERSITY PRESS**

*Internet Address*  
<http://aupress.maxwell.af.mil>

The Air University Press (AU 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 five editions—English, Spanish, Portuguese, Arabic, and French.

Information on press publications is available through the *Air University Press Publications* catalog—in hard copy and electronically at <http://aupress.maxwell.af.mil> and on the Air Force Portal. To inquire further about obtaining publications or submitting manuscripts, contact the Deputy Director, Air University Press, 131 W. Shumacher Ave., Maxwell AFB, AL 36112-6615 or visit the Web site.

## **AIR UNIVERSITY TELEVISION**

Air University Television (AUTV) is AU's dedicated television facility, the Air Force's southeastern regional television production center, and one of five Air Force distance-learning uplink (broadcast) sites. From a full-service, \$3 million physical plant, AUTV provides video production and editing, DVD and CD-ROM production, cable and LAN distribution, Video-On-Demand and Live Streaming for audio/video internet distribution, satellite uplink and downlink (receive) services, and television engineering consultation to support AU's professional military and continuing education courses locally and Air Force-wide.

As a part of the ATN, AUTV provides satellite uplink and downlink services. Courses are transmitted from the broadcast studio to downlink sites throughout DOD and the federal government. Downlink signals are distributed through Air University Cable Network (AUCN) using both a copper RF network and live streaming via the base network. AUTV also provides digitized video clips for inclusion in interactive courseware.

Production personnel produce broadcast quality videotape programs for a wide range of applications, from short video supplements to faculty lesson plans, to full-length programs for widespread distribution. Video programming to support daily classroom needs is aired over the AUCN. The AUCN signal is received in all AU classrooms on Maxwell AFB and Gunter Annex. Presentations in each school's main auditorium are distributed live or recorded for delayed playback and entry into the video archive.

Engineering personnel provide the technical services required to maintain, and repair the more than 1,400 pieces of video equipment in the AUTV facility and its subsystems throughout the Maxwell-Gunter community. AUTV engineers provide the technical expertise required to maintain and repair multimedia auditoriums and classrooms throughout all Maxwell/Gunter academic institutions. AUTV engineers also provide consultations to customers planning new requirements or modifications of existing multimedia presentation systems.

## **TENANT UNITS**

Maxwell AFB is host to three tenant units: the Air Force Doctrine Center is a direct reporting unit; the USAF Historical Research Agency is a field operating agency; and the Air Force Judge Advocate General's School, a school within the Ira C. Eaker College for Professional Development until May 2006, is now part of the Air Force Legal Operations Agency. The first two organizations pursue joint ventures with Air University (AU) faculty, staff, and students to research and develop solutions to and an understanding of vexing problems relating to future doctrine and war fighting. The Air Force Judge Advocate General's School continues to provide high quality legal education and training to judge advocates, civilian attorneys and paralegals to meet Air Force and DOD needs. Effective the beginning of FY 07 (October 2006), plans are for the Air Force Doctrine Center to merge with CADRE and become a part of Air University.





# **HEADQUARTERS AIR FORCE DOCTRINE CENTER**

*Internet Address*

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

In August 1996, Gen 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 (MAJCOM) 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 headquarters 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 (OL), 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 war games 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 war games. They have also briefed and advised 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 war games 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 Air Force 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 Air Force 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 Air Force doctrine development process. Today, Air Force doctrine is codified in a series of 35 Air Force doctrine documents, 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 MAJCOMs 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://afhra.maxwell.af.mil/>

The Air Force Historical Research Agency (AFHRA) is the primary repository for Air Force historical documents. Begun in Washington, D.C., during World War II, the agency's collection later moved to Maxwell in 1949 to support Air University, and is located adjacent to the Air University Library. The AFHRA is a field operating agency operating under the policy guidance of the Air Force Historian at Headquarters USAF.

AFHRA's current holdings exceed 100 million pages and represent the world's largest and most valuable organized collection of historical documents on US military aviation. The archives cover subjects ranging from the use of balloons in the Civil War through Air Force activities in World War II, Korea, Southeast Asia, Operation Desert Storm, the Air War over Serbia, and the current Operations Noble Eagle, Enduring Freedom, and Iraqi Freedom. The majority of documents consist of USAF organizational histories from every echelon of the service from Major Command to squadron level. Except for the classified or restricted documents comprising approximately 25 percent of the holdings, the collection is open to the general public. The agency's finding aids include an electronic database and bibliographies for identifying and locating individual documents on specific topics of interest to the researcher.

Complementing the unit histories, the agency houses several special collections, with some dating back to the early 1900s. Among these collections are historical monographs and studies; more than 2,000 oral history interviews; end-of-tour reports of notable overseas commanders; course materials of the Air Corps Tactical School from the 1930s; and working papers of key Army Air Forces staff offices, the British Air Ministry, and the Luftwaffe during World War II. An extensive 2-million page Gulf War collection and an electronic database of nearly 85 gigabytes of information on the Air War over Serbia have been added to the agency's holdings in the past decade. The Gulf War holdings include chronologies, working papers, message traffic, oral history transcripts, unit histories, and contingency historical reports.

The agency also holds the personal paper collections of more than 500 Air Force civilian and military figures, including former Secretaries of the Air Force John L. McLucas, Robert C. Seamans, Jr., and Eugene M. Zuckert, as well as Generals George S. Brown, George C. Kenney, Curtis E. LeMay, John D. Ryan, and Thomas D. White.

Currently, the agency is receiving historical reports and information from Operations Noble Eagle, Enduring Freedom, and Iraqi Freedom, as well as information about the recent tsunami and hurricane relief operations. The agency's historical collection is readily available to AU students, faculty, and staff. In addition, agency staff members provide research and advisory services for AU students in order to assist them in preparing papers and theses.

Beyond its support to AU, the AFHRA staff answers requests for historical information from Congress, the Joint Chiefs of Staff, the Air Staff, the major commands, and the general public. Other key functions include drafting and updating the official lineage and honors histories and emblems of Air Force organizations, writing and publishing historical reference works, conducting the Air Force's oral history program, maintaining records showing the status of aircraft, and updating and preserving the official lists of aerial victory credits earned during each war.

AFHRA staff members routinely take part in the training of new Air Force historians and conduct biennial archival and oral history training courses for professional members of the Air Force History and Museums program. The agency also deploys contingency historical teams consisting of IMA reservists during war and other operations to capture and archive documentation of Air Force activities.

## **AIR FORCE JUDGE ADVOCATE GENERAL'S SCHOOL**

*Internet Address*

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

The Air Force Judge Advocate General's (AFJAG) School was established in 1950 at Maxwell AFB, and is now part of the Air Force Legal Operations Agency. The initial charter of the AFJAG School was to teach military law to new Air Force 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 Corps' continuing legal education (CLE) program for Air Force 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 International 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:

- 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 Air Force missions and of attorneys and paralegals in the field.
- integrating more leadership training and insight into the curriculum of each course.

### **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 Air Force commanders, staff agencies and personnel.

#### **Duration and Quotas**

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**

<b>Course Title</b>	<b>Academic Hours</b>
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



<b>Course Title</b>	<b>Academic Hours</b>
Environmental Law Update Course (teleseminar)	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
Computer Legal Issues Course	36.00
Homeland Defense Course	36.00
Senior Reserve Force Paralegal Course	36.00
Negotiation and Appropriate Dispute Resolution Course	36.00

### **Enrichment Offerings**

These programs are designed to help Air Force 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 (150 Chennault Circle, Maxwell AFB, AL 36112-6418, DSN 493-4472, COMM

(334) 953-4472), to determine how many hours each state allows and also to order any of the courses or tapes.

### **Curriculum Summary**

<b>Course Title</b>	<b>Academic Hours</b>
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 Community College of the Air Force (CCAF) catalog in your base education services.

Through affiliation 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 115 for additional information office.



## ACRONYMS AND ABBREVIATIONS

ACE	American Council on Education
ACES	Air Force Command Exercise System
ACSC	Air Command and Staff College
ACTS	Air Corps Tactical School
ADAX	Air and Space Doctrine Applications Exercise
ADL	advanced distributed learning
ADR	alternate dispute resolution
AECP	Airman Education and Commissioning Program
AEF	Air and Space Expeditionary Forces
AETC	Air Education and Training Command
AF	Air Force
AFB	Air Force Base
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

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ANG	Air National Guard
AOC	air operations center
ARI	Airpower Research Institute
ASBC	Air and Space Basic Course
ASDO	Air and Space Doctrine Center
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

## *Acronyms and Abbreviations*

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
CSP	College Scholarship Program
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
DS	Dean of Services
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

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GOE	Gathering of Eagles
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
IA	International Affairs
ICSP	In-College Scholarship Program
IFB	Integrated Forecasting Board
IO	international officer
IOS	International Officer School
ISD	instructional systems design
ISR	intelligence, surveillance, and reconnaissance
IW	information warfare
IWAC	Information Warfare Applications Course
JAOC	Joint Air Operations Center
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
MAJCOM	major command
M&S	modeling and simulation
MEDOD	management education Department of Defense
NACES	National Association of Credential Evaluation Services
NAF	Numbered Air Force
NAVWARCOL	Naval War College



## *Acronyms and Abbreviations*

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
OL	operating locations
OMS	Officer Military Schools
OTS	Officer Training School
PACE	Public Affairs Center of Excellence
PCE	Professional Continuing Education
PDT	Professional Development Training
PMCC	Professional Military Comptroller Course
PMCS	Professional Military Comptroller School
PME	Professional Military Education
POC	Professional Officer Course
PSP	Professional Studies Paper
RCOT	Reserve Commissioned Officer Training
ROTC	Reserve Officer Training Corps
RS	Regional Studies
SAASS	School of Advanced Air and Space Studies
SAO	security assistance officer
SAR	search and rescue
SCI	sensitive compartmented information
SDA	software development authority
SES	senior executive service
SIO	senior intelligence officer
SIWAC	Senior Information Warfare Applications Course
SNCOA	Senior Noncommissioned Officer Academy
SOC	Squadron Officer College
SOF	Special Operations Forces
SOCHE	Southwestern Ohio Council for Higher Education
SOS	Squadron Officer School

*Air University Catalog, 2006–2007*

SSS	Senior Services School
TCW	theater campaign warfare
TPFDD	time-phased force deployment data
TOA	total obligation force
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