

# **Air University Catalog**

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*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*; and *Air Force Career Development Academy (AFCD) 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 the Air University. Finally, it describes the educational opportunities available in each school, the work performed by each related organization in carrying out the educational objectives of the Air University, and all Air University educational support organizations.

The statements in this catalog outline the current rules, regulations, and policies of the Air University and are for informational purposes only. They should not be construed as the basis of a contract between the student and the university. While the provisions of this catalog normally will be applied as stated, the university reserves the right to change any provision listed in this catalog.

*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.airuniversity.af.mil>).

### **Disclaimer**

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

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# INTRODUCTION TO THE AIR UNIVERSITY

## Key Staff

Lt Gen Steven L. Kwast	Commander and President
Maj Gen Timothy J. Leahy	Vice Commander
Dr. Matthew Stafford	Vice President for Academic Affairs
Brig Gen Christopher A. Coffelt	Commander, Carl A. Spaatz Center for Officer Education
Brig Gen Paul H. Guemmer	Commander, Jeanne M. Holm Center for Officer Accessions and Citizen Development
Maj Gen Timothy J. Leahy	Commander, Curtis E. LeMay Center for Doctrine Development and Education
Col Thomas McCarthy	Commandant, School of Advanced Air and Space Studies
Col Edward W. Thomas, Jr.	Commander, Thomas N. Barnes Center for Enlisted Education
Col Kenneth R. Tatum	Commander, Ira C. Eaker Center for Professional Development
Col Charles W. Webb, Jr.	Commandant, USAF Test Pilot School
Dr. Todd I. Stewart	Director/Chancellor, Air Force Institute of Technology
Dr. Dale L. Hayden	Director, Air Force Research Institute
Col Eric K. Shafa	Commander, 42nd Air Base Wing



## **Advisory Bodies**

### **Board of Advisors**

The Board of Visitors (BOV) is a public board governed by the Federal Advisory Committee Act (FACA) of 1972 and chartered to provide independent advice and recommendations on the educational, doctrinal, and research policies and activities of Air University (AU). The BOV manages two subcommittees: the Air Force Institute of Technology (AFIT) and the Community College of the Air Force (CCAF). The subcommittees normally meet once each year, and the BOV main committee meets twice each year: once in the spring and again in the fall. The chairs from the AFIT and CCAF subcommittees outbrief the BOV. The BOV presents a written report of its views and recommendations in the form of meeting minutes to the AU commander and president after each meeting. The meeting minute reports are consolidated and presented annually when the BOV meets with and advises the secretary of the Air Force (SecAF) and the chief of staff of the Air Force (CSAF) for their awareness and action on matters of policy regarding the AU mission. The deputy secretary of defense appoints members who are eminent authorities in the fields of airpower and defense, business and industry, leadership, and academe. Members serve annual renewable terms for a maximum of up to eight years.

## BOV OFFICERS 2016

Mr. Fletcher Wiley, Chair  
Attorney, Morgan, Lewis, and Bockius, LLP  
Boston, MA

Dr. Ricardo Romo, Vice Chair  
President, University of Texas–San Antonio  
San Antonio, TX

## BOV MEMBERS 2016

Col Robert Beasley, USAF, Retired Principal Research Engineer Georgia Institute of Technology Atlanta, GA	Dr. Judith L. Bonner Former President University of Alabama Tuscaloosa, AL
Dr. Ding-Jo Currie Full Professor, California State University at Fullerton & President, International Gold Star Fullerton, CA	Dr. Carolyn C. Dahl Former Dean, Continuing Studies and Provost Assistant, University of Alabama Tuscaloosa, AL
Dr. Rufus Glasper President & CEO, The League for Innovation in the Community College Chandler, AZ	Dr. Shirley Ann Jackson, President Polytech Institute Troy, NY
Capt (Dr.) Ray O. Johnson, USAF, Retired Former Sr. VP and Chief Technology Officer, Lockheed Martin Corp Oakton, VA	Gen Stephen R. Lorenz, USAF, Retired President & CEO USAF Endowment Colorado Springs, CO
CMSgt Rodney J. McKinley, USAF, Retired Former Chief Master Sergeant of the Air Force CMSAF #15 Edmond, OK	Gen Duncan McNabb, USAF, Retired Former Commander, US Transportation Command and Independent Consultant Arlington, VA
Maj Gen (Dr.) Ronald M. Sega, USAF, Retired Director, Systems Engineering Programs, Woodward Professor of Systems Engineering Colorado State University Fort Collins, CO	Lt Gen Mark D. Shackelford, USAF, Retired Independent Consultant and President & CEO, Veritas Strategies, LLC Trophy Club, TX
Dr. Amy R. Zalman Former President & CEO, The World Future Society and Owner, Strategic Narrative Institute Washington DC	



**BOARD OF VISITORS**

**CCAF Subcommittee 2016**

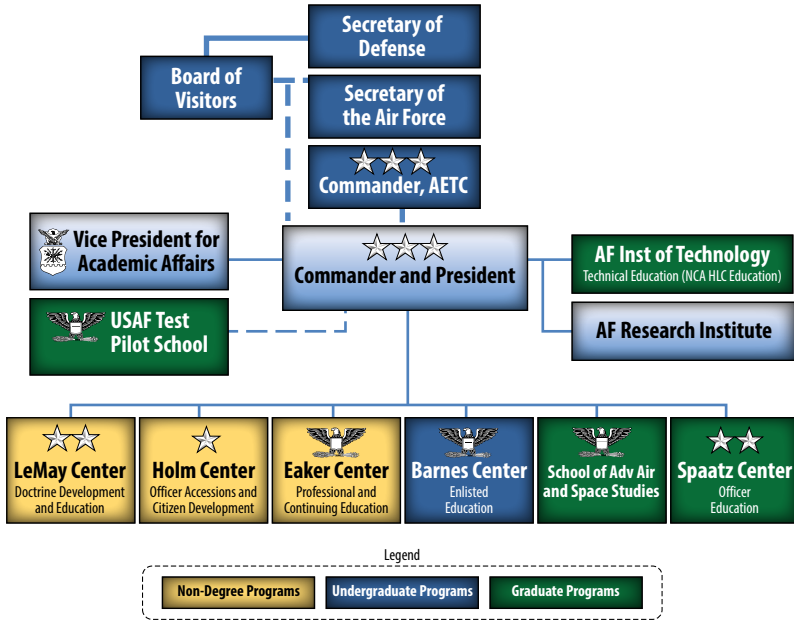
<p>Dr. Rufus Glasper—Chair President &amp; CEO, The League for Innovation in the Community College Chandler, AZ</p>	<p>Dr. Judith Bonner Provost and Executive Vice President Mississippi State University Starkville, MS</p>
<p>Dr. Julia I. Crutchfield Chief Learning Officer AF Special Operations Warfare Center Hurlburt Field, FL</p>	<p>Mr. Edward F. Hodge, Jr. Voluntary Education Operations Chief Air Education and Training Command Joint Base San Antonio–Randolph, TX</p>
<p>CMSgt Rodney J. McKinley, USAF, Retired Former Chief Master Sergeant of the Air Force CMSAF #15 Edmond, OK</p>	

**AFIT Subcommittee 2016**

<p>Maj Gen (Dr.) Ronald M. Segal, USAF, Retired Chair Director, Systems Engineering Programs Woodward Professor of Systems Engineering Colorado State University Fort Collins, CO</p>	<p>Lt Gen Mark D. Shackelford, USAF, Retired Vice Chair Independent Consultant and President &amp; CEO, Veritas Strategies, LLC Trophy Club, TX</p>
<p>Lt Col (Dr.) Stephen E. Cross, USAF, Retired Executive Vice President for Research Georgia Institute of Technology Atlanta, GA</p>	<p>Lt Gen Robert J. Elder, USAF, Retired Research Professor and Independent Consultant Shreveport, LA</p>
<p>Col (Dr.) Michael L. Heil, USAF, Retired President &amp; CEO Ohio Space Institute Cleveland, OH</p>	<p>Dr. Jacqueline R. Henningsen Retired SES &amp; Independent Consultant Arlington, VA</p>
<p>Dr. Ilani Kass Senior VP and Corporate Strategic Advisor CACI International, Inc. Arlington, VA</p>	<p>Dr. Victor R. McCrary Vice President for Research and Economic Development, Morgan State University Baltimore, MD</p>
<p>VADM (Dr.) Ronald A. Route, USN, Retired President Naval Postgraduate School Monterey, CA</p>	<p>Col (Dr.) Rayford B. Vaughn, USA, Retired Vice President for Research University of Alabama Huntsville Huntsville, AL</p>



# Air University Organization Chart





## General Information

*Internet Address*

<http://www.airuniversity.af.mil/>

**AU Mission.** *We produce the future. We launch leaders of character, educated to think critically, strategically, and jointly to master and deliver superior airpower in support of national security objectives.*

**AU Vision.** *One Team. Transformative Education. The Intellectual and Leadership Center of the Air Force.*

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

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

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

Air University, established in 1946, continues the proud tradition of educating tomorrow's planners and leaders in air and space power for the Air

## GENERAL INFORMATION

Force, other branches of the US armed forces, federal government civilians, and many international organizations. AU's current worldwide reach enriches the careers of every Air Force member.

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

### Accreditation and Degree-Granting Authority

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

SACSCOC  
1866 Southern Lane  
Decatur, Georgia, 30033-4097  
(404) 679-4500  
[www.sacscoc.org](http://www.sacscoc.org)

## GENERAL INFORMATION

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

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

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

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

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

## GENERAL INFORMATION

# Air University Instructions (AUI) and Policies

AFI 34-270 AU Sup	<i>Air Force Library and Information System</i>
AFI 84-101	<i>Historical Products, Services, and Requirements</i>
AUI 14-301	<i>Security Review of Research Papers, Textbooks, and Related Documents</i>
AUI 16-102	<i>International Programs</i>
AUI 25-201	<i>Federal Prison Camp Labor and Support</i>
AUI 31-501	<i>Use and Control of AU Form 233, SCI Access Badge</i>
AUI 33-101	<i>Air University Television (AUTV)</i>
AUI 33-103	<i>Air University Public Affairs Multimedia Center</i>
AUI 33-301	<i>Air University Press Publications</i>
AUI 36-105	<i>Faculty Development, Enrichment and Responsibilities</i>
AUI 36-2203	<i>Air Force Institute for Advanced Distributed Learning Information Management Tools</i>
AUI 36-2301	<i>Use of Contract Instructors and Guest Speakers at Air University Schools</i>
AUI 36-2303	<i>Recognition of Outstanding Student Achievement</i>
AUI 36-2305	<i>Policies on Presenting and Recording Air University Guest Lectures</i>
AUI 36-2307	<i>Air University Board of Visitors Actions</i>
AUI 36-2310	<i>Air University Diplomas and Certificates of Course Completion</i>
AUI 36-2312	<i>Air University Assessment Programs</i>
AUI 36-2314	<i>Academic Rank</i>
AUI 36-2318	<i>Air University Registrar Services/Student Records</i>
AUI 36-2319	<i>Single Input Source for Officer Professional Military Education</i>
AUI 36-2321	<i>Research and Publication</i>
AUI 36-2322	<i>Air University Institutional Effectiveness and Institutional Research</i>
AUI 36-2323	<i>Air University Master's Degree Admissions</i>
AUI 36-2601	<i>Wargaming</i>
AUI 36-2604	<i>AU Formal Schools</i>
AUI 36-2606	<i>Air University Academic Corporate Process</i>
AUI 36-2608	<i>Academic Freedom</i>
AUI 36-2609	<i>Academic Integrity</i>
AUI 36-2611	<i>Student Rights, Responsibilities, and Grievances</i>
AUI 36-2613	<i>Support of Air Force Institute of Technology, Air Force Fellows, and School of Advanced Air and Space Studies Personnel Attending Civilian Institutions by Air Force Reserve Officer Training Corps (AFROTC) Detachments</i>



**GENERAL INFORMATION**

AUI 36-2615	<i>Student Disenrollment Procedures</i>
AUI 36-2617	<i>Air University Degree Granting, Accreditation, Reaffirmation, and Substantive Change</i>
AUI 36-2624	<i>Air University Distance Learning Program</i>
AUI 36-2626	<i>Air University Course Scheduling and Student Production Reporting Procedures</i>
AUI 36-2627	<i>Grading and Course Numbering for Air University Degree Programs</i>
AUI 36-2628	<i>Air University Honorary Degrees</i>
AUI 36-2629	<i>Documents and Publications for the Muir S. Fairchild Research Information Center</i>
AUI 36-2630	<i>Air University Advisor and Chair Program</i>
AUI 36-2631	<i>Air University Faculty Senate</i>
AUI 36-2801	<i>Air University Annual Awards Program</i>
AUI 36-2813	<i>The Air University Education Awards Program</i>
AUI 65-101	<i>Use of Government Travel Card</i>
AUI 65-102	<i>Commuting Area and Corporate Limits of Maxwell-Gunter AFB</i>
AUI 90-201	<i>Air University Self-Assessment Program</i>
AU Policy Letter	<i>Air University Faculty Management</i>
AU Policy Letter	<i>Air University Policy on Sexual Assault Prevention and Response</i>
AU Policy Letter	<i>Air University Civilian Overtime Policy</i>
AU Policy Letter	<i>Approval Processing for Guest Speakers and Contract Instructors</i>
AU Policy Letter	<i>International Distinguished Visitors Guidance on Event Reporting</i>
AUVA 36-2701	<i>Air University Equal Opportunity Policy</i>
AUVA 90-301	<i>Air University Inspector General</i>
AUVA 90-302	<i>Preventing Fraud, Waste, and Abuse (FWA)</i>
CL 34-1	<i>Sponsoring or Co-Sponsoring Conferences, Symposia, and Other Similar Meetings Checklist (IC 2/28/2008)</i>

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

## GENERAL INFORMATION

**Academic Integrity.** Air University is uncompromising in its adherence to a code of ethics, morality, and conduct related to scholarship and academic activity. (See AUI 36-2609, *Academic Integrity*.)

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

Admission to the AU master's degree resident programs requires an individual to (1) be selected to attend in residence, (2) either hold a qualifying undergraduate degree (US bachelor's degree from a regionally accredited institution or its equivalent) or meet admission requirements through the portfolio admission process, and (3) meet English proficiency requirements, as applicable. Provisional admission is not allowed for students attending AU resident programs. For details and instructions for admission to a specific degree program, refer to AUI 36-2323, *Air University Master's Degree Admissions*.

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

**Grading Policy for Degree Programs.** Students in degree-granting programs will receive course grades based on a four-point system with plus and minus grades. Pass or fail grades may be awarded for designated courses according to school policy. Passing grades will count only toward hours attempted/earned and will not affect the grade point average (GPA). Failing grades will count as hours attempted but will not count as hours earned, nor will they affect the GPA. (See AUI 36-2627, *Grading and Course Numbering for Air University Degree Programs*.)

**Transfer Credit.** Air University's master's degree programs do not currently accept transfer credit. However, 14 hours of transfer credit are accepted into the military strategy doctoral program offered through the School of Advanced Air and Space Studies (SAASS).

**AU Definition of a Credit Hour.** A credit hour represents the amount of work expected of students in order to achieve intended learning outcomes. Faculty members evaluate and verify evidence of student achievement for all program outcomes. AU graduate schools, including Air War College (AWC), Air Command and Staff College (ACSC), SAASS, AFIT, and the USAF TPS, follow best practices for determining the amount and level of credit awarded for courses. Air University established a guideline for calculating a credit hour as a minimum of one hour of classroom or direct faculty instruction, plus a minimum of two hours of out-of-class student work each week, for approximately 15 weeks. Schools may develop alternative methods to calculate a credit hour that reasonably approximate this standard when appropriate. Schools may also exceed this minimum standard. (See AUI 36-2604, *AU Formal Schools*, paragraph 3.1.)

**Auditing Courses.** Courses or instructional periods in an academic program may be audited only by persons not eligible for future attendance and/or credit for the program/course being audited. The dean of the academic program must approve individuals by name to audit the program. Approval must be given on a course-by-course basis prior to the scheduled start date. AU employees must have written permission from their supervisors to audit a course on duty time. This letter will be provided to the dean of the course being audited before attendance.

Individuals may not audit more than 50 percent of the courses or instructional periods of any program. Credit will not be given in any form, including pass/fail, and auditing individuals will not be recorded in the AU registrar database as students of the audited course/program.

Professors/instructors must agree in advance of the start date to allow an individual to audit any course for which he or she is responsible. Only one individual may be allowed into a seminar or flight at a time for this purpose. The individual may be removed from auditing the course at the discretion of the professor or instructor for any reason and at any time during the course.

**Degree Program Withdrawal.** Withdrawal/disenrollment is the removal of any enrolled AU student from a course or school before completion. (See AUI 36-2615, *Student Disenrollment Procedures*.)

## GENERAL INFORMATION

### Educational Documents

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

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

**Transcript Request.** Individuals must complete the AU Transcript Request form at [http://www.au.af.mil/au/cf/auregistrar/cfrr/au\\_transcript\\_request.pdf](http://www.au.af.mil/au/cf/auregistrar/cfrr/au_transcript_request.pdf), sign it, and submit the request through the Air University help desk at <http://www.aueducationssupport.com>, or mail it to the Air University Registrar, 51 E. Maxwell Blvd, Maxwell AFB, AL 36112-6337. Transcripts will normally be mailed within seven duty days of receipt. AU transcripts will not be faxed or e-mailed.

### Student Affairs

Students should review the information below to become aware of their rights as students in Air University programs. AUI 36-2611, *Student Rights, Responsibilities, and Grievances*, outlines student rights, responsibilities, and the policies and procedures for making formal complaints. This policy does not replace or supersede procedures that guide actions under the *Uniform Code of Military Justice (UCMJ)*, disciplinary or administrative actions provided for in other DOD directives, Air Force instructions, or AETC instructions.

**Informal Feedback.** AU students are expected to provide constructive feedback about the programs they attend, using the mechanisms provided by their school or course. In accordance with AU SUP-1 to AFI 38-501, *Air Force Survey Program*, paragraph 2.2, participation in any survey administered to students is voluntary, but the surveys offer an excellent opportunity to provide thoughtful criticism that will be used to improve AU programs. We encourage all students to participate in our improvement program through survey participation. AU surveys are anonymous, so responses cannot be provided to you unless you identify yourself in a comment block and ask for feedback. Following the chain of command, including discussing concerns with instructors, affords students the most expedient course to resolution of issues. There is no requirement for leadership to provide a written response to informal complaints made through surveys or any other method of informal communication.

**Formal Complaints.** AU students have the right to formally present in writing a program-related grievance or complaint. Matters should be addressed at the lowest authority level possible but may be elevated through the chain of command when attempts at satisfactory resolution fail. For academic matters, this generally means working with course instructors, department chairs, and deans, as applicable. For nonacademic matters, this generally means working through supervisory channels before addressing them to higher-level command channels or the inspector general system. However, individuals have the right to file a complaint with the inspector general at any level without going through supervisory/command channels first. When elevating to a higher level authority, the student is responsible for notifying the current level authority in writing. The highest decision authority for resolving a formal complaint is the school commander or equivalent. See AUI 36-2611, *Student Rights, Responsibilities and Grievances*, for detailed instructions.

## Responsibilities

1. **Student.** It is the student's responsibility to initiate grievances and appeals in writing beginning with the lowest level of appeal authority at the school or center. Students have the right to elevate their appeal to subsequently higher levels if a satisfactory outcome is not achieved. When elevating to a higher-level authority, the student is responsible for notifying the current-level authority. Unless otherwise noted, the highest level to which a student may appeal is the AU commander and president.

## GENERAL INFORMATION

- 2. Schools/Centers.** Leaders and faculty members at each level of appeal are responsible to respond to appeals initiated by students in a timely manner and to document the outcomes of decisions. Documentation should be retained for five years to demonstrate evidence of compliance to external reviewers. Ensure the complaint is entered in the official school/center log for student complaints/grievances.

Questions regarding this policy should be directed to HQ AU/A3A, Dr. Anthony C. Cain, associate vice president for academic affairs, DSN 493-3056, or commercial 334-953-3056.

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

### Program-Specific Appeal Information

**AFIT.** For academic or nonacademic issues involving AFIT students, the chain of appeal follows this order:

1. Course instructor;
2. Course director;
3. Appropriate school dean;
4. Vice commander, AFIT;
5. Commandant, AFIT; and
6. AU commander and president. This is the highest level of appeal. If the issue is academics related, the AU/CC considers advice and counsel from the AU vice president for academic affairs. Decisions made at this level are final.

**Barnes Center for Enlisted Education.** For academic or nonacademic issues involving students in enlisted PME programs conducted by the Barnes Center, guidance regarding student appeals rights and processes is provided in the *USAF EPME Procedural Guidance* published under the authority of AFI 36-2301, *Developmental Education*. Student appeals, rights, and processes for CCAF-affiliated schools outside of AU are under the purview of the specific affiliated school. The Barnes Center will notify AU/A3 when appeals processes are changed.

**Holm Center for Officer Accessions and Citizenship Development.** For academic or nonacademic issues involving AFROTC cadets, the chain of appeal follows this order:

1. Detachment commander;
2. AFROTC commander; and
3. Commander, Holm Center. This is the highest level of appeal for AFROTC cadets. Decisions made at this level are final.

For Officer Training School (OTS) trainees, the chain of appeal follows this order:

1. Flight commander;
2. Commander, OTS;
3. Commander, Holm Center; and
4. AU commander and president. This is the highest level of appeal for OTS trainees. Decisions made at this level are final.

**Spatz Center for Officer Education, LeMay Center for Doctrine Development and Education, and Eaker Center for Professional Continuing Education.** For academic or nonacademic issues involving students in courses conducted by these academic centers, the chain of appeal follows this order:

1. Course instructor (if applicable);
2. Course director (if applicable);
3. School commandant/commander; and
4. AU commander and president. This is the highest level of appeal. If the issue is academic related, the AU/CC considers advice and counsel from the AU vice president for academic affairs. Decisions made at this level are final.

**USAF Test Pilot School.** For academic or nonacademic issues involving USAF TPS students, the chain of appeal follows this order:

1. Course instructor;
2. Course director;
3. TPS commandant; and
4. Flight Test Center commander. This is the highest level of appeal for TPS students. Decisions made at this level are final.

## Admission Requirements

**Selection.** For admission to AU master's degree programs, see AUI 36-2323, *AU Master's Degree Admissions*. For admission to the doctorate of philosophy in military strategy degree, contact the School of Air and Space Studies via email at [saass.cc.workflow@us.af.mil](mailto:saass.cc.workflow@us.af.mil). For all other programs, refer to the Education and Training Course Announcement (ETCA) at <https://etca.randolph.af.mil>.

### Verification of Eligibility

- Air Force active duty, Air National Guard, and Air Force Reserve Command officers selected to attend AU degree programs will have their degree status verified by the AU registrar. No action is required by selectees.
- US Army, US Navy, US Marine Corps, US Coast Guard, and US civilian personnel must have at least a bachelor's degree from a regionally accredited institution. Students must request that an official transcript be mailed from their degree-granting school to the AU registrar. The transcript must be received no later than 31 August of the academic year in which the student is attending. Students are responsible for the costs incurred in providing academic documents. Mail transcripts to:

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

**International Students.** For admission to any AU degree program, international students must meet two requirements: possess a US bachelor's degree or equivalent from a regionally accredited college or university and meet the minimum AU requirement on the Test of English as a Foreign Language (TOEFL). International students who do not meet the admission requirements for the AU degree programs will be allowed to attend the schools and will, upon graduation, receive a diploma from the school they attend.

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

- International students who have not completed a regionally accredited US bachelor's degree must submit academic records/documents from



## AU ADMISSION REQUIREMENTS

institutions outside the United States to an independent foreign credentials evaluation service. The credentialing agency must be a member of the National Association of Credentials Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). Students must request the agency send an official result to:

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

- International students who have completed a regionally accredited US undergraduate or graduate degree must request that their degree-granting school mail an official transcript to the AU registrar. The official transcript must be received by the AU registrar's office no later than 31 August of the academic year in which the student is attending. Mail transcripts to:

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

- Official evaluation results must be received by the AU registrar's office no later than 15 August of the academic year in which the student is attending.

### **Portfolio Option**

- Students who do not possess a US bachelor's or equivalent degree may submit a portfolio to be considered for admission in the degree program. Portfolio must include:
  - A US bachelor's degree or higher equivalent as determined by an independent foreign credentials evaluation service;
  - Test of English as a Foreign Language result of 83 or higher Internet-based test (iBT) or 560 or higher paper-based test (pBT);
  - Resume; and
  - Two or more letters of recommendation.
- The complete portfolio package must be submitted to the AU registrar's office no later than 12 September of the year in which the student is attending.

## AU ADMISSION REQUIREMENTS

### Test of English as a Foreign Language

- International students from countries where the official language is English are not required to take the TOEFL.
- International students who have completed a bachelor's or higher degree in the United States during the past four years are not required to take the TOEFL.
- International students from countries where the official language is not English must achieve an acceptable result on the TOEFL to be admitted to the master's degree programs.
- International students who have taken the TOEFL within the past two years and have met the AU minimum acceptable result or higher are not required to take the TOEFL. Those students must provide an official copy of their TOEFL result to the AU registrar for admission.
- When taking the TOEFL, an individual must indicate Air University Institution Code 9069 for the official result to be sent to the AU registrar.
- The student is responsible for the cost of the test and for travel to and from the test center.
- Students must take the TOEFL test no later than 1 August of the year in which they are attending AU. No TOEFL scores will be accepted from any test taken after 1 August of the same year.
- The minimum acceptable TOEFL result for admission to all AU degree programs is:
  - 83 for the iBT or
  - 560 for the pBT

### TOEFL Appeal

- Students who do not meet the minimum AU TOEFL requirement may submit a TOEFL appeal to be considered for admission in the degree program. There are two requirements that must be met:
  - Student must have a US bachelor's degree or equivalent as determined by an independent foreign credentials evaluation service;
  - Student must have a TOEFL result of 75–82, iBT; or 537–559, pBT;

## AU ADMISSION REQUIREMENTS

- A written request for appeal composed by the student; and
- Written recommendation from each member of student's teaching team.
- The complete TOEFL appeal package must be submitted to the AU registrar's office no later than 12 September of the year in which the student is attending.



# DEGREE PROGRAMS

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

- Master of Philosophy in Military Strategy
- Doctorate of Philosophy in Military Strategy
- Master of Strategic Studies
- Master of Military Operational Art and Science
- Master of Science in Flight Test Engineering

Other Degree-granting schools associated with Air University:

- Air Force Institute of Technology
- Community College of the Air Force



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

## School of Advanced Air and Space Studies

*Internet Address*

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

## Master of Philosophy in Military Strategy

**Program Description.** The School of Advanced Air and Space Studies (SAASS) curriculum is an intensive 50-week program with the purpose of creating strategists for the Air Force and the nation. The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and the expert faculty. Class size is limited to 36 Air Force active-duty officers; up to three joint-service officers from the Army, Navy, and Marines; up to two officers from the Air Reserve Component; and several officers from closely allied nations upon invitation from the chief of staff, US Air Force. Total enrollment should not exceed 45 students. SAASS creates warrior-scholars who have a superior ability to solve complex problems; think critically; develop strategy and policy; and develop, evaluate, and employ airpower as a component of military force in support of national objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a master of philosophy in military strategy. The faculty selects a few students who the school sponsors to pursue a doctor of philosophy in military strategy.

**Learning Outcomes.** The faculty designed the SAASS curriculum to accomplish two major objectives:

- Stimulate the student's ability to think critically about the relationship of military force to statecraft, resulting from a thorough evaluation of military and airpower theories, and a thorough evaluation of the reality of military experience, resulting in a reasoned synthesis of theory and experience, the articulation of which informs the question of how modern military force and its airpower component can best be applied across the spectrum of conflict.

- Enable the student's ability to argue effectively and responsibly about military strategy using evidence and logic resulting from experience in introducing and defending propositions in a graduate colloquium environment, composing interpretive arguments in prose that meet accepted publication standards, and reducing complex formal arguments to comprehensible briefings.

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

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

**Admission Requirements.** Admission to SAASS is highly competitive. Those wishing to attend must formally apply while or after attending an IDE program, as described above. The application process includes a requirement to write an essay on a subject selected by the commandant. Applicants must either already have a master's degree from an accredited institution (or be in the process of obtaining same) or a bachelor's degree with an overall grade point average (GPA) of 3.25 or higher on a 4.0 scale. The Air Force Institute of Technology (AFIT) verifies academic qualifications for applicants attending nondegree-granting intermediate residence programs. A central selection board convened at AFPC makes the final admission selections among qualified applicants. International students must be native English speakers or score in the 95th percentile of the Test of English as a Foreign Language (TOEFL) within the three years before entering SAASS. Nonnative English speakers must have attended an English-speaking, in residence IDE program, preferably ACSC. Those attending ACSC must attend the International Officer School (IOS) prep course. Those entering without having attended ACSC must have attended an English-speaking intermediate program in residence but will forego the prep course due to conflicts with the SAASS course schedule. International students should possess undergraduate- or graduate-degree qualifications equivalent to those required of US students.



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

### **Doctorate of Philosophy in Military Strategy**

**Program Description.** SAASS is the foundation for an AU doctorate of philosophy in military strategy. Successful completion of the SAASS program at the standards required for the master of philosophy in military strategy degree is necessary, but not sufficient, for the PhD program. Key components of the PhD program occur before, during, and after the year at SAASS.

**Program-Level Learning Outcomes.** Through a series of research papers, oral arguments, comprehensive written and oral exams, and a dissertation, graduates will demonstrate the ability to think critically about the relationship of military force to statecraft; articulate a thorough understanding of military history, military airpower, and political theories and their modern application to air, space, and cyberspace power; articulate a thorough understanding of military history, military airpower, and political theories and their modern application as a strategic instrument of national policy; articulate, using a reasoned synthesis of theory and experience, how modern military force and its airpower component can best be applied across the spectrum of conflict; and argue effectively and responsibly about military strategy using evidence and logic.

**Admission Requirements.** In addition to completing the SAASS master of philosophy in military strategy, students must (parenthetical expressions denote when during the year at SAASS these events occur)

- provide a letter of application for admission with a dissertation topic (early April);
- earn a cumulative GPA of 3.7 or higher (throughout the SAASS year);
- have earned at least 12 semester hours of transferable graduate credit in a field related to strategy or security studies from an accredited institution (before attending SAASS). The SAASS faculty will judge acceptability of transfer credit;
- complete a written qualifying examination in the fields of theory, military practice, and strategic synthesis to an A- standard (early April);
- complete an oral comprehensive examination to an A- standard (early June);
- complete a thesis that meets standards expressed for the master of philosophy in military strategy and also indicates ability to (a) research a dissertation over the next three to seven years and (b) compose the findings into a publishable manuscript (throughout the SAASS year); and
- be recommended by the SAASS PhD Selection Committee for admission into the SAASS PhD program (late April). The SAASS faculty deliberates upon the candidates using a “whole-person” approach and makes its recommendation to the commandant, who has final approval authority for admission.

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

**Degree Requirements.** To graduate with a doctor of philosophy in military strategy, a student must research, write, and defend a publishable dissertation on a subject related to strategy or military security studies that presents original research, higher-level critical thinking, and interpretation to the fields of strategy and/or military security studies. Normally, students must complete the dissertation within seven years of graduation from the SAASS residence program.

### **Syllabus – Master of Philosophy Degree (Not listed in order of presentation)**

<b>Course Number and Title</b>	<b>Semester Hours</b>
SAASS 600 Foundations of Military Theory	4
SAASS 601 Foundations of Strategy	3
SAASS 627 The Classic Age of Air Power	4
SAASS 628 Air Power in the Cold War	3
SAASS 629 Contemporary Air Power	3
SAASS 632 Foundations of International Politics	4
SAASS 643 Strategy to Practice	4
SAASS 644 Irregular Warfare	3
SAASS 660 Technology and Military Innovation	3
SAASS 665 Space Power	3
SAASS 667 Information and Cyber Power	3
SAASS 690 Thesis	7
SAASS 699 Comprehensive Examination	4
<b>Total</b>	<b>48</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 understanding of the development of military thought and develop critical thinking skills as they test theoretical propositions against the criteria of logic and evidence.

**SAASS 601 Foundations of Strategy****3 Semester Hours**

This course is an interdisciplinary examination of the theories, methods, and concepts that inform the art and science of strategy and decision making. It draws upon some of the finest writings from a variety of sources to include the study of politics, history, economics, organizational behavior, science, culture, and morality. Students will read widely and instructors will expose them to a number of ways humans think about social phenomena.

**SAASS 627 The Classic Age of Air Power****4 Semester Hours**

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

**SAASS 628 Air Power in the Cold War****3 Semester Hours**

This course bridges the historical experience of airpower's youth and adolescence (1914–45) and the maturation of the US Air Force as an independent service. It focuses on the years of the Cold War, during which the United States had to deal with deterring a superpower threat while at the same time addressing the challenges of limited war under the nuclear umbrella. The theme of this course is a familiar one: a consideration of the interaction between airpower and strategy, writ large.

**SAASS 629 Contemporary Air Power****3 Semester Hours**

This course opens with an examination of the dramatic transformation of airpower in the early 1990s as the Cold War gave way to a more uncertain international environment. It examines theoretical debates, technological revolutions, the demands of the “global war on terror,” and persistent peer challenges, all of which shaped, and were shaped by the air weapon in the twenty-first century.

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

This course stems from the conviction that one cannot do strategy without a working knowledge of international politics and the role of force in inter-

national life. It orbits around two big theoretical questions: How does the world hang together? And what role does force play in the world? In formulating answers, students read widely from the theoretical canon that governs the contemporary study of international politics. Topics include theories of international politics, deterrence, coercion, international political economy, and international ethics.

**SAASS 643 Strategy to Practice**

**4 Semester Hours**

This course serves as the capstone course for the SAASS year. Students evaluate the substance and processes for making strategy in the real world and the difficulty associated with solving ill-structured, complex problems. Students also analyze various strategies used to convey strategy concepts and recommendations in real-world situations, reflecting the types of activities they will find themselves in as practicing strategists within the Air Force, joint community, and national strategy and policy positions. As the final course at SAASS, this course links the education of the previous courses to the practice necessary to succeed in the professional world.

**SAASS 644 Irregular Warfare**

**3 Semester Hours**

This course develops all facets of irregular warfare, including terrorism, insurgency, revolution, and civil wars. The course pays particular attention to the role that geography, ideology (including violent extremism), technology, and grievances play in starting and sustaining irregular groups. Lessons within the course also devote significant attention to combating and defeating irregular threats and the challenges and opportunities associated with them.

**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 Power**

**3 Semester Hours**

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

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

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

**SAASS 690 Thesis****7 Semester Hours**

The students develop and present to the faculty a research proposal. Once a faculty member approves their proposal, students, with the advice and assistance of a faculty research advisor, prepare a 50- to 100-page thesis based on primary sources. In writing their theses, the students must demonstrate sound scholarship and conform generally to accepted stylistic and methodological canons.

**SAASS 699 Comprehensive Examination****4 Semester Hours**

The faculty employs a two-hour oral examination by a board of three faculty members (one of whom is usually from outside the SAASS faculty) to determine if the student has satisfactorily synthesized the entire SAASS curriculum. The interrelationship among courses and the embedded material are often prominent features of the examination.

## Master of Strategic Studies

### Air War College

*Internet Address*

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

**Program Description.** The Air War College (AWC) resident program class membership includes officers from each US military service, civilian employees of federal government agencies, and officers from the international community. All US students are dually enrolled in the AWC senior-level professional military education (PME) program and the AU master of strategic studies degree program; therefore, they must meet admission requirements for the master of strategic studies degree. The AWC PME program is accredited for joint professional military education (JPME) phase II as defined for senior level colleges in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01E,

*Officer Professional Military Education Policy.* International Fellows who qualify for entry in the AWC program are enrolled in the AWC senior level PME program and may choose to apply for admission to the master of strategic studies degree program.

**Learning Outcomes.** The AWC resident program produces graduates who are able to

- lead successfully as senior leaders in joint, coalition, and interagency environments, exhibiting the traits essential to the profession of arms and understand the proper role and employment of airpower capabilities;
- critically analyze complex political-military issues and clearly articulate through written and oral methods solutions to influence senior level decisions;
- develop and shape military strategies, which, in concert with other instruments of national power, achieve national security strategic objectives; and
- capitalize upon diverse personal and professional relationships forged from the broader AWC educational experience.

**Faculty.** The AWC's unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to valid educational theory and practice. Military officers also contribute depth and breadth of expertise as well as relevant, unparalleled currency in military affairs critical to the college's success.

**Duration.** The resident program consists of 10 months of graduate-level study. As the senior Air Force PME school, AWC annually educates about 245 resident students from all US military services, federal agencies, and 45 nations.

**Eligibility.** Lieutenant colonels, colonels, equivalent sister-service, civil service personnel, and for academic year (AY) 17 select chief master sergeants 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 Reserve (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services,

officers from other nations, and US federal government civilians are selected to attend by their respective personnel systems. Reference Air Force instruction (AFI) 36-2301, *Professional Military Education* and the Education and Training Course Announcements (ETCA) website at <https://etca.randolph.af.mil> for additional information.

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

International Fellows not meeting the admissions requirements for the master's degree program will be allowed to attend AWC and will, upon completion of the resident program, receive the AWC resident diploma but will not be awarded a master's degree. Students may not opt out of the master's degree program after admission. Students in resident diploma status cannot be considered for the degree once diploma status is established.

**Graduation Requirements.** Students fully admitted to the degree program must complete the AWC resident program consisting of a minimum of 34 semester hours, although the program currently consists of 36 semester hours for the core program and the Grand Strategy Concentration. Students must achieve a grade of "C" or higher on each academic course with an overall GPA of at least 3.00 on a 4.00 scale, achieve a "pass" in the Academic Prep course and Global Challenge Wargame, and fully participate in the National Security Forum and Commandant's Lecture Series. International Fellows receiving the diploma participate in core (6200-6800 series) and elective courses (6000 series), the Academic Prep course, the Global Challenge Wargame, the National Security Forum, and the Commandant's Lecture Series. Students earning the diploma may enroll in the research course. Core courses completed for the diploma are graded on a pass/fail basis; elective courses are taken in an audit status.



### Syllabus

Course Number and Title	Semester Hours
PC 1100 Academic Prep (P/F)	0
EL 6000 Elective Term I	2
EL 6000 Elective Term II	2
RE 6100 Research	5
LD 6200 Joint Strategic Leadership	3
NS 6300 National Security and Decision Making	3
FS 6400 Foundations of Strategy	6
WF 6501 Future Conflict and Air Warfare	2
WF 6502 Theater Strategy and Campaigning	4
RS 6600 Regional and Cultural Studies	4
GS 6700 Global Security	3
WG 6800 Global Challenge Wargame (P/F)	2
<b>Total</b>	<b>36</b>

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

**Grand Strategy Concentration.** Students selected to the Grand Strategy Concentration (GSC) seek a deeper understanding of the development and implementation of grand strategy than is attained through the regular curriculum. The concentration examines the historical practice of strategic art, the challenges of leadership and innovation at the strategic level, the relationship between the military instrument of power and national political objectives, and the interplay of global and regional security trends. Those selected for this concentration are degree-eligible students and complete all courses required for the master of strategic studies. The GSC is a volunteer concentration of approximately 12 students forming a separate seminar at the beginning of the academic year. As such, the GSC curriculum is more rigorous than the core. However, the GSC course of study offers unique engagement opportunities with current and former military and civilian senior leaders and GSC-only field studies and combatant command interface. Interested officers are encouraged to speak with faculty members associated with the program, but those officers with prior experience at strategic-level assignments, who have completed an Advanced Studies Group school and/or who have well-developed writing and critical-thinking skills are encouraged to apply. The AWC commandant will approve all selections for GSC enrollment. Course descriptions for the GSC follow the regular concentration course descriptions.

### Syllabus

Course Number and Title	Semester Hours
PC 1150 Academic Prep (P/F)	0
RE 6100 Research	5
LD 6250 Joint Strategic Leadership	5
FS 6450 Grand Strategy/ US Decision-making	8
WF 6550 Campaign Design and Execution	7
RS 6650 Regional and Cultural Studies	4
GS 6750 Global Security	3
WG 6800 Global Challenge Wargame (P/F)	3
EX 6950 Comprehensive Oral Exam	1
<b>Total</b>	<b>36</b>

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

### AWC Resident Curriculum Course Descriptions

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

#### **PC 1100 Academic Prep**

**0 Semester Hours**

The Academic Prep course is designed to frame the students' academic mind-set by preparing a foundation in the skills essential to succeed in the AWC program. It provides an opportunity to understand and apply complex concepts to written and oral communication, using the broad topic of civil-military relations (CMR), which informs all aspects of the AWC curriculum. By the end of the course, students should be able to evaluate their own ability to think, speak, and write critically in preparation for the rigors of the AWC curriculum.

#### **RE 6100 Research**

**5 Semester Hours**

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

to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For successful completion of the research requirement, students must produce a professional studies paper (PSP) in accordance with college standards. Research papers will be completed as an individual effort.

### **LD 6200 Joint Strategic Leadership**

**3 Semester Hours**

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

### **NS 6300 National Security and Decision Making**

**3 Semester Hours**

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

### **FS 6400 Foundations of Strategy**

**6 Semester Hours**

Foundations of Strategy (FS) is designed to provide students with a toolkit of key strategic concepts and analytical frameworks, so they can critically evaluate how strategies have been developed, implemented, and adjusted at

the national and theater level. After completing the course, students should demonstrate that they can evaluate various perspectives on the nature of war and strategy; identify the essential elements of strategy, explain how they relate to each other, and analyze the most important factors shaping strategy in a particular context; and appraise the difficulty of translating military power in general and airpower in particular into desired political outcomes. The course serves as the foundation for further study of strategy in other resident courses that examine the national security decision-making process and the application of military power as a means to attain national objectives.

**WF 6501 Future Conflict and Air Warfare****2 Semester Hours**

The Future Conflict and Air Warfare course focuses on assessing issues associated with the future employment of joint airpower. The rapid pace of change occurring throughout the world compounds the uncertainty and complexity of the future operating environment. If the Air Force is to continue to succeed, we must consider both the challenges and opportunities we will face in air, space, and cyberspace. Once students have developed an appreciation of the anticipated challenges to future Air Force core missions, the course focuses on the integration that airpower into future joint operating concepts.

**WF 6502 Theater Strategy and Campaigning****4 Semester Hours**

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

**RS 6600 Regional and Cultural Studies****4 Semester Hours**

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

**GS 6700 Global Security****3 Semester Hours**

The Global Security (GS) course is designed to give students the ability to evaluate today's complex, interdependent, and dynamic international system and how it affects global, regional, and national security. The course uses a comparative approach to identify growing and emerging security concerns; analyze state capacity, nationalism, globalization, and power politics from a region-to-region perspective; examine the roles state and nonstate actors play in addressing key issues that shape the global environment; assess potential challenges to US security; and evaluate the relationship between economic factors and international security. The GS course follows and is symbiotic with the RCS program. It capitalizes upon students' experience from their RCS academics and field study.

**WG 6800 Global Challenge Wargame****2 Semester Hours**

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

## Grand Strategy Concentration Course Descriptions

### **PC 1100 Academic Prep**

**0 Semester Hour**

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

### **RE 6100 Research**

**5 Semester Hours**

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

### **LD 6250 Joint Strategic Leadership**

**5 Semester Hours**

The JSL course introduces and reinforces concepts and skills required to lead large, complex organizations in a rapidly changing strategic environment with emphasis on strategic communication and influence, organizational change and transitional leadership, strategic thinking, and ethical reasoning. The JSL course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical and strategic thinking, and moral reasoning. At the conclusion of the JSL course, students will be able to lead

successfully as senior leaders in JIIM environments, exhibiting the traits essential to the profession of arms. The Grand Strategy execution of this course may include additional readings and other requirements as determined by the course instructor. Additionally, during the course, GSC students will complete two leadership field studies to engage with military and civilian strategic leaders to enhance their learning. The first of these will be to the city of Atlanta, Georgia, meeting with government and business leaders. The second is an historical leadership field study to Gettysburg, Pennsylvania, focused on evaluating strategic leadership decision making.

**FS 6450 Grand Strategy/US Decision-Making** **8 Semester Hours**

This semester-long course consists of 40 instructional periods and immerses students in an intensive and wide-ranging study of grand strategy. In the first block of the course, students examine a series of case studies of the formulation and execution of grand strategy by rising powers, declining powers and hegemonic powers seeking to maintain their status in a variety of historical and regional contexts. The intent is to expose students to examples of the strategic art as practiced by decision makers in other states and other periods of history. This will provide students with valuable comparative context for the study of American grand strategy. It will also encourage them to consider the role of culture and historical context in shaping the strategic priorities and decisions of states and leaders. In the second block, the focus turns to American grand strategy and US governmental decision making. This block will cover topics of importance to American grand strategy in more depth than is possible in the core curriculum. Topics include offshore balancing, liberalism, unipolarity, retrenchment, nuclear statecraft, credibility, and leaders and domestic politics. This course is only available to students in the Grand Strategy Seminar. Following the academic portion of this course, students plan and participate in a four-day field study to Washington, DC, to discuss course topics with senior military and civilian governmental leaders. Planned field study locations include the Pentagon, DOS, National Security Council, Congress, and various Washington-centered think tanks.

**WF 6550 Campaign Design and Execution** **7 Semester Hours**

The Campaign Design and Execution course evaluates the development of theater strategies and campaign plans and their execution in the contemporary operating environment. It also assesses the integration of joint, inter-agency, and multinational capabilities, as well as the joint air domain, in contemporary campaign planning and execution. The course consists of in-depth

case studies of Operations Enduring and Iraqi Freedom, evaluating each phase of these campaigns chronologically, including an assessment of the application of joint, service, and interagency doctrines and capabilities. Focus is placed on the strategic and operational levels of war. The course uses a book-based approach in which students will read most or all of a number of contemporary books on the wars in Iraq, Afghanistan, and Libya and concludes with a student-led campaign assessment focusing on a recent conflict, based on the current situation and formulation of a campaign design that achieves US strategic objectives. Additionally, students will, once again, put course learning objectives to the test with an intensive field study to various combatant commands meeting with senior military and civilian leaders at those commands.

### **RS 6600 Regional and Cultural Studies**

**4 Semester Hours**

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

### **GS 6750 Global Security**

**3 Semester Hours**

The purpose of this course is to enable senior officers to master the complexity of security issues in selected regions of the world through the application of specific themes to facilitate both international relations and comparative analysis. The selected themes are: (1) Power Politics and Threats to Global Security from Strong States; (2) Weak States and Non-State Threats to Global Security; and (3) Enhancing Global Security: Globalization, Democratization and Global Governance. The course focuses on Asia and the security dilemma produced by power politics and strong states and on the Middle East, Africa, and Central America and the impact of weak states and nonstate threats. The contribution of Europe through the North Atlantic Treaty Organization (NATO) to global security is considered under the theme of enhancing global security.

The three themes form the basis for grand strategy decision making and help pave the way for choices on options, costs, risks, and acceptability of particular strategic choices in different contexts. The course is designed the-



matically with applications, where the thematic readings are reinforced by regional or national applications of the pertinent themes. The Global Security course follows and complements the RCS program, capitalizing upon students' experience from their field of study. The course allows students to develop an analytical framework incorporating the role that factors such as region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.

### **WG 6800 Global Challenge Wargame**

**3 Semester Hours**

Global Challenge is AWC's capstone exercise conducted during the last week of classes. The five-day exercise requires students to demonstrate mastery of concepts taught during the academic year. Students must critically analyze complex political-military situations and articulate recommendations at the national-strategic and theater-strategic levels of war. The aim is to present students with a complex and evolving global crisis, and require seminars to make sound, reasoned recommendations, and to defend those recommendations during rigorous questioning by a faculty panel. Senior faculty panels, assisted by seminar teaching teams, evaluate specific learning outcomes derived from each core curriculum course. GSC students will conduct this exercise in conjunction with Air Command and Staff College (ACSC) multidomain operational strategists (MDOS) acting as senior military HQs while MDOS students focus on operational level planning and execution. GSC students may also conduct a real-world strategy evaluation exercise in support of combatant command ongoing operations.

### **EX 6950 Comprehensive Oral Exam**

**1 Semester Hour**

Comprehensive oral exams are designed to assess a student's ability to synthesize and evaluate the major bodies of evidence and theoretical propositions examined in the course of studies and across the entire GSC curriculum of instruction. A panel of three faculty members conducts an intense question-and-answer session of approximately two hours with a single GSC student. The student must demonstrate a high level of synthesis for all GSC courses and experiences and lucidly present a comprehensive vision of the development of grand strategy from a historical perspective, in contemporary America, and into the future. Comprehensive oral exams will be assessed on either a standard letter grade or similar scale. Failure results in students graduating without the GSC designation in their personnel records.

## Air War College Resident Curriculum Electives

All students within the regular curriculum must complete four semester hours in the electives program. Electives enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest and provide the AWC curriculum with the flexibility to adapt quickly to changes in international and domestic security environments. Some of these electives, along with some of the electives offered by ACSC, will be opened up to allow for participation from students both from AWC and ACSC. Elective course options follow.

### **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 assistant dean of resident programs. Not available as an audit status course.

### **EL 6213 War and Society in Post-War America** **2 Semester Hours**

This elective focuses on the relationship between war and society in the United States since 1945, with a particular focus on two core themes: (1) the relationship between the military and society in a post-war environment and (2) the relationship of the military to social change. Both of these are of immediate concern to the US military as it disengages from wars in Iraq and Afghanistan and confronts serious choices about personnel policies around issues of gender and sexual orientation among other things. Students will engage in seminar discussions and will conduct supplementary research on topics related to the class. Collectively, students will compile an annotated reading list on these broad and important topics.

### **EL 6232 Right, Wrong, and In-Between: Philosophy and Ethics for Senior Leaders** **2 Semester Hours**

This is a professionally and personally rewarding survey of macroethics and introductory philosophy. Classics from Western philosophy, literature, and film provide the basis for the course material. The course examines what is publicly advertised or socially accepted as “good and right.” We will also explore “core values” which have, over the centuries, been the answers to the questions: What is the best way to live? and What is the best way to lead? The

course surveys the “permanent things”—the ostensibly eternal concepts of righteousness, classical notions of virtue, and eminent ideas of value—with particular emphasis upon moral reasoning and analysis. But all this assumes that there are permanent things. Suppose there aren’t. Maybe everything depends upon time or place or who actually has the power to define core values or what is good.

**EL 6234 Expeditionary Leadership in World War II      2 Semester Hours**

Eric Larrabee’s *Commander in Chief* is as good a case study file of biographies of World War II leaders as appears anywhere. This course dissects Larrabee’s biographies and looks at James Stokesbury’s short history of the war to provide reference points and target sets.

**EL 6235 Legally Leading the Fight: Military Operations and the Law      2 Semester Hours**

This seminar will address key legal issues facing today’s military commander, including military justice, freedom of speech, freedom of religion, the commander-staff judge advocate relationship, combatting sexual assault, and ethical requirements and pitfalls. Students will read selected articles prior to each session and will be ready to discuss and evaluate how legal issues affect a commander’s ability to exercise command over his or her unit.

**EL 6238 Negotiation Theory and Application      2 Semester Hours**

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

**EL 6239 Cross-Cultural Perspectives in Negotiations      2 Semester Hours**

This course develops the understanding and skills needed to better negotiate conflict resolution between parties with cultural and/or organizational differences in their approach to negotiations and/or conflict management. Emphasis

is placed on cross-cultural factors and their impact on the negotiating styles and strategies of the involved parties. Topics in the course include how different cultures view and use the concepts, processes, and intended results of a negotiation. This course is built around faculty and guest presentations, mini lectures, application and assessment exercises, and seminar discussion.

**EL 6240 Overcoming the Fog of Culture Tools  
for the Senior Warfighter**

**2 Semester Hours**

From Bagram, Iraq, to the Horn of Africa and from Incirlik, Turkey, to Yokota, Japan, today's senior military leaders operate in culturally complex environments, working daily with host nation counterparts, nongovernmental organizations (NGO), international organizations, and civil society. A slew of recent guidance documents make it clear that culture is now a core war-fighting competency in the DOD. This places enormous expectations on senior officers to adapt their leadership and strategic skills. However, most force development efforts to date have focused on junior personnel and tactical/operational requirements. This elective helps fill this void, providing a concrete set of tools and perspectives to help senior officers provide the nation with effective global vigilance, reach, and power. Specific topics include the cultural observe, orient, decide, and act (OODA) loop; culture and strategic communication; working through interpreters; protecting cultural property; and more.

**EL 6241 Just War: Classical Wisdom and  
Contemporary Conflict**

**2 Semester Hours**

Despite Carl von Clausewitz's famous dictum that "war is an act of force that can theoretically have no limits," political, military, religious, and social leaders do seek to restrain both the occasions for war and the means of fighting. Just war theory is useful for structuring the terms of debate about the justice and injustice of particular wars and tactics. Any question of significance to students (regarding ethics and war) will be fair game in this seminar.

**EL 6243 Leaders by Design**

**2 Semester Hours**

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

**EL 6244 Leading Change—Continuous Process Improvement  
for Strategic Leaders** **2 Semester Hours**

This course is designed for highly motivated students who see the need for change in military organizations but question the direct applicability of business practices to the military context. In a leadership environment characterized by decreasing budgets, personnel shortages, and aging equipment, pressure to find efficiencies while improving effectiveness will only grow. Through the study of books and articles written by some of the most respected authors in the field, visual media, site visits, case studies, and classroom discussion, students will gain a practical understanding of techniques for successfully leading change. The course introduces the concepts of continuous process improvement while avoiding a litany of Japanese terms (*gemba*, *andon*, *kaizen*, *heijunka*, *kanban*, and so forth) or hours spent perfecting Balanced Scorecard Power-Point briefings. International Fellow resident diploma students receive audit status for this course.

**EL 6261 Commanders and the Law** **2 Semester Hours**

The increasing deployment operational tempo and the issues arising during Operations Enduring Freedom, Iraqi Freedom/New Dawn, and Noble Eagle have caused the US armed forces to carefully examine the legal framework within which military forces operate, whether domestically or during international operations. The military's role in homeland security and defense, resulting in closer cooperation with and support of civilian law enforcement and disaster relief authorities, has intensified the complex role of commanders and senior military leaders. At the same time, US forces deployed throughout the world are encountering a host of novel or unanticipated operational/legal considerations. This seminar will analyze the evolving responsibilities of commanders as the US military continues to conduct its worldwide missions. It will focus on the interface of commanders with operations law, international law, and expeditionary legal issues.

**EL 6262 Developing Your Full Range of Leadership** **2 Semester Hours**

This course begins with an introduction of full range leadership development (FRLD) and describes the importance of relating this model to our everyday challenges (demographics, technology, geopolitical changes, generational differences, organizational, and environmental forces). Next, a short review of salient leadership theories will provide you with a background before you begin an introspective examination of your leadership tendencies. The com-

ponents of FRLD (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, and management by exception) will be the main focus of this course. The final sections will examine how FRLD affects team performance and the relevance to strategic, social, and environmental initiatives. Short case studies will be assigned throughout the course to augment FRLD concepts.

**EL 6310 Guns and Butter: International Economics  
and National Security**

**2 Semester Hours**

Economic factors are of great importance to the foreign and domestic policies of the United States and other countries. What are the United States' economic interests? Does the international economic system make the United States more or less secure? Will the economic growth of China, India, and other developing countries undermine the existing system of international economic management that was, in large measure, created by the United States? Are the political structures that regulate world financial and trading markets sufficient to manage crises, or are fundamental reforms required to provide sustained stability in international economic relations? This course examines the evolution and functioning of the major countries, institutions, and issues in the international economic system as a way of analyzing the relationship between international politics and international economics. The purpose of the course is to critically evaluate the current structure of the world economy and analyze whether it contributes to or undermines the long-term interests of the United States.

**EL 6323 Peace and Stability Operations**

**2 Semester Hours**

This course focuses on the problems of planning, deploying, sustaining, and reconstituting forces in peace and stability operations, including stabilization/reconstruction/phase IV operations. In doing so, it examines the most important peace and stability operations of the past 15 years and the roles played by the military. The course addresses the strategic and operational decision-making and planning processes of the United Nations, the US DOD, regional organizations (including NATO), and coalition partners. The course also analyzes the force structure requirements, capabilities, and limitations of multinational, coalition, and joint forces in meeting security objectives, especially in the execution of peace and stability operations and postwar reconstruction.

**EL 6331 Central Intelligence Agency (CIA) Roles, Missions, and Military Support (Classified, US Personnel) 2 Semester Hours**

To successfully craft national security policy, the US government requires intelligence—accurate, timely, relevant information and analysis—about current or projected threats to US national interests. The CIA’s primary mission is to support the White House by collecting, processing, analyzing, and disseminating strategic intelligence to support the policy process. The CIA supports other agencies and departments, including the DOD, across the spectrum of conflict. As the United States seeks to better integrate all elements of its national power, successful military leaders will need to understand the capabilities and limitations of intelligence to effectively use it in the planning and execution of joint, interagency, and coalition operations.

**EL 6341 Diplomacy and Breakthrough Negotiations 2 Semester Hours**

This course will provide students in-depth and first-hand insights into the role of diplomacy in international relations, with emphasis on breakthrough negotiations. Cases covered will be mostly those in which negotiations were either a consequence of war or were connected to significant military deployments. The interplay between military and civilian roles and objectives will be a recurring theme—especially in these in-depth studies: (1) the Dayton Accords, (2) the Panama Canal Treaties, and (3) the US/Egypt/Israel Camp David Accords.

**EL 6351 Power, Freedom, and Conflict: Foundations of International Politics 2 Semester Hours**

Contemporary conceptions of the state, democracy, human rights, the international system, and the appropriate goals of national security policy are the outcome of longstanding debates among the great thinkers in our political tradition. In this course students will read and discuss selected writings in political philosophy, history, and literature and practice applying them to contemporary approaches to international politics that have been introduced in FS and NS-DM. Some of the questions to tackle include the following: (1) How does the political community educate good citizens? (2) And good soldiers? (3) Are they the same thing? (4) What is the proper goal or purpose of a political community? (6) Does it have a goal or purpose different from the goals or purposes of its members? (7) How do we reconcile conflicting goals and purposes? (8) Do these goals and purposes stay the same from age to age, or do they change? (9) Is there political “progress?” (10) Is there such a thing as a “state of nature?” (11) Can relations between different political communities ever transcend the state of nature?

**EL 6416 Great Power Rivalries, Faulty Assumptions, and Strategic Dilemmas: Reexamining the First World War at Its Centenary** **2 Semester Hours**

The First World War offer a fascinating tableau of great power rivalries, alliance dynamics, and the drive toward escalation, coupled with a desperate search for new strategic and operational concepts once initial war plans failed disastrously. Focusing on strategic decision making, this elective will examine great power rivalries and the causes of war; the perils of inflexible war plans based on faulty assumptions; the expansion, intensification, and escalation of war; the search for strategic alternatives (Gallipoli, unrestricted submarine warfare); frontline morale, mutiny, and the home front; the final offensives; and war termination. Drawing upon core concepts from the FS course, the elective will analyze the difficulties of devising and implementing strategic concepts, the challenges of alliance and coalition warfare, and the difficulty of building a lasting peace once the fighting ends.

**EL 6426 Group Research: Airpower Studies (Classified, US Personnel)** **4 Semester Hours**

This is a two-part seminar consisting of 20 instructional periods and will include students from AWC and ACSC. The first phase focuses broadly on readings, doctrine and discussions of airpower, national security, and military operations. The second phase continues with a more focused study and the development of research projects that meet the requirements of this research seminar, support the student's PSP for AWC, and assist larger USAF requirements.

**EL 6444 Russia, Its Military, and the Use of Armed Force** **2 Semester Hours**

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



**EL 6463 Coalition Warfare in Grand Strategy** **2 Semester Hours**

Increasingly, one hears the lament that in times of conflict, coalitions cause more problems than they solve. Coalitions, we are told, can be kept to a bare minimum or eliminated altogether. 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. Rather, history shows that coalition warfare, when properly conceived and conducted, is the more powerful, flexible, and resilient form of warfare. Yet coalition warfare, for all its strengths, does bring with it numerous challenges and potential pitfalls of which the military professional must be aware.

**EL 6469 Ethics and the Legitimate Use of Military Force** **2 Semester Hours**

Values and perspectives help determine normative standards of human behavior, and these, in part, serve to influence individual and collective behavior. The course will examine a variety of ideological and philosophical perspectives and certain non-Western perspectives, including Islamic, Hindu, and classical Chinese perspectives concerning the legitimate use of armed force. Finally, these various perspectives concerning the legitimate use of armed force will be used as a basis for formulating individual beliefs and approaches about the decision to use armed force and the degree to which force should be limited in its application.

**EL 6471 Development of Expeditionary Airpower** **2 Semester Hours**

The US Air Force and a number of its closely allied airpower partners have considerable experience in the employment of air, and later air and space, power in an expeditionary role. Understanding through evaluation of how the operational and strategic concepts of employment developed is the focus of this course.

**EL 6472 Communicating for Effect: Global Media Engagement Battlespace** **2 Semester Hours**

Senior military leaders must understand the information environment; how it can be exploited for military gain; the statutory and policy limitations our government places on the exploitation of information and the mass communication mediums it passes through; what effects various public affairs actions, integrated into information operations, can generate on US citizens, allies, and adversaries; what measures must be taken to safeguard information

and communication mediums; and how the evolving opportunities and challenges in the information environment affect military decision making. This elective provides a broad-brush approach to how military public communication—in particular, global media engagement—contributes to the exploitation of the information environment. This approach explains how the unique capabilities of joint public affairs operations contribute to achieving effects to ensure successful joint force employment.

**EL 6476 Extended Deterrence****2 Semester Hours**

The Extended Deterrence course introduces students to the core concepts that comprise nuclear deterrence. However, instead of focusing largely on American deterrence theory, doctrine, and policy, this course examines these aspects of American, British, Russian, French, Chinese, Indian, Pakistani, and North Korean deterrence thinking and action. This offers the opportunity to compare the differing strategic approaches of nuclear powers. This course is open to international students and is designed to build a foundational understanding of nuclear deterrence and the motivations of states as they pursue nuclear weapons programs.

**EL 6477 War, Colonialism, and Revolution  
in Asian History: East Meets West****2 Semester Hours**

From the first interactions between the peoples of the Asia–Pacific region and Western powers, relations have been characterized by conflict and competition, by challenge and response. This course examines social and cultural phenomena that drove conflicts between Eastern and Western powers and how Western ideas played a role in the character and outcome of these wars. We will examine wars of colonization and the resulting revolutionary movements that emerged to overturn European colonialism. Conflicts under study will include the Opium War of 1842, the Boxer Rebellion of 1900, and the Taiping and Tay Son rebellions, along with more contemporary wars against colonialism in Vietnam, Malaya, and Indonesia. The course will also make a brief examination of revolutionary wars where Western ideas and actions in the region drove civil war and ideological genocides, such as the Khmer Rouge era in Cambodia. Finally, the course will explore the ways in which the colonial and postcolonial periods have influenced present-day foreign relations and security arrangements between the Asia–Pacific states and Western nations. As a whole, the course will draw strategic-level lessons to inform contemporary US policy in this vital region.

**EL 6487 Strategy, Technology, and War****2 Semester Hours**

War is both a profoundly human and technological phenomenon. Innovations in weapon technology and employment can change the conduct and outcome of battle, with tremendous consequences for societies. At the same time, cultural, industrial, and bureaucratic factors in society shape the form and function of military technology. Consequently, the course is a focused study of the drivers of military innovation and change. The course analyzes the process of innovation and change at multiple levels: conceptual, societal, resource driven, organizational, and individual. While following a loosely chronological organization, the course will not cover military innovation and change during all periods and places. Instead, it incorporates 10 key books providing different perspectives and approaches to understanding military innovation as well as its intersection with national power and strategy.

**EL 6489 Contending with Cultures of Corruption****2 Semester Hours**

In this course, we will analyze the phenomenon of corruption from three primary perspectives: corruption as an economic problem, a political problem, and a sociocultural problem. Through this approach, we will highlight multiple academic and policy perspectives in order to offer students a multidisciplinary analytical toolkit to take into their future work. We will also apply these perspectives to obstacles faced during military planning and operations.

**EL 6492 Traditional and Tribal Cultures  
in the Twenty-First Century****2 Semester Hours**

In this class, we will use historical and contemporary examples to come to an understanding of the core nature of tribal and traditional communities. We will use multiple examples from the United States and around the world, to not just ask “why failure and conflict” but also “what have we learned?” and “what could have been done differently?” Students will be able to recognize the nature of traditional societies, the challenges these societies face in adapting to the modern context, and the ways these cultures change through the forces of globalization.

**EL 6493 The American Civil War: Campaign Analysis****2 Semester Hours**

Generations of military officers have used campaign analysis as one of their primary methods for professional growth. This course follows this time-honored practice in examining, understanding, critiquing, and deriving applicable lessons from Civil War campaigns. The intent is to help students become

thoughtful critics of military operations, past and present—“wise forever” rather than merely “clever for the next time.” The method employed blends classical military theory, traditional campaign analysis concepts, and current service and joint doctrine. By “reverse engineering” Civil War campaigns, midcareer professionals will have a deeper appreciation of the subtleties and difficulties of planning and executing twenty-first century military operations.

**EL 6515 Defense Acquisition: Providing  
Military Capability to the Warfighter**

**2 Semester Hours**

Defense acquisition is a political and administrative process by which the department converts material resources into military capabilities. This course will examine the basics of acquisition, including research, development, test, and evaluation; procurement; and life-cycle support. It also will examine the intersection with the user community, as well as with industry and foreign states. As the acquisition system evolves continually, the course will study some of the internally and externally driven changes affecting the current process.

**EL 6516 Politics of Nuclear Weapons**

**2 Semester Hours**

This course investigates a series of key questions dealing with nuclear weapons. For instance, why do countries pursue the bomb? What are the consequences of nuclear proliferation? What is ethical and unethical in regard to the bomb? What should the United States and other actors do to discourage and to prevent proliferation? How worried should we be about nuclear terrorism? How healthy is the nuclear nonproliferation regime, and how can it be strengthened? How “safe” is the US stockpile, and what should be done to prevent nuclear accidents? And, how should the US nuclear force posture change? Even the most casual observer of international politics recognizes the importance of such questions.

**EL 6517 The Air Force in Fact, Fiction, and Film**

**2 Semester Hours**

Throughout the century of manned flight in the United States, a rich body of notable and critically acclaimed literature and film regarding the US Air Force has accumulated. In many cases, these literary and cinematic portrayals reflect the strong efforts by the Air Force as an institution to get its strategic message out to the wider public. In other cases, these works accurately reflect the challenges of leadership, command, technical competence, and the pressure of combat upon airmen and leaders. And in still other films and books, the Air Force and its culture are either reflective of the Air Force experience or presage the stereotypes of behavior and attitudes of Airmen.

**EL 6538 The US Marine Corps and the Development of Expeditionary Maneuver Warfare** **2 Semester Hours**

This course is designed for non-Marine students desiring a greater understanding of expeditionary operations of the Marine Corps. The course will explore the historic (maritime) roots of the Marine Corps doctrine and its evolution into the modern concepts of expeditionary maneuver warfare, sea-basing, operational maneuver from the sea, ship to objective maneuver, and sustained operations ashore. The course will cover current service organization, structure, and Marine Air-Ground Task Force operations and conclude with future operating concepts, focusing on the emerging antiaccess/area denial (A2/AD) threat.

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

**EL 6541 EL 6541 The Twenty-First Century Navy** **2 Semester Hours**

This is a team-facilitated course by US Navy faculty with backgrounds in naval aviation, undersea warfare and submarines, surface warfare, and expeditionary warfare designed for non-Navy students desiring a greater understanding of the US Navy contributions to the operational and strategic levels of warfare. The course will explore the historic roots of the US Navy's strategy, doctrinal development, and war-fighting capabilities. Students will be given instructional periods on US Navy history, strategic vision, operational initiatives, and full-spectrum capabilities in support of today's joint operations. The course covers current service organization, composite warfare structure, and ongoing operations and concludes with future operating concepts with a specific focus on emerging A2/AD threats. This course is highly recommended as a precursor to those students interested in EL 6538, The US Marine Corps and the Development of Expeditionary Warfare.

**EL 6542 Command and Control  
of the Air Environment****2 Semester Hours**

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

**EL 6543 America's Army****2 Semester Hours**

This course is specifically designed for non-Army students who want to gain greater understanding about the Army. The Army as an institution is explored with emphasis on organization, training, operations, and future challenges. Students will gain an awareness of Army culture and an appreciation for what the Army can provide to a regional combatant or joint task force commander. Lessons will cover Army force structure, capabilities, limitations, training, doctrine, operations, and future challenges. The course will have a field studies trip to Fort Benning, Georgia, where students will observe the Army's training organizations and discuss the effects as the Army transitions. The course culminates with a guest lecturer that will offer his or her perspective on organizational issues confronting today's Army and provide a distinctive view of leadership and training challenges.

**EL 6544 Intelligence, Surveillance, and Reconnaissance Operations  
(Classified, US Personnel)****2 Semester Hours**

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

**EL 6545 Special Operations 101**  
**(Classified, US Personnel)**

**2 Semester Hours**

This course provides an understanding of the organization, capabilities, and missions of US special operations forces (SOF) with particular focus on their support to the combatant commanders. It provides an awareness of the roles of the assistant secretary of defense for special operations and low-intensity conflict and the Joint Staff J-3 Special Operations Division. The course analyzes the integration of joint SOF capabilities with conventional forces; looks at SOF equipment, training, and support; and considers mission employment, civil affairs, and psychological operations.

**EL 6546 Total Force**

**2 Semester Hours**

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

**EL 6547 Logistics of Waging War**

**2 Semester Hours**

Forming the bridge between the nation's economic resources and its war-fighting forces, DOD logistics is "the process of planning and executing the projection, movement and sustainment, reconstitution, and redeployment of operating forces in the execution of national security policy." The purpose of logistics is to create, sustain, and deliver support for combat power. The challenge is to create the maximum combat effectiveness within the constraints imposed by our nation's resources. This elective examines lean thinking processes and logistics issues including acquisition, sustainment, and movement of forces that affect military, especially air, space, and cyberspace combat power.

**EL 6548 Intelligence, Surveillance, and Reconnaissance and  
 Cyberspace (Classified, US Personnel)**

**2 Semester Hours**

Access to cyberspace is increasingly critical to meet joint and allied requirements for freedom of maneuver in all domains. Evolving information systems technology has turned the cyber arena into a multidimensional attack

space that extends the conventional landscape to a virtual domain where key economic and national security assets are exposed to significant threats. This course examines the role of ISR in cyberspace. It begins with an overview of ISR at the strategic level of war and an examination of the cyber threat dynamic—the environment, the threat, and the convergence of the effects of the cyberspace environment and the threat. It then discusses the legal issues associated with the cyber domain and concludes with an in-depth examination of the three pillars of cyber operations: exploitation, defense, and attack.

### **EL 6549 Introduction to the US Intelligence Community**

**2 Semester Hours**

Intelligence reporting from the US intelligence community (IC) informs and often drives US policy. The information provided by the IC provides the factual context for the US National Security Strategy and heavily influences government strategies, policies and decisions across the full spectrums of diplomacy, information, defense and economics. This course first establishes the global threat environment, integrating and synthesizing the instruction received during core curriculum. Students will then be exposed to the structure and functions of the IC components an intelligence cycle, the Office of the Director of National Intelligence's strategy for mission integration, intelligence enablers and oversight, ethical consideration in intelligence, and intelligence collaboration.

### **EL 6550 Developing Counter-WMD Policy and Strategy (SECRET—US Only)**

**2 Semester Hours**

This elective is a companion-piece to the Arms Control and Non-Proliferation course. Given the threatened use of nuclear, biological, and chemical (NBC) weapons and chemical, biological, and radiological (CBR) hazards, the US government must articulate its policies to allow the deliberate development of strategies that will enable the successful alignment of resources, personnel, and priorities to achieve its policy goals. The DOD, and as a result, the Air Force, must understand the “whole of government” approach to countering the adversarial efforts by nation-states that have offensive weapons of mass destruction (WMD) programs and substate groups that seek out CBR hazards for use against unprotected civilians. This course will outline the general process by which the DOD and Air Force develop, implement, and evaluate counter-WMD policy and strategy to meet national guidance. It will be particularly useful for personnel going to the Air Staff, Defense Threat Reduction Agency, or US Strategic Command.



**EL 6551 Group Research: Deterrence and Nuclear Issues****(Classified, US Personnel)****4 Semester Hours**

This two-term course includes students from AWC and ACSC who will examine an overarching deterrence and nuclear focused research question throughout the course. Students will gain advanced knowledge of deterrence concepts, nuclear policy, and nuclear strategy and operations. Over the terms, the course will explore four core issues: (1) nuclear deterrence in concept and application since the advent of nuclear weapons; (2) the US nuclear enterprise (i.e., the components, organizations, and rules related to maintaining the competence and reliability of the US arsenal); (3) the global nuclear landscape (i.e., competing explanations of proliferation, how proliferation affects international stability, and the threat posed by nuclear terrorism); and (4) the process by which the Air Force operationalizes deterrence. Students will engage these topics through classroom discussions of relevant academic material, two field-study trips (typically Washington, DC, and Albuquerque, New Mexico), student presentations, and a nuclear war game.

**EL 6554 Space Operations****(Classified, US Personnel)****2 Semester Hours**

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

**EL 6560 Homeland Security****and Defense (Secret)****2 Semester Hours**

The purpose of this course is to look at the threats to the US homeland, its vulnerabilities, and the actors, organizational structures, plans, policies, programs and the resources required to defend the country against such threats.

**EL 6564 Combating Terrorism:****A Whole of Government Approach****2 Semester Hours**

Easier access to and the use of more lethal forms of terrorism threaten the ability of nations to maintain the secure, stable environment essential to en-

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

**EL 6582 Nonlethal Weapons: Support to Twenty-First Century Warfare and Homeland Defense** **2 Semester Hours**

This course is a combination of integrated lectures, in-class exercises, and a range period that provides field commanders, staff planners, and those who support the war fighter with information on the utility and limitations of non-lethal weapons (NLW). It covers all NLW technologies being assessed, developed, and fielded by the DOD. Additionally, the medical, legal, ethical, political, and public perception issues are analyzed to provide students an appreciation for the planning factors that must be considered prior to employing NLWs.

**EL 6590 Joint Land, Aerospace, and Sea Simulation (Classified, US Personnel)** **4 Semester Hours**

Joint Land, Aerospace, and Sea Simulation (JLASS) focuses on the strategic and operational levels and is played by students from all senior-level colleges (SLC). JLASS follows the latest planning procedures using the full range of military operations set in the western Pacific, northern Africa, Southwest Asia, and the US homeland in the year 2021. In the distributed planning phase, students play from their own schools and develop options in response to multiple regional crises. They prepare campaign plans in coordination with other SLCs to support combatant commander objectives in the event of a major operation/campaign. JLASS culminates with a war-fighting exercise that brings SLC teams together at Maxwell AFB, Alabama.

**EL 6596 Group Research: Cyberspace (Classified, US Personnel)** **4 Semester Hours**

This is a two-part seminar consisting of 20 instructional periods and will include students from AWC and ACSC. The first phase focuses broadly on readings, doctrine and discussions of cyber power, national security, and mili-

tary operations. The second phase continues with a more focused study and the development of research projects that meet the requirements of this research seminar, support the student's PSP for AWC, and assist larger USAF requirements.

### **EL 6619 Napoleonic Warfare**

**2 Semester Hours**

Revered for his military genius, Napoléon Bonaparte ushered in the birth of modern operational art. Using Clausewitz's model for historical analysis, this class will examine in detail his campaigns to understand the keys to his success and well as his eventual downfall. By using his campaigns as case studies, this course will examine a variety of relevant topics such as joint ops, the connection between policy and military strategy, civil-military relations, just war theory, counterinsurgency, stability operations, the Western way of war, and so forth. No prior knowledge of Napoleonic history is required as the course is designed for non-historians.

### **EL 6621 Understanding Clausewitz**

**2 Semester Hours**

The subject of this course is Clausewitz's *On War*, often identified as the most important book written about military conflict. But despite its reputation, *On War* is seldom read in its entirety, is more often than not quoted out of context, and is generally not very well understood. It can be difficult to read and has been characterized as poorly organized, elusive, incomplete, and obsolete. The overall objective of this course is to make *On War* understandable as a whole work and to equip you to analyze and evaluate the efficacy of Clausewitz's thought. The course combines a number of different approaches to understanding *On War* pioneered by scholars to include Hew Strachan, Peter Paret, Jon Sumida, and others. Such approaches will include examining the purpose and nature of the work, Clausewitz's ideas on strategy and victory, the dialectic in *On War* and several others. But first and foremost the course is about reading and engaging with *On War* itself. Note: Though the reading load each week in this course is not excessive, the course will require significant intellectual effort to get the most out of the course readings and class discussions.

### **EL 6740 Chinese Aerospace Power and Regional Security**

**2 Semester Hours**

China's leaders and strategists believe aerospace development should proceed in keeping with their nation's growing comprehensive national power. China's aerospace development, while still uneven, has been comprehensive

in nature since the end of the Cold War. It is proceeding at a scale matched by no other developing country and at a pace matched by no other great power. Aerospace capabilities already undergird China's antiaccess strategy, which would challenge US presence and allies' security in the region. At the same time, Washington and Beijing share many common interests, including the desire to avoid war and promote domestic economic growth. For all these reasons, it is critical to US national security interests to understand the goals and trajectory of Chinese aerospace development. This elective will enable students to better understand the development of Chinese aerospace power in order to make the best policies toward constructive relations with China, if possible, and to safeguard US interests.

**EL 6743 Globalization****2 Semester Hours**

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

**EL 6747 Cultures of Violence****2 Semester Hours**

This course examines areas and activities around the world where chronic violence has created ungoverned spaces and anarchic behavior. The course examines weak states and the violence that can erupt in poorly governed spaces—for example, militia warfare, organized criminal groups, and traditional armed groups such as the pastoral warrior societies of East Africa. The seminar will also consider activities that flow from and to the cultures of violence, such as arms trafficking, resource theft, conduct of refugee communities, child soldiers, and trafficking in humans and drugs. The course will cover, among other topics, urban gangs in Latin America and Papua New Guinea; militias in Africa; tribal and ethnic groups in Yemen, Somalia, and Pakistan; violence in Colombia; and organized crime in the Caribbean and Europe. This course is concerned with behavior, activities, and other areas that fall through the cracks when studying more formal state-on-state conflict. This seminar will investigate the messy and dangerous world where violence is endemic and has created its own environment of power politics, control structures, and aberrant economic activity.

**EL 6748 Genocide, Ethnic Cleansing,  
and Mass Killings**

**2 Semester Hours**

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

**EL 6749 China's Use of Force:  
Past, Present, and Future**

**2 Semester Hours**

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

**EL 6750 Chinese Domestic Politics**

**2 Semester Hours**

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

## Additional Events and Programs

**National Security Forum.** The National Security Forum (NSF) is an event sponsored by the secretary of the Air Force and hosted by AWC during the week before graduation. It is the capstone event of AWC's academic year. The NSF brings together approximately 125 civilian leaders with diverse backgrounds from locations around the United States to join with the AWC class. The primary objective of the NSF is a frank and candid exchange of views on national security matters among our invited guests, AWC students, and senior military and civilian leaders. The week is devoted to exploring the many issues that affect the current and future security of our country, focusing heavily on the role of air and space power as an instrument of national security. The forum's distinguished speakers, seminars, and social functions serve to broaden and solidify the participants' understanding of air and space power and national security issues.

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

**Executive Leadership Feedback Program.** The Executive Leadership Feedback Program (ELFP) offers a unique state-of-the-art program that uses a 360-degree multirater assessment (self-ratings compared to ratings by superiors, subordinates, and peers) and allows a comparison of how individual ratings measure up to those of other senior service college students. The ELFP also combines a detailed assessment of personality attributes arrayed with relevance

toward strategic leader competencies (e.g., personality attributes related to negotiation, interpersonal leadership), as well as an assessment of team roles, and offers raters the opportunity to provide text comments for developmental purposes. An individualized, 104-page leadership assessment portfolio report is generated for each student, and one-on-one feedback is provided by a member of the ELFP who is certified to provide the feedback. The results are presented with the intent of enhancing self-awareness to focus and accelerate leader development in our students.

**Language Programs.** English as a second language (ESL) is taught by the IOS for selected international officers only and provides intensive work in the English language. US and international students may participate in language courses taught by the Defense Language Institute. These noncredit, non-graded courses are optional and not at the graduate level and therefore do not count toward the master's degree or AWC graduation requirements.

## **Master of Military Operational Art and Science Resident Program**

### **Air Command and Staff College**

*Internet Address*

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

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

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

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

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

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

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

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



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

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

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

**Graduation Requirements.** Students fully admitted must complete the following 33-semester-hour ACSC resident program. Students must achieve a grade of "C" or higher on each academic course with an overall GPA of 3.00 on a 4.00 scale and demonstrate fully satisfactory participation in other scheduled ACSC programs and activities to earn the master's degree.

### Syllabus

Course Number and Title	Semester Hours
IS 5601 International Security 1	3
IS 5602 International Security 2	3
AP 5611 Airpower 1	3
AP 5612 Airpower 2	3
JW 5621 Joint Warfare 1	6
JW 5622 Joint Warfare 2	3
LD 5631 Leadership	3
RE Research/Electives 1	2
RE Research/Electives 2	2
AP 5651 Airpower Professional Paper	2
WI 5661 War-gaming Internship	12
GE 5671 Gathering of Eagles	Non-Credit
<b>Total</b>	<b>42</b>

**Note:** Courses in the non-master's distance-learning program may not be used to satisfy course requirements of the resident master's degree program.

## Course Descriptions

### **IS 5601 International Security 1**

**3 Semester Hours**

International Security I introduces concepts and theories of international politics that enable students to understand the international security challenges civilian and military leaders face. The course also helps students recognize the cognitive frameworks and domestic political processes through which policy makers, diplomats, and commanders interpret the international security environment in order to craft and execute national policy. Students analyze and assess global and regional security issues which affect the maintenance of international order and influence the US national security agenda.

### **IS 5602 International Security 2**

**3 Semester Hours**

International Security 2 introduces military theory, focusing on issues such as the nature and evolution of warfare, the range of military operations, the operational art, and the future of armed conflict. While International Security 1 set the context of the international environment, this course focuses on the military instrument of power within that global context. Through this examination, midcareer professionals will have the tools to apply the lessons of military theory and armed force to operational challenges facing the United States and its essential partners.

### **AP 5611 Airpower 1**

**3 Semester Hours**

Airpower 1 examines the emergence of airpower up to the advent of the atomic age. In particular, the course analyzes the development of key ideas, capabilities, organizations, and practices that framed the conduct of air warfare in the first half of the twentieth century, and whose various legacies continue to inform debates about airpower's purpose, utility, and effectiveness to this day. Course readings, lectures, and seminar discussions focus on three broad themes: the advent of airpower as a viable solution to the problem of positional warfare, the utility of the air weapon as a crucial component of operational maneuver warfare, and the effectiveness of airpower of an integral instrument of national policy and strategy.

### **AP 5612 Airpower 2**

**3 Semester Hours**

Airpower 2 analyzes the historical, current and potential future utilization of air, space and cyber assets in military conflicts, with emphasis on the history and development of American airpower since 1947. Students will study

and think creatively about how leaders and organizations have leveraged war in the third dimension to create a more effective joint operating environment, while considering the relationships between strategy, doctrine, and technology. The historical period of the course material takes the airpower narrative from the foundation of the US Air Force through modern conflicts, concluding with specific roles and missions and a look at the future of airpower, including challenges and opportunities. Course themes include narrating the Air Force story and examining how air forces have historically responded and adapted during periods of significant change.

**JW 5621 Joint Warfare 1****6 Semester Hours**

Joint Warfare 1 provides a foundation in joint force organization and capabilities, and the planning processes by which national military strategy is developed, and translated into plans for joint and multinational operations. Students explore the capabilities and limitations of each military service, and examine the ways in which joint force commanders integrate service and functional components to achieve success at the operational level of war. Students apply the fundamentals of joint operations planning, developing solutions to real-world operational problems.

**JW 5622 Joint Warfare 2****3 Semester Hours**

Joint Warfare 2 builds on the airpower narrative and examines the planning and execution of joint air, space, and cyberspace operations in support of the joint force commander's theater campaign plan, focusing on joint forces air component commander's role in history, doctrine and current operations. Students explore the capabilities, limitations, restraints, and constraints of air, space, and cyberspace forces in meeting national security objectives.

**LD 5631 Leadership****3 Semester Hours**

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

**AP 5651 Airpower Professional Paper****2 Semester Hours**

The Airpower Professional Paper requires students to apply their professional experiences, insights from the ACSC curriculum, and other resources in proposing creative and original solutions to critical airpower problems. A small number of proposals are forwarded to the commander of Air University for review and passed on to Air Force senior leadership as appropriate.

**WI 5661 War-gaming Internship****12 Semester Hours**

Selected students who have completed the OLMP are given the opportunity to broaden their horizons by working in the Lemay Center Wargaming Institute. Under expert mentorship, they learn the theory and practice of war-game design and apply this knowledge in developing wargames that test joint warfare concepts and capabilities in complex and ambiguous operational environments.

**RE Research/Electives 1****2 Semester Hours**

The Research/Electives 1 program complements ACSC's core curriculum, providing an opportunity for students to investigate topics of particular interest in a rigorous fashion under the guidance of a subject-matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported conclusions and recommendations of potential benefit to today's war fighters.

**RE Research/Electives 2****2 Semester Hours**

The Research/Electives 2 program complements ACSC's core curriculum, providing an opportunity for students to investigate topics of particular interest in a rigorous fashion under the guidance of a subject-matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported conclusions and recommendations of potential benefit to today's war fighters.

# Air Command and Staff College

## Resident Curriculum Electives

### AIRPOWER

#### **RE 5400 Gathering of Eagles I and RE 5401 Gathering of Eagles II**

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

#### **RE 5402 Space Horizons (Space Power in an Age of Asteroid Mining) I**

This course acquaints USAF officers with cutting edge future thinking about advanced space technologies and goals related to comprehensive national power in space. It examines space industrialization and development, the role of military research and national policy in creating infrastructure and national wealth, and the role of conceptual leadership by USAF officers to promote change and adaptation.

#### **RE 5403 Space Horizons (Space Power in an Age of Asteroid Mining) II**

This course acquaints USAF officers with cutting edge future thinking about advanced space technologies and goals related to comprehensive national power in space. It examines space industrialization and development, the role of military research and national policy in creating infrastructure and national wealth, and the role of conceptual leadership by USAF officers to promote change and adaptation.

#### **RE 5404 Space Operations**

This elective is for students with a minimal knowledge of space operations. It will address space issues from multiservice and multinational perspectives,

assessing space capabilities, limitations, vulnerabilities, dependencies, and command and control. Students will assess how space systems affect freedom of action in joint war fighting, including the integration of space in the land, sea, air, and cyber domains. Students will assess space-focused ideas that may enhance national security, while evaluating current and future space capabilities.

### **RE 5405 Airpower Vistas I**

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

### **RE 5406 Airpower Vistas II**

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

### **RE 5407 Cyber Horizons I**

This course examines the role of cyberspace in military operations and national level decision making. The course focuses on strategic cyberspace policy, doctrine, and law before moving into analysis of DOD cyberspace operations and ISR. The course concludes with an in-depth examination of threat actors and discussion on trends and future issues.

### **RE 5408 Cyber Horizons II**

This course examines the role of cyberspace in military operations and national level decision making. The course focuses on strategic cyberspace policy, doctrine, and law before moving into analysis of DOD cyberspace operations and ISR. The course concludes with an in depth examination of threat actors and discussion on trends and future issues.

**RE 5409 Cyber Operations**

This seminar will clarify military thinking regarding cyberspace, approaching issues from the perspective of how to operate effectively. Candidates will examine the threat and how forces plan and undertake the three cyber missions: defend, exploit, attack. They will also undertake research in order to develop their own ideas on how to fight in this environment by delivering operational effects.

**RE 5410 Irregular Warfare Aircraft Design Grand Challenge**

This course will drive USAF officers to imagine new solutions to complex problems involving technical and/or mission innovation in an irregular warfare environment. Its major themes are military innovation and irregular warfare, but it will also examine how new military aircraft designs might contribute to the fundamental airpower missions of the twenty-first century.

**RE 5411 Development of Expeditionary Air Power**

This course is designed to examine specific cases studies in the employment of airpower in an expeditionary role aimed at achievement of strategic success in war. The method is to analyze the leadership requirements for strategic success, the logistical and operational factors that impair or inhibit strategic success, and the measures that have been required to ultimately engender strategic success. Failure to achieve success is important to any well rounded consideration of such a strategic study of expeditionary airpower in war.

**RE 5412 The Air Force in Fact, Fiction, and Film**

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

## CIVILIAN-MILITARY

### **RE 5413 The State: Hero or Villain?**

This course explores the basis for establishing the western model of the state. Critical to the survival of the western state is the viability of the “social contract.” The social contract refers to the legal and political justifications underlying state authority. In return for the state exercising proper authority and maintaining order, citizens are expected to reciprocate with notions of compliance. To meet its ends, the state therefore has at its disposal several means to compel or punish. This course examines the theoretical basis for this relationship, evaluates the performance record of the modern state, and explores the potential implications for the future.

### **RE 5414 Conflict Economics**

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

### **RE 5415 US Civil-Military Relations**

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

### **RE 5416 Cross-Cultural Challenges of Civil-Military Interactions**

This course analyzes operational aspects of military–nonmilitary interactions through the compatible lenses of culture and systems thinking. The elective is designed to complement the Joint Planning class through a focus on examples of military–nonmilitary partnerships in terms of cultural, organizational, and operational differences and similarities. The emphasis on systems



thinking will help students analyze patterns of behavior across a spectrum of activities, while the attention to culture will highlight military and North American patterns of behavior that we consider “natural” or “normal,” which can seem incomprehensible to others.

### **RE 5417 Civil-Military Relations in the Developing World**

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

## **LANGUAGES**

### **RE 5418 Spanish Language and Cultural Studies I**

This course will focus on language training at the initial acquisition level, providing students with a lifelong skill. Language training, however, will be complemented with academic readings and discussions about the Spanish-speaking cultures. The chosen themes have been selected in combination with the language curriculum and the following domains of culture: political and social relations, economics and resources, history and myth, family and kinship, sex and gender, as well as religion and spirituality. Several domains will overlap in each lesson to provide students with a better insight of Spanish-speaking cultures while connecting their past, present, and future.

### **RE 5419 Spanish Language and Cultural Studies II**

This course will focus on language training at the initial acquisition level, providing students with a lifelong skill. Language training, however, will be complemented with academic readings and discussions about the Spanish-speaking cultures. The chosen themes have been selected in combination with the language curriculum and the following domains of culture: political and social relations, economics and resources, history and myth, family and kinship, sex and gender, as well as religion and spirituality. Several domains will overlap in each lesson to provide students with a better insight of Spanish-speaking cultures while connecting their past, present, and future.

**RE 5420 French Language and Cultural Studies I**

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

**RE 5421 French Language and Cultural Studies II**

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

**RE 5422 German Language and Cultural Studies I**

This course will combine language learning with cultural studies. The target language, German, will be utilized the majority of time while introducing and practicing language skills such as speaking, listening, reading, and writing. English will be used to conduct discussions and presentations with respect to commonalities and differences about themes pertaining to military, societal, and cultural issues.

**RE 5423 German Language and Cultural Studies II**

This course will combine language learning with cultural studies. The target language, German, will be utilized the majority of time while introducing and practicing language skills such as speaking, listening, reading, and writing. English will be used to conduct discussions and presentations with respect to commonalities and differences about themes pertaining to military, societal, and cultural issues.

**RE 5424 Chinese Language and Cultural Studies I**

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

**RE 5425 Chinese Language and Cultural Studies II**

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

**LEADERSHIP****RE 5426 North Star Leadership**

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

**RE 5427 Leading Change—Continuous Process Improvement for Strategic Leaders**

This course is designed for highly-motivated students who see the need to improve military processes but question the direct applicability of business practices to the military environment. In a leadership environment characterized by decreasing budgets, personnel shortages, and aging equipment, pressure to find efficiencies while improving effectiveness will only grow. Students will gain a practical understanding of continuous process improvement

through the study of books written by some of the most respected authors in the field, visual media, case studies, site visits, and challenging classroom discussion.

### **RE 5428 Leaders by Design: Becoming a Leader Worth Following**

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

### **RE 5429 Adaptive Conflict Management: Negotiation and Mediation Theory and Application**

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

### **RE 5430 Cross-Cultural Perspectives in Adaptive Negotiations**

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

### **RE 5431 Enduring Leadership: Moving from Good to Great**

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

### **RE 5432 Right, Wrong, and in Between: Philosophy, Literature, and Ethics for Senior Leaders**

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

### **RE 5433 Developing Joint Leaders**

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

### **RE 5434 Overcoming the Fog of Culture: Tools and Concepts for FGOs**

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

## **MILITARY HISTORY**

### **RE 5435 HEAT Rounds and Home Fires: A War and Society Approach to Military History**

“HEAT Rounds and Home Fires” will explore the argument that these are the issues (Soldiers and societies) that really matter in history because they involve change over time, power, economic issues, societal upheaval, politics, culture, race relations, gender norms, and the domestic military-industrial complex. If one is going to talk about a “revolution in military affairs,” one must be prepared to discuss war and military action.

**RE 5436 Small Wars: Small Wars and Counterinsurgencies in Historical Perspective through Contemporary Small Wars and Counterinsurgencies I**

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

**RE 5437 Small Wars: Small Wars and Counterinsurgencies in Historical Perspective through Contemporary Small Wars and Counterinsurgencies II**

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

**RE 5438 Early American Security Issues and the Twenty-First-Century Military Officer**

This course examines the methods our early military and political leaders used to protect our security interests. Many of our first leaders established precedents that still influence our behavior and policies today. Historical analysis of these precedents can provide timely insights into contemporary issues as well as potential solutions likely to be of acute importance to current and future military leaders.

**RE 5439 “The Terrain Walk,” Learning Leadership from Yesterday’s Battlefields**

The US military has embraced a concept called the “Terrain Walk” or “Staff Ride.” In essence the battlefield serves as an interactive laboratory. During the *terrain walk*, participants review the issues associated with specified leadership

objectives and draw parallels with their own circumstances and experiences. In the course of exploring how historical figures dealt with challenges thrust upon them, participants discover timeless lessons about themselves and their leadership styles. This course will investigate how to develop terrain walks through examples of famous battles/events and conducting one field study locally.

### **RE 5440 Enduring Issues in the Profession of Arms**

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

### **RE 5441 The American Way of War**

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

### **RE 5442 Napoleonic Warfare: The Birth of Operational Art**

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

### **RE 5443 Sea Power until 1815**

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

**RE 5444 Combat Motivation and Morale in Historical Perspective: The American Revolution to the Present**

Using historical case studies of combat experience from the American Revolution to the present, this course examines the complex factors that motivate Soldiers to serve and fight. In each historical case, our inquiry will span the spectrum of motivation including initial motivation, sustaining motivation, and combat motivation.

**RE 5445 The Second World War and the Operational Art**

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

**RE 5446 The American Civil War: Campaign Analysis**

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

**RE 5447 Stars, Circles, and Crosses: Air Forces and Airpower in World War II**

An understanding of the current and future uses of the aerial weapon requires a comprehensive understanding of airpower’s historic role in warfare. By examining the Second World War, a pivotal event in airpower’s development, we hope to better understand the tremendous capabilities and finite limitations airpower offered to each of the principal belligerents. It will focus on developments during the interwar period, tactical and strategic uses of



airpower, land and naval air forces, and the early development of significant modern roles, such as airlift, reconnaissance, and special operations.

### **RE 5448 War of the World: A Global History, 1912–1920**

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

### **RE 5449 Blood and Iron: The Military History of the Western World, 1600–1915**

This course is designed to give students an in-depth knowledge of western military history, from the early modern period to the present. Such a base of knowledge is absolutely vital to the modern military professional. The first half of the course covers the early modern period through the first year of World War I.

### **RE 5450 Blood and Iron: The Military History of the Western World, 1915–2015**

This course is designed to give students an in-depth knowledge of western military history, from the early modern period to the present. Such a base of knowledge is absolutely vital to the modern military professional. The second half of the course covers the period from World War I to the present.

### **RE 5451 Sea Power since 1815**

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

**RE 5452 American Military History**

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

**RE 5453 History of the Vietnam War**

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

**RE 5454 War and Society in Postwar America since World War II**

This elective focuses on the relationship between war and society in the United States since 1945, with a particular focus on two core themes: (1) the relationship between the military and society in a post-war environment; and (2) the relationship of the military to social change. Both of these are of immediate concern to the US military as it disengages from wars in Iraq and Afghanistan and confronts serious choices about personnel policies around issues such as gender and sexual orientation.

**OPERATIONS****RE 5455 Joint Special Operations**

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

**RE 5456 Peace and Stability Operations**

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

so, it examines the most important operations of the recent past and the roles played by the military and civilians.

### **RE 5457 Defending Air Bases in an Age of Insurgency I**

Base defense—defending one’s air assets on the ground—is one of the least understood operational aspects of airpower. Sound air base defense and counterinsurgency techniques provide the requisite secure foundation from which the Air Force launches combat operations and protects its personnel and resources. Without a strong, synchronized base defense and counterinsurgency effort, Air Force personnel and resources, as well as those of the joint force, are vulnerable to attacks that decrease combat effectiveness and sortie rates. This course explores the synthesis of air base defense operations and counterinsurgency doctrine in producing a secure operational environment for airpower.

### **RE 5458 Defending Air Bases in an Age of Insurgency II**

Base defense—defending one’s air assets on the ground—is one of the least understood operational aspects of airpower. Sound air base defense and counterinsurgency techniques provide the requisite secure foundation from which the Air Force launches combat operations and protects its personnel and resources. Without a strong, synchronized base defense and counterinsurgency effort, Air Force personnel and resources, as well as those of the joint force, are vulnerable to attacks that decrease combat effectiveness and sortie rates. This course explores the synthesis of air base defense operations and counterinsurgency doctrine in producing a secure operational environment for airpower.

### **RE 5459 Nonlethal Weapons (NLW): Supporting the Operational Art across the Range of Military Operations**

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

**RE 5460 Homeland Security: The Enemy, the Threat, and What to Do**

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

**RE 5461 Intelligence, Surveillance and Reconnaissance (ISR)—Operational Perspectives for the Warfighter**

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

**RE 5462 Operations Law for Commanders**

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

**RE 5463 Cross-Domain Operational Strategist (CDOS) Research/Elective I**

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

**RE 5464 Cross-Domain Operational Strategist (CDOS) Research/Elective II**

CDOS Research/Elective II provides students with two basic options. The first option is a continuation of their fall research. The intent of this option is to offer students the opportunity to expand the depth of their initial research

and develop publishable quality articles for peer review journals. This option also presents students conducting Air Force or combatant command level research with the time necessary to produce high quality products. The second research option is for students to investigate an entirely new research area approved by the CDOS faculty. All new individual research projects should continue to analyze future US national security challenges during the period 2025–35.

## **POLITICS**

### **RE 5465 Theories of International Politics I**

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

### **RE 5466 Theories of International Politics II**

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

### **RE 5467 History of US Foreign Policy I**

This course analyzes the historical evolution of the US foreign policy in order to identify patterns of continuity and change relevant to the future development of national policy and strategy. The course is designed as a two-part sequence. The principal focus of Part I (10 lessons) will be on the conduct of the United States as a “Great Power” in the international system from 1898 through 1949.

### **RE 5468 History of US Foreign Policy II**

This course analyzes the historical evolution of the U S foreign policy in order to identify patterns of continuity and change relevant to the future de-

velopment of national policy and strategy. The course is designed as a two-part sequence. Part II will cover the Cold War and post-Cold War eras, 1950 to the present.

### **RE 5469 Understanding the US Constitution**

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

### **RE 5470 Genocide, Ethnic Cleansing, and Mass Killings**

This elective introduces students to the concept of genocide. We will examine the reoccurring phenomenon of genocide and investigate whether and how the United States, its allies, and international organizations might have better responded before, during, and after outbreaks of mass killings. Because US military and civilian agencies participate in the protection of human security based on stated and implied US foreign policy objectives, it is imperative that members of the government tasked with ensuring human security learn how to identify early signs of societal pathology that indicate the potential threat to populations. It is also necessary to consider alternative responses to situations in which genocide or atrocities are unfolding or ongoing.

### **RE 5471 Dirty Little Secrets of State-Building**

This course will examine state-building from conceptual underpinning of statehood to modern day nation-building and post-conflict reconstruction. Topics covered will also include colonial legacies of today’s weak and failed states, the outbreak of armed conflict and genocide, and its relation to state-building as well as looking at state-building successes and failures. The focus will be on state-building in the developing areas of Africa, the Middle East, and Asia.

**RE 5472 Political-Military Affairs Strategist**

The Political-Military Affairs Strategist elective is a 10-week long course for students identified for development in AFSC 16P. It aims as part of a two-semester program to develop a cadre of Airmen with a broad and diverse range of political-military insights and skills to execute the full range of DOD and USAF missions. Students will hone their critical thinking, habits of mind, and patterns of inquiry to identify, contextualize, and offer possible solutions for wicked problems based on a combatant command construct.

**RE 5473 Alliance in Crisis: The Transatlantic Relationship and the Relevance of NATO**

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

**RE 5474 Popular Geopolitics: Geography, Strategy, and Pop Culture in a Globally Conflicted World**

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

**REGIONAL AND CULTURAL****RE 5475 The Russian Mind**

This course begins with an introduction to the history of Russia as an idea, a national ethos, as opposed to a mere political entity. We will first examine the views of two Russian scholars on the "idea" of Russia, and where these views fit in according to the first principles and central ideas of "Russian-ness." Next, emphasizing the Rajan Menon and Eugene Rumer text on the crisis in Ukraine and current news, we will examine how well the Russian idea accounts for recent political activity in the former Soviet Union. Finally, we

will discuss our views on how to more effectively analyze former Soviet Union geopolitics, including developing a grounding in the historical experiences and modes of thought over the centuries that are unique to Russia.

#### **RE 5476 Arab–Israeli Conflict**

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

#### **RE 5477 Tribal and Traditional Cultures in the Twenty-First Century**

In this class, we will use historical and contemporary examples to come to an understanding of the core nature of tribal and traditional communities. We will use multiple examples from the United States and around the world, to not just ask “why failure and conflict” but also “what have we learned?” and “what could have been done differently?” Students will be able to recognize the nature of traditional societies, the challenges these societies face in adapting to the modern context, and the ways these cultures change through the forces of globalization.

#### **RE 5478 The “Asia Rebalance” in US Policy: Geopolitical Challenges**

This course is meant to give the knowledge and readings necessary to divine basic, fundamental geopolitical patterns in East Asia (the subregions of Southeast and Northeast Asia, including China). This basic geopolitical grounding will give students a broad understanding about how military power should be employed in the East Asian theater of operations over the next five to 20 years.

#### **RE 5479 Military and Society in Latin America**

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



**RE 5480 Military History of Postcolonial Africa**

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

**RE 5481 Aftermath of the Arab Spring: Stability and Transition in the Muslim World Part I**

This course will examine the domestic conditions in individual Middle East and North African (MENA) countries in light of the popular protests and uprisings that began in 2011. Students will conduct research to evaluate the prospects for changes in regime type, governance, stability, and alliances. Student research will empower examination of a broad range of issues relevant to US security policy; US defense cooperation; and US Air Force activity in the region.

**RE 5482 Aftermath of the Arab Spring: Stability and Transition in the Muslim World Part II**

This course will examine the domestic conditions in individual MENA countries in light of the popular protests and uprisings that began in 2011. Students will conduct research to evaluate the prospects for changes in regime type, governance, stability, and alliances. Student research will empower examination of a broad range of issues relevant to US security policy; US defense cooperation; and US Air Force activity in the region.

**RE 5484 Warlords, Rebels, and Big Men: An Introduction to African Politics**

This course is a broad overview of political processes and institutions in sub-Saharan Africa. Beginning with the precolonial period, we will trace the development of institutions and norms of political behavior throughout the continent into the colonial period and, finally, to the post-independence era. Particular attention will be paid to the development of modern African states, challenges to the legitimacy of governing authorities, and current events affecting state stability.

## US MILITARY

### **RE 5485 American Military Culture**

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

### **RE 5486 Sex and Guns: Women in the US Military**

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

### **RE 5487 Vice, Consumption, and Facebook: Special Topics in US Military Culture**

Using the core tenants of the war and society approach to military history, this elective will explore American military culture using the lens of vice, consumption, and social media. The elective will argue that the military in general, and American military culture specifically, had profound effects on America's economy, society, and culture during the twentieth century.

### **RE 5488 The Military Commander and the Law**

Students who may go into command or supervisory and support positions within command will be provided an overview of various areas of law they are likely to encounter in future assignments. Military operations, from day-to-day activities to large scale combat maneuvers, must function in an increasingly legalistic world. Commanders at all levels need to follow the law while working toward their mission objectives, whether the goal is a zero defect aircraft, a disciplined squadron, or a defeated enemy. The course emphasis is on the practical application of law in the military justice, administrative, and civil law arenas, and the role of the judge advocate general as supporting staff to the commander.

**RE 5489 The Total Force**

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

**RE 5490 Understanding and Working with the US Military**

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

**WAR STUDIES****RE 5491 Just War Theory: Contemporary Applications**

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

**RE 5492 Civil War and Embedded Conflict: The Science of Organized Violence**

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

**RE 5493 Understanding Clausewitz**

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

**RE 5494 The Anthropology of War: A Social Scientific Approach to Understanding**

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

**RE 5495 Just War Theory**

This course examines the history of Just War Theory as articulated in the writings of ethicists, moral theologians, and theorists from ancient times until today. It covers the concept of a Just War in the Western, Islamic, and Chinese traditions and how it applies (or not) to current, real-world situations.

**RE 5496 "A Recourse to Every Form of Violence": The History of Terrorism I**

This course is designed to provide students with a broad understanding of the uses of terrorism, both in the past and the present, and the ways in which states have reacted to terrorism. It examines more than 2,000 years of terrorism. It will place special emphasis upon the experiences of the United States and Western Europe, but will include forays into other regions around the globe. The first half of the two-term course is devoted to the period prior to 1990.

**RE 5497 “A Recourse to Every Form of Violence”: The History of Terrorism II**

This course is designed to provide students with a broad understanding of the uses of terrorism, both in the past and the present, and the ways in which states have reacted to terrorism. It examines more than 2,000 years of terrorism. It will place special emphasis upon the experiences of the United States and Western Europe, but will include forays into other regions around the globe. The second half of the two-term course is devoted to the period after 1990.

**RE 5498 Ideas against Terrorism: Diplomacy, Public Engagement, and Strategic Communications**

This elective provides the basis on which to analyze the role of ideas, grievances, and material interests in mobilizing social movements, including those that employ terrorism as a tactic. The elective will promote understanding of audience-focused communications, in terms of local, popular culture. This elective will clarify and accentuate the distinction between the exploitation of political ideology in service to violence versus piety in practice.

**WEAPONS OF MASS DESTRUCTION****RE 5499 Biological and Nuclear Weapons: Challenge and Response**

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

**RE 5500 Nuclear Deterrence I**

This two-term course includes four core issues: (1) nuclear deterrence in concept and application since the advent of nuclear weapons; (2) the US nuclear enterprise (for example, the components, organizations, and rules related to maintaining the competence and reliability of the US arsenal); (3) the global nuclear landscape (i.e., competing explanations of proliferation, how prolif-

eration affects international stability, and the threat posed by nuclear terrorism); and (4) the process by which the Air Force operationalizes deterrence.

### **RE 5501 Nuclear Deterrence II**

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

### **RE 5502 Life under the Mushroom Cloud: Strategy, Operations, and Culture in the Nuclear Era**

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

### **RE 5503 Arms Control and Nonproliferation**

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

### **RE 5504 WMD, Black Swans, and Homeland Security/Defense**

This elective examines how the evolving global environment with its complexities and interconnected critical infrastructures has become susceptible to the perturbing forces such as Black Swans and unprecedented events—disasters (natural/tech), WMD, terrorism, and cyber threats—and how this has led to the rise of US homeland-security enterprise, national preparedness, and homeland-defense activities. It also highlights the need for strategic leaders to

understand crisis/meta leadership skills to better address response and recovery operations after perturbing events.

### **RE 5505 Developing Counter-WMD Policy and Strategy**

Given the threatened use of NBC weapons and CBR hazards, the US government must articulate its policies to allow the deliberate development of strategies that will enable the successful alignment of resources, personnel, and priorities to achieve its policy goals. This course will outline the general process by which the DOD and Air Force develop, implement, and evaluate counter-WMD policy and strategy to meet national guidance.

### **RE 5506 Nuclear Weapons and International Security in the Twenty-First Century**

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

### **RE 5507 Airpower Professional Paper**

This requirement is designed to allow students to critically analyze and synthesize knowledge, concepts, and insights from across the ACSC curriculum to address the efficacy and contribution of airpower, defined broadly, to national security. For successful completion of this requirement, students must produce a professional paper in accordance with college standards.

### **RE 5508 Extended Research Project I**

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

### **RE 5509 Extended Research Project II**

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

**RE 5510 Extended Research Project III**

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

**RE 5511 English Language and American Culture for International Officers I**

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

**RE 5512 English Language and American Culture for International Officers II**

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

**RE 5513 Contemporary Russian Politics**

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

**RE 5514 “Bombs Away LeMay”: The Man, The Myth, The Legend**

This course is for those interested in how Curtis E. LeMay went from average officer to a mythical legend—both within and outside the Air Force. It will offer background on General LeMay, lessons from his life and leadership, and an examination of what makes an operationally effective strategic leader.



**RE 5515 Logistics and the Use of Military Force**

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

**RE 5516 Introduction to International Political Economy**

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

**RE 5517 Power, Legitimacy, Identity, and Agency in the African Postcolony**

This course provides an intensive introduction to the study of Africa, assessing the major themes/debates that have dominated interdisciplinary scholarship on the region, while developing a comprehensive perspective on human security.

**RE 5518 The Singularity, Transhumanism, and Super-intelligent A. I. [artificial intelligence]: Security and Strategy Implications**

This course examines contemporary thinking on the emergence of super-intelligence and potential consequences to national and human security, while focusing on developing active policies and strategies for a most-preferred future, and position the United States and US Air Force to shape and flourish post super intelligence.

**RE 5519 The Reason Why: War Causation, Military Strategy, and Command**

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

**RE 5520 Innovation**

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

**RE 5521 Vigilance Horizons—ISR Research Task Force I**

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

**RE 5522 Vigilance Horizons—ISR Research Task Force II**

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

**RE 5523 Close Air Support: Past, Present, and Future**

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

**RE 5524 Twentieth-Century Airborne Operations: Heroes and Myths**

The course examines the most important elements of military innovation and how these elements should be applied to present-day military operations by studying the major airborne operations of the twentieth century and the unique nature of airborne leadership.

**RE 5525 Cultures of Flight: The Wright Brothers to the Space Age**

This course examines the influence of ideas about flight, as conveyed in popular culture, political dialogue, and public debate, on practical approaches to civil aviation and airpower from the Wright brothers to the present.

**RE 5526 Global Thermonuclear War: Shall We Play a Game?**

This course examines the employment of nuclear weapons in both strategic and operational military operations and identify relevancy of nuclear weapons to contemporary strategy discussions.

**RE 5527 Introduction to Ethics for the Profession of Arms**

This course examines the ethical foundations of the profession of arms and address questions as to how ethics can be grounded without reference to religion, the challenges of moral relativism, and whether or not military members should be held to higher moral standards.

**RE 5528 Airpower in World War I**

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

**RE 5529 Irregular Warfare in the American Civil War**

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

**RE 5530 Dirty Money**

This course surveys the current ways in which insurgents and other extra-legal groups fund their activities through illicit means, and the ways in which states and international organizations attempt to counter them.

**RE 5531 The Great Captains: Timeless Leadership Lessons from Military Commanders**

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

**RE 5532 The History of Modern Terrorism**

This course provides a broad understanding of the uses of terrorism, both in the past and present, and the ways in which states have reacted to terrorism with a special emphasis upon the experiences of the United States and Western Europe, but will include forays into other regions around the globe.

**RE 5533 Classical Strategy: Theory and Practice**

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

**RE 5534 This Is Sparta!**

This course will examine the Peloponnesian War, a 30-year-long internecine struggle between two coalitions of states, led by Athens and Sparta.

**RE 5535 War and Its Theorists**

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

**RE 5536 The Politics of Nuclear Weapons**

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

**RE 5537 Command and Control of the “Air” Environment (C2AE)**

The course examines the past, current, and future strategic issues concerning the command and control (C2) of air, space and cyberspace power.

**RE 5538 Space Horizons (Re-imagining Space Power in an Age of Asteroid Mining)**

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

**RE 5539 War Gaming**

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

# Master of Military Operational Art and Science Online Master's Program Air Command and Staff College

## *Internet Address*

<http://www.au.af.mil/au/acsc/masters.aspx>

**Program Description.** The Online Master's Program curriculum is designed to produce more effective officers serving in operational-level command or staff positions. The program fosters the development of higher-order thinking by challenging students to think critically about applying airpower in joint campaign planning at the operational level of war.

All four OLMP concentrations are separate from ACSC's traditional non-resident IDE program; they are not an addendum to it. The OLMP curriculum covers such topics as contemporary Air Force operations, national security, leadership, and joint warfare challenges and opportunities. Due to the level of work required, new students are allowed to take only one course each term; however, they may be approved to take two courses each term after they have successfully completed their first three courses. Each course requires 10 to 15 hours of work per week. Tuition is free, and there is no active-duty service commitment associated with the program; however, students incur the cost of required books, personal computer, and Internet connectivity. Additionally, students will require access to a common access card (CAC)-enabled system for registration and enrollment.

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

OLMP courses are hosted and accessed through an online learning management system and are facilitated by adjunct instructors who have been selected, trained, reviewed, and credentialed by ACSC. Assessments are submitted online, and instructor feedback is returned to students to assist them in improving both their understanding of course materials and their communication skills.

Upon successful completion of the program, students earn an accredited master's degree in military operational art and science. The program was reviewed by the joint staff and received full JPME Phase I accreditation. More importantly, students can participate in a learning opportunity that is focused directly upon the needs of the modern war fighter—gaining knowledge and developing skills that will serve them in their current positions, throughout the remainder of their military careers, and once they leave the military.

**Learning Outcomes.** The ACSC OLMP produces graduates who are able to

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

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

**Duration.** The academic program consists of 11 eight-week courses (seven core courses and four concentration courses) for a total of 33 semester hours of credit. Students have up to five years from the start date of their first course to complete the program. Although the typical student can complete the program in about two years, the program's rigor requires a significant time commitment to meet that goal.

**Joint Warfare Concentration.** The Joint Warfare Concentration is specifically designed to prepare majors for the increased leadership and joint duty responsibilities they will face as they progress through their careers in the Air Force. Graduates of this concentration will receive credit for IDE, JPME Phase I, and a master of military operational art and science degree.

**Eligibility (Joint Warfare Concentration).** Refer to AFI 36-2301, *Developmental Education*, 16 July 2010, change 2, 9 July 2013, and Air Force Guidance Memorandum (AFGM) 201501, 25 August 2015, for detailed eligibility requirements.

- US Air Force: Eligible personnel include O-4 selects and O-4s on active duty or in the AFRES and ANG. Individuals who have a master's degree or who have completed IDE—to include ACSC—may apply. Individuals who have previously completed both a master's degree and IDE are ineligible.
- Civilians: Air Force civilians in grades GS-12 and GS-13 may be competitively selected to enroll in the program. Air Force civilians should contact their local civilian personnel office if interested in consideration.
- US Sister Service (Military): Sister service applicants must meet the following eligibility requirements:
  - o Must be currently serving in the US Navy, US Army, US Marine Corps, or US Coast Guard in the grade of O-4 or O-4 select.
  - o Must have a regionally accredited bachelor's degree.
  - o Individuals who have a master's degree or have completed IDE—to include ACSC—may apply. Individuals who have previously completed both a master's degree and IDE are ineligible.
  - o Applicants must submit a request via the following URL: [www.aueducat ionsupport.com](http://www.aueducat ionsupport.com) (Click on “Request Support” and “Submit a Ticket” assigned to “Air Command and Staff College.”)

**Leadership Concentration.** This concentration is specifically designed to prepare captains for the leadership responsibilities they will face as they progress through their careers in the Air Force. The academic program consists of 11 courses (seven core and four concentration) for a total of 33 semester hours of credit. Students graduating from the leadership concentration will receive the master of military operational art and science degree and get a jump-start on their PME requirements.

**Eligibility (Leadership Concentration).** Refer to AFI 36-2301, *Developmental Education*, 16 July 2010, change 2, 9 July 2013, and AFGM 201501, 25 August 2015, for detailed eligibility requirements.

Eligible personnel include only USAF active duty O-3s who

- have total active federal commissioned service of six or more years,
- have completed Squadron Officer School (SOS) (resident or nonresident), and
- do not have a master's degree.

There are limited opportunities for Guard and Reserve O-3s who meet all other requirements to participate in the Leadership Concentration. Contact the Guard or Reserve headquarters for more information.

**Operational Warfare Concentration.** This concentration leverages the Weapons Instructor Course (WIC) programs conducted by the USAF Weapons School. The operational warfare concentration is specifically designed to award 12 credit hours in operational warfare studies toward the OLMP to WIC graduates once they have completed the OLMP online application, are admitted to the OLMP, and have completed the seven core OLMP courses. Students graduating from the operational warfare concentration will receive the master of military operational art and science degree and get a jump-start on their PME requirements.

**Eligibility (Operational Warfare Concentration).** Refer to AFI 36-2301, *Developmental Education*, 16 July 2010, change 2, 9 July 2013, and AFGM 201501, 25 August 2015, for detailed eligibility requirements.

Eligible personnel include only USAF active duty O-3s who

- have total active federal commissioned service of six or more years,
- have completed SOS (resident or nonresident),
- do not have a master's degree, and
- are post-January 2009 graduates of the Air Force WIC.

**Nuclear Weapons Concentration.** This concentration leverages the Nuclear Weapons Effects, Policy, and Proliferation (NWEPP) Certificate Program conducted by AFIT. The nuclear weapons concentration is specifically designed to award 12 credit hours in nuclear weapons studies toward the OLMP



to NWEPP graduates once they have completed the OLMP online application, are admitted to the OLMP, and have completed the seven core OLMP courses. Students graduating from the nuclear weapons concentration will receive the master of military operational art and science degree and get a jump-start on their PME requirements.

**Eligibility (Nuclear Weapons Concentration).** AFIT, in coordination with Air Force Global Strike Command (AFGSC), determines eligibility and entry into the NWEPP certificate program. NWEPP graduates who also meet the eligibility requirements for the OLMP may apply for enrollment into the nuclear weapons concentration. For specific OLMP eligibility requirements, refer to AFI 36-2301, *Developmental Education*, 16 July 2010, change 2, 9 July 2013, and AFGM 201501, 25 August 2015.

Eligible personnel include only USAF active duty O-3s who

- have total active federal commissioned service of six or more years,
- have completed SOS (resident or nonresident), and
- do not have a master's degree.

There are limited opportunities for Guard and Reserve O-3s who meet all other requirements to participate in the Leadership Concentration. Contact the Guard or Reserve headquarters for more information.

### Admission Requirements

- **Military:** Students can access enrollment information through the Air University Portal. Before applying, students must confirm that their official record accurately reflects all degrees earned. Refer to the Air Force Personnel Center (AFPC) website's education and training link to check official records. Contact AFIT/RRC (DSN 785-6234) to update this information.
- **Civilians:** Applicants must contact the Air Force Civilian Competitive Development personnel at AFPC/DPIF Civ ADP Workflow group box (can be found in the global). If you have any questions, please contact AFPC/DPIF or contact your functional career field team (CFT).

**Graduation Requirements.** To earn the master of military operational art and science degree, students must successfully complete student orientation

and the 33-semester-hour program, earning a grade of “C” or higher on each academic course with an overall GPA of 3.00 or higher on a 4.00 scale.

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

### Syllabi

<b>MAULDR010 Leadership Concentration Courses</b>	<b>Semester Hours</b>
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
AP 5510 Airpower Studies	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
CS 5510 Regional Cultural Studies	3
RE 5610 Research/Electives I	3
RE 5611 Research/Electives II	3
EL 5301 Expeditionary Leadership in Intercultural Environments	3
FO 5301 Foundations of Officership	3
OL 5301 Organizational Leadership	3
TL 5301 Team Building Leadership	3
<b>Total</b>	<b>33</b>

<b>MAUWIC010 Operational Warfare Concentration</b>	<b>Semester Hours</b>
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
AP 5510 Airpower Studies	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
CS 5510 Regional/Cultural Studies	3
RE 5610 Research/Electives I	3
RE 5611 Research/Electives II	3
OW 5302 Operational Warfare Studies	12*
<b>Total</b>	<b>33</b>

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

<b>MAUNUC010 Nuclear Weapons Concentration</b>	<b>Semester Hours</b>
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
AP 5510 Airpower Studies	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
CS 5510 Regional/Cultural Studies	3
RE 5610 Research/Electives I	3
RE 5611 Research/Electives II	3
NW 5302 Nuclear Weapons Studies	12*
<b>Total</b>	<b>33</b>

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

<b>MACSC010 Joint Warfare Concentration Courses</b>	<b>Semester Hours</b>
OC 5510 Orientation Course	Non-Credit
LW 5510 Leadership and Warfare	3
AP 5510 Airpower Studies	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
CS 5510 Regional/Cultural Studies	3
RE 5610 Research/Electives I	3
RE 5611 Research/Electives II	3
LC 5510 Practice of Command	3
JF 5510 Joint Forces	3
JA 5510 Joint Air Operations	3
JP 5510 Joint Planning	3
<b>Total</b>	<b>33</b>

## Course Descriptions

### OC 5510 Orientation

### Course Noncredit

The Orientation course provides an overview of the entire online master's degree program—including US Air Force educational methodologies, policies, curriculum, and research requirements—and key principles and concepts that students will encounter throughout their academic experience. The course includes an introduction to small-group dynamics, communication

and critical-thinking skills, the technology employed within the program, student responsibilities and requirements, and additional services that are available to enhance student success.

**LW 5510 Leadership and Warfare** **3 Semester Hours**

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

**AP 5510 Airpower Studies** **3 Semester Hours**

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

**NS 5510 International Security Studies** **3 Semester Hours**

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

**WS 5510 Warfare Studies** **3 Semester Hours**

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

warfare. Through this study, students apply the lessons of military theory and their understanding of warfare to operational challenges facing both today's and tomorrow's US military.

**CS 5510 Regional/Cultural Studies** **3 Semester Hours**

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

**RE 5610 Research/Electives I** **3 Semester Hours**

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

**RE 5611 Research/Electives II** **3 Semester Hours**

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

**LC 5510 Practice of Command** **3 Semester Hours**

The Practice of Command course provides an opportunity for students to reflect on their personal philosophy on the art and craft of command, honing

that philosophy through interaction and the study of responsibilities and challenges unique to commanding an Air Force squadron. The course introduces students to the resources available to assist squadron commanders with their duties. It also stresses the importance of commanders melding their personal philosophies on command, the unique requirements of their situation, and their responsibilities to service, mission, people, and themselves.

**JF 5510 Joint Forces****3 Semester Hours**

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

**JP 5510 Joint Planning****3 Semester Hours**

The Joint Planning course introduces students to the complexities and requirements of joint planning. Through the course, students study pertinent doctrine and the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives. Additionally, students examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create key elements of a campaign plan. This course is a prerequisite to the Joint Air Operations (JA 5510) course.

**JA 5510 Joint Air Operations****3 Semester Hours**

The Joint Air Operations course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. The course focuses specifically on the importance of the joint force air component commander's, looking at the doctrinal responsibilities of that position and the actors, processes, and products that comprise the JFACC air operations center. Equipped with this understanding, students analyze the employment of

air and space power across the full range of military operations. Joint Planning (JP 5510) is a prerequisite for this course.

**EL 5301 Expeditionary Leadership in Intercultural Environments**

**3 Semester Hours**

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

**FO 5301 Foundations of Officership**

**3 Semester Hours**

The Foundations of Officership course addresses followership, regarded as a critical element of leadership and officership, followed by an examination of skills related to effective spoken and written communication in the context of the twenty-first century Air Force. Through this course, students develop broad perspectives of current issues and associated tools aimed at enhancing professional competence beyond individual specialties; increase their value to their units by understanding and being able to apply interoperability; develop skills necessary to lead, follow, and manage; and become better wingmen who care for peers and subordinates alike.

**OL 5301 Organizational Leadership**

**3 Semester Hours**

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

**TL 5301 Team Building Leadership****3 Semester Hours**

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

**OW 5302 Operational Warfare Studies****12 Semester Hours**

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

**NW 5302 Nuclear Weapons Studies****12 Semester Hours**

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



# Master of Science in Flight Test Engineering

## USAF Test Pilot School

### *Internet Address*

<http://www.edwards.af.mil/library/factsheets/factsheet.asp?id=6467>

**Program Description.** A typical day at the Test Pilot School (TPS) includes a combination of flying and academics. For the academics portion, there are four main sub disciplines taught by the USAF TPS Education Division: performance, flying qualities, mission systems, and test management. To assist in their studies at TPS, students have access to all required textbooks for their use. Students also receive a notebook computer and accessories for use during the course. The USAF TPS portal is the online access point for students and staff for the entire curriculum taught at TPS. Housed on the portal are the most current slides for lectures, flight cards, virtual drop boxes for reports, and many other resources. The USAF TPS offers two classes each year.

**Learning Outcomes.** Graduates of TPS should have a thorough grounding in the following core competencies:

- Diverse aerospace vehicle exposure. The graduate will have flown different types of aerospace vehicles and flown/monitored various operational tasks to ensure a solid fundamental understanding of a broad range of military missions using rapid adaptability or unfamiliar aerospace vehicles and systems.
- Flight test engineering. The graduate will have sufficient math, science, and engineering skills to evaluate aerospace vehicle, system, and munitions design and apply academic theory, flight test techniques, and modeling and simulation to successfully determine the specification compliance and military utility of the system under test.
- Flight test techniques (FTT). The graduate will be able to select, develop, understand, and execute the appropriate FTT to achieve a test objective.
- Flight test planning. The graduate will be able to comprehend and apply the test-management process to effectively plan and execute a flight test to include how to access and efficiently allocate test resources.

- Safety planning and risk management. The graduate will be able to consistently apply a test-safety process for identifying test-unique hazards and developing procedures to mitigate risk.
- Flight test execution. The graduate will be able to safely, effectively, and efficiently conduct a mission as part of a test team either on board the aircraft or in the control room.
- Data management. The graduate will be able to collect and analyze the data required to determine if an airplane or system meets mission requirements and/or specifications and the type, quantity, accuracy, and precision of the data required; how the data is to be collected and used; and the type of data analysis to be used.
- Flight test evaluation. The graduate will be able to apply knowledge and skills gained through critical thinking by analyzing, synthesizing, and evaluating test results to reach substantiated conclusions and recommendations.
- Flight test reporting. The graduate will be able to effectively communicate in written, oral, and graphical form to clearly document test and safety planning and test accomplishments and deficiencies and to assess their mission impact.
- Integrated test teaming. The graduate will have an understanding of the acquisition life cycle and know where test and evaluation (T&E) fit into the process; know how to apply governing regulations, directives, and requirement processes for developing a test program; and know how to build an integrated, multidisciplinary test team of development and operational personnel from the military, government, and contractors.

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

**Duration.** 48 weeks.

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

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

**Graduation Requirements.** The USAF TPS curriculum is designed to grant a master of science degree in flight test engineering at the end of a 48-week course. Students are required to take the 13 offered courses to graduate. This is a total of 50 credit hours for the 48-week course. Each of the four phases consists of three or four main lecture courses. Along with these courses, there are allocated laboratories or simulator work and flights. A student must be in good standing and satisfactorily complete all academic tests, oral and written reports, and curriculum flying missions and complete the comprehensive written and oral evaluations. Students must achieve a grade of “C” or higher on each academic course with an overall GPA equal to 3.0.

### Syllabus

Course Number and Title	Semester Hours
PF 6000 Fixed-Wing Aerodynamics	3
PF 7000 Performance Data Standardization	3
PF 8000 Performance Optimization	3
FQ 6000 Aircraft Flight Mechanics	4
FQ 7000 Flight Control Design/Analysis	4
FQ 8000 Handling Qualities Evaluation	4
FQ 9000 Envelope Expansion	4
SY 6000 Mission Systems Fundamentals	3
SY 7000 Individual Mission Systems	3
SY 8000 Integrated Mission Systems	3
TM 6000 Test Planning and Reporting	4
TM 9000 Test Management Project	9
QE 9000 Qualitative Evaluation Program	3
<b>Total</b>	<b>50</b>

### Course Descriptions

#### PF 6000 Fixed-Wing Aerodynamics

**3 Semester Hours**

This course contains academic theory lectures for introduction to aerodynamics, compressible aerodynamics, and cruise performance. This theory is

Table 1. Eligibility Requirements for Curricula

Curricula	Time in Service (at class entry)	Education	Experience (at class entry)	Physical Qualification	Clearance
Experimental test pilot	Active: TAFCS (Guard and Reserve: TFCSD) Fewer than 9 years and 6 months  (10 years and 3 months for helo pilots)	BS in engineering, mathematics, or physics (see paragraph 1.2.1 of AFI 99-107 for other acceptable degrees and required remediation). Minimum GPA of 3.0 on a 4.0 scale.	Pilots on extended active duty (EAD) and not in suspended flying status. Minimum of 12 months as an aircraft commander in a manned major weapon system (MWS). Pilots must also be either qualified IPs in their manned MWS or  1. Single pilot MWS—at least 750 hrs total time. 2. Dual pilot MWS—at least 1000 hrs total time.  Note: 250 hrs of manned non-MWS time may be included in total time.	Annual flying class II	Secret
Experimental test combat systems officer	Fewer than 9 years and 6 months	Same as above	Combat systems officers (CSO) must be qualified instructor CSOs in an MWS or have at least 500 hours total time in their MWS. Total time excludes student time.	Annual flying class II	Secret
Remotely piloted aircraft (RPA) Experimental test RPA pilot	Fewer than 9 years and 6 months	Same as above	RPA pilots must be qualified instructor in their RPA MWS or have at least 750 hours total time. Note: 250 hours in a manned MWS may be included in the total time	Annual flying class II	Secret
Experimental flight test engineer	Active: TAFCS (Guard and Reserve: TFCSD)  Fewer than 8 years	Degree requirements same as above.  Technical master's degree is highly desired.	On EAD with a minimum of 2 years' experience in one of the following AFSCs: 13XX, 14NX, 21AX, 21CX, 21LX, 21MX, 33SX, 61SX, 62EX, or 63AX  (Civilians: minimum 2 years' experience in T&E).  FAA flying certifications or military flying is highly desired.	Annual flying class III	Secret
Short Courses	<i>(Eligibility is determined independently for each short course.)</i>				

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

the basis of flight and aerodynamics for fixed-wing aircraft. The flight-test techniques included in this course are mission director, aerodynamic modeling, cruise data, fighter performance check ride, and high and low lift-over-drag ratio.

**PF 7000 Performance Data** **3 Semester Hours**

This course consists of pilot statistics, modeling and simulation, and propulsion. These courses form the basis for atmosphere-measuring devices on aircraft and different thrust-generating devices for aircraft. The flight-test techniques for this course consist of tower fly-by, pacer/survey/global positioning system, and the propulsion demonstration.

**PF 8000 Performance Optimization** **3 Semester Hours**

This course consists of takeoff, landing, and energy. These areas demonstrate the equations needed for normal flight and departure from flight. The flight-test techniques for this course consist of takeoff and landing, C-12 level accelerated/turn, level accelerated/saw tooth climb, turn performance, and multiengine performance final check ride.

**FQ 6000 Aircraft Flight Mechanics** **4 Semester Hours**

This course consists of unaugmented equations of motion, trim, and stability. It provides a basic overview of the flying qualities of flight testing. The flight-test techniques for this course include C-12 longitudinal static stability/maneuvering flight demonstration, LJ-24 variable stability system (VSS) introduction and longitudinal demonstration, C-12 lateral-directional stability, LJ-24 VSS lateral-directional demonstration, and T-38 dynamics demonstration.

**FQ 7000 Flight Control Design/Analysis** **4 Semester Hours**

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

**FQ 8000 Handling Qualities Evaluation** **4 Semester Hours**

This course consists of stall, departure, and spin failure state (engine out) tests. It demonstrates the qualities and testing of an aircraft departing from normal, straight, and level flight. The flight-test techniques for this course

consist of glider spin demonstration, T-38 stall demonstration, T-38 handling qualities demonstration, C-12 engine out demonstration/data, KC135 engine out demonstration/data, F-16 departure demonstration, F-16 departure data, and T-38 departure chase.

**FQ 9000 Envelope Expansion****4 Semester Hours**

This course consists of an overview of flying qualities testing, configurations for flying qualities testing, taxi testing, first flight flying qualities testing, flying qualities envelope expansion testing, handling qualities evaluation, one-flight evaluations of flying qualities, stores certifications, and structures. It previews the types of flying accomplished during a typical test program. The flight-test techniques consist of F-16 limit cycle oscillation, multiengine flying qualities demonstration, KC-135 ground school, glider flying qualities demonstration, C-12 first flight check ride, F-16 handling qualities demonstration, F-15 check flight phase (CFP)/asymmetric stores demonstration, AT-38B CFP check ride, and F-16 structures check ride.

**SY 6000 Mission Systems Fundamentals****3 Semester Hours**

This course is designed to provide students with the tools to succeed in the higher level courses. Students will first learn about human factors and apply their knowledge to a T-38 cockpit evaluation. Later, students will learn many of the math and physics concepts common to topics such as communications, radar, and electronic warfare. Students will learn how to use systems documentation and MIL-STD-1553 data analysis to plan, execute and report an avionics test.

**SY 7000 Individual Mission Systems****3 Semester Hours**

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

**SY 8000 Integrated Mission Systems****3 Semester Hours**

This course is designed to integrate physics and system specific knowledge from the 6000 and 7000 levels. Academics will focus on integrated systems, such as tactical datalinks, electronic warfare, sensor fusion, and RPAs. The 8000 level events include an integrated systems ground test, an electronic

warfare (EW) lab, sorties on the F-15E and ASTARS systems trainer aircraft, as well as system evaluation practical exams for pilots (F-16), flight-test engineering (FTE) (control room), and RPA/CSO (MQ-9).

### **TM 6000 Test Planning and Reporting**

**4 Semester Hours**

This course consists of the test management phase introduction, probability and statistics, test conduct, intermediate test and evaluation, test management, unit safety officer training, test article modification planning, design of experiments (DOE), all-weather testing, deficiency reports, and executive test and evaluation. These courses demonstrate the proper planning and execution procedures for flight testing. Also, this course contains the USAF TPS reports program, initial flight reports, technical report formatting, and the DOE project.

### **TM 9000 Test Management Project**

**9 Semester Hours**

The test management projects are customer-funded flight-test projects performed by teams of four to six students with guidance from the USAF TPS staff. The customer provides the research concept or the part that is to be flight-tested and funds specialized support of major aircraft modifications. The USAF TPS provides the test aircraft, which are normally Air Force flight test center assets. The USAF TPS also funds minor aircraft modifications and the cost for flight hours of testing and evaluations. Using flight-test data, USAF TPS students reduce the data, conduct data analysis, and provide a defense technical information center-ready technical report for the customer at the end of the process.

The comprehensive written exam, students are tested on major concepts from each of the four main phases of the USAF TPS curriculum: performance, flying qualities, systems, and test management. The exam for each phase lasts approximately one hour.

The comprehensive oral exam, students are tested on their ability to respond to a selected flight test scenario. They are to use critical thinking to develop a plan in 45 minutes to evaluate a subject aircraft/system. They must consider resources, aircrew, schedule, and technical/safety build up. They must then present their plan to the review board comprised of three to six USAF TPS instructors and be able to justify and answer questions related to their plan.

**QE 9000 Qualitative Evaluation Program****3 Semester Hours**

As future flight testers, USAF TPS students must graduate with a broad range of knowledge of flying and testing aircraft. An important part of the USAF TPS curriculum is the qualitative evaluation program. Throughout the USAF TPS course, students are given the opportunity to fly and test several types of aircraft. They learn to apply basic flight test and data collection techniques to investigate unique aircraft attributes in unfamiliar aircraft. The “final exam” for the qualitative evaluation program is the capstone qualitative evaluation. Students use their experience from previous qualitative evaluations for a more detailed investigation over one or two flights in an unfamiliar aircraft. Students select their own flight test techniques based on what they have learned at the USAF TPS to properly evaluate qualitative and quantitative flight test data with respect to aircraft type and mission.

**Additional Programs**

**Field Trip.** Students visit other bases to perform qualitative evaluations on the F-15D Eagle, F-15E Strike Eagle, SH-60 Seahawk, F/A-18 Hornet, U-2, A-10, and other aircraft not available at Edwards AFB, California. Students also may visit a foreign test center to perform qualitative evaluations on their available aircraft. Foreign test centers visited in the past include those located at Empire Test Pilot School (Boscombe Down, United Kingdom) and L'école du Personnel Navigant d'Essais et de Réception (France), and in Italy, Brazil, India, Germany, Spain, and Sweden.

## **Air Force Institute of Technology**

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

The Air Force Institute of Technology (AFIT), located at Wright-Patterson AFB, Ohio, is a key component of Air University and the Air Education and Training Command. The institute educates more than 6,300 students daily through in-residence, on-site, and distance-learning courses offered by its three schools: the Graduate School of Engineering and Management, the School of Systems and Logistics, and the Civil Engineer School. It is also the home of the Air Force Cyberspace Technical Center of Excellence along with



the institute's Autonomy and Navigation Technology Center, the Center for Directed Energy, the Center for Technical Intelligence Studies and Research, the Center for Operational Analysis, the OSD Scientific Test and Analysis Techniques in Test and Evaluation Center, and the Center for Space Research and Assurance. Since resident graduate degrees were first granted in 1956, AFIT has awarded more than 18,225 master's degrees and 720 doctoral degrees. In addition, every year more than 28,000 students attend AFIT's professional continuing education in civil engineering, acquisition and logistics, and cyberspace operations career fields.

**Accreditation.** AFIT is regionally accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools and maintains its own official catalog. Contact this agency at The Higher Learning Commission, 230 South LaSalle St, Suite 7-500, Chicago, Illinois, 60604-1413, (800) 621-7440.

In addition to its regional accreditation, the Engineering Accreditation Commission of ABET accredits selected programs within the Graduate School of Engineering and Management. Contact this agency at ABET, 111 Market Place, Suite 1050, Baltimore, Maryland 21202, phone: (410) 347-7700, fax: (410) 625-2238.

## Community College of the Air Force

*Internet Address*

<http://www.airuniversity.af.mil/Barnes/CCAF/>

Air University undergraduate degree programs are provided by the Community College of the Air Force (CCAF), located at Maxwell AFB–Gunter Annex, Alabama. CCAF serves the educational needs of the Air Force enlisted community by offering associate of applied science degrees and other credentialing programs that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions of Air Force enlisted members. It is the only federally chartered institution in the United States that awards college degrees solely to enlisted personnel. CCAF awards undergraduate credit for Air Force technical training and enlisted PME courses that may be applied toward an associate in applied science degree program.

The college was established 1 April 1972 at Randolph AFB, Texas, and received degree-granting authority in July 1976. CCAF awarded its first associate of

applied science degrees in April 1977. From 1980 to 2004 the college was separately accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate's degree. The college is now accredited through Air University by the SACSCOC.

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

Transcripts reflecting course completions and awarded credit are provided by CCAF and can be ordered online free of charge through the CCAF website at <http://www.airuniversity.af.mil/Barnes/CCAF/Display/Article/803247/>. To ensure compliance with the Privacy Act of 1974 to protect the confidentiality and integrity of student records, students may order only their own transcripts.

# PROFESSIONAL MILITARY EDUCATION

Air University's (AU) professional military education (PME) schools prepare junior, mid-career, and senior commissioned officers, noncommissioned officers, selected civilians, and select international officers for progressively more responsible positions through the US Air Force and the Department of Defense (DOD). All colleges, schools, and programs operate within the framework of the Air Force continuum of education, a coordinated and integrated educational system that links curricula across AU so that each college, school, and program builds on the education provided at the previous level. AU PME courses are available for officers through Air War College (AWC), Air Command and Staff College (ACSC), Squadron Officer College (SOC), and the International Officer School (IOS). Enlisted PME courses are available through Airman Leadership Schools, Noncommissioned Officer Academies, and the Senior Noncommissioned Officer Academy.



## Air War College Distance Learning

### *Internet Address*

[http://www.au.af.mil/au/awc/dl\\_main.aspx](http://www.au.af.mil/au/awc/dl_main.aspx)

**Program Description.** The Air War College distance-learning (DL) program is a senior developmental education (SDE) program that is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. The AWC DL curriculum is based on the five core areas central to all levels of professional military education—leadership, profession of arms, war fighting, national/international security, and communication studies. As an Air Force SDE program, AWC DL provides a strategic, “air-minded” curriculum that prepares graduates to provide strategic leadership, appropriate expertise, and critical thinking in support of national security objectives.

The AWC DL program is transforming into a new SDE experience to meet the imperative outlined in the USAF Strategic Master Plan, May 2015, to “. . . develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education.” Therefore, the next version of AWC DL will provide more student choices, peer-to-peer interaction and collaboration, and facilitation of online seminars by DL-certified faculty. Students enrolled in the current AWC DL program (version 17.4) will be able to continue with that version for a time after the new version of AWC DL (version 18.0) is launched, or they may choose to transition to the new version.

**AWC DL, Version 17.4.** The curriculum consists of six courses: an orientation course, one elective, and four core courses. The orientation course is completed first, followed by the elective. The core courses should be completed in the following order: Foundations of Strategy (FS), International Security Studies (ISS), Warfighting (WAR), and Joint Strategic Leadership (JSL). All elective and core course requirements must be completed within 60 months of initial enrollment. Extensions may be granted with an e-mail from the student’s rater. In addition to the orientation course, elective, and core courses, there is also an “Alpha” course. This course was created to provide learning, navigating, and test-taking tips to assist students as they proceed through the AWC DL, version 17.4 program. It is a nongraded course and is available in the “keys to success” tab of the online course interface.

**Learning Outcomes.** AWC DL, Version 17.4. The AWC DL program produces graduates who are able to

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

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

**Duration.** Students can remain enrolled in the AWC DL program for up to 60 months. All course material must be successfully completed in this time period. The time an AWC DL student takes to complete the program depends on such factors as official duties, deployments, and other commitments. Students are encouraged to set realistic goals to proceed through the AWC DL program at a reasonable pace. Completing one lesson each week allows the student to graduate in about 20 months.

**Eligibility.** Refer to AFI 36-2301, *Developmental Education*, 16 July 2010, with change 2, 9 July 2013, and Air Force Guidance Memorandum (AFGM) 201501, 25 August 2015, for specific guidance beyond the general eligibility requirements listed below.

- **Military.** The program is offered to O-5 selects and above. Persons may be active duty, Air Force Reserve (AFRES), or Air National Guard (ANG); sister-service active duty, Guard, or Reserve; or Civil Air Patrol (CAP).
- **Civilian.** Civilians may be federal civil service employees in the grades of GS-14/15 or comparable grade, or lab/demo employees in grades DRIII/IV.

- **International.** International applicants must be an O-5 select or higher. International officers must request enrollment via the Air Force Security Assistance Training (AFSAT) program office.

**Enrollment.** Military personnel enroll in AWC DL via the Air University Student Information System (AUSIS). AUSIS can be accessed through the Air Force Portal, using the Air University Portal link under the Education/Training/Force Development category. Eligible civilian personnel enroll by contacting the eSchool of Graduate PME, Student Services Branch, at <http://www.aueducationsupport.com>. International students will be enrolled by the eSchool of Graduate PME, Student Services Branch, once approved by AFSAT and acknowledged by AU/CFRR.

**Completion Requirements, Version 17.4.** Students must complete each course with a final test score of 70 or better to graduate and receive program credit.

#### Syllabus (Version 17.4)

Course Number and Title	Contact Hours
FS 42A Foundations of Strategy	57
ISS 42G International Security Studies	96
WAR 42E Warfighting	57
JSL 42F Joint Strategic Leadership	48
EL 42D Electives Program (one required)	45
<b>Total</b>	<b>303</b>

**Note:** Courses taken in the AWC DL Version 17.4 program may not be used to satisfy course requirements for the AWC resident program.

#### Course Descriptions, Version 17.4

AWC DL Version 17.4 includes the core curriculum and an elective. The core curriculum consists of four courses: FS, ISS, WAR, and JSL. Additionally, students must complete one elective before beginning their first core course.

##### FS 42A Foundations of Strategy

**57 Contact Hours**

The FS course develops senior leaders who can craft and evaluate strategy ethically in the pursuit of national interests. This foundation is laid by examining various theorists' concepts and how they have been applied to conflicts throughout history and to today's military operations. The course pays special attention to strategy development for the venues of air, space, and cyberspace

and to the impact of airpower on national and military strategy. Foundations of Strategy will serve as the bedrock for further study in other courses examining the national security decision-making process and the application of military power as a means to attain national objectives.

**ISS 42G International Security Studies****96 Contact Hours**

The ISS course assesses the roles and influences of civil-military relations, the interagency process, Congress, and public opinion in policy development and execution. It also discusses leadership as it pertains to organizational changes facing the national security decision-making community, as well as bureaucratic politics and organizational culture and the impact of individuals on national security decision making. The course examines a range of global security issues and regions of strategic importance.

**WAR 42E Warfighting****57 Contact Hours**

The WAR course prepares senior leaders to deploy, employ, and control joint forces across the spectrum of conflict. The course emphasizes the employment of air, space, and cyberspace forces as they contribute to the joint, combined, or coalition environment in support of the National Military Strategy. The course assesses the best ways to present, plan, and control military forces as they serve the needs of combatant commanders. It presents the strategic implications of America's past experience with (and current expectations of) emerging asymmetric war-fighting concepts. Finally, the course describes the friction between joint and service operational concepts as applied to the employment and control of air, space, and cyberspace power.

**JSL 42F Joint Strategic Leadership****48 Contact Hours**

The JSL course prepares the student with competencies and awareness needed to move from tactical and operational leadership levels to strategic leadership. The course examines senior leadership competencies required to be successful in today's complex, multicultural, expeditionary war-fighting environment. The course is based on two key assumptions: first, the student is already a successful leader, but the challenges the student will face in the future will be significantly different from those faced in the past; second, the student can significantly improve his or her competence in areas vital to success. The course challenges students to develop a vision, expand their critical analysis and creative thinking skills, 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.

### **EL 42D Electives Program**

**45 Contact Hours**

All students must complete one elective before enrolling in the first core course. The Electives Program's major objective is to enhance and complement the core curriculum by providing opportunities to achieve greater depth and breadth of understanding in issues of special interest.

### **Coercive Airpower**

Should the United States bomb a country to coerce it to give up its nuclear program? What would such a strategy look like? How likely would it be to work? How would you know? This course gives the student the tools to answer such questions and understand and evaluate airpower strategies—and the opportunity to produce one for this purpose. The course addresses the intellectual foundations of airpower strategy, focusing upon how the threat or use of airpower can achieve political objectives. The course will discuss theoretical concepts surrounding coercion, the intellectual history of coercive airpower strategies, and ways these strategies can be used in anticipated and actual conflicts. Students will also evaluate the strengths, weaknesses, triumphs, and disappointments of these strategies in theory and practice.

### **Counterinsurgency and Military Support to Security, Stability, Transition, and Reconstruction**

This course examines the challenges posed by irregular warfare in today's environment with an emphasis on insurgencies and reconstruction. America has historically preferred to conduct conventional large-scale operations against foes structured similar to itself. It has been much less enthusiastic about conflict at the lower end of the spectrum, although, ironically, such operations have occupied much more of its time and attention than conventional operations.

### **Intelligence, Surveillance, and Reconnaissance (ISR) for the Warfighter Course**

The national intelligence community and the DOD have embraced a transformation strategy that rests on a foundation of modern ISR capabilities.

With the continuing challenges of warfare in the twenty-first century including declining budgets, it is imperative that military leaders have a clear understanding of how to leverage national and DOD intelligence capabilities to maximize both efficiency and effectiveness of available resources. The past decade has seen an exponential increase in the demand for timely, accurate, and actionable ISR. As such, military leaders must understand the inner workings of the ISR enterprise to ensure available ISR assets are effectively employed to meet service, joint, national, allied, and coalition requirements. Also, changing operational environments and the ever-increasing demand for ISR require that leaders be adaptive and seek creative methods to maximize available, but limited, resources.

### **Cross-Cultural Communications**

Today's warfare is defined by culture, and an intimate understanding of culture's effects on human behavior is crucial to mission success. Everyone who performs a job in a cross-cultural environment (which we see now is almost any environment) needs to understand not only the mission but also the potential effects of cross-cultural interaction. Appropriate cross-cultural communication (CCC) training and education will reduce the negative effects of culture shock, stereotypes, and ethnocentrism, all of which impact mission effectiveness. In our daily lives, we do not interact with cultures; we interact with people. The CCC field exists in order to improve such interactions and to predict the cultural dynamics that impact them. Thus, CCC teaching and research clarify certain cultural complexities by offering a variety of concepts and skills designed to assist in the process of building and maintaining relationships across cultures.

### **Negotiations in the Military Environment**

This course is designed to better equip military leaders with the ability to apply negotiation skills to the military and US government operational and workplace environment. Even in a hierarchical and well-defined military organization, negotiation is a normal and daily process. Furthermore, today our political and military leaders demand that we operate successfully in more nontraditional and cross-cultural environments. This course enhances senior leader negotiation skills and improves their mission effectiveness across many environments. As a distance-learning program, it follows a logical path to expose students to the negotiation process. Students will learn about conflict resolution and its impact on the modern military. They will also study how military leaders practically apply negotiation skills.

Several lessons will cover the basics of negotiation theory and the impact of trust, power, and information on the negotiation process. This will be enhanced by a look at basic skills for negotiation, the most important of which is communications. Students will also examine other aspects of dispute resolution within the military environment. One critical area for review will be the ethics of negotiation. Finally, the course explores negotiations in a cross-cultural environment—providing a short exposure to a very complex process. This course is an interesting survey of the military negotiation process and will encourage senior leaders to learn even more as they face the daily challenges of military leadership.

### **Space/Cyber Operations**

This course focuses on military applications of space and cyberspace systems, including capabilities, limitations, dependencies, and vulnerabilities. Space and cyber policies, law, and doctrine establish the guidelines for using space and cyberspace; each has a unique environment that places limits on its use. The course provides an understanding of current space and cyberspace systems and how they support the war fighter, as well as an understanding of the issues facing senior leaders in applying space and cyber power. The readings will include background information on their characteristics, limitations, organizations, missions, functions, and contributions to war fighting. This elective will not make you a space and cyberspace expert and is particularly designed for personnel who are neither space-and-missile operations specialists nor cyber personnel. However, it will give you keen insight into the fundamental issues impacting contemporary military space and cyberspace operations.

# Air Command and Staff College

## Distance Learning

### Nonresident Intermediate Developmental Education

*Internet Address*

<http://www.au.af.mil/au/acsc/distance.aspx>

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

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

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

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

each previous self-paced course block is a prerequisite for students to register for the associated facilitated online seminar.

**Learning Outcomes.** The ACSC Distance Learning Version 6.0 Program produces graduates who are able to

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

**Coursework Requirements.** Courses taken in this DL program may not be used to satisfy course requirements of the ACSC resident program or the ACSC Online Master's Program.

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

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

**Eligibility.** Refer to Air Force instruction (AFI) 36-2301, *Developmental Education*, 16 July 2010, with change 2, 9 July 2013, and AFGM 201501, 25 August 2015, for specific guidance beyond the general eligibility requirements listed below.

The program is offered to US active duty, AFRES, and ANG O-4 and O-4 selects, and their equivalents from all services. DOD civilian employees in the grade of GS-12, GS-13, or nonappropriated fund (NAF) 4/5 with a bachelor's degree may also enroll. CAP officers serving in the grade of major or above may also enroll in the DL program. International applicants for the program must be O-4 selects or higher or equivalent-grade civilian employees of the military department of a country or international organization assigned to a DOD billet. International officers may enroll through the Foreign Military Sales training sponsorship program.

Interested personnel may also refer to the ACSC public website, <http://www.au.af.mil/au/acsc/distance.aspx> and the ETCA website at <https://etca.randolph.af.mil> for further information.

**Enrollment.** Students will be enrolled in ACSC upon verification of identity in the AUSIS at <https://ausis.maxwell.af.mil>. They remain enrolled through completion, provided they stay in good standing.

**Graduation Requirement.** Students must receive a passing grade for each course.

### Curriculum Summary ACSC DL Version 6.0

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

## Course Descriptions for ACSC DL Version 6.0

### **000300 Orientation and Introduction**                      **6 Contact Hours**

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

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

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

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

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

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

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

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

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

**00030E Warfare Studies****24 Contact Hours**

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

**00030F Airpower Studies****24 Contact Hours**

The Airpower Studies (AP) course enhances students' understanding of military theory by introducing perspectives on war fighting with specific emphasis on airpower. According to Air Force doctrine document (AFDD) 1,



*Air Force Basic Doctrine*, airpower is defined as “the ability to project military power or influence through the control and exploitation of air, space, and cyberspace to achieve strategic, operational, or tactical objectives.” This course looks specifically at the history and development of airpower and examines the organizations and strategies that have been involved in the employment of air, space and cyberspace capabilities. In addition, the course analyzes the role these elements might play in future operations.

### **00030G Applied Warfare**

**15 Contact Hours**

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

### **00030H Joint Forces**

**30 Contact Hours**

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

### **00030I Joint Planning**

**30 Contact Hours**

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

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

The Joint Air Operations (JA) course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. Areas of emphasis also include such pivotal topics as targeting, air-to-ground operations, space and nuclear operations, and information and cyberspace operations. Equipped with this understanding, students will analyze the employment of airpower across the full range of military operations.

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

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

## Squadron Officer School Resident Program

*Internet Address*

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

**Program Description.** The Squadron Officer School (SOS) program is a five-week, resident company-grade officer (CGO) PME course targeting four-to-seven-year Air Force captains, select civilians of equivalent grade, and select international officers. The postgraduate level curriculum covers the PME five core learning areas (leadership, the profession of arms, warfare studies, communication, and international security studies). Throughout the SOS program, students apply what they have learned through field exercises, introspection, and reflection in order to ascertain the impact of their leadership, followership, and problem-solving skills from individual and team success.

SOS builds upon knowledge and skills imparted through precommissioning, professional experience, and other training and education opportunities to deliver to the Air Force CGOs who comprehend and embrace the service's

core values and the ethics and principles of officership that are distinct to the profession of arms and service in the US Air Force. SOS emphasizes personal, team, and organizational leadership, equipping its students with theory, doctrine, and practical experiences that empower them to seek and capitalize on leadership opportunities. With these experiences, students can instill in their subordinates, peers, and units the goals of mission success and organizational excellence. Instruction is illustrated and reinforced through the measured use of examples from military history as well as current events and doctrine.

In support of its leadership emphasis, SOS students learn to comprehend and value the capabilities and limitations of the US armed forces—the USAF in particular. SOS students are also alerted to the unique challenges inherent in today’s international security environment, and challenged to think on critical topics affecting our current strategic environment. Students will communicate effectively, both formally and informally, through the spoken and written word, conveying their ideas and instructions logically, in a manner that informs, motivates, and inspires subordinates and peers alike.

The 128-hour curriculum accomplishes the SOS program outcomes by evaluating students on the entire spectrum of the full-range leadership model in five core learning areas. Students learn about their personal leadership skills and demonstrate not only how they fit into the Air Force but also how their service supports joint, national, and international operations.

**Learning Outcomes.** The SOS resident program produces graduates who are able to

- operate on commander’s intent, using the full range of leadership behaviors to achieve mission success;
- make decisions that reflect the Air Force core values and the shared values of the profession of arms;
- demonstrate effective leadership in conditions of surprise and uncertainty;
- articulate the contributions of all instruments of national power to national security and the security environment;
- forge professional relationships to build teams and facilitate teamwork; and
- think critically about the impact of airpower and warfighting principles in military operations.

**Faculty.** The SOS resident program is developed, maintained, and supervised by doctoral-qualified faculty members in association with select Air Force officer instructors, academic program managers, and curriculum developers. The curriculum is delivered by select Air Force officer instructors trained by the Squadron Officer College's faculty development program in theories and principles of adult education.

**Duration.** The SOS program is delivered in 24 academic days.

**Eligibility.** The SOS program targets all active-duty captains with at least four but less than seven years total active federal commission service (TAFCS), AFRES and ANG captains or captain selects, select GS 9–12 (and equivalent) civilians with two years of Air Force civil service experience, and a limited number of international officers.

Reference AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MSOS001).

**Completion Requirements.** Students must complete the course graduation requirements as outlined in the course syllabus.

### Syllabus

MSOS001 Program Areas	Contact Hours
Profession of Arms Studies	23
Warfare Studies	20
Leadership Studies	39
International Security Studies	12
Communication Studies	25
Administration	9
<b>Total</b>	<b>128</b>

## Program Area Descriptions

### Profession of Arms Studies

**23 Contact Hours**

The profession of arms curriculum requires students to build upon their earlier education and experience wrestling with issues of ethics and accountability and what it means to serve as a professional military officer. They explore the unique requirements of officership in light of today's unrestricted communications environment and the high trust and confidence the public

places in its military professionals. Students will delve more deeply into the Air Force core values, establishing linkages to leadership and communication.

**Warfare Studies****20 Contact Hours**

At this level, students build upon what they know of the Air Force to begin exploring joint force organizations and operations. Emphasis remains primarily at the tactical level of war fighting; however, it is couched within the context of larger campaigns and major operations.

**Leadership Studies****39 Contact Hours**

The primary leadership team for the Air Force is the flight; therefore, the focus of leadership studies at SOS is on the flight command level. Coverage at the primary level should be focused on providing tools officers need to build and lead small teams and serve as dynamic followers. Instruction should be focused on concepts and philosophies officers can use to improve individual leadership skills and adjust their leadership style to the situation, task at hand, and the abilities of followers. Opportunities will be provided for officers to apply techniques learned.

**International Security Studies****12 Contact Hours**

The international security studies curriculum provides the strategic context for the course. The international security emphasis at SOS is on those aspects of the international security environment that shape US military operations, planning, and force shaping. Students are exposed to national strategy documents and the international relations paradigms that influence national security decision making and determine how their tactical expertise and operations are linked to national security objectives. Students will also address the cultural dimension that underpins international communications to become more sensitive to cultural differences that can stymie communications and operational effectiveness.

**Communication Studies****25 Contact Hours**

Communication studies within the course are focused on imparting communication tools that officers can use to apply their leadership skills most effectively. Emphasis is placed on techniques, efficiency, critical thinking, and building and delivering effective arguments and constructive feedback. Students also study discussing the many means that Airmen have to inject their

opinions and stories into the very public media environment and the strategic consequences of their actions.

### Administration and Electives

9 Contact Hours

Administration events focus on the dissemination of critical information, assignments, and feedback sessions with the faculty.

## Squadron Officer School Distance Learning Program

*Internet Address*

<http://www.au.af.mil/au/soc/msos003.asp>

**Program Description.** The SOS DL program provides students with the intellectual fuel to enhance their leadership skills through the study of five core areas organized into four online courses: three self-paced courses and one instructor-facilitated course. The content is parallel to material presented in the SOS resident program, which is specifically developed for CGOs as they prepare to assume increased leadership responsibilities. These courses are based on Air Force and joint developmental education requirements from Air Force policy directive (AFPD) 36-26, *Total Force Development*, Chairman of the Joint Chiefs of Staff instruction (CJCSI) 1800.01D, and the *Officer Professional Military Education Policy (OPMEP)*, respectively, for program content and learning outcomes.

**Learning Outcomes.** The SOS DL program produces graduates who are able to

- describe the challenges of leading Airmen in a dynamic, resource-constrained environment;
- understand the application of introspection and theoretical leadership constructs as leadership tools;
- identify the responsibilities of an Air Force officer leading Airmen at the flight/team level;
- describe systematic approaches to decision making and continuous process improvement; and

- summarize the broad capabilities and roles airpower plays in joint and coalition operations to achieve national objectives.

**Faculty.** The SOS DL program is developed, maintained, and supervised by doctoral-qualified faculty members in association with Air Force officer curriculum developers and professional instructional systems designers. All assignments and online discussions are facilitated and scored by experienced instructors who also teach in the SOS resident program.

**Duration.** Students must complete the entire program within 18 months of their initial enrollment date. During this 18-month period, students must study all course materials; schedule and pass proctored exams; complete, submit, and pass any required assignments; and participate in online discussions. While there is no requirement to complete given exams or assignments within a specified time frame, all course activities must be completed in sequence and then scored and recorded in AU databases within the 18-month period. The first three courses, 00022A, 00022B, and 00022C, are self-study and conclude with proctored exams at test control facilities. Because students may not always be afforded their first choice for the scheduled four-week, instructor-facilitated term (course 00022D), they should plan to complete the first three courses while allowing adequate time to schedule and complete the fourth course within 18 months of enrollment.

**Eligibility.** Effective 31 July 2014, per changes contained in Air Force Guidance Memorandum to AFI 36-2301, *Developmental Education*, the eligibility criteria for distance learning has changed.

1. Active-duty line officers are prohibited from enrolling in the SOS DL course until seven years TAFCS.
2. Active-duty LAF-J, HC, and NC officers are prohibited from enrolling in SOS DL until three years' time-in-grade as a captain.
3. Active-duty MSC and BSC officers are prohibited from enrolling in SOS DL until two years' time-in-grade as a captain.
4. Active-duty MC and DC officers may enroll in SOS DL on or after their date of rank to captain.
5. Guard and Reserve officers may enroll in SOS DL upon their selection to captain.

6. Federal civilian employees in the grades of GS-9, DCIPS PB2, and NAF 3/4 and above who possess regionally-accredited baccalaureate degrees and who have completed their probationary periods (that is, have finished one year as federal employees) may enroll, according to AFI 36-2301, Table 6.
7. Sister-service officers in the grade of O-3 may enroll.

**Completion Requirements.** Students must complete the self-study course requirements (courses 00022A, 00022B, and 00022C) with scores of at least 70 percent. The minimum score for completion of course 00022D is 80 percent.

### Syllabus

MSOS00022 Courses	Contact Hours
00022A Communication and International Security Studies	68
00022B Leadership	36
00022C Warfare and Profession of Arms	66
00022D Integration and Application	23
<b>Total</b>	<b>193</b>

### Course Descriptions

#### Communication and International Security Studies

**68 Contact Hours**

This course combines communication studies and international security studies in a process-purpose pairing. The process-purpose construct as presented in this course is applicable to the individual, team, organizational, and national levels of interaction. For this course, we consider the purposes that deal with the security of the nation in the international security environment, for which good communication skills are critical.

#### Leadership

**36 Contact Hours**

This course develops the foundational pillars for successful Air Force leadership. Introspection, followership, full-range leadership styles, and associated behaviors are presented as tools to hone professionalism, humility, self-control, and personal discipline and lead to successful mission accomplishment. Further, problem-solving, decision-making, and process skills improvement are recommended additional tools that contribute to reliable data analyses, informed decision-making success, and anticipation of second- and third-order effects.



The study of social leadership acumen is provided to develop advanced skills in accountability, diversity, team building, coaching/mentoring, and leadership/counseling. Lessons at the strategic level provide a macro view for developing leaders. Finally, resource management, strategic tools, strategic thinking, and leading change in organizations are addressed as key areas for organizational success and, ultimately, mission accomplishment.

**Warfare and Profession of Arms****66 Contact Hours**

The Warfare and Profession of Arms course deals with how company grade officers conduct themselves and lead others as warriors and Airmen in the conduct of air operations. Students learn how their unique profession stresses the importance of keeping themselves and their people physically, mentally, and spiritually well to accomplish the mission. Additionally, course materials explain how Air Force core values and Airmanship form the basis of ethical conduct, which is manifest in part through the military justice system. Students also learn the tools of their trade, including how Air Force doctrine guides the application of airpower through the service's roles, functions, and mission. Because the Air Force is just one part of the joint fight, students learn how sister services operate by themselves and with the Air Force and how joint planning concepts synergistically employ all services in accomplishing mission objectives.

**Integration and Application****23 Contact Hours**

In this course, students work independently and in groups on a variety of projects designed to demonstrate their content mastery of the preceding three courses. These projects include developing personal biographies and development plans as well as analyzing journal articles. Students provide feedback to their peers prior to the submission of projects to instructors at Air University for review and scoring. Online forums with discussion questions are available for student response and comment. For this course, students must select their four-week instructor-led DL section.

# Airman Leadership School Resident Program

*Internet Address*

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

**Program Description.** The Airman Leadership School (ALS) CCAF-affiliated course consists of 192 hours of resident classes. Each student earns nine hours of undergraduate credit upon successful completion of the course.

ALS is the critical foundation for enlisted professional military education (EPME) and development. Airman Leadership School focuses on developing leadership skills required of first-line supervisors and reporting officials. ALS enhances the development of senior Airmen by strengthening their ability to lead, follow, and manage while gaining a broader understanding of the military profession. Students attending ALS experience the course through guided-discussion, experiential and case study methodologies. These methodologies enable students to share ideas and experiences while they work together to achieve various educational objectives in a collaborative classroom setting. Formative exercises are an integral part of the ALS curriculum and serve as feedback tools for the student and instructor. Summative objective and performance evaluations are used to determine whether students achieve the educational requirements and objectives outlined in the program. Students must accomplish lesson objectives using criteria outlined in the program curriculum, including those pertaining to supervisory skills, leadership, fitness, uniform inspections, and drill and ceremonies.

ALS is conducted at 68 active-duty Air Force bases worldwide and one ANG base located in the United States. More than 350 ALS instructors facilitate a dynamic and rigorous standardized curriculum. The program is student-centered, and the curriculum is designed around the various types of adult learners. The curriculum also develops students' professionalism and critical-thinking skills.

**Learning Outcomes.** ALS produces graduates who are able to

- perform first-level supervisory tasks/responsibilities and use effective leadership principles to lead individuals and work teams;
- apply appropriate verbal, written and listening skills to communicate effectively as a first-level supervisor, team leader, and manager;

- demonstrate professional military attributes such as image and bearing;
- use progressive discipline to reinforce appropriate behaviors;
- explain basic military capabilities and Air Force enterprise perspectives; and
- demonstrate the embodiment of Airman culture (for example, ethical leadership, followership, warrior ethos, self-development).

**Faculty.** The ALS faculty are required to have an associate's degree (or fall within one year of completion) and must complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before assignment to an EPME school or academy. Faculty must complete a 180-hour internship during their first year of assignment at their respective schools.

**Duration.** The ALS program is delivered in 24 academic days. Most schools conduct eight classes each year.

**Eligibility.** Refer to AFI 36-2301, *Developmental Education*, for ALS eligibility criteria, visit the ETCA website at <https://etca.randolph.af.mil>.

### Syllabus

YALSXXX Instructional Area Titles	Course Hours
Profession of Arms	32
Warfare Studies	5
Leadership Studies	50
International Security Studies	3
Communication Studies	73
Course Capstone Case Study	4
Objective Exercises/Evaluations	14
Collateral Curriculum	11
<b>Total</b>	<b>192</b>

## Instructional Area Descriptions

### Profession of Arms

**32 Contact Hours**

This course offers a study of the military as a profession and the characteristics of the culture that separate the uniformed service from the society it serves. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the Airman's role in society. The course also addresses core values, discipline, ethical leadership, dress and appearance, oath of enlistment, drill and ceremonies, emergent leadership issues (substance abuse, sexual assault prevention, wingman concept, and such), accountability, and the warrior ethos.

### Warfare Studies

**5 Contact Hours**

This course provides a study of the military instrument of national power. This core area develops an understanding of the nature of war and the art of employing military power across the spectrum of operations. War fighting includes people, roles and missions, doctrine, strategy, force structures, and joint operations, along with the domains of land, sea, air, space, and cyberspace supporting national security objectives.

### Leadership Studies

**50 Contact Hours**

This course develops and inspires the human dimension from an individual to an organizational level. Broad categories in this area include leadership concepts, supervision skills, evaluation systems, and functions of management such as resource stewardship, continuous process improvement, diversity, and group dynamics. In addition, change management, problem solving, followership, team and coalition building, safety, and time management are included throughout the course.

### International Security Studies

**3 Contact Hours**

This course develops an understanding of the nature and functioning of the international system and the strategic environment. Broad categories in this core area include contemporary problems and issues and global vigilance. Emphasis is placed on nonmilitary instruments of power and how they affect global, regional, and national security conditions. Global, regional, and cultural awareness is integrated.

**Communication Studies****73 Contact Hours**

This course helps students develop an understanding of and ability to apply principles of effective communication (speaking, listening, writing, researching, communicating nonverbally, negotiating, and thinking critically). Broad categories in this core area include interpersonal communications, cross-cultural communications, and the attendant processes and networks for communication.

**Course Capstone Case Study****4 Contact Hours**

The Capstone Case Study gives students opportunities to see how concepts and principles they have studied throughout the course apply to simulated situations. In theory, students who demonstrate mastery of course concepts and principles are able to transfer their knowledge to the work center and, thus, with practice become more effective managers and leaders.

**Objective Exercises/Evaluations****14 Contact Hours**

A pretest is used as a tool to assess the student's knowledge on lesson principles prior to instruction. Academic Affairs uses the results from this pretest as an indicator of how much learning occurred. The formative exercise presents a series of new problem scenarios to the student. The student will make decisions and apply the lesson principles he or she has learned to these situations. Following the two-hour exercise, the instructor will spend the remaining three hours conducting remediation with the students. The summative evaluation presents a series of new situations designed to evaluate student mastery of principles taught. Following the two-hour evaluation, the instructor will spend the remaining three hours conducting remediation with the students. The summative course retest is for students who failed the summative evaluation. Students who fail to meet the minimum passing score on the retest will have two hours of test remediation prior to the commandant convening an academic review board (ARB) for students who fail the summative course retest. Following the ARB, the students may be given a final chance to meet the academic requirement by taking a two-hour post-ARB retest.

**Collateral Curriculum****11 Contact Hours**

The collateral curriculum is time given for the course introduction, student surveys, administration, and commandant time.

## Airman Leadership School Distance Learning Program

*Internet Address*

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

**Program Description.** Airman Leadership School Distance Learning Program (ALS DLP) is a CCAF-affiliated course consisting of 168 hours. Each student earns eight hours of undergraduate credit upon completion of the course.

The program focuses on leadership skills required of supervisors and reporting officials throughout the Air Force. The ALS DL program enhances the development of senior Airmen by strengthening their knowledge about leadership, followership, and management while they gain a broader understanding of the military profession. The ALS DL program is a voluntary electronic-based, self-study course administered by AU. The program consists of two sets: set one contains three volumes, and set two contains two volumes. This program is designed to provide professional development to enlisted military members at a specific and critical point in their career. Students must review the *Air University Catalog* frequently during their enrollment to ensure compliance with any changes in administrative policies. Two closed-book, end-of-course examinations (one per set) in the ALS DL program are administered at a designated/authorized test control facility located on almost every military base. Successful completion of the ALS DL program results in college credit from the CCAF.

**Learning Outcomes.** The ALS DL program produces graduates who

- comprehend leadership and management principles to supervise and lead work teams as a first-level supervisor;
- comprehend verbal, written, and listening skills to communicate effectively as a first-level supervisor, team leader, and manager; and
- comprehend profession of arms and military studies principles to exhibit professional military attributes.

**Duration.** The course consists of a single academic term of 12 months. This enrollment period begins on the date the student enrolls in the course. The 12-month enrollment period includes time required to receive materials, schedule/complete tests, and submit results for scoring/posting. Students may

extend their course by 120 days at any time before the end of their 12-month enrollment using options available through their AUSIS account.

**Eligibility.** AFRES and ANG senior Airmen attend the ALS DL program. Other US military junior enlisted and eligible nonmilitary technician civil service personnel may also attend. Air Reserve Component (ARC) members must wait one year after graduation from a DL EPME program to attend the next level of DL EPME. Refer to AFI 36-2301, *Developmental Education*, for additional course policy and enrollment information.

### Syllabus

YALS003 Instructional Areas	Course Hours
Set One:	
Volume 1 Course Foundation	18
Volume 2 Expeditionary Airman	24
Volume 3 Professional Airman	30
Set Two:	
Volume 1 Supervisory Communicator	21
Volume 2 Supervisor of Airmen	39
<b>Total</b>	<b>132</b>

### Instructional Area Descriptions

#### Course Foundation

**18 Contact Hours**

The course foundation is time given for student orientation and administrative information. The purpose of the course foundation is to establish the foundation for learning the body of theory and specialized knowledge needed to successfully complete the ALS DL. Topics such as successful learning, critical thinking, full-range leadership development, and four lenses will be covered.

#### Expeditionary Airman

**24 Contact Hours**

The Expeditionary Airman curriculum is also a combination of profession of arms and leadership lessons. The purpose of the curriculum is to further the development of a cultural and warrior-ethos mind-set driven by the role of Air Force staff sergeants as expeditionary Airmen in an expeditionary Air Force. It will focus on an introduction to culture, joint organization, the joint war fighter, and the nuclear enterprise.

**Professional Airman****30 Contact Hours**

The Professional Airman curriculum is a combination of profession of arms and leadership lessons. The purpose of the curriculum is to facilitate the development of an ethical mind-set driven by the role of Air Force staff sergeants as military professionals in an expeditionary Air Force. Topics such as airmanship, customs and courtesies, ethical leadership, and emergent leadership issues are covered.

**Supervisory Communicator****21 Contact Hours**

The Supervisory Communicator curriculum focuses on providing students with the knowledge to be more effective communicators in supervisory writing and speaking situations. This volume covers topics such as communicator skills, a culture of engagement, supervisory writing, and interpersonal communication.

**Supervisor of Airmen****39 Contact Hours**

The purpose of the Supervisor of Airmen curriculum is to provide skills necessary to fulfill supervisory and reporting official responsibilities and to prepare students for future responsibilities as noncommissioned officers (NCO). Specific attention is given to leadership in areas such as standards and discipline, performance evaluation, team leader, diversity, leader influence, introduction to negotiating, resource stewardship, and continuous improvement.

## **Air Force Noncommissioned Officer Academy Intermediate Leadership Experience Resident Program**

*Internet Address*

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

**Program Description.** The Air Force Noncommissioned Officer Academy (NCOA) Intermediate Leadership Experience (ILE) is a resident CCAF-affiliated course that consists of 198 classroom hours. The ILE prepares NCOs for increased leadership responsibilities in the joint, combined, and interagency



operating/strategic environment. Specifically, the NCOA ILE educates NCOs to help them become adaptable, critically thinking, and strategically relevant leaders in their operating environment. Students may attend the ILE only after successfully completing the NCO Distance Learning Course (DLC) course. During the ILE, students apply their understanding of NCO DLC concepts as well as additional concepts they learn in the resident course.

**Learning Outcomes.** NCOA ILE prepares NCOs to

- demonstrate effective leadership behaviors for midlevel supervisors/managers;
- exhibit the embodiment of Airman culture (for example, ethical leadership, followership, and self-development);
- demonstrate appropriate verbal, written and listening skills to communicate effectively as a mid-level supervisor/manager; and
- prove their ability to adapt leadership behaviors and to think critically in complex and ambiguous environments as a mid-level supervisor/manager.

**Faculty.** The NCOA faculty are required to have an associate's degree (or fall within one year of completion) and to complete the EPMEIC before assignment to the academy. Within the first year of teaching, faculty must complete a 120-hour internship at the school.

**Duration.** The NCOA program is delivered in 25 academic days. The 10 academies around the globe hold seven classes each year educating 6,500 NCOs.

**Eligibility.** NCOs from the total force, active-duty Air Force, selected AFRES, and ANG may attend the resident NCOA. The Air Force Personnel Center identifies and notifies active-duty students for ILE attendance. Air Force students must meet Air Force standards.

All students must complete NCO DLC in order to attend the resident program. Reference AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information.

## Syllabus

MAFNCOA100 Curriculum	Contact Hours
Module 1: Course Foundation	25
Module 2: Personal Leadership Development Plan	12
Module 3: Self-Improvement Through Feedback	21
Module 4: Human Performance	16
Module 5: The Adaptable Leader	7
Module 6: Leadership and Followership	22
Module 7: Leadership Influence on Subordinate Behavior	7
Module 8: Effective Negotiations	9
Module 9: Leadership Immersion Lab	67
Knowledge Check	2
Course Evaluation	1
Administration	4
Commandant's Time	5
<b>Total</b>	<b>198</b>

## Instructional Area Descriptions

### Module 1 Course Foundation

**25 Contact Hours**

This is the introductory module for the NCOA ILE and consists of five main points. It is designed to be the foundation for the course to help students adjust and successfully prepare for the course. This lesson is primarily delivered as an informal lecture, since this method is most suitable for introducing a subject. However, Main Point 3 is delivered via demonstration/performance and Main Point 5 consists of four case studies.

### Module 2 Personal Leadership Development Plan

**12 Contact Hours**

The core chapters are Strategic Thinking and Managerial Communication. Students who complete the Personal Leadership Development Plan (PLDP) module are better prepared to complete all associated assignments and develop an effective PLDP as evidenced by successfully meeting all prescribed requirements. The purpose of this module is to prepare students for the three-part PLDP course requirement. Part I: Module Entries from Modules 3, 5, 6, 7, and 8; Part II: Student's Leadership Vision Statement; and Part III: Student's

Action Plan. The PLDP project has three purposes. First, it introduces students to the concept of a PLDP. Second, it provides structure for students to create a PLDP based on things they have learned about themselves throughout the course. Third, it provides opportunities for students to “map” their own development.

### **Module 3 Self-Improvement Through Feedback**

**21 Contact Hours**

The core chapters are A-I Theory, Full-Range Leadership Development (FRLD), Team Building, Negotiation, and Interpersonal Communication. The purpose of this module is to better prepare students to willingly seek, receive, and positively respond to feedback to enhance personal development and communication.

### **Module 4 Human Performance**

**16 Contact Hours**

The core chapter is Human Performance (HP). The HP module encompasses the physical fitness component of the NCOA ILE emphasizing a three-phased approach to every session: warm-up, workout, and cool-down. Part of the intent of this module is to expose students to additional fitness movements and workouts they may not be currently using.

### **Module 5 The Adaptable Leader**

**7 Contact Hours**

The core chapters are Strategic Thinking, A-I Theory, FRLD, Team Building, Leader Influence, Resource Stewardship, Change Management, and Continuous Improvement. The purpose of this module is to be an adaptive/innovative leader/thinker when operating in complex and unstructured environments through effectively anticipating and responding to surprise, uncertainty, change, and transitions.

### **Module 6 Leadership and Followership**

**22 Contact Hours**

The core chapters are FRLD, Airmanship, Profession of Arms, Team Building, Leader Influence, Managerial Communication, and Culture of Engagement. The purpose of this module is for students to demonstrate and synthesize effective leadership and followership concepts to understand effective leaders should utilize different leadership styles and behaviors to inspire, lead, and motivate their followers to achieve personal, professional, and organizational success.

### **Module 7 Leadership Influence on Subordinate Behavior**

**7 Contact Hours**

The core chapters are FRLD, Leader Influence, Discipline, Emergent Leadership Issues, and Interpersonal Communication. The purpose of this lesson is to expand the students existing knowledge of leadership, particularly how leaders influence subordinate behavior. While the concept of leadership influence may not be new to students, it is likely that few have considered just how much it can impact subordinate behavior.

### **Module 8 Effective Negotiations**

**9 Contact Hours**

The core chapters are Diversity, Cross-Cultural Awareness, and Negotiation. The purpose of this module is for students to analyze effective negotiations concepts and skillsets that enhance NCO effectiveness in garrison, deployed, and cross-cultural environments and to develop these skillsets in a safe, learning environment. All terms and concepts included within this module support one's ability to effectively negotiate.

### **Module 9 Leadership Immersion Lab**

**67 Contact Hours**

The primary focus of the Leadership Immersion Lab is to observe specific social behaviors exhibited by persons engaged in interpersonal, reality-based situations and use these observations to encourage behavior modification (true learning).

### **Knowledge Check**

**2 Contact Hours**

Students are given a test to measure knowledge retention from the NCO DLC.

### **Course Evaluation**

**1 Contact Hours**

One hour is allotted for students to complete the end-of-course survey.

### **Administration**

**4 Contact Hours**

Two hours are allotted for processing students into and out of the school. Two hours are allotted for graduation.

### **Commandant's Time**

**5 Contact Hours**

These hours are used to bring in speakers of opportunity to enhance the NCOA experience, for example, wing commander, chief master sergeant of the Air Force, command chief master sergeant, chief's group, first sergeants, and so forth.

# Noncommissioned Officer Academy

## Distance Learning

### *Internet Address*

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

**Program Description.** The Noncommissioned Officer Distance Learning course (NCO DLC) is a CCAF-affiliated course delivered via the World Wide Web. NCO DLC consists of 170 contact hours. Reference the NCO DLC Program Student Handbook at <https://cs3.eis.af.mil/sites/25113/Distance-Learning/default.aspx> for policy and enrollment information. NCO DLC provides an advanced PME program for NCOs to better prepare them for leadership responsibilities by expanding their leadership and managerial capabilities and their perspective of the military profession. There are two end-of-course examinations for the NCO DLC program. Students must receive a passing score to complete the course. Graduates are then also eligible for the in-residence ILE course. Both end of course examinations can be scheduled at a designated/authorized test control facility located on almost every military base.

**Learning Outcomes.** NCO DLC provides NCOs foundational knowledge to

- comprehend leadership and management principles to supervise and lead work teams as a midlevel supervisor;
- understand principles to effectively communicate as a midlevel supervisor, leader and/or program manager; and
- grasp profession-of-arms and military studies principles necessary to model professional military attributes.

**Duration.** The enrollment period is 12 months. Students may voluntarily withdraw or be disenrolled from the program under the conditions of course failure or nonparticipation (enrollment period expiration). Students are authorized to immediately re-enroll into the course after disenrollment.

**Eligibility.** Air Force, AFRES, and ANG senior NCOs attend the NCO DLC program. ARC members must wait one year after graduation from a DL EPME program to attend the next level of DL EPME. Refer to AFI 36-2301, *Developmental Education*, the NCO DLC Program Student Handbook at <https://cs3.eis.af.mil/sites/25113/DistanceLearning/default.aspx>, and the ETCA website at <https://etca.randolph.af.mil> for additional course policy and enrollment information.

### Syllabus

NCO DLC Instructional Areas	Contact Hours
Course Introduction	30
Military Professional	27
Operational Airman	24
Unit Manager	60
Managerial Communicator	27
End of Course Exams	2
<b>Total</b>	<b>170</b>

### Instructional Area Descriptions

#### Course Introduction

**30 Contact Hours**

This volume offers a study of educational processes used to achieve desired levels of learning prior to attending the NCOA ILE. Students must take charge of their own learning by working through the student orientation, course foundation, successful learning, strategic thinking, four lenses, adaption-innovation theory, and FRLD chapters. Students must be prepared to apply the concepts and principles of the DLC chapters during the in-residence course.

#### Military Professional

**27 Contact Hours**

The Military Professional attribute is a combination of profession-of-arms and Leadership lessons. The purpose of the Military Professional curriculum is to facilitate the development of a cultural and warrior-ethos mind-set driven by the role of Air Force NCOs as military professionals in an expeditionary Air Force. Military professionals are models of discipline, integrity, and courage with a strong understanding of and commitment to the profession of arms. They are fit, confident members who display professional characteristics and adhere to their responsibilities outlined in AFI 36-2618, *The Enlisted Force Structure*. Military professionals are resilient warriors who have healthy physical, emotional, spiritual, and social states. They understand the high expectations of members of the profession of arms. They seek further understanding of military art and science and unselfishly uphold traditional customs and courtesies. Military professionals demonstrate support for our distinct subculture and strive to adhere to and internalize Air Force core values. They have zero tolerance for unlawful discrimination, sexual harassment,

and sexual assault and are dedicated to maintaining a professional environment in the workplace.

### **Operational Airman**

**24 Contact Hours**

The Operational Airman Leader attribute is part of the profession-of-arms curriculum. Operational Airman curriculum is to further the development of a cultural and warrior-ethos mind-set driven by the role of Air Force NCOs as operational Airman in an expeditionary Air Force. Operational Airmen are fit, confident professionals who understand and are committed to the profession of arms. Operational Airmen apply their understanding of leadership concepts in all situations: in garrison, in country, and in combat. They properly apply direction, discipline, and recognition (DDR) to develop the operational Airmanship skills of subordinates. Operational Airmen display professional behaviors, adhere to the Air Force core values, and carry out their responsibilities as outlined in AFI 36-2618 with vigor and enthusiasm. They develop and display solid written, spoken, and interpersonal communication skills to facilitate mission accomplishment. Operational Airmen understand our national security strategy, joint war fighting structure, and can articulate Air Force mission and doctrine. They have an understanding of the global environment, an awareness of cross-cultural competence, and with ever-increasing experience are prepared to deploy to support combatant commanders by sustaining operations in austere conditions.

### **Unit Manager**

**60 Contact Hours**

The purpose of the Unit Manager curriculum is to provide the skills necessary to fulfill supervisory responsibilities for the NCOs current rank and to prepare them for future responsibilities. Students will develop the skills to aid them in leading and managing Air Force units. Unit managers are professionals who understand and are committed to the profession of arms. They apply their understanding of management concepts in all situations: in garrison, in country, and in combat. Unit managers provide ethical guidance while managing human and physical resources. While adhering to the core values and applying an understanding of human behavior, they mold their Airmen into a cohesive team capable of meeting any challenge. Unit managers oversee numerous programs, ensuring their sections or flights can adapt to an ever-changing expeditionary environment. Air Force unit managers require strong communication skills—written, spoken, and interpersonal.

**Managerial Communication****27 Contact Hours**

The communication skills area of curriculum focuses on providing students with the knowledge to be more effective communicators in managerial writing and speaking situations. Students will develop speaking skills required of midlevel Air Force supervisors and unit managers and they will also develop writing skills required of midlevel Air Force supervisors and managers. Managerial communicators are professionals who understand and are committed to the profession of arms. Managerial communicators lead by example and demonstrate strong writing skills to accomplish the numerous personnel and program requirements for which they are responsible. They must act ethically and demonstrate the core values by interpersonally communicating with the Airmen. They should be effective public speakers, tell the Air Force story, properly engage the media, and understand the new media. Air Force managerial communicators understand the critical role communication plays in accomplishing the mission, realize the importance of experience opportunities, and seek continuous improvement.

**End of Course Exams****2 Contact Hours**

Exams are administered via electronic testing method at the local education office. This affords students immediate feedback on exam results and identifies areas requiring further study. In order to successfully complete this course, students are required to pass two course exams, demonstrating curriculum mastery by attaining the minimum passing score.

## **Air Force Senior Noncommissioned Officer Academy Advanced Leadership Experience Resident Program**

*Internet Address*

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

**Program Description.** The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) Advanced Leadership Experience (ALE) is a resident CCAF-affiliated program that consists of 200 classroom hours. The ALE prepares SNCOs for increased leadership responsibilities in the joint, combined, and interagency operating/strategic environment. Specifically, the AFSNCOA



ALE educates SNCOs to help them become adaptable, critically-thinking, and strategically relevant leaders in their operating environment. Students may attend the ALE only after successfully completing the SNCO DL program. During the ALE, students build upon their understanding of SNCO DL program concepts as well as additional concepts they learn in the resident program.

**Learning Outcomes.** SNCOA ALE program prepares SNCOs to

- become more adaptable leaders;
- operate critically, strategically and jointly in complex and ambiguous environments; and
- model and develop professional military attributes.

**Faculty.** The AFSNCOA faculty members are required to have an associate's degree (or fall within one year of completion) and to complete the EPMEIC before instructing at the academy. Within the first year of teaching, faculty must complete a 120-hour internship at the school.

**Duration.** The AFSNCOA program is delivered in 25 academic days. There are six classes each year with 300 to 350 students in each class.

**Eligibility.** SNCOs from the total force, active-duty Air Force, selected AFRES, and ANG may attend the resident AFSNCOA. Selected Navy, Coast Guard, and international military personnel also attend on a limited basis. Active-duty Air Force personnel must have at least one year of retainability following graduation. The Air Force Military Personnel Center identifies and notifies active-duty students for ALE program attendance. Air Force students must meet Air Force standards. Students from other services must meet their service's standards.

All students must complete SNCO DL program in order to attend the resident program. The SNCO DL must be completed prior to promotion to senior master sergeant.

Reference AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information.

## Syllabus

MAFSNCOA001 Instructional Areas	Contact Hours
Module 1: Orientation	20
Module 2: Self-Awareness	18
Module 3: Deliberate Leadership Development	8
Module 4: The Visionary Leader	11
Module 5: The Ethical Leader	9
Module 6: The Influential Mediator	6
Module 7: The Strategic Planner	21
Module 8: Leadership Immersion Lab	55
Module 9: Capstone	16
Module 10: Comprehensive Airmen Fitness	13.5
Combined Operations	8
Collateral Curriculum	14.5
<b>Total</b>	<b>200</b>

## Instructional Area Descriptions

### Module 1 Orientation

**20 Contact Hours**

This module familiarizes students with the USAF EPME procedural guidance, local information, and the AFSNCOA's human performance program. The majority of the module is focused on preparing students for success in the remaining modules by providing them project development time throughout the course. Information explained in this module includes student expectations, library resources, the class schedule, the course syllabus, and the synthesis level of learning. The communication assignment requirements and their due dates are discussed at length.

### Module 2 Self-Awareness

**18 Contact Hours**

Since improving one's leadership begins with self-awareness, students complete several self-assessment instruments during this module. The core lessons are full-range leadership (FRL), critical thinking, the personal profile system, adaptation and innovation (A-I) theory, and team dimensions. This module educates senior enlisted leaders (SEL) on how to manage relationships and move people in a desired direction while controlling or redirecting disruptive emotions and adapting to changing circumstances.

**Module 3 Deliberate Leadership****8 Contact Hours**

The core lessons are FRL and profession of arms. The module allows SELs to appraise their own and other's deliberate leadership paths and career goals by utilizing desires and needs of the Air Force.

**Module 4 The Visionary Leader****11 Contact Hours**

The core lessons are FRL, diversity, and team building. This module helps SELs to build effective teams by articulating a shared vision and leveraging diversity. Additionally, SELs develop an understanding of how multidimensional differences within a team can impact its development and level of innovation.

**Module 5 The Ethical Leader****9 Contact Hours**

The core lessons are ethical leadership, critical thinking, and emergent leadership issues. This module helps SELs ensure that ethical decision making and behaviors occur in both an individual and organizational context. It underscores the expectation that SELs must not only be accountable but also hold others accountable to the expectations of the profession of arms while developing, supporting, and inspiring others to hone skills that further support and develop military attributes and capabilities.

**Module 6 The Influential Mediator****6 Contact Hours**

The core lessons are negotiations and cross-cultural competence. This module ensures SELs are prepared to formulate alternatives that can win others' acceptance, resulting in the selection of the most appropriate outcomes while simultaneously maintaining positive, long-term relationships and sustaining mission focus.

**Module 7 The Strategic Planner****21 Contact Hours**

The core lessons are strategic planning, continuous process improvement, change management, project management, and resource stewardship. This module ensures SELs are strategically focused to translate and prioritize strategy into progressive tactical application. This module highlights the fact that significant positive change can be achieved when senior leaders work together to achieve a shared vision and goals.

**Module 8 Leadership Immersion Lab****55 Contact Hours**

The focus of this module is for SELs to effectively apply all leadership, management, strategic communication, and ALE concepts in a leadership lab. Throughout the lab, students will be presented with authentic, real world problems/situations and given the room to make decisions based on what they have learned. Additionally, during portions of the lab the ALE students will share their experiences with local senior leaders, and both parties will exchange valuable leader cross talk and discuss the right-to-lead model and how it pertains to all senior leaders.

**Module 9 Capstone****16 Contact Hours**

In this module, SELs identify the lessons they have learned and conduct a briefing on their ALE “journey” via their leadership portfolios (professional leadership development plan and action plan, junior NCO deliberate leadership development project, and personal 100-day strategic plan project).

**Module 10 Comprehensive Airmen Fitness****13.5 Contact Hours**

In this module, SELs develop an understanding of the impact of physical and emotional stressors on human psychology and physiology tied to leadership and unit cohesion. Students experience a fitness program designed to place students under physical stress. Then, students are provided a group problem solving scenario that requires teaming, communication, and leadership under constricted conditions. Students experience a program built to maximize their overall mental, physical, social, and spiritual fitness while enhancing leadership and character synonymous with military service and contributes to their resiliency, warrior ethos, and military professionalism.

**Combined Operations****8 Contact Hours**

During this one-day event, SNCOs share perspectives with CGOs attending the SOC. The SNCOs and CGOs participate in lessons and exercises that establish a foundational framework for an SNCO mentor relationship with CGOs. This Air Force chief of staff (CSAF) initiative expects CGOs, when supervising and commanding, to team up with SELs to ensure a united front regarding matters involving personnel and operations.

**Collateral Curriculum****14.5 Contact Hours**

Collateral curriculum is time allotted for the students to complete required surveys and administrative tasks as well as time to add/modify or replace cur-

riculum material as directed by a higher authority such as the CSAF, the AF Learning Committee, or the commandant.

## Senior Noncommissioned Officer Academy Distance Learning Program

*Internet Address*

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

**Program Description.** The Senior Noncommissioned Officer Distance Learning (SNCO DL) program is a CCAF-affiliated program delivered via the World Wide Web. SNCO DL program consists of 75 contact hours. Reference the SNCOA DL Program Student Handbook at <https://cs3.eis.af.mil/sites/25113/distancelearning/default.aspx> for policy and enrollment information. SNCO DL provides an advanced PME program for SNCOs to better prepare them for leadership responsibilities by expanding their leadership and managerial capabilities and their perspective of the military profession. There is a single end-of-course examination for the SNCOA DL program. Students must receive a passing score to complete the program. The end-of-course examination can be scheduled at a designated/authorized test control facility located on almost every military base. Graduates are then eligible for the in-residence course.

**Learning Outcomes.** SNCO DL program provides SNCOs foundational knowledge of the

- leadership and management concepts necessary to lead and manage units;
- communication skills necessary to effectively communicate rank-appropriate tasks; and
- profession-of-arms and military studies concepts necessary to model and develop professional military attributes.

**Duration.** The enrollment period is 12 months. Students may voluntarily withdraw or be disenrolled from the program under the conditions of course failure or nonparticipation (enrollment period expiration). *Students are authorized to immediately reenroll into the course after disenrollment.* Reenrollment does

not require approval. However, students who fail to maintain eligibility requirements or comply with Air Force, EPME or course policies may be disenrolled at the direction of the Dean, EPME Academic Affairs and restricted from future reenrollment. Disenrolled students will not have access to the course materials.

**Eligibility.** Air Force active duty, AFRES, and ANG senior NCOs are eligible to enroll in the SNCO PME DL program. Other US military senior NCOs are eligible. Nonmilitary technician civil service personnel may also enroll. ARC members must wait one year after graduation from a DL EPME program to enroll in the next level of DL EPME. Refer to AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional course policy and enrollment information.

### Syllabus

MAFSNCOA003 Instructional Areas	Contact Hours
Course Foundation	13
Military Professional	5
Joint Warfighter	18
Leadership and Management	39
<b>Total</b>	<b>75</b>

## Instructional Area Descriptions

### Course Foundation

**13 Contact Hours**

This module offers a study of educational processes used to achieve desired levels of learning prior to attending the AFSNCOA. Students must take charge of their own learning by working through the successful learning, FRLD, and critical thinking interactive media instruction lessons. Students must be prepared to apply and synthesize the concepts and principles of the DL lessons during the in-residence course.

### Military Professional

**5 Contact Hours**

This module offers a study of the military as a profession and the characteristics of the culture that separate the uniformed services from the society they serve. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the Airman's role in society. It also addresses core values, warrior ethos, professional character and standards, and fitness. Students must be

prepared to apply and synthesize the concepts and principles of the DL lessons during the in-residence course.

### **Joint Warfighter**

**18 Contact Hours**

This module promotes the notion that the responsibilities for protecting our nation, preventing future conflicts, and prevailing against adversaries require SNCOs to fully understand the joint environment. SNCOs must be prepared to deploy, employ, fight, and survive across the spectrum of conflict in joint, combined, and multinational environments. Joint warfighters are well versed in joint operations, possess an in-depth understanding of the culture and capabilities of all involved forces, and are able to convey and incorporate the strengths that each force brings to the fight. They understand elements of the planning processes and recognize strategic implications of the emerging war-fighting concepts and capabilities. Joint war fighters help leadership make informed decisions by assessing the best ways to plan, present, and control military resources as they serve the unique requirements of the combatant commander.

### **Leadership and Management**

**39 Contact Hours**

This module enables students to focus on the organizational and personnel management functions that all SNCOs face at their home stations as well as in deployed and joint environments. Operational managers drive change and execute missions through the efficient and effective use of resources; produce excellence through a wide range of career-broadening experiences, education, and training; attract, retain, and develop Airmen and prepare them to operate in all environments; inspire a willingness to do what is right; ensure professional duties take precedence over personal desires; and master processes that ensure the Air Force remains the world's premier air and space force. Students must be prepared to apply and synthesize the concepts and principles of the DL lessons during the in-residence course.





# PROFESSIONAL CONTINUING EDUCATION

**Professional Continuing Education (PCE).** Air University (AU) provides professional continuing education to the Air Force, other Department of Defense (DOD) personnel, and international students. PCE is conducted for participants in various professional fields and consists of updated knowledge and other pertinent information that will help these individuals attain broader understanding of their chosen industry.



# International Officer School

*Internet Address*

<http://www.au.af.mil/au/spatz/ios>

**Program Description.** The International Officer School's (IOS) curriculum consists of three preparatory courses for Air War College (AWC), Air Command and Staff College (ACSC), and Squadron Officer School (SOS) that have three basic functions. First, they provide an academic preparation to follow-on professional military education (PME) school curriculum and methodologies. Second, they facilitate cross-cultural adjustment for the international military students (IMS) and their dependents, if accompanied. 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 IMSs enrolling at SOS, ACSC, and AWC.

**Learning Outcomes.** IOS produces graduates who are able to

- understand and appreciate American society, institutions, and ideals;
- understand the United States' military missions, organizations, and terminology necessary to participate in resident PME programs; and
- effectively communicate, integrate, and perform, both academically and socially, in the PME environment.

**Faculty.** Qualifications for IOS faculty are determined by relevant academic credentials, professional functional experience, teaching experience, and teaching abilities. Academic credentials normally include appropriate degrees. Professional experience usually includes depth and breadth of experience in the functional area assigned.

**Duration.** The SOS preparatory course is delivered in seven weeks, and the ACSC and AWC Preparatory Courses are delivered in eight weeks.

**Eligibility.** The deputy undersecretary of the Air Force for international affairs invites countries to attend AU PME courses by means of the Air Force Security Assistance Training Squadron in coordination with regional combatant commanders. Global security cooperation offices must ensure each IMS is properly vetted in accordance with Defense Security Cooperation

Agency and military department guidance. IMSs must also meet minimum English competency levels for their respective course of attendance.

All three preparatory courses require an English Comprehension Level test score of 80. Students attending SOS must also meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).

Refer to the ETCA website at <https://etca.randolph.af.mil> for additional information. ETCA course numbers are: MIOS001 for the SOS Preparatory Course, MIOS002 for the ACSC Preparatory Course, and MIOS003 for the AWC Preparatory Course.

**Completion Requirements.** Students must meet all academic requirements to graduate.

### Curriculum Summary

<b>MIOS001 SOS Preparatory Course</b>	<b>Contact Hours</b>
Administration	25.5
Field Studies Program	90
Communications	81
Military Studies	11
Leadership	49.5
<b>Total</b>	<b>257</b>

### Course Descriptions

#### SOS Preparatory Course

**257 Contact Hours**

This course prepares international military students in the ranks of first lieutenant and captain to participate in SOS. Instruction curriculum focuses on transformational leadership, followership, and team building skills, as well as developing communication skills required to engage with peers in critical discussions to better understand the employment of airpower, the professional of arms, and officership. Instruction also includes topics on US society traditions and ideals, US defense organization, leadership, physical fitness, communication skills specific to SOS.

### Curriculum Summary

<b>MIOS002 ACSC Preparatory Course</b>	<b>Contact Hours</b>
Administration	59
Field Studies Program	102
Communications	106
Military Studies	20
Leadership	6.5
<b>Total</b>	<b>293.5</b>

#### ACSC Preparatory Course

**293.5 Contact Hours**

This course prepares international military students in the ranks of major and lieutenant colonel to participate in ACSC. The curriculum focuses on developing creative, analytical thought and a better understanding of command and the application of airpower in joint and operational environments. Instruction also includes the traditions and ideals of US society through the Field Studies Program, the US defense organization, leadership and ethical decision making, and language and communication skills specific to success at ACSC. The course culminates in a regional forum where students engage in thought-provoking talks about regional issues and challenges.

### Curriculum Summary

<b>MIOS003 AWC Preparatory Course</b>	<b>Contact Hours</b>
Administration	52
Field Studies Program	131
Communications	92
Military Studies	28
Leadership	2
<b>Total</b>	<b>305</b>

#### AWC Preparatory Course

**305 Contact Hours**

This course prepares international military students in the ranks of lieutenant colonel and colonel to participate in AWC. The course's core curriculum focuses on the development of critical thinking, meaningful discourse, research, and professional writing; an introduction to regional security issues and US history; and a survey of US defense capabilities and national security agencies and issues. Additionally, the course immerses students in US culture and institutions through the extensive Field Studies Program.

## Syllabi

(Each course includes the following instructional areas.)

**Administration.** During this course phase, IMs in-process and receive informational tours and briefings about Maxwell AFB and the city of Montgomery. They receive orientation in various aspects of the individual IOS preparatory courses and programs. This includes welcome and graduation ceremonies, curriculum, schedule briefings, and English language testing. Students participate in formal and informal feedback sessions with instructors throughout the courses as needed.

**Field Studies Program.** The Field Studies Program is one of the largest curriculum area and allows students to gain a better understanding of US institutions, ideals, and culture. Topics include the American way of life, US government institutions, the election process, education, economics, health and human services, religion, and the news media. A significant portion of this program is devoted to democratic ideals, the rule of law, human rights, diversity, and related training to support Departments of State and Defense objectives for security assistance training. Field trips and tours are conducted in the Montgomery area; the southeast region of the United States; Washington, DC; and New York City.

**Communications.** Communication skills development and assignments constitute a significant part of the instruction at IOS. This area includes English as a second language instruction designed to increase the student's ability to clearly read, write, speak, and understand American English and convey ideas both orally and in writing according to USAF standards. In addition, writing and briefing instruction and exercises prepare IMs for follow-on PME school's communication requirements. This area also includes computer instruction with hands-on training in applications relevant to the respective follow-on PME school.

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

**Leadership.** Students are introduced to various leadership theories, perspectives, concepts, and models; instruction is geared at a level appropriate to the follow-on PME school. This area also introduces physical fitness requirements (for students attending SOS), with emphasis on leadership, followership, problem solving, and team building.

## Other Programs

IOS conducts several support programs to enhance the cultural experience and academic education of international military students and their dependents.

**Alabama Goodwill Ambassadors (AGA).** AGA is the official AU sponsorship program for IMSs and their families. It welcomes and acquaints them with aspects of American culture to which they may not otherwise gain exposure through their formal AU courses and activities.

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

**International Dependents English Course.** This six-week course, conducted each fall, provides conversational English skills that adult IMS dependents need daily. Dependents may also participate in local field trips and other American cultural experiences. While managed by IOS, the course is taught entirely by volunteers from Maxwell and the local community.

**International Family Orientation Program.** This two-week family orientation program is conducted each summer for the dependents of the IMSs attending ACSC and AWC. It orientates students to American culture and local community services, activities, and institutions. Recreational activities are also conducted for the children.

**International Family Loan Program.** This program lends IMSs and their families (for a nominal fee) essential household items such as dishes and utensils. This service eliminates the need for students to purchase items they would discard before leaving AU.

## Squadron Officer College Faculty Development Program

**Program Description.** The faculty development program uses multiplatform curriculum delivery, incorporating readings, subject-matter-expert delivered lessons and practicum application, to achieve program outcomes. Readings are developed locally and derived from published materials to ensure curricu-

lum remains current with emerging educational practices and theories. Our instructional design course adheres to Air Force Handout 36-2235, volume 10, *Information for Designers of Instructional Systems Application to Education*. Our end state is to produce highly skilled instructors who can develop and deliver curriculum to adult learners across a spectrum of environments using various methodologies.

**Learning Outcomes.** Squadron Officer College (SOC) faculty development consists of two courses. Each course has specific learning outcomes.

### **MSOC001 Theories and Principles of Adult Education (TPAE)**

Graduates will be able to

- apply effective techniques to accomplish learning objectives (alignment of course objectives, teaching, and assessment methods);
- apply effective communication and management skills inherent in a classroom environment;
- demonstrate various instructional delivery methods;
- differentiate between productive and nonproductive student behavior;
- assess student comprehension and application;
- apply appropriate motivational measures;
- analyze student learning and development;
- identify impromptu learning opportunities; and
- master integrated technology applications.

### **MSOC002 Advanced Principles of Instructional Design (APID)**

Graduates will be able to

- apply effective techniques to employ various methods to achieve learning objectives;
- demonstrate ability to identify learning objectives and student outcomes;
- apply different assessment methods for designed curriculum and analyze assessment results for modification opportunities for curriculum;



- apply instructional design tools to lesson plan development;
- analyze domains of learning to maximize student learning process;
- master integrated technology applications; and
- develop comprehensive assessment tools/questions.

**Faculty.** The SOC Faculty Development Division consists of four full-time personnel augmented with adjunct professors and instructors from within Air University. All personnel are experts in curriculum delivery and design.

**Duration.** Each course has unique contact hours as listed below

**Eligibility.** TPAE is open to all personnel with a need to develop instructor skill sets in the area of adult education. It is a required course for all assigned SOC faculty. APID is open to all personnel who require skills to develop curriculum. It is required for SOC curriculum developers. Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course numbers: MSOC001 and MSOC002).

**Completion Requirement.** Students must fulfill contact hours and demonstrate effective application to graduate TPAE or APID.

## Course Descriptions

### MSOC001 Theories and Principles of Adult Education (TPAE)

**80 Contact Hours**

This three-phased course prepares students to apply various instructional methods to deliver curriculum in adult education environments. Curriculum delivery is focused on achieving higher levels of learning through deliberate application of instructor skill sets. The course focuses on effective teaching techniques, including classroom management, feedback/assessment, and the integration of technology. Instructional methods taught in the course include lectures, guided discussions, case studies, gamification and experiential learning. All classes are developed using established educational theory, to which the students are also exposed. The course includes practicum application and focuses on developing instructors through mentorship and actionable feedback.

**MSOC002 Advanced Principles  
of Instructional Design (APID)****32 Contact Hours**

This four-day course equips curriculum developers with skills and resources to design and develop curriculum to be used in USAF courses. This course identifies and examines concepts, principles, and models of curriculum design and integration of these elements into course development and evaluation. Students conduct in-class workshops under the observation of doctoral mentors to write or revise curriculum.

## Squadron Officer College Leadership Development Program

*Internet Address*

<http://www.au.af.mil/au/soc/ldp.asp>

**Program Description.** The four courses in the Leadership Development Program (LDP) each focus on selected officer competencies defined by the Air Force Institutional Competency List (ICL; Air Force doctrine document [AFDD] 1-1, Annex 1-1, *Force Development*, and Air Force policy directive [AFPD] 36-26, *Total Force Development*). LDP courses are self-paced, optional courses that are offered through SOC's distance learning program (SOC-DL). These courses are applicable across the force and include such topics as foundations of officership, expeditionary leadership, organizational leadership, and small-unit (flight) leadership. The courses are designed to promote leadership skill development across the force by presenting the processes and skills necessary for practical military leadership in a variety of environments and, when appropriate, for leading change.

USAF active duty, Air Force Reserve (AFRES) and Air National Guard (ANG) officers, and Air Force civilian personnel may enroll in LDP courses via a self-enrollment DL process. Enrollees will have six months to complete a course, or they will be disenrolled.

Course completion appears in students' professional education records via their development plan on the AF Portal at the following link: <https://gum-crm.csd.disa.mil>. Course completion will also appear on the member's AU transcript. Students do not receive any PME credits for completion, and LDP courses cannot be transferred into AU degree programs.

**Learning Outcomes.** Each course has specific learning outcomes.

- Officer Development
  - Comprehend the essential role that followership plays in mission accomplishment.
  - Comprehend fundamental principles of self-assessment and self-development as they apply to leadership growth.
  - Comprehend the need for clear, concise, and convincing verbal and written communication in the leadership development process.
  - Comprehend basic roles and norms of interpersonal communication: active listening, powerful conversations/discussion, feedback, and impact on others.
- Expeditionary Leadership
  - Comprehend the concept of warrior ethos.
  - Comprehend the concept of cross-cultural competency.
  - Analyze how expeditionary leadership employs the concepts of hardiness of spirit, honing skills, and military bearing for mission accomplishment.
  - Analyze the role of cross-cultural competence (3C) in expeditionary leadership.
- Flight Commander
  - Apply methods to develop and inspire others.
  - Apply methods to take care of others.
  - Comprehend the unique contributions that each individual brings to the unit to accomplish the mission.
- Organizational Leadership
  - Comprehend the evolution of organizational theory and application in the Air Force.
  - Analyze the concepts of organizational behavior and organizational communication within organizations.
  - Comprehend the impact of resource stewardship on mission accomplishment.
  - Analyze leadership skills and techniques for the continuous improvement of Air Force organizations.

- o Apply organizational change initiatives to leading change.

**Faculty Credentials.** The courses are developed and maintained by terminally qualified faculty members in association with Air Force officer curriculum developers and professional instructional system designers.

**Duration.** Each course is self-paced with allowed time of no less than 15 days and no greater than six months per course.

**Eligibility.** Reference AFI 36-2301, *Developmental Education*. USAF active duty, AFRES and ANG officers, and Air Force civilian equivalents. There is no active-duty service commitment.

**Enrollment Requirements.** Enroll online at <http://www.au.af.mil/au/soc/>.

**Completion Requirements.** Students must complete two or three proctored examinations (depending on the course) at base education offices/test control facilities.

## Course Descriptions

### MLDP001 Officer Development

**117 Contact Hours**

The Officer Development (OD) course develops officer skills in three leadership-related units aligned with the Air Force ICL: followership; develops self, speaking, and writing; and active listening. This course addresses followership, regarded as a critical element of leadership and officership. This is followed by an examination of skills related to effective spoken and written communication in the context of the twenty-first-century Air Force, where advanced technology and ubiquitous access to information present unforeseeable opportunities, challenges, and risks. Through this course, students develop broad perspectives of current issues and associated tools aimed at enhancing professional competence beyond individual specialties. Further, Airmen increase their value to their units by understanding and being able to apply interoperability; develop skills necessary to lead, follow, and manage; and become better “wingmen,” caring for peers and subordinates alike. (PDS Code L09)

### MLDP002 Expeditionary Leadership

**99 Contact Hours**

The Expeditionary Leadership (EL) course develops officer skills in two leadership-related units aligned with the Air Force ICL: global, regional, and cultural awareness and the warrior ethos. This course provides an under-

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

### **MLDP003 Flight Commander**

**102 Contact Hours**

The Flight Commander (FC) course develops officer skills in three leadership-related units aligned with the Air Force ICL: develop and inspire others, take care of people, and value diversity. In addition, other ICL competencies are referenced throughout the course to support a holistic approach to students' development of ICL skills. This course examines command from the perspective of officers in formal leadership billets. The course also explores building leaders, motivation, force development, mentoring, organizational design and decision making, power and authority, morality and ethics, leading change, organizational culture, and communication. It examines the roles, responsibilities, knowledge, skills, and attitudes expected of officers in leadership positions. Academic content and practical examples are integrated to leverage officers' education, training, and experience to equip them with new or enhanced skill sets. These include the ability to inspire, develop, and take care of diverse groups of individuals while leading them to mission success.

### **MLDP004 Organizational Leadership**

**96 Contact Hours**

The Organizational Leadership (OL) course develops officers' skills in three leadership-related units aligned with the Air Force ICL: resource stewardship, change management, and continuous improvement. The course addresses organizational and management skills necessary for an officer to support and lead change in complex institutional structures. The focus is on basic organizational theory and communications, organizational behavior, resource stewardship, strategies for continuous improvement, and change management/leading change. It enhances officers' ability to deal with complex communication patterns as well as human resource issues that may affect mission capabilities, while using appropriate methods to identify opportunities, implement viable solutions, and measure the impact of outcomes. Further, the lessons examine, inform, and analyze the academic models of leadership.

# Officer Training School Academic Instructor Course

*Internet Address*

<http://www.au.af.mil/au/holmcenter/OTS/index.asp>

**Program Description.** The Officer Training School Academic Instructor Course (OTS AIC) curriculum identifies and measures variables related to such educational processes as content, alternative methods of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level.

**Learning Outcomes.** As a graduate of the OTS AIC, the student will be able to successfully

- plan instruction. The graduate will comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, and the various methods of teaching. The graduate will also know the components of the Air Force Instructional System Development (ISD) model.
- deliver instruction. The graduate will be able to prepare an effective presentation, use questions effectively to promote learning, employ proxemics to enhance the learning environment, and incorporate reflective teaching techniques to improve teaching ability.
- evaluate instruction. The graduate will comprehend the concept of educational evaluation; the principles and techniques of writing student-centered, multiple-choice, and essay test items as part of the ISD design phase; and the systematic construction and use of performance evaluation rating instruments.

**Faculty.** The Holm Center faculty has several years of teaching experience and advanced degrees. Faculty members are selected based on their experience, academic achievements, and teaching ability. In addition to numerous teaching responsibilities, the faculty conducts various workshops and is actively involved with professional academic associations throughout the education profession.

**Duration.** The OTS AIC is eight academic days.

**Eligibility.** The course is primarily designed for military and civilian personnel who have been selected to teach at OTS and the Academy of Military Science (AMS).

**Completion Requirement.** Students must maintain a “satisfactory performance” evaluation or better to graduate.

### Course Description

#### MOTS004 OTS Academic

#### Instructor Course

**64 Contact Hours**

This course prepares instructors to teach at OTS. The course is a structured, comprehensive, and fast-paced program that requires extensive reading and writing by students to prepare personalized lesson plans. Major curricular areas focus on communication skills, teaching methodologies, lesson planning, and evaluation processes. This course is designed to maximize opportunities for learning and practicing basic instructor skills. The majority of the course is devoted to small-group activities. Students plan and present teaching lessons related to their individual schools’ curricula.

## Civilian Acculturation and Leadership Training

*Internet Address*

<http://www.holmcenter.com/index.php?menu=calt>

**Program Description.** Civilian Acculturation and Leadership Training (CALT) is an OTS-type program designed for Air Force civilian employees who have no prior military service and who serve, or will serve, in leadership and/or supervisory roles within the US Air Force. Attendees are selected through a central selection process conducted at the Air Force Personnel Center (AFPC). The major areas of study include leadership, profession of arms, warfare, international security, war gaming, and communication skills. The teaching methods include reading assignments, guided discussions, informal lectures, practical exercises and evaluations of student performance.

**Learning Outcomes.** CALT graduates will

- understand the roles and responsibilities of an Air Force leader;
- comprehend the Air Force human relations, diversity, and equal opportunity and treatment issues;
- cognize leadership skills;
- comprehend followership skills;
- grasp the importance of adherence to Air Force core values;
- effectively express ideas verbally in a military setting;
- effectively express ideas in writing using a military writing format; and
- know the role of air and space power in maintaining national security.

**Faculty.** The CALT faculty combines numerous years of military leadership experience and teaching experience. Faculty members are selected on the basis of performance record, experience, academic achievement, and teaching ability. All teaching faculty possess advanced educational degrees.

**Duration.** The CALT program is delivered in 10 training days. Some training days require students to read and perform academic activities beyond the typical eight-hour duty day.

**Eligibility.** The CALT program accepts applications from Air Force civilians in permanent grades GS-7 through GS-13 (or equivalent) with no less than two years federal service and no more than five years of continuous federal civil service. As a minimum, applicants must hold a bachelor's degree and cannot have prior military experience or any PME. Seven classes are conducted annually. Each class consists of 26 students.

**Completion Requirements.** Students must successfully complete the course in its entirety.

### Curriculum Summary

CALT Instruction Areas	Contact Hours
Leadership Studies	45
Communication Skills	9.5
Profession of Arms	7
Warfare Studies and Wargaming	7
International Security Studies	2
Processing/Admin/Orientation/Testing	7.5
<b>Total</b>	<b>78</b>



## Curriculum Area Descriptions

### Leadership Studies

45 Contact Hours

The leadership studies curriculum examines the foundational principles of leadership and followership. Students receive informal lectures on Air Force leadership, team building, stress management and resiliency, self-assessment, motivation, problem solving, situational leadership, full-range leadership, and effective supervision. Additionally, students receive lectures on the Airman Comprehensive Assessment Process, the Enlisted and Officer Evaluation Systems and corrective supervision and counseling. Students are encouraged to actively participate in guided discussions on human relations in the Air Force, change management, leadership authority and responsibility, conflict management, sexual assault prevention and response, power and influence, and standards and accountability. Finally, the students are afforded numerous opportunities to apply the lessons learned in leadership and followership through discussions, case studies as well during outdoor field-type activities.

### Communication Studies

9.5 Contact Hours

The communication studies curriculum provides students the foundation for effective communication in the Air Force. Students are provided “how to” guidance for both written and oral communication. Students are also required to produce written documents and give oral presentations.

### Profession of Arms

7 Contact Hours

The profession of arms curriculum provides insight into the “Core Values” of the US Air Force and a basic introduction to the air and space expeditionary force (AEF) model. Students learn what it means to be an “Airman” in the Air Force. Students will discuss what constitutes professional and unprofessional relationships. Finally, students are provided a capstone experience that brings all of the concepts of the profession of arms together.

### International Security Studies

2 Contact Hours

The international security studies curriculum challenges students to appreciate the need for cross-cultural awareness; the importance applied to building and sustaining international partnerships are stressed. Students learn the importance of using the skills of relating, communicating, and negotiating to forge cooperative and mutually beneficial relationships. The US Air Force Culture

and Language Center has provided valuable resources to help students further hone their culture-general and culture-specific competencies globally.

### **Warfare Studies and War Gaming**

**7 Contact Hours**

The warfare studies curriculum provides students a glimpse of the wide variety of operations the US Air Force brings in the defense of the nation. The warfare studies curriculum establishes an understanding of the levels of doctrine, provides an understanding of the specific operations of airpower, and outlines terrorism and its impact on US policy. Students are provided an overview of air and space systems capabilities and are introduced to the concept of force packaging. Students participate in a practical computer-simulated war game where they are afforded the opportunity to put all of the components of warfare into practice.

### **Processing/Admin/Orientation/Testing**

**7.5 Contact Hours**

These instruction areas include in-processing, course overview, assignments, evaluation, graduation, and out-processing.

## **Ira C. Eaker Center Academic Instructor Course**

*Internet Address*

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

**Program Description.** Prepares faculty to instruct, plan, develop, and manage academic instruction. The curriculum requires extensive reading and writing and moderate research. Several instructional methods are taught.

### **Learning Outcomes**

- Demonstrate an ability to plan and develop lesson objectives, including evaluation instruments.
- Demonstrate an ability to clearly communicate to achieve instructional objectives and manage educational processes.

- Show and prove competence in using essential teaching skills that apply to most instructional situations and that evaluate the achievement of learning outcomes.

**Faculty.** AIC faculty must possess a bachelor's degree and three or more years' experience in civilian or military educational administration, psychology, testing, instruction, or a related discipline.

**Duration.** This course is delivered in 10 academic days.

**Eligibility.** Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCPD001).

**Completion Requirement.** Students must master concepts and techniques of instruction and course management processes to enhance learning.

## Course Description

### MCPD001 Eaker Center Academic

#### Instructor Course

**80 Contact Hours**

This course prepares newly assigned faculty to instruct at the Eaker Center. It is a rigorous, comprehensive, and fast-paced course that requires extensive reading, writing, and moderate research. Major curricula areas are learning theory, communication skills, instructional design, teaching methods, and evaluation. The course is organized to provide maximum participation in learning, with the majority of class time devoted to small group activity. Students write level-of-learning objectives and lesson plans, present lessons, and develop rating scales and test items. Students must demonstrate the ability to write, present teaching lessons, and master selected academic content areas. The following methods are taught: informal lecture, guided discussion, case study, experiential instruction, teaching interview, and demonstration performance.

# Commanders' Professional Development School

*Internet Address*

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

**Program Description.** Prepare attendees for duty as wing commanders, vice wing commanders, group commanders, senior materiel leaders, incident commanders, and emergency operations center directors. Wing commander and vice wing commander spouses may also attend. The school helps attendees deal with critical leadership and management challenges. The Wing Commanders' Seminar, Group Commanders' courses, Senior Materiel Leader Course, Senior Leader Mission Generation Course, and Wing Executive-Level Response Course convene five times each year, and the Air Force Incident Management Course convenes nine times a year at Maxwell AFB and four times each year at other selected locations.

## **Learning Outcomes.**

- Prepare updates on critical issues affecting Air Force members, their people, their mission, and their individual roles and responsibilities.
- Summarize pertinent information on leadership and ethical considerations in the decision-making process.
- Give examples of practical skills that may be used to enhance the immediate effectiveness of new commanders.

**Faculty.** Commanders' Professional Development School (CPDS) faculty members must possess a bachelor's degree (in any discipline) and three or more years' experience in a relevant functional command assignment.

**Duration.** The Wing Commanders' Seminar is one week long, and the group commanders' courses last two weeks.

**Eligibility.** The Air Force Colonels Group determines attendance at the Wing Commanders' Seminar and the group commanders' courses. Attendance at the Air Force Incident Management Course is mandatory for 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.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course numbers are listed in the course descriptions below).

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

## Course Descriptions

### **MLMDC800**

#### **USAF Wing Commanders' Seminar**

**43.25 Contact Hours**

This course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current Air Staff policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.

### **MLMDC810 USAF Mission Support Group**

#### **Commanders' Course**

**59.5 Contact Hours**

This course prepares newly selected mission support group commanders with leadership tools and understanding of command responsibilities, resources, and operational guidance that will enhance their effectiveness in achieving mission requirements. Training will provide information on home station employment sustainment and deployment, bed down, and sustainment at contingency locations: crisis actions, force protection, unit type code (UTC) preparation, load planning, communications, reception, contracting actions, bare base/tent city preparation, munitions, personnel readiness, services, force support, expeditionary combat support, and so forth.

### **MLMDC813 USAF Emergency Operations**

#### **Center Director Course**

**32 Contact Hours**

This course provides training on techniques and procedures necessary to effectively perform command and control functions during emergency and contingency situations involving aircraft, munitions, and hazardous material accidents and incidents, as well as natural disaster situations. The curriculum includes problem solving and exercises associated with situation assessment, emergency operations center duties and responsibilities, communications, special resources, planning, public affairs, and logistics support.

**MLMDC871 USAF Maintenance Group  
Commanders' Course****59.5 Contact Hours**

This course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current Air Staff policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.

**MLMDC872 USAF Medical Group  
Commanders' Course****82.5 Contact Hours**

This course provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command, and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current Air Staff policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment. This activity has been planned and implemented in accordance with the essential areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of the Office of the Surgeon General United States Air Force and Maxwell AFB, Alabama. The Office of the Surgeon General United States Air Force is accredited by the ACCME to provide continuing medical education for physicians, and it designates this live activity for a maximum of 34 American Medical Association Physician's Recognition Award (AMA PRA) category 1 credit(s). Physicians trained in transcendental meditation should claim only the credit commensurate with the extent of their participation in the activity.

This continuing nursing education activity was approved by the US Air Force Nurse Corps, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. The approval code is 12-005, and the number of contact hours is 35.1.

**MLMDC874 USAF Senior Materiel  
Leader Course****70 Contact Hours**

This course prepares newly selected and inexperienced senior materiel leaders to meet the responsibilities of systems and sustainment program leadership and introduces attendees to their roles as director within the frame-

work of Air Force policy. The course gives attendees a basic knowledge of the responsibilities, resources, operational concepts, and practices so they will quickly and effectively execute the full spectrum of weapon system acquisition and sustainment and understand director responsibility, accountability, and discipline approaches to leadership and management. The secretary of the Air Force acquisition career management awards 40 continuous learning points toward ongoing acquisition professional development for this educational activity.)

**MLMDC875 USAF Operations  
Group Commanders' Course**

**52 Contact Hours**

This course prepares operations group commander selectees to meet the responsibilities of operations group leadership and introduces attendees to their roles as commander of an operations group within the framework of Air Force policy. The course provides an understanding of command responsibility, accountability, and discipline; approaches to leadership and management; contemporary attitudes; and cultural diversity. It also provides a background in group-level functional areas, including intelligence, weather, airfield operations, and aircraft accident investigation, reporting, and disposition. Attendees will have the opportunity to discuss current operations issues and problems with functional area experts, experienced commanders, and their peers in a seminar environment.

**MLMDC877 USAF Senior Leaders'  
Mission Generation Course**

**15.5 Contact Hours**

This course focuses on wing leadership teaming between maintenance, operations, and logistics support to achieve safe and effective mission generation. Students must comprehend the relationship and teamwork between maintenance, operations, and logistics support; comprehend applicable policies, training, discipline, and enforcement standards essential to generating safe and reliable air and space power; and apply learned teaming approaches and functional mission generation topics to conduct a case study and prepare a briefing for the senior mentor to assess.

**MLMDC901 Wing Commanders'  
Executive-Level Response Course**

**16 Contact Hours**

Provides newly selected wing commanders and vice wing commanders tailored training on techniques and procedures necessary to effectively perform command and control functions during emergency and contingency situa-

tions involving aircraft, munitions, and hazardous material accidents and incidents, and natural disaster situations. Includes problem solving and exercises associated with situation assessment, on-scene commander duties and responsibilities, communications, special resources, planning, public affairs, and logistics support.

## USAF Personnel Professional Development School

*Internet Address*

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

**Program Description.** The USAF Personnel Professional Development School (PPDS) provides continuing education for the development and competence of force support professionals in the Total Force, including our joint partners. The courses are conducted depending on demand and funding, with some courses available completely online. Resident courses are conducted in a professional, seminar-based forum allowing for scenario-based exercises, cross-talk from peers, and information sharing from subject-matter experts in the field. Distance learning courses incorporate these same techniques using features in Blackboard and a webinar platform.

**Learning Outcomes.** To access the USAF PPDS learning outcomes and other information, visit the website on the Air Force Portal. From the main Air Force Portal at the base org–functional areas tab, select the Org A–Z Listing, select “I” for Ira C. Eaker Center for Professional Development, scroll down, and click on the school link. Go to Eaker Center Schools, and select the USAF Personnel Professional Development School. Here are some of the learning outcomes from a few of our courses:

- Effectively lead, plan, and manage a force support squadron.
- Discuss emerging issues, advise installation leadership, and respond effectively to an increasingly challenging expeditionary environment.
- Effectively lead flights providing sustainment, force development, community, education, and family services.
- Challenge and motivate squadron and flight members.



- Contribute as a key advisor to wing, group, and squadron commanders.
- Lead and manage military, civilian, and nonappropriated fund (NAF) personnel to include force development concepts and practice.
- Summarize the tools to operate and successfully contribute to organizational effectiveness.
- Value distinctive contributions of human resource leaders and managers.

**Faculty.** The USAF PPDS faculty must possess three or more years of experience in civilian or military force support, services, manpower, or personnel positions.

**Duration.** Residence courses vary in length from two to 14 days of classroom instruction. Distance learning courses range from five to 40 contact hours.

**Eligibility.** Requirements for participants vary for each course. Students can locate the course requirements on the Air Force Portal. Reference the ETCA website at <https://etca.randolph.af.mil> for additional information.

### **MAFHRMS108 Basic Civilian Training Force Development Specialist Course**

**40 Contact Hours**

This DL course provides force development specialists (FDS) with basic skills and knowledge in areas of training and development. Subject coverage includes the following areas: operational force development specialist guidance, resource management, Standard Form 182, leadership, and systems applications.

### **MAFHRMS109 Advanced Civilian Training Force Development Specialist Course**

**40 Contact Hours**

This DL course provides experienced civilian training force development specialists insight into the overall FDS function and its relationship to the total civilian personnel management program. It covers complex, controversial, and precedent-setting aspects of such areas as career programs, developing and managing the training budget, advising management on the determination of training needs, staff development, procurement training, management of training, and evaluating the training program. The curriculum is designed to enable students to assist and guide personnel on civilian training matters, identification and prioritization of training needs, and resource management and to provide advisory service to management and employees.

**MAFHRMS110 Basic Employee-Management  
Relations Course****23 Contact Hours**

This DL course provides personnel assigned to the employee-management relations (EMR) course with the basic skills and procedures for dealing with situations in areas such as conduct, discipline, appeals and grievances, health and safety, premium pay, drug and alcohol abuse control, and program evaluation.

**MAFHRMS112 Advanced Employee-  
Management Relations Course****36 Contact Hours**

This resident course is to intensify and broaden the skills of full-performance-level EMR specialists to enable them to better understand, plan, and formulate meaningful personnel programs and to use sound methods in resolving problem cases. This course improves the effectiveness of EMR specialists by providing insight into the overall EMR program and its relationship to the total civilian personnel management program. It covers complex, controversial, and precedent-setting aspects of various EMR program areas, including discipline, performance management, drug and alcohol abuse, occupational health and safety, arbitration, and Merit System Protection Board proceedings. This course intensifies and broadens the skills of full-performance-level EMR specialists to enable them to better understand, plan, and formulate meaningful personnel programs and to use sound methods in resolving problem cases.

**MAFHRMS117 Civilian Workyear  
Management Course****32 Contact Hours**

This resident course provides orientation, basic knowledge, and skills in the management of an installation's annual civilian employment plan for those delegated the responsibility for the direct management process or for those providing advisory services on civilian personnel resource management, manpower issues, or financial management (civilian pay) issues.

**MAFHRMS118 Equal Opportunity (EO)  
Leadership Course****32 Contact Hours**

This resident course empowers EO leaders to be a strategic resource by developing leadership competencies required as key advisors to leaders and customers, to align with the Air Force EO Strategic Plan, and to develop and mentor employees for future growth and development.

**MAFHRMS119 Labor Management  
Relations Course**

**68 Contact Hours**

This resident course prepares participants to administer and negotiate labor union contracts and increases the effectiveness of labor-management relations practitioners in providing advice and guidance to managers representing the Air Force's position in arbitration and other third-party proceedings. The target audience is civilians, GS-9 through GS (GM)-14, and officers, captain through colonel. Its purpose is to prepare negotiating team members to effectively represent management at base level in negotiating written agreements between a labor organization and the activity commander.

**MAFHRMS121 Civilian Personnel  
Management Course**

**26 Contact Hours**

This DL course prepares supervisors of Air Force federal civilian employees for greater effectiveness in the exercise of their civilian personnel management responsibilities and develops skill and judgment in the application of civilian personnel policies, practices, and procedures, providing fundamental comprehension of civilian personnel functions (classification, staffing, employee/labor management relations, employee development, and so forth). Flexibility in our Civilian Personnel Management Course allows students to perform most coursework according to their schedule. This course satisfies the 5 *Code of Federal Regulations (CFR)*, Section 412.202 requirement for supervisors of civilian employees to receive initial supervisory education within six months of assignment to the supervisory position.

**MAFHRMS126 Basic Mediation Course**

**32 Contact Hours**

This resident course provides basic training to individuals who will serve as mediators for the Air Force. The curriculum includes the presentation of current Air Force policy, the mediation process, interest-based negotiations, Air Force ethical guidelines for mediators, confidentiality in mediations, standards of conduct for mediators, and settlement drafting guidelines. This course is intended for civilian or military individuals who will mediate civilian disputes.

**MAFHRMS127 Advanced Mediation Course**

**40 Contact Hours**

This resident course is to further train individuals to serve as effective mediators for the Air Force. AFD 51-12, *Alternative Dispute Resolution*, requires the Air Force to use alternative dispute resolution "to the maximum

extent practicable and appropriate.” To meet this directive, high-quality mediation training had to be institutionalized in the Air Force. The Advanced Mediation Course creates a small pool of highly trained, experienced mediators in the Air Force that will decrease reliance on expensive contract mediators. The purpose of this course is to prepare advanced mediators by emphasizing the “best practices” in mediation for the Air Force mediator. This course covers all of the advanced techniques one would need to master several areas of mediation practice. This course is intended for civilian individuals who will mediate civilian disputes.

**MAFHRMS140 Air Force Sexual Assault  
Response Coordinator Course**

**74.5 Contact Hours**

This resident course educates and provides essential information, processes, and resources through interactive lecture, guided discussions, and role-plays to develop the knowledge and skills of Air Force Sexual Assault Response Coordinators. The course will enable them to perform their sexual assault prevention, response, and outreach responsibilities, thus building a foundation for excellence in this critical area of Air Force concern. This course is intended to standardize Sexual Assault Prevention and Response (SAPR) services throughout the DOD.

**MAFHRMS141 Air Force Sexual Assault Prevention  
and Response Victim Advocates Course**

**43.55 Contact Hours**

This resident course educates and provides essential information, processes, and resources through interactive lecture, guided discussions, and role-plays to develop the knowledge and skills of Air Force SAPR victim advocates. This course is intended to standardize SAPR services throughout the DOD.

**MAFHRMS405 Manpower Staff  
Officer Course**

**108 Contact Hours**

This resident course offers learner-focused education that encompasses Air Staff manpower functions, major command (MAJCOM) manpower functions, regional manpower squadron functions, total force, senior leader perspectives, management engineering, manpower programming, Air Force organizations, history of USAF manpower, whole system optimization, the art and science of manpower, student projects, and a capstone team exercise.

**MAFHRMS408 Airman and Family  
Readiness Basic Course****40 Contact Hours**

This resident course is designed to provide learner-focused education for newly assigned (within initial 3–12 months) readiness noncommissioned officers, community readiness consultants, and community readiness specialists on Airman and Family Readiness fundamental basics to include Air Force policy, guidance, core service programs, consulting, crisis response, case management, and an introduction to critical thinking and project management for professional development. Two Community College of the Air Force (CCAF) credits are awarded to eligible participants.

**MAFHRMS415 Leadership Strategies for  
Civilian Personnel Advisors Course****32 Contact Hours**

This resident course arms base-level civilian personnel leaders with tools and techniques to enhance their strategic advisory capabilities.

**MAFHRMS416 Military Personnel  
Management Course****16 Contact Hours**

This DL course provides essential knowledge-based training to civilian personnel who are entering supervisory assignments over military personnel. The training covers sources of authority governing military personnel management, unique aspects of the military Airman, career management issues, and performance management for the military Airman. This course provides the essential information, policies, and procedures, and most important, where to go for resources to use in each of these areas. The course covers Air Force subject matter and not information for sister services. The student target population for this course is first-level civilian supervisors of Air Force military personnel. Civilians that are also current Air Force Guard (AGR)/AFRES or retired from Air Force active duty/Guard/Reserve within five years prior to the start of the course are waived from completing this course (this includes AGR/Air Reserve Technician/Individual Mobilization Augmentee).

**MAFHRMS417 USAF Supervisors Course****36 Contact Hours**

This DL course helps prepare new supervisors with knowledge and practical skills in interpersonal communications, goal setting, coaching, employee and self-development, team building, conflict management, and transitioning to management and leadership roles. The course is mandatory for all first-time Air Force civilian supervisors and for active duty, Guard, and Reserve

military that have not had an equivalent course within the last five years. The course satisfies the Title 5 *CFR* Section 412 requirement for the Air Force to provide initial training as an individual makes the critical transition to become a new supervisor.

**MAFHRMS418 Advanced USAF  
Supervisors Course**

**20 Contact Hours**

This DL course is for supervisors who already have three or more years of supervisory experience, but have not completed the USAF Supervisors Course. The course helps enhance the supervisors' knowledge and skills in critical thinking, strategic planning, change management, coaching/mentoring, and other leadership and management competencies. The course satisfies the Title 5 *CFR* Section 412 requirement for the Air Force to provide initial training as an individual makes the critical transition to become a new supervisor.

**MAFHRMS419 New Employee  
Orientation Course**

**4.5 Contact Hours**

This DL course provides newly hired civilian employees a curriculum of instruction to enable insight into the environment, function, and culture of the US Air Force. The topics for this course include Air Force heritage, institutional basics, customs and courtesies, wingman concepts, force development, and personnel administration. It is delivered asynchronously via the Advanced Distributed Learning Service (ADLS).

**MAFHRMS420 USAF Supervisory  
Refresher Course**

**20 Contact Hours**

This DL course provides experienced Air Force civilian supervisors with a refresher in civilian personnel management fundamentals and a focus on leadership and management competencies and key supervisory skills. The course refreshes and supplements the students' supervisory knowledge and challenges them to develop a deeper application of their supervisory skills to continually improve their job performance. Topics range from building trust and confidence to mentoring/coaching, employee development, and performance management. The goal is for students to expand their knowledge and learn how to better apply the knowledge in their supervisory role. This class satisfies the 5 *CFR* Section 412.202 requirement for supervisors to receive continuing supervisory education at least once every three years.

**MAFHRMS421 Emerging Leader Course****32 Contact Hours**

This DL course develops interpersonal communication and leadership skills for Air Force civilians considering future supervisory and leadership roles. The course provides a core foundation upon which leadership skills may be further developed as an individual's responsibilities increase. The curriculum focuses on basic leadership theory, creating a culture of respect, oral and written communications, strategies for continuous improvement, conflict management, and problem solving. The course satisfies the federal law requirement for systematic development of emerging leaders to become supervisors as prescribed in 5 *CFR*, Section 412.202.

**MFSS100 Force Support  
Basic Contingency Course****20 Contact Hours**

This nonresident course is designed to provide officers, enlisted, and civilians working in the A1 enterprise information on the overarching doctrine, enduring capabilities, processes, procedures, and organizational framework through which the Force Support community plans, directs, and executes the support mission in deployed environments. This course gives Force Support personnel an overview of sustainment requirements for the primary mission support functions and addresses quality of life improvements that should be planned during bare base, sustainment, and steady-state locations, during transition from temporary to semipermanent facilities and contract services. This course is available on ADLS.

**MFSS125 Tactical Knowledge, Skills and  
Abilities Course****14 Contact Hours**

This Air Force e-learning course is mandatory for all Personnel officers within 24 months of entering the career field. The course is asynchronous (go at your own pace) and intended to be taken over a three- to six-month time period. The course covers the following eight knowledge, skills, and abilities (KSA) which the AF/A1 determined were critical to force support development: critical thinking, creative thinking, future thinking, performance management, project management, analysis/continuous process improvement (CPI), customer service, and advisor skills. The objective for this basic course is to build a foundational level of understanding in these KSAs, focusing on individual implementation and use during day-to-day operations at the tactical level. This is the first of three Force Support KSA courses that span the

Personnel officer's continuum of learning from O-1 through O-5. The course is also open to civilian equivalents.

**MFSS200 Protocol Fundamental Course** **56 Contact Hours**

This resident course provides personnel with a fundamental knowledge of protocol presented from a base-level perspective. Procedures for administration, meeting and conference planning, entertaining and social events, ceremonies, funding sources, distinguished visitor visits, flight-line protocol, flag usage, and escort duties will be discussed.

**MFSS250 Mortuary Officers' Course** **37 Contact Hours**

This resident course provides active duty and air reserve component officer and civilians with the technical aspects of mortuary affairs presented from a managerial perspective. Procedures for care and disposition of the deceased, communications with next-of-kin and higher headquarters, escort and transportation of remains, entitlements and eligibility criteria, and search and recovery operations will be discussed, as well as Air Force and contract mortuaries, honor guard, and summary courts officer duties. Students will be introduced to the psychological aspects of the mortuary affairs arena and will review current case studies.

**MFSS255 Mortuary Technicians' Course** **40 Contact Hours**

This DL course prepares enlisted personnel and civilians working in a base-level mortuary affairs office to understand their role in the Air Force Mortuary Affairs Program. Topics include Air Force mortuary affairs overview; case file administration and forms; entitlements; escorts; transportation; family assistance representative and summary courts officer responsibilities; dressing, casketing, and inspecting remains; contracting and payment for mortuary services; communications; wrapping nonviewable remains; person authorized to direct disposition (PADD) briefings; and the defense casualty information processing system. The course includes a case file build exercise and PADD briefing exercise.

**MFSS275 Force Support  
Advanced Contingency Course** **35 Contact Hours**

This resident course targets Personnel officers and senior enlisted members assigned to specific UTCs for command and leadership expeditionary teams during contingencies. The course consists of information on general



force support contingency operations and addresses areas of concern to leaders in contingency situations, such as force bed down and base recovery. Major components of the course include A1 doctrine and enduring principles, organizational structures, command and control, contingency personnel program support, resource management, installation development, leadership and management, and sustainment operations to include bare-base sustainment initiatives. This course is required for all Personnel Officers (38PX) in grades O-4 and O-5. It is also required for E-7 and above in Air Force Specialty Codes 3S0 and 3M0 tasked to deploy on a lead UTC.

### **MFSS300 FSS Flight Leadership Course**

**34 Contact Hours**

This DL course is for officers and civilian equivalents holding flight chief/commander positions in the Force Support Squadron (FSS). Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. The course focuses on general flight leadership topics including the 38P KSAs, financial management, marketing, ethical leadership, and force development. This interactive course requires self-directed study in the Blackboard learning management system, virtual group projects with student presentations, and online webinars.

### **MFSS317 FSS Airman and Family Services Flight Leadership Course**

**36 Contact Hours**

This resident course is designed to provide learner-focused education for newly assigned (within initial 3–12 months) officers and civilian equivalents holding Airman and family services flight chief positions. This course provides an operational perspective on Air Force policy, guidance, key programs/issues in the flight, critical thinking, and project management skills. Subject matter experts from Air Staff, Operations, and installations provide current, relevant, and applicable interactive lessons to include a class capstone addressing current flight challenges.

### **MFSS350 Intermediate Personnel Officer Course**

**76 Contact Hours**

This resident course focuses on student-centered learning of critical Force Support capabilities in the Joint Force mission including aspects of war-fighter delivery. Additionally, it will educate students on critical Force Support capabilities in the organize, train, and equip mission that directly influ-

ences how A1 delivers lodging, modernized food services, fitness centers, and essential family support programs (to include child care and youth programs). Students will understand resource decision making and the program objective memorandum (POM) process, key 38P principles for action officers, total force, and leading at the operational and strategic levels. Students will apply the 38P enduring principles and the Force Support-critical KSAs.

**MFSS375 Force Support Deputy and  
Operations Officer Course**

**40 Contact Hours**

This DL course will focus on student centered learning of critical Force Support capabilities in the joint force mission including many aspects of warfighter delivery that will be used after completing the course. Additionally, it will educate students on critical Force Support capabilities in the organize, train, and equip mission that directly influence how A1 delivers lodging, modernized food services, fitness centers, essential family support programs (to include child care and youth programs), and so forth, that will be used after completing the course. Students will be able to understand resource decision making and the POM process, key 38P principles for action officers, total force, and leading at the operational and strategic levels. Additional the student will apply the 38P enduring principles, and the Force Support-critical KSAs.

**MFSS400 FSS Commanders/  
Directors Course**

**80 Contact Hours**

This resident course provides FSS commanders, and civilian directors with a familiarization of force support enduring principles, A1 capabilities, key KSAs, FSS organization and mission; how to organize for success; resource management; current issues/trends in the FSS Flights; readiness responsibilities; and other pertinent topics necessary to fulfill roles as an FSS commander or director and the base strategic advisor for A1 issues. During the course, students receive instruction from senior A1 leaders (e.g., AF/A1, AFPC/CC) and functional experts. Students also participate in seminars with current and graduated squadron commanders and a wing and/or group commander where they have discussions and receive insight on subordinate, peer, and senior command expectations.

# Defense Financial Management and Comptroller School

*Internet Address*

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

**Program Description.** The Defense Financial Management and Comptroller School (DFM&CS) has developed a continuum of DOD financial management education focused on developing broad comptroller skills, including critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and effective communications. The educational experience is achieved through auditorium presentations, interactive seminars, networking, small group discussions, and facilitated exercises. The continuum is comprised of three courses: the Defense Financial Management Course (DFMC), the Defense Decision Support Course (DDSC), and the Air Force Professional Financial Management Course (AF PFMC). These courses bridge the gap between technical functions and broad financial management (FM) leadership responsibilities. The students must actively participate, formulate individual and group goals, and successfully complete homework and test requirements. The courses are challenging, and graduates of the DFMC receive graduate-level credit for their work. All three courses are accredited by the National Association of State Boards of Accountancy and are aligned with and formally mapped to the DOD Financial Management Certification Program.

## **Learning Outcomes Common to all DFM&CS Courses**

- Demonstrate the ability to advise senior leaders by using enhanced strategic decision-support techniques.
- Apply new techniques and concepts to improve personal leadership and interpersonal skills.
- Explain the impact of organizational relationships on the DOD mission.
- Appreciate the diverse FM disciplines within DOD.

**Faculty.** Instructors at the DFM&CS possess a graduate-level degree in finance, accounting, or a related academic field and at least three years of experience in financial/resource management or a similar area. Currently the faculty includes members representing the Army, Navy, and Air Force.

**Duration.** The DFMC consists of approximately 20 hours of distance learning work (a combination of online work and written requirements as specified) followed by 14 academic days in-residence at Maxwell AFB.

The DDSC is four academic days and may be scheduled as a resident course at Maxwell AFB or as a mobile course conducted upon request at installations throughout the world.

The AF PFMC consists of approximately 15 hours of pre-course work followed by 17 academic days in-residence at Maxwell AFB.

**Eligibility.** The target grades for DFMC students are O-4 and above, GS-12 and above, and E-8 and above (Air Force E-9s are not eligible for DFMC). O-3s, GS-11s, and E-7s are authorized to attend by exception only.

The target audience for the DDSC varies depending on the location. To assist in managing throughput and funding, the target audience for resident DDSC classes is the same as the target audience for DFMC. To help facilitate organizational change and increase throughput, mobile DDSC classes are open to any available rank or grade. Students selected for this course should already possess a broad knowledge of the DOD FM environment, a strategic perspective, and above-average critical/creative thinking and communication skills (oral and written).

The target audience for the AF PFMC is Air Force personnel, O-3s (but will consider others based on leadership input), GS-09 to GS-13, and E-7s who have completed the Senior Noncommissioned Officer Academy.

**Completion Requirement.** Participants must complete all testing, writing, speaking, and seminar participation assignments, which demonstrate comprehension of the material and the ability to apply it in a professional environment.

## Course Descriptions

### MLMDC503 Defense Financial Management Course

**112 Contact Hours**

This blended learning curriculum focuses on developing skill sets for students who will eventually be placed in senior leader FM roles. Those enrolled in the course will become graduate students while in attendance. As such, they will complete various homework readings and assignments. They must actively participate in seminar discussions and complete various writing and speaking requirements to enhance their communication skills, including a decision brief to a senior leader on an issue with recommended course of action. The course combines seminar discussions, faculty lectures, distinguished

guest speakers, and experiential learning to allow students to sharpen their skills for leading teams, leading change, managing conflict, critical thinking, strategic orientation, networking, communication, and advising senior leaders. Successful completion of this course and all prerequisites fulfills all educational requirements for DOD FM Level 3 certification.

### **MLMDC504 Defense Decision**

#### **Support Course**

**26 Contact Hours**

This four-day course focuses on the concepts related to understanding financial management decision support. Taught at Maxwell AFB or as a mobile educational opportunity, the curriculum addresses transforming roles of FM staff officers and improving financial managers' ability to deliver relevant and credible advice to leaders at all levels. The course defines decision support, introduces a decision support model, describes various analytical tools and techniques, and allows students to practice putting the concepts into action through interactive scenarios. Successful completion of this course fulfills the Decision Support competency requirements for DOD FM certification levels 1, 2, and 3.

### **LMDC505 Air Force Professional Financial**

#### **Management Course**

**132 Contact Hours**

This blended learning curriculum focuses on developing skill sets for students who will make our workforce more valuable to commanders and senior leaders. As such, they will complete various homework readings and assignments. They must actively participate in seminar discussions, complete a group business case analysis (BCA) project, and accomplish two individual oral presentations and a group presentation on their BCA project. The course combines small group discussions, faculty lectures, workforce guest speakers, and experiential learning to allow students to sharpen their skills on FM operations and processes, leadership, acquisitions, force development, contingency operations, and decision support to their senior leader. Successful completion of this course and all prerequisites fulfills all educational requirements for DOD FM Level 2 certification.

# USAF Chaplain Corps College

*Internet Address*

<http://www.chaplaincorps.af.mil>

**Program Description.** The curriculum provides the highest-quality professional continuing education, technical training, and resources to provide spiritual care and advice to leadership. The Air Force Chaplain Corps College (AFCCC) conducts five chaplain assistant apprentice courses, three basic chaplain courses, two chaplain corps spiritual leadership courses, two deputy wing chaplain courses, two wing chaplain courses, two superintendent/non-commissioned officers in charge (NCOIC) chapel operations courses, one senior chaplain course, one chaplain assistant senior leadership course, two chaplain corps current issues courses, and one chaplain assistant, crisis intervention course each year. If funding is available, the college may offer additional PCE courses each year covering topics of interest to the Chaplain Corps.

## Learning Outcomes

- Perform professional duties and responsibilities commensurate with the roles of chaplains and chaplain assistants in providing spiritual care.
- Understand and apply key principles to advising leadership and commanders in the discharge of their responsibilities to provide for the free exercise of religion in the context of military service as guaranteed by the Constitution with regard to ethical, moral, and morale issues and needs for all Airmen.
- Understand and demonstrate how chaplains and chaplain assistants provide religious accommodation for the free exercise of religion for all Airmen and their families and respect a pluralistic religious environment and support all faith groups.
- Apply spiritual leadership principles and demonstrate transformational leadership within the Chaplain Corps.
- Comprehend expeditionary Air Force requirements and demonstrate how to provide ministry in the readiness and deployed environment.
- Leverage religious support team operations and team building to accomplish the Chaplain Corps mission.

- Develop, implement, control, and evaluate religious programs to ensure unit and wing ministry effectiveness to include unit engagement, worship, liturgies, rites, and other religious requirements for all faith groups.
- Understand and demonstrate resource management of funds, facilities, supplies, and equipment to include chapel administration.
- Demonstrate crisis intervention and counseling techniques and comprehend privileged communication.

**Faculty.** AFCCC chaplain teaching faculty members must possess a master's degree in divinity or a comparable field and be endorsed by their ecclesiastical body. Chaplain assistant teaching faculty may possess higher degrees of education but must be certified in education training programs.

**Duration.** Courses vary in length from three to 40 days.

**Eligibility.** The prerequisites for the Basic Chaplain Course and Chaplain Assistant Apprentice Course are selection for duty as a chaplain or chaplain assistant. Chaplains must complete commissioned officer training before attending the Basic Chaplain Course. Other courses are pulse-point and just-in-time training to meet the needs of the Chaplain Corps.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information.

**Completion Requirement.** Students will evidence mastery of the chaplain concepts and processes used in the accomplishment of ministry within the Air Force and pass required exams and measurements.

## Course Descriptions

### MAFCSI101 Basic Chaplain Course (BCC)

**240 Contact Hours**

This resident course introduces chaplains to the unique aspects of ministry within the Air Force and facilitates the new chaplain's transition from civilian ministry to ministry within the Air Force community. It prepares chaplains to work as a team with chaplain assistants as religious support teams (RST) and other chaplains of diverse faiths. Unique subjects such as ministry in a readiness environment, military funerals, funds management, pastoral/warrior care within the Air Force, interfaith worship, inclusive chapel programs, solution-focused counseling, marriage enrichment, and chaplain administrative responsibilities are some of the lessons presented.

**MAFCSI114 Deputy Wing  
Chaplain Course (DWCC)**

**80 Contact Hours**

This resident course prepares selected chaplains for supervisory responsibilities in the vital disciplines of leadership and followership. Specific instructional emphasis is placed on managing effective short and long term supervision competencies. Additionally, the deputy wing chaplain must demonstrate the ability to embrace the wing chaplain's leadership vision and, should the wing chaplain deploy, follow the wing commander's leadership vector and MAJCOM chaplain guidance.

**MAFCSI115 Wing Chaplain Course (WCC)**

**80 Contact Hours**

This resident course trains selected chaplains to function in senior wing leadership positions with their superintendent/NCOIC senior RST partner in leading a dynamic chapel team. Topics include structure, mission, and vision of the Air Force chaplaincy; dynamics of leadership in the multifaceted role of the senior chaplain; personnel and resource management; and other issues identified by the functional manager.

**MAFCSI118 Wartime Ministry  
Skills Workshop**

**24 Contact Hours**

This resident course prepares selected chaplains and chaplain assistants for effective wartime ministry. Topics include establishing chapel operations, operational and deployed parish ministry and support, current topics in Islam, the impact of war (psychological, emotional, physical, and spiritual), just war issues, force protection during wartime operations, resourcing ministry in the area of responsibility (AOR), and advising command leadership.

**MAFCSI123 Pastoral Counseling Course**

**24 Contact Hours**

This resident course prepares selected chaplains to heighten counseling skills. Students learn, practice, watch, and employ brief pastoral counseling tools using the solution-focused brief counseling model. Topics include empathic listening, attending to counselees' needs, rapid assessment, focused spiritual diagnosis, and the demonstration of hope for client change.

**MAFCSI124 Redeployment, Reintegration,  
and Reunion Issues Course**

**24 Contact Hours**

This resident course prepares selected chaplains and chaplain assistants to deal with the impact of redeployment, reunion, and reintegration in light of



current deployment cycles and the changing nature and complexity of war. Topics include preventing and recognizing the effects of post-traumatic stress, tools for effective reintegration, and managing issues related to redeployment.

**MAFCSI125 Chaplain Spiritual  
Leadership Course**

**50 Contact Hours**

This resident course is designed to create Chaplain Corps leaders who can effectively lead chapel teams, care for fellow team members, follow senior chaplain leaders, accomplish the ministry mission of the Chaplain Corps, and analyze and solve complex spiritual leadership challenges (critical thinking).

**MAFCSI128 Religious and Cultural Awareness:  
Tools and Techniques**

**24 Contact Hours**

This resident course equips the Chaplain Corps with skills necessary for acquiring religious and cultural competence in order to advise leaders at tactical, operational, and strategic levels. The course focuses on the impact religion has on cultural norms and how cultural norms impact religion in areas of national strategic interests. The course is open to chaplains and chaplain assistants.

**MAFCSI129 Senior Chaplain Course**

**24 Contact Hours**

This resident course prepares selected chaplains for strategic-level leadership dealing with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM positions. The course will provide essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum. The student will learn strategic planning methodology and demonstrate the ability to construct a comprehensive strategic plan.

**MAFCSI130 Chaplain Corps Current  
Education Issues Course**

**24 Contact Hours**

This resident course addresses current hot issues and topics faced by the Chaplain Corps. It gives the Chaplain Corps the capability to respond quickly to emergent needs in spiritual care and advising leaders. It gives students essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum.

**MAFCSI131 Chaplain Assistant Senior  
Leadership Issues Course****24 Contact Hours**

This resident course prepares selected chaplains assistants for strategic-level leadership dealing with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM positions. The course will provide essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum. The student will learn strategic planning methodology and demonstrate the ability to construct a comprehensive strategic plan.

**MAFCSI132 Spiritual Care  
for Wounded Warriors****24 Contact Hours**

This resident course addresses the mental, physical, and spiritual care necessary to provide for physically and emotionally wounded warriors. It provides the Chaplain Corps the capability to respond accurately and quickly, using current tools, methodology, and terminology. Further, it introduces the concept of vicarious traumatization and the awareness of when to refer.

**MAFCSI133 Ministry to Young Adults****24 Contact Hours**

This resident course takes current benchmarked Airman Center programs and uses them to train chaplains and chaplain assistants in their creation and sustainment. The emphasis is on authentic community, service before self, spiritual formation, and moral/character development while maintaining a distinctively global ministry focus.

**MAFCSI136 Chaplain Assistant Crisis  
Intervention Counseling****24 Contact Hours**

This resident course prepares chaplain assistants to conduct intervention and crisis counseling. It updates chaplain assistants on the latest techniques and processes for intervening in crisis situations.

**MAFCSI137 Superintendent/NCOIC,  
Chapel Operations Course (SCOC)****80 Contact Hours**

This resident Superintendent/NCOIC/Chapel Operations Course addresses concepts, techniques, and processes involved in leading and managing chapel operations. This course draws on the subject matter expertise of AFCCC faculty, diverse field experiences of students, Air Force Chaplain

Corps strategic-level leaders, as well as the knowledge of guest presenters in order to maximize learning.

## Advanced Nuclear Concepts Course

*Internet Address*

<http://cuws.au.af.mil/>

**Program Description.** The course provides an in-depth look at key aspects of the Air Force nuclear enterprise to enable better understanding of nuclear deterrence history, theory, and application; nuclear operations policy and strategy; nuclear incident/accident response; and nuclear surety and effects. Attendees receive updates on current Air Staff/DOD/Department of Energy nuclear policy and procedures. This course is taught five times per year at Kirtland AFB, New Mexico. This education is a primary component of the chief of staff of the Air Force's (CSAF) vision to strengthen the Air Force nuclear enterprise.

**Learning Outcome.** Core nuclear Airmen will be prepared to assume leadership/higher headquarter positions dealing with the implementation of nuclear policy, management of the nuclear enterprise, and execution of strategic deterrence operations.

**Faculty.** The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations [e.g., intercontinental ballistic missile (ICBM)/bomber operations], nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition, and/or policy development) to provide the professional functional expertise. The course uses adjunct professors, visiting instructors, and subject-matter experts from AU, the National Nuclear Security Administration (NNSA), the national nuclear laboratories (e.g., Sandia National Lab [SNL], Lawrence Livermore National Lab [LLNL], and Los Alamos National Lab [LANL]), the Air Force Nuclear Weapons Center (AFNWC), Headquarters Air Staff, the Defense Threat Reduction Agency (DTRA), Air Force Global Strike Command (AFGSC), and United States Strategic Command (USSTRATCOM) to provide specific academic focus on nuclear topics. In addition, a retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor for each class.

**Duration.** This course is delivered in five days.

**Eligibility.** E-8 through E-9, O-4 through O-6, civilian-equivalent core nuclear Airmen assigned to squadron/group leadership positions or occupying Headquarters Air Force (HAF), MAJCOMs, combatant commands, numbered air forces, and joint staff billets at the action officer/ branch chief level with nuclear operations, maintenance, logistics, support, or acquisition responsibilities within the nuclear enterprise. A DOD secret security clearance with restricted data (RD) and critical nuclear weapons design information (CNWDI) access is required for the course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MNUC300).

**Completion Requirement.** Students must complete the following 40-hour in-residence program and demonstrate satisfactory understanding of the Air Force nuclear enterprise by successfully finishing the end-of-course exercise to graduate.

### Course Description

#### MNUC300 Advanced Nuclear Concepts Course                      40 Contact Hours

The major areas of instruction cover nuclear history and life cycle, nuclear effects, nuclear surety, nuclear command and control, nuclear policy/strategy/deterrence theory, the US nuclear enterprise, nuclear accident/incident response, and stockpile maintenance and sustainment. These subjects are essential for individuals who have reached at least the nine-year point working in the Air Force nuclear enterprise. The course is designed to enhance awareness of the USAF's nuclear mission among core nuclear Airmen occupying or moving into wing/squadron leadership and/or higher headquarters staff positions who deal with the implementation of nuclear policy, management of the nuclear enterprise, and execution of nuclear deterrence operations. Facilitated discussions and exercises are designed to enhance student critical thinking on twenty-first century nuclear deterrence operations issues.

## Senior Leader Nuclear Management Course

*Internet Address*

<http://cuws.au.af.mil/>

**Program Description.** The purpose of the Senior Leader Nuclear Management course is to provide a forum for senior leaders to discuss deterrence theory, nuclear policy, arms control, and other nuclear issues. A retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor and facilitator for each class. This education is a primary component of the CSAF's vision to strengthen the Air Force nuclear enterprise.

**Learning Outcome.** Graduates will give examples on nuclear issues and implications for the nuclear enterprise.

**Faculty.** The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations [e.g., ICBM/bomber operations], nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition, and/or policy development) to provide professional functional expertise. The course uses adjunct professors, visiting instructors, and subject-matter experts from AU, NNSA, the national nuclear laboratories (e.g., SNL, LLNL, and LANL), AFNWC, Headquarters Air Staff, DTRA, AFGSC, and USSTRATCOM to provide specific academic focus on nuclear topics. In addition, a retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor for each class.

**Duration.** This course is delivered in two days.

**Eligibility.** Senior leaders with the following experience and/or background are eligible to attend this course: (1) those working internal to the nuclear enterprise in an O-6/civilian-equivalent level HAF/MAJCOM three-letter or wing/group command billet, (2) E-9s in similar functional expert billets, and (3) flag officers and senior executive service (SES) personnel that have nuclear responsibilities anywhere in their portfolio of responsibilities. A DOD top secret security clearance with CNWDI access is required for the course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MNUC400).

**Completion Requirement.** Students must complete the following 16-hour resident program and participate in case-study development to graduate.

### Course Description

#### MNUC400 Senior Leader Nuclear Management Course

**16 Contact Hours**

This course prepares senior Air Force leaders (flag officers/SES personnel and O-6/GS-15 working internal to the nuclear enterprise in wing/unit command or MAJCOM/Air Staff/Joint Staff director/division chief level billets or E-9's in command chief or similar functional expert billets) with the leadership tools and understanding of command challenges, resources, and operational concepts that are the basis of the US government's nuclear weapons posture. Facilitated small-group discussions and focused case studies examining US nuclear policy, doctrine, and deterrence strategy and theory enhance participants' understanding of, and ability to articulate and advocate, USAF's nuclear policy positions.

## Air Force Nuclear Fundamentals Course

*Internet Address*

<http://cuws.au.af.mil/>

**Program Description.** This course is designed to enhance awareness among Airmen of the USAF nuclear mission. This course covers nuclear weapon fundamentals, force structure, nuclear stockpile guidance, planning and assessment, the DOD/AF nuclear surety program, and the nuclear community. The course provides a broad overview of the enterprise designed to create a standard frame of reference within which to explore the USAF nuclear mission, capabilities, and issues.

**Learning Outcome.** Graduates will gain a better understanding of the purpose and role of nuclear weapons in our national security; current US and foreign nuclear force structure; nuclear deterrence operations; basic nuclear weapon safety and operations concepts; nuclear weapons life cycle, sustainment, and assessment; and the USAF's nuclear surety program.

**Faculty.** The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations [e.g., ICBM/bomber opera-

tions], nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition, and/or policy development) to provide the professional functional expertise. The course uses adjunct professors, visiting instructors, and subject-matter experts from AU, NNSA, the national nuclear laboratories (e.g., SNL, LLNL, and LANL), AFNWC, Headquarters Air Staff, DTRA, AFGSC, and USSTRATCOM to provide specific academic focus on nuclear topics. In addition, a retired Air Force general officer with extensive experience in the Air Force nuclear enterprise serves as an in-residence senior mentor for each class.

**Duration.** This course is delivered in four and a half days.

**Eligibility.** Airmen identified as core nuclear Airmen in grades E-6 and E-7, O-3 and O-4, and civilian GS-11 through GS-13 who have reached the four- to nine-year point working in the Air Force nuclear enterprise at the unit, wing, or other organization of a similar level at or below the Numbered Air Force (NAF). Airmen in support roles/noncore nuclear billets assigned to a nuclear unit/job for the first time in a supervisory or decision-making role in grades E-7 through E-9, O-3 through O-6, and civilian GS-11 through GS-15 at the Air Staff, Joint Staff, MAJCOMs, combatant commands, intermediate headquarters, and field units with nuclear operations, maintenance, logistics, support, or acquisition responsibilities within the nuclear enterprise. A DOD secret security clearance with RD and CNWDI access are required for the course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MNUC200).

**Completion Requirement.** Students must complete the following 36-hour in-residence program and demonstrate through active class participation a fundamental understanding of the AF nuclear enterprise, its components, and core mission.

## Course Description

### MNUC200 Air Force Nuclear Fundamentals Course 36 Contact Hours

The major areas of instruction cover the purpose and role of nuclear weapons in our national security; current US and foreign nuclear force structure; nuclear deterrence operations; basic nuclear weapon safety and operations concepts; nuclear weapons life cycle, sustainment, and assessment; and USAF's nuclear surety program. Facilitated discussions and lectures supported by video presentations and a classified tour of the DTRA Nuclear Weapons Informational Museum are used to enhance student awareness of the USAF's

nuclear mission and the importance of nuclear surety to the effectiveness of the nuclear deterrence mission. This course is taught eight times per year at Kirtland AFB, New Mexico. This education is a primary component of the CSAF's vision to strengthen the Air Force nuclear enterprise.

## Air Force Continuous Process Improvement Black Belt Certification Course

*Internet Address*

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

**Program Description.** The Air Force Continuous Process Improvement (CPI) Black Belt (BB) Certification Course is intended to provide an understanding of why, how, and when each of the process improvement methodologies should be used. The course will provide instruction for an understanding of the concepts and use of the tools related to process improvement methodologies of Lean (L), Six Sigma (6S), Theory of Constraints (ToC), and Business Process Reengineering (BPR). This course is the bedrock of a more robust, AF-wide process improvement initiative, providing the education required by all AF members charged with process improvement.

**Learning Outcomes.** Learning in this course will allow students to provide value to the Air Force by supplying them with the tools to lead efforts to maximize value and eliminate waste in all environments—operational, support, and otherwise—and fully integrate CPI across the Air Force.

**Faculty.** All instructors are experienced (BB-certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

**Duration.** This course lasts 10 academic days.

**Eligibility.** This course is open to all active-duty Air Force, Reserve, and Guard officers, and DOD civilians and enlisted personnel in the grades of technical sergeant through chief master sergeant. Except in rare instances, students are required to complete CPI green-belt (GB) certification prior to attending this course.

**Completion Requirements.** Upon completion of the training, the students are prepared to assist leadership in executing L, 6S, and ToC projects or to



assist experienced greenbelts in conducting process improvement events. The students will also be prepared to mentor new students and teach in the L/6S/ToC/BPR areas taught in the course.

### Course Description

#### MAFSO2101 Black Belt Certification Course

**80 Contact Hours**

This course includes advanced process improvement methodologies, group dynamics and facilitation training in a classroom environment followed by participation and application of skills in a series of lean, process reengineering, or other CPI events or projects in more than one CPI methodology, with one or more events at a cross-functional or enterprise-wide level. GB certification is a prerequisite for BB training. The DOD course, sponsored by the Secretary of the Air Force/Management, satisfies BB certification training requirements.

## Joint Flag Officer Warfighting Course (JFOWC)

*Internet Address*

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

**Program Description.** JFOWC is a general officer (GO)/flag officer (FO)-level professional continuing education course in the DOD, owned and controlled by the Service Chiefs. The JFOWC prepares two-star general officers of the four services for theater-level combat leadership responsibilities. It is tailored to provide future theater-level combatant commanders, service component and joint task force (JTF) commanders with a broad perspective of the strategic and operational levels of war. Instruction comes from senior national-level civilian and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers. Retired war-fighting generals draw from their combatant and component commander experience to lead the course as senior mentors and guide all discussions to focus at the high-operational and strategic level topics.

Attendees study war fighting, synchronization of interagency operations, military doctrine, and the application of unified, joint and combined forces so they will be better-prepared to face future crises. JFOWC is a one-week course

that is offered twice a year. Each class is limited to 18 general/flag officers and US government SES civilians.

**Learning Outcomes.** As directed by Chairman, Joint Chiefs of Staff Instruction (CJCSI) 1800-01E, *Officer Professional Military Education Policy*, Appendix L to Enclosure E.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

**Duration.** The JFOWC is delivered in five academic days.

**Eligibility.** Per CJCSI 1800-01E, Appendix L to Enclosure E, and a memorandum of understanding among the four executive agents, attendees will normally consist of 18 general/flag officers in the rank of major general/rear admiral–upper half or brigadier general (promotable)/rear admiral–lower half (promotable) at least a year after their attendance at capstone.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MAAFNJ007).

**Completion Requirement.** Students must successfully complete all pass/fail evaluations and exercises.

### Syllabus

MAAFNJ007 Learning Areas	Contact Hours
National Security Strategy	3.00
National Planning Systems and Processes	3.00
National Defense Strategy	4.00
National Military Strategy and Organization	8.00
Theater Strategy and Campaigning	16.00
The Role of Strategic Communication in Twenty-First Century Warfare	2.00
Strategic Leader Development	4.00
<b>Total</b>	<b>40.00</b>

### Learning Area Descriptions

#### National Security Strategy

**3.00 Contact Hours**

- Role of Congress in military affairs and how Congress views the military.
- Role of military leaders in developing national political objectives.

- Four elements of national power and how the elements are used during a crisis.
- Relationship between the strategic and military end states and how they differ and influence stability operations and redeployment.

**National Planning Systems and Processes** **3.00 Contact Hours**

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

**National Defense Strategy** **4.00 Contact Hours**

- How the military operationalizes the national defense strategy to address strategic challenges by setting priorities among competing capabilities.
- How the military dissuades potential adversaries from adopting threatening capabilities, methods, and ambitions, particularly by sustaining and developing key US military advantages.

**National Military Strategy and Organization** **8.00 Contact Hours**

- The combatant commander's perspective and the role of subordinate commanders in developing, deploying, employing, and sustaining military forces.
- Roles, relationships, and functions of the president, secretary of defense, chairman of the Joint Chiefs of Staff, combatant commanders, secretaries of the military departments, and the service chiefs as related to the national military strategy.

**Theater Strategy and Campaigning** **16.00 Contact Hours**

- Role of the unified commander in developing theater plans, policies, and strategy.

- Complexities of interagency coordination and support in campaign planning and execution of military operations.
- Challenges and opportunities that may accrue from the combatant commander's regional focus and an ambassador's country focus.
- Multinational campaign plan for a geographic combatant commander in support of national and coalition objectives.

**The Role of Strategic Communication  
in Twenty-First Century Warfare**

**2.00 Contact Hours**

- Describes how theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
- Comprehends the impact of national agencies that support the theater commander's requirements for information operations on national security issues.
- Evaluates how the joint operational planning and execution system is integrated into both theater and operational information-operations campaign planning and execution to support theater and national strategic sustainment and war-fighting efforts.
- Comprehends the importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.
- Evaluates how public diplomacy and public affairs are integrated in theater and operational information-operations planning and execution to support theater and national strategic sustainment and war-fighting efforts.

**Strategic Leader Development**

**4.00 Contact Hours**

- Challenges of command at the three- and four-star levels.
- Leadership challenges in a coalition environment.
- Leadership challenges in working with and understanding the cultures of other members of the interagency.

## Joint Force Air Component Commander Course

*Internet Address*

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

**Program Description.** The course prepares one-, two-, and three-star general officers of all four services for component command leadership. Attendees study war fighting, military doctrine, and application of unified, joint, and combined combat forces so they will be better prepared to respond to crises as functional component commanders.

The course is conducted annually during February at Maxwell AFB, Alabama. The course is limited to 18 active duty (includes Reserve and National Guard) one-, two-, and three-star general officer attendees; one-star general officer 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.

**Learning Outcomes.** As directed by CJCSI 1800-01E, *Officer Professional Military Education Policy*, Appendix L to Enclosure E.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

**Duration.** The Joint Force Air Component Commander (JFACC) Course is delivered in seven academic days.

**Eligibility.** Per CJCSI 1800-01E, Appendix L to Enclosure E, attendees should be at least a one-star flag officer (one-star selects may attend on a case-by-case basis). Since these courses build on knowledge from the National Defense University's (NDU) Capstone Course, attendees should complete this congressionally mandated course before attending a component commander course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE004).

**Completion Requirement.** Students must successfully complete all pass/fail evaluations and exercises.

### Syllabus

MCADRE004 Courses	Contact Hours
National Security Strategy	7.25
National Planning Systems and Processes	10.00
National Military Strategy and Organization	9.25
Theater Strategy and Campaigning	17.25
Information Operations	4.25
The Role of Strategic Communication in Twenty-First Century Warfare	5.00
Strategic Leader Development	7.00
<b>Total</b>	<b>60.00</b>

### Course Descriptions

#### **National Security Strategy** **7.25 Contact Hours**

- Relationship between political and military objectives and how the relationship may enhance or inhibit the combatant commander in reaching his or her theater military objectives.

#### **National Planning Systems and Processes** **10 Contact Hours**

- Joint and service doctrine applicable to the planning and execution of operations in support of theater-level plans and operations.
- How time, coordination, policy, politics, doctrine, and national power affect the planning process.
- Joint strategy development and operational planning processes.

#### **National Military Strategy and Organization** **9.25 Contact Hours**

- Combatant commander's perspective and the role of subordinate commanders in developing, deploying, employing, and sustaining military forces.
- Roles and functions of the component commander, including relationships with and perspectives of the combatant commander, combined/joint force commanders (C/JFC), and component commanders (both functional and service).

**Theater Strategy and Campaigning****17.25 Contact Hours**

- Role of the unified commander in developing theater plans, policies, and strategy.
- Theater-level strategy development and the development of military objectives, end states, and joint concepts of operations.
- Theater component strategy that supports the C/JFC campaign plan.
- Roles of joint doctrine as they apply to operations planning, mobilization, deployment, employment, assessment, sustainment, and redeployment.
- Issues related to component functioning (i.e., air defense, airspace coordination, theater missile defense, fire support coordination, targeting, rules of engagement, and joint fires). Key components, systems, and processes used to plan, direct, coordinate, control, and assess combined/joint air, land, maritime, and space effects-based operations.

**Information Operations****4.25 Contact Hours**

- How theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
- Historical or ongoing information operations.
- Requirements necessary to collect, collate, and disseminate intelligence information.
- Strategic communication in a multinational environment and the impact it has in shaping the information environment.

**The Role of Strategic Communication in  
Twenty-First Century Warfare****5 Contact Hours**

- Role of joint experimentation, joint exercises, research and development, and emerging organizational concepts with respect to transforming the US military.
- Nature of warfare in the information age, to include advanced planning and analysis capabilities.

**Strategic Leader Development****7 Contact Hours**

- Unique challenges of operational command at the three-star level.
- Complexities associated with leadership in a coalition environment at the task force, component, and combatant commander levels.
- Complexities associated with leadership in an interagency environment at the task force, component, and combatant commander levels.

## **Combined Force Air Component Commander Course**

*Internet Address*

<http://www.au.af.mil/au/leмай/>

**Program Description.** The course prepares one-, two-, and three-star general officers of the four services for component command. Attendees study war fighting, military doctrine, and application of unified, joint, and combined combat forces to be better prepared to respond to crises as functional component commanders.

The course is conducted annually during the summer at Maxwell AFB, Alabama. The course is limited to 16 active duty (includes AFRES and ANG) one-, two-, and three-star attendees; one-star selects are permitted by exception. The desired attendee mix is four USAF, two US Navy, one US Marine, one US Army, and eight allied flag officers.

**Learning Outcomes.** As directed by CJCSI 1800-01E, *Officer Professional Military Education Policy*, Appendix L to Enclosure E.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

**Duration.** The Combined Force Air Component Commander Course (CFACC) is delivered in seven academic days.

**Eligibility.** Per CJCSI 1800-01E, Appendix L to Enclosure E, attendees should be at least a one-star flag officer (one-star selects may attend on a case-by-case basis). Since these courses build on knowledge from the NDU Capstone



Course, attendees should complete this congressionally mandated course before attending a component commander course.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE007).

**Graduation Requirement.** Students must successfully complete all pass/fail evaluations and exercises.

**Syllabus**

<b>MCADRE007 Courses</b>	<b>Contact Hours</b>
National Security Strategy	7.25
National Planning Systems and Processes	10.00
National Military Strategy and Organization	9.25
Theater Strategy and Campaigning	17.25
Information Operations	4.25
The Role of Strategic Communication in Twenty-First Century Warfare	5.00
Strategic Leader Development	7.00
<b>Total</b>	<b>60.00</b>

**Course Descriptions**

**National Security Strategy** **7.25 Contact Hours**

- Relationship between political and military objectives and how that nexus may enhance or inhibit the combatant commander in reaching theater military objectives.

**National Planning Systems and Processes** **10 Contact Hours**

- Joint and service doctrine applicable to the planning and execution of operations in support of theater-level plans and operations.
- How time, coordination, policy, politics, doctrine, and national power affect the planning process.
- Joint strategy development and operational planning processes.

**National Military Strategy  
and Organization****9.25 Contact Hours**

- Combatant commander's perspective and the role of subordinate commanders developing, deploying, employing, and sustaining military forces.
- Roles and functions of the component commander, including relationships with and perspectives of the combatant commander, C/JFC, and component commanders (both functional and service).

**Theater Strategy and Campaigning****17.25 Contact Hours**

- Role of the unified commander in developing theater plans, policies, and strategy.
- Theater-level strategy development and the development of military objectives, end states, and joint concepts of operations.
- Theater component strategy that supports the C/JFC campaign plan.
- Roles of joint doctrine as they apply to operations planning, mobilization, deployment, employment, assessment, sustainment, and redeployment.
- Issues related to component functioning (i.e., air defense, airspace coordination, theater-missile defense, fire support coordination, targeting, rules of engagement, joint fires, etc.).
- Key components, systems, and processes used to plan, direct, coordinate, control, and assess combined/joint air, land, maritime, and space effects-based operations.

**Information Operations****4.25 Contact Hours**

- How theater, component, or JTF commanders access information operations resources and develop responsive information operations plans.
- Historical or ongoing information operations.
- Requirements necessary to collect, collate, and disseminate intelligence information.

- Strategic communication in a multinational environment and the impact it has in shaping the information environment.

**The Role of Strategic Communication in  
Twenty-First Century Warfare**

**5 Contact Hours**

- Role of joint experimentation, joint exercises, research and development, and emerging organizational concepts with respect to transforming the US military.
- Nature of warfare in the information age, including advanced planning and analysis capabilities.

**Strategic Leader Development**

**7 Contact Hours**

- Unique challenges of operational command at the three-star level.
- Complexities associated with leadership in a coalition environment at the task force, component, and combatant commander levels.
- Complexities associated with leadership in an interagency environment at the task force, component, and combatant commander levels.

## **Senior Joint Information Operations Applications Course**

*Internet Address*

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

**Program Description.** This course prepares selected general/flag officers and senior executive civilians of the four services and the DOD to develop information operations into a war-fighting core military competency that will enable combatant commanders to target adversary decision making while protecting US prerogatives. The course also includes interagency attendees. The course is tailored to provide senior leaders with a broad perspective of information operations at the joint theater (operational) and national (strategic) levels of war.

Attendees study war fighting and doctrine as they relate to information operations concepts and principles. Course objectives provide a common framework for understanding and valuing information operations and the necessary law, policies, and procedures that allow planning and integration of information operations into the joint fight; reviewing joint and service doctrine applicable to the planning and execution of information operations; analyzing the means to effectively communicate US government capabilities and intentions as an important method of combating the plans of US adversaries; examining the current and potential role of interagency and nongovernment organizations; demonstrating the integration of information operations into contingency and crisis plans; evaluating the outcomes and lessons; describing information operations tools, illustrating outcomes of their employment, and explaining lessons from their employment; and illustrating the impact the media has upon operations. Attendance is limited to 18 US, UK, Canadian, or Australian flag officers in the grade of brigadier general or major general and equivalent members of the SES.

**Learning Outcomes.** As agreed upon by the four services.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders, and retired, battle-tested officers.

**Duration.** The Senior Joint Information Operations Applications Course is delivered in four and one-half academic days.

**Eligibility.** Attendees will normally consist of 18 general/flag officers in the rank of major general/rear admiral–upper half, brigadier general/rear admiral–lower half, or members of the SES (or similarly ranked civilians). Between one and three international flag officers from Australia, the UK or Canada may also attend based on seat availability. One-star selects may attend on a case-by-case basis.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE006).

**Completion Requirement.** Students must successfully complete all pass/fail evaluations and exercises.

## Syllabus

MCADRE006 Courses	Contact Hours
The Role of Information and Technology in Twenty-First Century Warfare	2.00
Joint Doctrine for Information Operations	3.00
Information Operations Core Capabilities	6.5
Media Relations	1.50
Public Diplomacy	1.50
Legal and Policy Implications of Information Operations	3.00
Interagency and NSC	3.00
Coalition Perspective	4.00
Strategic Concepts	4.00
Combatant Command Perspective	4.00
<b>Total</b>	<b>32.5</b>

## Course Descriptions

### **The Role of Information and Technology in Twenty-First Century Warfare**

**2.00 Contact Hours**

- Role of joint experimentation, joint exercises, research and development, and emerging organizational concepts with respect to transforming the US military.
- The nature of warfare in the information age.
- How theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
- Historical or ongoing information operations.
- The requirements necessary to collect, collate, and disseminate intelligence information.
- The importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.

### **Joint Doctrine for Information Operations**

**3.00 Contact Hours**

- The approach to information operations outlined in Joint Publication (JP) 3-13, *Joint Doctrine for Information Operations*.

- The implications of the joint doctrine for military involvement in inter-agency and multinational affairs.
- The implications of the multinational and nongeographic aspects of information operations.
- Service doctrines for information operations and divergences from joint doctrine.
- Selected non-US approaches to information operations and their implications for US national security.

### **Information Operations Core Capabilities**

**6.50 Contact Hours**

- What constitutes Military Information Support Operations (MISO), its limits and constraints, and how it is integrated into the planning process?
- The relationship between MISO and public affairs and the connection of MISO force support to public diplomacy, the challenges and factors that must be accounted for during planning and execution, and examples of when each did or did not work well in concert.
- Planning factors for a military deception (MILDEC).
- Specific examples of MILDEC and their predicted outcomes and actual results.
- Implications of the multinational and “nongeographic” aspects of electronic warfare (EW).
- Current and future EW threats (illustrate the threats with specific examples and experiences).
- Cyberspace operations effectiveness of US adversaries and the current means in countering them (including nonstate actors).
- Threats commanders face before and during operations and, specifically, the “platforms” US forces use to mitigate and negate the threat.
- How information assurance enables other war-fighting domains.

### **Media Relations**

**1.5 Contact Hours**

- Causes of the adversarial relationship that can exist between the press and the military.

- The dynamics of communication to numerous audiences (American public, coalition partners, adversaries, and neutrals).
- The impact of various technologies that provide live broadcasts from the battlefield to American living rooms.
- Media issues experienced with recent or ongoing operations.
- Fundamental conflicts of tactical, operational, and strategic security concerns with the media's view of the public's right to know.

### **Public Diplomacy**

**1.5 Contact Hours**

- Past and current challenges in disseminating coherent messages. (How do you ensure that the various organisms of the US government maintain a consistent message and overcome policy and procedural differences?)
- Issues of military support to public diplomacy. (You must comprehend the challenges of working in an interagency environment and the “corporate culture” differences that exist and must be overcome to develop national synergy.)
- How public diplomacy and public affairs are integrated into theater and operational information-operations planning and execution to support theater and national strategic sustainment and war-fighting efforts.
- Recent public diplomacy efforts, their effectiveness, lessons learned, and efficacy.
- The relationship between political and military objectives and how the relationship may enhance or inhibit the combatant commander or Combined Forces Command (CFC) in obtaining theater objectives.

### **Legal and Policy Implications**

#### **of Information Operations**

**3.0 Contact Hours**

- Key provisions in standing rules of engagement, policy, statutes, international law, and constitutional law that shape operations.
- Case studies in which the employment of information operations assets was affected by legal or policy factors.
- Means by which military commanders can prepare to handle legal implications of using information warfare assets.

**Interagency and NSC****3.0 Contact Hours**

Comprehend the importance of strategic communication and the importance of coordination, synchronization, and delivery of strategic effects. Evaluate past and current challenges in disseminating coherent messages—how do you ensure various organisms of the US government maintain a consistent message and overcome policy and procedural differences? Describe interagency organizations and their responsibilities regarding IO and discuss common misconceptions concerning the capabilities of interagency.

**Coalition Perspective****4.0 Contact Hours**

- The complexities associated with leadership in a coalition environment.
- Command and control (C2) challenges facing the joint/combined force component commander, including the personalities of external principals (CFC, other component commanders, and international), transitions, and commander's critical information requirements.
- Key national authority and rules of engagement issues which could impact the joint/combined component force, including national policies and prerogatives, information sharing, and titles.
- Complexities associated with leadership in a coalition environment.
- Force structure, major players, and interoperability issues of allied partners.
- Allied information operations concept of operations and how their commands obtain information operations capabilities within an AOR.

**Strategic Concepts****4.0 Contact Hours**

- Case studies of adversarial use of IO.
- Decision-making methods used by adversaries and potential adversaries.

**Combatant Command Perspective****4.0 Contact Hours**

- Views on the war-fighting value of information operations.
- Examples of how information operations strategies are developed both in contingency and crisis planning and the factors commanders must consider in developing courses of action.



- Examples of information operations asset employment and an evaluation of their effectiveness at the strategic, operational, and tactical levels.
- Experiential challenges for the employment of information operations.

## Cyberspace Operations Executive Course

*Internet Address*

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

**Program Description.** The Cyberspace Operations Executive Course (COEC) is focused on strategic decision making of cyber policy and offered semiannually as a GO/FO/SES professional continuing education opportunity. The curriculum is managed by USAF and offered through Air University at Maxwell AFB, Alabama.

**Faculty.** Faculty is comprised of national-level civilian, industry, and academic subject matter experts with expertise consistent with the seniority and decision authority of the particular class.

**Learning Outcome.** Prepare the GO/FO/SES community across the federal government to interpret the intricacies of strategic decision making of national cyber policy.

**Duration.** The course is one and one-half academic days.

**Eligibility.** Students are selected by the parent service or agency.

The course is offered twice annually; however, each course targets once annually O-9/10, and SES Tier 3 (Senior COEC); or the O-7/8, and equivalent SES (COEC). Attendance for the Senior COEC is normally limited to 8. The COEC (once a year) is offered to 18 one- and two-star officers and civilian equivalents.

**Graduation Requirement.** Students must successfully complete all pass/fail evaluations and exercises.

### Syllabus

MCOEC001 Learning Areas	Contact Hours
Nature and Characteristics of Cyberspace	3
Capabilities and Functions	3
Integration and Interrelationships	2
Employment of Cyber Power	3
Law, Policy, and Ethics	2
<b>Total</b>	<b>13</b>

### Learning Area Descriptions

#### **Nature and Characteristics of Cyberspace** **3 Contact Hours**

- Comprehend the complexities of defining cyberspace in reference to a military domain of operations.
- Analyze the current discourse on cyberspace and key components of developing common cyber terminology.
- Value the need to create cyber power doctrine.

#### **Capabilities and Functions** **3 Contact Hours**

- Comprehend the range of capabilities the DOD has in the cyberspace domain, including offensive, defensive, and support capabilities.
- Analyze the synergistic application of cyber and noncyber capabilities in other domains.
- Articulate the manner in which DOD cyberspace functions can be executed to achieve effects in support of national security objectives.

#### **Integration and Interrelationships** **2 Contact Hours**

- Analyze the effects of current national cyber security policy on the DOD and military strategies.
- Understand the direction in which the DOD is proceeding in integrating cyberspace as a war-fighting domain and why.
- Value the complexities of integrating cyberspace operations between services, governmental agencies, and the private sector, including offensive, defensive, and support operations.

**Employment of Cyber Power****3 Contact Hours**

- Comprehend the development of cyber power as a war-fighting domain.
- Value the role cyberspace offensive, defensive, and support capabilities have played in recent operations.

**Law, Policy, and Ethics****2 Contact Hours**

- Value the myriad issues associated with developing cyber offensive and defensive capabilities.

**Senior Leader Airpower Doctrine Seminar***Internet Address*<http://www.au.af.mil/au/lemay/>

**Program Description.** The LeMay Center executes the Senior Leader Airpower Doctrine Seminar (SLADS) on behalf of the Air Force chief of staff. The course was developed to provide a forum for the examination and evaluation of select doctrine topics and issues. SLADS is a CSAF-directed course offered the day before Capstone (first level of general and flag officer PME), JFACC, CFACC, and JFOWC. The course is guided by a senior mentor and delivered by guest experts from organizations inside and outside Air University. Course material is developed and executed through a course director assigned to LeMay Center/WEF.

**Faculty.** Instruction for the course comes from senior doctrine developers assigned to the LeMay Center. In addition to assigned personnel, the course uses senior leaders, functional area experts, and AF senior advisors, who furnish additional expertise.

**Learning Outcome.** To understand the present state of doctrine and the current doctrinal issues.

**Duration.** The typical course length is four hours. SLADS for JFOWC is presented as a read-ahead only format.

**Eligibility.** Attendees will normally consist of six to 10 Air Force general officers.

**Graduation Requirement.** Students must actively participate in all course briefing blocks and discussions.

### Syllabus

MSLADS001 Learning Areas	Contact Hours
Select Doctrinal Issues	2
Command Relationships	1
Lessons Learned	1
<b>Total</b>	<b>4</b>

### Learning Area Descriptions

**Select Doctrinal Issues** **2 Contact Hours**

- Evaluate select Air Force and joint war-fighting doctrinal issues.

**Command Relationships** **1 Contact Hours**

- Examine the command relationships and organizational structures relevant to the JPME class.

**Lessons Learned** **1 Contact Hours**

- Examine recent Air Force and joint lessons learned relevant to the upcoming JPME class.

## Contingency Wartime Planning Course

*Internet Address*

<https://wwwmil.maxwell.af.mil/au/lemay/education.htm>

**Program Description.** The Contingency Wartime Planning Course (CWPC) provides a comprehensive macro view of the contingency and crisis action planning processes from both joint and Air Force perspectives. Supporting topics include unit readiness assessment, mobilization, expeditionary site planning, and command relationships.

**Learning Outcomes.** Demonstrate the ability to employ the concepts, principles, and methodologies of deliberate and crisis-action planning.

**Faculty.** The course is taught by a diverse group of instructors with a wide range of planning experience in logistics, engineering, personnel, or operational specialties.

**Duration.** The CWPC is delivered in nine academic days.

**Eligibility.** CWPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, Air Force Reserve Command (AFRC), and sister-service personnel. Unit-funded quotas are built into each class for these personnel. CWPC is available for Airmen in grades E-5 through O-5.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE002).

**Completion Requirement.** Students must maintain a grade of “B” or better to graduate.

### Curriculum Summary

MCADRE002 Courses	Contact Hours
IP 100 Strategic Guidance	7.00
IP 200 Concept Development	6.00
IP 300 Plan Development	20.00
IP 400 Plan Assessment	8.00
IP 500 Exercises	19.00
<b>Total</b>	<b>60.00</b>

### Course Descriptions

#### IP 100 Strategic Guidance

**7 Contact Hours**

The strategic guidance curriculum presents an overview of the CWPC and begins the process of comprehending how strategic guidance, direction, and policy influence deliberate and crisis-action planning.

#### IP 200 Concept Development

**6 Contact Hours**

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

**IP 300 Plan Development****20 Contact Hours**

The plan development curriculum introduces key planning-related systems used in the plan development process, including the joint strategic planning system, deliberate crisis action planning execution segments (DCAPES), and joint operation planning and execution system (JOPES). It describes Air Force operations planning execution, base-level planning, mobilization, and readiness assessment tools.

**IP 400 Plan Assessment****8 Contact Hours**

The plan assessment curriculum provides an overview of the plan assessment function and the crisis-action planning process.

**IP 500 Exercises****19 Contact Hours**

The exercises curriculum allows students to apply knowledge gained throughout the course. Exercises are interspersed within all of the preceding sections of the course, culminating in a crisis-action planning exercise built upon the work completed in the previous exercise periods of instruction.

## Joint Air Operations Planning Course

*Internet Address*

<https://wwwmil.maxwell.af.mil/au/lemay/education.htm>

**Program Description.** The Joint Air Operations Planning Course (JAOPC) educates Air Force forces (AFFOR) A3/A5 staff members to prepare them to serve on a JFACC staff and educates them in the fundamental concepts, principles, and doctrine required to develop a joint air operations plan (JAOP).

**Learning Outcome.** Demonstrate the ability to produce an effective JAOP.

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

**Duration.** The JAOPC is delivered in nine academic days.

**Eligibility.** JAOPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas

are not available for ANG, AFRC, and sister-service personnel. Unit-funded quotas are built into each class for these personnel. JAOPC is available for Airmen in the grades of O-3 through O-5, senior enlisted by exception and civilian equivalents.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE003).

**Completion Requirement.** Students must maintain a grade of “B” or better to graduate.

### Curriculum Summary

MCADRE003 Courses	Contact Hours
Block I Basic Joint Air Operations Planning Concepts	16.50
Block II Joint Air Operations Planning Case Studies	5.50
Block III Joint Air Estimate Process Development	40.00
<b>Total</b>	<b>62.00</b>

### Course Descriptions

#### Block I Basic JAOP Concepts

**16.5 Contact Hours**

Block I defines the basic concepts related to the joint air operations planning process. It includes intelligence, logistics, law of weaponing, and an effect-based approach to operations.

#### Block II JAOP Case Studies

**5.5 Contact Hours**

Block II provides an understanding of the development of the joint operation planning process for air (JOPPA) through historical case studies.

#### Block III Joint Air Estimate Process Development

**40 Contact Hours**

Block III provides the opportunity to demonstrate knowledge of the seven steps of the JOPPA during a comprehensive practical exercise.

# Information Operations Fundamentals Application Course

*Internet Address*

<https://wwwmil.maxwell.af.mil/au/lemay/education.htm>

**Program Description.** This course provides a broad understanding of how the military integrates information-related capabilities to affect the decision-making processes of our adversaries and potential adversaries. It lays the foundation for incorporating information operations into the planning process across the phases of war and range of military operations. The Information Operations Fundamentals Application Course (IOFAC) incorporates lectures, case studies, and an exercise practicum to provide students a fundamental knowledge of IO and its ability to help achieve commander's objectives.

**Learning Outcome.** Demonstrate effective integration of information-related capabilities in a planning scenario

**Faculty.** The course is taught by highly experienced instructors with a wide range of IO experience in intelligence, communications, and other information-related specialties.

**Duration.** IOFAC is taught in four academic days.

**Eligibility.** IOFAC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, AFRC, and sister-service personnel. Unit-funded quotas are built into each class for these personnel. IOFAC is available for Airmen in the grades of E-5 through O-5 and civilian equivalents.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE005).

**Completion Requirement.** Students must maintain a grade of "B" or better to graduate.



## Syllabus

MCADRE005 Courses	Contact Hours
IP 100 Introduction to Information Operations	3.0
IP 200 Historical Information Related Capabilities (IRC)	3.0
IP 300 Technical IRCs	3.0
IP 400 Other IRCs	5.0
IP 500 Planning Information Operations	4.0
IP 700 Case Studies and Exercises	7.0
<b>Total</b>	<b>25</b>

## Course Descriptions

### **IP 100 Introduction to Information Operations**

**3 Contact Hours**

IP 100 defines information operations using JP 3-13, *Information Operations*, and additional sources, including Air Force doctrine. It also provides students with an understanding of the components of IO and shows how they fit in joint war fighting.

### **IP 200 Historical Information Related Capabilities (IRC)**

**3 Contact Hours**

IP 200 introduces historical information-related capabilities and provides specific examples of psychological operations, military deception, and operation security.

### **IP 300 Technical IRCs**

**3 Contact Hours**

IP 300 presents instruction on the current use of space, cyber, and electronic warfare capabilities against adversary decision-making systems.

### **IP 400 Other IRCs**

**5 Contact Hours**

IP 400 introduces information-related capabilities which work in a supporting role to information operations. Subjects include public affairs, counterpropaganda, counterintelligence operations, and other activities that are used to shape target audience perceptions and provide a favorable image of US military operations.

**IP 500 Planning Information Operations****4 Contact Hours**

IP 500 introduces the manner in which IO should be integrated into the overall joint and Air Force planning process.

**IP 700 Case Studies and Exercises****7 Contact Hours**

IP 700 provides an opportunity for students to take knowledge they've gained through lectures, class readings, and case studies and apply that knowledge in an exercise scenario.

## Steady State Campaign Support Planning Course

*Internet Address*

<https://wwwmil.maxwell.af.mil/au/lemay/education.htm>

**Program Description.** The Steady State Campaign Support Planning Course (S2CSPC) educates Airmen in grades E-7 through O-5 and civilian equivalents on the fundamental principles of steady-state planning and operations, and will include security cooperation and security assistance, strategic guidance, planning considerations, aviation enterprise development, security cooperation assessments, and joint and combined operations.

**Learning Outcomes.** Demonstrate the ability to use steady-state planning concepts.

**Faculty.** The course is taught by highly-experienced instructors with a wide range of experience in planning and executing joint operations.

**Duration.** The S2CSPC is delivered asynchronously through the AU learning management system over a four-week period.

**Eligibility.** S2CSPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. Priority is given for Airman requiring designation as AFFOR staff planners IAW AFI 13-103, *AFFOR Staff Operations, Readiness and Structures*. Regional Affairs Strategist, Political-Military Affairs Strategist, USAF Security Cooperation Organization, and Air Advisor personnel are also given additional consideration. Other DOD and

USAF personnel who may be involved with steady-state planning and operations can enroll space permitting.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information (ETCA course number: MCADRE011).

**Prerequisite.** For attendees IAW AFI 13-103: AFFOR Staff Officer Course or AFFOR Senior Staff Officer Course. For all attendees: Any Defense Institute for Security Assistance Management (DISAM) residence or online course. The minimum requirement is the two-hour Security Cooperation Management Familiarization Course–Online (SCM-FM-OL) available on the DISAM website.

**Completion Requirement.** Students must successfully demonstrate comprehension of the material during assessments and application exercises.

### Curriculum Summary

MCADRE 011 Curriculum Area	Contact Hours
Block I: Steady-State Policy, Guidance, Doctrine	9.5
Block II: Security Cooperation	10.0
Block III: Strategy, Plan, Prepare, Execute, Assess Model	8.0
Block IV: Steady-state Application Exercises	10.0
<b>TOTAL</b>	<b>37.5</b>

### Course Descriptions

#### Block I

##### Steady-State Policy, Guidance, Doctrine

9.5 Contact Hours

Discuss guidance and procedures for and distinguish between strategy development, planning, preparing, executing and assessing steady-state for campaign.

#### Block II

##### Security Cooperation

10 Contact Hours

Summarizes concepts, relationships, purpose and relevant content for security cooperation.

#### Block III

##### Strategy, Plan, Prepare, Execute, Assess Model

8 Contact Hours

Explains steady-state planning methods for developing products such as campaign support plan and country plans.

**Block IV****Steady-state Application Exercises****10 Contact Hours**

Develop and modify steady-state planning products. Provides students the opportunity to demonstrate what they have learned through the use of practical exercises.

## **Enlisted Professional Military Education Instructor Course**

*Internet Address*

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

**Program Description.** The Enlisted Professional Military Education Instructor Course (EPMEIC) is affiliated with the CCAF and consists of 35 hours of distance learning foundational coursework and 158 hours (20 academic days) of resident classes. Each student earns eight hours of undergraduate credit upon completion of the course.

The distance learning foundational course provides basic instruction on the principles and methods of instruction. The course includes fundamentals of teaching, methods of instruction, objectives and tests, instructional systems development, academic counseling, basic learning theories, audiovisual aids use, and formal evaluation methods. The distance learning foundational course does not provide application-level practical teaching exercises or performance feedback. The course addresses only the concepts of instructional methodology. Reaching higher-levels of learning will occur upon attending the resident EPMEIC.

The resident course provides education designed to enhance the teaching, facilitating, and leadership capabilities of EPME educators. The course includes 158 hours of intense coursework designed to develop EPME faculty across the globe. This course provides the educator with skills in teaching and facilitating in the dynamic EPME learning environments. It also provides valuable hands-on experience to and exposure of the EPME learning process which allows individuals selected for EPME duty to prepare them for their new roles and responsibilities as EPME faculty. The program offers solid grounding in various methods of presentation for all EPME flight rooms. Every lesson is “EPME-centric” and emphasizes the impact on the student, edu-

cator, and EPME mission effectiveness. The course focuses on the teaching methodologies used most often in EPME flight rooms such as informal lecture, guided discussion, experiential activities, and case study facilitation. The curriculum is divided into the following areas: administration, course foundations, educational technology, immersion lab, learning theory, performance development, professional evaluation, and teaching foundations.

**Learning Outcomes:** EPMEIC cultivates educators who are able to

- comprehend and apply skills that will enhance their abilities to accomplish duties in enlisted professional military education;
- understand the educational activities as described in the Air Force ISD process;
- facilitate instruction in an interactive academic environment;
- demonstrate effective interpersonal communication skills; and
- properly apply various educational methodologies to reach every learner.

**Faculty:** EPMEIC faculty must have an associate's degree or be within one year of completion. The member must complete the Enlisted Professional Military Instructor course when, or prior to being, assigned as faculty. EPMEIC faculty must be 1750-series civilians or military, preferably with EPME instructor experience.

**Duration:** The EPMEIC distance learning course is 35 hours in length, and is made available to the selected hire 35 academic days prior to attending the resident course. The resident course length is 20 academic days. The facility can support up to 36 students per resident class, and the course is offered eight times each fiscal year.

**Eligibility:** All staff sergeant, technical sergeant, and master sergeant positions (includes selects) must be an approved candidate on the Developmental Special Duty (DSD) nomination list. Senior master sergeant positions will be advertised on the Enlisted Quarterly Assignment Listing-Plus (EQUAL-Plus) and selected through an application process to teach EPME schools. Reference AFI 36-2301, *Developmental Education*, and the ETCA website at <https://etca.randolph.af.mil> for additional information. ETCA course number: MESC003.

## Distance Learning Syllabus

Instructional Area Titles	Contact Hours
LESSON 1: Instructional System Development	2
LESSON 2: Adult Learner	1
LESSON 3: Domains of Learning	2
LESSON 4: Designing Level of Learning Lessons	2
LESSON 5: Effective Listening	1
LESSON 6: Effective Visual Support	1
LESSON 7: Effective Delivery Skills	1
LESSON 8: Effective Presentations	2
LESSON 9: Lecture Method	3
LESSON 10: Concept Teaching	3
LESSON 11: Principle Teaching	1
LESSON 12: Questions for Learning	2
LESSON 13: Guided Discussions Method	2
LESSON 14: Case Study Method	2
LESSON 15: Experiential Method	2
LESSON 16: Personalizing Lesson Plans	1
LESSON 17: Introduction to Evaluation	1
LESSON 18: Performance Evaluation	1
LESSON 19: Test Item Analysis	1
LESSON 20: Feedback for Learning	1
LESSON 21: Accelerated Learning	1
LESSON 22: Self-Concept	1
FINAL TEST: 50 Questions	1
<b>Total</b>	<b>35</b>

## LESSON 1

### Distance Learning Instructional Area Descriptions

#### Instructional System Development

**2 Contact Hours**

This lesson familiarizes students with the Instructional System Development used in EPME. It includes the basics of ISD, the functions, phases, and quality improvement ring of the ISD Model, and the impact on lesson/course effectiveness. This gives students a basic overview of how lessons are developed in EPME.

**LESSON 2****Adult Learner****1 Contact Hour**

This lesson introduces students to the concepts of adult learning. It includes the definitions, educational models, and characteristics of adult learners. The major benefit of this lesson is the exploration of the characteristics of adult learners that instructors will have in their classrooms.

**LESSON 3****Domains of Learning Points****2 Contact Hours**

This lesson familiarizes students with the domains of learning. Points include key terms, affective domain, cognitive domain, psychomotor domain, clear conceptual picture of three domains of learning, conative domain, and the impact on instructor, student, and mission effectiveness. This gives students the foundations of why lessons are developed the way they are and the implications for teaching at different levels of learning.

**LESSON 4****Designing Level of Learning Lessons****2 Contact Hours**

This lesson helps students understand how EPME lessons are designed. Points include the design elements (objectives, samples of behavior, how test items are linked to evaluation, and strategy statements) and how design elements impact lesson/course effectiveness.

**LESSON 5****Effective Listening****1 Contact Hour**

This lesson focuses on a skill that is often taken for granted by instructors and as learners—listening. It discusses how listening is not a passive activity that comes with ease. Listening is a difficult skill at best, even in a group of educated leaders. Teachers must listen to students, supervisors, and each other. Educators are constantly bombarded with facts, figures, complaints, criticisms, and accolades. Effectively listening can lead to making better decisions in the classroom environment.

**LESSON 6****Effective Visual Support****1 Contact Hour**

The objective of this lesson is for students to comprehend the concept of effective visual aids. Students learn how effective visual aids, like pictures, are worth a thousand words to convey meaning.

**LESSON 7****Effective Delivery Skills****1 Contact Hour**

This lesson gives students an overview of effective delivery skills. Main points include the use of voice, body, space, and materials, and the impact of effective delivery skills. EPME instructors should employ these effective delivery skills in every EPME lesson they teach to enhance student learning.

**LESSON 8****Effective Presentations****2 Contact Hours**

This lesson is designed to help students comprehend how to prepare an effective presentation. It is important for instructors to be effective presenters for several reasons: students will be more engaged in the lesson, the lesson will be presented in a clear and logical manner, and most importantly, the lesson objective will be more effectively accomplished.

**LESSON 9****Lecture Method****3 Contact Hours**

This lesson gives students the fundamentals of the lecture methods. Main points include the definitions of the lecture methods, the advantages and disadvantages of the informal lecture, and the impact of the appropriate and inappropriate uses of the informal lecture. This gives students an understanding of the lecture methods and specifically explains the informal lecture used in EPME.

**LESSON 10****Concept Teaching****3 Contact Hours**

This lesson helps students understand concept teaching. Main points include the definition of a concept, critical attributes of a concept, examples and nonexamples of a concept, making concepts clear, the instance pool, and concept teaching's impact on the instructor, student, and mission effectiveness. This lesson helps students understand concepts so they can teach them effectively since most EPME lessons include the teaching of concepts.

**LESSON 11****Principle Teaching****1 Contact Hour**

This lesson helps students understand principle teaching. It includes a discussion on principle statements, an activity identifying principles from their EPMEIC student guides, and a discussion about the impact of principle teaching on the instructor, student, and mission effectiveness. The value of



this lesson is that it helps students understand principles so they can teach them effectively.

## **LESSON 12**

### **Questions for Learning**

**2 Contact Hours**

This lesson gives students a good look at different types of questions and how to use them in the EPME classroom. Instructors need to understand the importance of the effective use of questions. Asking effective questions is a critical skill for any instructor. Good educators are especially adept at asking appropriate questions to help students reach the lesson objective

## **LESSON 13**

### **Guided Discussions Method**

**2 Contact Hours**

This lesson explains the guided discussion method used in EPME. Points include definition and attributes of a guided discussion, planning factors of a guided discussion, important aspects of a guided discussion, instructor/student interactions during a guided discussion (sociogram), and the impact of the guided discussion on the instructor, student, and mission effectiveness. This lesson is extremely valuable because most EPME lessons are via guided discussion.

## **LESSON 14**

### **Case Study Method**

**2 Contact Hours**

This lesson helps students understand the case study method. Points include the case study method and the impact on the instructor, student, and mission effectiveness. Understanding this method is essential for EPME instructors in Airman Leadership School and legacy Noncommissioned Officer Academy courses since some of those lessons are case studies.

## **LESSON 15**

### **Experiential Method**

**2 Contact Hours**

In this lesson students will learn what the experiential method is and how to use it in the classroom to help maintain student's attention and also meet the lesson objectives. Points include the definition of experiential method of instruction, the benefits of using games, two categories of games, examples of games for classroom use, considerations when using games, administering games, and the game lesson planning format.

**LESSON 16****Personalizing Lesson Plans****1 Contact Hour**

This lesson provides students with the knowledge of how to personalize lesson plans to engage the learners more effectively. Points covered are what is a personalized lesson plan, how to personalize a lesson plan, and why it is important to personalize lesson plans.

**LESSON 17****Introduction to Evaluation****1 Contact Hour**

This lesson helps students comprehend the concept of educational evaluation. It also covers all kinds of evaluation, and explains how evaluation is taking place constantly in the educational environment. Humans evaluate things every day, from the quality of your breakfast to the driving skills of the person you're riding with.

**LESSON 18****Performance Evaluation****1 Contact Hour**

By the end of this lesson students will comprehend the systematic construction and use of a performance evaluation rating instrument. Points covered are definition, general principles, rating methods, constructing a rating device, rating errors, and training programs.

**LESSON 19****Test Item Analysis****1 Contact Hour**

The cognitive objective of this lesson is for each student to comprehend how test item analysis improves the effectiveness of tests with a specific focus on multiple choice test items. The affective objective of this lesson is for each student to respond positively to how test item analysis improves the effectiveness of tests with a specific focus on multiple choice test items.

**LESSON 20****Feedback for Learning****1 Contact Hour**

The objective of this lesson is for each student to comprehend that effective feedback improves student performance. As educators it is essential to understand and correctly apply effective feedback so it can help students improve their performance. Points covered in this lesson are: definition of effective feedback, characteristics of effective feedback, and the impact of effective feedback upon student performance.

**LESSON 21****Accelerated Learning****1 Contact Hour**

This lesson helps students understand accelerated learning. Points include the definition and key concepts of accelerated learning and the impact on effectiveness. An understanding of accelerated learning will enhance the EPME instructors' understanding of EPME lessons since the lessons are built with accelerated learning in mind.

**LESSON 22****Self-Concept****1 Contact Hour**

In this lesson students will comprehend that instructors can enhance students' self-concept. This lesson begins by with the definition of self-concept, provides insight on the relationship between self-concept and the domains of learning, and discusses how self-concept influences individual behavior. Finally, the lesson takes a look at how classroom instructors can enhance a student's self-concept.

**FINAL TEST****50 Questions****1 Contact Hour**

The 50-question test is a culmination of concepts and principles identified throughout all 22 lessons. The students must receive a passing score of 70 percent in order to successfully complete the foundational course and attend the resident EPMEIC course.

### Resident Syllabus

Instructional Area Titles	Contact Hours
Administrative	30
Course Foundations	16
Educational Technology	5
Immersion Lab	20
Learning Theory	3
Professional Development	8
Performance Evaluation	47
Teaching Foundations	29
<b>Total</b>	<b>158</b>

### Resident Instructional Area Descriptions

#### Administrative

**30 Contact Hours**

The administrative block introduces students to the faculty and staff and explains local conditions (e.g., safety, security, weather, traffic). This module includes psychometric instruments (Kirton Adaption-Innovation) and a briefing by the Dean of Enlisted PME Academic Affairs on how EPME curriculum is developed. Also provided is information that will assist each educator in developing the skills and competencies to meet EPME mission requirements. These lessons are data analysis, EPME procedural guidance, institutional effectiveness, and curriculum development. One hour is set aside for students to meet the curriculum writers for their respective level of EPME. Two hours are set aside for students to engage in a candid question and answer session with the EPME educator panel. This module also includes all forms of testing, end-of-course surveys, commandant time, out-processing, and graduation.

#### Resident Course Foundation

**16 Contact Hours**

This module exposes students to the fundamental knowledge, skills, and attitudes necessary for all EPME instructors and curriculum writers. Explored are topics such as student orientation and the essence of how to be successful in learning, the importance of instructional systems development, the domains of learning, how designing lessons impact mission effectiveness, concept and principle teaching, the detail anatomy of a lesson plan, and the different methods of presentation applied in EPME.

**Educational Technology****5 Contact Hours**

This two-fold module exposes students to the five processes used to ensure the integrity of the EPME programs: Military Personnel Data System, Student Transcript and Administration Record System-Faculty Development, Blackboard, Air University Student Management System, and the Air Force Training Records System. It also explores topics such as proper use/facilitation of instructional aids according to Barnes Center Instruction 36-2301, *USAF EPME Procedural Guidance*. Students are tasked to work in blended groups (team up with members of other flights) to create a lesson from scratch using the principles from Educational Technology and additional information learned in the course. At this point students are engaging in synthesis level work.

**Immersion Lab****20 Contact Hours**

This module exposes students to “hands on”/“performance” requirements. Its purpose is to enable students with the opportunity to execute EPME responsibilities using the concepts and principles learned in the foundational course, and provide students the opportunity to progress through the levels of learning quicker. Allowing students that opportunity to see, read, act, hear, and feel the pressures of a dynamic EPME environment adds perspective to the learning process ultimately allowing students to reach higher levels of learning throughout all four domains (affective, cognitive, psychomotor, and conative).

**Learning Theory****3 Contact Hours**

This lesson introduces students to the concept of adult learners. The major benefit of this lesson is the exploration via activity of the characteristics of adult learners that instructors will have in their EPME learning environment. This lesson also familiarizes students with the domains of learning— affective, cognitive, psychomotor, and conative. This gives students the foundations of why lessons are developed the way they are in EPME and the implications for teaching at different levels of learning. This lesson also helps students understand the spiral learning process. The students will experience the benefits of spiral learning with each EPME lesson because there are many opportunities to make connections to other lessons. The lesson ends discussing the importance of accelerated learning.

**Performance Evaluation****47 Contact Hours**

This lesson helps students understand performance evaluation (PE) and specifically how they will be evaluated via PE using the instructor evaluation checklist and performance indicators. The introduction to PE, an auditorium hour addressing the entire student body, covers the mission of EPMEIC, assignment details, instructor evaluation checklist scoring, independent research hours, purpose of tutorial hours, and tips for success. Students will also receive three hours of in-depth exposure, norming, and discussion on the instructor evaluation checklist. The students will receive valuable education and training on the proper use of the evaluation forms while in EPMEIC and in the field.

**Professional Development****8 Contact Hours**

This lesson helps students understand the importance of self-reflection. Information covered in this module includes education on reflective journaling (includes hands-on activities), peer assessments, vision statement, and capstone feedback. This information is valuable to the EPME educator as it enables goal setting, as well as personal and professional growth which impacts student, instructor, and mission effectiveness.

**Teaching Foundations****29 Contact Hours**

This module exposes the students to the remediation and reevaluation process, questioning techniques, teaching methods, effective delivery skills, structured thinking process, classroom management, listening, assessing, evaluating, observing, counseling in EPME, and value added concepts. These lessons provide the student with the technical tools/skills and education needed to effectively deliver curriculum in a dynamic EPME learning environment.

## **USAF First Sergeant Academy**

*Internet Address*

<http://www.au.af.mil/au/barnes/fsa/>

**Program Description.** The USAF First Sergeant Academy (FSA), a CCAF-affiliated course, consists of 115 hours of blended facilitated distance and resident learning. The mission of the USAF FSA is to develop, through educa-

tion and training, selected senior noncommissioned officers to serve as advisors to commanders on issues that impact our Airmen in successfully accomplishing the Air Force mission. The FSA is a total force academy. The academy's curriculum is made up of six separate course curriculum plans through a blended learning concept. Distance learning prerequisite courses are comprised of Regular Air Force (REGAF), AFRC, and ANG. The resident courses are comprised of REGAF, AFRC, and ANG. The courses are validated by the CCAF and have been accredited for six semester hours in Human Resource Management, Maintenance of Discipline, and Readiness. Upon graduation, students are awarded the special duty identifier (SDI) 8F000.

The blended learning course consists of 25 hours of facilitated distance learning (FDL) and is divided into four weeks of demanding component-specific (REGAF, ANG, AFRC) curriculum. Once students complete the FDL, they attend 90 hours of resident study at the FSA at Maxwell AFB–Gunter Annex, Alabama.

In addition, each component has a non-CCAF-accredited First Sergeant Additional Duty Seminar, overseen by the FSA through Blackboard, ensuring each installation imparts the exact same curriculum. The areas of study are human resource management, maintenance of discipline, and readiness.

**Learning Outcomes.** The FSA graduate will be able to

- advise and assist commanders with all matters affecting health, morale, discipline, welfare, and legal issues (*Uniform Code of Military Justice*, nonjudicial punishment, federal, and state);
- identify and react to quality force indicators to lead and mentor the enlisted force to support the USAF mission;
- support their units in regard to drill and ceremony;
- be effective in the deployed environment;
- epitomize the core values; and
- be effective in written and oral communication.

**Faculty.** All personnel selected as FSA faculty must carry the first sergeant SDI. FSA faculty members are required to have an associate's degree and must complete the Academic Instructor Course (or equivalent) after arrival. Within the first year of teaching, the faculty must complete 120 hours of student contact internship and 30 hours of curriculum development.

**Duration.** The course length is 28 academic days for FDL and 10 academic days for in residence. The academy can support up to 88 students per resident class. There are four FDL classes, subsequently broken into eight resident courses, offered each fiscal year.

**Eligibility.** The USAF FSA course enrolls master sergeants from REGAF, ANG, and AFRC. Refer to AFI 36-2113, *The First Sergeant*, and the special duty catalog guide for the application, training, and selection process for first sergeant duty in each of the three components.

Reference the ETCA website at <https://etca.randolph.af.mil> for additional information.

### Syllabus

Instructional Area Titles	Contact Hours
Administration	9
Physical Training	5
Exam Testing	4
Block 1–Human Resource Management	42
Block 2–Maintenance of Discipline	38
Block 3–Readiness	17
<b>Total</b>	<b>115</b>

### Instructional Area Descriptions

#### **Administration** **9 Contact Hours**

Accomplish the administrative details incidental to the USAF FSA, conduct in processing, and review course curriculum.

#### **Physical Training** **5 Contact Hours**

Participate in physical training programs.

#### **Exam Testing** **4 Contact Hours**

Evaluate level of understanding with components specific and end-of-course tests; instructors conduct test review.

#### **Block 1–Human Resource Management** **42 Contact Hours**

Comprehend and value how preventive intervention impacts the unit.



**Block 2–Maintenance of Discipline****38 Contact Hours**

Comprehend quality force management policies, practices, and procedures as a tool for corrective actions. Know contents of *Manual for Courts-Martial* and comprehend the applications of its principles.

**Block 3–Readiness****17 Contact Hours**

Comprehend the first sergeant's role and responsibilities in a deployment process and apply the information in a deployment scenario.

## Air Force Career Development Academy

*Internet Address*

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

The Air Force Career Development Academy (AFCDA) is responsible for the instructional development, management, delivery, and evaluation of Air Force Career Development Courses (CDC) and select specialized courses. AFCDA also produces and distributes study materials for the Air Force Weighted Airman Promotion System (WAPS).

Each year AFCDA manages the development and administration of approximately 225 active CDC courses. These courses directly support the enlisted promotion and upgrade training program of over 115,000 Airmen annually.

Airmen in upgrade training are required to complete their CDCs through Air University's Advanced Distributed Learning System. Printed copies of these CDCs are available to select career fields who have been identified by their career field manager as a need, to allow additional transition time before going 100 percent electronic in fiscal year 17.

Each activated course is coupled with two versions of an end-of-course (EOC) exam which is used to assess job knowledge for members in upgrade training. These exams are developed by AFCDA's instructional system specialists, who ensure learning objectives are measured, assessed, and met. These exams are given electronically in most cases, but paper-based tests are available in remote locations where electronic course examinations are not available,

AFCDA presents a one-week practicum in the use of instructional systems design geared towards newly assigned CDC course writers, called Course for

Authors. The course is designed to equip new writers with quality methods for producing effective distance education course materials. Students work under the tutelage of AFCDA educators and gain hands-on experience in every phase of course development planning; writing objectives, tests, and text; and processing and evaluating a course.

AFCDA's Curriculum Control and the Course Development team are available to career field leaders to forecast CDC rewrites and revisions. AFCDA provides the subject-matter expert the support and guidance through training team workshops, the Course Development Management Guide, and constant communication with each course author that is developing CDCs for tomorrow's Airmen.

**Program Descriptions.** A description of AFCDA's 225 distance learning courses is available in the AFCDA CDC catalog at <https://cs3.eis.af.mil/sites/AE-ED-02-37/default.aspx>. The website also provides information about enrollment, counseling, testing procedures, test-control facilities, and methods for obtaining assistance with student inquiries, statistical analysis, and aggregate survey data.

# **OFFICER ACCESSIONS & CITIZEN DEVELOPMENT**

The Jeanne M. Holm Center for Officer Accessions and Citizen Development (Holm Center) provides coordinated leadership and policy direction for the Air Force's officer recruiting, training, and commissioning programs at Officer Training School (OTS) and at Air Force Reserve Officer Training Corps (AFROTC) detachments at colleges and universities. The Holm Center also directs the Air Force's high school citizenship training program—Air Force Junior ROTC—which oversees Air Force Junior ROTC units on high school campuses around the world. The aim of this program is to build better citizens for America.



# Officer Training School

## *Internet Address*

<http://www.au.af.mil/au/holmcenter/OTS/index.asp>

**Program Description.** The OTS curriculum addresses leadership studies, military training and application, the profession of arms, warfare studies, international security studies, and communication skills. OTS teaching methods include auditorium lectures, readings, flight-room classes (informal lecture, guided discussion, and case studies), and practical exercises.

**Learning Outcomes.** Graduates of OTS will be able to accomplish the following:

- Comprehend the roles and responsibilities of an Air Force officer;
- Comprehend the Air Force human relations programs such as equal opportunity and treatment;
- Effectively apply leadership skills;
- Effectively apply followership skills;
- Comprehend the importance of adherence to Air Force core values;
- Effectively express ideas verbally in a military setting;
- Effectively express ideas in writing using military writing formats;
- Know the role of air and space power in maintaining national security;
- Know the role of joint operations in US national security; and
- Comprehend the principles of cross-cultural communications.

**Faculty.** Before assuming leadership of a flight, each flight commander must attend and be certified through the OTS Academic Instructor Course, Initial Qualification Training, and Mission Qualification Training.

**Duration.** OTS offers four individual courses: Basic Officer Training (BOT) (47 training days/8 classes annually), Commissioned Officer Training (COT) (23 training days/6 classes annually), Reserve Commissioned Officer Training (RCOT) (13 training days/2 classes annually), and the Air National Guard (ANG) Academy of Military Science (AMS) course (40 training days/4 classes annually).

**Eligibility.** Students attending BOT must have a bachelor’s degree, be less than 30 years of age for rated personnel or 35 years of age for all others, and meet minimum physical requirements for becoming an officer. Competition for entry into this program is rigorous.

**Completion Requirement.** Students must maintain a “satisfactory performance” evaluation or better to graduate. The following tables summarize BOT, COT, RCOT, and AMS curricula.

### Basic Officer Training Curriculum Summary

MOTS001 Instructional Areas	Contact Hours
Leadership Studies/Field Leadership	163.00
Communication Skills	17.00
Profession of Arms	23.00
Warfare Studies/International Studies	43.00
Military Training/Field Training	22.50
Admin/Processing/Testing/Orientation/Counseling	133.50
Physical Training/Air Force Combative Program	54.00
Air Force Culture/Drill and Ceremonies	84.25
<b>Total</b>	<b>539.25</b>

### Course Description

#### MOTS001 Basic Officer Training (24th Training Squadron)

**539.25 Contact Hours**

This course provides precommissioning training for selected applicants to meet Air Force requirements by career area. It includes communication skills, leadership studies, professional knowledge, warfare studies, and military application and training (practical field leadership, physical fitness, and drill and ceremonies). These basic military subjects are essential in developing selected college graduates to take their places as second lieutenants in the Air Force.

BOT is a challenging 47-training-day program that focuses on 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, service before self, and excellence in all they do. This challenging environment provides numerous tests for leadership skills through classroom and field-training exercises and opera-

tion of the officer trainee and student wing. The capstone event is a three-day, two-night air and space expeditionary force (AEF) exercise.

### Commissioned Officer Training Curriculum Summary

MOTS002 Instructional Areas	Contact Hours
Leadership Studies	35.00
Communication Skills	9.00
Profession of Arms	18.00
Warfare Studies/International Security Studies	15.00
Drill and Ceremonies	16.50
Flight Commander Time	28.00
Physical Training	23.00
Air Force Culture	18.50
Assessments/Preparation	9.00
AEF/Combat Skills	47.00
Administration/In-Processing	47.50
<b>Total</b>	<b>266.50</b>

### Course Description

#### MOTS002 Commissioned Officer Training (23rd Training Squadron)

**266.50 Contact Hours**

COT is an intense 23-day program. It provides the fundamentals of officer-ship and the initial leadership training required for newly commissioned medical, chaplain, and judge advocate Air Force officers (active duty, ANG, and Air Force Reserve [AFRES]). It stresses commitment to the profession of arms and motivates graduates to live up to Air Force core values. The ranks of COT students range 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. Additionally, the Medical Readiness Indoctrination Course is incorporated into the AEF exercise for medical service officers.

This course provides training in basic military subjects essential in developing directly commissioned officers to serve in the US Air Force. It provides postcommissioning training for officers in the US Air Force medical services (Medical Corps, Dental Corps, Nurse Corps, Medical Service Corps, and Bio-medical Science Corps), Judge Advocate General Corps (legal), and Chaplain Corps; AFRES officers selected to participate in the Air Force Health Professions Scholarship Program; and those enrolled in the Uniformed Services

University of the Health Sciences. This training is also provided for those officers selected to serve in the AFRES and ANG. Training includes, but is not limited to, instruction in four major areas: profession of arms, warfare and international security studies, leadership studies, and communication skills. The profession of arms area includes dress and grooming; professional appearance; customs and courtesies; pay, leave, and allowances; and base services. Warfare and international security studies classes include Air Force heritage, terrorism/force protection, and US policy. Leadership studies classes include leadership and management theory and officership. Leadership instruction is reinforced with practical field-leadership exercises. Communication skills include basic military speaking principles and writing formats. Drill and ceremonies and physical fitness training are also included.

### **Reserve Commissioned Officer Training (In Residence)**

#### **Curriculum Summary**

<b>MOTS003 Instructional Areas</b>	<b>Contact Hours</b>
Leadership Studies	31.00
Communication Skills	6.00
Profession of Arms	16.00
Warfare Studies	7.00
Drill and Ceremonies	3.50
Flight Commander Time	5.00
Physical Training	8.50
Air Force Culture	3.50
Assessments	2.00
AEF/Combat Skills	30.00
Administration/In-Processing	25.00
<b>Total</b>	<b>137.50</b>

#### **Course Description**

##### **MOTS003 Reserve Commissioned Officer Training (In Residence)**

**137.50 Contact Hours**

The Reserve Commissioned Officer Training course is an abbreviated course designed to train hard-to-recruit ANG and AFRES medical professionals. It combines distance learning correspondence work and a web-based pretest with a demanding 13-day, in-residence course.



This course provides training in basic military subjects essential to developing medical officers in the US AFRES and ANG. Training includes, but is not limited to, instruction in four major areas: profession of arms, warfare and international security studies, leadership studies, and communication skills. The profession of arms area includes dress and grooming; professional appearance; customs and courtesies; pay, leave, and allowances; and base services. Warfare and international security studies classes include Air Force heritage, terrorism/force protection, and US policy. Leadership studies classes include leadership and management theory and officership. Leadership instruction is reinforced with practical field leadership exercises. Communication skills include basic military speaking principles and writing formats.

### Academy of Military Science Curriculum Summary

<b>YAMS000 Instructional Areas</b>	<b>Contact Hours</b>
Leadership Studies	47.00
Communication Skills	18.00
Profession of Arms	20.00
Warfare Studies/International Security Studies	21.00
Military Training and Application/Drill/Culture	147.00
Admin/Processing/Testing/Orientation/Counseling	29.50
Physical Training	19.00
<b>Total</b>	<b>301.50</b>

### Course Description

#### YAMS000 Academy of Military Science

(ANG Readiness Center Detachment 12)

**301.50 Contact Hours**

The Academy of Military Science provides precommissioning training for selected applicants to meet ANG requirements by career area. It provides instruction in basic military subjects essential in developing selected college graduates to take their places as second lieutenants in the Air Force with both state and federal responsibilities. The course includes communication skills, leadership studies, professional knowledge, warfare studies, and military application and training (practical field leadership, physical fitness, and drill and ceremonies). Although operationally assigned to OTS, AMS is not an AU course; assignment to classes is managed by the ANG.

AMS is a challenging 40-training-day program that imparts to its ANG 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, service before self, and excellence in all they do. Students are also provided education in ANG heritage and their role as “citizen Airmen,” as the majority of AMS students are traditional Guard members who also have civilian careers. 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 three-day, two-night AEF exercise.

## Air Force Reserve Officer Training Corps Instructor and Orientation Courses

*Internet Address*

<http://www.afrotc.com>

**Program Description.** The Air Force Reserve Officer Training Corps Instructor and Orientation Program consists of three separate courses: a detachment commander course, a classroom instructor course, and a noncommissioned officer (NCO) orientation course. The curricula for the detachment commander and classroom instructor courses identify and measure variables related to the educational process such as content, alternative methods of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level. The curriculum also develops the student’s ability to effectively and efficiently address the organization’s personnel requirements, unit support, and cadet-support processes. The NCO orientation course focuses on the administrative and personnel functions of an AFROTC detachment.

**Learning Outcomes.** A graduate of the AFROTC detachment commander and classroom instructor courses will be able to

- plan instruction. The graduate will comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, and the various methods of teaching and must know the components of the Air Force instructional systems design (ISD) model.

- deliver instruction. The graduate will be able to prepare and deliver effective presentations, use questions effectively to promote learning, employ proxemics to enhance the learning environment, and incorporate reflective teaching techniques to improve teaching ability.
- evaluate instruction. The graduate will comprehend the concept of educational evaluation and principles and techniques of writing student-centered multiple choice and essay test items as part of the ISD design phase and the systematic construction and use of performance evaluation rating instruments.
- demonstrate instructional competency. The graduate will be able to apply instructional competency through teaching exercises.
- address unit requirements. The graduate will better comprehend the organization's personnel requirements, unit support, and cadet- or student-support processes.

**Faculty.** The Holm Center employs faculty in both teaching and nonteaching capacities. The faculty combines teaching experience and advanced academic degrees. The faculty is selected on past performance, experience, academic achievement, and teaching ability.

**Duration.** The detachment commander is eight academic days and the classroom instructor courses is 10 academic days; the enlisted orientation course is nine academic days.

**Eligibility.** Detachment commanders, classroom instructors, and detachment NCOs are selected through the Air Force personnel system. Detachment commanders and some classroom instructors must be approved by the university at which they will be assigned.

**Completion Requirement.** Students in the classroom instructor and enlisted orientation courses must maintain a grade of “satisfactory” or better to graduate.

## Course Descriptions

### MAFROTC 005 AFROTC Detachment Commander Orientation Course

**64 Contact Hours**

This eight-day, mission-essential course, hosted and managed by the Holm Center Curriculum Directorate, provides newly assigned AFROTC detachment commanders with the skills and tools needed to succeed in the university academic

environment. The course orients and prepares them for the myriad of AFROTC detachment duties at geographically separated units (GSU). Major areas of study include learning theory, teaching methods, instruction in curriculum, professional relations, leadership, counseling, legal issues, and AFROTC-specific programs and procedures.

**MAFROTC 002 AFROTC Assistant Professor of Aerospace Studies Instructor and Orientation Course** **80 Contact Hours**

This 10-day, mission-essential course, hosted by the Holm Center Curriculum Directorate, prepares newly assigned AFROTC instructors to teach and supervise within the AFROTC academic environment and orients and prepares them for AFROTC detachment duties at GSUs. Major areas are learning theory, teaching methods, critiquing of student writing, and speaking and evaluation. Methods usually taught include the informal lecture, guided discussion, experiential method, demonstration-performance, and case study. The course provides for maximum participation in the learning process. The majority of class time is devoted to small-group activity. Each student must plan and present teaching lessons. Students are provided AFROTC lesson material to prepare the required teaching lessons and test items. They also receive ROTC instruction in curriculum, professional relations, leadership, counseling, legal issues, and AFROTC-specific programs and procedures.

**MAFROTC 001 AFROTC NCO Orientation Course** **72 Contact Hours**

This eight-day, mission-essential course, hosted by the Holm Center Curriculum Directorate, is designed to provide students with practical student-centered learning experiences that focus on applying basic principles of creating cadet records, understanding the documentation requirements for medical issues, paperwork required for enlistments, forms and processes required to start and stop cadet pay, how to start and monitor security clearances, requirements for extended active duty, commissioning cadets, and disenrolling cadets from the program. Regulatory guidance and procedures and other topics related to the AFROTC environment are taught as well.

# Air Force Junior Reserve Officer Training Corps Instructor Certification Course (JICC)

*Internet Address*

<https://wings.holmcenter.com>

**Program Description.** This course prepares newly assigned Air Force Junior Reserve Officer Training Corps (AFJROTC) faculty to teach in private, public, and DOD dependent high schools worldwide. It is a rigorous, comprehensive, and fast-paced course that requires reading, lesson preparation, and moderate research. Major curricular areas include learning theory, learner-centered instructional activities, and setting instructional outcomes through lesson planning and preparation. Teaching methodologies include formal and informal lecture, guided discussion, teaching interview, group activities, and demonstration performance. The course is organized for maximum participation in learning. A majority of class time is devoted to seminar activities. Students present JROTC lessons using activity-based learning and classroom performance systems software. Students also receive AFJROTC instruction in curriculum application, professional relations, leadership, classroom performance systems, technology in education, and Web Intensive New Gain System (WINGS). They are introduced to secondary school challenges and concerns. This required course is directed by AFJROTC Instruction (AFJROTCI) 36-2001, *Air Force Junior ROTC Operations*.

**Learning Outcomes.** Graduates of the AFJROTC JICC will be able to

- plan instruction. The graduate must comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, and the various methods of teaching and must know the components of the Air Force ISD model.
- deliver instruction. The graduate must prepare effective presentations, use questions effectively to promote learning, employ activity-based learning, and incorporate reflective teaching techniques to improve instructional effectiveness.
- evaluate instruction. The graduate must comprehend the concept of educational evaluation and principles and techniques of writing student-centered multiple-choice and essay test items as part of the ISD design

phase and the systematic construction and use of performance evaluation rating instruments.

- demonstrate instructional competency. The graduate must apply instructional competency through teach-back exercises.
- address unit requirements. The graduate must comprehend the organization's personnel requirements, unit support, and cadet or student-support processes.

**Faculty.** The faculty combines several years of teaching experience and advanced degrees. They are selected because of their past performance, experience, academic achievement, and teaching ability.

**Duration.** The AFJROTC JICC is eight academic days. Method of delivery is blended learning—12 hours online at HolmCenter.com and 60 hours in-residence—totaling 72 hours.

**Eligibility.** This course is offered to retired USAF officers and NCOs who are selected to serve as aerospace science instructors and assistant aerospace science instructors in the AFJROTC program conducted at more than 889 secondary schools throughout the world. Student selection is conducted by HQ AFJROTC.

**Graduation Requirement.** Students must successfully complete the courses online and in-residence.

## Course Description

### MAFJROTC003, AFJROTC Instructor Certification Course (JICC)

**72 Contact Hours**

This course prepares newly assigned AFJROTC faculty to teach in private, public, and DOD dependent high schools worldwide. It is a rigorous, comprehensive, and fast-paced course that requires reading, lesson preparation, and moderate research. Major curricular areas include learning theory, learner-centered instructional activities, and setting instructional outcomes through lesson planning and preparation. Teaching methodologies include formal and informal lecture, guided discussion, teaching interview, group activities, and demonstration performance. The course is organized for maximum participation in learning. A majority of class time is devoted to seminar activities. Students present JROTC lessons using activity-based learning and classroom

performance systems software. Students also receive AFJROTC instruction in curriculum application, professional relations, leadership, classroom performance systems, technology in education, and WINGS. They are introduced to secondary school challenges and concerns. This required course is directed by AFJROTCI 36-2001, *Air Force Junior ROTC Operations* and complies with the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools on Accreditation and School Improvement (SACS CASI), the regional accreditation agencies that span the AdvancED global network, [advance-ed.org](http://advance-ed.org).

## Air Force Reserve Officer Training Corps

*Internet Address*

<http://www.afrotc.com>

**Program Description.** The primary curriculum areas taught in AFROTC include the profession of arms, warfare studies, international security studies, leadership studies, field leadership, and communication skills. Teaching methods include informal lecture, guided discussion, case studies, readings, and practical exercises (athletics, group leadership problems, and the leadership reaction course).

AFROTC offers a four-year program is divided into two phases: the General Military Course (GMC) and the Professional Officer Course (POC). The GMC encompasses the freshman and sophomore years and consists of one hour of classroom work and up to two hours of leadership laboratory each week. Upon completion of GMC requirements, cadets wanting to compete for entry into the POC must do so under the requirements outlined by the POC selection system. Following POC selection, students must complete summer field-training, a four-week training session conducted at Maxwell AFB, Alabama. This training serves as the pinnacle for measuring potential and required skill sets for Air Force officers. Weekly, POC cadets attend three class sessions and participate in leadership laboratory lasting up to three hours. Once enrolled in the POC, cadets are enlisted in the Air Force Reserve and assigned to the Obligated Reserve Section. This enrollment entitles cadets to a monthly nontaxable subsistence allowance.

AFROTC students attend military science classes along with those classes required in their individual degree plans.

**Learning Outcomes.** A graduate of the AFROTC commissioning education program will

- comprehend the roles and responsibilities of an Air Force officer;
- cognize the Air Force human relations programs such as equal opportunity and treatment;
- effectively apply leadership skills;
- successfully apply followership skills;
- comprehend the importance of adherence to Air Force core values;
- effectively express ideas verbally in a military setting;
- successfully express ideas in writing using military writing formats;
- know the role of air and space power in maintaining national security;
- know the role of joint operations in US national security; and
- comprehend the principles of cross-cultural communications.

**Faculty.** The teaching staff of AFROTC units includes experienced Air Force officers. Selection is determined by professional experience, academic background, and qualifications as instructors. Detachment commanders and AFROTC instructors complete faculty development training at Air University, Maxwell AFB, Alabama. Here, they enhance their teaching skills and learn more about their roles before reporting for their teaching assignments.

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

**Commissioning Requirements.** Students must maintain a “C-” or better grade in Aerospace Education (AS) and the Leadership Laboratory and must have, as a minimum, a cumulative grade point average of 2.0 from the university to be commissioned in the US Air Force.



### AFROTC Detachment Syllabus

Course Number and Title	Contact Hours
Leadership Studies	65
Communication Skills	43
Profession of Arms	50
Warfare Studies	67
Admin/Testing	31
Leadership Laboratory	240
Field Training*	380
<b>Total</b>	<b>876</b>

\*Standard Field Training 380 Hours

### Course Descriptions

For more information regarding AFROTC courses, go to <http://www.afrotc.com>. Note that the Air University Registrar's Office does not provide a transcript for this AFROTC program.

## Air Force Junior Reserve Officer Training Corps

*Internet Address*

<https://wings.holmcenter.com>

**Program Description.** AFJROTC is a secondary school program designed to develop citizens of character dedicated to serving their nation and community. To support this mission, the Holm Center produces “world-class,” twenty-first-century, learner-centered academic materials for AFJROTC high school cadets located at 889 secondary schools worldwide. Currently there are over 120,000 cadets in the program.

Each AFJROTC class consists of three components: aerospace science, leadership education, and a wellness program. Citizenship and character education, the heart of the curriculum program, are primarily embedded in the leadership education series of courses, while sense of service and education in science and technology-related aerospace science are primarily found in the aerospace science series of courses. The flexibility of the AFJROTC curricula

design enables each unit to meet the needs of their programs and accomplish the requirements set forth by the district and/or state. The curriculum is correlated to national educational standards using the Midcontinent Research for Educational and Learning (McREL) standards. In addition to the McREL standards, the other national standards alignments include the following:

- National Science Education Standards (NSES);
- Math Standards and Expectations;
- National Council for the Social Studies (NCSS);
- Geography for Life—National Geography Standards; and the
- International Society for Technology in Education’s National Educational Technology Standards for Students.

**Common Core Standards.** The correlations and alignments provide the foundation for standards-based curriculum and should assist each unit meeting district and state requirements. To reinforce what is taught in the classroom, students participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports, and other areas related to aerospace education.

AFJROTC units also offer the opportunity to participate in extracurricular activities, including drill and ceremonies, summer leadership schools, and honorary academic groups. Additionally, community service projects are a major part of the AFJROTC experience and help instill a sense of civic pride and citizenship.

The AFJROTC program is awarded continuing accreditation with the NWAC and the SACS CASI, the regional accreditation agencies that span the AdvancED global network, [advance-ed.org](http://advance-ed.org).

The goals of the AFJROTC program are to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

### **Learning Outcomes**

- To educate and train students in citizenship and life skills;
- To promote community service;
- To instill a sense of responsibility; and

- To develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force’s core values of “integrity first, service before self, and excellence in all we do.”

**Faculty.** Retired Air Force commissioned and noncommissioned officers are full-time credentialed faculty members of the participating high school and are employed by the local school board to teach AFJROTC classes.

**Duration.** Standard academic training is 120–180 contact hours.

**Eligibility.** The AFJROTC program provides citizenship training and an aerospace science program for high school youth. Enrollment in the AFJROTC program is open to all young people who are in grades 9–12, are physically fit, and are US citizens or aliens lawfully admitted to the United States for permanent residence. Host schools are selected upon the basis of fair and equitable distribution throughout the nation.

### Syllabus

Course Number and Title
AS 100 A Journey into Aviation History
AS 200 The Science of Flight: A Gateway to New Horizons
AS 220 Cultural Studies: An Introduction to Global Awareness
AS 300 Exploring Space: The High Frontier
AS 400 Management of the Cadet Corps
AS 410 Survival: Survive • Return
AS 500 Aviation Honors Ground School
LE 100 Traditions, Wellness, and Foundations of Citizenship
LE 200 Communication, Awareness, and Leadership
LE 300 Life Skills and Career Opportunities
LE 400 Principles of Management
LE 500 Drill and Ceremonies

Note: There are 665 school districts nationwide that require each high school with a JROTC program to adapt to individual state/district requirements for awarding credit.

### Course Descriptions

For more information regarding AFJROTC courses, go to <https://wings.holmcenter.com>.



# ABBREVIATIONS

6S	Six Sigma
A. I.	artificial intelligence
A2/AD	antiaccess/area denial
ABD	all but the dissertation
ACCME	Accreditation Council for Continuing Medical Education
ACSC	Air Command and Staff College
ACTS	Army Air Corps Tactical School
ADLS	Advanced Distributed Learning Service
AEF	air and space expeditionary force
AETC	Air Education and Training Command
AF PFMC	Air Force Professional Financial Management Course
AFA	Alabama Goodwill Ambassadors
AFCCC	Air Force Chaplain Corps College
AFCDA	Air Force Career Development Academy
AFDD	Air Force doctrine document
AFFOR	Air Force forces
AFGM	Air Force Guidance Memorandum
AFGM	Air Force Guidance Memorandum
AFGSC	Air Force Global Strike Command
AFI	Air Force instruction
AFIT	Air Force Institute of Technology
AFJROTC	Air Force Junior Reserve Officer Training Corps
AFJROTCI	AFJROTC Instruction
AFNWC	Air Force Nuclear Weapons Center
AFPC	Air Force Personnel center
AFPD	Air Force policy directive
AFRC	Air Force Reserve Command
AFRES	Air Force Reserve
AFRI	Air Force Research Institute
AFROTC	Air Force Reserve Officer Training Corps
AFSAT	Air Force Security Assistance Training
AFSNCOA	Air Force Senior Noncommissioned Officer Academy
AGR	Air Force Guard
A-I	adaption and innovation
AIC	Academic Instructor Course
AICE	Association of International Credential Evaluators
ALE	Advanced Leadership Experience

ALS	Airman Leadership School
AMA PRA	American Medical Association Physician's Recognition Award
AMS	Academy of Military Science
ANG	Air National Guard
AOR	area of responsibility
AP	airpower studies
APID	Advanced Principles of Instructional Design
ARB	academic review board
ARC	Air Reserve Component
AS	Aerospace Education
AU	Air University
AUI	Air University instruction
AUSIS	Air University Student Information System
AUTV	Air University Television
AWC	Air War College
AY	academic year
BB	Black Belt
BCA	business case analysis
BCC	Basic Chaplain Course
BOT	Basic Officer Training
BOV	Board of Visitors
BPR	business process reengineering
C/JFC	combined/joint force commanders
C2	command and control
C2AE	command and control of the air environment
C-3	cross-cultural competence
CAC	common access card
CALT	Civilian Acculturation and Leadership Training
CAP	Civil Air Patrol
CAS	close air support
CBR	chemical, biological, and radiological
CCAF	Community College of the Air Force
CCC	cross-cultural communication
CDC	career development courses
CDOS	cross-domain operational strategist
CFACC	Combined Force Air Component Commander Course
CFC	Combined Forces Command
CFP	check flight phase
CFR	Code of Federal Regulations

CFT	career field team
CGO	company grade officer
CIA	Central Intelligence Agency
CJCSI	chairman of the joint chiefs of staff instruction
CMR	civil-military relations
CNWDI	critical nuclear weapons design information
COEC	Cyberspace Operations Executive Course
COT	Commissioned Officer Training
CPDS	Commanders' Professional Development School
CPI	continuous process improvement
CSAF	chief of staff of the Air Force
CSO	combat systems officer
CWPC	Contingency Wartime Planning Course
DCAPES	deliberate crisis action planning execution segments
DDR	direction, discipline, and recognition
DDSC	Defense Decision Support Course
DFM&CS	Defense Financial Management and Comptroller School
DFMC	Defense Financial Management Course
DISAM	Defense Institute for Security Assistance Management
DL	distance learning
DLC	distance learning course
DLP	distance learning program
DOD	Department of Defense
DOE	design of experiments
DOS	Department of State
DSD	developmental special duty
DTRA	Defense Threat Reduction Agency
DWCC	Deputy Wing Chaplain Course
EL	expeditionary leadership
ELFP	Executive Leadership Feedback Program
EMR	employee-management relations
EO	equal opportunity
EOC	end-of-course
EPME	enlisted professional military education
EPMEIC	Enlisted Professional Military Education Instructor Course
EQUAL-Plus	Enlisted Quarterly Assignment Listing-Plus
ESL	English as a second language
ETCA	Education and Training Course Announcement
EU	European Union
EW	electronic warfare

FACA	Federal Advisory Committee Act
FC	flight commander
FDL	facilitated distance learning
FDS	force development specialists
FERPA	Family Educational Rights and Privacy Act
FM	financial management
FO	flag officer
FRL	full-range leadership
FRLD	full range leadership development
FS	Foundations of Strategy
FSA	First Sergeant Academy
FSS	Force Support Squadron
FTE	flight test engineering
FTT	flight test techniques
FWA	fraud, waste, and abuse
GB	green belt
GMC	General Military Course
GO	general officer
GPA	grade point average
GS	Global Security
GSC	Grand Strategy Concentration
GSU	geographically separated units
HAF	Headquarters Air Force
HLC	Higher Learning Commission
Holm Center	Jeanne M. Holm Center for Officer Accessions and Citizen Development
HP	human performance
iBT	Internet-based test
IC	intelligence community
ICBM	intercontinental ballistic missile
ICL	Institutional Competency List
IDE	intermediate developmental education
ILE	Intermediate Leadership Experience
IMS	international military students
IO	international officer
IOFAC	Information Operations Fundamentals Application Course
IOP	instruments of power
IOS	International Officer School
IRC	information related capabilities



ISD	instructional system development, instructional systems design
ISR	intelligence, surveillance, and reconnaissance
ISS	International Security Studies
JA	joint air operations
JAOC	joint air operations center
JAOP	joint air operations plan
JAOPC	Joint Air Operations Planning Course
JF	joint forces
JFACC	Joint Force air component commander
JFOWC	Joint Flag Officer Warfighting Course
JICC	Junior Reserve Officer Training Corps Instructor Certification Course
JIIM	joint, interagency, intergovernmental, and multicultural
JLASS	Joint Land, Aerospace, and Sea Simulation
JOPES	joint operation planning and execution system
JOPPA	joint operation planning process for air
JP	Joint Publication, joint planning
JSL	Joint Strategic Leadership
JTF	joint task force
KSA	knowledge, skills, and abilities
L	Lean
LANL	Los Alamos National Lab
LDP	Leadership Development Program
LLNL	Lawrence Livermore National Lab
MAJCOM	major command
McREL	Midcontinent Research for Educational and Learning
MDOS	multidomain operational strategist
MENA	Middle East and North African
MILDEC	military deception
MISO	Military Information Support Operations
MWS	major weapon system
NACES	Association of Credentials Evaluation Services
NAF	numbered Air Force, nonappropriated fund
NATO	North Atlantic Treaty Organization
NBC	nuclear, biological, and chemical
NCO	noncommissioned officer
NCOA	Noncommissioned Officer Academy
NCOIC	noncommissioned officer in charge
NCSS	National Council for the Social Studies

NDU	National Defense University
NGO	nongovernmental organization
NLW	nonlethal
NLW	nonlethal weapons
NS-DM	National Security and Decision Making
NSES	National Science Education Standards
NSF	National Security Forum
NWAC	Northwest Accreditation Commission
NWEPP	Nuclear Weapons Effects, Policy, and Proliferation
OD	officer development
OL	organizational leadership
OLMP	online master's program
OODA	observe, orient, decide, and act
<i>OPMEP</i>	<i>Officer Professional Military Education Policy</i>
OTS	Officer Training School
PADD	person authorized to direct disposition
pBT	paper-based test
PCE	professional continuing education
PE	performance evaluation
PLDP	Personal Leadership Development Plan
PME	professional military education
POC	Professional Officer Course
POM	program objective memorandum
PSP	professional studies paper
RCOT	Reserve Commissioned Officer Training
RCS	Regional and Cultural Studies
RD	restricted data
RE	research/electives
REGAF	regular Air Force
RST	religious support team
S2CSPC	Steady State Campaign Support Planning Course
SAASS	School of Advanced Air and Space Studies
SACS CASI	Southern Association of Colleges and Schools on Accreditation and School Improvement
SACSCOC	Southern Association of Colleges and Schools, Commission on Colleges
SAPR	Sexual Assault Prevention and Response
SCM-FM-OL	Security Cooperation Management Familiarization Course–Online
SCOC	Superintendent/NCOIC, Chapel Operations Course

SDE	senior developmental education
SDI	special duty identifier
SecAF	secretary of the Air Force
SEL	senior enlisted leaders
SES	senior executive service
SLADS	Senior Leader Airpower Doctrine Seminar
SLC	senior-level colleges
SNCOA	senior noncommissioned officer
SNL	Sandia National Lab
SOC	Squadron Office College
SOF	special operations forces
SOS	Squadron Office School
T&E	test and evaluation
TAFCS	total active federal commission service
ToC	Theory of Constraints
TOEFL	Test of English as a Foreign Language
TPAE	Theories and Principles of Adult Education
TPS	Test Pilot School
<i>UCMJ</i>	<i>Uniform Code of Military Justice</i>
USAF PPDS	USAF Personnel Professional Development School
USAF TPS	US Air Force Test Pilot School
USC	<i>United States Code</i>
USSTRATCOM	United States Strategic Command
UTC	unit type code
VSS	variable stability system
WAPS	weighted Airman promotion system
WAR	warfighting
WCC	Wing Chaplain Course
WIC	Weapons Instructor Course
WINGS	Web Intensive New Gain System
WMD	weapons of mass destruction
WS	warfare studies

