# AIR UNIVERSITY CATALOG 2024-2025

**AIR UNIVERSITY MISSION:**

*Access, train, educate, and develop Air and Space warfighters in support of the National Defense Strategy.*

**AU-10**

# AIR UNIVERSITY DEVELOPS LEADERS BY HELPING THEM SEE THINGS FROM A DIFFERENT PERSPECTIVE

# AIR UNIVERSITY CATALOG
# AU-10

*Academic Year 2024-2025 (AY25)*

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# PUBLICATION INFORMATION

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## Purpose and Function

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 Air Force Institute of Technology (AFIT) Catalog and the Community College of the Air Force (CCAF) General Catalog.

The Air University Catalog serves as both a source 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. 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 on the Air University home page at https://www.airuniversity.af.edu. Please consult the website for changes that may have occurred.

## 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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# HEADQUARTERS AIR UNIVERSITY

https://www.airuniversity.af.edu

# ACADEMIC LEADERSHIP AND GOVERNANCE

## Air University Commander and President

Lt. Gen. Andrea D. Tullos is Commander and President, Air University (AU). The headquarters for AU (HQ AU) is located at Maxwell AFB, Montgomery, Alabama with main campus locations at Maxwell AFB and the Maxwell AFB Gunter Annex, Montgomery, Alabama; and Wright-Patterson AFB, Dayton, Ohio. Air University consists of multiple colleges, centers, and schools on its main campuses with multiple off-campus instructional sites around the world. She provides full-spectrum education, research, and outreach at every level through accessions, professional military education, professional continuing education, professional development, and academic degree granting. She leads the intellectual and leadership center of the US Air Force, graduating more than 50,000 resident and 120,000 non-resident personnel—officers, enlisted, civilians and international personnel—each year.

## Air University Provost and Chief Academic Officer

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

## Advisory Body: Air University (AU) Board of Visitors

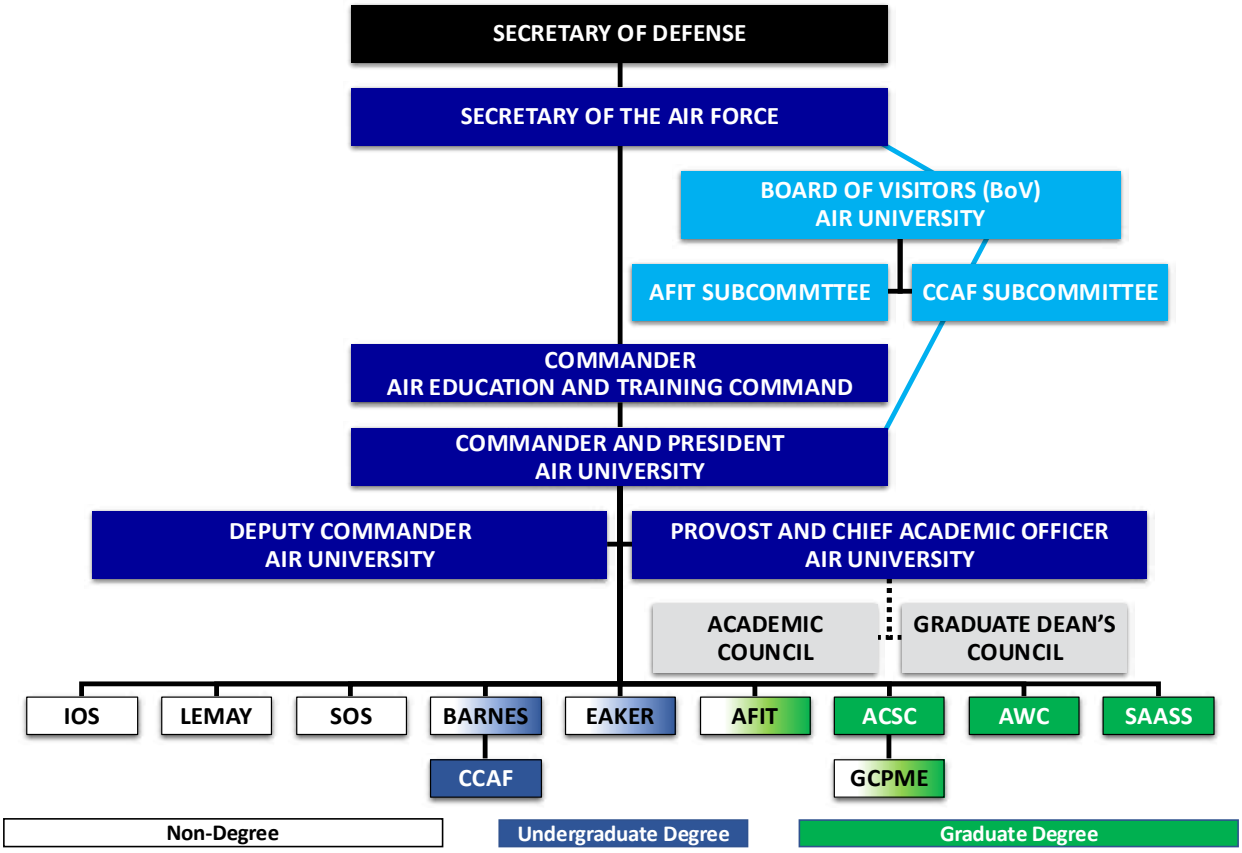
The AU Board of Visitors (BoV) is a public board governed by the Federal Advisory Committee Act (FACA) of 1972 and chartered to provide the Secretary of the Air Force, in conjunction with the AU Commander and President, independent advice and recommendations on the educational, doctrinal, and research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

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

The BoV is accountable to the Secretary of Defense to provide independent advice to the Secretary of the Air Force (SecAF) on AU policies and activities to include constructive recommendations that support institutional goals and educational programs.

See Air University Instruction (AUI) 36-2602, *Command, Governance and Administration*, Chapter 2, for more information.

## AU Governance Structure



# THE AIR UNIVERSITY ENTERPRISE

## AU Mission

Access, train, educate, and develop Air and Space warfighters in support of the National Defense Strategy.

## AU Vision

The intellectual and leadership development center of the Air and Space Forces.

## AU Operations

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

## Institutional Authority

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

## Integrated Purposes

AU conducts all professional military education (PME) programs for the DAF to educate Air and Space professionals to leverage air, space, and cyberspace power to achieve national security objectives. Complementing PME are specialized PCE programs that provide scientific, technological, managerial, and other professional expertise to meet the needs of the Air Force. Finally, AU also offers other development opportunities (ODO) as seminars, workshops, or short courses that provide planned opportunities for the expansion of an individual's knowledge, expertise, capabilities and understanding to meet the needs of the DAF.

## Research

Integrated within the academic degree programs, AU 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 and Space Force leaders and contribute to curriculum development. The university is also engaged in community and public service, through the Air Force's citizenship program, the Junior Reserve Officer Training Corps (JROTC).

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

## Organizational Structure

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

## Campuses and Units

At Maxwell AFB or the Gunter Annex are the Air Command and Staff College (ACSC), Air War College (AWC), Thomas N. Barnes Center for Enlisted Education (Barnes) which includes Community College of the Air Force (CCAF), Ira C. Eaker Center for Leadership Development (Eaker), Global College of PME (GCPME), Curtis E. LeMay Center for Doctrine Development and Education (LeMay), the School of Advanced Air and Space Studies (SAASS), and Squadron Officer School (SOS). The Air Force Institute for Technology (AFIT) resides at Wright-Patterson AFB, Ohio. In addition to these main campus organizations, AU has multiple off-campus instructional sites around the world, such as the Air Force Test Pilot School (USAF-TPS) at Edwards AFB, California, numerous CCAF instructional sites, and all the enlisted PME sites that are not located at the Gunter Annex. Air University also includes several organizations and academic research centers to support scholarship and the delivery of education. The 42nd Air Base Wing (ABW) provides AU comprehensive support to the Maxwell-Gunter AFB including facilities, infrastructure, safety, security, housing, and local area network systems, as well as providing many services that contribute to the quality of student life on campus.

## Curriculum Delivery and Students

Air University delivers educational programs via in-resident (face-to-face), hybrid (face-to-face and virtual) and virtual (online) formats. In-resident educational programs are offered primarily at the main campus locations (Maxwell, Gunter, Wright-Patterson, and Edwards). Hybrid and virtual programs are hosted from these same locations. Eligible students include officer, enlisted and civilian members of the Department of Defense, Department of the Air Force, interagency personnel and select international partners. AU strives for diversity throughout its educational programs, 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 per year.

# ACCREDITATION AND DEGREE-GRANTING AUTHORITY

## Maxwell AFB Campus, Montgomery AL

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

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

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

## Wright-Patterson AFB Campus, Dayton OH

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

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

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

## Normal Accreditation Inquiries

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

# INSTITUTIONAL POLICIES AND PRACTICES

## Privacy Act

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

## Academic Integrity

Academic integrity is the uncompromising adherence to a code of ethics, morality, conduct, scholarship, academic standards, and other values related to academic activity. Violations of academic integrity are inconsistent with Air Force Core Values and will not be tolerated. Honesty, trust, fairness, respect and responsibility form the basis of academic integrity. Honesty encourages a free exchange of ideas to achieve intellectual enlightenment. Trust fosters a willingness to engage collaboratively in the learning process, which involves sharing ideas in the quest for knowledge. Fairness is the foundation of educational inquiry. Respect facilitates public discourse. These values are fundamental elements sustaining the reputation and credibility of this institution's faculty, students, and staff as well as the value of the education the institution delivers and the degrees it awards.

## Credit Hour Definition

A credit hour represents the amount of work required for a student to achieve the intended learning outcomes of a course. Faculty members evaluate student achievement through a variety of methods, such as exams, papers, and projects. Air University graduate schools and undergraduate programs follow best practices for determining the amount and level of credit awarded for courses. The Air University guideline for computing a credit hour is one hour of classroom or self-paced instruction, plus a minimum of two hours of out-of-class student work each week, for approximately 15 weeks, resulting in an average of 45 instructional contact hours. Schools may develop alternative methods to calculate credit hours that reasonably approximate this standard when appropriate. Schools may also exceed this minimum standard. In other words, a credit hour represents approximately 45 hours of total work, including both classroom instruction and out-of-class student work.

## Grading Policy for Degree Programs

Course grades and quality points are based on a standard four-point system that incorporates "plus" or "minus" grades. Pass/Fail grades may be assigned based on Center or School policies. Pass grades will count only toward hours attempted/earned and will not affect the grade point average (GPA). Fail grades will count as hours attempted but will not count as hours earned, nor will they affect the GPA IAW AUI 36-2602, Command, Governance and Administration. The AU grading policy is summarized in the table that follows.

**Table 1: Air University Grading Scales**
Air University uses three different grade scales, each with its own set of corresponding quality points and percentage points.

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

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

**Letter Grade Scale A-F**

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

**Grade Scale P-F grade only**

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

## General Education Program and Requirements for Undergraduate Degrees

Air University requires undergraduate students to complete the Air University General Education Program requirements through transfer of relevant coursework from a civilian institution and/or through credit-by-examination approved by the AU Registrar. General education courses are designed to help students develop the critical thinking, innovative thinking, and intellectual curiosity essential for success as DAF Airmen, Guardian, Civilians, and informed citizens. These courses also align with the DAF foundational competencies, which are the core skills and abilities that all Airmen and DAF civilians need to possess. General education courses provide students with a broad understanding of the humanities, social sciences, natural sciences, and mathematics. They also help students develop their communication

skills, critical thinking skills, and problem-solving skills. AU believes that a well-rounded general education is essential for all students, regardless of their major. General education courses provide students with the knowledge and skills they need to be successful in their careers and personal lives, and to contribute to the Air Force and society as a whole.

**General Education Learning Outcomes.** The General Education Requirements have been designed by the faculty to accomplish five learning outcomes. The Air University General Education Learning Outcomes are:

1. Graduates will be able to write with clarity and precision for diverse audiences and understand and interpret the written expression of others.
2. Graduates will be able to organize and deliver oral presentations to persuade, debate, argue or inform in a clear, concise, and logical manner (if students take the oral communication option).
3. Graduates will be able to understand and apply mathematical concepts and reasoning in problem solving.
4. Graduates will be able to appreciate and value human diversity, individual differences, societies, and the many expressions of culture.
5. Graduates will be able to apply critical thinking skills as versatile problem solvers with enhanced mental agility and adaptability.

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

**General Education Credit Requirements.** Air University associate degree students are required to complete 15 semester hours in the General Education areas of humanities/ fine arts, social/behavioral sciences, and natural science/ mathematics as specified in the specific degree plan. Air University associate degree programs may also require additional General Education areas specific to Air University, Department of the Air Force requirements.

## Transfer Credit

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

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

## General Education Equivalency and Transfer for Undergraduate Degrees

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

- Must be from an accredited institution or a recognized candidate for accreditation.
- Must be taught by faculty who meet the minimum faculty professional preparation requirements of the Southern Association of Colleges and Schools Commission on Colleges.
- Must be listed and identified in the offering institution's general catalog as satisfying the institution's

freshman and sophomore general education graduation requirement designed for transfer, Associate in Arts or Associate in Science degrees.

- Must have been completed with the equivalent of a "C" grade or better.
- Must not be developmental, preparatory, remedial, refresher or review.
- Must not duplicate or significantly overlap another course or test applied to the degree program.
- Must not be a special topic or problem, workshop, or similar course.
- Must not be narrowly focused on skills, techniques and procedures peculiar to a particular occupation.
- Must be assessed via the following criteria: content, level, similarity and relevance to the program.

## Auditing Elective Courses

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

## Degree Program Withdrawal

Withdrawal/disenrollment is the removal of any enrolled AU student from a course or school before completion IAW AUI 36-2602, *Command, Governance and Administration*, Chapter 6.

## Educational Documents

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

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

**Transcript Request**. Go to https://auservicedesk.af.edu, select Transcript Request, complete the form and submit, or mail it to the Air University Registrar, 60 West Shumacher Avenue, Maxwell AFB, AL 36112-6337. Transcripts will normally be mailed within 14 duty days of receipt. AU transcripts will not be faxed or e-mailed. There is no fee for AU transcripts.

## Student Affairs

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

## Student Complaints

AU students have the right to formally present in writing a program-related grievance or complaint. A complaint is defined as a formal written submission by a student related to a grievance against a school, a program, or the University. Before making formal written complaints, students are encouraged to seek resolution by discussing grievances or complaints informally at the lowest appropriate level within the organizational chain of command. To pursue a formal complaint, students must notify the appropriate level in the chain of command in writing using the AU Form 6, Student Complaint/Grievance Application, in accordance with the guidance established by the applicable School or

Center. For academic matters, this generally means working with course instructors, department chairs, and deans, as applicable. For nonacademic matters, this generally means working through supervisory channels before addressing them to higher-level command channels or the inspector general system. However, individuals have the right to file a complaint with the inspector general at any level without going through supervisory/command channels first. When elevating to a higher-level authority, the student is responsible for notifying the current level authority in writing. The highest decision authority for resolving a formal complaint is the school commander or equivalent.

If a student has a grievance about a school's formal complaint-handling process after a final decision is given, he or she may appeal in writing to the center commander. Decisions made at this level are final. Schools/Centers publish guidance for students regarding submitting academic grievances or complaints. Guidance will be published and readily available in documents such as student handbooks, course syllabi, and published instructions. Faculty and staff attempt to resolve the complaint in a timely manner at the lowest level or organizational authority.

## Academic Integrity

Students are responsible for understanding all policies related to Academic integrity. Violations include, but are not limited to, the following actions. Questions regarding this policy should be directed to Dr. Yolanda Levell-Williams, AU Chief of Academic and Faculty Affairs, DSN 493-5488, or commercial 334-953-5488.

- **Plagiarism**. The act of intentionally appropriating the written work of another, parts or passages of their writings, or the ideas or language of another, and intending to pass them off as the product of one's own mind. An example of plagiarism is copying material verbatim without quotation marks or citations and with the intent to claim the material as one's own work. Another example is the intentional use of a source's sentence structure, style, and content with only minor word changes (i.e., paraphrasing), without giving credit to the source. Although academic guidelines should make plagiarism rules as clear as possible, students also must take responsibility for their work. Students who have any questions about citation or crediting a source have an obligation to ask for clarification from an instructor or staff member.
- **Misrepresentation**. The act of making an assertion or omission to intentionally deceive or mislead. Misrepresentation may be an oral or written statement that is misleading or deceiving and meant to be so, such as false reporting. A trainee, cadet, or student may also commit misrepresentation by omission, such as deliberately withholding material information. Personnel who resubmit research papers or other work prepared by them to fulfill a prior academic requirement, while disguising or failing to disclose the resubmission, would be guilty of misrepresentation. For example, a student may not resubmit a research paper that was previously submitted in another course (or a variant of the current course, such as a nonresident version of the same course), without disclosing the resubmission.

## Admissions 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 active-duty, guard, and reserve members of the US Air Force and US Space Force, Air Force Reserve Command, Air National Guard, and members of US sister uniformed services, including the US Army, US Coast Guard, US Marine Corps, and US Navy. AU's programs are also offered to Department of Air Force civilians, selected Department of Defense civilians, and selected interagency civilians from other government agencies—such as the Department of Homeland Security (US Coast Guard), Department of Justice (Federal Bureau of Investigation), and the National Intelligence Community (Central Intelligence Agency) among others. As part of the DoD Security Cooperation and Department of the Air Force International Affairs, military officers from partner countries may enroll in selected programs and courses. Finally, some Department of Defense and US Government contracts allow contractors to enroll in selected programs and courses.

AU degree and non-degree offerings require individuals to meet specific eligibility criteria for admission and enrollment. Individuals who apply admission and enrollment in AU programs and courses must meet all eligibility criteria and submit all required documentation for AU to make an admission and enrollment determination.

## Degree Admission Requirements

Individuals who apply for admission and enrollment in an AU degree programs, must meet all eligibility criteria, and submit all required documentation to the AU Registrar for a determination of eligibility, admission, and enrollment. Civilian Airmen selected for undergraduate developmental programs must meet requirements established by the Director, Manpower, Personnel and Services (AF/A1) and specialized degree admissions criteria described in the Associate of Applied Science in Air Force Leadership and Management Studies section of this catalog.

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

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

**US Military and Civilian Personnel.** The Air University registrar is required to verify proof of students' baccalaureate degrees.

- 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.
- US Army, US Navy, US Marine Corps, US Coast Guard, and US civilian personnel must have at least a bachelor's degree from an institutionally accredited institution and meet the rank requirement per program.
    - Students must request that an official transcript be mailed from their degree-granting school to the AU registrar. The transcript must be received no later than 1 June of the academic year in which the student is attending.
    - Students are responsible for the costs incurred in providing academic documents.
    - The official transcript must be mailed from the university to Air University; we do not accept transcripts issued to student. Student must request that the university mail an official transcript to:

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

**International Military Students.** Admission to any AU degree program requires international students to meet two requirements: (1) possess a US bachelor's degree or equivalent from an institutionally accredited college or university and, (2) possess proficiency in English language via Test of English as a Foreign Language (TOEFL). International students who do not meet the degree program admission requirements will be enrolled as non-degree seeking students and receive a completion certificate from AU.

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

- International students who *do not* have an institutionally accredited US bachelor's degree must submit academic records/documents from institutions outside the United States to an independent foreign credential evaluation service. The credentialing agency must be a member of the National Association of Credentials Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of College Registrar and Admission Officers (AACRAO). ***There is no waiver option for this requirement.***
    - Student is responsible for obtaining this evaluation and for payment.
    - Student must submit all documents to the evaluation agency no later than 7 May in the year in which student is selected to attend Air University.
    - Student must request a document-by-document evaluation.
    - Student must request the official foreign credential evaluation result be mailed from the credentialing agency to Air University.

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

- International students who have an institutionally accredited US bachelor's degree must request that their degree-granting school mail an official transcript to the AU Registrar. ***There is no waiver option for this requirement.***

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

  - Student is responsible for requesting the transcript and for payment.
  - Student must request the official transcript no later than 7 May of the academic year in which the student is selected to attend.

- For further information regarding admission requirements and suspense date contact the Air University registrar.

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

- Exempt from TOEFL:
  - International students from countries identified as exempt by DSCA in its annual memorandum are not required to take the TOEFL.
    - International students who have completed a regionally accredited bachelor's or higher degree in the United States during the past four years are not required to take the TOEFL.
    - International students 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.
- Not exempt from TOEFL:
  - International students from countries not identified by DSCA in its annual memorandum must achieve an acceptable result on the TOEFL.
  - Student must take the TOEFL test no later than 7 May in the year in which student is selected to attend Air University.
  - Student is responsible for all costs related to this requirement.
  - Student must select the Air University Institution Code 9069 for the official result to be sent to the AU registrar.
  - Student must meet the following TOEFL result:
    - 83 or higher for the Internet-Based Test (IBT) or
    - 560 or higher for the Paper-Based Test (PBT)
  - There is no waiver option for this language requirement.

- For further information regarding admission requirements and suspense date contact the Air University registrar.

# AIR UNIVERSITY OFFICE OF ACADEMIC AND FACULTY AFFAIRS

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

## ROLES AND RESPONSIBILITIES

Reporting to the AU/A7, the Provost and Chief Academic Officer (CAO), the Office of Academic and Faculty Affairs (known as the "Office of Academic Affairs" or "OAA") is fundamentally responsible for activities related to accreditation, institutional planning, program assessment and reporting, strategic academic planning, student records, library services, university publications, and the traditional teaching, research, scholarship, and service facets of faculty duty.

Specifically, OAA provides continuity and advice regarding external advisory boards, institutional accreditation reporting, JPME certification, the Military Education Coordinating Committee (MECC), Department of the Air Force Learning Council (DAFLC), as well as internal faculty development and relations, research, scholarship, curricula, program assessment, institutional effectiveness, academic research and analytics, innovation and planning, and the execution of the program review.

Academic Affairs works closely with the AU community to ensure that the university provides a rich variety of high-quality educational programs that meet Air Force needs. To execute these responsibilities, the OAA team advises commanders and staff across the spectrum of programs offered by the university that include pre-commissioning, undergraduate and graduate degree programs; Professional Military Education (PME), Joint Professional Military Education (JPME); Professional Continuing Education (PCE); and other developmental opportunities.

Through the creation of policies and collaborative work with AU schools, colleges, centers, and non-instructional programs, OAA advises and provides leadership on all academic-related areas, identifies and reviews solutions for academic planning, research issues and provides policy analysis, and documents student achievement. Academic Affairs directly supports several special initiatives designed to enhance the quality of education and research at AU such as the transition to outcomes-based military education (OBME), the creation of United States Space Force PME programs, and the expansion of sponsored research task force electives.

## DEGREE PROGRAM PORTFOLIOS

### Graduate Degrees

1. Doctor of Philosophy (PhD) in Military Strategy through the School of Advanced Air and Space Studies (SAASS) resident program.
2. Master of Philosophy (MPhil) in Military Strategy through the School of Advanced Air and Space Studies (SAASS) resident program.
3. Master of Strategic Studies (MSS) through the AWC resident program with four plans of study:
    a. MSS – Strategic Studies (Main body)
    b. MSS – Grand Strategy Seminar (GSS) Concentration
    c. MSS – Joint Warrior Studies Seminar (JWSS) Concentration
    d. MSS – Kenney Airpower Strategy Seminar (KASS) Concentration

4. Master of Military Operational Art and Science (MMOAS) through ACSC resident program with three plans of study.
    e. MMOAS – Military Operational Art and Science (Main body)
    f. MMOAS – Joint All Domain Strategist (JADS) Concentration
    g. MMOAS – School of Advanced Nuclear Deterrence Studies (SANDS) Concentration
5. Master of Military Operational Art and Science (MMOAS) through the Global College of Professional Military Education (GCPME) distance learning program with four plans of study:
    h. MMOAS – Joint Warfare Concentration
    i. MMOAS – Leadership Concentration
    j. MMOAS – Nuclear Warfare Concentration
    k. MMOAS – Operational Warfare Concentration
6. Master of Science in Airpower Strategy and Technology Integration (MSASTI) through the Center for Strategy and Technology (CSAT, aka Blue Horizons) resident program.
7. Master of Science in Flight Test Engineering (MSFTE) at the USAF Test Pilot School.
8. Air Force Institute of Technology (AFIT) degree programs are documented in AFIT's catalog.

## Undergraduate Degrees

1. Associate of Applied Science in Air Force Leadership and Management Studies through the Eaker Center, Civilian Professional Development School (CPDS)
2. Associate of Applied Science in the Career and Technical Studies through the Community College of the Air Force (CCAF). This degree is awarded in 69 academic disciplines listed below alphabetically:

- Aerospace Ground Equipment Technology (No new enrollments authorized, program closure underway)
- Aerospace Physiology Technology
- Air and Space Operations Technology
- Air Traffic Operations and Management
- Aircraft Armament Systems Technology
- Aircraft Structural Maintenance Technology
- Aircrew Safety Systems Technology
- Aviation Maintenance Technology
- Aviation Management
- Aviation Operations
- Avionic Systems Technology
- Bioenvironmental Engineering Technology
- Business Administration
- Computer Science Technology
- Construction Technology
- Contracts Management
- Criminal Justice
- Cybersecurity
- Dental Assisting
- Dental Laboratory Technology
- Diagnostic Medical Sonography
- Management
- Electronic Systems Technology
- Emergency Management
- Entomology
- Explosive Ordnance Disposal
- Financial Management
- Fire Science
- Health Care Management
- Hospitality and Fitness Management
- Human Resource Management
- Human Services
- Information Systems Technology

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

## AIR UNIVERSITY LIBRARY (AUL)

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

The Air University Library at the Muir S. Fairchild Research Information Center connects the Air Force professional to authoritative and relevant information resources, through knowledgeable experts, tailored library tools and scholarly publications. It houses well-balanced collections and includes a documents library that holds over 9,000 student papers in print, with many online. The library also operates a branch library at the US Air Force Senior NCO Academy located at Maxwell AFB, Gunter Annex, Alabama, which provides tailored information collections and services for senior NCO PME.

The library produces the Air University Library Index to Military Periodicals (AULIMP), which is the only freely available index to military periodicals. In addition to these resources, the library also provides study rooms, classrooms, and various technology, including virtual reality headsets, interactive touch screens, and other equipment. The library provides reference assistance, presentations, lunch-and learn programs, customized pages for the learning management system, and teaches electives for various programs. The Air University Library strives to preserve the history of the Air Force and Air University through digitizing documents, while also incorporating new technology into the library to assist with forging innovative Airmen to power the world's greatest Air Force.

## AIR UNIVERSITY TEACHING AND LEARNING CENTER (TLC)

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

The Air University (AU) Teaching and Learning Center (TLC) provides developmental support to faculty and students across all of AU to improve students' attainment of learning outcomes in alignment with Air Force and Department of Defense priorities. The TLC advances the AF Continuum of Learning by: (1) delivering faculty development programs to continuously improve performance and (2) developing students' communication skills across all resident AU schools and organizations.

## AIR UNIVERSITY PRESS (AUP)

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

Air University General Order No. 54, 28 September 1953, brought AU Press into being to support the mission of AU. The press was chartered to publish significant contributions of research and scholarship in the Air University, the USAF, and other sources... [and] to enhance the academic prestige and support the accreditation of the Air University. Since then, AU Press has edited, published, and distributed over 1.1 million student papers, curriculum texts, faculty research pieces, journals, and scholarly books to further airpower thought critical to the intellectual growth of the Air Force. Air University Press is a proud member of the Association of University Presses. We are part of a community of publishing professionals and institutions committed to the highest caliber of research-based scholarship and advocate for the fundamental role of scholarly publishing in achieving academic excellence and cultivating and disseminating knowledge.

## AIR UNIVERSITY REGISTRAR

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

The Air University registrar oversees three branches: Registrar Services, Registrar Support, and Technology Support. Through the Registrar Services branch, the registrar provides a permanent archival data trail for AU schools; produces transcripts for graduates of those schools; serves as the admissions officer for Air War College (AWC), Air Command and Staff College (ACSC), the School of Advanced Air and Space Studies (SAASS), Blue Horizons, and the USAF Test Pilot School (USAF TPS) master's, doctoral degree programs and the Air Force Associate of Applied Science in Leadership and Management degree program; and processes enrollments for distance education students. This branch also produces course completion certificates, diplomas, and transcripts. Registrar Support manages course requirements, allocations, schedules, and program changes. This branch also supports the Air Force Education Requirements Board through data tracking and analysis for Air Force advanced academic degree programs and professional continuing education requirements. Registrar Support is also the "hub" for providing historical and current data on student admissions and enrollments. Registrar Technology Support provides assistance for the Air University Registrar Education Program Management system and functions as the single input source for updating Air Force officer records with professional military education (PME) graduate data and developmental education credits. This branch also supports promotion boards by screening eligible lists to provide PME graduate and developmental education credits.

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# AIR COMMAND AND STAFF COLLEGE (ACSC)

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

# MASTER OF MILITARY OPERATIONAL ART AND SCIENCE (MMOAS)

## Program Attributes

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

## Program Description

The purpose of the Air Command and Staff College (ACSC) curriculum is the development and enhancement of critical thinking skills and effective communication and articulation to develop higher-order thinking within the context of the war-fighting profession. 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 led by exceptionally qualified faculty. The curriculum leverages a mix of classical texts in military history, international relations, and national security studies; current doctrine; and many recent publications on current topics in leadership development, strategic competition, and the profession of arms to serve as the basis for seminar discussion, writing, application scenarios and research. ACSC delivers US Air Force intermediate developmental education (IDE) and maintains specialized accreditation from the Joint Staff to provide the first phase of joint PME. The resident program educates approximately ~550 military officers and civilian equivalents each year with students from all US military services, selected federal agencies, and international officers from over 60 nations.

## Program Learning Outcomes (PLOs)

ACSC produces air-minded graduates who are able to…

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

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

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

## Faculty

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

## Duration

The ACSC MMOAS resident curriculum is 10 months of graduate-level study.

## Eligibility

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

- Air Force personnel who attend ACSC's resident program are selected for ACSC via the procedures outlined in DAFI 36-2670, *Total Force Development*.
- Sister-service O-4, O-4 select (or equivalent rank), and
- GS-12 and GS-13 government civilians are eligible to attend ACSC and are selected by their respective personnel systems.

## 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 admission requirements for the master's degree program are allowed to attend ACSC and, upon completion of the resident program requirements, will receive the ACSC resident diploma but will not be awarded a master's degree.

## Graduation Requirements

Students fully admitted must complete the following 32-credit-hour ACSC resident program. Students must achieve a grade of "C" or higher on each academic course with an overall GPA of 3.00 on a 4.00 scale and demonstrate fully satisfactory participation in other scheduled ACSC programs and activities to earn the master's degree.

## MMOAS Concentrations

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

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

## Plan of Study: MMOAS

| Course Number and Title | Credit Hours |
|---|---|
| JO5510 Joint Air Operations | **1** |
| MT5520 Foundations of Military Theory | **3** |
| LP5510 Leadership and the Profession of Arms | **3** |
| AO5520 Airpower Strategy and Operations | **3** |
| NS5520 National Security | **3** |
| CW5520 Contemporary and Emerging Warfare | **3** |
| LC5520 Leadership in Command | **2** |
| JC5520 Joint Campaigning | **6** |
| WG5510 Wargame | **1** |
| Research and Elective Options:<br>1. Two "Selected Topics" (one Fall and one Spring)<br>2. Independent Research (Fall) and "Selected Topics (Spring)<br>3. "Selected Topic" (Fall) and Independent Research (Spring)<br>4. Extended Independent Research and Gathering of Eagles (GOE) (Year-long)<br>5. Research Task Force (RTF) (Year-long)<br>6. Specializations (Year-long) | **6** |
| **TOTAL (MMOAS)** | **31** |

*Note: Courses in the non-master's distance-learning program may not be used to satisfy course requirements of the resident master's degree program except in rare extenuating circumstances approved by the Academic Dean.*

## Course Descriptions: MMOAS

**JO5510 Joint Air Operations** **1 Credit Hour**

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

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

Foundations of Military Theory introduces military theory, addressing both the nature and character of war. It examines the theoretical writings of classical military theorists, as well as the evolution of warfare and military thought over the last two centuries. The course explores several of the most outstanding historical cases of military innovation, assessing the utility of military theories across the military domains and the range of military operations. In applying military theory to contemporary security challenges, students will be able to better anticipate and respond to operational problems throughout the continuum of competition in this age of strategic competition.

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

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

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

Airpower Strategy and Operations examines the emergence and development of airpower as a strategic and operational instrument across the competition continuum. This course analyzes the development of key ideas, capabilities, organizations, practices, and limitations that framed the conduct of air warfare in the twentieth century as airmen adapted and innovated rapidly in the air domain. The course shows how these events continue to inform debates about airpower's purpose, utility, and effectiveness. Course readings, lectures, and seminar discussions will cultivate adaptive leaders and critical airpower thinkers by challenging officers to improve their ability to lead in complex, uncertain times while making ethical decisions with the ultimate goal of applying airpower in a joint context to serve national strategic objectives.

**NS5510 National Security** **3 Credit Hours**

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

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

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

**LC5520 Leadership in Command** **2 Credit Hours**

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

**JC5520 Joint Campaigning** **6 Credit Hours**

The Joint Campaigning (JC) course is designed to demonstrate, at the operational level, how the U.S. Joint force organizes, deploys, employs, sustains, and redeploys military capabilities in support of national interests across the range of military operations in an era of Strategic Competition. The primary purpose of the JC course is to comprehend and analyze how we, the Joint force, go to war and prevail. The course will equip military and interagency professionals with skills to articulate and influence the application of the military instrument of power, to provide commanders with options for the use of military force in support of national interests. Understanding operational art and design is essential for the military professional, no matter their specialty. Understanding operational context and strategic goals are necessary to properly plan and execute military operations in the modern geopolitical arena where Russia, China, and other state and non-state adversaries shape a continuum of competition in the international system. It is also imperative to understand how the U.S. military uses the Joint Planning Process to solve operational problems in a volatile, uncertain, complex, or ambiguous environment.

**WG5510 Wargame** **1 Credit Hour**

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

## MMOAS – JOINT ALL DOMAIN STRATEGIST (JADS) CONCENTRATION

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

### Plan of Study: MMOAS – JADS Concentration

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

*Note: Courses in the non-master's distance-learning program may not be used to satisfy course requirements of the resident master's degree program except in rare extenuating circumstances approved by the Academic Dean.*

## Course Descriptions: MMOAS – JADS Concentration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Plan of Study: MMOAS – SANDS Concentration

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

*Notes:*

1. *Courses in the non-master's distance-learning program may not be used to satisfy course requirements of the resident master's degree program except in rare extenuating circumstances approved by the Academic Dean.*
2. *Students in SANDS concentration complete the same plan of study as MMOAS; however, the AO5510 and CW5510 courses are replaced by DT5510 and CD5510, respectively.*

## Course Descriptions: MMOAS – SANDS Concentration

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

**DT5520 Deterrence Theory and Practice (SANDS)** **3 Credit Hours**

This is the first in a two-course sequence designed to introduce students to the origins and evolution of modern deterrence theory, strategy, and policy. It provides a foundational basis in both classical and conventional deterrence theory and practice before moving to a detailed examination of modern rational deterrence theory and its various extensions and implications, as well as alternatives, such as those based in psychology and behavioral economics, that challenge this assumption of rationality. The course concludes by reviewing and assessing alternate approaches to US nuclear strategy and policymaking in an era of great power competition.

**CD5520 Contemporary Deterrence (SANDS)** **3 Credit Hours**

Contemporary 2 is the second of a two-course sequence designed to introduce students to the origins and evolution of modern deterrence theory, strategy, and policy. This course provides a detailed examination of modern deterrence theory and its various extensions and implications. Stu dents are required to apply deterrence theory to a variety of staff and command scenarios in the 21st century strategic environment. It examines how deterrence theory applies in the era of Strategic Competition, which can be more complex and dynamic than the bipolar Cold War.

**RE5971 SANDS Elective I (SANDS)** **3 Credit Hours**

**RE5972 SANDS Elective II (SANDS)** **3 Credit Hours**

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

## RESEARCH AND ELECTIVE OPTIONS

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

**Research and Elective Options:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**RE5901 Independent Research** **3 credit Hours**

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

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

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

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

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

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

**RE5901 Independent Research** **3 Credit Hours**

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

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

**RE5903 Extended Independent Research** **6 Credit Hours**

This course is designed to allow students to pursue an extended research project under the direct supervision of an ACSC faculty member. The topics are determined by the student and faculty on an individual basis. RE5903 is for students who are performing sufficient in-depth research to merit six credit hours for their investigations and requires year-long, sustained effort.

**RE5910 Gathering of Eagles (GOE)** **6 Credit Hours**

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

## Research and Elective Option #5: Research Task Force (RTF)

**RE5902 Research Task Force (RTF)** **6 Credit Hours**

ACSC students may opt to participate in one of the several Research Task Force (RTF) projects sponsored by various organizations within the Department of Defense—primarily from the Department of the Air Force. The RTFs are open to both ACSC and AWC students and run the entire academic year. Each RTF has unique requirements regarding student eligibility, security clearances, and travel requirements. Current RTFs include:

1. Immersive Learning and Simulations (VR/AR) RTF
2. Innovators by Design RTF
3. ACTS 2.0 RTF
4. Russian Strategic Initiative RTF
5. Resilience Research Group RTF

## Research and Elective Option #6: Specializations

ACSC students may opt to participate in one of the three specializations – cyber, spacepower, and political affairs strategist (PAS). The cyber and spacepower specializations run the entire year with one course per term. The PAS specialization is a single term—thus PAS students must select an elective or

**RE5905 Cyber Specialization Elective I** **3 Credit Hours**

**RE5906 Cyber Specialization Elective II** **3 Credit Hours**

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

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

**RE5907 Political Affairs Strategist Certification** **3 Credit Hours**

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

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

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

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

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

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

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

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

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

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

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

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

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

**RE5600 Spanish Language and Cultural Studies I** **3 Credit Hours**

**RE5601 Spanish Language and Cultural Studies II** **3 Credit Hours**

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

**RE5603 French Language and Cultural Studies I** **3 Credit Hours**

**RE5604 French Language and Cultural Studies II** **3 Credit Hours**

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

**RE5606 German Language and Cultural Studies I** **3 Credit Hours**

**RE5607 German Language and Cultural Studies II** **3 Credit Hours**

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

**RE5619 Chinese Language and Cultural Studies I** **3 Credit Hours**

**RE5620 Chinese Language and Cultural Studies II** **3 Credit Hours**

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

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# AIR FORCE CULTURE AND LANGUAGE CENTER (AFCLC)

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

The AFCLC serves as the AF focal point for creating and executing programs that sustain the career-long development of linguistically, regionally, and culturally competent Airmen to meet the Service's global mission. In addition to providing subject matter expertise and support for Air Force Language, Regional Expertise, and Culture (LREC) governance, the AFCLC designs, develops, and delivers: 1) LREC familiarization education to AU officer, enlisted, and accessions programs; and 2) pre-deployment and expeditionary training and training products; and 3) LREC training, education, and sustainment for the GPF and other DoD and USG partners.

# INTRODUCTION TO CULTURE (ITC) PROGRAM

## Program Attributes

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

## Program Description

The Introduction to Culture (ITC) program consists of an online distance-learning course covering the principles of culture for immediate use by Airmen. The course is executed multiple times per year and hosts hundreds of students per course offering. It is configured to provide college sophomore level academic education (equivalent to social science) credit appropriate for application to the requirements of the Community College of the Air Force's (CCAF) Associate of Science degree programs. The course is offered through the AU Learning Management System (LMS) and delivered to students around the globe.

## Program Learning Outcomes (PLOs)

Graduates can...

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

## Faculty

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

## Duration

Course sessions are approximately 16 weeks.

## Eligibility

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

## Admissions Requirements

The Introduction to Culture (ITC) program is a voluntary and perpetual continuing education initiative as part of Air University's ongoing commitment to appropriately integrate Language, Regional Expertise and Culture (LREC) into its education and training activities serving the general-purpose force.

## Completion Requirements

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

## Course Description

**CLTR201 Introduction to Culture** **3 Semester Hours**

Foundational course in the development of cross-cultural competence; provides an in-depth look at the concepts and domains of culture. Includes an exploration of cross-cultural communication, belief systems, family and marriage, inter-cultural relations, conflict resolution/negotiations, sport and culture, ethnocentrism and cultural relativism, and the cultural impacts on personality and behavior.



# INTRODUCTION TO CROSS-CULTURAL COMMUNICATION (CCC) PROGRAM

## Program Attributes

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

## Program Description

The Introduction to Cross-Cultural Communication (CCC) program consists of an online distance-learning course covering the principles of culture for immediate use by Airmen. The course is executed multiple times per year and hosts hundreds of students per course offering. It is configured to provide college sophomore level academic education (equivalent to social science) credit appropriate for application to the requirements of the Community College of the Air Force's (CCAF) Associate of Science degree programs. The course is offered through the AU Learning Management System (LMS) and delivered to students around the globe.

## Program Learning Outcomes (PLOs)

Graduates can...

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

## Faculty

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

## Duration

Course sessions are approximately 16 weeks.

## Eligibility

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

## Admissions Requirements

The Introduction to Cross-Cultural Communication (CCC) course is a voluntary and perpetual continuing education initiative as part of Air University's ongoing commitment to appropriately integrate Language, Regional Expertise and Culture (LREC) into its education and training activities serving the general-purpose force.

## Completion Requirements

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

## Course Description

**CLTR202 Introduction to Cross-Cultural Communication** **3 Semester Hours**

Foundational course in the development of cross-cultural communication competence; focuses on the theories, skills, and applications necessary to effectively communicate across cultural boundaries. Explores the challenges presented by cross-cultural interactions and how they affect people, jobs, and relationships. Includes nonverbal communication, paralanguage, cross-cultural communication conflict styles, active listening, reframing, and interaction management.

# AIR FORCE INSTITUTE OF TECHNOLOGY (AFIT)

https://www.afit.edu

## Overview

The Air Force Institute of Technology (AFIT), with its main campus located at Wright-Patterson AFB, Ohio, is the Department of the Air Force's leader for advanced, multi-disciplinary academic education, as well as its institution for initial technical and professional continuing education. A component of Air University and Air Education and Training Command, AFIT is committed to providing defense-focused graduate education and related research, and operationally relevant initial skills training and professional continuing education to sustain the technological supremacy of America's air, space, and cyber forces. Since 2008, AFIT has been designated as the Air Force's Cyber Technical Center of Excellence.

AFIT accomplishes its mission through four schools: the Civil Engineer School, the Graduate School of Engineering and Management, the School of Systems and Logistics, and the School of Strategic Force Studies. Through its Civilian Institution Programs Office, AFIT also manages the educational programs of Airmen enrolled at more than 350 civilian universities, research centers, teaching hospitals, and industrial organizations. The office also manages the Air Force's Education with Industry (EWI) program, through which about 40-50 military and civilian Airmen spend a year with companies to learn industry best-practices and bring those practices back to the Air Force.

Since graduate degrees were first granted in 1956, AFIT has awarded 20,547 master's and 1,001 Doctor of Philosophy degrees. In addition, Air Force students attending civilian institutions have earned more than 50,000 undergraduate and graduate degrees in the past 20 years. AFIT provides professional continuing education to an average of 30,000 students each year in civil engineering, acquisition and logistics, nuclear studies, space operations, and cyberspace operations career fields.

## Accreditation

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

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

## AFIT Course Schedules & Academic Calendars

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

# AIR WAR COLLEGE (AWC)

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

# MASTER OF STRATEGIC STUDIES (MSS)

## Program Attributes

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

## Program Description

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

## Program Learning Outcomes (PLOs)

Graduates are able to:

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

## Faculty

The AWC's unique mission requires a distinctive mix of faculty qualifications and credentials. 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 contribute depth and breadth of expertise as well as relevant and unparalleled currency in military affairs critical to the college's success.

## Duration

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

## Eligibility

Lieutenant colonels, colonels, equivalent sister-service, civil service personnel are eligible. The Central Senior Service School Selection Board, Headquarters USAF, selects Air Force active-duty officers who have demonstrated an outstanding potential for senior command and staff positions to attend AWC. Additionally, US Air Force Reserve (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services, officers from other nations, and US federal government civilians are selected to attend by their respective personnel systems. Refer to Chapter 3 in Department of the Air Force Instruction (DAFI) 36-2670, *Total Force Development*, 25 June 2020, for additional information.

## Admission Requirements (Degree and Diploma)

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

## Graduation Requirements

Students admitted to the degree program must complete the AWC resident program consisting of 32 to 36 semester credits for any concentration. Students must an overall GPA of at least 3.00 on a 4.00 scale, achieve a "pass" in the Global Challenge Exercise, and fully participate in the National Security Forum, and Commandant's Lecture Series. International Fellows earning the diploma participate in core courses, research options, the Global Challenge Exercise, the National Security Forum, and the Commandant's Lecture Series. Core courses completed for the diploma are graded on a pass/fail basis; research options (electives, research courses, and research task forces) are taken in an audit status.

## MSS Concentrations

In addition to the primary plan of study for the MSS degree below—the plan of study followed by the majority of AWC students—the AWC offers three concentrations for the MSS degree. These concentrations are described in separate plans of study and course description sections after the primary plan of study and course descriptions.

- MSS – Grand Strategy Seminar (GSS) Concentration: A plan of study developed for a limited number of students seeking a deeper understanding of Grand Strategy.
- MSS – Joint Warrior Studies Seminar (JWSS) Concentration: A plan of study developed for a limited number of students seeking a focus on the Joint Warrior aspect of Strategic Studies.
- MSS – Kenney Airpower Strategy Seminar (KASS) Concentration: A plan of study developed for a limited number of students seeking a deeper understanding of Airpower Strategy.

## Plan of Study: Master of Strategic Studies (MMS)

| Course Number and Title | Credit Hours |
|---|---|
| FS6400 Foundations of Strategy | **6** |
| GP6300 Great Power Studies | **5** |
| IS6000 Introduction to Strategic Studies | **1** |
| LD6200 Strategic Leadership | **2** |
| RS6600 Regional Security Studies | **5** |
| WF6501 Air, Space, and Cyber Power in Future Conflict | **4** |
| WF6502 Global Campaigning | **4** |
| WG6800 Global Challenge Exercise | **1** |

| Course Number and Title | Credit Hours |
|---|---|
| Research and Elective Options:<br>1. Strategic Studies Paper (Year-long)<br>2. Two Electives (one Fall and one Spring)<br>3. Research Paper (Fall) and Elective (Spring)<br>4. Elective (Fall) and Research Paper (Spring)<br>5. Two Research Papers (one Fall and one Spring)<br>6. Research Task Force (Year-long) | **4** |
| **TOTAL (MSS)** | **32** |

*Note:*

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



## Course Descriptions — MSS

The AWC resident curriculum for the majority of students, the main body, includes core and elective courses. The core courses are offered through the three AWC Departments: Strategy; Leadership and Warfighting; and International Security Studies. The Research Options allow students to choose between an individual research project (Strategic Studies Paper—SSP, a longer research project), participation in a Research Task Force, two electives, or a combination of a shorter research projects and one elective. See the "Research and Elective Options" section, below, for more details.

**FS6400 Foundations of Strategy** **6 Credit Hours**

The Foundations of Strategy (FS) course provides students with key strategic concepts and analytical frameworks so they can evaluate, through the use of historical case studies, the development and implementation of strategy at the national and theater level. After completing the course, students should demonstrate that they can evaluate various perspectives on the nature of war and strategy; identify the essential elements of strategy and analyze the most important factors shaping strategy in a particular context; develop military strategy; and appraise the difficulty of translating military power, and especially airpower, into desired political outcomes. The course serves as the basis for further study of strategy in other resident courses that examine great power competition in the international system and the application of military power to attain national objectives.

**GP6300 Great Power Studies** **5 Credit Hours**

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

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

Introduction to Strategic Studies (ISS) is a six-instructional period (IP) course that provides senior military leaders and interagency partners a common set of tools to succeed at the strategic level. This course will refine communications and critical thinking skills and introduce foundational concepts used throughout the AWC curriculum. Employing these skills and concepts at the strategic level is the joint force's greatest demand from AWC graduates.

**LD6200 Strategic Leadership** **2 Credit Hours**

The Strategic Leadership (SL) 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, transitional leadership, strategic thinking, and ethical reasoning. The SL course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical, creative, and strategic thinking, as well as moral reasoning. At the conclusion of the SL course, students will be able to successfully lead as, or advise, senior leaders in joint, interagency, intergovernmental, and multicultural (JIIM) environments, exhibiting the traits essential to the profession of arms.

**RS6600 Regional Security Studies** **5 Credit Hours**

The Regional Security Studies (RSS) course focuses on the causes, dynamics, and implications of security challenges within a particular region, examining the security, economic, political, and societal issues that shape the regional security environment. The course gives particular focus to US security interests in the selected region of the world, as well as the interests and perspectives of partners and allies, implications for US relationships, and regional dynamics of strategic competition. Students gain unique perspectives by engaging in close study of their chosen region and participating in one of approximately 14 international field study trips to three countries within that region, and, for International Fellows and a few select US students, three US locations. The students complete 45 classroom hours of focused academic preparation followed by regional field study that allows students to discuss security, political, economic, and sociocultural issues with senior US and host nation officials.

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

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

**WF6502 Global Campaigning** **4 Credit Hours**

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

**WG6800 Global Challenge Exercise** **1 Credit Hour**

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

## MSS – KENNEY AIRPOWER STRATEGY SEMINAR (KASS) CONCENTRATION

The KASS concentration consists of two courses specific to this concentration which focus on Airpower: the elective and the regional security studies courses. The other courses are the same as above for the master's degree or diploma requirements. All students are invited to apply for this concentration. International fellows in this program will take the Airpower Regional Security Studies course. As with other electives at the AWC, International fellows will audit the elective portion of the KASS. AWC students who complete the KASS will graduate with an "airpower strategy concentration."

### Plan of Study: MSS – KASS Concentration

| Course Number and Title | Credit Hours |
|---|---|
| FS6400 Foundations of Strategy | **6** |
| GP6300 Great Power Studies | **5** |
| IS6000 Introduction to Strategic Studies | **1** |
| LD6200 Strategic Leadership | **2** |
| **AS6600 Airpower Strategy: Regional Security Studies** | **5** |
| WF6501 Air, Space, and Cyber Power in Future Conflict | **4** |
| WF6502 Global Campaigning | **4** |
| WG6800 Global Challenge Exercise | **1** |
| **EL6690 Airpower Strategy Elective** | **4** |
| **TOTAL (KASS Concentration)** | **32** |

*Notes:*

1. *All MSS 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.*
2. *The Kenney Airpower Strategy Seminar Concentration courses meet the same program learning outcomes as the AWC main body in the MSS program.*
3. *AS6600 covers content comparable to the RS6600 Regional Security Studies core course.*

### Course Descriptions: MSS – KASS Concentration

There are two unique courses for the MSS KASS concentration: – AS6600 and EL6690. All other course descriptions are as published above under the Course Descriptions: MMS section.

**AS6600 Airpower Strategy: Regional Security Studies** **5 Credit Hours**

The Airpower Strategy Regional Security Studies course is an integral part of the curriculum, preparing senior leaders to evaluate the security, economic, political, and cultural issues. This course will consider Air Warfare in the Indo-Pacific, from the Burma-China-India theaters through Vietnam and including a close examination of the present capabilities of the PLA Air Force. The students complete 45 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.

**EL6690 Airpower Strategy Elective** **4 Credit Hours**

The Airpower Strategy Elective provides interested AWC students with an in-depth examination of the development and employment of the air weapon. The teaching team will build on the base established in the core courses, Foundations of Strategy, and Air, Space and Cyber Power in the Future, with the aim of creating practical airpower strategists intellectually armed to succeed as Deputy A3/5 or Division Directors and capable of embracing the emerging GPC challenges. Over two terms, the course will cover: 1) the Rise of Airpower from its conception through the early days of the Space Race; and 2) Airpower: The Weapon of Choice. In this second term, the seminar will assess modern air campaigns in the Middle East, the role of airpower in counterinsurgency and coercion, and the ethics of remote warfare, and will use those campaigns to anticipate the future of war in the air.

## MSS – GRAND STRATEGY SEMINAR (GSS) CONCENTRATION

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

### Plan of Study: MSS – GSS Concentration

| Course Number and Title | Credit Hours |
|---|---|
| GS6400 Foundations of Grand Strategy | **3** |
| GS6401 Historical Grand Strategy* | **5** |
| GS6402 Contemporary Grand Strategy | **5** |
| GS6300 Dynamics of Great Power Competition | **3** |
| GS6600 Regional Security Studies | **5** |
| GS6500 Strategic Campaigning* | **4** |
| GS6900 Comprehensive Oral Exam | **1** |
| GS6450 Grand Strategies Field Study | **3** |
| GS6100 Grand Strategic Studies Paper | **4** |
| **TOTAL (GSS Concentration)** | **33** |

** Indicates a course with a wargaming component*

*Notes:*

1. *All MSS-GSS courses must be taken in residence at AWC. Courses taken in the distance-learning program may not be used to satisfy requirements of the MSS program towards earning either the master's degree or certificate*
2. *The Grand Strategy Seminar Concentration courses meet the same program learning outcomes as the AWC main body in the MSS program.*
3. *Main Body ← → GSS alignment*
    a. *GS6400 covers content comparable to the FS6400 Foundations of Strategy and LD2600 Strategic Leadership core courses.*
    b. *GS6401 covers content comparable to the FS6400 Foundations of Strategy and LD2600 Strategic Leadership core course*
    c. *GS6402 covers content comparable to the FS6300 Great Power Studies, RS660 Regional Security Studies, and LD6200 Strategic Leadership core courses.*
    d. *GS6300 covers content comparable to the FP6300 Great Power Studies course.*
    e. *GS6402 covers content comparable to the RS660 Regional Security Studies core course.*
    f. *GS6500 covers content comparable to the WF6501 Air, Space, and Cyber Power in Future Conflict and WF6502 Global Campaigning core courses.*
    g. *GS6100 covers content comparable to the RE6100 Research core course.*

## Course Descriptions: MSS – GSS Concentration

All of the GSS concentration course ID and titles are unique; however, the GSS concentration meets all the same PLOs as established for the MSS degree and the GSS courses align with the Main Body courses as stated in Note 3 under the Plan of Study.

**Introduction**

The Grand Strategy Seminar Curriculum (GSS) takes key aspects of the Air War College Curriculum and reorganizes them to deeply investigate the development and implementation of grand strategy through the lens of theory, history, and practice. The concentration seminar is voluntary with approximately twelve (12) students forming a separate seminar at the beginning of the academic year. Students in the degree program receive a Master of Strategic Studies with a concentration in grand strategy. Students in the diploma program are welcome to apply, and their certificate will indicate successful completion of GSS.

The fall introduces nearly all of the theory and history in the course while introducing students to the pacing threat for and the current approach of the United States government and industry toward achieving security and prosperity for the country. In the spring, the students explore the dynamics of great power competition generally and then look at two specific countries in the INOPACOM region. The course closes with a block on strategic planning to provide students with practical experience in implementing grand strategic directions. At the end of the year, students will be able to lead a division on a COCOM or Joint Headquarters staff while providing a grand strategic perspective to the military component of the national security apparatus.

**GS6600 Regional Security Studies: Grand Strategy** **5 Credit Hour**

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

**GS6400 Foundations of Grand Strategy** **3 Credit Hours**

The Foundations of Grand Strategy course provides students with key theoretical concepts and analytical frameworks so they can evaluate the development and implementation of grand strategy. After completing the course, students will be able to evaluate various theoretical approaches to the international system; assess perspectives on the nature of war and strategy; analyze elements of strategy and the most important factors shaping strategy formulation. Additionally, the course serves as the basis for evaluating and improving strategic leadership. The course serves as the basis for further study of strategy in other resident courses that examine great power competition in the international system and the application of military power to attain national objectives.

**GS6401 Historical Grand Strategy** **5 Credit Hours**

This course examines a series of historical case studies of the formulation and execution of grand strategy. The first block of study analyzes attempts at creating security by rising powers, declining powers, and hegemonic powers seeking to maintain their status in a variety of historical and regional contexts before the end of the Second World War. The intent is to expose students to examples of the strategic arts as practiced by decision makers in other states and other/or other periods of time. The second half of the course specifically looks at the development and implementation of grand strategy by the United States from the beginning of the Cold War until the present day. Topics include offshore balancing, unipolarity, retrenchment, nuclear statecraft, credibility, leadership, and politics. Theoretical concepts from the Foundations of Grand Strategy are applied to the historical case studies to enable students to appreciate the contextual variables and the enduring principles of grand strategy in historical practice. For several of the case studies, separate periods of instruction focus on strategic leadership within the historical context under study.

**GS6402 Contemporary Grand Strategy** **5 Credit Hours**

The Contemporary Grand Strategy course builds on the Foundations and Historical Grand Strategy programs of study to examine the current security situation of the United States with respect to great power competition, specifically with China. The first block studies the process of foreign policy construction and implementation within the US governmental system. The course then shifts focus to concentrate on the People's Republic of China. It looks at the history and trajectory of China and its relationship with other states in the region and the United States, emphasizing the explanatory power of history and the predictive power of theory in assessing potential futures. Finally, the last block looks at the practice of integrated deterrence, culminating with a detailed and informed critique of the current National Security and Defense Strategies. Within each block, students will also examine aspects of strategic leadership to include civil-military relations and the Chinese approach to leadership.

**GS6450 Grand Strategic Field Studies** **2 Credit Hours**

During the course of the academic year, GSS students conduct field studies trips that draw upon material from their courses to enhance their learning. Trips to Gettysburg and Philadelphia explore strategy formulation, leadership, operational planning, and tactical execution. A trip to Washington D.C. emphasizes civil-military relations, strategic leadership, decision-making, policy construction, and the national security community processes.



**GS6100 Grand Strategic Studies Paper** **4 Credit Hours**

The Grand Strategic Studies Paper is designed to allow students to perform in-depth critical analysis on a topic of interest for the purpose of seeking publication. The research process provides the opportunity for students to posit and argument that addresses strategic issues and topics vital to the national security community and its senior leadership. Students will complete a paper that addresses a specific audience which is eventually submitted to a relevant publication. Research papers will be completed as an individual effort with an appropriate faculty advisor and up to three additional subject matter experts/readers from other schools at AU or professionals or academics in a relevant field. All topics, advisors, and SMEs must be approved by the GSS director and the AWC Director of Research.

**GS6300 Dynamics of Great Power Competition** **3 Credit Hours**

The purpose of this course is to enable senior officers to master the complexity of historical great power transitions and to analyze the dynamics of current American competition with peer or near-peer competitors. The course examines major trends in great power rivalries and questions the degree to which great-power conflict is cyclical and inevitable. Political, military, and economic dynamics of great power rise, conflict, and decline are all considered. The course asks what is at stake in great power competition and will pay particular attention to the role of economics as great power rise, fall, and compete. The logic of the course flow is from macro to micro, starting with broad historical trends, moving through key concepts and historical examples of great power competition and transition, and ending with the grand strategies of China and Russia. The course sets the stage for the GSS follow-on course looking at regional security in INDOPACOM.

**GS6500 Strategic Campaigning** **4 Credit Hours**

This course covers three main areas: future conflict, design theory, and theater strategy and campaigning. The future conflict course focuses on where adversaries contest and challenge our actions in all domains. Students will evaluate concepts for the employment of joint airpower in the future, understand the unique characteristics and roles of Airpower (air, space, cyber), and explores how technological developments influence the character of air warfare in the future. The design theory block introduces design thinking as a foundation to strategic and operational design by enabling trans-disciplinary, systemic perspectives on organizations and complexity in conflict. The theater strategy and campaigning block puts the concepts of the previous blocks into practice to create theater strategies, campaigns, and major operations in accordance with the precepts of Joint Publication 5-0 to create theater strategies, campaigns, and major operations that achieve national strategic goals across the range of military operations.

**GS6900 Comprehensive Oral Exam** **1 Credit Hour**

The Comprehensive Oral Exam is 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 bulk of the GSS curriculum. A panel of three faculty members chosen by the seminar director conducts and intense question-and-answer session of approximately two hours with a single GSS student. The student must demonstrate a high level of synthesis for the GSS courses and experiences and lucidly present a comprehensive vision of the development of grand strategy from a historical perspective, in contemporary America, and into the future. Comprehensive oral exams will be assessed as pass/fail. Failure results in a re-take during the last week of class. A second failure results in students graduating without the GSS designation in their personnel records.

## MSS – JOINT WARRIOR STUDIES SEMINAR (JWSS) CONCENTRATION

This concentration educates joint leaders to be strategic advisors who design, plan, execute, and lead joint campaigns and operations against great power adversaries. Through this course, students will study historical vignettes and participate in interactive-exercises and field studies that highlight the art and science of war by connecting lessons from past wars to the competition continuum and future great power conflicts. Joint Warrior Studies Seminar graduates are able to plan, organize and lead all-domain, large-scale joint campaigns and operations, making them well-appointed to serve as future Joint Task Force Commanders and Joint Task Force Staff Officers.

### Plan of Study: MSS – JWSS Concentration

| Course Number and Title | Credit Hours |
|---|---|
| *Warfare (Fall Semester)* | |
| JW6400 Warfare and Strategy* | **6** |
| JW6200 Strategic Leadership: Joint Warriors | **2** |
| JW6600 Regional Security Studies: Campaign for Europe | **6** |
| JW6501 AirPower for Joint Campaigning | **4** |
| *Warfightng (Spring Semester)* | |
| JW6300 Great Power Studies | **5** |
| JW6502 Joint Campaigning* | **4** |
| JW6100 Wicked Problem Research | **6** |
| JW6900 Joint Land, Air, Sea, and Space (JLASS) Wargame* | **1** |
| **TOTAL (JWSS Concentration)** | **34** |

** Indicates a course with a wargaming component*

*Notes:*

1. *The Joint Warrior Studies Seminar Concentration courses meet the same program learning outcomes as the AWC main body in the MSS program.*
2. *Main Body ← → JWSS alignment*
    a. *JW6100 Wicked Problem Research covers content comparable to the RE6100 Research core course.*
    b. *JW6600 Regional Security Studies: Campaign for Europe covers content comparable to the RS6600 Regional Security Studies core course.*
    c. *JW6900 Joint Land, Air, Sea, and Space (JLASS) Wargame covers content comparable to the WG6800 Global Challenge Exercise (GCX) core course.*
    d. *JW6400 Warfare and Strategy covers content comparable to the FS6400 Foundations of Strategy core course.*
    e. *JW6200 Strategic Leadership: Joint Warriors covers content comparable to the LD6200 Strategic Leadership core course.*

*f. JW6501 Airpower for Joint Campaigning covers content comparable to the WF6501 Air, Space, and Cyber Power in the Future core course.*
*g. JW6502 Joint Campaigning covers content comparable to WF6502 Global Campaigning core course.*
*h. JW6300 Great Power Studies covers content comparable to GP6300 Great Power Studies core course.*

## Introduction

The Joint Warrior Studies Seminar Curriculum (JWSS) takes key aspects of the Air War College Curriculum and reorganizes them into two large, integrated blocs. The first bloc (Warfare) runs in the Fall Semester and consists of the Leadership, Strategy, Air Power and Regional Security Studies. The Spring Semester (Warfighting) consists of Great Power Studies, Global Campaigning, the Wicked Problem and the JLASS Exercise.

## Course Descriptions: MSS – JWSS Concentration

**JW6100 Wicked Problem Research** **6 Credit Hours**

The Wicked Problem is a research course for JWSS focused on a real-world problem at the behest of a DoD agency or command. JWSS officers research this problem throughout the year, formulate an answer to the question, and present it in oral and written form to a senior leader, usually at the three-star level. The deliverables for this course include a presentation, a white paper, and an executive summary.

**JW6200 Strategic Leadership: Joint Warriors** **2 Credit Hours**

The Strategic Leadership: Joint Warriors (SL-JW) 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, transitional leadership, strategic thinking, and ethical reasoning. The SL course of study facilitates these objectives through thoughtful professional reflection, critical assessment, critical, creative, and strategic thinking, as well as moral reasoning. At the conclusion of the SL course, students will be able to successfully lead as, or advise, senior leaders in joint, interagency, intergovernmental, and multicultural (JIIM) environments, exhibiting the traits essential to the profession of arms.

**JW6300 Great Power Studies** **5 Credit Hours**

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

**JW6400 Warfare and Strategy** **6 Credit Hours**

The Warfare and Strategy (WS) course provides students with key strategic concepts and analytical frameworks so they can evaluate, through the use of historical case studies, the development and implementation of strategy at the national and theater level. After completing the course, students should demonstrate that they can evaluate various perspectives on the nature of war and strategy; identify the essential elements of strategy and analyze the most important factors shaping strategy in a particular context; develop military strategy; and appraise the difficulty of translating military power, and especially airpower, into desired political outcomes. The course serves as the basis for further study of strategy in other resident courses that examine great power competition in the international system and the application of military power to attain national objectives.

**JW6501 AirPower for Joint Campaigning** **4 Credit Hours**

The Air, Space and Cyber Power course focuses on the changing character of war as a result of innovation and technological change. This course examines the development of technology, and the corresponding development in

AirPower thinking and doctrine throughout history, eventually applying notions of AirPower to the current Joint Force and Joint Warfighting Concept.

**JW6502 Joint Campaigning** **4 Credit Hours**

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

**JW6600 Regional Security Studies: Campaign for Europe** **6 Credit Hours**

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

**JW6900 Joint Land, Air, Sea, and Space (JLASS)** **1 Credit Hour**

The Joint Land Air Sea Space Exercise is a global policy exercise and inter-war college wargame conducted alternately at Army War College and at the Lemay Wargame Center. This exercise tasks officers to play the role of a COCOM staff to design and develop a COA in response to a worsening security situation in their assigned region of the world. The exercise has a distributed phase that ties into the Campaigning Course, followed by a collective phase in which all elements of the US security enterprise are represented and simulated.

## RESEARCH AND ELECTIVE OPTIONS

All students within the regular curriculum must complete four (4) Credit Hours through research and/or elective courses. There are multiple options to meet this requirement.

**Research and Elective Options**:

1. Strategic Studies Paper (Year-long)
2. Two Electives (one Fall and one Spring)
3. Research Paper (Fall) and Elective (Spring)
4. Elective (Fall) and Research Paper (Spring)
5. Two Research Papers (one Fall and one Spring)
6. Research Task Force (Year-long)

### Research and Elective Option #1: Strategic Studies Paper

**RE6100 Research: Strategic Studies Paper** **4 Credit Hours**

The research option is designed to allow students to perform in-depth critical analysis on a topic of interest for the purpose of seeking publication. The research process provides the opportunity to for students to posit an argumentation that addresses strategic issues and topics vital to the national security community and its senior leadership. For successful completion of the research requirement, students must produce a Strategic Studies Paper that addresses a specific audience which is eventually submitted to a relevant publication. Research papers will be completed as an individual effort with some required meetings with advisors. Students research projects will be supported by the DER, the AWC research library liaison, and a team of advisors. Each student will seek a primary advisor from the Air War College in-residence and associated faculty with up to three additional subject matter expert/readers from other schools at AU or professionals or academics in a relevant field. All topics and advisors or SMEs must be approved by the Director of Research.

### Research and Elective Option #2: Two Electives

Students may choose two (2) ELXXXX electives, for two (2) Credit Hours each in two terms, to earn four (4) Credit Hours total in this research option. Electives enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest and provide the AWC curriculum with the flexibility to adapt quickly to changes in international and domestic security environments. International officers seeking the diploma audit the electives.

*Note: EL6597 Information Warfare and Cyberspace is a year-long/two-term elective weighted at four (4) Credit Hours; students enrolled in EL6597 course take only one elective—EL6597—to earn four (4) Credit Hours of credit.*

**EL6121 Directed Study I** **2 Credit Hours**

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

**EL6122 Directed Study II** **2 Credit Hours**

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

**EL6198 Wargaming Through History: Case Studies in Decision Making** **2 Credit Hours**

This course will allow students to examine historical decision making through wargaming. The case studies are built on the Foundations of Strategy course to better understand how strategy has evolved. Students will learn wargame against thinking opponents to discuss the ramifications of their choices. This course will provide students with a basic understanding of how wargames are designed in preparation for creating their own wargame. This course is a prerequisite for EL6199.

**EL6199 Wargame Design** **2 Credit Hours**

This course follows the Wargaming Through History course and allow students to explore wargaming design techniques. Different types of wargames will be examined to illustrate how they are used to achieve learning outcomes. At the end of the course, students will design and test their own wargame. EL6198 is a prerequisite for this course.

**EL6209 Creative Thinking: From Imagination to Innovation** **2 Credit Hours**

Students will compare creative thinking strategies with critical thinking strategies, explore multiple opportunities to think "outside the box," will write extensively about their experiences, and how to translate what they learn about creative thinking into their leadership and mentoring philosophies. This course is designed to show students how to move from imagination through creative thinking to innovation, to be ready to recognize innovation, and to nurture innovation. The written and oral deliverables of this course will also enable students to practice communication with multiple audiences.

**EL6214 Cultural Heritage in Conflict** **2 Credit Hours**

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

**EL6236 Select Topics in National Security Law** **2 Credit Hours**

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

**EL6238 Negotiations for Military Leaders** **2 Credit Hours**

Air Force senior leaders have clearly stated that conducting negotiations is a core military leadership skill. While we develop concepts and technology to support all-domain operations, engagement in the human domain still strongly supports mission success. Our complex working environments require decision making and team building with Joint partners, the interagency and multiple coalition organizations. Coming to agreements or solving problems, both of which are foundational negotiation skills, are the cornerstone for the successful military leadership. The elective

focuses on success within complex environments. This elective provides basic and advanced instruction in the planning and execution of negotiations in the military environment. Students will discover and practice different styles of negotiations including bargaining and interest based. We will consider value and values beyond basic negotiation theory. It also explores the military negotiation process from planning, execution, and follow through. This highly rated course uses one-on-one and multiparty exercises and simulations, case studies, intercultural activities, and guided discussions to move students beyond simple application to expanding mission success.

**EL6242 Comparative Civil-Military Relations** **2 Credit Hours**

Most countries in the world face political tension between their political system of governance and their national military. In some countries, a political pact may have resolved most civil-military relations issues, though in other countries, civil-military tensions are common, with periodic coups de état, military influence in national politics, military involvement in the national economies, and discord over national military affairs. This course explores civil-military relations over a variety of countries, considering how civilian governments attempt to keep their armed forces under civilian control, out of politics, and limit their national economic role. Desired Learning Outcomes include: 1) Analyze the various processes that civilian governments use to control their national militaries; 2) Assess the mechanisms that are used to prevent military coups de état; 3) Consider the impact on the national economy from military economic participation; 4) Assess how civilian rulers control their military in the military policy arena.



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

The discussion of gender and women's rights is evolving throughout the world and has real-world, national security consequences for the United States and its partner-nations across political, military, economic, and cultural spectrums. US National Defense and Security Strategies operate within the structural belief that when women enjoy equal rights and opportunities, countries become wealthier and safer. The 2017 Women, Peace, and Security Act is intended to strengthen efforts to prevent, mitigate, and resolve conflict by increasing women's participation. Not only is this in the interest of the US and geopolitical stability in general, the ongoing changes in gender roles and women's rights affects how, and who, we work with among our partner nations. This course focuses on Arab, Muslim women specifically in order to examine the ways in which cultural and religious discourse, norms, and practices create and sustain gender and hierarchy in religious, social, and familial life and explores historical and contemporary challenges posed to these structures. Using historical and contemporary examples, the course examines the role and status of women with attention to what the Qur'an and its exegesis says about women. The course is organized around three primary questions: 1. How can Arab, Muslim women be considered agencies of perspective change? 2. To what extent are women strategic actors in predominantly Arab, Muslim communities and their security? 3. What role are women leaders playing in Arab, Muslim governments and defense networks and how does this affect US relations?

**EL6259 The Darkside of Leadership** **2 Credit Hours**

This course examines the dark side of leadership, often known as the more destructive nature of people and organizations., as well as explores the psychology of the shadow side of humans and humanity. Students will select a destructive leader and apply course concepts as lenses to understand and evaluate the selected destructive leader and their actions. Students will identify and evaluate the associated destructive/negative behaviors, root causes, destructive history, and cascade of effects on self, others, and organizations. In parallel with their analysis of the selected destructive leader, students will self-assess/self-reflect on their own leadership via an inward-looking lens of self-reflection. Lessons are arranged in a way that moves students through a process of understanding scholarship associated with the dark side of leadership and the psychology of destructiveness, interventions and remedies, and then applying the research in identifying a destructive leader/organization, the context, unpacking the observed behaviors, and making decisions on what to do to influence the situation, and, ultimately to prevent such action in the future.

**EL6309 Military Ethics: Ethical Frameworks and Moral Challenges** **2 Credit Hours**

Ethical challenges questions abound in the military profession. How do we morally justify and view the various challenges that the US military and government face? This course will do a survey of the sorts of ethical dilemmas that senior leaders will face at the strategic level, including issues related directly to the use of military force (nuclear weapons, targeted killing etc.) and non-lethal use of force, such as economic sanctions and military assistance. How

are those who are a part of the profession of arms to understand the moral requirements of the role they are asked and sanctioned to fulfill? We shall also examine contemporary moral issues such as the use of autonomous weapons, cyber warfare, and particular ethical issues that the US faces with regards to China. The course will provide a space to both learn and discuss these issues at length and hopefully gain a moral foundation for their own vocation.

**EL6310 Cyber Economics, Acquisition, Sociology and Ethics** **2 Credit Hours**

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

**EL6323 Peace Operations, Stabilization, and Great Power Competition** **2 Credit Hours**

This course focuses on the challenges of Peace Operations, Stabilization, and Great Power Competition in war-torn countries. It examines the most important operations and the roles played by the US, China, & Russia, as well as by the United Nations, regional organizations, NGOs and troop contributing countries (TCCs).

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

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

**EL6350 From Asia-Pacific to Indo-Pacific in US Grand Strategy Since Vietnam** **2 Credit Hours**

This course reviews the history of U.S. foreign and defense policy toward the 'Indo-Pacific' from the end of the Vietnam War in 1973 to the 2021 Interim National Security Strategic Guidance in the context of U.S. grand strategy. Since the Paris Peace Accords, the U.S. government has retrenched and buttressed its forward military presence, diplomatic engagement, and economic ties to the wider region by means of security alliances, overseas bases, intelligence cooperation, military assistance, foreign trade, diplomatic engagement, and defense of global commons. Students will assess the successes, failures, and opportunity costs of U.S. foreign relations along a geographical arc from northern Japan to the Indian Ocean from standpoints of political, military, and economic affairs with a view toward better understanding the origins, development, and trajectory of Washington's pursuit of its national interests in what the 2019 "Indo-Pacific Strategy Report" described as "the Department of Defense's priority theater."

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

War, whether the clash of massive, professional militaries or small-scale skirmishes between neighboring communities, is such a common human phenomenon that it cannot be left unexamined. War and culture are deeply intertwined. All human cultures have rules, values, beliefs, symbols, taboos, and goals, and all of these traits shape their attitudes, actions, and decisions about war at every level. If we reductively speak of war as politics, or we define it as a fundamental biological urge, we lose sight of those subtler, cultural threads that run throughout the practice of war. To truly understand the roots of this significant social and cultural practice – to understand how individual persons, cultural values and social systems intertwine – we should examine group conflict at several scales, including deep examination of war from the perspective of small-scale societies (rather than just the usual level of the Westphalian nation-state) or including how

small-scale societies experience war and conflict with Great Powers and with empires. Nation-states are designed to override the human scale of their member citizens and to rigidly structure behavior and values, obscuring the humanity of war. We will look at war from many different heights, all while using a social scientific lens: Why is group human conflict so common that we see it described as fundamental to human nature? How do concepts of altruism, group cohesion, and restraint in warfare shape our understanding aggression and violence? How does labeling war as politics obscure a wider range of motives, decisions, and behaviors? Can we look to small scale groups to understand the decision to go to war, the ways to fight and the effort to avoid conflict? Students will learn social scientific theories and perspectives on the origins of war, as well as how human culture, behavior, social systems, and beliefs shape the actions, values, and motivations of individuals and communities to choose war, their behaviors within war and their end goals.

**EL6444 The Russian and Soviet Military and the Use of Armed Forces: Patterns of Change and Continuity** **2 Credit Hours**

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



**EL6463 Korean War as a Coalition Conflict** **2 Credits Hours**

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

**EL6469 Ethics and the Legitimate Use of Military Force** **2 Credit 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 Western 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.

**EL6481 Modern Air Campaigns** **2 Credit Hours**

This course will examine air warfare from the end of Desert Storm through the coalition campaign against the Islamic State. The course will focus on US-led operations in the Balkans, Iraq, Afghanistan, and Libya, along with two examples not involving the US: the Israeli campaign in Lebanon in 2006, and the Saudi campaign in Yemen. We will also discuss the operational, strategic, and ethical implications of remote air warfare.

**EL6493 Strategy and Leadership in the American Civil War** **2 Credit Hours**

The course will analyze and assess the ways in which respective US and Confederate political and military leaders employed and integrated various instruments of power, especially military instruments, and applied the principles of operational art, as they formulated and implemented successive Union and Confederate grand strategies, national military strategies and theater strategies in their respective attempts to influence their opponents to conform to their political objectives.

**EL6497 Strategic Narratives: The Geopolitics of Communication, Information, and Influence** **2 Credit Hours**

The high costs of kinetic conflict and return to great power competition has led states to increase their efforts in competing within the information environment. As such, today's warfighter needs an understanding of the power of information and its effect on global audiences both as a tool of attraction and unattraction. To address these challenges, this course examines the construction, projection, and reception of strategic narratives by China, Russia, and the US. Students will analyze official speeches, policy documents, and global media reports to understand the role of mediated communication in shaping today's geopolitical rivalry. As storytelling beings, humans make sense of their world through the narratives they tell about themselves and others. Identifying these worldviews provides insight into the strategic thinking of others, as well as our own, on both the strategic and tactical level. Assessment of such narratives can further help the US both combat the resonance of competitor nations' narratives while strengthening those of our own.

**EL6498 Dirty Money** **2 Credit Hours**

This course is a survey of the illicit methods by which both state and non-state actors fund violent activity, including fraud, piracy, kidnapping, state sponsorship of proxies, donations, diaspora networks, money laundering, commodities manipulation and the looting of national patrimony. This is a wicked problem for international security and law enforcement and looms large in the sanctions evasion undertaken by Russia and the ongoing economic practices of China, as well as the continuing existence of Islamist VEOs and other extremist organizations.

**EL6499 Leadership Decision-Making and Growth** **2 Credit Hours**

Leadership—of any formula—requires thousands of decisions throughout a single day. Those choices foster growth, stagnation, or decline. In this course, students examine their own leadership decision making and—using evidenced-based practices—create actionable plans to move them in their desired areas of growth. Choices, however, do not occur in a vacuum, and therefore leadership choices will be culturally contextualized.

**EL6516 What You Need to Know About Nukes to Get Promoted: Or, How I Learned to Love the Bomb** **2 Credit Hours**

This course focuses on key issues in nuclear strategy and strategic deterrence. IPs will focus on North Korea, Iran, Russia, China, and other topics. IOs are welcome and encouraged to take this course. U.S. students in this class as may choose to take the professor's follow-on Term 3 elective which will consist entirely of a TDY (during Jim Thorpe). The plan is to travel to New Mexico to receive classified tours and briefings at Los Alamos National Laboratory, Sandia National Laboratory, and Kirkland AFB.

**EL6519 21st Century Deterrence** **2 Credit Hours**

This course focuses on contemporary issues involving nuclear strategy and strategic deterrence. IPs will focus on North Korea, Iran, Russia, China, and other topics. Beyond traditional coursework and in-seminar learning, this class includes a 2-IP TDY for American students to learn about the USAF's role in strategic deterrence by touring Minot AFB. IOs are encouraged to take the class but excused from participating in the TDY. This course is best taken after **E***L6516 What You Need to Know About Nukes to Get Promoted: Or, How I Learned to Love the Bomb*; however, students may take this class as a stand-alone elective.

**EL6545 The Special Operations Enterprise (TS/SCI, US only)** **2 Credit Hours**

This course provides students an understanding of the organization, capabilities, and missions of U.S. special operations forces (SOF) with equal focus on USSOCOM's surgical strike and special warfare responsibilities in support of national missions and the geographic combatant commanders. The course analyzes the integration of joint SOF capabilities as supporting forces and takes a brief look at SOF equipment, training, and support. Also highlighted are considerations for interagency operations, mission employment, and insights into unique funding and authorities. This course implements direction from the Commander, U.S. Special Operations Command to ensure future national leaders and conventional force commanders understand where SOF are found, what SOF can do, and how SOF are integrated into the geographic combatant commander's campaigns and OPLANS.

**EL6546 The All-Volunteer Force** **2 Credit Hours**

The United States' military has evolved over the last half-century. The realignment from a conscripted force to an all-volunteer force was a strategic decision with significant impacts. The introduction and increased utilization of the Total Force concept, decades of continuous operations, and the recent transition to a focus on great power competition provide good reasons to understand the evolution of the all-volunteer force and ask questions regarding the future effectiveness of a volunteer style structure. This course is aimed to provide a historical analysis of the evolution of the all-volunteer force and assess the impacts associated with an all-volunteer force organizational structure. The course focuses on the political and military decisions influencing the military structure over the past sixty years. Readings and discussions will provide clarity on the reason for establishing an all-volunteer force, uncover benefits and disadvantages to an all-volunteer force, and provide context for projections about the future structure of the United States' military.

**EL6549 A Commander's Guide to Intelligence and the US Intelligence Community (Secret, US only)** **2 Credit Hours**

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

**EL6556 Space Governance: Application and Development of Space Law** **2 Credit Hours**

This course explores issues of public and private international law applicable to activities in outer space. Generally, the nature of international law will be described and analyzed, providing a firm foundation for more direct studies of the law of space. Specific topics covered include the nature and sources of international space law, international space law treaties, the relationship of international space law to domestic law, the United Nations Committee on the Peaceful Uses of Outer Space, remote sensing, LOAC, and the International Telecommunications Union. Legal theory and principles used in the advancement of civil, military, and commercial space activities are identified. An important element of the course is matching law to policy objectives. We regularly ask the questions: What are our policy objectives? Does the legal regime satisfy those objectives? Why or why not?

**EL6559 Domestic Extremism and the Threat to Security** **2 Credit Hours**

The Department of Homeland Security has identified domestic extremism as a significant threat to US security. This elective delves beyond the politicized rhetoric to assess the nature and extent of the threat and its impact and significance for military forces. The course examines personal motivations, recruitment strategies, and socio-political contexts that contribute to radicalization. In addition to examining various case studies from the recent past, the course will also provide useful tools for researching extremism without going down various "rabbit holes" of misinformation. Finally, the course explores prevention and de-radicalization strategies and the legal challenges of combatting extremism while respecting liberal freedoms. The regional focus of the course will be the United States and Europe.

**EL6566 The Nuclear Weapons Complex: Its More than Just Building Bombs** **2 Credit Hours**

The Nuclear Weapons Complex (NWC) does more than just build bombs. Starting with the Manhattan Project and continuing into the Cold War its primary mission was indeed to design, test, build, maintain, and disassemble the nation's nuclear weapons. But today work at the NWC includes stockpile stewardship without testing, nuclear counterterrorism, nuclear nonproliferation, nuclear energy development and environmental restoration. This course will examine some of the related policy issues, as well as touch on the larger theme of the role science plays in these missions. Students will primarily engage on these topics through classroom discussions of assigned reading. One instructional period will be used for a tabletop exercise (TTX) on nuclear emergency response in which students will take the roles of government response officials. Students will also do original research on a topic related to the NWC or the National Laboratories and present this research in class. Students will have broad latitude to choose of a technical or policy topic of interest for this presentation. The goal of the course is for students to obtain a broad overview of the

issues related to building and maintaining a nuclear stockpile, and how science can influence these. The course will also increase awareness of the many missions of the NWC and the National Laboratories, where students may find themselves working one day after retirement from the Air Force. No security clearance is required. This course is open to all degree candidates, including international officers.

**EL6571 China, Strategic Technologies, and International Security** **2 Credit Hours**

What factors motivate China's pursuit of strategic technologies? How might China's technological ambitions influence international security? This class explores how the interaction of security concerns, domestic politics, national identity, and developmental goals interact to shape China's approach to strategic technologies such as nuclear weapons, space capabilities, and artificial intelligence. This course traces the role of science and technology from Late Imperial China to today, exploring how historical memory and national identity have influenced China's development of these technologies. The course also examines whether and how China's technological ambitions advance its security interests, and the consequences of China's technological modernization for international security. The course concludes with a discussion of contemporary topics such as China's pursuit of artificial intelligence and quantum technology.

**EL6573 Just War, or Just War? Moral Dilemmas in War and Military** **2 Credit Hours**

War and warfighting are fraught will all sorts of moral challenges. In this course we examine moral dilemmas the American government and military has faced in the past and will face in the future. Working within the Just War tradition, we shall examine and debate important cases such as the strategic bombing campaign in World War II and dropping of the atomic bomb, to pressing contemporary challenges ranging from new technologies, targeted killing, and competition with China. You will gain a facility with the tradition of Just War ethics in order to apply and develop your own thinking in relation to cases under discussion. Emphasis will be placed on thinking about these moral challenges from the strategic perspective.

**EL6597 Information Warfare and Cyberspace (TS/SCI required)** **4 Credit Hours**

This four-credit elective meets periodically through the year independently and in alignment with some designated elective periods. This 4-credit "two-term" course seeks students from a variety of backgrounds with TS/SCI clearances to help address pressing issues in information warfare and cyberspace. Due to the extensive Joint Professional Military Education (JPME) requirements, you will be exposed to cyberspace and information warfare topics sparingly in the core curriculum. This course will provide extensive exposure to these topics and the opportunity to dive deeper into a particular topic of your choosing. This curriculum is unique at Air University in that it combines TS-SCI instruction in current information warfare and cyber topics, interaction with senior military and civilian leaders, warfare organizations, and integrated classroom activities that walk students through the learning, research, and writing. The course has two broad goals: learning about information warfare and cyberspace from practitioners/academics and to produce insightful writing with your instructors and classmates. Some travel may be required.

**EL6629 Contemporary Issues in U.S. Civil-Military Relations** **2 Credit Hours**

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

**EL6630 "One of Many, One": The Landscape of US Public Memory** **2 Credit Hours**

The museums, monuments, and memorials that decorate our major cities and local landscapes help us to remember important events, people, and a history that has come before us. But which events are highlighted? Who is prominently

featured at these sites and who is missing? And which version of the story gets (re)told? All these questions will be addressed as we unpack the nature of public memory: material recollections of the past, created by and for the collective, to shape our understanding of the future. From the Vietnam Veterans Memorial in Washington D.C. to the Rosa Parks Museum right here in Montgomery, students will learn how to critically consider and analyze how our sites of commemoration function rhetorically and serve a pedagogical purpose for citizens and visitors alike.

**EL6639 Grand Strategies of the British Empire** **2 Credit Hours**

From the 18th to the 20th century, Great Britain maintained wide-ranging global commitments while facing down a series of great power rivals. This course examines how British grand strategy employed diplomatic, economic, and military power to manage great power competition from the Napoleonic Wars to World War II. By examining Britain's rivalries with France, Russia, Germany, the United States, and Japan, the course considers the relevance of the British experience for American strategy today.

**EL6680 The Economics of Great Power Competition** **2 Credit Hours**

The Economics of Great Power Competition explores major concepts and history necessary in understanding the connection between economic exchange and national security. Topics include the link between interdependence and war, trade patterns and trade wars, state financial policies, international economic institutions, etc. We will answer questions such as: What benefits does the US draw from the dollar as the key international reserve currency and what is the likelihood it might be replaced by the Chinese renminbi? Are states that trade with each other less likely to go to war? How have patterns of economic exchange between great powers changed over time? What role do international economic institutions play in the relations between great powers?

**EL6697 Leading Smarter, Not Harder: Applying Psychology in Leadership** **2 Credit Hours**

This course provides an overview of key themes and issues pertaining to psychology related topics and leadership. Students will examine a spectrum of topics related to some of the most significant challenges that leaders will encounter in the course of their military careers regardless of their professional background or place within the military hierarchy. In particular, students will examine these issues through the prism of their personal experiences. This course will explore the concepts of mindfulness, emotional intelligence, and resilience which will inform each class, expands the lens of leadership to include the challenges of leading through various crises, and provides an examination of broader demands on leaders while providing effective leadership strategies. Viewed from this perspective, the course allows students to integrate previously learned leadership concepts to explore those core concepts in greater depth. The principal concern will be to think critically about ways in which leaders can harness insights drawn from psychology to accomplish three distinct goals. First, to gain awareness of those around them and the myriad of real-life issues people deal with. Second, to learn how to prevent, address, and mitigate those issues for the purpose of best managing a leader's most important resource, human capital. Third, to synthesize and reflect the course material as it relates to self and a personal leadership philosophy.

**EL6698 War in the Brave New World: Technology, Ethics, and Warfighting** **2 Credit Hours**

Military technology has revolutionized how we fight wars in the 21st century. The future of warfighting will continue to change rapidly as countries seek gain an advantage through these new technologies. The major question for American political and military leaders is how we can reap the benefits and advantages of technology while properly appreciating the challenges these technologies present to our values and way of life. This course will seek to answer the question of how we think about and articulate the moral purposes and limits of technologies such as artificial intelligence, drones, robots, and cyber warfare among many other.

**EL6699 Cultural Intelligence and Coalition Leadership** **2 Credit Hours**

The primary purpose of this elective is to develop a better understanding of cultural intelligence when working collective defense issues by, with, and through other nations. In modern conflicts, rare is the case when a nation opts to "fully go it alone" in any major military endeavor. In the context of great power competition, it's an absolute necessity to effectively operate across the multi-cultural tapestry of partner nations. Yet, working with multi-national allies and partners has challenges that equally match benefits garnered through that collective effort. An enhanced sense of

cultural intelligence can enable a leader to meet those challenges. This course is designed for US Air Force, Department of Defense, other federal agencies, allies and partner personnel to best understand the leadership dynamics of cultural intelligence in multi-national military settings. AWC students in the elective will have an opportunity to discuss some of the dominant and evolving theories of cultural intelligence (CQ) and cultural competency in an era of ever-increasing globalization. Students will analyze and apply cultural intelligence theories directly into the context of effective military leadership and team building within multi-national coalitions and formal alliances. These discussions will occur with faculty from Air University, and with outside experts from NATO, other partner nations, and a variety of geographic combatant commands. The elective will improve student understanding of cultural intelligence, alliance and coalitions partnerships, and the extended benefits of cultural intelligence as it pertains to understanding a near peer adversary. The intent is to provide a foundation for future allied and coalition planners, strategists, and leaders (PSLs) at the service and combatant command level.

**EL6711 Character, Leadership, and the Profession of Arms** **2 Credit Hours**

Senior leaders in the military face a number of moral challenges that only increase in intensity and complexity at the strategic level. Moral failure is an all-too-common occurrence in part because leaders are not prepared for these challenges because they lack the moral character and intellectual framework that allows them to succeed. This course will be a deep dive into the moral foundations of the profession of arms, discussing what it means to be a member of that profession and for leaders to be stewards of the profession. Furthermore, we will examine case studies and issues that will confront senior leaders from issues of advice and dissent, civil-military relations, to the role of moral courage, asking how senior leaders should address these issues.

**EL6752 Arctic Strategies: Past, Present, and Future** **2 Credit Hours**

The primary purpose of this elective is to develop US Air Force, Department of Defense, other federal agencies and our allies and partners personnel to develop a better understanding of integrated defense of the Arctic region. AWC students in the elective will have an opportunity to discuss some of the most important elements of the Arctic environment such as: competition for natural resources, territorial claims and disputes, Freedom of Navigation through sea lanes in the Arctic, Strategic competition and militarization in the region and how this all effects the indigenous peoples of the area. These discussions will occur with faculty from Air University and with outside experts from the government, academia, and indigenousness people of the Arctic.

**EL6811 ISR in the Era of Great Power Competition I (TS/SCI required)** **2 Credit Hours**

**EL6812 ISR in the Era of Great Power Competition II (TS/SCI required)** **2 Credit Hours**

Implicit and explicit in the 2022 National Defense Strategy is the requirement for the Intelligence, Surveillance, and Reconnaissance (ISR) enterprise to provide information that enables the United States and its allies to achieve decision advantage over its adversaries. From peacetime to major combat operations, the ISR enterprise is critical to ensuring that the United States can "protect the security of the American people; expand economic prosperity and opportunity; and realize and defend the values at the heart of American way of life." Given the level of responsibility placed on the ISR enterprise, this elective will prepare future commanders and staff officers to leverage the current ISR enterprise and the tools to shape it in the future. The discussions and coursework of this two-part elective are geared toward understanding and evaluating how the USAF, the DoD, and Joint partners leverage the ISR enterprise to support the entire range of military operations. Students will understand how essential it is to leverage information and intelligence effectively to shape relevant decision points. Additionally, the elective provides engagements with subject matter experts across the spectrum of intelligence and information warfare. Special emphasis is be given to the dynamic and technologically challenging landscape the ISR enterprise must operate in. EL6811 is a prerequisite for enrolling in EL6812.

**EL6822 The Sun vs The Eagle, The Pacific War:**
**Historical Case Study for Contemporary Competition in the Pacific** **2 Credit Hours**

This course will take a holistic view with students examining each Pacific War campaign from the both the perspective of Japan and the United States with particular emphasis on the Japanese perspective. Could have the Pacific War result been different for Japan if alternate decisions were made?

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

The General Henry "Hap" Arnold program was established in 2011 as an outreach lecture series designed to foster dialogue and deepen understanding between senior officers and civilian leaders at the Air War College and members of the community. Students in this elective speak on numerous occasions with a wide variety of audiences, from college students to chambers of commerce to university communities in general. The goal of these speaking engagements is to exchange ideas surrounding leadership, national security, and overcoming adversity. This elective produces speakers for that program, helping students improve their ability to influence and motivate through public speaking. Students apply to enroll, are interviewed, and ultimately, are selected based on their military experience, academic accomplishments, and willingness to share their personal journeys of leadership reflecting on military and combat experiences. This elective is only offered in Term 2, with a prerequisite, EL6984 Classical Rhetoric for the Modern Warfighter (exceptions to the prerequisite should be discussed with the DER).

**EL6839 Space Security** **2 Credit Hours**

Over the past sixty years, an increasing number of countries have conducted military and civilian activities in space, often of competitive nature. Yet, countries have not yet engaged in open conflicts in the space domain opting, instead, for strategic constraint or cooperation. Since the creation of the Westphalian state in 1648, ensuring state security has trumped all other national interests. Now, state security has become dependent on space security, as spacefaring countries have developed new technologies pushing the phase of space discovery into phases of expansion and exploitation. This course examines space security, both theoretically and analytically. In the theoretical part, we will cover the basic approaches to the study of international security (realism, liberalism, and constructivism), in general, and to space security, in particular. In the analytical part, we will explore key topics in space security including (a) the roots of competition and cooperation among states in space and (b) recent trends toward weaponization in space as well as how those may challenge prior norms of conflict avoidance, in the context of competing demands of national interests in space against the shared interests of humanity. We will also address specific challenges to space security, including (a) the role and vulnerability of critical satellite networks (GNSS & PNT), (b) anti-satellite capabilities and the offense-defense aspect of dual-use technology, (c) man-made orbital debris, (d) space traffic management (STM) and space situational awareness (SSA), (e) cyber security threats to space assets/space terrorism, (f) planetary space defense, and (g) emerging space technologies and space anarchy vs. space governance.

**EL6874 Designing Strategists: Realizing Advantage Through Play** **2 Credit Hours**

Strategy and design are both well-developed bodies of knowledge with clear implications for security. While often addressed in organizational and abstract terms, both are performed by individuals, and both are best learned in reflective practice. In fact, one's own life serves as an ideal playground to hone one's skills as a strategist and a designer. Yet, we often do not realize that designing a strategy to be a better strategic designer is an obvious first step to the institutional goals expressed in guidance such as the National Defense Strategy. This course facilitates that self-development, "coachful" approach to learning about strategy and design, but does so with the aid of another, less obvious, field of scholarship – play. By embarking on a guided expedition of this complex "three body problem," students will be challenged by diverse ideas, exposed to creative educational techniques, and ultimately asked to design a strategy for their own continued development as strategists.

**EL6879 Counter Factual Historical Case Studies For Contemporary Strategic Decision Making: A Red Moon? WWI German Victory?** **2 Credit Hours**

This course uses the practice of counter factual history to analyze key historic strategic decisions. An analysis of both past military and political strategic, operational, and tactical possible options and outcomes will be used to discuss how one key event or decision could have change the course of history. Future strategists need to understand what could appear to be a benign event or decision could define the strategic outcome.

**EL6913 Commandership: The Art of Leading Large Organizations** **2 Credit Hours**

During the Air War College academic year, significant focus has been on leading at the senior and strategic levels. However, many students will soon find themselves commanding at the O6 level which is significantly different than anything they have done in the past. The purpose of this elective is to better prepare future O6 Commanders and to enable their full potential while in command at a senior level. This elective is co-taught by former O6 Commanders

and will introduce thoughts and concepts that will help students form a better understanding of their personal values, red lines, and biases. Additionally, this course will discuss the distinct differences between leader and commander; techniques to manage time; empower subordinate leaders; effective communications; and producing valuable mentorship programs. The elective will conclude with a panel of former O6 commanders as well as General officers in a Q&A format. Readings will focus on deeper dives into previous course concepts; while homework will consist of personal reflection, assessment and drafting documents for future command. This discussion-based seminar course will highlight the following themes: every commander is a leader but not every leader is a commander—there is a difference; before knowing our subordinates, we must truly know ourselves; time management, mentorship, and strategic communications are critical in Command.

**EL6921 Biological Threats to National Security** **2 Credit Hours**

The recent global impact of the COVID-19 pandemic outbreak has caused the national security community to reconsider the impact of biological threats – natural, deliberate, and accidental – on U.S. security interests. In truth, this introspection started back in 2001 and has focused on the purported overlap of national security and public health sectors. While there are shared concerns between the two groups, the respective culture and approach of each community to biological threats have conflicted, resulting in unclear and inconsistent policy. This course will review how the U.S. government addresses various biological threats through policy and ask the question, how concerned and involved should the national security community be in this area?

**EL6949 The Geopolitics of Misinformation and Propaganda** **2 Credit Hours**

Although information operations have been a part of warfighting since its inception, today's globally interconnected world poses new challenges regarding US adversaries' employment of dis/misinformation campaigns. To understand these challenges, this course theorizes the strategic and tactical role of misinformation campaigns within the broader information environment. The course begins with a brief background on propaganda and public diplomacy efforts during the twentieth century before taking a deep dive into our new global communication ecology and the challenges that come with it. Specific focus is placed on the nature and style of contemporary Russian and Chinese dis/misinformation actions.

**EL6960 Studies in International Affairs** **2 Credit Hours**

This course will examine topics in international affairs including (but not limited to): international relations, foreign policy, regional studies, international conflict and negotiation, governance, political theory, international trade, economics. Students will read and discuss topics as directed by the teaching faculty.

**EL6961 Studies in National Security** **2 Credit Hours**

This course will examine topics in national security including (but not limited to): military and diplomatic history, state security, national security policy, national security decision-making, nuclear security, intelligence, international security structures, internal security. Students will read and discuss topics as directed by the teaching faculty.

**EL6962 Studies in Military Affairs** **2 Credit Hours**

This course will examine topics in military affairs including (but not limited to): doctrine, the profession of arms, operational design, future conflict, campaigning, technology and warfare, leadership, command and control, and contemporary conflict. Students will read and discuss topics as directed by the teaching faculty.

**EL6980 The Chinese Warfighter** **2 Credit Hours**

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

**EL6982 Psychology of Decision Making** **2 Credit Hours**

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

**EL6983 Understanding Civil Violence: From Protest to Rebellion** **2 Credit Hours**

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

**EL6984 Classical Rhetoric for the Modern Warfighter** **2 Credit Hours**

This elective covers principles of ancient Greek and Roman rhetoric specifically to help strategic leaders improve their strategic communications skills in persuasion and communication, both written and oral. The course has two blocks—one focused on the Sophists through Aristotle, and the second dedicated to Roman rhetorician, Cicero. Students will study the theories of writing and speaking and apply it to two projects—a communication exercise and a written text which is delivered to the class. Prerequisite for EL6829 Speaking and Executive Leadership (The General Henry "Hap" Arnold Executive Leadership Speaking Series).

**EL6985 Leadership Horizons: Accelerating Change for Self and Others** **2 Credit Hours**

The course objectives are to understand and apply the process of accelerating change that strengthens leadership capacities for self and organizations. Key course concepts include leading change, change management, ethical/leadership frameworks, cognitive bias, imposter phenomenon, psychological safety, change in the military, and some elements of coaching and mentoring. Students will work on an individual change project in the form of one of two options: on a self-development change project or a change project connected to an organization of your choice. Projects should connect to strategic level leadership and/or change.

**EL6994: The Constitution and the Strategic Leader** **2 Credit Hours**

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

**EL6995 Air Force Research Lab Future Ideas and Weapons (US Students Only)** **2 Credit Hours**

We seek a cadre of AWC students who want to build the future. The Air Force invests billions of dollars every year into research and development of new technologies. From basic scientific research to advanced prototypes, most of this money is spent on hardware and software. At the same time, the American military experience over the last century

shows that the nation's reliance on superior technology to level the playing field against military opponents does not guarantee success in helping the nation achieve its desired national security outcomes. While better technology may offer greater utility, the side with the best toys does not always win. In this elective you will engage with Air Force Research Lab (AFRL) to examine emerging technologies in development today and the changes in organization, training, and employment required to turn capabilities into military advantages. Students will collaborate with lab SMEs, academia, and service stakeholders to take advanced capabilities and make them relevant for the future. If you've seen press releases about new systems that promise to solve the warfighter's needs and you think "sounds interesting, but how would it work?" this is the place for you. This course, offered through AWC, is taught by AFRL scientists and leaders allowing AWC students (from any military service branch or civilian agency) to begin examining capabilities that Air Force Research Labs (AFRL) is developing today, in partnership with the AFRL, and investigates how these emerging technologies pair with future operating concepts from Air Force Futures (AF Futures/A5/7).

**EL6996 Understanding Modern China** **2 Credit Hours**

In this course, all students will read and discuss a common set of texts on China's rise, emerging technologies, and the future of U.S.-China relations. After completing the core, students will have an opportunity to pursue independent research on a China topic of their choosing that culminates in a brief to the class.

**EL6997 From Barbarossa to the Siegfried Line: Using World War 2 to Win World War 3** **2 Credit Hours**

Why did past strategic leaders make the decisions they did? Given what we know now, what should they have done? The 2020 Joint Chiefs of Staff Vision for Professional Military Education calls for "strategically minded, critically thinking, and creative joint warfighters skilled in the art of war and the practical and ethical application of lethal military power." The Vision goes on to discuss the need to develop practical warfighting skills, in part by using historical case studies and wargames. This course will use two historical campaigns to help develop judgement, analysis, and problem-solving skills which can then be applied to contemporary challenges. This course will use the Joint Planning Process (JPP) to develop Courses of Action (COAs) for two historical campaign scenarios and then use a commercially available, turn-based, AI supported, strategy wargame to model and test the COA. During the wargame, students will have the opportunity to identify/make decisions that deviate from their original COA and ultimately determine the validity of the COA. The two historical campaigns used in this course are the 1941 German invasion of Russia and the 1944 German defense of Western Europe, both from the German perspective. These two campaigns, one with offensive and one with defensive objectives, provide students with the ability to explore the challenges associated with fighting an adversary that is numerically superior and has/or can achieve domain superiority in at least one domain. The course focuses on the Joint Planning Process, specifically Step 3 (Course of Action Development) and 4 (Course of Action Analysis and Wargame). The input to COA Development, a Mission Analysis brief, will be provided and briefed to students by the faculty. This will allow maximum time for students to think and be creative in developing a COA. COA Development will be conducted in groups to facilitate collaboration. After the COA is complete, and to allow multiple wargame iterations of the COA, students will individually wargame the COA using commercial wargame software.

## Research and Elective Option #3: Research Paper and Elective

Students may choose RE6150 for the Fall term and one ELXXXX elective in the Spring term, each course worth two (2) Credit Hours, to earn four (4) Credit Hours total in this research option. Electives enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest and provide the AWC curriculum with the flexibility to adapt quickly to changes in international and domestic security environments. International officers seeking the diploma audit the electives.

**RE6150 Faculty Led Independent Research (FLIR) Fall** **2 Credit Hours**

One term facilitated research experience. Limited enrollment. Meets requirement for one elective. Specific topics are approved by DER and faculty leads. (Fall directed research.) Students may combine this course with an elective to meet the four (4) credit requirement for research. Students may additionally choose to take this course combined with RE6155 to meet the four (4) credit requirement for research.

**ELXXXX (Spring)** **2 Credit Hours**

Any one of the 2-credit hour elective courses listed above that are offered in the Spring term.

## Research and Elective Option #4: Elective and Research Paper

Students may choose RE6150 for the Fall term and one ELXXXX elective in the Spring term, each course worth two (2) Credit Hours, to earn four (4) Credit Hours total in this research option. Electives enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest and provide the AWC curriculum with the flexibility to adapt quickly to changes in international and domestic security environments. International officers seeking the diploma audit the electives.

**ELXXXX (Fall)** **2 Credit Hours**

Any one of the 2-credit hour elective courses listed above that are offered in the Fall term.

**RE6155 Faculty Led Independent Research (FLIR) (Spring)** **2 Credit Hours**

One term facilitated research experience. Limited enrollment. Meets requirement for one elective. Specific topics are approved by DER and faculty leads. (Spring directed research.) Students may combine this course with an elective to meet the four (4) credit requirement for research. Students may additionally choose to take this course combined with RE6150 to meet the four (4) credit requirement for research.



## Research and Elective Option #5: Two Research Papers

Students may choose RE6150 for the Fall term and RE6155 for the Spring term, each course worth two (2) Credit Hours, to earn four (4) Credit Hours total in this research option. The research option courses enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest and provide the AWC curriculum with the flexibility to adapt quickly to changes in international and domestic security environments. International officers seeking the diploma audit the electives.

**RE6150 Faculty Led Independent Research (FLIR) (Fall)** **2 Credit Hours**

One term facilitated research experience. Limited enrollment. Replaces requirement for one elective. Specific topics are approved by DER and faculty leads. (Fall directed research.) Students may combine this course with an elective to meet the four (4) credit requirement for research. Students may additionally choose to take this course combined with RE6155 to meet the four (4) credit requirement for research.

**RE6155 Faculty Led Independent Research (FLIR) (Spring)** **2 Credit Hours**

One term facilitated research experience. Limited enrollment. Replaces requirement for one elective. Specific topics are approved by DER and faculty leads. (Spring directed research.) Students may combine this course with an elective to meet the four (4) credit requirement for research. Students may additionally choose to take this course combined with RE6150 to meet the four (4) credit requirement for research.

## Research and Elective Option #6: Research Task Forces

This option for research includes multiple research task forces (RTFs) which students may apply to join. Students remain in the main curriculum (or specialization) while replacing the electives or strategic studies paper with the RTF (4 Credit Hours). Each RTF is a sponsored, advanced research experience working on a problem with high visibility and high priority to the Air Force. Often RTFs are joint endeavors with ACSC, but all are required to meet off track as they operate outside of a published calendar.

- This is a higher commitment and with higher expectations than other research options. Students in RTFs work at an advanced level to approach wicked problems and offer solutions that are meaningful to sponsors.
- Students in special concentrations may apply for and enroll in an RTF with permission of their seminar director.

**EL6810 Intelligence, Surveillance, Reconnaissance (ISR) Research Task Force: Vigilance Horizons (TS/SCI required)** **4 Credit Hours**

The Intelligence, Surveillance, Reconnaissance (ISR) Research Task Force (RTF): Vigilance Horizons—is a two term-elective. This RTF is sponsored by Headquarters Air Force (HAF) A2/6 and provides students the opportunity to develop research papers which drive to answer ISR focused problems and shape relevant decision points for Senior ISR leaders. Additionally, the seminar provides engagements with subject matter experts across the spectrum of intelligence and information warfare.

**EL6574 ACTS 2.0: Ideas and Weapons AFRL Research Task Force (US Students Only)** **4 Credit Hours**

Working with Air Force Research Lab/XP, this RTF examines the intersection of technology, doctrine, and organizational structures to help AFRL deliver robust capabilities to the warfighter in support of USAF and DoD warfighting concepts. By bringing their tactical and operational expertise to S&T partners, students in AWC, ACSC, and SOC highlight potential gaps and seams in planned capabilities, allowing AFRL to deliver capabilities relevant to competition across joint warfighting domains.

**EL6759 Immersive Learning and Simulation Research Task Force** **4 Credit Hours**

The Air University Immersive Learning and Simulation (ILS) Research Task Force (RTF) in a two-term program that investigates virtual reality (VR), augmented reality (AR), mixed reality (MR), extended reality (XR), haptic devices, leadership-themed simulations, 3D printing, 360 videos, photogrammetry, and an array of other related immersive learning technologies as well as a myriad of learning theories including experiential learning, social constructivist learning, situated cognition, transactional distance theory, flow theory, deep learning and connectivism. The course allows students to use, research, and test different immersive technology equipment and meet academic and industry guest lecturers who will provide expert content in immersive technology but will also guide us in real world projects both for Air University research but also application for industry use. The class integrates efforts of eight Air University agencies, three master's degree programs, and multiple educational and non-profit partners. Student papers are submitted to the Interservice/Industry Training, Simulation and Education Conference (I/ITSEC), the world's largest modeling, simulation and training event. Travel may be required.

**EL6798 PACAF Campaigning Research Task Force (TS-SCI)** **4 Credit Hours**

The PACAF Campaigning Research Task Force examines real-world operational problem-sets and seeks novel and innovative solutions across the DOTMILPF spectrum to some of our Air Force's toughest and most relevant challenges. In partnership with PACAF Staff, students will spend the first semester studying the theater, and the second semester collaborating with staff and RTF members to propose solutions to tasked problems. PACOM experience is not necessary nor necessarily desired, but an inclination for deep-study and out-of-the-box thinking is highly required.

**EL6641 Russian Research Task Force** **4 Credit Hours**

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

**EL6888 Taiwan Deterrence Research Task Force** **4 Credit Hours**

Research will intensely focus on strategies to strengthen deterrence in the Taiwan Strait this decade in order to bridge the gap between the present and 2030, when new generations of systems come online, including B-21 bombers and Columbia-class submarines, as well as new force structures, such as an Army attuned to multidomain operations, and a Marine Corps focused on littoral operations. Given prospects for a Taiwan crisis—or war—this decade, what

capabilities, techniques, and decisions could favorably influence the balance of power across the Taiwan Strait in the short term? And, more broadly, how can peace and stability be maintained given deteriorating political conditions, significant asymmetric PLA modernization, and the likelihood for crises associated with presidential elections in 2024 and 2028? Students will work on focused projects addressing these prompts.

**EL6954 Creating Cultures of Resilience Research Task Force** **4 Credit Hours**

The ability to withstand, adapt, recover, and grow in the face of stressors and changing demands – is an increasing focus of the USAF and the DOD amid rising mental health issues and suicides. Understanding the important role of leaders in creating cultures and communities of resilience is a key component of this effort. The Air University Resilience Research Task Force, sponsored by the Air Force Department of Resilience and featuring an array of engaging guest speakers (including, last year, Chief Master Sergeant of the Air Force), offered over two terms, cultivates cadres of "resilience warriors" equipped to lead in the face of disruptive, demanding, dramatically changing circumstances and to maintain core purpose in achieving mission goals. Students explore key perspectives, approaches, and theories of resilience from a range of academic fields and examine resilience in holistic individual, social and organizational dimensions. Special attention is given to the role of culture and leadership in shaping attitudes and approaches towards resilience, along with a review of ways resilience has been studied and enacted in the military. We investigate factors that strengthen or undermine resilience and identify common characteristics of resilient organizations, considering relationships among themes such as resilience and failure; trauma, moral injury, and PTSD; suicide prevention and postvention; and social connection and community. Students will identify a topic of their own special interest to develop and complete a research project, with guidance from academic advisor(s) and prospective opportunities for presentations, out briefs, and publication.



**EL6944 Innovation Research Task Force** **4 Credit Hours**

Accelerate change or lose! The term innovation seems to be a top priority for most organizations today. The CJCS and CSAF make remarks concerning how the DoD must innovative, but what does it mean to innovate and how do we make it happen? Through readings, class discussions, and lectures, the AU innovation research task force (iRTF) explores frameworks to discover how different kinds of thinkers and leaders can create constructive conflict, channel it, and develop something completely new. Students spend the first semester working through historic innovators, methodologies, and concepts while working towards a project pitch. Second semester, students spend time in research, prototyping, visiting local labs, and diving into innovation topics to include war gaming, virtual reality, artificial intelligence, machine learning, quantum, energy, naming only a few.

**EL6998 Re(defining) Citizenship** **2 Credit Hours**

This course seeks to understand both historical and current definitions of citizenship while also problematizing the inherent contradictions it poses. As a formal, legal, and technical entity, citizenship can be traced to the foundations of democracy in Athenian politics. An orthodox view might define citizenship as a matter of treating people as individuals with equal rights under the law (e.g. Kymlicka & Norman, 1994). Models for U. S. citizenship, in particular, are grounded in two traditions that classify citizenship either as a status (e.g. "rights" via John Locke) or as a desirable activity (e.g. "obligations" via Jacques Rousseau). Both views are rooted assume a university of citizenship-yet citizenship inherently excludes. It regulates relations between men and women, it makes judgement about who is legitimate who is "illegal," it determines who is an autonomous versus a dependent member of the body politic. Likewise, both in status and enactment, citizenship is often unavailable to man. Beyond laying the foundations of what citizenship is and why it matters to those in the Profession of Arms, this course will expand our understanding of the concept by examining how citizenship is imagined within contexts of war, protest, and media. Students will become versed in and discuss the theoretical differences in citizenship, contemporary citizenship debates, and the role of the citizen in both the American public sphere and global society.

**EL6999 Europe's Security Architecture from the Cold War to the War in Ukraine** **2 Credit Hours**

The War in the Ukraine is changing Europe's security architecture in fundamental ways. Sweden and Finland abandoned decades of neutrality in favor of NATO membership shortly after Russia invaded Ukraine in February 2022, bringing NATO membership to thirty-two states. The European Union, which announced an ambitious plan

for strengthening its foreign and defense policy weeks after the invasion, has funneled financial aid, military supplies, and equipment to Ukraine. Meanwhile, support for the Ukraine appears to be wavering in the United States as the issue has become a partisan topic. This elective will examine the roots of Europe's two main security actors, NATO and the EU, from their foundations through the Cold War to the present. It will analyze NATO's founding treaty and the reasons the alliance came into being and examine how the alliance worked during the COLD War. It will argue that the European Project always had a foreign and security element, analyzing how and why plans for a European Army fell apart in the early 1950s leading advocates for a European community to focus on the economic realm. It will dive NATO crises and planning during the COLD War and examine why the alliance persisted after the end of the Cold war. Shifting from past to present & future, the course will analyze how NATO and the EU have responded to the war in Ukraine and assess how the outcome of the war will reshape Europe's security architecture.

**EL7000 Cultural Context of the Russo-Ukrainian War** **2 Credit Hours**

Russia's invasion of Ukraine has profoundly shaken the global order and threatens to become a larger conflict that could involve all of Europe. The United States has taken a sizable interest in the war, and it has moved the United States toward focusing more on Great Power competition. In this course, students will explore the cultural context surrounding this war, gaining insight into the historical, religious, linguistic, ethnic, economic, and political factors that contribute to Russia's actions and motivations as well as Ukraine's resistance and counter perspectives. The historical view will provide students with the appropriate background information from a long view of the pasts of both countries needed to understand this conflict beyond the beginning of Russia's full-scale invasion in 2022. This course will pay special attention to the media and information spaces to provide students with a greater knowledge of how countries wage hybrid warfare. Throughout this course, students will take a comparative approach to understanding this war and how both the shared and differing aspects of Ukrainian and Russian cultures affect how it is fought. Overall, at the completion of the course, students will have a more holistic understanding of the various factors that led to Russia's invasion.

# AWC ADDITIONAL EVENTS AND PROGRAMS

## National Security Forum

The Secretary of the Air Force-sponsored NSF is hosted annually by the AWC the week after Global Challenge Exercise. NSF joins the AWC faculty and students with senior leader-nominated, nationwide civilian leaders with the primary objective of a frank and candid exchange of views on national security matters. The week explores current and future security issues focusing heavily on the role of air, space, and cyberspace power as an instrument of national security. The Forum's distinguished speakers, seminar engagements, and social functions broaden and solidify the participants' understanding of military power and national security issues while exposing the students to the viewpoints of civic leaders.

## Commandant's Lecture Series

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

## Executive Leadership Feedback Program

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

## Resiliency Team

The Resiliency Tactical Team (RTT) is comprised of a Chaplin, Nurse Practitioner, Military and Family Life Counselor, and Strength and Conditioning Coach, who coordinates with a physical therapist assigned to the 42nd Medical Group, as needed. The mission of the RTT is to optimize the human performance for Air War College, faculty, staff, and students to achieve optimal results by addressing the overall wellbeing of mental, physical and spiritual concerns of our personnel. Through close coordination with the 42 Air Base Wing, the RTT's goal is to facilitate and expedite issues.

## Language Programs

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

# THOMAS N. BARNES CENTER FOR ENLISTED EDUCATION (BARNES CENTER)

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

# AIRMAN LEADERSHIP SCHOOL (ALS) RESIDENT COURSE

## Course Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Credit hours towards CCAF degree
- Air Force Credential: Primary Developmental Education (PDE) per DAFI 36-2670, paragraph 3.4.4.1.

## Course Description

ALS is the critical foundation of enlisted professional military education (EPME) and focuses on developing leadership skills required of first-line supervisors and reporting officials. The ALS mission is to prepare junior enlisted leaders to be professional, warfighters who can supervise and lead work teams in a joint environment to support the employment of air, space, and cyberspace power. To maximize and enhance the course's effectiveness, the course is comprised of nine outcomes: which are listed below. To achieve the rigorous educational requirements and objectives outlined in the course, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks.

ALS is conducted at 68 active-duty Air Force bases worldwide and one ANG base located in the United States. More than 350 ALS instructors facilitate a dynamic and rigorous standardized curriculum. The program is student-centered, and the curriculum is designed around the various types of adult learners. The curriculum also develops students' professionalism and critical-thinking skills.



## Course Learning Outcomes (CLOs)

Graduates can...

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

## Faculty

The ALS faculty are required to have at least an associate degree (or fall within one year of completion) and must complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before assignment to an EPME school or academy. Faculty must complete a 180-hour teaching internship during their first year of assignment at their respective schools.

## Duration

The ALS course is delivered in 24 academic days. Most schools conduct seven classes each year.

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: ZZ41007); also published in DAFI 36-2670, *Total Force Development*.

## Admissions

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

## Graduation Requirements

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

## Plan of Study

| Content Area/Block/Module | Contact Hours |
|---|---|
| Orientation, PT, Hygiene, Commandant Time, Surveys, etc. | **45** |
| Leadership | **29** |
| Supervisor Tools and Resources | **23** |
| Award and Decoration Programs | **8** |
| Feedback and Performance Evaluation System | **17** |
| Problem Solving | **20** |
| Air Force Core Mission | **9** |
| Functions of the Department of the Air Force | **11** |
| Joint Learning Outcomes | **20** |
| Oral Communication | **10** |
| **TOTAL (ALS)** | **192** |



## Content Area Descriptions

**Leadership** **29 Contact Hours**

Students will learn about effective leadership techniques and strategies, including teamwork, trust, motivation, emotional intelligence and diversity to successfully lead and guide subordinates within the Air Force.

**Supervisor Tools and Resources** **23 Contact Hours**

Students will learn the various tools and resources available to supervisors to help them oversee and guide junior enlisted airmen, which includes developmental opportunities, standards and discipline, base resources and Air Force publications and forms.

**Award and Decoration Programs** **8 Contact Hours**

Students will learn basic information on Air Force Awards and decorations and then how to properly create these for an award and decoration.

**Feedback and performance Evaluation System** **17 Contact Hours**

Students will learn about elements of the feedback system and the enlisted performance evaluation system. Students will also learn how to create an EPB and how to deliver feedback.

**Problem Solving** **20 Contact Hours**

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

**Air Force Core Missions** **9 Contact Hours**

Students will learn the Air Forces core missions.

**Functions of the Department of the Air Force** **11 Contact Hours**

Students will learn the different functions of the Department of the Air Force.

**Joint Learning Outcomes** **20 Contact Hours**

Students will learn about the various Joint Learning Areas as well as the following concepts: Agile Combat Employment, Muti-Capable Airman, Joint All domain Operations, Conventional Nuclear Integration and Joint Warfighting Concept.

**Oral Communication** **10 Contact Hours**

Students will learn elements of interpersonal and presentation communication and how to write Air Force documents.

# NONCOMMISSIONED OFFICER ACADEMY (NCOA) RESIDENT COURSE

## Course Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Credit hours towards CCAF degree
- Air Force Credential: Primary Developmental Education (PDE) per DAFI 36-2670, paragraph 3.4.4.2.

## Course Description

The Air Force Noncommissioned Officer Academy (NCOA) is a resident CCAF-affiliated course and is the second level in the continuum of Air Force Enlisted Professional Military Education. It is preceded by Airman Leadership School and followed by the Senior Noncommissioned Officer Academy. Unlike other courses which evaluate one's knowledge and comprehension using end-of course examinations, this course incorporates in-class exercises as well as performance tasks to assess the students' comprehension of the lesson concepts and principles. To maximize and enhance the course effectiveness, it is comprised of three outcomes: Team Leader, Joint Warfighter, and Strategic Thinker. To determine whether students achieve the rigorous educational requirements and objectives outlined in the course, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks. NCOA is conducted at nine active-duty Air Force bases worldwide. During the course, NCOA instructors facilitate a dynamic and rigorous standardized curriculum that challenges and allows for open dialog. The course is student-centered, and the curriculum is designed around the various types of adult learners. The curriculum also develops students' professionalism and critical-thinking skills.

## Course Learning Outcomes (CLOs)

Graduates can...

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

## Faculty

The NCOA faculty are required to have at least an associate degree (or fall within one year of completion) and to complete the Enlisted Professional Military Instructor Course (EPMEIC). Faculty must complete a 180-hour teaching internship during their first year of assignment at their respective school.

## Duration

The NCOA course is delivered in 25 academic days. Most academies conduct seven classes each year.

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information; also published in DAFI 36-2670, *Total Force Development*. Information is unique for each location:

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

## Graduation Requirements

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

## Plan of Study

| Content Area/Block/Module | Contact Hours |
|---|---|
| Orientation, Administration & Evaluation, PT, Commanders Time | **87** |
| Team Leadership | **37** |
| Joint Warfighting | **45** |
| Strategic Thinking | **27** |
| **TOTAL (NCOA)** | **196** |

## Content Area Descriptions

**Team Leadership** **37 Contact Hours**

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

**Joint Warfighting** **45 Contact Hours**

Lessons associated with the Joint Warfighting area of study explore the concepts and skills necessary for NCOs to lead in diverse teams within the joint environments. Students will be introduced to the foundational concepts of operations in a joint environment and explore various concepts related to joint operations, risk management, and communication within organizations.

**Strategic Thinking** **27 Contact Hours**

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

# AIR FORCE SENIOR NONCOMMISSIONED OFFICER ACADEMY (AFSNCOA)

## Program Attributes

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

## Program Description

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

## Program Learning Outcomes (PLOs)

Prepare SNCOs to:

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

## Faculty

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

## Duration

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

## Eligibility

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

- The AFSNCOA resident program is open to SNCOs from the Total Force: active-duty Air Force, active-duty Space Force, selected Air Force Reserve (AFRES), and Air National Guard (ANG).
- Selected Army, Navy, Marine Corps, Coast Guard, and international military personnel also attend on a limited basis.
- Active-duty Air and Space Force personnel must have at least one year of retainability following graduation.
- The AFSNCOA plays no part in active-duty, guard, or reserve student selection.

- The Air Force Military Personnel Center (AFPC) identifies and notifies active-duty Air Force and Space Force students for program attendance.
- Potential personnel should go through their Base Training Office for all questions regarding attendance, waivers, and class dates. All students must meet their respective service standards.

## Graduation Requirements

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

## Plan of Study

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

## Course Descriptions

**Program Orientation** **63 Contact Hours**

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

**Organizational Leader** **34 Contact Hours**

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

**Strategic Minded Leader** **32 Contact Hours**

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

**Strategic Environment** **47 Contact Hours**

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

**Strategic Focus Lab** **19 Contact Hours**

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

# CHIEF MASTER SERGEANT LEADERSHIP COURSE (CLC)

## Program Attributes

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

## Program Description

The Chief Master Sergeant Leadership Course (CLC) is a resident program that consists of 80 classroom hours. The CLC is designed to prepare Chiefs for their initial CMSgt roles and responsibilities, primarily targeting Chiefs serving at the squadron level. This course provides Chief Master Sergeants the education to bridge strategic vision into tactical execution. Throughout the program, the CLC emphasizes critical thinking and an enterprise-level view to educate, inspire, and develop Chief Master Sergeants who effectively lead, manage, and mentor lethal and ready organizations. Chiefs will attend the CLC within two years of receiving their promotion line number. Chiefs will continue to build on foundational leadership competencies invaluable to fly, fight, and win across the full spectrum of conflict and all domains of military power.

## Program Learning Outcomes (PLOs)

Graduates can...

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



## Faculty

The teaching staff of the CMSgt Leadership Course is composed of highly experienced RegAF Chief Master Sergeants, along with former senior enlisted members (retired Chief Master Sergeants) who hold a minimum master's level academic and/or instructional credentials. Instructor selection is determined by professional experience, academic background, and faculty qualification as an instructor. To enhance facilitation and teaching skills, instructors are required to complete periodic professional development training.

## Duration

Completion of the course is delivered in 10 academic days. The CLC conducts ten classes per year with 60-84 students in each class.

## Eligibility

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

- Chief Master Sergeants from the Total Force (AD, AFR, and ANG) may attend the CLC.
- The course is mandatory for RegAF Chiefs who meet Air Force standards of performance, appearance, and fitness.
- RegAF personnel must have at least one year of retainability following graduation.
- Air Force Personnel Center (AFPC) identifies and notifies RegAF students for CLC attendance.
- Selected AFR and ANG Chiefs are scheduled through their unit training managers.

## Graduation Requirements

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

## Plan of Study

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

## Content Area Descriptions

**Module 1: Mission** **14 Contact Hours**

The Mission module includes lessons, activities, and various readings that focus on national strategy, strategic alignment, USAF strategy in the era of great power competition, doctrine, mission command, national strategy, theater posture, current geo-political topics and events, and the organization, functions, and relationships of various levels of the United States government. Numerous strategic documents are reviewed and incorporated into activities to include the National Defense Strategy, National Defense Authorization Act, Quadrennial Review, DoD Leadership guidance , and the National Security Strategies/National Military Strategies of the United States, China, and Russia. This module is enhanced with guest speakers and speakers of opportunity from around the Air Force

**Module 2: Leadership** **15 Contact Hours**

The Leadership module focuses on the role and influence of the Chief Master Sergeant, and how self-awareness impacts individual leadership. The Chief explores how influencing others begins with an understanding of self and how the individual is perceived by those within their sphere of influence. Integral to this module is the analysis of how smart management of relationships, networks, and communication by a unit CMSgt is invaluable in creating and sustaining a positive organizational culture and climate of openness and innovation.

**Module 3: Critical Thinking** **15 Contact Hours**

The Critical Thinking module explores the role of the CMSgt in our Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment. In this context, Chiefs explore critical thinking and develop personal cognitive strategies to flexibly leverage approaches and thinking styles to address different types and levels of problems. The lessons in this module are designed to help Chiefs select and apply appropriate thinking methods to intentionally exert a positive influence in and across networks, and to develop purposeful strategies to lead diverse Airmen with character and mission focus.

**Module 4: Capstone** **12 Contact Hours**

The Capstone is woven throughout each module and is emphasized through the Strategic Partnerships lesson. Through reinforcement and application of lesson principles covered throughout the course, students engage in analysis to discover strategies to further develop as senior enlisted leaders. In this era of great power competition, the Capstone cements the CMSgt's role in the six principles of Mission Command and challenges the Chief with the responsibility to create, maintain, and nourish a culture that supports and furthers the aims of the United States Air Force.

# STRATEGIC LEADERSHIP COURSE (SLC)

## Program Attributes

- Category: Professional Military Education (PME)
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: Executive Level Development

## Program Description

The Strategic Leadership Course (SLC) is a resident program that consists of 80 classroom hours. The SLC is designed to prepare Chiefs for strategic-level CMSgt roles and responsibilities, primarily targeting Chiefs serving in or vectored to NAF, MAJCOM, COCOM, and HAF staff duties and Command Chiefs serving above Wing level. This course exposes Chief Master Sergeants to the complex issues our most senior leaders face and explores the role of the CMSgt in navigating enterprise-level problem sets. The focus in this course is understanding how the CSEL can enhance the effectiveness of the organization by leveraging and applying unique access, insight, and knowledge to the complex issues faced by our senior leaders. Attendees will be selected by a nominative process through each MAJCOM. ETCA Course ID: CMSA-CLC001.

## Program Learning Outcomes (PLOs)

SLC prepares Chief Master Sergeants to:

1. Advise and lead from an informed perspective on various aspects of strategic and security concerns with emphasis on regional issues, trends, US interests, and the instruments of national power.
2. Represent and personify Air Force expertise in all civil and military contexts with deep knowledge of service organization, functions, and domains.
3. Approach complex issues with an enterprise-level focus, mental flexibility, and an openness to divergent considerations that optimize mission effectiveness.



## Faculty

The teaching staff of the Strategic Leadership Course is composed of highly experienced RegAF Chief Master Sergeants, along with former senior enlisted members (retired Chief Master Sergeants) who hold a minimum master's level academic and/or instructional credentials. Instructor selection is determined by professional experience, academic background, and faculty qualification as an instructor. To enhance facilitation and teaching skills, instructors are required to complete periodic professional development training. This course also employs a myriad of subject matter experts from across the DoD, academia, and multiple governmental agencies.

## Duration

Completion of the course is delivered in 10 academic days. The SLC conducts two classes per year with 24-36 students in each class.

## Eligibility

Attendees will be selected by a nominative process through each MAJCOM. In general,

- Chief Master Sergeants from the Total Force (AD, AFR, and ANG) may attend the SLC.
- RegAF personnel must have at least one year of retainability following graduation.
- HAF/A1LE, in coordination with CLA will orchestrate the nominative process for course attendance through the MAJCOM Command Chiefs.
- ARC Chiefs are nominated through their respective components to HAF/A1LE and CLA. Selected AFR and ANG Chiefs are scheduled through their unit training managers.

## Graduation Requirements

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

## Plan of Study

| Content Area/Block/Module | Contact Hours |
|---|---|
| Orientation | **2** |
| Module 1: Military and National Security | **46** |
| Module 2: Organizations, Functions, and Domains | **16** |
| Module 3: Enterprise Leadership | **16** |
| **TOTAL (SLC)** | **80** |

## Content Area/Module Descriptions

**Module 1: Military and National Security** **46 Contact Hours**

The Military and National Security module includes lessons, activities, and various readings that help strategic-level CMSgt evaluate internal and external drivers of US policy, strategy, and security priorities; ascertain and extrapolate the impact of national threats on policy and strategy; characterize appropriate political interactions of SELs with various government entities, and understand general theories of strategy, strategy formulation, and strategy execution. This module is enhanced with guest speakers from across the DoD, academia, and multiple governmental agencies.

**Module 2: Organizations, Functions, and Domains** **16 Contact Hours**

The Organizations, Functions, and Domains module is designed to enhance awareness of the landscape in which they are serving or are vectored to serve. The goal of this module is for the Chiefs to understand the players and portfolios of Pentagon positions at AF and Joint Staff; analyze the players and perspectives of various manpower management entities; identify interagency contributions to national security and strategy; characterize the players, perspectives, and processes at various levels of AF Financial Management; understand the roles, responsibilities, priorities, structures and processes of various enterprise level SEL positions, and; recognize the factors that influence policy formulation and execution in the Air Force. This module is enhanced with guest speakers from across the DoD, academia, private enterprise, and multiple governmental agencies.

**Module 3: Enterprise Leadership** **23 Contact Hours**

The Enterprise Leadership module focuses on the role and influence of the Chief Master Sergeant from an enterprise-level perspective. Specifically, this module prepares CMSgts to demonstrate basic international insight and cultural understanding of geo-political foes and allies; apply strategic thinking to complex issues; communicate and influence for strategic effect and justify the importance of ethics and empathy for Senior Enlisted Leader effectiveness. This module is enhanced with guest speakers from across the DoD, academia, private enterprise, and multiple governmental agencies. This module also hosts senior-level ethics and empathy content via Air University's Quality Enhancement Program.

# ENLISTED PROFESSIONAL MILITARY EDUCATION INSTRUCTOR COURSE (EPMEIC)

## Program Attributes

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

## Program Description

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

## Program Learning Outcomes (PLOs)

Graduates can...

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

## Faculty

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

## Duration

The EPMEIC resident course length is 20 academic days. The EPMEIC can support up to 36 students per resident class, and the course is offered six times each fiscal year.

## Eligibility

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

- To attend EPMEIC, all Staff Sergeant, Technical Sergeant, and Master Sergeant (and selects) must be an approved candidate on the Developmental Special Duty (DSD) nomination list.
- Senior Master Sergeant students will be advertised on the Enlisted Quarterly Assignment Listing-Plus (EQUAL-Plus) and selected through an application process to teach at EPME schools.

## Graduation Requirements

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

## Plan of Study

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

## Content Area Descriptions

**Administrative** **32 Contact Hours**

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

**Course Foundation** **23 Contact Hours**

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

**Educational Technology** **5 Contact Hours**

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

**Learning Theory** **4 Contact Hours**

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

**Performance Evaluation** **66 Contact Hours**

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

**Teaching Foundations** **28 Contact Hours**

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

# COMMUNITY COLLEGE OF THE AIR FORCE (CCAF)

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

# ASSOCIATE OF APPLIED SCIENCE

## Mission

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

## History

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

## CCAF Structure

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

## CCAF Transcripts

Instructions on how to order CCAF transcripts documenting course completions and awarded academic credit are available at https://www.airuniversity.af.edu/barnes/ccaf/.

# CENTER FOR STRATEGY AND TECHNOLOGY (CSAT)

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

# MASTER OF SCIENCE IN AIRPOWER STRATEGY AND TECHNOLOGY INTEGRATION (MSASTI)

## Program Attributes

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

## Program Description

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

## Program Learning Outcomes (PLOs)

Graduates can...

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



## Faculty

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

## Duration

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

## Degree Curriculum

The mode of instruction is a mixture of rigorous academic seminars; individual mentoring and advising; field studies; visiting speakers from national laboratories, industry, and think tanks; weekly and monthly writing assignments; and intensive research and capability prototyping on a topic of the student's choice subject to faculty approval. All classes are held in a purpose-built TS/SCI secure area with access to secure voice, video teleconferencing, and classified information relevant to that year's research focus. The curriculum is composed of a blend of academic texts, classified briefings, and interactive workshops to help students develop and test their projects.

## Eligibility

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

## Admission Requirements

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

## Graduation Requirements

Students in the master's degree program must complete, in a satisfactory manner, all the courses listed below. The workload for the program consists of the following: 1) Individual Seminar Contact Time: 4.0 hours 4 days per week or 3.0 hours 5 days per week depending on course module, outside speakers, or war games, 2) Field Studies: 45 hours per week, 3) Projected Reading Load: 30 books for seminars and approximately 7,500 pages of individual research, 4) Writing Load: 6-8 weekly class papers (2-5 pages each), and 5) Approximately 110 hours of scheduled background briefings and external workshops.

## Plan of Study: MSASTI

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

## Course Descriptions

**BH5001 Metacognition** **3 Credit Hours**

This is a foundational course to establish good thinking skills and will require students to demonstrate their ability to use a variety of analytical techniques. The course will introduce students to the basics of serious study beginning with questioning the status quo, defining key terms, identifying assumptions, and framing arguments. It will review the basics of logical analysis, logical fallacies and their detection, systems 1 and 2 thinking, and decision making. Students will be introduced to alternative futures methodologies and dealing with inevitable surprises. Books are interleaved with other curriculum throughout the academic year to help students draw connections between topics to achieve program outcomes.

**BH5002 Research and Methods** **2 Credit Hours**

This course is an introduction to essential research skills and the research process. This includes an introduction to social science, general research, and design considerations. Students will be introduced to different methodologies such as qualitative and quantitative research, as well as the application of the scientific method to the pursuit of military innovation. Working with external stakeholders, students will be introduced to contemporary military test and evaluation processes as well as Air Force simulation and wargaming resources. Some attention will be paid to the pitfalls of group think, faulty assumptions, unverified data, and the difference between causality and correlation in analyses. Drawing inspiration from strategic challenges, students will be assessed on their ability to generate novel research designs, collect data, evaluate results, and concisely summarize their conclusions.

**BH5003 Technology** **3 Credit Hours**

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

**BH5005 Employing Airpower** **4 Credit Hours**

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



**BH5006 Strategy** **3 Credit Hours**

This block introduces fellows to the core elements of strategy and international politics, with a particular focus on long-term competitive strategies. The Blue Horizons program seeks to identify the competitive strategies, concepts of operation, and investments needed to prevail 25 years in the future. The strategy and politics course provides the intellectual foundation for understanding the essence of strategy and the global context within which strategies are developed. The preparation for, avoidance of, and prosecution of war is a component of the international system and a fact of life for militaries. Students will also analyze how strategy is treated in the private sector, with case studies to highlight how entrepreneurs turn innovation into change.

**BH5007 Regional Studies** **2 Credit Hours**

This block introduces students to the key regions where US power will most likely be employed and find its presence contested in the decades ahead. These lessons are not designed to create regional experts, but rather to introduce major characters and developments that shape contested regions around the world. This course primarily covers Russia, China, and the Middle East. Instruction includes geography, demography, history, culture, and political and economic issues. This allows students to develop some familiarity with the regions and gain a broader understanding of the ways in which people in these regions view the world. Having some familiarity with these, being able to have some empathy with their circumstance, is a way to begin to understand the issues we are involved in today and how they may evolve.

**BH5008 US Joint Capabilities** **2 Credit Hours**

An analysis and evaluation of the services that comprise the US military and the other aspects of the national security structure (DOD, DHS, CIA, NSA, NRO, etc.) and the ways in which they interact with each other to provide

for the common defense. The Air Force, Army, Navy, and Marine Corps and the role of the Unified Commands (STRATCOM, SOCOM, etc.) as well as alliances and partnership relations will be reviewed to have a comprehensive understanding of the national and international security apparatus of the US. The organization, mission, culture, force structure, and capabilities of each of the services and specialized commands will receive emphasis, particularly as they related to AORs of interest.

**BH5011 Field Study #1** **3 Credit Hours**

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

**BH5012 Field Study #2** **3 Credit Hours**

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

**BH5012 Field Study #3** **3 Credit Hours**

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

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

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

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# IRA C. EAKER CENTER FOR LEADERSHIP DEVELOPMENT (EAKER CENTER)

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

# EAKER CENTER ACADEMIC INSTRUCTOR COURSE (AIC)

## Program Attributes

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

## Program Description

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

## Program Learning Outcomes (PLOs)

Graduates can…

1. Apply how to plan and develop lesson objectives, including evaluation instruments.
2. Apply how to communicate to achieve instructional objectives and manage educational processes.
3. Apply essential teaching skills to various instructional situations and evaluate achievement of learning outcomes/objective.

## Faculty

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

## Duration

The AIC course length is 10 academic days.

## Eligibility

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

## Graduation Requirements

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

## Plan of Study

| Content Area/Block/Module | Contact Hours |
|---|---|
| Instructional Design | **20** |
| Educational Foundations | **7** |
| Communication Skills | **4** |
| Teaching Methods | **35** |
| Evaluation | **14** |
| **TOTAL (AIC)** | **80** |

## Course Description

**MCPD001 Eaker Center Academic Instructor Course** **80 Contact Hours**

This course prepares newly assigned faculty to instruct at Eaker Center. It is a rigorous, comprehensive, and fast-paced course that requires extensive reading, writing, and moderate research. Major curricula areas are learning theory, communication skills, instructional design, teaching methods, and evaluation. The course is organized to provide maximum participation in learning, with most of the class time devoted to small group activity. Students write level-of-learning objectives and lesson plans, present lessons, and develop rating scales and test items. Students must demonstrate the ability to write, present teaching lessons, and master selected academic content areas. The following methods are taught: informal lecture, guided discussion, case study, experiential instruction, teaching interview, and demonstration performance.

# COMMANDERS' PROFESSIONAL DEVELOPMENT SCHOOL (CPDS)

## Program Attributes

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

## Program Description

Prepare attendees for duty as wing command teams, vice wing commanders, group command teams, senior materiel leaders, incident commanders, and emergency operations center directors. Additionally, prepares selected individuals for future leadership opportunities at the squadron level, as well as training for Airmen and Guardians to experience and practice discussions on challenging topics related to Diversity, Equity, Inclusion and Accessibility (DEIA). The school helps attendees deal with critical leadership and management challenges. The Wing Command Team Course, Group Command Team Courses, Senior Materiel Leader Course, Senior Leader Mission Generation Course, and Wing Executive-Level Response Course convene five times each year, and the Emergency Operations Center Director Course convenes seven times a year at Maxwell AFB and once each year at Wright-Patterson AFB. The Leader Development Course for Squadron Command convenes ten times each year and the LIVE Facilitator Course convenes eight times each year.

## Program Learning Outcomes (PLOs)

Graduates can...

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

## Faculty

Commanders' Professional Development School (CPDS) faculty members must possess a bachelor's degree (in any discipline) and two or more years' experience in a relevant functional command assignment.

## Duration

The Leader Development Course for Squadron Command is two weeks long; the Wing Command Team Course and Emergency Operations Center Directors Course are one weeklong; the Group Command Team and Senior Materiel Leader courses last two weeks, the Leading Inclusively Virtual Experience (LIVE) Facilitator Course is three days, the Wing Executive Level Response Course is two days, and Senior Leader Mission Generation Course is one day.

## Eligibility/Target Audience

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (the ETCA course numbers are listed in the course descriptions below). The target audience is the Air Force Colonels Group, Air National Guard Bureau, and Air Force Reserve Command Senior Leader Management Office determine Wing and Group commanders', and Senior Materiel Leaders' eligibility at all pre-command training courses. Wing Commanders nominate individuals for the Leader Development Course for Squadron Command and Leading Inclusively Virtual Experience (LIVE) Facilitator Course. Attendance at the Emergency Operations Center Director Course is mandatory for DAE personnel designated as emergency operations center directors and emergency operations center managers. The course is optional for security forces commanders, operations officers, flight chiefs, command inspector general team chiefs, and installation exercise evaluation team chiefs and senior fire officers.

## Completion Requirements

Students must comprehend the major concepts and processes to deal with leadership, management, and command issues. All courses are offered in residence only and are stand-alone courses in the overall professional development for commanders.

## Course Descriptions

**MLMDC800 USAF Wing Command Team Course** **40.75 Contact Hours**

The USAF Wing Command Team Course provides the conceptual framework for Commander/Vice Commander and Command Chiefs to execute the mission, manage resources, improve the unit, and lead people fused with the Airman Leadership Qualities of job proficiency, initiative, adaptability, stewardship, accountability, decision making, innovation, inclusion and teamwork, emotional intelligence, and communication. The Wing Command Team course is a fast paced, synergistic course designed to encourage an exchange of ideas, experiences, problems, and solutions with a wide variety of successful leaders and guest experts. Students and speakers compare their experiences, personal values, theories, and command-unique practices with other leaders who share the same professional concerns. The curriculum and supporting learning outcomes are designed to ensure command teams receive a sound foundation and tools needed for success across the major performance areas.

**MLMDC810 USAF Mission Support Group Commanders' Course** **53.5 Contact Hours**

This course prepares Mission Support Group (MSG) commander selects (and specialized Combat Support or Air Base Group commander selects to meet the responsibilities of group leadership and introduces students to their roles as command team of an MSG within the framework of Department of the Air Force (DAF) policy. Key understanding of command team responsibilities, resources, and operational guidance enhancing their effectiveness in achieving missions and building relationships to successfully execute duties and provide sound, accurate advice on mission deliverables. Specifically, the training will encompass briefings from SMEs in each of the MSG areas (squadrons), with many of the components of the AFIMSC, a panel of current MSG/CCs and senior mentor leadership.

**MLMDC813 Emergency Operations Center Director Course** **32 Contact Hours**

This course provides training on techniques and procedures necessary to effectively perform command and control functions during emergency and contingency situations involving aircraft, munitions, and hazardous material accidents and incidents, as well as natural disaster situations. The curriculum includes problem solving and exercises associated with situation assessment, emergency operations center duties and responsibilities, communications, special resources, planning, public affairs, and logistics support. The curriculum is designed to encourage an exchange of ideas, experiences, problems and solutions, with significant instructor facilitation/feedback.

**MLMDC850 Leader Development Course for Squadron Command** **67 Contact Hours**

This course, developed in response to CSAF's Squadron Revitalization initiative, equips and inspires Airmen and Guardians to thrive in command. Crafted for future squadron leaders approximately 6 months to 3 years prior to their first squadron leadership position. Including: officers 9-16 years commissioned service (completion of SOS mandatory for active-duty), E-7 to E-9, GS-13 and above and Volunteer Lead Spouses. This course commits to sharpen and focus human domain leadership skills to achieve mission success through high-performing teams. The course reframes what "command" means to students and gives them tools to maximize squadron potential. Students improve warfighting capability by becoming more aware leaders, including intentionally deeper investments in self-improvement, understanding and communicating in the human domain, and gaining skills in aligning mission and values.

**MLMDC871 USAF Maintenance Group Commanders' Course** **54 Contact Hours**

This course prepares Maintenance Group (MXG) commander selects to meet the responsibilities of MXG leadership and introduces students to their roles as a command team of an MXG within the framework of Department of the Air Force (DAF) policy. It also provides an understanding of contemporary issues regarding command, legal responsibilities of command, attitudes and approaches to leadership and management, and selected perspectives regarding management and leadership. Students 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** **59.65 Contact Hours**

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

**MLMDC874 Senior Materiel Leader Course** **58 Contact Hours**

This course prepares Senior Materiel Leaders to meet the responsibilities of systems and sustainment program leadership and introduces students to their roles as director within the framework of higher headquarters policy. The course gives students a basic knowledge of the responsibilities, resources, operational concepts, and practices to execute the full spectrum of weapon system acquisition and sustainment management, and understand director responsibility, accountability, and discipline approaches to leadership and management. SAF/AQH awards 40 Continuous Hours of Education & Knowledge (CHEK) toward ongoing acquisition professional development for this educational activity.

**MLMDC875 USAF Operations Group Commanders' Course** **47.75 Contact Hours**

This course prepares Operations Group (OG) commander selects to meet the responsibilities of OG leadership and introduces students to their roles as command team of an OG within the framework of Department of the Air Force (DAF) policy. Students will comprehend group command team responsibility, accountability, and discipline; differentiate approaches to leadership and management; and explain contemporary issues facing the DAF and commanders. Additionally, PCTT students will analyze and discuss strategic and All-Domain Operations opportunities and challenges with functional area experts, experienced commanders, and their peers in the course.

**MLMDC877 Senior Leaders' Mission Generation Course** **7.5 Contact Hours**

This course provides senior leaders the ability to: 1) comprehend the organizational dynamics and responsibilities of operational, maintenance, logistics support, and medical functions for aircraft mission generation; 2) comprehend the

necessary integration and teamwork between operational, maintenance, logistics support, and medical functions for aircraft mission generation. Participants will have greater comprehension of the relationship and teamwork necessary of Wing senior leaders and comprehend current policies, procedures, and best practices essential to generating a Wing's mission.

**MLMDC878 USAF Group Command Team Course** **36.5 Contact Hours**

The USAF Group Command Team Course provides the conceptual framework for Group Commanders and Senior Enlisted Leaders to execute the mission, manage resources, improve the unit, and lead people fused with the Airman Leadership Qualities of job proficiency, initiative, adaptability, stewardship, accountability, decision making, innovation, inclusion and teamwork, emotional intelligence, and communication. The Group Command Team course is a fast paced, synergistic course designed to encourage an exchange of ideas, experiences, problems, and solutions with a wide variety of successful leaders and guest experts. Students and speakers compare their experiences, personal values, theories, and command-unique practices with other leaders who share the same professional concerns. The curriculum and supporting learning outcomes are designed to ensure command teams receive a sound foundation and tools needed for success across the major performance areas.

**MLMDC901 Wing Commanders' Executive-Level Response Course** **16 Contact Hours**

This course prepares pre-command Wing and Vice-Wing Commanders for command level Crisis Action Team (CAT) Director duties. Emphasis is placed on peacetime techniques with emphasis on the peacetime interaction between the CAT, the EOC, and the Incident Commander to effectively perform command and control (C2) functions during expanding and advanced emergency situations. Training includes problem solving and exercises associated with situation assessment, CAT duties, communications, special resources, planning, public affairs, and logistic support. The curriculum is designed to encourage an exchange of ideas, experiences, problems and solutions, with significant instructor facilitation/feedback.

**MCV001 Leading Inclusively Virtual Experience (LIVE) Facilitator Course** **19 Contact Hours**

This course is designed to give DAF leaders an opportunity to practice having workplace conversations related to diversity, inclusion, bias, and talent management. Facilitators will learn how to establish a LIVE session, create a conducive learning environment, best practices in debriefing, and how to close a LIVE session. Graduated facilitators will guide LIVE sessions where participants hold conversations that foster inclusion through cultural competence, bias literacy, and talent management. Students will need to understand how to setup and construct a LIVE session as well as use the scheduling system. Students will need to understand best practices for starting a facilitation session and demonstrate techniques for creating a "brave space" for essential discussions. Students will model techniques for leading a debrief session, recall techniques for diffusing session dysfunctions, and model how to proactively solve participant issues. After effectively closing a session, students will solicit for session feedback. Upon course completion, students will recite the importance of the LIVE program, identify facilitator bias impact, and recall debrief best practices for diversity, equity, and inclusion topics. All students will perform a LIVE session facilitation prior to course completion.

# FORCE SUPPORT PROFESSIONAL DEVELOPMENT SCHOOL (FSPDS)

## Program Attributes

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

## Program Description

The Force Support Professional Development School (FSPDS) is aligned under Air University's Ira C. Eaker Center for Leadership Development. FSPDS delivers Professional Continuing Education to Total Force officer, civilian, and enlisted populations across the A1 community and beyond. FSPDS courses reach more than 2000 students annually through both in-residence and distance learning platforms. The Force Support Development Team provides PCE in the areas of FSS leadership development, Occupational Competencies, Contingency Operations, Mortuary Operations, Civilian Personnel functional and leadership training, and Manpower Staff Officer preparation. The Installation Support Development Team provides PCE in the areas of Sexual Assault and Prevention Response, Resiliency, Military and Family Readiness, Protocol, and Violence Prevention. The Program Support Team supports every FSPDS course and team member in the areas of funding, scheduling, logistics, technology integration, curriculum validation, and staff development. Each course is an independent element of the FSPDS program to develop Force Support personnel.

## Program Learning Outcomes (PLOs)

Graduates can…

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

## Faculty

The program is delivered by highly experienced faculty with a minimum of a bachelor's degree.

## Duration

Course duration varies and is listed in each course description, below.

## Eligibility/Target audience

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

## Completion Requirements

Students must complete all the requirements for the course. All courses are offered in residence only and are stand-alone courses in the overall professional development program for force support officers.

## Course Descriptions

**MAFHRMS110 Basic Employee-Management Relations Course** **23 Contact Hours**

This DL course provides personnel assigned to the employee-management relations (EMR) course with the basic skills and procedures for dealing with situations in areas such as conduct, discipline, appeals and grievances, health and safety, premium pay, drug and alcohol abuse control, and program evaluation.

**MAFHRMS112 Advanced Employee-Management Relations Course** **40 Contact Hours**

This resident course intensifies and broadens the skills of full-performance-level EMR specialists, enabling them to better understand, plan, and formulate meaningful personnel programs and to use sound methods in resolving problem cases. This course improves the effectiveness of EMR specialists by providing insight into the overall EMR program and its relationship to the total civilian personnel management program. It covers complex, controversial, and precedent-setting aspects of various EMR program areas, including discipline, performance management, drug and alcohol abuse, occupational health and safety, arbitration, and Merit System Protection Board proceedings.

**MAFHRMS119 Labor Management Relations Course** **76 Contact Hours**

This resident course prepares participants to administer and negotiate labor union contracts and increases the effectiveness of labor-management relations practitioners in providing advice and guidance to managers representing the Air Force's position in arbitration and other third-party proceedings. The target audience is civilians, GS-9 through GS (GM)-14, and officers, captain through colonel. Its purpose is to prepare negotiating team members to effectively represent management at base level in working with and negotiating written agreements between labor organizations and the installation commander.

**MAFHRMS140 Air Force Sexual Assault Response Coordinator Course** **82 Contact Hours**

This resident course educates and provides essential information, processes, and resources through interactive lecture, guided discussions, and exercises to develop the knowledge and skills of Air and Space Force Sexual Assault Response Coordinators. The course will enable them to perform their sexual assault prevention, response, and outreach responsibilities, thus building a foundation for excellence in this critical area of Air and Space Force concern. This course is intended to standardize Sexual Assault Prevention and Response (SAPR) services throughout the DOD.

**MAFHRMS141 Air Force Sexual Assault Prevention and Response Victim Advocates Course** **59 Contact Hours**

This resident course educates and provides essential information, processes, and resources through interactive lecture, guided discussions, and exercises to develop the knowledge and skills of Air and Space Force Sexual Assault Prevention and Response Victim Advocates (SAPR VA). This course is intended to standardize SAPR services throughout the DOD.



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

This in resident/DL-FL course is a collaborative learning environment designed to provide contextual and instructional skills to personnel appointed as Master Resilience Trainers (MRT). Students build upon existing knowledge of the skills acquired during Resilience Trainer Assistant (RTA) training by exploring scientific research supporting the resilience skills develop, real world application, and effective facilitation strategies. Students are required to demonstrate proficiency in MRT facilitation skills with peer and instructor feedback and pass a knowledge of resilience curriculum assessment with no less than 70% accuracy. Upon graduation, military graduates' records are updated to reflect award of the Special Experience Identifier (SEI) for Master Resilience Trainer (Enlisted SEI: 107; Officer SEI/Experience Set: AB).

**MAFHRMS405 Manpower Staff Officer Course** **76 Contact Hours**

This resident course is taught at the Air Force Manpower Analysis Agency at Randolph AFB, TX. It offers learner-focused education that encompasses Air Staff manpower functions, major command (MAJCOM) manpower functions,

regional manpower squadron functions, Total Force, senior leader perspectives, management engineering, manpower programming, Air Force organizations, history of USAF manpower, whole system optimization, the art and science of manpower, student projects, and a capstone team exercise.

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

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

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

This resident and DL-FL (offered once annually) course arms base-level civilian personnel leaders with tools and techniques to enhance their strategic advisory capabilities. The course includes lessons on classification, personnel programs, hostile work environments, labor-management and employee-management relations, injury compensation, and perspectives from senior leaders.

**MFSS100 Force Support Basic Contingency Course** **22 Contact Hours**

This is a mandatory distance learning course for all 38F required for all 38Fs, 3F0s, and 3F1s personnel assigned to a FSS Total Force personnel officers to complete within 24 months of graduating Initial Force Support Officer Course (IFSOC). The Basic Contingency Course provides information on the overarching doctrine, enduring capabilities, and organizational framework through which FS enables missions in deployed environments. This course also provides FS readiness managers an overview of sustainment requirements for the primary mission support functions. The curriculum ad dresses quality of life improvements that should be planned during bare base sustainment, steady-state operations, and during transition to temporary/semi-permanent facilities. RECOMMENDED PRE-WORK: Initial Force Support Officer Course

**MFSS200 Protocol Fundamentals Course** **56 Contact Hours**

This resident course provides personnel with a fundamental knowledge of protocol presented from a base-level perspective. It encompasses procedures of administration, meeting and conference planning, entertaining and social events, ceremonies, funding sources, distinguished visitor visits, flight-line protocol, flag usage, and escort duties.

**MFSS250 Mortuary Officers' Course** **38.5 Contact Hours**

This resident course provides active-duty and air reserve component officer and civilians with the technical aspects of mortuary affairs presented from a managerial perspective. Procedures for care and disposition of the deceased, communications with next-of-kin and higher headquarters, escort and transportation of remains, entitlements and eligibility criteria, program management, and search and recovery operations will be discussed, as well as Air Force and contract mortuaries, honor guard, family assistance representative, and summary courts officer duties. Students will be introduced to the psychological aspects of the mortuary affairs arena and will review current case studies.

**MFSS255 Mortuary Technicians' Course** **39.5 Contact Hours**

This resident course prepares enlisted personnel and civilians working in a base-level mortuary affairs office to understand their role in the Air Force Mortuary Affairs Program. Topics include Air Force mortuary affairs over-view; case file administration and forms; entitlements; escorts; transportation; family assistance representative and summary courts officer responsibilities; dressing, casketing, and inspecting remains; contracting and payment for mortuary services; communications; wrapping non-viewable remains; person authorized to direct disposition (PADD) briefings; and the defense casualty information processing system. The course includes a case file build exercise and PADD briefing exercise. ETCA Course ID: MFSS255.

**MFSS275 Force Support Advanced Contingency Course** **40 Contact Hours**

This distance learning-faculty led (DL-FL) course is open to 38Fs, 3FXs, and Force Support Civilians. This class is mandatory for personnel deploying to a contingency operation. The following personnel may also attend the course: 38Fs with less than 18 years in the career field, 38Fs assigned to lead UTCs, personnel assigned to 3F0 and 3F1 specialty codes, current Silver Flag cadre, Force Support planners at MAJCOMs/COCOMs, and personnel assigned to or in their first 6 months of assignment to a personnel readiness function. The Advanced Contingency Course consists of general force support contingency operations and addresses areas of concern to leaders in contingency situations, such as force bed-down and base recovery. Major components of the course include FS enduring principles, organizational structures, command and control, contingency personnel program support, resource management, installation development, leadership/management, and sustainment operations. This course is held at Maxwell AFB. RECOMMENDED PRE-WORK: Basic Contingency Course is not required but highly recommended.

**MFSS300 FSS Flight Leadership Course** **36.5 Contact Hours**

This distance learning-faculty led (DL-FL) course is open to 38F Force Support officers, equivalent civilians and SNCOs currently sitting or selected, as a Flight Chief, Flight Commander, or Flight Superintendent. This class focuses on general flight leadership topics including critical thinking, financial management, marketing, ethical leadership, force development, performance measurement, advisor skills, and customer service.

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

This resident course is open to Force Support Total Force civilians, officers, and SNCOs selected as FSS Operations Officers and Superintendents/Senior Enlisted Leaders. This course focuses on and provides specific skillsets to Force Support leaders that define, shape, develop, sustain, and deliver properly developed Air men and Space Professionals across the force. The Force Support Deputy Director, Operations Officer and Senior Enlisted Leaders Squadron Superintendents course is a job-specific course that seeks to build upon professional career and leadership development, while enhancing key competencies and skills to assist them with being innovative, critical, and creative thinkers and leaders at the operational level.

**MFSS400 FSS Leadership Course** **72.5 Contact Hours**

This blended distance learning and in-resident course provides Force Support Squadron (FSS) Commanders, Civilian Directors, and Deputies with Squadron leader-level familiarization of A1 enduring principles and capabilities, key competencies, FSS organization and mission, resource management, current issues/trends in FSS mission areas, readiness, and other topics necessary to serve as an FSS CC/CL/DD and their Installation's A1 Strategic Advisor. FSPDS Faculty, Senior A1 Leaders, and Functional experts presented material. Students also participate in open-discussion panels/seminars regarding peer and senior command experiences/expectations.

**MFSCC101 Basic Force Support Competency Course** **33.5 Contact Hours**

This distance learning-self-paced (DL-SP) course provides 38F Officers (Junior CGOs who completed IFSOC prior to January 2022), Civilians (GS-07-12 & equivalent APF grades; NF 2-4; CY2-3; NA/NS/NL-6 & above) and Enlisted (SrA-TSgt 3FX) familiarization on the Force Support competencies. This course provides tools, concepts, and perspectives to better prepare the students to transition from tactical-level to intermediate-level responsibilities within the A1 enterprise. The focus area is the four FS Competencies: Service Delivery, Resourcing, Workforce Analytics, Advisor. This course is delivered through the MyLearning platform.

**MFSPDS01 MRT SKILLED FACILITATOR (OEA)** **12 Contact Hours**

This three-day DL-FL seminar focuses on the fundamentals of facilitating learning objectives and creating positive learning environments for graduates of the Master Resilience Trainers. Students develop a philosophy of education statement and a professional growth plan.

# CIVILIAN LEADERSHIP DEVELOPMENT SCHOOL (CLDS)

## Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident and Distance Learning – See course entries for specifics
- Academic Credential: Contact hours

## Program Description

The CLDS operates its education and training program through its Manager/Supervisor Development Department, which combines Leadership Development, Coaching, and Mandatory Managerial and Supervisory Training (MST), and the Workforce Development Department. These sections provide educational opportunities, fill critical needs in the civilian continuum of learning, and meet federal and Department of Defense guidelines for succession and talent management for supervisors and managers, as well as orientation for all new DAF civilian employees. The school's courses are rooted in law and policy and meet the applicable learning objectives of both the Office of Personnel Management and Department of Defense frameworks for the respective categories of leadership, management, and supervisory development. Leadership development courses are also tied to succession and talent management and are required based on an individual's needed competencies as determined through MyVector, precision learning assessments, and/or as identified via supervisory vectoring in the Individual Development Plan process.

The CLDS offers courses within their program areas (Undergraduate, Supervisory, and Workforce Development) which support achievement of the Program Learning Outcomes established within each program area. The school offers most of its courses via distance learning, but it also delivers residence courses at Maxwell AFB, AL. Each course is an independent element of the CLDS program to develop civilian personnel.

## Program Learning Outcomes (PLOs)

1. Know personal competencies needed to create a cohesive unit fully supportive of its mission.
2. Understand competencies required to advance the organization's responsibilities within the framework of the operational mission.
3. Interpret competencies in effecting mission accomplishment.

## Faculty

The program is delivered by highly experienced faculty with a minimum of a bachelor's degree.

## Duration

Course duration varies and is listed in each course description, below.

## Eligibility/Target Audience

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (the ETCA course numbers are listed in the course descriptions below). The target audience is Department of the Air Force civilian employees and supervisors of civilian employees.

## Completion Requirements

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

## Course Descriptions

**MAFHRMS126 Basic Mediation Course** **32 Contact Hours**

This in-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 not on the schedule at this time; check the CPD website for updates and when it may be available.

**MAFHRMS127 Advanced Mediation Course** **40 Contact Hours**

This resident course is to further train individuals to serve as effective media tors for the Air Force. AFPD 51-12, *Negotiation and Dispute Resolution*, requires the Air Force to use alternative dispute resolution "to the maximum extent practicable and appropriate." To meet this directive, high-quality mediation training had to be institutionalized in the Air Force. The Advanced Mediation Course creates a small pool of highly trained, experienced mediators in the Air Force that will decrease reliance on expensive contract mediators. The purpose of this course is to prepare advanced mediators by emphasizing the "best practices" in mediation for the Air Force mediator. This course covers all the advanced techniques one would need to master several areas of mediation practice. This course is intended for civilian individuals who will mediate civilian disputes.

**MAFHRMS416 Military Personnel Management Course** **16 Contact Hours**

This DL course provides essential knowledge-based training to civilian employees who will supervise 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. The course covers Air Force-specific subject matter and is not intended for those who supervise members of our sister services. The target population for this course is first-level civilian supervisors of Air Force military personnel. NOTE: 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).

**MAFHRMS419 New Employee Orientation Course** **4.5 Contact Hours**

This mandatory DL course is designed to prepare newly hired civilian personnel to be more effective in their roles as civilian employees of the Department of the Air Force team. The curriculum provides an introductory understanding of the Department of the Air Force culture with its unique mission. The course covers institutional, developmental, and pertinent information through awareness of topics such as DAF Heritage, Core Competencies, Core Values, Customs and Courtesies, Force Development, and Personnel Administration. The curriculum is designed to enable students to assimilate into their role as members of the Total Force by providing broad overviews into related basic foundational subject matter. It is delivered asynchronously via the AF myLearning platform.

**MAFHRMS420 USAF Experienced Supervisor Course (ESC)** **Up to 20 Contact Hours**

This DL course is federally mandated and is classified as priority one training in DAFI 36-2670. It satisfies the legal requirement for supervisory refresher training. Completion of this course must appear in the student's official training record within three years of completing the initial or last supervisory course. This course is targeted to civilian supervisors (including civilians occupying ART positions). The course provides a refresher in civilian personnel management fundamentals and key supervisory competencies. The ESC is approximately 20 hours of self-directed work, with one 60-90 minute, instructor-led webinar for students who require remediation. The curriculum meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010, and includes topics mandated by the DoD Managerial and Supervisory Learning and Evaluation Framework.

**MAFHRMS421 Emerging Leader Course** **32 Contact Hours**

This DL course develops interpersonal communication and leadership skills for Air Force civilians considering future supervisory and leadership roles. The course provides a core foundation upon which leadership skills may be further

developed as an individual's responsibilities increase. The curriculum focuses on basic leadership theory, creating a culture of respect, oral and written communications and strategies for continuous improvement, conflict management, and problem solving. The course satisfies the federal law requirement for systematic development of emerging leaders to become supervisors as prescribed in 5 CFR, Section 412.202.

**MAFHRMS422 USAF Experienced Manager Course** **Up to 27 Contact Hours**

This DL course is federally mandated and is a requirement for all civilian managers who have completed the New Managers Course 3 years prior. The course is comprised of approximately 27 hours of self-directed work and includes an interactive, group-based case study emphasizing a collaborative problem-solving approach and shared senior leader experiences. The curriculum meets federal requirements contained in 5 U.S.C. 9902 and 5 CFR 412.201 as well as DoD and OPM Managerial and Supervisory framework requirements. The course provides Civilian Managers (coded Supervisory Responsibility Level 3 or equivalent) with a refresher in managerial skills and civilian personnel management fundamentals as well as a refresher on up-to-date federal human resource policy changes.

**MAFHRMS423 USAF New Manager Course** **Up to 27 Contact Hours**

This DL course is federally mandated and is a requirement for all first-time civilian managers. The course is comprised of approximately 27-hours of self-directed work, with optional online instructor-led webinars. The curriculum meets federal requirements contained in 5 U.S.C. 9902 and 5 CFR 412.201 as well as DoD, OPM Manager and Supervisory framework requirements. The course provides Civilian Managers (coded Supervisory Responsibility Level 3 or equivalent) with a sound foundation in managerial skills and civilian personnel management fundamentals.

**MAFHRMS425 USAF New Supervisors Course (NSC)** **Up to 36 Contact Hours**

This DL course is federally mandated and is classified as priority one training in DAFI 36-2670. It is a requirement for all first-time super visors of civilian employees, and completion of this course must appear in the students' official training record within one year of being assigned to a supervisory position. The NSC consists of approximately 36 hours of self-directed work, with weekly, optional 60-90 minute online instructor-led webinars each week. The curriculum meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010, and includes topics mandated by the DoD Managerial and Supervisory Learning and Evaluation Framework. The course provides supervisors of civilian employees with a sound foundation in supervisory skills and civilian personnel management fundamentals.

**MAFHRMS426 Introduction to Performance Management Coaching** **2 Contact Hours**

The Introduction to Performance Management asynchronous DL course provides an introductory overview of performance management coaching in the workplace. Coaching concepts are examined along with real-world Air Force examples relating to the employee performance management process. Students will be introduced to the fundamentals, competencies, principles, and philosophy of coaching necessary to become a coaching-leader, foster a coaching culture, and improve individual and organizational performance.

**MAFHRMS427 Performance Management Coaching for USAF Supervisors and Leaders** **24 Contact Hours**

The course supports the implementation of the DoD Performance Management and Appraisal Program (DPMAP) as well as other DoD appraisal systems currently in use. This DL course supports new supervisors and leaders to develop their coaching skills. There are three modules in the two weeks of readings, videos, and weekly webinars. The first module addresses the role of coaching, benefits of high emotional intelligence for supervisors, as well as coaching principles and skills essential for success in Performance Management Coaching. The second module addresses how to choose effective coaching techniques as an antidote to toxic leadership in the workplace. The final module addresses the importance of the performance planning meeting and how coaching can improve this process. The course is designed for Air Force civilian supervisors and leaders. Students must complete the Intro to Performance Management Coaching Course (MAFHRMS 426) prior to enrolling in this course. Students self-identify and register online for this course.

**MAFHRMS428 Developing Team Leader Course** **76 Contact Hours**

This DL course and is designed to enable civilian personnel to acquire the competencies needed to transition into team leaders. Students graduating will comprehend the core team leader skills and competencies required for future responsibilities, including strategic direction, problem solving, leadership communication, conflict management and team leader principles. Students will be assessed as to their understanding of the stated learning objectives using practical exercises, reflection papers, discussion board posts, self-assessments, traditional assessments, and completion of a capstone project. The course satisfies the federal law requirement for systematic development of emerging leaders to become supervisors as prescribed in 5 CFR, Section 412.202.

**MAFHRMS429 Performance Management Coaching for USAF Organizations** **20.5 Contact Hours**

This DL course provides an understanding of the role of coaching in organizational programs. It also assists new managers in acquiring the coaching competencies needed to coach themselves and others. The curriculum provides an intermediate understanding of the most current and relevant coaching information to USAF civilian leaders for creating a professional environment which promotes commitment, appropriate mindset, productive relationships, and a supportive coaching culture. Students gain a better understanding of their roles as leaders within their respective organizations as well as enhance their performance capabilities. Students must complete the Intro to Performance Management Coaching Course (MAFHRMS 426) prior to enrolling in this course.

# DEFENSE FINANCIAL MANAGEMENT AND COMPTROLLER SCHOOL (DFM&CS)

## Program Attributes

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

## 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 & Space Forces Professional Financial Management Course (A&SF 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 individual presentations and assessments. All three courses are accredited by the National Association of State Boards of Accountancy (NASBA) and are aligned with and formally mapped to the DOD Financial Management Certification Program.

## Program Learning Outcomes (PLOs)

Graduates can...

1. Demonstrate the ability to advise senior leaders by using enhanced strategic decision-support techniques.
2. Apply new techniques and concepts to improve personal leadership and interpersonal skills.
3. Explain the impact of organizational relationships on the DOD mission.
4. Appreciate the diverse FM disciplines within DOD.

## Faculty

Instructors at the DFM&CS possess a degree in finance, accounting, or a related academic field and at least three years of experience in financial/ resource management or a similar area. Currently the faculty includes instructors representing the Army, Navy, and Air Force.

## Duration

The DFMC consists of approximately 20 hours of pre-course work (a combination of online work and written requirements as specified) followed by 14 academic days in-residence at Maxwell AFB. The DDSC is four academic days typically taught as a mobile course conducted upon request at installations throughout the world. The A&SF PFMC consists of approximately 4 hours of pre-coursework followed by 14 academic days in-residence at Maxwell AFB.

## Eligibility/Target Audience

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (the ETCA course numbers are listed in the course descriptions below). In general,

- The target audience for DFMC students are DOD Financial Managers with grades O-4 and above, GS-12 and above, and E-8 and above. Lower grades are authorized to attend by exception only. Individual Services and DoD Agencies prioritize their nominees and may further restrict attendance. The target audience for the DDSC varies depending on the location. To help facilitate organizational change and increase throughput, mobile DDSC classes are open to any available rank or grade. Students selected for this course should already possess a broad knowledge of the DOD FM environment, a strategic perspective, and above-average critical/creative thinking and communication skills (oral and written).
- The target audience for the A&SF PFMC is Department of the Air Force GS-9 through GS-12s with at least four years of financial management experience (target less than 10 years) and 60+ higher education credit hours; Department of the Air Force Financial Management Captains between 4-9 years of time in service (or officers accepted to the Financial Management Leadership Program); Department of the Air Force Master Sergeants with no more than 15 years of time in service who have an associate's degree and are vectored by the FM Enlisted Development Team to attend PFMC.

## Completion Requirements

Participants must successfully complete all testing, writing, speaking, and seminar participation assignments, which demonstrate comprehension of the material and the ability to apply it in a professional environment.

## Course Descriptions

**MLMDC503 Defense Financial Management Course** **110 Contact Hours**

The Defense Financial Management Course (DFMC) is a DoD course and bridges the gap between technical competencies and strategic financial management and leadership orientation. The course enhances students' critical thinking, analytical, leadership and conflict resolution skills while broadening their financial management experience. The DMFC curriculum includes three education blocks: Leadership and Communications, DoD Strategic and Financial Management Environment, and Decision Support. The curriculum is delivered through presentations, interactive seminars, networking, small group discussions and instructor-facilitated exercises. Instructors lay a solid foundation of principles in each education block. Guest lecturers then discuss the application of these principles and practices. Successful completion of this course and all 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.

**MLMDC505 Air and Space Force Professional Financial Management Course** **110 Contact Hours**

The Air and Space Force Professional Financial Management Course (A&SF PFMC) enhances mid-level financial managers' skills through competency-based education focusing on leadership skills; critical thinking, analytical, and decision support capabilities; and expanding overall financial management abilities. The faculty uses lectures, interactive seminars, small group discussions, guest speakers and facilitated practical exercises to help students achieve the learning objectives. Most of the course content will focus on financial management within an operational environment rather than an acquisition organization. The A&SF PFMC is primarily mapped to meet the educational requirements for DoD FM Level 2 certification.

## AIR FORCE CHAPLAIN CORPS COLLEGE (AFCCC)

### Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident and Distance Learning – See course entries for specifics
- Academic Credential: Contact hours

### Program Description

The curriculum provides the highest-quality professional continuing education and resources to provide spiritual care and advice to leadership. The Air Force Chaplain Corps College (AFCCC) conducts three basic chaplain courses, two chaplain corps spiritual leadership courses, two deputy wing chaplain courses, two wing chaplain courses, two superintendent/ noncommissioned officers in charge (NCOIC) chapel operations courses, religious affairs, one senior chaplain course, one religious affairs Airman senior leadership course, and one religious affairs Airman, crisis intervention crisis counseling course each year. If funding is available, the college may offer additional PCE courses each year covering topics of interest to the Chaplain Corps

### Program Learning Outcomes (PLOs)

Graduates can...

1. Perform professional duties and responsibilities commensurate with the roles of chaplains and religious affairs airmen in providing spiritual care.
2. Apply key principles to advising leadership and commanders in the discharge of their responsibilities.
3. Apply spiritual leadership principles via transformational leadership within the Chaplain Corps.
4. Demonstrate how to provide ministry in the readiness and deployed environment.
5. Develop, implement, control, and evaluate religious programs to ensure unit and wing ministry effectiveness.

### Faculty

AFCCC chaplain teaching faculty members must possess a master's degree in divinity or a comparable field and be endorsed by their ecclesiastical body. Religious affairs airmen teaching faculty may possess higher degrees of education but must be certified in education training programs.

### Duration

Courses vary in length from 3 to 30 days.

### Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information for each course (the ETCA course numbers are listed in the course descriptions below).

- The prerequisites for the Basic Chaplain Course are selection for duty as a chaplain.
- Chaplains must complete Officer Training School before attending the Basic Chaplain Course.
- Other courses are pulse-point and just-in-time training to meet the needs of the Chaplain Corps.

## Completion Requirements

Students must meet all grading standards and will evidence mastery of the concepts and processes used in the accomplishment of ministry within the Air Force and pass required exams and measurements.

## Course Descriptions

**MAFCSI101 Basic Chaplain Course (BCC)** **160 Contact Hours**

This resident course introduces chaplains to the unique aspects of ministry within the Air Force and facilitates the new chaplain's transition from civilian ministry to ministry within the Air Force community. It prepares chaplains to work as a team with religious affairs airmen as religious support teams (RST) and other chaplains of diverse faiths. Unique subjects such as ministry in a readiness environment, military funerals, funds management, pastoral/warrior care within the Air Force, inclusive chapel programs, solution-focused counseling, and chaplain administrative responsibilities are some of the lessons presented.

**MAFCSI114 Deputy Wing Chaplain Course (DWCC)** **80 Contact Hours**

This resident course is an intense learning environment designed to educate and develop supervisory chaplains in the vital disciplines of leadership, followership, and management. Specific instructional emphasis is placed on transactional leadership, short- and long-term supervision and mentoring, resource management, organizational planning, AF compliance, and Religious Support Team readiness. Additionally, the Deputy Wing Chaplain or Branch Chief must demonstrate the ability to embrace the Wing Chaplain's leadership vision and, should the Wing Chaplain deploy, follow the Wing Commander's leadership vector and MAJCOM Chaplain Corps guidance to achieve mission success.

**MAFCSI115 Wing Chaplain Course (WCC)** **80 Contact Hours**

This resident course trains selected chaplains to function in 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.

**MAFCSI125 Chaplain Spiritual Leadership Course (CSLC)** **40 Contact Hours**

This resident course is designed to create Chaplain Corps leaders who can effectively lead Chaplain Corps teams, care for fellow team members, follow senior chaplain leaders, accomplish the ministry mission of the Chaplain Corps, and analyze and solve complex spiritual leadership challenges (critical thinking).

**MAFCSI129 Senior Chaplain Course (SCC)** **24 Contact Hours**

This virtual course prepares selected chaplains for strategic-level leadership dealing with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM 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 (CCCEI)** **24 Contact Hours**

This resident course addresses current hot issues and topics faced by the Chaplain Corps. It gives the Chaplain Corps the capability to respond quickly to emergent needs in spiritual care and advising leaders. It gives students essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum.

**MAFCSI131 Religious Affairs Senior Leadership Course (RASLC)** **24 Contact Hours**

This virtual course prepares selected religious affairs airmen for strategic-level leadership dealing with current issues affecting the Chaplain Corps as they relate to senior leaders in MAJCOM positions. The course will provide essential analytical tools for identifying and addressing religious issues throughout the geopolitical spectrum. The student will learn strategic planning methodology and demonstrate the ability to construct a comprehensive strategic plan.

**MAFCSI132 Spiritual Care for Wounded Warriors (SCWW)** **24 Contact Hours**

This resident course enhances spiritual care competencies for Chaplains and Religious Affairs Airmen in providing care for wounded warriors who exhibit internal and external wounds of war. This course draws on the subject matter expertise of AFCCC faculty, diverse field experiences of students, as well as the knowledge of guest presenters to maximize learning.

**MAFCSI136 Intervention Crisis Counseling for Religious Affairs (ICCRA)** **24 Contact Hours**

This resident course prepares religious affairs airmen to conduct intervention and crisis counseling. It updates religious affairs airmen on the latest resources, techniques, and processes for intervening in crisis situations.

**MAFCSI137 Superintendent/NCOIC, Religious Affairs Course (SNRAC)** **80 Contact Hours**

This resident course addresses concepts, techniques, and processes involved in leading and managing chapel operations. This course draws on the subject matter expertise of AFCCC faculty, diverse field experiences of students, Air Force Chaplain Corps strategic-level leaders, as well as the knowledge of guest presenters to maximize learning.

**MAFSCI139 Embedded Religious Support Team Course (ERC)** **40 Contact Hours**

This resident course prepares tactical-level Embedded RSTs to inspire readiness through unity ministry, spiritual care, and religious advisement while assigned to a Line of the Air Force Commander (Squadron, Group or Wing).

## AIR FORCE CONTINUOUS IMPROVEMENT AND INNOVATION (CI2) BLACK BELT CERTIFICATION COURSE

### Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Black Belt Certification

### Program Description

The Air Force Continuous Improvement and Innovation (CI) Black Belt Certification Course provides instruction to understand the concepts and use of the tools related to process improvement methodologies of Lean, Six Sigma, Theory of Constraints (ToC), and Business Process Reengineering (BPR). The course provides an understanding of why, how, and when each of the process improvement methodologies should be used. This course is the bedrock of a more robust, Department of the Air Force (DAF) continuous improvement initiative, providing the education required by all DAF members charged with continuous improvement.

### Course Learning Outcomes (CLOs)

Graduates can...

1. Comprehend CI methodologies used for process improvement across DAF; Lean, Six Sigma, Theory of Constraints (ToC), and Business Process Reengineering (BPR).
2. Comprehend the Air Force Practical Problem-Solving Model.
3. Lead efforts to maximize value and eliminate waste in all environments—operational, support, and otherwise.

### Faculty

All instructors are experienced (Black Belt certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

### Duration

This course lasts 10 academic days and is 1 week online and 1 week in-residence.

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MAFSO2101). In general,

- This course is open to all active-duty Air Force, Reserve, and Guard officers, DOD civilians and enlisted personnel in the grades of TSgt through CMSgt.
- Except in rare instances, students are required to complete CPI green-belt (GB) certification prior to attending this course.

## Graduation Requirements

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

## Plan of Study

Upon completion of the training, the students are prepared to lead and assist leadership in executing Lean, Six Sigma, ToC, and BPR projects or to assist experienced greenbelts in conducting continuous improvement events. The students will also be prepared to mentor new students by teaching the Lean/Six Sigma/ToC/BPR methodologies in just-in-time lessons associated with continuous improvement events or other venues as required.

## Course Description

**MAFSO2101 Black Belt Certification Course** **80 Contact Hours**

This course includes advanced continuous 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 CI events or projects in more than one C12 methodology, with one or more events at a cross-functional or enterprise-wide level. Green Belt certification is a prerequisite for Black Belt training. The DAF course, sponsored by SAF/MGB, satisfies Black Belt certification training requirements.

# CONTINUOUS PROCESS IMPROVEMENT (CPI) SENIOR LEADER COURSE (SLC)

## Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Certificate of completion

## Program Description

The Air Force Continuous Process Improvement (CPI) Senior Leader Course (SLC) is intended to provide an understanding and equip leaders with the ability to assess the gaps in systems and organizational structure that need to be addressed to allow a culture of problem-solving and continuous improvement to develop. The course will provide basic instruction for an understanding of the concepts related to process improvement methodologies of Lean, Six Sigma, Theory of Constraints (ToC), and Business Process Reengineering (BPR).

## Course Learning Outcomes (CLOs)

Learning in this course will provide senior leaders with the tools and techniques to lead efforts to maximize process value in all environments—operational, support, and otherwise—and fully integrate CPI across their entire organization.

## Faculty

All instructors are experienced (BB certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

## Duration

This course lasts 16 academic hours.

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MAFSO2102). In general,

- This course is open to all active-duty Air Force, USSF, Reserve, and Guard officers, and DOD civilians and senior enlisted personnel in the grades of O-6, GS-15, and E-9.
- It is also appropriate for subordinate commanders and other key senior leaders to attend.
- There are no prerequisites for attending this course.

## Completion Requirements

Students must meet all grading standards and complete all course requirements. Upon completion of the course, leaders are prepared to lead, assist, support, and guide members of their respective organization in executing Lean, Six Sigma, and ToC projects or to assist practitioners in conducting process improvement events that contribute to the execution of their organization's strategy.

## Course Description

**MAFSO2102 Senior Leader Course** **16 Contact Hours**

The objective of the CPI Senior Leaders Course is to augment O-6/GS-15/CMSgt/Sq CC/Superintendents/other key senior leaders' leadership skills with an understanding of how to manage process performance and strategy execution by strategically aligning the outcomes continuous process improvement using CPI tools and techniques. The course includes 1.5 days of classroom instruction on process improvement concepts, roles, responsibilities and a one half-day visit to an Air Force or industry operation that provides first-hand exposure to Lean tools in operation. There are no prerequisites for the SLC. The course, sponsored by SAF/MG, satisfies senior leader change management training requirements.

**IP700 Case Studies and Exercises** **7 Contact Hours**

IP 700 provides an opportunity for students to take knowledge they've gained through lectures, class readings, and case studies and apply that knowledge in an exercise scenario.



# AIR FORCE FIRST SERGEANT ACADEMY (FSA)

## Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Credit hours towards CCAF degree
- Air Force Credential: AFSC "8F000" award

## Program Description

The Air Force First Sergeant Academy (FSA) is a leadership development and technical training course designed to train, educate, and develop select senior noncommissioned officers to serve as Air Force first sergeants. First sergeants advise commanders on the readiness, health, morale, welfare, and quality of life of Airmen and families to ensure a mission-ready force. The FSA is a Total Force academy and integrates students from the active-duty, Air Force Reserve, and Air National Guard components, as well as Sister Service and International Partners. The course is accredited by the Community College of the Air Force and currently awards nine semester hours towards a degree in Human Resource Management. Upon graduation, students are awarded the special duty identifier (SDI) 8F000 and authorized to wear the first sergeant chevron.

The resident learning course consists of 190 hours and is divided into four weeks of demanding curriculum to include First Sergeant Responsibilities, Maintenance and Discipline, Negotiation and Dispute Resolution, Resiliency Training, and First Sergeant Legal Orientation. FSA also partners with other schools across Air University and industry experts. Vectored first sergeants will attend 20 days of resident study at Maxwell AFB–Gunter Annex, Montgomery, Alabama.

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

## Program Learning Outcomes (PLOs)

Graduates can...

1. Provide commanders with a mission-ready force by advising on all matters affecting unit readiness, health, morale, discipline, welfare, quality of life, legal, and quality force indicators.
2. Lead the unit effort in developing, nurturing, and cultivating a professional culture of character grounded in the Air Force Core Values.
3. Facilitate and execute commander's intent by ensuring Airmen's understanding and compliance with unit policies, goals, and objectives.
4. Prepare the unit's enlisted force to best execute all assigned tasks through effective written and oral communication.
5. Maintain balance/harmony by practicing self-care throughout the first sergeant tour (personal and professional).

## Faculty

All personnel selected as FSA faculty must carry the first sergeant SDI. FSA faculty members are required to have a minimum of an associate degree (bachelor's degree is preferred) and must complete the Academic Instructor Course (or equivalent) after arrival. Within the first year of teaching, the faculty must complete 120 hours of student contact internship and 30 hours of curriculum development.

## Duration

The course length is 20 academic days in-residence, and the facility can support up to 106 students per resident class. There are seven resident classes offered each fiscal year.

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MFSA8F000). In general,

- The FSA course enrolls master sergeants from Reg AF, ANG, and AFRC.
- Refer to AFI 36-2113, *The First Sergeant*, and the special duty catalog (SPECAT) guide for the application, training, and selection process for first sergeant duty in each of the three components.

## Graduation Requirements

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

## Plan of Study

| Content Area/Block/Module | Contact Hours |
|---|---|
| Administration | **13** |
| Physical Training | **6** |
| Block 1–Human Resource Management | **112** |
| Block 2–Maintenance of Discipline | **41** |
| Block 3–Readiness | **18** |
| **Total (FSA)** | **190** |

## Content Area Descriptions

**Administration** **13 Contact Hours**

Accomplish the administrative details incidental to the AF FSA, conduct in processing, and review course curriculum.

**Physical Training** **6 Contact Hours**

Participate in an extensive physical training program.

**Block 1–Human Resource Management** **112 Contact Hours**

Comprehend and value how preventive intervention impacts the unit.

**Block 2–Maintenance of Discipline** **41 Contact Hours**

Comprehend quality force management policies, practices, and procedures as a tool for corrective actions. Know contents of Manual for Courts-Martial and comprehend the applications of its principles.

**Block 3–Readiness** **18 Contact Hours**

Comprehend the first sergeant's role and responsibilities in a deployment process and apply the information in a deployment scenario.

# CIVILIAN ASSOCIATE DEGREE PROGRAM (CADP)

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

## Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Distance Learning
- Academic Credential: Associate Degree

## Program Description

The Associate of Science (AS) in Air Force Leadership and Management Studies (AFLMS) is known as the Civilian Associate Degree Program or CADP. This 60 credit-hour program helps Department of the Air Force civilians reach their full leadership potential by providing the opportunity to achieve an AS in Air Force Leadership and Management Studies. The program builds knowledge and skills in three distinct program areas: leadership, management, and airpower studies. The Eaker Center's Civilian Leadership Development School (CLDS) faculty teaches the required classes for the program major in an entirely online format while students complete general education/elective classes through credit by examination of transfer credit. Civilian Associate Degree Program (CADP) executes the Associate Science in Air Force.

## Program Learning Outcomes (PLOs)

Graduates can...

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

## Faculty

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

## Duration

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

## Eligibility

All DAF civilians who meet basic eligibility requirements, below, may apply for the CADP.

- Permanent, full-time, appropriated fund and non-appropriated fund Department of the Air Force (DAF) civilians are eligible to apply.
- Permanent, full-time Appropriated Fund (APF) Air Force civilians in any grade (NOT WAIVERABLE).
- Must have a high school diploma, GED, or equivalent (NOT WAIVERABLE).
- Must have received an acceptable rating on most recent performance appraisal (If applicable).
- May have some college credit but can NOT have been awarded a post-secondary degree from an accredited 2- or 4-year college or university.
- Must coordinate supervisor agreement to provide access to a computer for schoolwork and up to 3 hours per week of duty time for class attendance (contingent upon mission requirements); & must provide a copy of the agreement to CLDS (NOT WAIVERABLE).

## Admission Requirements

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

## Graduation Requirements

To earn the Associate of Science in Air Force Leadership and Management Studies, students must successfully complete the major required program courses, as listed below. As well, students must complete the general education and elective courses, comprising the 60-semester-hour program. A grade of "C" or higher must be obtained on each academic course with an overall GPA of 2.0 or higher on a 4.0 grading scale. Students may transfer to a bachelor's degree program upon graduation.

## Plan of Study

| Course Number and Title | Semester Hours |
|---|---|
| **PROGRAM MAJOR COURSES** | |
| APW1002 Professionalism in the Air Force | **3** |
| APW1003 Civilian History and Heritage of the Air Force | **3** |
| LDR1001 Foundations of Leadership | **3** |
| LDR1500 Principles of Leadership 1 | **3** |
| LDR2001 Thinking, Logic, and Decision Making | **3** |
| LDR2500 Principles of Leadership 2 | **3** |
| MGT1001 Introduction to Management | **3** |
| MGT2002 Conflict Resolution | **3** |

| Course Number and Title | Semester Hours |
|---|---|
| MGT2003 Organizational Culture | **3** |
| MGT2004 Process Improvement | **3** |
| **GENERAL EDUCATION AND ELECTIVES COURSES*** | |
| GE101 Written Communication | **3** |
| GE102 Oral Communication | **3** |
| GE103 College Math | **3** |
| GE104 Humanities | **3** |
| GE105 Social Sciences | **3** |
| EL200 General Electives | **15** |
| **TOTAL (AS-AFLMS)** | **60** |

*Note: * General Education and Elective Courses may be completed using transfer credits or credit-by-examination.*

## Course Descriptions

**APW1002 Professionalism in the Air Force** **3 Semester Hours**

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

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

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

**LDR1001 Foundations of Leadership** **3 Semester Hours**

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

**LDR1500 Principles of Leadership 1** **3 Semester Hours**

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

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

This course will introduce students to how critical thinking drives overall performance and improves the ability to make smarter decisions. It helps Air Force organizations reach their goals quickly and effectively by thinking or reasoning

through issues in an organized manner. This course will introduce students to various decision-making models with a primary focus on models often used throughout the Department of Defense. This course will also introduce students to problem-solving techniques. Students will learn to explore which decision-making approach best fits their work environment and adapt models as necessary to make decisions as a Civilian Airman.

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

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

**MGT1001 Introduction to Management** **3 Semester Hours**

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

**MGT2002 Conflict Resolution** **3 Semester Hours**

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

**MGT2003 Organizational Culture** **3 Semester Hours**

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

**MGT2003 Process Improvement** **3 Semester Hours**

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

**GE100 General Education Courses** **15 Semester Hours**

**EL200 General Electives** **15 Semester Hours**

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

**APW1004 Constitutional Literacy** **3 Semester Hours**

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

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

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

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

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

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

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

**MGT1002 Performance Management Coaching** **3 Semester Hours**

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

**MGT2005 Organizational Behavior** **3 Semester Hours**

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

# GLOBAL COLLEGE OF PROFESSIONAL MILITARY EDUCATION (GCPME)

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

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

## Program Attributes

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

## Program Description

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

The OLMP is offered in four concentrations and all four concentrations are separate from ACSC's traditional nonresident IDE program. Upon successful completion of any of the OLMP concentrations, students earn an accredited MMOAS degree. The MMOAS – Joint Warfare concentration also awards Joint Professional Military Education Phase I (JPME I) credit.

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

## Program Learning Outcomes (PLOs)

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

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

globally integrated operations.

6. explain the conduct of contemporary and emerging warfare.

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

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

## Faculty

The Global College of PME employs a blend of exceptionally qualified civilian and military experts as full-time faculty and adjunct instructors. Civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the program while simultaneously ensuring adherence to validated pedagogical theory and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matter addressed. These qualities are represented in both the full-time Global College of PME faculty and the adjunct instructors. All faculty members have at least a master's degree.

## Duration

The academic program consists of 10 eight-week courses (six core courses and four concentration courses) for a total of 30 Credit Hours of credit. Students have up to five years from the start date of their first course to complete the program. Although the typical student can complete the program in about two years, the program's rigor requires a significant time commitment to meet that goal. Students may also request a one-time extension of up to 1 year.

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MACSC010). The OLMP offers four (4) concentrations—each with unique eligibility requirements that are detailed in the concentration entries that follow.

## Admission Requirements

1. USAF/USSF Military: USAF/USSF military students can access enrollment information through the Air University Student Lifecycle Management (SLcM) system available through the GCPME website (https://www.airuniversity.af.edu/GCPME/), selecting the "Online Master's Degree" on the right side, and then downloading and completing the instructions posted on the "Application for Admission" tab. Before applying, students must confirm that their official record accurately reflects all degrees earned. Refer to the Air Force Personnel Center (AFPC) website's education and training link to check official records. Contact AFIT Coding Branch to update academic information in official records.
2. Civilians: Department of the Air Force (DAF) civilian personnel are allowed to apply for the Joint Warfare Concentration only. Applicants must contact their career field team (CFT) to begin the application process.
3. US Sister Service (Military): Eligible personnel include O-4 selects and O-4s on active duty or in the Guard or Reserves. Individuals who have completed either a master's degree or IDE are still eligible. However, individuals who have already completed both a master's degree and IDE are ineligible. Note: Sister Service acceptance into the program is limited by space availability within the program. Additionally, as per Army regulations, Army officers will not enroll in other than Army schools without written approval of the DCS, G-3/5/7 (Director of Training). AR 350-1, 10 DEC 2017.

## Graduation Requirements

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

## MMOAS OLMP – JOINT WARFARE (JW) CONCENTRATION

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

### Eligibility: MMOAS OLMP Joint Warfare (JW) Concentration.

Refer to DAFI 36-2670, *Total Force Development,* for detailed eligibility requirements.

1. US Air Force and US Space Force: Eligible personnel include O-4 selects and O-4s on active duty or in the AFRES and ANG. Individuals who have completed either a master's degree or IDE are still eligible. However, individuals who have already completed both a master's degree and IDE are ineligible.
2. Civilians: Department of the Air Force civilians in grades GS-12 and GS-13 who have not already completed a master's degree may be competitively selected to enroll in the program. Air Force civilians should contact their local civilian personnel office if interested in consideration.
3. US Sister Service (Military): Sister service applicants must meet the following eligibility requirements:
    a. Must be currently serving in the US Space Force, Navy, US Army, US Marine Corps, or US Coast Guard in the grade of O-4 or O-4 select.
    b. Must have a regionally accredited bachelor's degree.
    c. Individuals who have a master's degree or have completed IDE—to include ACSC DL—may apply. Individuals who have completed both a master's degree and IDE are ineligible.

### Plan of Study: MMOAS OLMP – JW Concentration

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

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

## MMOAS OLMP – LEADERSHIP CONCENTRATION

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

### Eligibility: MMOAS OLMP – Leadership Concentration.

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

### Plan of Study: MMOAS OLMP – Leadership Concentration

| Course Number and Title | Credit Hours |
|---|---|
| OC-5510 Orientation Course | **Non-Credit** |
| LW-5510 Leadership and Warfare | **3** |
| AP-5510 Airpower Studies | **3** |
| NS-5510 International Security Studies | **3** |
| WS-5510 Warfare Studies | **3** |
| RE-5610 Research/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** |
| **TOTAL (MMOAS OLMP – Leadership Concentration)** | **30** |

## MMOAS OLMP – OPERATIONAL WARFARE (OW) CONCENTRATION

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

### Eligibility: MMOAS OLMP – OW Concentration.

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

### Plan of Study: MMOAS OLMP – OW Concentration

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

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

## MMOAS OLMP – NUCLEAR WEAPONS (NW) CONCENTRATION

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

### Eligibility: MMOAS OLMP – NW Concentration.

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

### Plan of Study: MMOAS OLMP – NW Concentration

| Course Number and Title | Credit Hours |
|---|---|
| OC-5510 Orientation Course | **Non-Credit** |
| LW-5510 Leadership and Warfare | **3** |
| AP-5510 Airpower Studies | **3** |
| NS-5510 International Security Studies | **3** |
| WS-5510 Warfare Studies | **3** |
| RE-5610 Research/Electives I | **3** |
| RE-5611 Research/Electives II | **3** |
| NW-5302 Nuclear Weapons Studies | **12*** |
| **TOTAL (MMOAS OLMP – NW Concentration)** | **30** |

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

## Course Descriptions: MMOAS OLMP — JW Concentration

**OC-5510 Orientation Course** **Noncredit**

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

**LW-5510 Leadership and Warfare** **3 Credit Hours**

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

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

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

**NS-5510 International Security Studies** **3 Credit Hours**

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

**WS-5510 Warfare Studies** **3 Credit Hours**

The Warfare Studies course introduces students to the canon of military theory, focusing on such issues as the nature of war, the levels of war, the range of military operations, military strategy, and operational art. It looks specifically at traditional forms of warfare but also examines such alternative forms as guerilla warfare, insurgency, counterinsurgency, and other forms of warfare. Students will apply the lessons of military theory and their understanding of warfare to operational challenges facing both today's and tomorrow's United States military.

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

The Research/Electives I program complements the Global College of PME'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 Credit Hours**

The Research/Electives II program complements Global College of PME'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 (RE5610) is a prerequisite for this course.

**LC-5510 The Practice of Command** **3 Credit Hours**

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

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

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

**JP-5510 Joint Planning** **3 Credit Hours**

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

**JA-5510 Joint Air Operations** **3 Credit Hours**

The Joint Air Operations course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. The course focuses specifically on the importance of the Joint Force Air Component Commander's (JFACC), 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.

## Course Descriptions: MMOAS — Leadership Concentration

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

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

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

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

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

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

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

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

## Course Descriptions: MMOAS — OW Concentration

**OW-5302 Operational Warfare Studies** **12 Credit Hours**

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

## Course Descriptions: MMOAS — NW Concentration

**NW-5302 Nuclear Weapons Studies** **12 Credit Hours**

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

# AIR WAR COLLEGE DISTANCE LEARNING (AWC DL)

## Program Attributes

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

## Program Description

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

The AWC DL 19.0 is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. The AWC DL experience is designed to "…develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education." The curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation of online seminars by DL-certified faculty, and the ability to customize the program to suit personal and professional needs.

## Program Learning Outcomes (PLOs)

Graduates can...

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

## Faculty

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

## Duration

All courses must be completed within three (3) years from the date of program enrollment. The time for a student to complete the program depends on such factors as official duties, deployments, and other commitments. Students are encouraged to set realistic goals to proceed through the program at a reasonable pace. Students who do not complete a program before the three-year limit may request a one-time extension of up to 12 months.

## Eligibility

- Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MAWC003).
- Eligibility for AWC DL is published in Department of the Air Force Instruction (DAFI) 36-2670, *Total Force Development.* Chapter 3 defines the eligibility criteria for AWC DL for all military personnel (regular,

guard, and reserve); Chapter 5 for civilians; and Attachment 20 for all international officers. In general,

- Military: AWC DL is offered to O-5 selects and above. Persons may be USAF/USSF active-duty, Guard or Reserves; sister service active-duty, Guard or Reserve; or Civil Air Patrol.
- Civilian: Civilians may be federal civil service employees in the grades of GS 13/14/15 or equivalent grades.
- International: International applicants must be an O-5 select or higher. International officers must forward requests to Air Force Security Assistance Training (AFSAT) (with a CC to SAF/IA) through the country security assistance organization or country embassy. Please refer to DAFI 36-2670, *Total Force Development,* for guidance.

## Enrollment

- Eligible personnel can enroll following the step-by-step enrollment instructions posted on the AWC DL homepage (https://www.airuniversity.af.edu/GCPME/AWC/) under the "Enrollment" banner.
- Enrollment instructions will take students to the Student Lifecycle Management (SLcM) website, CAC required, to complete the enrollment process.
- International students will be enrolled by the Global College of PME once approved by AFSAT and the AU Registrar.

## Completion Requirements

Students must successfully complete nine Foundational courses and 45 hours of Focused Studies courses. Completing 45 hours typically requires two or three courses total. One of the Focused Studies courses must be facilitated.

## Plan of Study

| Course Number and Title | Contact Hours |
|---|---|
| **FOUNDATIONAL COURSES (ALL REQUIRED)** | |
| ORN-701S Orientation | **0** |
| LDR-710S Strategic Leadership | **20** |
| LDR-711S Senior Leadership | **20** |
| LDR-712A Applied Senior Leadership | **25** |
| ISS-700S International Security Studies | **15** |
| SPC-700S Strategic Space Foundations (Edition 19 only) | **5** |
| AIR-700S Airpower, Spacepower, and National Strategy | **15** |
| AIR-701A Applied Security Studies | **25** |
| NSP-8XX Global Security (Choose One)<br>• NSP-810A USAFRICOM Region<br>• NSP-820A USCENTCOM Region<br>• NSP-830A USEUCOM Region<br>• NSP-840A USNORTHCOM Region<br>• NSP-850A USPACOM Region<br>• NSP-860A USSOUTHCOM Region<br>• NSP-870A USSOCOM Region<br>• NSP-880A USSPACECOM Region | **30** |
| **FOCUSED STUDIES** | |
| 900 Series courses (must include one Facilitate course) | **45** |
| **TOTAL (AWC DL)** | **200** |

## Course Descriptions: FOUNDATIONAL COURSES (All required)

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

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

**LDR-710S Strategic Leadership** **20 Contact Hours**

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

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

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

**LDR-712A Applied Senior Leadership** **25 Contact Hours**

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

**ISS-700S International Security Studies** **15 Contact Hours**

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

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

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

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

Air, Space, and Cyber power each have unique relationships with national strategy. This course continues the national strategy conversation begun in the International Security Studies course, examining how, as parts of the military instrument of power, airpower, spacepower, and cyberpower interact with national strategy. In this course you will explore those relationships by examining how national strategy influences their employment and conversely, how their

inherent capabilities inform and shape strategy. You will consider multiple strategic approaches to air, space, and cyber power employment supporting national end states. The course concludes with examples of how air, space, and cyber power have been applied in deterrence, compellence, and hybrid problem sets.

**AIR-701A Applied Security Studies** **25 Contact Hours**

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

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

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

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

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

**Course Descriptions: FOCUSED STUDIES (45 hours Required)**

Focused studies courses expand learning beyond the core areas allowing students to tailor their educational experience by selecting areas of study they determine best meet their needs. The focused studies courses include self-paced and facilitated courses. The focused studies courses are an integral part of each officer PME certificate program. As a result, the facilitated courses will normally have a mix of students from all three levels (SOS, ACSC, and AWC). Most of the Focused Studies courses are grouped in "Suites" with a culminating facilitated course provided to solidify the student's understanding of the subject. Students are required to complete 45 hours including one facilitated course. Completing 45 hours typically requires two or three courses total.

**POWER AND PERSUASION SUITE :**
(Take LDR-951S +1 self-paced + Facilitated)

**LDR-951S Power, Status, and Influence** **15 Contact Hours**

Power, status, and influence are key organizing factors in groups from small teams to large organizations. This course examines empirical research on the foundations of power, status, and influence as well as how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of group dynamics within their own organization and how to leverage this understanding to become a more effective leader in

civilian and military organizations.

**LDR-952S Negotiations in the Military Environment** **15 Contact Hours**

The Negotiations in the Military Environment course offers students an opportunity to learn how to apply negotiation theory in a military context. Course topics include an introduction to negotiation fundamentals, practical models and tools that enhance negotiation processes, and examples and interactive exercises that demonstrate negotiating in action.

**LDR-953S Principles of Strategic Communication** **15 Contact Hours**

Principles of Strategic Communication explores the concept of strategic communication and its importance in today's volatile, uncertain, complex, and ambiguous (VUCA) environment. Students will learn why strategic communication matters, its relationship to information operations, its purpose and processes, how to become a better listener, and how to influence behavior in a target audience. With a focus on social media, students learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

**LDR-954A Weapons of Mass Persuasion (Facilitated)** **15 Contact Hours**

This capstone facilitated course builds on the concepts of power, status, and influence with an understanding of strategic communication and negotiation processes in a military context. Students will demonstrate their understanding of how leaders benefit from a firm grasp of these concepts and how strategic communication and negotiating skills can complement each other to further a leader's effectiveness in accomplishing the mission.

**CURRENT AND FUTURE CONFLICTS SUITE:**

(Take any 2 + Facilitated)

**ISS-951S Deterrence** **15 Contact Hours**

The use of threat to prevent adversarial action is a fundamental construct in United States national strategy and merits serious thought. Although widely associated with the threat of nuclear war, deterrence principles operate in many domains including counterterrorism, space, and cyberspace. Given the lethality of modern weaponry, we live daily with the prospect that deterrence failure may result in mass destruction. It is especially important that those who participate in this strategy become familiar with it.

**WAR-951S Fire and Flux: The Changing Character of War** **15 Contact Hours**

The Changing Character of War covers the factors that affect the nature of warfare. It explores how changes in domains, politics, society, and technology affect how war is fought. The course also examines the major thinkers (Clausewitz, Sun Tzu, Jomini, Mahan, and Corbett), and their theories concerning the changing character of war. By learning about change and continuity, students in this course develop a comprehensive understanding about the wars of the future and how to plan and prepare for them.

**WAR-952S Gray Zone Warfare** **15 Contact Hours**

The course introduces the concepts of gray zone conflicts and hybrid threats and examines how these concepts both interact and might be countered. The course topics include defining the gray zone, examining how conflicts are waged within them, the composition and operations of hybrid threats, the synergy these concepts enjoy with one another, and the challenges involved in countering them in isolation and together. This course also includes several recent or current case studies illustrating the wide range within which these concepts exist.

**WAR-953A Unknown Unknowns: Current & Future Conflict (Facilitated)** **15 Contact Hours**

Unknown Unknowns: Current and Future Conflict is a capstone course that applies the concepts learned in Fire and Flux: The Changing Character of War, Deterrence, and Gray Zone Warfare for an in-depth exploration of the complexities of war. The course requires students to be familiar with the concepts from at least two of the self-paced courses in this suite. Students will discuss the evolution of future warfare: what it might look like, how it may be fought or deterred, and what the United States needs to do to prepare for an unknown future.

**GEOPOLITICS AND SECURITY SUITE:**

(Take 1 + Facilitated + any self-paced)

**ISS-952S Regional Studies: European Union** **15 Contact Hours**

This course covers the development of the European Union (EU), and the challenges that organization faces as it attempts to become a global player. The course begins with an overview of the history of the EU, then explores to what it means to be a European today. It concludes with an overview of the challenges Europe and the EU are facing.

**ISS-953S Regional Studies: Russian Sphere** **15 Contact Hours**

This course provides students with an overview of Russian history, the significant changes in its governing institutions, and the inherent and immediate regional and global challenges regarding Russian national interests and foreign policy. Students will understand the structural conditions that precipitated the Russian Revolution, the ideologies and policies that drove the Soviet system, and the dynamics that fractured the Union. Finally, informed by the dramatic and turbulent past, students will conceptualize the contemporary Russian security situation, and relations between Russia and the world.

**ISS-955S Regional Studies: Middle East and North Africa** **15 Contact Hours**

This course offers a general introduction into the history, economic, and political trends of the Middle East / North Africa (MENA) region. The course emphasizes the period from the end of the First World War through today and focuses on the origins and developments of issues that are of particular concern to U.S. security. These issues include ethnic and sectarian strife, the rise of social movements (including Islamism), and the politics and economics of natural resources. Care is taken to gather perspectives from various points of view to help the student develop a more rounded and reflective understanding of the region and its challenges. The student is encouraged to critically evaluate U.S. foreign policy, past and present, and to begin thinking of ways to increase security in this region.

**ISS-959A Comparative Geopolitics & Security (Facilitated)** **15 Contact Hours**

This facilitated course walks students through some of the foundational issues within the global system that sustain or resolve regional security issues. Students will engage in comparative discussions of these factors such as political, socio-cultural, and economic structures across regions and the effects these have in shaping regional and global security issues.

**WAR TECH SUITE :**

(Take 2 + Facilitated)

**JNT-951S Chariots and Fire: Technology and Warfare** **15 Contact Hours**

This course prompts critical thinking about complex relationships between security contexts, technologies, and warfighting. The course explores how the United States' armed forces generally, and the Air Force especially, utilize myriad technologies in national defense. It highlights select examples and trends from both legacy and contemporary use of technology in warfare, along with the technological variety that has allowed warfare's conduct—at least theoretically—in four domains that are not naturally conducive to human presence (sea, air, space, and cyber space). This course provides a concise and hard-hitting introduction to the subject, raising issues in a way that prompts thoughtful analysis and ongoing consideration.

**WAR-961S Ethics of Emerging Military Technologies** **15 Contact Hours**

This course investigates the ethical implications of autonomous weapons, remotely piloted vehicles, cyberwarfare, and soldier enhancements for warfare. Students will consider these technologies and their use not only with respect to broad ethical concepts such as responsibility, autonomy, and authority but also within the framework of the just war tradition more specifically. The course also examines how these emerging technologies impact the military's construal of the warrior ethos and military identity.

**WAR-965A Mil Tech: Operational and Ethical Considerations (Facilitated)** **15 Contact Hours**

Military technology factors significantly in modern warfare. Familiarity with history indicates that technology's impacting military affairs is in fact far from new, and that different technologies have, do, and will continue to exert influence on the character of conflicts and on security affairs. Evaluating the role of technology in military affairs entails an understanding of past cases, contemporary and emerging issues, and other considerations including ethical ramifications and perspectives. Learners in this course integrate information from the material of preceding courses to assess relationships between technology, ethics, and warfare.

**WRITING SUITE:**

(Take RES951S + Facilitated)

The Writing for Effect course series teaches students to think critically about effective writing techniques and provides key tools necessary to complete a professional writing project suitable for publication. Effective writing is both an art and a science. As an art, writing requires effective combination of creative and critical thought focused on synthesizing new information. As a science, it requires application of an effective writing process. This two-course series provides students the opportunity to develop their abilities in both areas in the context of a topic of their own choosing. All students can take RES-951S. Course Director approval (based on quality of proposal) is required to take RES-952A.

**RES-951S Writing for Effect I** **15 Contact Hours**

In this course selected readings will guide students to locate appropriate sources for a literature review, develop their ability to critically analyze research and writing, gain an understanding of their target audience (as well as how to tailor writing to that audience), and develop a writing style that is logical and compelling. This portion of the course is designed to further refine student writing ability rather than provide writing remediation.

**RES-952A Writing for Effect II (Facilitated)** **30 Contact Hours**

This facilitated course builds on the previous self-paced lessons. Students complete a publishable product in the form of a writing project (paper, essay, blog, etc.). Working with an assigned writing mentor, students will conduct a literature review, build an outline, and revise drafts based on feedback. Whether starting from scratch or revising a product already in existence, this course will help fine-tune writing techniques to craft a compelling end product suitable for publication.

**SPACE/CYBER SUITE**

(Take 2 + Facilitated)

**AIR-952S Space Frontier: A Contested Domain** **15 Contact Hours**

This course focuses on the factors and environment that affect the character of warfare related to the space domain. It examines how policy, law, and strategy establish guidelines for using space. The course also provides an understanding of US spacepower as well as explores threats and issues that challenge present and future space domain control.

**AIR-953S Cyberspace: The Fifth Warfare Domain** **15 Contact Hours**

This course focuses on the factors and environment that affect the character of warfare related to the cyberspace domain. It examines how policy, law, and strategy establish guidelines for using cyberspace. The course also explores cyber threats and challenges as well as provides an understanding of cyberspace operations that characterize present and future warfare.

**AIR-955A Space and Cyberspace (Facilitated)** **15 Contact Hours**

This facilitated course offers students the opportunity to explore contemporary and emerging issues in the space and cyberspace domains while integrating material from the Space Frontier: A Contested Domain and Cyberspace: The

Fifth Warfare Domain self-paced courses. Themes from these prerequisite courses serve as a backdrop for discussions on key topics such as threats, command and control (C2), multi-domain operations, strategy, deterrence, force organization, and policy/law, etc.

## STAND-ALONE COURSES:

Stand-alone courses are not part of any of the previous suites but can be taken to complete the 45-contact hour requirement for focused courses.

**LDR-805S The Flight Commander** **15 Contact Hours**

*[SOS DL students can take for credit, ACSC DL and AWC DL students can review the material.]* The Flight Commander course shares core principles of leadership universal to the flight commander's role regardless of functional specialty or organizational type; and it will introduce concepts to help students execute their organization's mission and realize the vision of its leaders. Furthermore, the course offers students the opportunity to broaden their perspective by highlighting the diversity in Air Force and Space Force squadrons, flights, and job descriptions.

**LDR-945A Squadron Command (Facilitated)** **30 Contact Hours**

*[ACSC DL and AWC DL students only, exceptions for SOS DL students are only made for students who are already squadron commanders.]* The Squadron Command course provides students an opportunity to explore key topics and challenges that go with Air Force squadron command. The course is instructor-facilitated, collaborative, and includes a final assignment. Students assess their own leadership philosophy, and then through study and collaboration on duties and responsibilities associated with command, convert their leadership philosophy into a tailored command philosophy.

**AIR-951S Planning Joint Air Operations** **15 Contact Hours**

This course covers operational air planning from strategic guidance through Air Tasking Order production/execution. It examines the JFACC's role in guidance and prioritization, and how the AOC translates that guidance into plans and effects. The course includes detailed study of the Joint Planning Process for Air (JPPA); air targeting; the Joint Air Tasking Cycle (JATC) cycle; rules of engagement (ROE) and collateral damage considerations; and airpower-related doctrinal issues and friction points.

**DIR-90X Directed Studies (Self-paced or facilitated)** **15 Contact Hours**

The Global College of PME is dedicated to creating and testing new innovative courses to improve the student experience. This includes courses based on current events that might be a one-time offering and courses that if the results of the test are favorable might eventually be added to our normal course offerings. The Directed Studies courses provide a generic method for granting Focused Studies credit for students who complete these test courses. Any test courses being offered will be listed in the announcement section of the student portal. DIR-901S and DIR-902S are used for self-paced course credit. DIR-903A is used for facilitated course credit.

## SPECIAL ELECTIVES:

The following special electives are offered on a periodic basis, either once or twice a year.

**LDR-975A Essentials of Instruction: Building a Toolkit for the Development of Leadership (Facilitated)** **45 Contact Hours**

Being a great instructor is about more than just being really good at our job. A great instructor challenges their student, encourages them to take control of their development, and sparks the desire to learn more. How does the brain learn? Is stress a good thing or a bad thing? Why is it important for Air Force instructors to be Emotionally Intelligent? Should I focus on fixing a student's weaknesses or enhancing their strengths? What the heck is andragogy? If you want to be able to answer these questions and improve your abilities as an instructor, this is the course for you. Designed for new, experienced, and future instructors, this course will provide students with a solid baseline understanding of educational and leadership theories while emphasizing application and experience. Each week, students will dive into an area of learning and development theory and then build on their understanding of those theories. The course will culminate in

the completion of a project that the student will develop over the duration of the course. This project is designed to be used as an educational or developmental tool to be used at the student's duty location and will incorporate the lessons learned throughout the course.

**LDR-976A Coaching in Leadership (Facilitated)** **30 Contact Hours**

21st Century leaders must adapt to an increasingly diverse and competitive environment. Balancing mission requirements and effectiveness not only includes the technology and machines that power readiness and lethality, but also the elements of the human domain. In this course, students will begin to develop the coaching knowledge and skills necessary to become more effective leaders and to positively impact their workplace climate. They will also explore how these competencies complement other leadership tools such as mentoring and feedback. Through live interactive sessions with trained and certified coaches, students will develop a coaching mindset and learn key coaching competencies such as active listening and evoking awareness. Students will be evaluated on their abilities to effectively coach and observe coaching through these live sessions. This course will require at least three hours of synchronous collaboration and the scheduling of these sessions will be determined by instructor and student availability and will be finalized within the first week of the course.

**LDR-977A Leading Difficult Change:**
**Lessons from the Civil Rights Movement (Facilitated)** **45 Contact Hours**

One of the constant drumbeats for organizations is that of "change." The military must constantly adapt to change and innovate to maintain military superiority. By assessing and analyzing the volatile, uncertain, complex, and ambiguous (VUCA) environment of the Civil Rights Movement, we can highlight many of the skills leaders and followers employed to champion difficult change during a significant time in American history. In this course, through discussion and reflective essays, students will assess the tactical, operational, and strategic level challenges the leaders and followers of the Civil Rights Movement grappled with to achieve short, medium, and long-term objectives. The leadership and managerial skills highlighted will prove integral to preparing students to ethically lead change in the complex organizational environments they will face in the 21st Century and beyond.

**WAR-980A War and Peace in the Global Village: The Media, the Message,**
**and Conflict in 21st Century (Facilitated)** **45 Contact Hours**

How does media shape our world? How should we evaluate the challenges misinformation and information warfare cause? How can Airmen successfully navigate the world of media and become effective communicators? This course is designed to provide learners with a broad understanding of media, social media, and information, and their relationship to both the military and warfare. It offers a mix of seminal texts and new research as a way to advance knowledge about the media landscape, audiences, and messaging. It also explores the weaponization of media and social media, the expanding spectrum of conflict, and possible path forward. Course material is accessible for learners with no background in media, public affairs, or public relations and is designed to provide an interesting challenge to those who have previously studied the subject or have professionally interacted with the media.

**WAR-981A Thucydides (Facilitated)** **45 Contact Hours**

Thucydides, the fifth century BC Athenian general and chronicler of the Peloponnesian War, is generally considered the founder of International Relations as a focused field of study and reflection. Thucydides' penetrating insights into human nature and sage reflections on the causes, course, and consequences of conflict remain unsurpassed. Today, his name is evoked as a foreign policy meme ("the Thucydides Trap") referenced by Americans (such as Henry Kissinger) and Chinese (such as Xi Jinping) alike. This course provides students the opportunity to go beyond the meme and read Thucydides in full. Thucydides' History of the Peloponnesian War contains eight books, and each will be discussed in a live (interactive) class via Zoom. Students will come to class prepared to discuss that week's assigned portion of the text. As the course progresses, students will develop peer-reviewed paper in which they reflect on a major theme of the book such as the causes of war, the drivers of human motivation, the elements of strategy, the power of rhetoric, the ethics of violence, the reliability of allies, the growth and collapse of empire, and the consequences of hubris.

**WAR-982A China Goes to War (Facilitated)** **30 Contact Hours**

What factors have led the modern People's Republic of China to initiate and terminate the use of force? Since 1949, China has fought "localized" wars with Korea (1950-1953), India (1962), the USSR (1969), and Vietnam (1979). In this course, students will review each of these periods as "case studies" to examine the conditions under which China is likely to fight a war, and how it anticipates such wars will end. During synchronous seminars, students will discuss the causes, course, and consequences of each of these wars. Students will be challenged to master the details of the provided cases and to apply their findings to contemporary international crises in a written essay.

**ISS-984G Chinese Foreign Policy in an Era of Great Power Competition (Facilitated)** **45 Contact Hours**

What does China's rise mean for China? What does it mean for Asia? What does it mean for the U.S.? And what does it mean for the world in an era increasingly characterized by Great Power Competition? This course, which will meet live weekly, will equip you to answer these questions. Students will study a unique combination of texts, including (translated) primary source Chinese essays and military doctrines, the latest International Relations thinking as published in leading academic journals, political-military analysis published by the RAND Corporation, Johns Hopkins University Applied Physics Lab, and National Defense University. Major themes of the course include China's domestic system and goals, the mission and capability of the People's Liberation Army, and the emergence of strategic rivalry in the new domains of space and cyberspace. China's capabilities, intentions, and likely reactions to various strategies will be carefully interrogated. At the end of the course, students will reflect on what peace with China means—both for the region and for the U.S.—as well as the likely causes, course, and consequences of a Great Power War.

**ISS-985A A Brief History of Africa (Facilitated)** **45 Contact Hours**

While the continent and people of Africa are often framed as only now emerging onto the world stage, this could not be further from the truth. Beginning in antiquity, Africa and its peoples have been central to massive networks of knowledge, wealth, and power. In this course, students will receive a brief but insightful introduction to the history of Africa, with particular emphasis on the regions and dynamics of interest to persons engaging with the continent in matters of development, diplomacy, or defense. Africa and the Africans will only be more important in the future; those working with our partners there should know their past and how it has shaped the present!

Over the course of this six-week introduction to the history of Africa and its peoples, students will engage in peer discussions and instructor led seminars to more fully explore the historical dynamics at work on the continent. These student-centered discussions will be supplemented with a series of short reflective pieces and a non-essay final product that will be presented to the class.

**RES-986V Virtual Reality for Military Learning (Facilitated)** **45 Contact Hours**

For decades, theorists have advocated that learners should have some type of meaningful experience for deep learning to occur. A new generation of consumer technologies – virtual, augmented, and mixed reality – now offer the ability to achieve a "first-person experience" and improve learning without ever leaving the office (or home). This course examines the use of virtual reality devices and their interaction with courseware to more fully understand the effects of presence, co-presence, empathy, and interactivity on learning, and to assess their potential to enhance learning within the military environment.

**Note: Students who volunteer for this course must have access to a virtual reality headset with 6-degrees of freedom (6DOF), such as the Oculus Quest 2/Rift S, HTC Vive/Vive Pro, Valve Index, etc. Additionally, students must be able to attend a synchronous class session in VR in both week 3 and week 6 of the course.*

# AIR COMMAND AND STAFF COLLEGE DISTANCE LEARNING (ACSC DL)

## Program Attributes

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

## Program Description

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

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

The ACSC DL program is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. The curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation of online seminars by DL-certified faculty, and the ability to customize the program to suit personal and professional needs.

## Program Learning Outcomes (PLOs)

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

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

ACSC DL focused studies produce graduates who, in addition to the PLOs above, are able to…

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

## Faculty

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

## Duration

All courses must be completed within three (3) years from the date of program enrollment. The time for a student to complete the program depends on such factors as official duties, deployments, and other commitments. Students are

encouraged to set realistic goals to proceed through the program at a reasonable pace. Students who do not complete a program before the three-year limit may request a one-time extension of up to 12 months.

## Eligibility

- Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MACSC003).
- Eligibility for ACSC DL is published in Department of the Air Force Instruction (DAFI) 36-2670, *Total Force Development*. Chapter 3 defines the eligibility criteria for AWC DL for all military personnel (regular, guard, and reserve); Chapter 5 for civilians; and Attachment 20 for all international officers. In general,
- Military: ACSC DL is offered to O-4 selects and above. Persons may be USAF/USSF active-duty, Guard or Reserves; sister service active-duty, Guard or Reserve; or Civil Air Patrol. *NOTE: Army officers will not enroll in other than Army schools without written approval of the DCS, G-3/5/7 (Director of Training). AR 350-1, 10 DEC 2017.*
- Civilian: DoD civilian employees in the grade of GS-11 thru GS-13 or equivalents with a bachelor's degree may also enroll. NH-II Civilians need to contact Air Force HQ/A1 for a determination of eligibility.
- International: International applicants must be an O-4 select or higher. International officers must forward requests to Air Force Security Assistance Training (AFSAT) (with a CC to SAF/IA) through the country security assistance organization or country embassy. Please refer to DAFI 36-2670, *Total Force Development* for guidance.

## Enrollment

- Eligible personnel can enroll following the step-by-step enrollment instructions posted on the ACSC DL homepage (https://www.airuniversity.af.edu/GCPME/ACSC/) under the "Enrollment" banner.
- Enrollment instructions will take students to the Student Lifecycle Management (SLcM) website, CAC required, to complete the enrollment process.
- International students will be enrolled by the Global College of PME once approved by AFSAT and the AU Registrar.
- Courses taken in ACSC DL may not be used to satisfy course requirements of the ACSC resident program or the ACSC Online Master's Program.

## Completion Requirements

Students must successfully complete fifteen Foundational courses and 45 hours of Focused Studies courses. Completing 45 hours typically requires two or three courses total. One of the Focused Studies courses must be facilitated.

## Plan of Study

| Course Number and Title | Contact Hours |
|---|---|
| **FOUNDATIONAL COURSES (ALL REQUIRED)** | |
| ORN-601S Orientation | **0** |
| GSS-601S Critical Thinking | **5** |
| LDR-601S Leadership and Command I | **20** |
| LDR-602A Leadership and Command II | **15** |
| ISS-601S National Security Decision Making | **20** |
| WAR-601S Warfare Studies | **10** |
| ISS-602A Making Decisions: Strategy and War | **15** |
| AIR-601S Air and Space Missions | **15** |
| JNT-601S Joint Fundamentals | **15** |

| Course Number and Title | Contact Hours |
|---|---|
| AIR-602S Air and Space in Joint Operations | **15** |
| AIR-602A Air, Space, and Joint Warfare | **20** |
| JNT-631S Joint Planning: Context and Strategy | **15** |
| JNT-632S Joint Planning: Art and Science | **15** |
| JNT-633S Joint Planning: Process and Application | **15** |
| JNT-634A Joint Planning | **20** |
| **FOCUSED STUDIES** | |
| 900 Series courses (must include one Facilitate course) | **45** |
| **TOTAL (ACSC DL)** | **260** |

## Course Descriptions: FOUNDATIONAL COURSES

(All Required)

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

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

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

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

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

The Leadership and Command I course equips students with the knowledge and tools necessary for leadership in today's dynamic environment. The course centers on the concept that leadership abilities can be improved through self-assessment, reflection, dedicated study, and adaptability. The course requires students to examine their strengths and weaknesses as leaders, hone their personal leadership philosophies, and prepare for future command and staff responsibilities. Throughout the course, students are encouraged to reflect upon essential aspects of ethical leadership and command accountability.

**LDR-602A Leadership and Command II (Facilitated)** **15 Contact Hours**

In the Leadership and Command II course, students will apply their understanding of ethical leadership, command, communication, and adaptation in complex situations. Students learn mission-command concepts and keys to leading organizations through change in the joint, interagency, intergovernmental, and multinational (JIIM) environments. This course requires students to examine their strengths and weaknesses as leaders, hone their personal leadership philosophies, prepare for future leadership/command and staff responsibilities, and discuss and receive feedback from their classmates.

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

The National Security Decision Making (ISS-601S) course provides the opportunity to explore today's complex and dynamic national and international security environment. The course emphasizes international relations theories, national security strategies, actors, and processes, as well as the effective use of national Instruments of Power (IOPs). During

the course, students will participate in a virtual National Security Council environment and accomplish four missions that require a comprehensive analysis of the international environment and the development of recommendations based on US policy, strategic/operational limitations, and optimum integration of IOPs. Completion of the course will provide students insight into how US policymakers develop ends, ways, and means to respond to evolving security environments, and will prepare students for Warfare Studies (WAR-601S) and the facilitated Making Decisions: Strategy and War (ISS-602A) course.

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

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

**ISS-602A Making Decisions: Strategy and War (Facilitated)** **15 Contact Hours**

There is a complicated interdependency among the schools of international relations (IR), the use of instruments of power, and the implications of warfare theories in American policy, strategy, and the complex interactions of international relations. Students will gain the ability to compare and contrast schools of international relations and instruments of power to more effectively analyze American security challenges. This course provides an in-depth exploration of the complexity involved with developing and executing national strategy. Students are afforded an opportunity to integrate course outcomes from National Security Decision Making and Warfare Studies. In this course, students will use their foundational knowledge of national security and warfare studies to analyze a real-world crisis affecting international relations and global security.

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

The Air and Space Missions course explores the concept of the Air Force's and Space Force's foundational missions in contemporary and future scenarios. It examines the current state of readiness and employment across the range of military operations. Finally, the course addresses some of the major concerns the US Air Force and US Space Force are dealing with currently and in the next five to ten years, and how the military will address some of these issues.

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

The Joint Fundamentals course provides an intermediate level overview of the challenges, processes, and stakeholders related to conducting operations in the joint, interorganizational, and multinational environment. The course introduces the joint functions as categories of fundamental operational thought and planning and explores factors which shape the employment of military forces, including key service capabilities, limitations, and interdependencies. Finally, the course provides an overview of the key elements of joint planning and the employment of joint airpower.

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

The Air and Space in Joint Operations course explores air, space, and cyber roles, missions and functions in contemporary operations, aiming at a working understanding of Joint All-Domain Operations. It is structured around the five doctrinal phases of a joint campaign or operation, examining each phase in depth regarding the weight of effort and major functions of airpower and spacepower, with illustrative vignettes from recent history. The course also examines views on the appropriate roles of airpower and spacepower, along with the crafting of air and space strategy.

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

The Air, Space, and Joint Warfare course offers students the opportunity to explore contemporary operational issues while integrating and applying key concepts from the Air and Space Missions, Joint Fundamentals, and Air and Space in Joint Operations self-paced courses. Concepts from the self-paced courses serve as a backdrop for threaded discussions on topics such as the joint functions, command and control (C2) of airpower and spacepower, air/ space/

cyber roles and missions, operational phasing, capabilities/limitations, and coalition/multinational challenges.

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

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

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

The Joint Planning: Art and Science course is the second of four sequential courses in the Joint Planning track. The course illuminates why and how a commander and staff apply operational art and operational design in conjunction with the joint planning process. The course addresses the initial groundwork of planning with highlights on the major components and methodology. It explores how operational design provides a framework for understanding the operational environment and problem. Finally, the course examines how elements of operational design help visualize and describe a broad operational approach for fostering unified action.

**JNT-633S Joint Planning: Process and Application** **15 Contact Hours**

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

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

Operational Design is a methodology that the joint force uses to develop solutions to complex problems in the contemporary operating environment. As a military staff officer and commander, understanding the role of operational design within the joint planning process is key to effective planning. Students in this course will apply design methodology to develop solutions to a notional contemporary scenario. Student discussion focuses on selected concepts and issues from the prerequisite self-paced content, and the linkages between joint planning and their own career experience.

## Course Descriptions: FOCUSED STUDIES

(45 hours Required)

Focused studies courses expand learning beyond the core areas allowing students to tailor their educational experience by selecting areas of study they determine best meet their needs. The focused studies courses include self-paced and facilitated courses. The focused studies courses are an integral part of each officer PME certificate program. As a result, the facilitated courses will normally have a mix of students from all three levels (SOS, ACSC, and AWC). Most of the Focused Studies courses are grouped in "Suites" with a culminating facilitated course provided to solidify the student's understanding of the subject. Students are required to complete 45 hours including one facilitated course. Completing 45 hours typically requires two or three courses total.

## POWER AND PERSUASION SUITE :

(Take LDR-951S +1 self-paced + Facilitated)

**LDR-951S Power, Status, and Influence** **15 Contact Hours**

Power, status, and influence are key organizing factors in groups from small teams to large organizations. This course examines empirical research on the foundations of power, status, and influence as well as how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of group dynamics within their own organization and how to leverage this understanding to become a more effective leader in civilian and military organizations.

**LDR-952S Negotiations in the Military Environment** **15 Contact Hours**

The Negotiations in the Military Environment course offers students an opportunity to learn how to apply negotiation theory in a military context. Course topics include an introduction to negotiation fundamentals, practical models and tools that enhance negotiation processes, and examples and interactive exercises that demonstrate negotiating in action.

**LDR-953S Principles of Strategic Communication** **15 Contact Hours**

Principles of Strategic Communication explores the concept of strategic communication and its importance in today's volatile, uncertain, complex, and ambiguous (VUCA) environment. Students will learn why strategic communication matters, its relationship to information operations, its purpose and processes, how to become a better listener, and how to influence behavior in a target audience. With a focus on social media, students learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

**LDR-954A Weapons of Mass Persuasion (Facilitated)** **15 Contact Hours**

This capstone facilitated course builds on the concepts of power, status, and influence with an understanding of strategic communication and negotiation processes in a military context. Students will demonstrate their understanding of how leaders benefit from a firm grasp of these concepts and how strategic communication and negotiating skills can complement each other to further a leader's effectiveness in accomplishing the mission.

## CURRENT AND FUTURE CONFLICTS SUITE:

(Take any 2 + Facilitated)

**ISS-951S Deterrence** **15 Contact Hours**

The use of threat to prevent adversarial action is a fundamental construct in United States national strategy and merits serious thought. Although widely associated with the threat of nuclear war, deterrence principles operate in many domains including counterterrorism, space, and cyberspace. Given the lethality of modern weaponry, we live daily with the prospect that deterrence failure may result in mass destruction. It is especially important that those who participate in this strategy become familiar with it.

**WAR-951S Fire and Flux: The Changing Character of War** **15 Contact Hours**

The Changing Character of War covers the factors that affect the nature of warfare. It explores how changes in domains, politics, society, and technology affect how war is fought. The course also examines the major thinkers (Clausewitz, Sun Tzu, Jomini, Mahan, and Corbett), and their theories concerning the changing character of war. By learning about change and continuity, students in this course develop a comprehensive understanding about the wars of the future and how to plan and prepare for them.

**WAR-952S Gray Zone Warfare** **15 Contact Hours**

The course introduces the concepts of gray zone conflicts and hybrid threats and examines how these concepts both interact and might be countered. The course topics include defining the gray zone, examining how conflicts are waged

within them, the composition and operations of hybrid threats, the synergy these concepts enjoy with one another, and the challenges involved in countering them in isolation and together. This course also includes several recent or current case studies illustrating the wide range within which these concepts exist.

**WAR-953A Unknown Unknowns: Current & Future Conflict (Facilitated)** **15 Contact Hours**

Unknown Unknowns: Current and Future Conflict is a capstone course that applies the concepts learned in Fire and Flux: The Changing Character of War, Deterrence, and Gray Zone Warfare for an in-depth exploration of the complexities of war. The course requires students to be familiar with the concepts from at least two of the self-paced courses in this suite. Students will discuss the evolution of future warfare: what it might look like, how it may be fought or deterred, and what the United States needs to do to prepare for an unknown future.

**Course Descriptions: Geopolitics and Security Suite**

(Take 1 + Facilitated + any self-paced)

**ISS-952S Regional Studies: European Union** **15 Contact Hours**

This course covers the development of the European Union (EU), and the challenges that organization faces as it attempts to become a global player. The course begins with an overview of the history of the EU, then explores to what it means to be a European today. It concludes with an overview of the challenges Europe and the EU are facing.

**ISS-953S Regional Studies: Russian Sphere** **15 Contact Hours**

This course provides students with an overview of Russian history, the significant changes in its governing institutions, and the inherent and immediate regional and global challenges regarding Russian national interests and foreign policy. Students will understand the structural conditions that precipitated the Russian Revolution, the ideologies and policies that drove the Soviet system, and the dynamics that fractured the Union. Finally, informed by the dramatic and turbulent past, students will conceptualize the contemporary Russian security situation, and relations between Russia and the world.

**ISS-955S Regional Studies: Middle East and North Africa** **15 Contact Hours**

This course offers a general introduction into the history, economic, and political trends of the Middle East / North Africa (MENA) region. The course emphasizes the period from the end of the First World War through today and focuses on the origins and developments of issues that are of particular concern to U.S. security. These issues include ethnic and sectarian strife, the rise of social movements (including Islamism), and the politics and economics of natural resources. Care is taken to gather perspectives from various points of view to help the student develop a more rounded and reflective understanding of the region and its challenges. The student is encouraged to critically evaluate U.S. foreign policy, past and present, and to begin thinking of ways to increase security in this region.

**ISS-959A Comparative Geopolitics & Security (Facilitated)** **15 Contact Hours**

This facilitated course walks students through some of the foundational issues within the global system that sustain or resolve regional security issues. Students will engage in comparative discussions of these factors such as political, socio-cultural, and economic structures across regions and the effects these have in shaping regional and global security issues.

## WAR TECH SUITE:

(Take 2 + Facilitated)

**JNT-951S Chariots and Fire: Technology and Warfare** **15 Contact Hours**

This course prompts critical thinking about complex relationships between security contexts, technologies, and warfighting. The course explores how the United States' armed forces generally, and the Air Force especially, utilize myriad technologies in national defense. It highlights select examples and trends from both legacy and contemporary

use of technology in warfare, along with the technological variety that has allowed warfare's conduct—at least theoretically—in four domains that are not naturally conducive to human presence (sea, air, space, and cyberspace). This course provides a concise and hard-hitting introduction to the subject, raising issues in a way that prompts thoughtful analysis and ongoing consideration.

**WAR-961S Ethics of Emerging Military Technologies** **15 Contact Hours**

This course investigates the ethical implications of autonomous weapons, remotely piloted vehicles, cyberwarfare, and soldier enhancements for warfare. Students will consider these technologies and their use not only with respect to broad ethical concepts such as responsibility, autonomy, and authority but also within the framework of the just war tradition more specifically. The course also examines how these emerging technologies impact the military's construal of the warrior ethos and military identity.

**WAR-965A Mil Tech: Operational and Ethical Considerations (Facilitated)** **15 Contact Hours**

Military technology factors significantly in modern warfare. Familiarity with history indicates that technology's impacting military affairs is in fact far from new, and that different technologies have, do, and will continue to exert influence on the character of conflicts and on security affairs. Evaluating the role of technology in military affairs entails an understanding of past cases, contemporary and emerging issues, and other considerations including ethical ramifications and perspectives. Learners in this course integrate information from the material of preceding courses to assess relationships between technology, ethics, and warfare.

## WRITING SUITE:

(Take RES951S + Facilitated)

The Writing for Effect course series teaches students to think critically about effective writing techniques and provides key tools necessary to complete a professional writing project suitable for publication. Effective writing is both an art and a science. As an art, writing requires effective combination of creative and critical thought focused on synthesizing new information. As a science, it requires application of an effective writing process. This two-course series provides students the opportunity to develop their abilities both areas in the context of a topic of their own choosing. All students can take RES-951S. Course Director approval (based on quality of proposal) is required to take RES-952A.

**RES-951S Writing for Effect I** **15 Contact Hours**

In this course selected readings will guide students to locate appropriate sources for a literature review, develop their ability to critically analyze research and writing, gain an understanding of their target audience (as well as how to tailor writing to that audience), and develop a writing style that is logical and compelling. This portion of the course is designed to further refine student writing ability rather than provide writing remediation.

**RES-952A Writing for Effect II (Facilitated)** **30 Contact Hours**

This facilitated course builds on the previous self-paced lessons. Students complete a publishable product in the form of a writing project (paper, essay, blog, etc.). Working with an assigned writing mentor, students will conduct a literature review, build an outline, and revise drafts based on feedback. Whether starting from scratch or revising a product already in existence, this course will help fine-tune writing techniques to craft a compelling end product suitable for publication.

## SPACE/CYBER SUITE:

(Take 2 + Facilitated)

**AIR-952S Space Frontier: A Contested Domain** **15 Contact Hours**

This course focuses on the factors and environment that affect the character of warfare related to the space domain. It examines how policy, law, and strategy establish guidelines for using space. The course also provides an understanding of US spacepower as well as explores threats and issues that challenge present and future space domain control.

**AIR-953S Cyberspace: The Fifth Warfare Domain** **15 Contact Hours**

This course focuses on the factors and environment that affect the character of warfare related to the cyberspace domain. It examines how policy, law, and strategy establish guidelines for using cyberspace. The course also explores cyber threats and challenges as well as provides an understanding of cyber-space operations that characterize present and future warfare. This facilitated course offers students the opportunity to explore contemporary and emerging issues in the space and cyberspace domains while integrating material from the Space Frontier: A Contested Domain and Cyberspace: The Fifth Warfare Domain self-paced courses. Themes from these prerequisite courses serve as a backdrop for discussions on key topics such as threats, command and control (C2), multi-domain operations, strategy, deterrence, force organization, and policy/law, etc.

## STAND-ALONE COURSES:

Stand-alone courses are not part of any of the previous suites but can be taken to complete the 45-contact hour requirement for focused courses.

**LDR-805S The Flight Commander** **15 Contact Hours**

[*SOS DL students can take for credit, ACSC DL and AWC DL students can review the material.*] The Flight Commander course shares core principles of leadership universal to the flight commander's role regardless of functional specialty or organizational type; and it will introduce concepts to help students execute their organization's mission and realize the vision of its leaders. Furthermore, the course offers students the opportunity to broaden their perspective by highlighting the diversity in Air Force and Space Force squadrons, flights, and job descriptions.

**LDR-945A Squadron Command (Facilitated)** **30 Contact Hours**

[*ACSC DL and AWC DL students only, exceptions for SOS DL students are only made for students who are already squadron commanders.*] The Squadron Command course provides students an opportunity to explore key topics and challenges that go with Air Force squadron command. The course is instructor-facilitated, collaborative, and includes a final-assignment. Students assess their own leadership philosophy, and then through study and collaboration on duties and responsibilities associated with command, convert their leadership philosophy into a tailored command philosophy.

**AIR-951S Planning Joint Air Operations** **15 Contact Hours**

This course covers operational air planning from strategic guidance through Air Tasking Order production/execution. It examines the JFACC's role in guidance and prioritization, and how the AOC translates that guidance into plans and effects. The course includes detailed study of the Joint Planning Process for Air (JPPA); air targeting; the Joint Air Tasking Cycle (JATC) cycle; rules of engagement (ROE) and collateral damage considerations; and airpower-related doctrinal issues and friction points.

**DIR-90X Directed Studies (Self-paced or Facilitated)** **15 Contact Hours**

The Global College of PME is dedicated to creating and testing new innovative courses to improve the student experience. This includes courses based on current events that might be a one-time offering and courses that if the results of the test are favorable might eventually be added to our normal course offerings. The Directed Studies courses provide a generic method for granting Focused Studies credit for students who complete these test courses. Any test courses being offered will be listed in the announcement section of the student portal. DIR-901S and DIR-902S are used for self-paced course credit. DIR-903A is used for facilitated course credit.

## SPECIAL ELECTIVES:

The following special electives are offered on a periodic basis, either once or twice a year.

**LDR-975A Essentials of Instruction: Building a Toolkit for the Development of Leadership (Facilitated)** **45 Contact Hours**

Being a great instructor is about more than just being really good at our job. A great instructor challenges their student, encourages them to take control of their development, and sparks the desire to learn more. How does the brain learn? Is stress a good thing or a bad thing? Why is it important for Air Force instructors to be Emotionally Intelligent? Should I focus on fixing a student's weaknesses or enhancing their strengths? What the heck is andragogy? If you want to be able to answer these questions and improve your abilities as an instructor, this is the course for you. Designed for new, experienced, and future instructors, this course will provide students with a solid baseline understanding of educational and leadership theories while emphasizing application and experience. Each week, students will dive into an area of learning and development theory and then build on their understanding of those theories. The course will culminate in the completion of a project that the student will develop over the duration of the course. This project is designed to be used as an educational or developmental tool to be used at the student's duty location and will incorporate the lessons learned throughout the course.

**LDR-976A Coaching in Leadership (Facilitated)** **30 Contact Hours**

21st Century leaders must adapt to an increasingly diverse and competitive environment. Balancing mission requirements and effectiveness not only includes the technology and machines that power readiness and lethality, but also the elements of the human domain. In this course, students will begin to develop the coaching knowledge and skills necessary to become more effective leaders and to positively impact their workplace climate. They will also explore how these competencies complement other leadership tools such as mentoring and feedback. Through live interactive sessions with trained and certified coaches, students will develop a coaching mindset and learn key coaching competencies such as active listening and evoking awareness. Students will be evaluated on their abilities to effectively coach and observe coaching through these live sessions. This course will require at least three hours of synchronous collaboration and the scheduling of these sessions will be determined by instructor and student availability and will be finalized within the first week of the course.

**LDR-977A Leading Difficult Change: Lessons from the Civil Rights Movement (Facilitated)** **45 Contact Hours**

One of the constant drumbeats for organizations is that of "change." The military must constantly adapt to change and innovate to maintain military superiority. By assessing and analyzing the volatile, uncertain, complex, and ambiguous (VUCA) environment of the Civil Rights Movement, we can highlight many of the skills leaders and followers employed to champion difficult change during a significant time in American history. In this course, through discussion and reflective essays, students will assess the tactical, operational, and strategic level challenges the leaders and followers of the Civil Rights Movement grappled with to achieve short-, medium-, and long-term objectives. The leadership and managerial skills highlighted will prove integral to preparing students to ethically lead change in the complex organizational environments they will face in the 21st Century and beyond.

**WAR-980A War and Peace in the Global Village: The Media, the Message, and Conflict in 21st Century (Facilitated)** **45 Contact Hours**

How does media shape our world? How should we evaluate the challenges misinformation and information warfare cause? How can Airmen successfully navigate the world of media and become effective communicators? This course is designed to provide learners with a broad understanding of media, social media, and information, and their relationship to both the military and warfare. It offers a mix of seminal texts and new research as a way to advance knowledge about the media landscape, audiences, and messaging. It also explores the weaponization of media and social media, the expanding spectrum of conflict, and possible path forward. Course material is accessible for learners with no background in media, public affairs, or public relations and is designed to provide an interesting challenge to those who have previously studied the subject or have professionally interacted with the media.

**WAR-981A Thucydides (Facilitated)** **45 Contact Hours**

Thucydides, the fifth century BC Athenian general and chronicler of the Peloponnesian War, is generally considered the founder of International Relations as a focused field of study and reflection. Thucydides' penetrating insights into human nature and sage reflections on the causes, course, and consequences of conflict remain unsurpassed. Today, his name is evoked as a foreign policy meme ("the Thucydides Trap") referenced by Americans (such as Henry Kissinger) and Chinese (such as Xi Jinping) alike. This course provides students the opportunity to go beyond the meme and read Thucydides in full. Thucydides' History of the Peloponnesian War contains eight books, and each will be discussed in a live (interactive) class via Zoom. Students will come to class prepared to discuss that week's assigned portion of the text. As the course progresses, students will develop peer-reviewed paper in which they reflect on a major theme of the book such as the causes of war, the drivers of human motivation, the elements of strategy, the power of rhetoric, the ethics of violence, the reliability of allies, the growth and collapse of empire, and the consequences of hubris.

**WAR-982A China Goes to War (Facilitated)** **30 Contact Hours**

What factors have led the modern People's Republic of China to initiate and terminate the use of force? Since 1949, China has fought "localized" wars with Korea (1950-1953), India (1962), the USSR (1969), and Vietnam (1979). In this course, students will review each of these periods as "case studies" to examine the conditions under which China is likely to fight a war, and how it anticipates such wars will end. During synchronous seminars, students will discuss the causes, course, and consequences of each of these wars. Students will be challenged to master the details of the provided cases and to apply their findings to contemporary international crises in a written essay.

**ISS-984G Chinese Foreign Policy in an Era of Great Power Competition (Facilitated)** **45 Contact Hours**

What does China's rise mean for China? What does it mean for Asia? What does it mean for the U.S.? And what does it mean for the world in an era increasingly characterized by Great Power Competition? This course, which will meet live weekly, will equip you to answer these questions. Students will study a unique combination of texts, including (translated) primary source Chinese essays and military doctrines, the latest International Relations thinking as published in leading academic journals, political-military analysis published by the RAND Corporation, Johns Hopkins University Applied Physics Lab, and National Defense University. Major themes of the course include China's domestic system and goals, the mission and capability of the People's Liberation Army, and the emergence of strategic rivalry in the new domains of space and cyberspace. China's capabilities, intentions, and likely reactions to various strategies will be carefully interrogated. At the end of the course, students will reflect on what peace with China means—both for the region and for the U.S.—as well as the likely causes, course, and consequences of a Great Power War.

**ISS-985A A Brief History of Africa (Facilitated)** **45 Contact Hours**

While the continent and people of Africa are often framed as only now emerging onto the world stage, this could not be further from the truth. Beginning in antiquity, Africa and its peoples have been central to massive networks of knowledge, wealth, and power. In this course, students will receive a brief but insightful introduction to the history of Africa, with particular emphasis on the regions and dynamics of interest to persons engaging with the continent in matters of development, diplomacy, or defense. Africa and the Africans will only be more important in the future; those working with our partners there should know their past and how it has shaped the present! Over the course of this six-week introduction to the history of Africa and its peoples, students will engage in peer discussions and instructor led seminars to more fully explore the historical dynamics at work on the continent. These student-centered discussions will be supplemented with a series of short reflective pieces and a non-essay final product that will be presented to the class.

**RES-986V Virtual Reality for Military Learning (Facilitated)** **45 Contact Hours**

For decades, theorists have advocated that learners should have some type of meaningful experience for deep learning to occur. A new generation of consumer technologies – virtual, augmented, and mixed reality – now offer the ability to achieve a "first-person experience" and improve learning without ever leaving the office (or home). This course examines the use of virtual reality devices and their interaction with courseware to more fully understand the effects of

presence, co-presence, empathy, and interactivity on learning, and to assess their potential to enhance learning within the military environment.

**Note: Students who volunteer for this course must have access to a virtual reality headset with 6-degrees of freedom (6DOF), such as the Oculus Quest 2/Rift S, HTC Vive/Vive Pro, Valve Index, etc. Additionally, students must be able to attend a synchronous class session in VR in both week 3 and week 6 of the course.*

## SQUADRON OFFICER SCHOOL DISTANCE LEARNING (SOS DL)

### Program Attributes

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

### Program Description

The Squadron Officer School distance learning (SOS DL) program is the Air Force's primary developmental education (PDE) program and is designed to advance the professional development foundation provided by the accessions programs. The SOS curriculum is based on Air Force and joint professional military education publications for subject matter content in leadership, communication, profession of arms, warfare, and international security areas of study. The program seeks to provide an "air-minded" curriculum that prepares graduates for greater responsibilities at the squadron level while also building critical thinking skills in the application of airpower for national security goals and objectives. The SOS DL program includes a robust mix of self-paced and asynchronous facilitated courses. This program continues the transformation of officer PME and the SOS DL experience to "…develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education…." (USAF Strategic Master Plan, May 2015). The SOS DL curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation by DL-certified faculty, and the ability to customize the program to suit personal and professional needs.

### Program Learning Outcomes (PLOs)

Graduates can...

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

### Faculty

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

## Duration

All courses must be completed within three (3) years from the date of program enrollment. The time for a student to complete the program depends on such factors as official duties, deployments, and other commitments. Students are encouraged to set realistic goals to proceed through the program at a reasonable pace. Students who do not complete a program before the three-year limit may request a one-time extension of up to 12 months (length of extension, if approved, is based on the student's remaining course load) by submitting a letter of request from his or her squadron commander (or equivalent) to the Dean of the Global School of PME.

## Eligibility

- Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MSOS003).
- Eligibility for SOS DL is published in Department of the Air Force Instruction (DAFI) 36-2670, *Total Force Development*. Chapter 3 defines the eligibility criteria for AWC DL for all military personnel (regular, guard, and reserve); Chapter 5 for civilians; and Attachment 20 for all international officers. In general,
    - Active-duty line-of-the-Air Force (LAF) captains are prohibited from enrolling in SOS DL until seven years TAFCS.
    - Active-duty LAF-J, HC, NC, MSC, BSC, MC and DC officers may enroll in SOS DL (PDE) on or after their date of rank to captain.
    - Air National Guard and Air Force Reserve officers may enroll in SOS DL upon their selection to captain.
    - Federal civilian employees in the grades of GS-9 to GS-12 and above (or equivalent) who possess regionally accredited baccalaureate degrees.
    - Sister-service officers in the grade of O-3 may enroll. However, as per US Army regulations, Army officers will not enroll in other than Army schools without written approval of the DCS, G-3/5/7 (Director of Training). AR 350-1, 10 DEC 2017.
    - Officers who complete the resident SOS program are prohibited from enrolling or reenrolling in the SOS DL course.

## Enrollment

- Eligible personnel can enroll following the step-by-step enrollment instructions posted on the SOS DL homepage (https://www.airuniversity.af.edu/GCPME/SOS/) under the "Enrollment" banner.
- Enrollment instructions will take students to the Student Lifecycle Management (SLcM) website, CAC required, to complete the enrollment process.
- International students will be enrolled by the Global School of PME once approved by AFSAT and the AU Registrar.

## Completion Requirements

Students must successfully complete eleven Foundational courses and 45 hours of Focused Studies courses. Completing 45 hours typically requires two or three courses total. One of the Focused Studies courses must be facilitated.

## Plan of Study

| Course Number and Title | Contact Hours |
|---|---|
| **FOUNDATIONAL COURSES (ALL REQUIRED)** | |
| ORN-501S Orientation | **0** |
| GSS-501S Introduction to Critical Thinking | **10** |
| LDR-501S Ethical Foundations of the Profession of Arms | **10** |
| LDR-502S Leader Development | **15** |
| LDR-503S Leading in the Organization | **10** |

| Course Number and Title | Contact Hours |
|---|---|
| LDR-504A Frontline Leadership (Facilitated) | **20** |
| WAR-501S Introduction to Warfare Studies | **10** |
| ISS-501S Introduction to Security Studies | **15** |
| AIR-501S Air and Space Foundations | **15** |
| JNT-501S Introduction to Joint Operations | **10** |
| AIR-502A Air and Space Studies (Facilitated) | **20** |
| **FOCUSED STUDIES** | |
| 900 Series courses (must include one Facilitate course) | **45** |
| **TOTAL (SOS DL)** | **180** |

## Course Descriptions: FOUNDATIONAL COURSES

(All Required)

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

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

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

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

**LDR-501S Ethical Foundations of the Profession of Arms** **10 Contact Hours**

This course explores the moral foundations of the profession of arms through an examination of foundational documents, such as the Constitution and Oath of Office, and explains how professional military ethical obligations arise from these documents. Students will explore the military as a profession and its corresponding virtues and values. The course concludes with an introductory look at the just war tradition, which provides the framework for thinking about when war may be morally justified and the moral conduct appropriate during war.

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

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

**LDR-503S Leading in the Organization** **10 Contact Hours**

This course is designed to develop the foundational pillars that leaders need to effectively take care of people and other critical resources. Students will understand how organizational culture, team development, dynamic followership, and change management are integral to successful leadership in a complex, resource-constrained environment. Furthermore,

this course allows students the opportunity to reflect on their personal experiences and endeavors to explore how they might apply their personal leadership philosophy in an organizational setting.

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

Students will apply critical-thinking, mindful reflection, and interactive discussion to explore the unique challenges of leading in a complex organizational environment. During this course, students will share and discuss examples of personal, professional, historical, real-world, and scenario-based leadership challenges and triumphs to explore commonalities and habits of mind. Sharing of these experiences will bolster the continued development of key leadership skills needed to effectively lead in a volatile, complex, uncertain, and ambiguous environment. The course will culminate with a case study, discussing the Air Force's Missileer Testing Scandal (2014).

**WAR-501S Introduction to Warfare Studies** **10 Contact Hours**

This course introduces the nature and character of war, examines the various levels of war, surveys the spectrum of military operations, and explores the operational environments where wars are fought. The course topics include the changing and unchanging aspects of war; the tactical, operational, and strategic levels of war; factors that complicate warfare such as morality and just war theories; conflict termination versus war termination; the spectrum of military operations/continuum of warfare, and the operational environments.

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

The Introduction to Security Studies course engages primary-level officers with concepts in international relations, civil-military relations, and strategic guidance. The goal of this course is to expose junior leaders to (a) the international community, (b) the actors involved in international civil-military relations, and (c) their role as military and civilian members of the Department of Defense. Primary topics include international relations paradigms, international actors (both state and non-state), instruments of national power (IOPs), domestic actors in the national security process and their authorities, and strategic guidance, tools, and thinking (including concepts in deterrence).

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

This course explores the concept of airmindedness, and how it has driven the evolution of early airpower theories into a doctrine of Airpower employment, leading to an independent Air Force. It shows that from its inception, the Air Force has pursued a core group of enduring missions. Finally, the course illustrates how critical thinking and problem-solving tools have been applied to air-centric problem sets.

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

The Introduction to Joint Operations course provides a basic overview of the challenges, capabilities, and processes related to operating in the joint environment. The course provides an introduction to the capabilities and limitations of Department of Defense Service components. It examines factors which shape the employment of military forces, with an emphasis on airpower. The course introduces the Joint Functions as categories of operational thought and planning. It exposes Airmen and Space Professionals to the stakeholders and issues across the joint, interagency, intergovernmental, and multinational ("JIIM") environment. Finally, the course introduces the organization and presentation of airpower to the Joint Force Commander.

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

This capstone facilitated course culminates an exploration of the Air Force and Space Force "family business" in its context of international security, warfare, and joint operations. The course addresses selected themes from the self-paced content. Students will analyze the interrelationships among airpower, spacepower, national security, warfare, and joint operations, identifying crucial issues concerning airpower and spacepower roles and employment in those contexts.

## Course Descriptions: FOCUSED STUDIES

(45 Hours Required) Focused studies courses expand learning beyond the core areas allowing students to tailor their educational experience by selecting areas of study they determine best meet their needs. The focused studies courses include self-paced and facilitated courses. The focused studies courses are an integral part of each officer PME certificate program. As a result, the facilitated courses will normally have a mix of students from all three levels (SOS, ACSC, and AWC). Most of the Focused Studies courses are grouped in "Suites" with a culminating facilitated course provided to solidify the student's understanding of the subject. Students are required to complete 45 hours including one facilitated course. Completing 45 hours typically requires two or three courses total.

## POWER AND PERSUASION SUITE:

(Take LDR-951S +1 self-paced + Facilitated)

**LDR-951S Power, Status, and Influence** **15 Contact Hours**

Power, status, and influence are key organizing factors in groups from small teams to large organizations. This course examines empirical research on the foundations of power, status, and influence as well as how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of group dynamics within their own organization and how to leverage this understanding to become a more effective leader in civilian and military organizations.

**LDR-952S Negotiations in the Military Environment** **15 Contact Hours**

The Negotiations in the Military Environment course offers students an opportunity to learn how to apply negotiation theory in a military context. Course topics include an introduction to negotiation fundamentals, practical models and tools that enhance negotiation processes, and examples and inter-active exercises that demonstrate negotiating in action.

**LDR-953S Principles of Strategic Communication** **15 Contact Hours**

Principles of Strategic Communication explores the concept of strategic communication and its importance in today's volatile, uncertain, complex, and ambiguous (VUCA) environment. Students will learn why strategic communication matters, its relationship to information operations, its purpose and processes, how to become a better listener, and how to influence behavior in a target audience. With a focus on social media, students learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

**LDR-954A Weapons of Mass Persuasion (Facilitated)** **15 Contact Hours**

This capstone facilitated course builds on the concepts of power, status, and influence with an understanding of strategic communication and negotiation processes in a military context. Students will demonstrate their understanding of how leaders benefit from a firm grasp of these concepts and how strategic communication and negotiating skills can complement each other to further a leader's effectiveness in accomplishing the mission.

## CURRENT AND FUTURE CONFLICTS SUITE:

(Take any 2 + Facilitated)

**ISS-951S Deterrence** **15 Contact Hours**

The use of threat to prevent adversarial action is a fundamental construct in United States national strategy and merits serious thought. Although widely associated with the threat of nuclear war, deterrence principles operate in many domains including counterterrorism, space, and cyberspace. Given the lethality of modern weaponry, we live daily with the prospect that deterrence failure may result in mass destruction. It is especially important that those who participate in this strategy become familiar with it.

**WAR-951S Fire and Flux: The Changing Character of War** **15 Contact Hours**

The Changing Character of War covers the factors that affect the nature of warfare. It explores how changes in domains, politics, society, and technology affect how war is fought. The course also examines the major thinkers (Clausewitz, Sun Tzu, Jomini, Mahan, and Corbett), and their theories concerning the changing character of war. By learning about change and continuity, students in this course develop a comprehensive understanding about the wars of the future and how to plan and prepare for them.

**WAR-952S Gray Zone Warfare** **15 Contact Hours**

The course introduces the concepts of gray zone conflicts and hybrid threats and examines how these concepts both interact and might be countered. The course topics include defining the gray zone, examining how conflicts are waged within them, the composition and operations of hybrid threats, the synergy these concepts enjoy with one another, and the challenges involved in countering them in isolation and together. This course also includes several recent or current case studies illustrating the wide range within which these concepts exist.

**WAR-953A Unknown Unknowns: Current & Future Conflict (Facilitated)** **15 Contact Hours**

Unknown Unknowns: Current and Future Conflict is a capstone course that applies the concepts learned in Fire and Flux: The Changing Character of War, Deterrence, and Gray Zone Warfare for an in-depth exploration of the complexities of war. The course requires students to be familiar with the concepts from at least two of the self-paced courses in this suite. Students will discuss the evolution of future warfare: what it might look like, how it may be fought or deterred, and what the United States needs to do to prepare for an unknown future.

## GEOPOLITICS AND SECURITY SUITE:

(Take 1 + Facilitated + any self-paced)

**ISS-952S Regional Studies: European Union** **15 Contact Hours**

This course covers the development of the European Union (EU), and the challenges that organization faces as it attempts to become a global player. The course begins with an overview of the history of the EU, then explores to what it means to be a European today. It concludes with an overview of the challenges Europe and the EU are facing.

**ISS-953S Regional Studies: Russian Sphere** **15 Contact Hours**

This course provides students with an overview of Russian history, the significant changes in its governing institutions, and the inherent and immediate regional and global challenges regarding Russian national interests and foreign policy. Students will understand the structural conditions that precipitated the Russian Revolution, the ideologies and policies that drove the Soviet system, and the dynamics that fractured the Union. Finally, informed by the dramatic and turbulent past, students will conceptualize the contemporary Russian security situation, and relations between Russia and the world.

**ISS-955S Regional Studies: Middle East and North Africa** **15 Contact Hours**

This course offers a general introduction into the history, economic, and political trends of the Middle East / North Africa (MENA) region. The course emphasizes the period from the end of the First World War through today and focuses on the origins and developments of issues that are of particular concern to U.S. security. These issues include ethnic and sectarian strife, the rise of social movements (including Islamism), and the politics and economics of natural resources. Care is taken to gather perspectives from various points of view to help the student develop a more rounded and reflective understanding of the region and its challenges. The student is encouraged to critically evaluate U.S. foreign policy, past and present, and to begin thinking of ways to increase security in this region.

**ISS-959A Comparative Geopolitics & Security (Facilitated)** **15 Contact Hours**

This facilitated course walks students through some of the foundational issues within the global system that sustain or resolve regional security issues. Students will engage in comparative discussions of these factors such as political, socio-cultural, and economic structures across regions and the effects these have in shaping regional and global security issues.

## WAR TECH SUITE:

(Take 2 + Facilitated)

**JNT-951S Chariots and Fire: Technology and Warfare** **15 Contact Hours**

This course prompts critical thinking about complex relationships between security contexts, technologies, and warfighting. The course explores how the United States' armed forces generally, and the Air Force especially, utilize myriad technologies in national defense. It highlights select examples and trends from both legacy and contemporary use of technology in warfare, along with the technological variety that has allowed warfare's conduct—at least theoretically—in four domains that are not naturally conducive to human presence (sea, air, space, and cyberspace). This course provides a concise and hard-hitting introduction to the subject, raising issues in a way that prompts thoughtful analysis and ongoing consideration.

**WAR-961S Ethics of Emerging Military Technologies** **15 Contact Hours**

This course investigates the ethical implications of autonomous weapons, remotely piloted vehicles, cyberwarfare, and soldier enhancements for warfare. Students will consider these technologies and their use not only with respect to broad ethical concepts such as responsibility, autonomy, and authority but also within the framework of the just war tradition more specifically. The course also examines how these emerging technologies impact the military's construal of the warrior ethos and military identity.

**WAR-965A Mil Tech: Operational and Ethical Considerations (Facilitated)** **15 Contact Hours**

Military technology factors significantly in modern warfare. Familiarity with history indicates that technology's impacting military affairs is in fact far from new, and that different technologies have, do, and will continue to exert influence on the character of conflicts and on security affairs. Evaluating the role of technology in military affairs entails an understanding of past cases, contemporary and emerging issues, and other considerations including ethical ramifications and perspectives. Learners in this course integrate information from the material of preceding courses to assess relationships between technology, ethics, and warfare.

## WRITING SUITE:

(Take RES951S + Facilitated)

The Writing for Effect course series teaches students to think critically about effective writing techniques and provides key tools necessary to complete a professional writing project suitable for publication. Effective writing is both an art and a science. As an art, writing requires effective combination of creative and critical thought focused on synthesizing new information. As a science, it requires application of an effective writing process. This two-course series provides students the opportunity to develop their abilities in both areas in the context of a topic of their own choosing. All students can take RES-951S. Course Director approval (based on quality of proposal) is required to take RES-952A.

**RES-951S Writing for Effect I** **15 Contact Hours**

In this course selected readings will guide students to locate appropriate sources for a literature review, develop their ability to critically analyze research and writing, gain an understanding of their target audience (as well as how to tailor writing to that audience), and develop a writing style that is logical and compelling. This portion of the course is designed to further refine student writing ability rather than provide writing remediation.

**RES-952A Writing for Effect II (Facilitated)** **30 Contact Hours**

This facilitated course builds on the previous self-paced lessons. Students complete a publishable product in the form of a writing project (paper, essay, blog, etc.). Working with an assigned writing mentor, students will conduct a literature review, build an outline, and revise drafts based on feedback. Whether starting from scratch or revising a product already in existence, this course will help fine-tune writing techniques to craft a compelling end product suitable for publication.

## SPACE/CYBER SUITE:

(Take 2 + Facilitated)

**AIR-952S Space Frontier: A Contested Domain** **15 Contact Hours**

This course focuses on the factors and environment that affect the character of warfare related to the space domain. It examines how policy, law, and strategy establish guidelines for using space. The course also provides an understanding of US spacepower as well as explores threats and issues that challenge present and future space domain control.

**AIR-953S Cyberspace: The Fifth Warfare Domain** **15 Contact Hours**

This course focuses on the factors and environment that affect the character of warfare related to the cyberspace domain. It examines how policy, law, and strategy establish guidelines for using cyberspace. The course also explores cyber threats and challenges as well as provides an understanding of cyberspace operations that characterize present and future warfare.

**AIR-955A Space and Cyberspace (Facilitated)** **15 Contact Hours**

This facilitated course offers students the opportunity to explore contemporary and emerging issues in the space and cyberspace domains while integrating material from the Space Frontier: A Contested Domain and Cyberspace: The Fifth Warfare Domain self-paced courses. Themes from these prerequisite courses serve as a backdrop for discussions on key topics such as threats, command and control (C2), multi-domain operations, strategy, deterrence, force organization, and policy/law, etc.

## STAND-ALONE COURSES:

Stand-alone courses are not part of any of the previous suites but can be taken to complete the 45-contact hour requirement for focused courses.

**LDR-805S The Flight Commander** **15 Contact Hours**

[*SOS DL students can take for credit; ACSC DL and AWC DL students can review the material.]* The Flight Commander course shares core principles of leadership universal to the flight commander's role regardless of functional specialty or organizational type; and it will introduce concepts to help students execute their organization's mission and realize the vision of its leaders. Furthermore, the course offers students the opportunity to broaden their perspective by highlighting the diversity in Air Force and Space Force squadrons, flights, and job descriptions.

**LDR-945A Squadron Command (Facilitated)** **30 Contact Hours**

[*ACSC DL and AWC DL students only, exceptions for SOS DL students are only made for students who are already squadron commanders.*] The Squadron Command course provides students an opportunity to explore key topics and challenges that go with Air Force squadron command. The course is instructor-facilitated, collaborative, and includes a final-assignment. Students assess their own leadership philosophy, and then through study and collaboration on duties and responsibilities associated with command, convert their leadership philosophy into a tailored command philosophy.

**AIR-951S Planning Joint Air Operations** **15 Contact Hours**

This course covers operational air planning from strategic guidance through Air Tasking Order production/execution. It examines the JFACC's role in guidance and prioritization, and how the AOC translates that guidance into plans and effects. The course includes detailed study of the Joint Planning Process for Air (JPPA); air targeting; the Joint Air Tasking Cycle (JATC) cycle; rules of engagement (ROE) and collateral damage considerations; and airpower-related doctrinal issues and friction points.

**DIR-90X Directed Studies (Self-paced or Facilitated)** **15 Contact Hours**

The Global School of PME is dedicated to creating and testing new innovative courses to improve the student experience. This includes courses based on current events that might be a one-time offering and courses that if the results of the test are favorable might eventually be added to our normal course offerings. The Directed Studies courses provide a generic method for granting Focused Studies credit for students who complete these test courses. Any test courses being offered will be listed in the announcement section of the student portal. DIR-901S and DIR-902S are used for self-paced course credit. DIR-903A is used for facilitated course credit.

## SPECIAL ELECTIVES:

The following special electives are offered on a periodic basis, either once or twice a year.

**LDR-975A Essentials of Instruction: Building a Toolkit for the Development of Leadership (Facilitated)** **45 Contact Hours**

Being a great instructor is about more than just being really good at our job. A great instructor challenges their student, encourages them to take control of their development, and sparks the desire to learn more. How does the brain learn? Is stress a good thing or a bad thing? Why is it important for Air Force instructors to be Emotionally Intelligent? Should I focus on fixing a student's weaknesses or enhancing their strengths? What the heck is andragogy? If you want to be able to answer these questions and improve your abilities as an instructor, this is the course for you. Designed for new, experienced, and future instructors, this course will provide students with a solid baseline understanding of educational and leadership theories while emphasizing application and experience. Each week, students will dive into an area of learning and development theory and then build on their understanding of those theories. The course will culminate in the completion of a project that the student will develop over the duration of the course. This project is designed to be used as an educational or developmental tool to be used at the student's duty location and will incorporate the lessons learned throughout the course.

**LDR-976A Coaching in Leadership (Facilitated)** **30 Contact Hours**

21st Century leaders must adapt to an increasingly diverse and competitive environment. Balancing mission requirements and effectiveness not only includes the technology and machines that power readiness and lethality, but also the elements of the human domain. In this course, students will begin to develop the coaching knowledge and skills necessary to become more effective leaders and to positively impact their workplace climate. They will also explore how these competencies complement other leadership tools such as mentoring and feedback. Through live interactive sessions with trained and certified coaches, students will develop a coaching mindset and learn key coaching competencies such as active listening and evoking awareness. Students will be evaluated on their abilities to effectively coach and observe coaching through these live sessions. This course will require at least three hours of synchronous collaboration and the scheduling of these sessions will be determined by instructor and student availability and will be finalized within the first week of the course.

**LDR-977A Leading Difficult Change: Lessons from the Civil Rights Movement (Facilitated)** **45 Contact Hours**

One of the constant drumbeats for organizations is that of "change." The military must constantly adapt to change and innovate to maintain military superiority. By assessing and analyzing the volatile, uncertain, complex, and ambiguous (VUCA) environment of the Civil Rights Movement, we can highlight many of the skills leaders and followers employed to champion difficult change during a significant time in American history. In this course, through discussion and reflective essays, students will assess the tactical, operational, and strategic level challenges the leaders and followers of the Civil Rights Movement grappled with to achieve short-, medium-, and long-term objectives. The leadership and managerial skills highlighted will prove integral to preparing students to ethically lead change in the complex organizational environments they will face in the 21st Century and beyond.

**WAR-980A War and Peace in the Global Village: The Media, the Message, and Conflict in 21st Century (Facilitated)** **45 Contact Hours**

How does media shape our world? How should we evaluate the challenges misinformation and information warfare cause? How can Airmen successfully navigate the world of media and become effective communicators? This course is designed to provide learners with a broad understanding of media, social media, and information, and their relationship to both the military and warfare. It offers a mix of seminal texts and new research as a way to advance knowledge about the media landscape, audiences, and messaging. It also explores the weaponization of media and social media, the expanding spectrum of conflict, and possible path forward. Course material is accessible for learners with no background in media, public affairs, or public relations and is designed to provide an interesting challenge to those who have previously studied the subject or have professionally interacted with the media.

**WAR-981A Thucydides (Facilitated)** **45 Contact Hours**

Thucydides, the fifth century BC Athenian general and chronicler of the Peloponnesian War, is generally considered the founder of International Relations as a focused field of study and reflection. Thucydides' penetrating insights into human nature and sage reflections on the causes, course, and consequences of conflict remain unsurpassed. Today, his name is evoked as a foreign policy meme ("the Thucydides Trap") referenced by Americans (such as Henry Kissinger) and Chinese (such as Xi Jinping) alike. This course provides students the opportunity to go beyond the meme and read Thucydides in full. Thucydides' History of the Peloponnesian War contains eight books, and each will be discussed in a live (interactive) class via Zoom. Students will come to class prepared to discuss that week's assigned portion of the text. As the course progresses, students will develop peer-reviewed paper in which they reflect on a major theme of the book such as the causes of war, the drivers of human motivation, the elements of strategy, the power of rhetoric, the ethics of violence, the reliability of allies, the growth and collapse of empire, and the consequences of hubris.

**WAR-982A China Goes to War (Facilitated)** **30 Contact Hours**

What factors have led the modern People's Republic of China to initiate and terminate the use of force? Since 1949, China has fought "localized" wars with Korea (1950-1953), India (1962), the USSR (1969), and Vietnam (1979). In this course, students will review each of these periods as "case studies" to examine the conditions under which China is likely to fight a war, and how it anticipates such wars will end. During synchronous seminars, students will discuss the causes, course, and consequences of each of these wars. Students will be challenged to master the details of the provided cases and to apply their findings to contemporary international crises in a written essay.

**ISS-984G Chinese Foreign Policy in an Era of Great Power Competition (Facilitated)** **45 Contact Hours**

What does China's rise mean for China? What does it mean for Asia? What does it mean for the U.S.? And what does it mean for the world in an era increasingly characterized by Great Power Competition? This course, which will meet live weekly, will equip you to answer these questions. Students will study a unique combination of texts, including (translated) primary source Chinese essays and military doctrines, the latest International Relations thinking as published in leading academic journals, political-military analysis published by the RAND Corporation, Johns Hopkins University Applied Physics Lab, and National Defense University. Major themes of the course include China's domestic system and goals, the mission and capability of the People's Liberation Army, and the emergence of strategic rivalry in the new domains of space and cyberspace. China's capabilities, intentions, and likely reactions to various strategies will be carefully interrogated. At the end of the course, students will reflect on what peace with China means—both for the region and for the U.S.—as well as the likely causes, course, and consequences of a Great Power War.

**ISS-985A A Brief History of Africa (Facilitated)** **45 Contact Hours**

While the continent and people of Africa are often framed as only now emerging onto the world stage, this could not be further from the truth. Beginning in antiquity, Africa and its peoples have been central to massive networks of knowledge, wealth, and power. In this course, students will receive a brief but insightful introduction to the history of Africa, with particular emphasis on the regions and dynamics of interest to persons engaging with the continent in matters of development, diplomacy, or defense. Africa and the Africans will only be more important in the future; those working with our partners there should know their past and how it has shaped the present! Over the course of this six-week introduction to the history of Africa and its peoples, students will engage in peer discussions and instructor led seminars to more fully explore the historical dynamics at work on the continent. These student-centered discussions will be supplemented with a series of short reflective pieces and a non-essay final product that will be presented to the class.

**RES-986V Virtual Reality for Military Learning (Facilitated)** **45 Contact Hours**

For decades, theorists have advocated that learners should have some type of meaningful experience for deep learning to occur. A new generation of consumer technologies – virtual, augmented, and mixed reality – now offer the ability to achieve a "first-person experience" and improve learning without ever leaving the office (or home). This course examines the use of virtual reality devices and their interaction with courseware to more fully understand the effects of presence, co-presence, empathy, and interactivity on learning, and to assess their potential to enhance learning within the military environment.

*Note: Students who volunteer for this course must have access to a virtual reality headset with 6-degrees of freedom (6DOF), such as the Oculus Quest 2/Rift S, HTC Vive/Vive Pro, Valve Index, etc. Additionally, students must be able to attend a synchronous class session in VR in both week 3 and week 6 of the course.*

# AIRMAN LEADERSHIP SCHOOL DISTANCE LEARNING (ALS DL) PROGRAM

**Note All students enrolled in the previous ALS program will retain credit for all completed courses but must complete the appropriate ALS 2.0 courses to complete the program.*

## Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Primary Developmental Education (PDE) in alignment with resident Enlisted PME framework in DAFI 36-2670, paragraph 3.4.4.

## Program Description

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

## Program Learning Outcomes (PLOs)

ALS DL graduates can…

1. Understand how to communicate, collaborate, and lead members of the Air and Space Force team across the Department of Defense,
2. Understand cognitive strategies to solve Air Force problems,
3. Understand ways to exhibit the Air Force Core Values and instill them in others, and
4. Understand how to communicate their contributions to wing and Air and Space Force missions.

## Duration

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

## Eligibility

AFR and ANG personnel attend the ALS DL program per policy provided by their respective headquarters.

## Enrollment

- Eligible personnel can enroll following the step-by-step enrollment instructions posted on the ALS DL homepage (https://www.airuniversity.af.edu/GCPME/ALS/) under the "Enrollment" banner.
- Enrollment instructions will take students to the Student Lifecycle Management (SLcM) website, CAC required, to complete the enrollment process.

## Plan of Study

| Course Number and Title | Contact Hours |
|---|---|
| ORN-101S Orientation | **0** |
| LDR-111S The Enlisted Leader | **20** |
| LDR-112S The Enlisted Supervisor | **15** |
| AIR-111S The Enlisted Warfighter | **15** |
| CST -111A Applied Airman Leadership | **35** |
| **TOTAL (ALS DL)** | **85** |

## Course Descriptions

**ORN-101S, Orientation (ALS DL)** **0 Contact Hours**

The orientation course is designed to get students familiar with the requirements and policies of their program and prepare them to participate in the online environment. Students in this course prepare for EPME by reviewing their specific education program requirements and learning how to navigate/perform necessary functions in the Global College's learning management systems.

**LDR-111S, The Enlisted Leader** **20 Contact Hours**

This course includes lessons that focus on leading and managing subordinates and small work teams. It prepares students to effectively apply skills to influence and motivate their people by understanding behavior, leading ethically, and applying discipline when necessary. Students will learn about topics such as behavior analysis, ethical leadership, leadership, performance evaluation, standards and discipline, teams, change management, and receive an introduction to negotiations.

**LDR-112S, The Enlisted Supervisor** **15 Contact Hours**

In this course, students will embark on a comprehensive learning journey to grasp the core skills and tools that uphold supervisory responsibilities in the Air Force. They'll begin by exploring how to enhance their communication skills with techniques crucial for clear and effective interactions preparing them to excel in both individual and team endeavors. Next, they'll review the use of essential publications and forms to maintain stringent compliance. Additionally, students will make the connection between setting standards and evaluating performance to ensure compliance. They'll cultivate a deeper appreciation for continuous personal and professional growth, vital for the Air Force ethos. Furthermore, they'll gain insights into fostering financial readiness among subordinates and understand the pivotal role of health and nutrition in sustaining peak performance.

**AIR-111S, The Enlisted Warfighter** **15 Contact Hours**

This course offers an in-depth exploration of the Profession of Arms, emphasizing airmanship, global perspective, operational doctrine, joint organization, the Air Force mission, nuclear enterprise, and the Air Reserve Component. Students will learn about the unique attributes and heritage of airmanship, gaining insights into the culture and diversity of a globally interconnected world. The course also covers the capabilities of the joint force and the Department of the Air Force, highlighting their effectiveness in various operational environments. Additionally, students will identify key national security documents and concepts, enhancing their understanding of the Air Force's mission. The course will also introduce students to the nuclear enterprise and the organizational structure that supports it. Finally, this course covers the Air Reserve Component and how it contributes to the Air Force Mission. This curriculum is designed to develop a comprehensive understanding of these core areas, equipping students with the knowledge necessary for effective service and leadership in the Air Force.

**CST-111A, Applied Airman Leadership** **35 Contact Hours**

This capstone course provides an opportunity for learners to apply concepts learned in Airman Leadership School in a peer-to-peer learning experience. Through discussions, students will demonstrate their knowledge of leadership, supervision, and enhancing the military profession. Additionally, students will apply their communication skills in a project focused on onboarding new subordinates.

# NONCOMMISSIONED OFFICER ACADEMY DISTANCE LEARNING (NCOA DL)

## Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Primary Developmental Education (PDE) in alignment with resident Enlisted PME framework in DAFI 36-2686, Chapter 4.

## Program Description

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

## Program Learning Outcomes (PLOs)

NCOA DL graduates can…

1. Describe the impact of leadership actions and determine proper courses for achieving team goals,
2. Describe how to collaborate with team members to analyze problems and implement solutions,
3. Describe how to assess and advocate actions necessary for strengthening AF culture, and
4. Describe how to connect National Defense strategic imperatives to tactical and operational actions.

## Duration

The program consists of a single academic term of 6 months. This enrollment period begins on the date the student enrolls in the program. If a student does not complete the program within the 6-month extension, they may request an additional 6-month extension with a letter from their commander.

## Eligibility

AFR and ANG personnel attend the NCOA DL program per policy provided by their respective headquarters.

## Enrollment

- Eligible personnel can enroll following the step-by-step enrollment instructions posted on the NCOA DL homepage (https://www.airuniversity.af.edu/GCPME/NCOA/) under the "Enrollment" banner.
- Enrollment instructions will take students to the Student Lifecycle Management (SLcM) website, CAC required, to complete the enrollment process.

## Graduation Requirements

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

## Plan of Study

| Course Number and Title | Contact Hours |
|---|---|
| ORN-201S Orientation | **0** |
| LDR-201S Leading Teams | **10** |
| LDR-202S Reinforcing Culture | **15** |
| LDR-203S Collaborative Problem-Solving | **10** |
| JNT-201S The Joint Mission | **15** |
| CST -201H Applied Team Leadership | **15** |
| **TOTAL (NCOA DL)** | **65** |

## Course Descriptions

**ORN-201S, Orientation** **0 Contact Hours**

The orientation course is designed to get students familiar with the requirements and policies of their program and prepare them to participate in the online environment. Students in this course prepare for EPME by reviewing their specific education program requirements and learning how to navigate/perform necessary functions in the Global College's learning management systems.

**LDR-201S, Leading Teams** **10 Contact Hours**

This course includes lessons that enhance core leadership skills and traits, which optimize unit and mission effectiveness. It prepares Noncommissioned Officers to lead diverse teams to address tactical issues in ever changing environments. Additionally, this course sets the foundation for leading joint teams by establishing a common set of values and characteristics for the Armed Forces. Students will learn about topics such as Leadership and Management; Leading Agile, Innovative, and Inclusive Teams; Project Management; the Profession of Arms; and Mission Command.

**LDR-202S, Reinforcing Culture** **15 Contact Hours**

This course includes lessons that teach the student how to build or effectively change a culture to ensure trust and understanding throughout the unit. This module covers Unconscious Bias, Trust, Commitment, SAPR, Commitment, and Shaping Organizational Culture.

**LDR-203S, Collaborative Problem-Solving** **10 Contact Hours**

The Collaborative Problem-Solving course includes lessons that elevate the student's ability to assess and employ problem-solving methods and strategies to achieve a favorable outcome. These lessons prepare Noncommissioned Officers to become more effective leaders by understanding different viewpoints and rationales behind problems. This course covers Metacognition, Negotiations, Problem Solving, Types of Problems, and Types of Thinking.

**JNT-201S, The Joint Mission** **15 Contact Hours**

This course includes lessons that broaden the students' knowledge of the roles and functions of all branches of the Unites States military, and where they fit within the joint environment. It also describes the current global power threats to the US, and how the DoD plans to prepare and participate in them. Additionally, this course includes lessons such as Strategic Competition, National Strategy, National Military Capabilities and Organization, Joint Forces Overview, and the Joint Forces NCO and Petty Officer.

**CST-201H, Applied Team Leadership** **15 Contact Hours**

This capstone course brings students together in a peer-to-peer learning experience where they will demonstrate their knowledge of leading teams, reinforcing culture, collaborative problem-solving and the joint mission by collaboratively addressing real-world situations/problems they may face as leaders. The Applied course design will leverage contingent faculty to achieve a more experiential and problem-solving learning environment.

# SENIOR NONCOMMISSIONED OFFICER ACADEMY DISTANCE LEARNING (SNCOA DL)

## Program Attributes

- Category: Professional Military Education (PME)
- Modality: Distance Learning (DL)
- Academic Credential: Contact hours
- Air Force Credential: Intermediate Developmental Education (IDE) in alignment with resident Enlisted PME framework in DAFI 36-2686, Chapter 4.

## Program Description

The Senior Non-Commissioned Officer Academy Distance Learning (SNCOA DL) is a 65-hour academic program, consisting of four self-paced courses and an applied course. The SNCOA DL provides professional military education to prepare SNCOs to lead the enlisted force by shaping organizational culture, improving organizations, and understanding how Air Force capabilities support Department of Defense objectives. The SNCOA DL program enriches the development of SNCOs by providing concepts to enable them to operate at an organizational level while at home or in a joint environment. The SNCOA DL program includes a mix of self-paced and applied courses. The program is designed to provide professional development to enlisted military members at a specific and critical point in their career. The program provides students with peer-to-peer interaction and collaboration opportunities.

## Program Learning Outcomes (PLOs)

SNCOA DL graduates can…

1. Describe how to anticipate and direct transitions that lead to more innovative, agile, and lethal organizations.
2. Explain how to lead organizations through problem-solving efforts to achieve mission success.
3. Describe how to shape organizational culture by promoting a healthy organizational ethos.
4. Describe how to connect Air and Space organizations and capabilities to Joint Operations.

## Duration

The program consists of a single academic term of 12 months. This enrollment period begins on the date the student enrolls in the program. If the student does not complete the program within 12 months they can request a 6-month extension. If a student does not complete the program within the 6-month extension, they may request an additional 6-month extension with a letter from their commander.

## Eligibility

AFR and ANG personnel attend the SNCOA DL program per policy provided by their respective headquarters.

## Enrollement

- Eligible personnel can enroll following the step-by-step enrollment instructions posted on the SNCOA DL homepage (https://www.airuniversity.af.edu/GCPME/SNCO/) under the "Enrollment" banner.
- Enrollment instructions will take students to the Student Lifecycle Management (SLcM) website, CAC required, to complete the enrollment process.

## Graduation Requirements

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

## Plan of Study

| Course Number and Title | Contact Hours |
|---|---|
| ORN-301S Orientation | **0** |
| LDR-301S Leading Organizations | **10** |
| LDR-302S Organizational Culture | **15** |
| LDR-303S Improving Organizations | **10** |
| JNT-301S The Air Force and Joint Operations | **15** |
| CST-301H Applied Senior Leadership | **15** |
| **TOTAL (SNCOA DL)** | **65** |

## Course Descriptions

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

The orientation course is designed to get students familiar with the requirements and policies of their program and prepare them to participate in the online environment. Students in this course prepare for EPME by reviewing their specific education program requirements and learning how to navigate/perform necessary functions in the Global College's learning management systems.

**LDR-301S, Leading Organizations** **10 Contact Hours**

Since its inception, the Air Force's mission has demanded that Airpower be effective, agile, and lethal. To make those ideals a reality, it has taken leaders at all levels to demand excellence of both our people and our processes to ensure mission accomplishment. Throughout this course, students will examine the way both units and people operate to anticipate and direct transitions that lead to more effective, agile, and lethal organizations. Students will cover topics such as onboarding and training, innovation and agility, change management, and leading a multi-generational workforce.

**LDR-302S, Organizational Culture** **15 Contact Hours**

We all inherently trust each other as fellow service members from the day we enter basic military training; however, trust is something that can easily be lost, and, as leaders, must consistently be re-earned. In the Organizational Culture course, students will focus on how to assess culture and shape climates based on a foundation of trust and respect. Students will explore topics such as assessing and shaping organizational culture, leadership models, ethics, DEOCS, mission command, resiliency, and social media.

**LDR-303S, Improving Organizations** **10 Contact Hours**

SNCOs are expected to lead organizations through problem-solving and change efforts to achieve mission success. A problem-solving process valued both within the military and industry is the 8-step Practical Problem-Solving Method (PPSM). In this course, students will be guided through the 8-step PPSM to resolve issues that are affecting their home organization.

**JNT-301S, The Air Force and Joint Operations** **15 Contact Hours**

As a SNCO, effectively connecting Air Force and Space Force organizations and capabilities to joint environments and operations is fundamental to mission success and helping your Airmen understand their role in supporting deployments, longer shifts, etc. In this course, students will closely examine service and national Policy, Strategy and

Doctrine (PSD) while linking the tenants of Air and Space power to COCOM and Joint Operations. Students will focus on topics such as core missions, foundations of joint operations, national strategy, and the Great Power Competition.

**CST-301H, Applied Senior Leadership** **15 Contact Hours**

This capstone course brings students together in a peer-to-peer learning experience where they will demonstrate their knowledge of leading organizations, organizational culture, the Air Force in joint operations, and improving organizations by collaboratively addressing real-world situations/problems they may face as leaders. The Applied course design will leverage contingent faculty to achieve a more experiential and problem-solving learning environment.

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# INTERNATIONAL OFFICER SCHOOL (IOS)

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

# INTERNATIONAL OFFICER PME PREPARATION PROGRAM

## Program Attributes

- Category: Professional Continuing Education (PCE)
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: None (program required for IMS to attend USAF resident OPME)

## Program Description

The International Officer School (IOS) plans and executes preparatory courses for Air War College (AWC), Air Command and Staff College (ACSC), and Squadron Officer School (SOS). Each course is tailored to its follow-on PME program and has three basic functions. First, provide academic preparation for follow-on professional military education (PME) curriculum and methodologies. Second, facilitate cross-cultural adjustment for international military students (IMS) and their dependents if accompanied. Third, fulfill the Field Studies Program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for IMS enrolling at SOS, ACSC, and AWC.

## Program Learning Outcomes (PLOs)

Graduates can...

1. understand United States society, institutions, and ideals.
2. understand United States' military missions, organizations, and terminology necessary to participate in resident PME programs.
3. effectively communicate, integrate, and perform, both academically and socially, in the AU PME environment.

## Faculty

Qualifications for IOS faculty are determined by relevant academic credentials, professional functional experience, teaching experience, and teaching abilities. Academic credentials normally include appropriate degrees. professional experience usually includes depth and breadth of experience in the functional area assigned.

## Duration

- The SOS Preparatory Course is delivered in seven weeks.
- The ACSC and AWC Preparatory Courses are delivered in eight weeks.

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for more information. In general,

- The Deputy Undersecretary of the Air Force for International Affairs invites countries to attend Air Force PME courses.
- Global security cooperation offices must ensure each IMS is properly vetted in accordance with Defense Security Cooperation Agency and military department guidance.
- IMS must also meet minimum English competency levels for their respective course of attendance.
- All three preparatory courses require selected students achieve an English Comprehension Level (ECL) minimum test score of 80.
- Students attending SOS must also meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).

## Completion Requirements

Students must meet all academic requirements to graduate.

## Course Description

**SOS Preparatory Course** **222 Contact Hours**

The seven-week SOS Preparatory Course prepares international military students (IMS) in the ranks of O-2 through O-4 for the rigors of the USAF's SOS resident program. Instruction focuses on (1) leadership, teamwork, problem solving, and followership; (2) academic writing, presentations, seminar discourse, and critical reading; (3) US military organization and national security; (4) US culture and history; (5) Field Studies Program events; and (6) physical fitness. This course is a prerequisite for IMS to attend the SOS resident program.

- ETCA Course ID: MIOS001
- Course MASL: D171012

**ACSC Preparatory Course** **216.5 Contact Hours**

The eight-week ACSC Preparatory Course prepares international military students (IMS) in the ranks of O-4 and O-5 for the rigors of the USAF's 10-month ACSC resident program. Instruction focuses on (1) graduate level communication skills: analytical writing, presentations, seminar discourse, and critical reading; (2) US military organization and national security; (3) the USAF perspective on airpower; (4) US culture and history; and (5) Field Studies Program events. This course is a prerequisite for IMS to attend either the ACSC resident master's degree program or ACSC resident certificate program.

- ETCA Course ID: MIOS002
- Course MASL: 171014

**AWC Preparatory Course** **268 Contact Hours**

The eight-week AWC Preparatory Course prepares international military students (IMS)This course prepares IMSs for the rigors of the 10-month AWC resident program. Instruction focuses on (1) communications, analytical writing, seminar discourse, research, and critical reading; (2) US military organization and national security; (3) regional and global security issues; (4) US culture and history; and (5) Field Studies Program Events. This course is a prerequisite for IMS to attend either the AWC resident master's degree program or the AWC resident certificate program.

- ETCA Course ID: MIOS003
- Course MASL: 171011

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# CURTIS E. LEMAY CENFOR DOCTRINE DEVELOPMENT AND EDUCATION (LEMAY CENTER)

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

# JOINT FLAG OFFICER WARFIGHTING COURSE (JFOWC)

## Program Attributes

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

## Program Description

The Joint Flag Officer Warfighting Course (JFOWC) prepares one- and two-star general officers of the six services for theater-level combat leadership responsibilities. It is tailored to provide future theater-level combatant commanders, service component and Joint Task Force (JTF) commanders with a broad perspective of the strategic and operational levels of war. Retired general officers lead the course as senior mentors, guiding discussions to focus at the high-operational and strategic level of war. Attendees study war fighting, synchronization of interagency operations, military doctrine, and the application of unified, joint, and combined forces so they will be better prepared to face future crises.

## Course Learning Outcomes (CLOs)

As directed by CJCS 1800.01F Officer Professional Military Education Policy

## Faculty

Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

## Duration

The JFOWC is delivered in five academic days and is offered twice a year.

## Eligibility

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

- Attendance is limited to 19 Service Chief selected O-7s, O-8s and civilian equivalents.
- Waiver authority to attend the course belongs to the Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) Civilians.

## Completion Requirement

Attendance

## Plan of Study

| Content Area/Block/Module | Contact Hours* |
|---|---|
| National Security Strategy | **3** |
| National Planning Systems and Processes | **4** |
| National Defense Strategy | **4** |
| National Military Strategy and Organization | **8** |
| Theater Strategy and Campaigning | **16** |
| The Role of Strategic Communication in Twenty-First Century Warfare | **4** |
| Strategic Leader Development | **4** |
| **TOTAL (JFOWC)** | **43** |

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

## Content Area Descriptions

**National Security Strategy** **3 Contact Hours**

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

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

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

**National Defense Strategy** **4 Contact Hours**

1. How the military operationalizes the national defense strategy to address strategic challenges by setting priorities among competing capabilities.
2. How the military dissuades potential adversaries from adopting threatening capabilities, methods, and ambitions, particularly by sustaining and developing key US military advantages.

**National Military Strategy and Organization** **8 Contact Hours**

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

**Theater Strategy and Campaigning** **16 Contact Hours**

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

**The Role of Strategic Communication in Twenty-First Century Warfare** **2 Contact Hours**

1. Describes how theater commanders, component commanders, or JTF commanders access information operations resources and develop responsive information operations plans.
2. Comprehends the impact of national agencies that support the theater commander's requirements for information operations on national security issues.
3. Evaluates how the joint operational planning and execution system is integrated into both theater and operational information-operations campaign planning and execution to support theater and national strategic sustainment and war-fighting efforts.
4. Comprehends the importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.
5. Evaluates how public diplomacy and public affairs are integrated in theater and operational information-operations planning and execution to support theater and national strategic sustainment and warfighting efforts.

**Strategic Leader Development** **4 Contact Hours**

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

# COMBINED FORCE AIR COMPONENT COMMANDER (CFACC) COURSE

## Program Attributes

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

## Program Description

The Combined Force Air Component Commander (CFACC) Course prepares selected general/flag officers for theater-level combat leadership responsibilities. It is tailored to provide future air component commanders with a broad perspective on warfighting, military doctrine, and application of unified, joint, and combined combat forces. Retired general officers lead the course as senior mentors, guiding discussions to focus on the operational level of war.

## Course Learning Outcomes (CLOs)

As directed by CJCSI 1800.01F Officer Professional Military Education Policy

## Faculty

Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

## Duration

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

## Eligibility

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

- Attendance is limited to Service Chief Selected O-7s, O-8s and civilian equivalents.
- Since these courses build on knowledge from the NDU Capstone Course, attendees should complete this congressionally mandated course before attending a component commander course.
- Waiver authority to attend the course belongs to the Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) Civilians.

## Completion Requirement

Attendance

## Plan of Study

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

## Content Area Descriptions

**Leadership** **8.5 Contact Hours**

Comprehend, process, internalize leadership responsibilities at the senior warfighter level that are not necessarily inherent at lower tactical levels. Provide mentorship on the unique and dynamic nature of a 3- and 4-star level commander.

**Joint Functions** **3.5 Contact Hours**

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

**Strategic Context** **6 Contact Hours**

The dynamic, complex, and rapid shifts between allies, militaries, non-governmental organizations and governmental departments require an approach increasing reliance on many factors to achieve objectives across the full spectrum of effects. Theater-level commanders need to know how to incorporate the often subtle and ambiguous interplay between air, space, cyber, electro magnetic and information activities that must be integrated as needed with kinetic effects.

**External Relationships** **7 Contact Hours**

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

**Roles, Responsibilities, Processes, Products, Authorities** **13 Contact Hours**

The intricacies that a C/JFACC, Commander Air Force Forces (COMAFFOR)/ Theater-level commander will need to understand, use and execute within their assigned positions.

# SENIOR JOINT INFORMATION OPERATIONS APPLICATIONS COURSE (SJIOAC)



## Program Attributes

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

## Program Description

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

The course is tailored to provide senior leaders with a broad perspective of information operations (IO) at the joint theater (operational) and national (strategic) levels of war. Attendees study war fighting and doctrine as they relate to information operations concepts and principles.

## Course Learning Outcomes (CLOs)

As directed by CJCSI 1800.01F Officer Professional Military Education Policy

## Faculty

Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts. Duration.

## Duration

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

## Eligibility

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

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

## Completion Requirement

Attendance

## Plan of Study

| Content Area/Block/Module | Contact Hours* |
|---|---|
| Information Operations Core Knowledge | **4** |
| Doctrine and Policy | **3** |
| Joint Planning Process | **1** |

*Continued on next page…*

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

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

## Content Area Descriptions

**Information Operations Core Knowledge** **4 Contact Hours**

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

**Doctrine and Policy** **3 Contact Hours**

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

**Joint Planning Process** **1 Contact Hour**

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

**Information Forces** **7 Contact Hours**

- **Information Forces**
  - Define/describe the IFs to include limits/constraints.
  - Define intelligence requirements for the IF.
  - Define threats to each IF.
- **Military Information Support Operations**
  - Describe the planning, operational considerations unique to this IF.
  - Identify the challenges and factors that must be accounted for during MISO planning and execution.

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

**Legal** **1 Contact Hour**

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

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

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

**National Strategic Perspective** **1 Contact Hour**

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

**Public Diplomacy** **1 Contact Hour**

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

**Interagency** **2 Contact Hours**

- Describe interagency organizations and their responsibilities regarding IO and discuss common misconceptions concerning the capabilities of interagency.
- Comprehend how DoD can utilize/incorporate non-DoD capabilities.

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

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

**Case Studies** **6 Contact Hours**

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

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

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

# CYBERSPACE OPERATIONS EXECUTIVE COURSE (COEC)

## Program Attributes

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

## Program Description

The Cyberspace Operations Executive Course (COEC) prepares selected general/flag officers to understand the complex issues dealing with Cyberspace policy and national strategy including joint, combined, interagency, Congressional, academic and private industry perspectives.

## Program Learning Outcome (PLOs)

As directed by CJCSI 1800.01F Officer Professional Military Education Policy

## Faculty

Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

## Duration

The course is two academic days offered twice a year (once at O- 7/O-8 level and once at the O-9/O-10 level).

## Eligibility

Refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx for eligibility and additional information (ETCA Course ID: MCOEC00l). In general,

- Attendance is limited to 19 Service Chief selected O-7s, O-8s, civilian equivalents and select nationally recognized subject matter experts from interagency partners, academia or the private sector.
- For senior level COEC attendance is limited to Service Chief selected O-9s, O-10s, civilian equivalents and select nationally recognized subject matter experts from interagency partners, academia or the private sector.
- Waiver authority belongs to Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) civilians.

## Completion Requirement

Attendance

## Plan of Study

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

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

## Content Area Descriptions

**National Instruments of Power** **9 Contact Hours**

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

**Senior Government Perspectives** **6 Contact Hours**

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

**Private Sector Perspectives** **1 Contact Hours**

1. Analyze the effects of current national cyber security policy on various elements of the private sector, including financial and technology industries.
2. Understand the private sector perspective on cyberspace to include recruiting and maintaining human capital, providing cyber security to their customers, and their relationship to various government organizations.
3. Value academia's contributions to the overall understanding cyberspace.

# CONTINGENCY WARTIME PLANNING COURSE (CWPC)



## Program Attributes

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

## Program Description

The Contingency Wartime Planning Course (CWPC) educates current and future war planners in the art and science of operation planning. CWPC provides students with a comprehensive macro view of the contingency and execution planning processes from both joint and Air Force perspectives.

## Program Learning Outcome (PLOs)

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

## Faculty

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

## Duration

The course is delivered in ten academic days.

## Eligibility

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

- CWPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager.
- AU-funded quotas are not available for ANG, Air Force Reserve Command (AFRC), and sister-service personnel.
- Unit-funded quotas are built into each class for these personnel. CWPC is available for Airmen in grades E-5 through 0-5 and civilian equivalents.

## Completion Requirement

Students must achieve an 80% or better to graduate.

## Plan of Study

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

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

## Content Area Descriptions

**IP100 Strategic Guidance** **5.5 Contact Hours**

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

**IP200 Concept Development** **2 Contact Hours**

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

**IP300 Plan Development** **15 Contact Hours**

The plan development curriculum introduces Air Force operations planning (contingency, execution, and adaptive planning), Unit Type Codes (UTC), mobilization, force presentation, force sourcing, and readiness assessment tools. Additional lessons include key planning-related systems used in the plan development process, including joint operation planning and execution system (JOPES), deliberate crisis action planning execution segments (DCAPES), and the Integrated Deployment Systems (IDS).

**IP400 Plan Assessment** **2 Contact Hours**

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

**IP500 Exercises** **41 Contact Hours**

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

# JOINT AIR OPERATIONS PLANNING COURSE (JAOPC)



## Program Attributes

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

## Program Description

The Joint Air Operations Planning Course (JAOPC) is designed to educate Airmen from joint or supporting air component commands in the fundamental concepts, principles, and doctrine required to develop the air portion of a joint/combined campaign plan. The course provides students with an in-depth understanding of the joint planning process for air (JPPA) at the operational level of warfare with a comprehension of Service force presentation capabilities and how they contribute to the joint air operation. Students gain an understanding of the JFACC's roles, planning responsibilities, fundamental concepts, and principles. Graduates will comprehend key adversary capabilities and strategies in an Integrated Deterrence (ID) scenario and will demonstrate the ability to articulate a joint vision for Joint All Domain Operations (JADO) solutions.

## Program Learning Outcomes (PLOs)

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

## Faculty

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

## Duration

The JAOPC is delivered in nine academic days.

## Eligibility

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

- JAOPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager.
- AU-funded quotas are not available for ANG, AFRC and sister-service personnel. Unit-funded quotas are built into each class for these personnel.
- JAOPC is available for Airmen in the grades of O-3 through O-5 and civilian equivalents, and NCOs by exception.

## Completion Requirement

Students must achieve an 80% or better to graduate.

## Plan of Study

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

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

## Content Area Descriptions

**Block I JPPA** **45.5 Contact Hours**

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

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

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

**Block III Planning Considerations** **14 Contact Hours**

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

# JOINT TASK FORCE STAFF BASIC COURSE (JTFSBC)

## Program Attributes

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

## Program Description

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

## Program Learning Outcomes (PLOs)

Airmen will …

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

## Faculty

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

## Duration

The JTFSBC is delivered in 69.5 Contact Hours.

## Eligibility

For eligibility and additional information refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx (ETCA Course ID: MCADRE012). In general,

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

## Completion Requirements

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

## Plan of Study

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

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

## Content Area Descriptions

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

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

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

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

The joint functions curriculum provides an understanding of how joint functions help JFCs integrate, synchronize, and direct joint operations. These functions are common to joint operations at all levels of warfare and fall into seven basic groups-C2, information, intelligence, fires, movement and maneuver, protection, and sustainment. Some functions, such as C2, information, and intelligence, apply to all operations. Others, such as fires, apply as the JFC's mission

requires. Students are exposed to several subordinate tasks, missions, and related capabilities that help define each function, and learn how some could apply to more than one joint function while collectively enabling joint operations.

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

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

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

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

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# SCHOOL OF ADVANCED AIR AND SPACE STUDIES (SAASS)

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

# MASTER OF PHILOSOPHY (MPHIL) IN MILITARY STRATEGY

## Program Attributes

- Category: Professional Continuing Education (PCE) – Advanced Studies Group
- Modality: Resident
- Academic Credential: Master's degree
- Air Force Credential: SAASS documented in official records

## Program Description

The Master of Philosophy (MPhil) in Military Strategy curriculum is an intensive 48-week resident program with the purpose of creating strategists for the Air Force and the nation. The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and faculty. Class size is generally limited to no more than 37 Air and Space Force active-duty officers; three joint-service officers from the Army, Navy, and Marines; two officers from the Air Reserve Component (Air Force Reserve and Air National Guard); and a few officers from allied and partner nations upon invitation from the USAF Chief of Staff. SAASS creates warrior-scholars who think critically about the development of strategy and the deployment of air and space power as a component of military force in support of national policy objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a Master of Philosophy in Military Strategy.

## Program Learning Outcomes (PLOs)

Through a series of research papers, oral arguments, comprehensive written and oral exams, and a thesis or dissertation, graduates will:

1. Demonstrate the ability to think critically about the relationship of military force to statecraft.
2. Articulate a thorough understanding of military history, military airpower, and political theories and their modern application to air, space, and cyberspace power.
3. Articulate a thorough understanding of military history, military airpower, and political theories and their modern application as a strategic instrument of national policy.
4. Articulate, using a reasoned synthesis of theory and experience, how modern military force and its airpower component can best be applied across the spectrum of conflict.
5. Argue effectively and responsibly about military strategy using evidence and logic.

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

## Faculty

All SAASS faculty members hold a doctorate or equivalent 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.

## Duration

The SAASS MPhil in Military Strategy curriculum is an intensive 48-weeks of resident, graduate-level study.

## 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 attending 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 an online application containing a series of short questions. Applicants must either already have a master's degree from an accredited institution (or be in the process of obtaining one) or a bachelor's degree with an overall grade point average (GPA) of 3.25 or higher on a 4.0 scale. A central selection board conducted by AFPC confirms the final selections among qualified active-duty Air Force applicants. International students must be native English speakers or score a 94 or above on the Test of English as a Foreign Language (TOEFL) within the three years before entering SAASS. Nonnative English speakers must have attended an English-speaking, in-residence IDE program, preferably ACSC. Those attending ACSC must attend the International Officer School (IOS) prep course. Those entering without having attended ACSC must have attended an English-speaking intermediate program in residence but will forego the prep course due to conflicts with the SAASS course schedule. International students must possess undergraduate- or graduate-degree qualifications equivalent to those required of US students.



## Graduation Requirements (MPhil)

To graduate with the MPhil 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. In exceptional circumstances, as decided upon by the school, students may be awarded a "certificate" in military strategy in lieu of the MPhil degree. To graduate with a "certificate" in military strategy, a student must achieve a weighted grade point average for all letter-graded courses of 2.5 or higher; achieve a "pass" grade in all courses graded "pass/fail;" prepare a thesis based on original research that meets generally accepted standards of research, analysis, and expression for Air Force staff work; and complete an oral comprehensive examination conducted by a faculty board with a grade of "B-" or higher.

## Plan of Study: MPhil

| Course Number and Title | Credit Hours |
|---|---|
| SAASS600 Foundations of Military Theory | **4** |
| SAASS601 Foundations of Strategy | **3** |
| SAASS627 Air Power in the Age of Total War | **4** |
| SAASS628 Air Power in the Age of Limited War | **4** |
| SAASS632 Foundations of International Politics | **3** |
| SAASS633 Coercion and Deterrence in Theory and Practice | **3** |
| SAASS644 Irregular Warfare | **3** |
| SAASS660 Technology and Military Innovation | **3** |
| SAASS665 Space Power | **3** |
| SAASS667 Information and Cyber Power | **3** |
| SAASS690 Thesis | **7** |
| SAASS699 Comprehensive Examination | **4** |
| **TOTAL (MPhil)** | **44** |

## Course Descriptions: Master of Philosophy Degree

**SAASS600 Foundations of Military Theory** **4 Credit Hours**

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

**SAASS601 Foundations of Strategy** **3 Credit Hours**

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

**SAASS627 Air Power in the Age of Total War** **4 Credit Hours**

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

**SAASS628 Air Power in the Age of Limited War** **4 Credit Hours**

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

**SAASS632 Foundations of International Politics** **3 Credit Hours**

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

**SAASS633 Coercion and Deterrence in Theory and Practice** **3 Credit Hours**

This course is designed to provide students with the conceptual tools to analyze coercion, including the scholarly vocabulary and definitional clarity required for its understanding. That actors seek favorable outcomes while trying to mitigate undesirable ones is a core truth of international politics and strategic thought. Students will learn how to critically analyze actors' pursuit of coercive strategies to achieve their interests. Students read widely from the theoretical canon of coercion and deterrence, covering topics on escalation dynamics, signaling, credibility, the impact of emerging technology, and non-kinetic levers of coercion. This course is designed to ground student understanding in what coercion is, what determines if it fails or succeeds, and what levers are most useful to achieving coercive aims.

**SAASS644 Irregular Warfare** **3 Credit Hours**

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

**SAASS660 Technology and Military Innovation** **3 Credit Hours**

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

**SAASS665 Space Power** **3 Credit Hours**

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

**SAASS667 Information and Cyber Power** **3 Credit Hours**

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

**SAASS690 Thesis** **7 Credit Hours**

This course is unique at SAASS for two primary reasons. First, it is the only course that spans the entire academic year. Second, the course is a student-driven, but faculty-guided, exercise in personally exploring a subject of relevance to the Air Force and national security. Throughout the year, faculty research advisors assist students in examining subjects in an analytically and scholastically rigorous manner, using primary as well as secondary source research materials, to produce a 60- to 100-page study. During the thesis researching, writing, and revising process, students improve upon other critical thinking skills, such as problem bounding and framing, thematic coherence, and consistency, and critically and objectively assessing their own work.

**SAASS699 Comprehensive Examination** **4 Credit Hours**

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

# DOCTOR OF PHILOSOPHY (PHD) IN MILITARY STRATEGY

## Program Attributes

- Category: Professional Continuing Education (PCE) – Advanced Studies Group
- Modality: Resident
- Academic Credential: Doctoral degree
- Air Force Credential: None

## Program Description

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

## Program Learning Outcomes (PLOs)

The PLOs for the PhD are the same as those for the MPhil with the additional rigor that comes from research, production, and defense of a dissertation.

## Faculty

The SAASS MPhil and PhD faculty are the same.

## Duration

Barring extenuating circumstances and CC approval via waiver, PhD candidates must complete and successfully defend the dissertation within seven years of graduation from the MPhil in Military Strategy program.

## Eligibility

The eligibility requirements for the PhD program are the same as those for the MPhil—only SAASS MPhil students can volunteer and be selected for the AU PhD in Military Strategy.

## Admission Requirements

In addition to completing the SAASS MPhil in Military Strategy students must complete/achieve the following milestones (parenthetical timeframes denote period during the year at SAASS these events occur):

1. Complete an application for admission (March-April).
2. Earn a cumulative GPA of 3.7 or higher (throughout the SAASS year).
3. Satisfactory performance in an oral comprehensive exam may also be required as determined by the faculty.
4. Be recommended by the SAASS PhD Selection Committee for admission into the SAASS PhD program (late April). The SAASS faculty deliberates upon the candidates using a "whole person" approach and makes its recommendation to the commandant, who has final approval authority for admission.

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

## Graduation Requirements (PhD)

To graduate with a PhD in Military Strategy, a PhD candidate must research, write, and successfully defend a publishable dissertation on a subject related to strategy or military security studies. Barring extenuating circumstances and CC approval via waiver, PhD candidates must complete and successfully defend the dissertation within seven years of graduation from the MPhil in Military Strategy program.

## Plan of Study: PhD

| Course Number and Title | Credit Hours |
|---|---|
| (MPhil courses) | **44** |
| SAAS700 Dissertation | **16** |
| **TOTAL (PhD)** | **60** |

## Course Descriptions: Doctor of Philosophy Degree.

**SAAS700 Dissertation** **16 Credit Hours**

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

# SQUADRON OFFICER SCHOOL (SOS)

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

# SQUADRON OFFICER SCHOOL (SOS) RESIDENT PROGRAM

## Program Attributes

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

## Program Description

Formed in 1950, the Squadron Officer School (SOS) program has evolved continuously to meet modern challenges to provide relevant professional military education. Today, the SOS in-residence program is a five-week immersive in-residence educational experience for 4-to-7-year captains in the US Air Force and US Space Force. This CGO PME course is for active-duty, guard, and reserve captains, select civilians of equivalent grade, and international officers.

The purpose of SOS is to develop solution-minded, bold, courageous Airmen and Guardians ready to overcome tomorrow's challenges. The course is structured around four areas: Leading, Communicating, Warfighting, and Thinking. Students will engage in classroom and hands-on application events to lead themselves and their team, to foster a strategic and creative mindset, to resolve conflict effectively, to collaboratively solve problems, and to gain foundational knowledge on airpower doctrine, international paradigms, and joint all-domain warfare to lead in uncertain environments.

With the establishment of the US Space Force, SOS has developed the "Spacepower Education and Advanced Readiness (SPEAR)" track, a space-specific academic track managed by the Space Gray Rhinos as part of the in-residence SOS curriculum. Space Force Guardians and selected active-duty and Total Force Airmen will focus on integrating spacepower disciplines, conducting space operations, and exploring how spacepower supports the instruments of power. Students in the SPEAR track will complete a Space Force-focused capstone project tackling the focus areas outlined in the CSO Planning Guidance. ETCA Course ID: MSOS001.

## Program Learning Outcomes (PLOs)

The SOS Resident Program produces graduates who can:

1. Employ creative and critical thinking through problem-solving and deliberate decision-making.
2. Explain how Department of the Air Force (DAF) capabilities support national security objectives.
3. Apply leadership theories and principles as members of the profession of arms.
4. Demonstrate effective communication skills across diverse audiences.

## Faculty

The SOS resident program is developed, managed, assessed, and improved by SOS faculty members who are academic program managers and curriculum developers. The curriculum is delivered by Air and Space Force officers assigned to SOS as instructors and trained in SOS's faculty development program, the Theories and Principles of Adult Education course, and faculty teaching observations and evaluations.

## Duration

The SOS program is delivered in 25 academic days. The course is delivered as an in-residence course, but provisions exist to convert to a Virtual In-Resident-Remote (VIR-R) format if conditions warrant.

## Eligibility

The SOS program targets all active-duty captains with at least four but less than seven years total active federal commission service (TAFCS), AFRES, and ANG captains or captain selects, select GS 9–12 (and equivalent) civilians with two years of Air Force civil service experience, and a limited number of international officers.

## Completion Requirements

Students must complete all summative, objective, and performance evaluations.

## Plan of Study (MSOS001)

| Content Area/Block/Module | Contact Hours |
|---|---|
| Thinking | **16** |
| Warfighting | **26** |
| Leading | **16** |
| Communicating | **17** |
| Electives | **5** |
| Experientials | **21** |
| Administrative | **54** |
| **TOTAL (SOS)** | **155** |

## Content Area Descriptions

**Thinking** **16 Contact hours**

Creative, analytical, and critical thinking are vital for effective problem-solving on individual matters as well as larger Air Force level issues. This core topic guides learners through problem-solving models to be able to make the best decision possible with the information available. It prepares students to feel comfortable making decisions as leaders where there may be second and third order effects and to understand what biases they may have as individuals. Students will reflect on theoretical problems and review experiential activities to ensure skills learned are applied in pressure-filled situations.

**Warfighting** **26 Contact Hours**

Primary-level emphasis is placed on the military's application as a national instrument of power. Officers should understand their service's roles, missions, distinctive capabilities, core competencies, and structures both in the context of history and the joint operations that they may be called on to support. Officers should also have a working knowledge of the capabilities of sister services to better support the joint war-fighting team.

**Leading** **16 Contact Hours**

The primary leadership team for the Air Force is the flight; therefore, the focus of Leadership Studies at the primary level of PME is the flight level. Emphasis on the tactical level provides tools officers need to build and lead small teams and serve as dynamic followers. The focus at the primary level is on the dynamics of the interaction between individual leadership skills and group interaction in building successful teams. Instruction is based on theories and principles that officers can use to improve leadership skills, adjust leadership styles to the situation, accomplish assigned tasks, and employ followers' abilities effectively. There are experiential opportunities for officers to apply the leadership skills and techniques they have learned. At SOS, officers build upon their understanding of moral and ethical development by applying key concepts of accountability and professionalism to the challenges and opportunities inherent in leadership. Officers will analyze case studies to grasp the unique but vital relationship that binds the US military in obedience to its civilian leadership and in defense of the civilian public. They will also integrate personal and professional values into a warrior ethos consistent with the highest standards of conduct expected of military officers.

**Communicating** **17 Contact Hours**

Communication studies amplify instruction received at the pre-commissioning and basic levels and provide opportunities to apply the principles of effective communication and feedback. Special attention is given to listening, speaking, writing, and interpersonal communication skills instrumental in team building. Interpersonal communications emphasize maximizing the potential of the individual as a part of a team. Officers learn to create and deliver organized, well-reasoned, and well-supported arguments to diverse audiences.

**Electives** **5 Contact Hours**

There are two types of electives. One is the standard elective which can be a single period or a series of three periods based on a core curriculum topic or student needs and skill enhancements. The other type is a competitively selected where students research and deliver concrete solutions for current and future USAF challenges.

**Experientials** **21 Contact Hours**

Experiential activities are designed to provide students with opportunities for the application of critical and creative thinking, leading, effective communicating, and warfighting applications in authentic contexts. These experiential activities are found throughout the SOS program.

**Administrative** **54 Contact Hours**

Various flight and squadron activities that enhance the teambuilding and professional growth and networking aspects of the SOS experience.

# FACULTY DEVELOPMENT PROGRAM

## Program Attributes

- Category: Professional Military Education (PME) Faculty Development
- Modality: Resident
- Academic Credential: Contact hours
- Air Force Credential: None

## Program Description

SOS faculty development program uses a multiplatform approach to teach faculty how to develop, deliver, and assess curriculum by introducing educational theories, instructional methods, and classroom management skills as well as integrating readings, material presented by subject-matter experts and practicum applications to achieve learning outcomes and course objectives. Most course materials are authentically developed to ensure curriculum remains current with emerging educational practices and theories and can be adapted to use in real-world contexts. Our end state is to produce highly skilled instructors who can develop and deliver curriculum to adult learners across a spectrum of environments using various methodologies.



## Program Learning Outcomes (PLOs)

Squadron Officer School (SOS) faculty development consists of two courses. Each course has specific learning outcomes.

**Learning Outcomes: Theories and Principles of Adult Education (TPAE)**

TPAE graduates can...

1. Apply and analyze educational best practices within a classroom facilitation environment.
2. Apply and evaluate educational theories that support the development of adult learners.
3. Understand and apply techniques of classroom management and student inclusion.

**Learning Outcomes: Advanced Principles of Instructional Design (APID)**

APID graduates can...

1. Apply the Analyze, Design, Develop, and Evaluate steps of the Instructional Systems Design model.
2. Explain the stages of Understanding by Design (UbD) and other instructional models.
3. Describe the theories and practices of how adults learn.

## Faculty

The SOS Faculty Development division consists of four full-time personnel augmented with academic program managers, adjunct professors, and other instructors within Air University. Personnel are subject matter experts in curriculum delivery and design.

## Duration

- TPAE is 80 contact hours/10 education days in length.
- APID is 56 contact hours and 24 non-contact hours/10 education days.

## Eligibility

- TPAE is open to all personnel with a need to develop instructor skill sets in the area of adult education. It is required for all assigned SOS faculty.
- APID is open to personnel who require skills to develop curriculum and is required for SOS academic program managers and curriculum developers.

## Completion Requirement

Students must meet all grading standards, complete all course requirements, complete all contact hours, and demonstrate effective application of course content.

## Course Descriptions

**MSOC001 Theories and Principles of Adult Education (TPAE)** **80 Contact Hours**

This course prepares students to apply various instructional methods to deliver curriculum in adult education environments. The basic design is for on-boarding new SOS faculty and is aligned with an on-going SOS class. However, given needs of AU partners, and with enough notice, the course can be modified to meet their needs. Curriculum delivery is focused on achieving higher levels of learning through deliberate application of instructor skill sets. The course focuses on effective teaching techniques, including classroom management, feedback/assessment, and the integration of technology. Instructional methods taught in the course include lectures, guided discussions, case studies, gamification and experiential learning. All classes are developed using established educational theory, to which the students are also exposed. The course includes practicum application through teaching laboratories and focuses on developing instructors through mentoring and actionable feedback. Students are expected to write a cogent teaching philosophy cased on what they learn.

**MSOC002 Applied Principles of Instructional Design (APID)** **80 Contact Hours**

This course and study of instructional design and development includes learning theories and trends in instructional design principles, evaluations, and delivery of learning materials across various learning environments. The project-based course prepares instructional designers/developers with strategies to create curriculum using design models, instructional strategies, and technology integration to support learner-centered experiences. and learning outcomes. The course offers insights from practitioners in learning design, case studies on instructional design, and immersive learning approaches to instructional design.

# USAF TEST PILOT SCHOOL (TPS)

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

# MASTER OF SCIENCE IN FLIGHT TEST ENGINEERING (MSFTE)

## Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Master's degree
- Air Force Credential: Documented in official records.

## Program Description

Test Pilot School (TPS) is a 48-week course composed of academic and flying instruction. The academic plan of study is decomposed into three primary series: performance and flying qualities, mission systems, and test foundations. Students receive a notebook computer and accessories for use during the course. The USAF TPS portal is provided as an on-line access point for students and staff to access current materials for lectures, flight cards, virtual drop boxes for reports, and many other resources. Students will improve their system-theoretic mindset in order to lead and work with teams to understand and decompose mission requirements, prioritize test and evaluation strategies, assess residual risk, design efficient test activities, appropriately communicate valid conclusions to stakeholders, and contribute to the efficacy of the acquisition enterprise. Students study theoretical and applied knowledge in the engineering sciences to understand the domains in which they must effectively evaluate system capabilities. Students will develop a skillset of techniques, procedures, and behaviors to safely and securely conduct real-time system evaluations.

## Program Learning Outcomes (PLOs)

Graduates of TPS should have a thorough grounding in the following:

1. Integrated Test Teaming: The graduate will understand the acquisition life cycle and know where test and evaluation (T&E) fits into the process; know how to apply governing regulations, directives, and requirement processes for developing a test program; and know how to build and lead an integrated, multidisciplinary test team of development and operational personnel from the military, government, and contractors.
2. Flight Test Planning: The graduate will be able to effectively decompose system requirements to plan a flight test and efficiently allocate resources; determine the type, quantity, accuracy, and precision of the data required; how the data is to be collected and used; and the type of data analysis to be used.
3. Flight Test Execution: The graduate will be able to conduct a mission safely, effectively, and efficiently as part of a test team either on board the aircraft or in the control room and collect and analyze the data.
4. Flight Test Reporting: The graduate will be able to apply critical thinking by analyzing, synthesizing, and evaluating test results to reach substantiated conclusions and recommendations, and they will effectively communicate in written, oral, and graphical form the test planning, outcomes, and deficiencies and assess their mission impact, determining if a system meets mission requirements and/or specifications.
5. Risk Management: The graduate will be able to consistently apply a critical thinking process for identifying unique program hazards and developing procedures to mitigate risk.
6. Adaptability: The graduate will build a solid fundamental understanding of a broad range of military missions and unique systems, and be able to adapt their teaming, planning, execution, reporting, and team management to balance stakeholder requirements.

## Faculty

TPS faculty members hold a master's, doctoral, or equivalent degree in their fields of academic expertise. The breadth, 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

The MSFTE program is 48 weeks of intensive resident graduate-level study.

## Eligibility

Reference AFI 99-107, *Test Pilot School*, Table 1, Eligibility Requirements for Curricula, for the most current requirements enrollees must meet to be eligible for a slot at the USAF TPS.

| Curriculum | Time in Service (at class entry) Active: TAFCS Guard & Reserve: TFCSD | Education | Experience (at class entry) | Physical Qualifications | Clearance |
|---|---|---|---|---|---|
| Experimental Test Pilot | Fewer than 9 years and 6 months (10 years and 3 months for helicopter pilots) | • Bachelor of Science in Engineering, Mathematics, or Physics (see AFI 99-107 paragraph 1.2.1 for other acceptable degrees and required remediation).<br>• Minimum Grade Point Average (GPA) of 3.0 on a 4.0 scale. | • Pilots on extended active duty (EAD) and not in suspended flying status.<br>• Minimum of 12 months as an aircraft commander in a manned major weapon system (MWS).<br>• Pilots must also be either qualified IPs in their manned MWS or<br>1. Single pilot MWS – at least 750 hours total time.<br>2. Dual pilot MWS – at least 1000 hours total time.<br>*Note: 250 hours of manned non-Major Weapon System (MWS) time (e.g., civilian flight hours) may be included.* | Annual Flying Class II | Top Secret |
| Experimental Test Combat Systems Officer (Note 3) | Fewer than 9 years and 6 months | Same as Experimental Test Pilot requirements | • Combat Systems Officers (CSO) must be qualified instructor CSOs in an MWS or have at least 500 hours total time in their MWS. Total time excludes student time. | Annual Flying Class II | Top Secret |

| Curriculum | Time in Service (at class entry) Active: TAFCS Guard & Reserve: TFCSD | Education | Experience (at class entry) | Physical Qualifications | Clearance |
|---|---|---|---|---|---|
| Experimental Test Remotely Piloted Aircraft (RPA) Pilot | Fewer than 9 years and 6 months | Same as Experimental Test Pilot requirements | • RPA pilots must be qualified instructor in their RPA MWS or have at least 750 hours total time.<br>*Note: 250 hours of manned non-Major Weapon System time (e.g., civilian flight hours) may be included.* | Annual Flying Class II | Top Secret |
| Experimental Flight Test Engineer | Fewer than 8 years | Same as Experimental Test Pilot requirements<br>Technical master's degree is highly desired. | • On EAD with a minimum of 2 years experience in one of the following AFSCs: 13BX, 13NX, 13SX, 14NX, 17DX, 21AX, 21MX, 43A3, 61XX, 62XX, or 63XX (Civilians: minimum 2 years' experience in Test & Evaluation).<br>• Federal Aviation Administration flying certifications or military flying is highly desired. | Annual Flying Class II | Top Secret |

*Notes*

1. *TAFCS: Total Active Federal Commissioned Service (Regular Air Force) / TFCSD: Total Federal Commissioned Service Date (Guard and Reserve).*
2. *Maximum time in service not applicable to civilian applicants.*
3. *The term combat systems officer includes rated navigators, electronic warfare officers, and weapon system operators.*

## Admission Requirements

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

## Graduation Requirements

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

## Plan of Study: MSFTE

| Course Number and Title (4AAD USAF Test Pilot School) | Credit Hours |
|---|---|
| PF6000 Fixed-Wing Aerodynamics | 2 |
| PF7000 Performance Data Standardization | 3 |
| PF8000 Performance Optimization | 4 |
| FQ6000 Aircraft Flight Mechanics | 4 |
| FQ7000 Flight Control Design/Analysis | 4 |
| FQ8000 Handling Qualities Evaluation | 4 |
| FQ9000 Envelope Expansion | 4 |
| SY6000 Component Mission Systems | 4 |
| SY7000 Platform Mission Systems | 4 |
| SY8000 Kill Web Mission Systems | 1 |
| TF5000 Foundations' Foundations | 1 |
| TF6000 Plan, Execute, Analyze, Report, Special Subjects (PEARS) | 2 |
| TF7000 Qualitative Evaluation | 3 |
| TF8000 Test Management Project | 4 |
| TF9000 Comprehensive Exams | 6 |
| **TOTAL (MSTFE)** | **50** |

## Course Descriptions

**PF6000 Fixed-Wing Aerodynamics** **2 Credit Hours**

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

**PF7000 Performance Data Standardization** **3 Credit Hours**

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

**PF8000 Performance Optimization** **4 Credit Hours**

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

**FQ6000 Aircraft Flight Mechanics** **4 Credit Hours**

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

**FQ7000 Flight Control Design/Analysis** **4 Credit Hours**

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

**FQ8000 Handling Qualities Evaluation** **4 Credit Hours**

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

**FQ9000 Envelope Expansion** **4 Credit Hours**

This course demonstrates how the buildup approach can be used for handling qualities testing in different phases of vehicle flight testing. Starting with first flight and then working to more operational test requirements this course exposes the student to handling qualities testing across the entire life cycle of a flight vehicle.

**SY6000 Component Mission Systems** **4 Credit Hours**

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

**SY7000 Platform Mission Systems** **4 Credit Hours**

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

**SY8000 Kill Web Mission Systems** **1 Credit Hours**

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

**TF5000 Foundations' Foundations** **1 Credit Hour**

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

**TF6000 Plan, Execute, Analyze, Special Subjects (PEARS)** **2 Credit Hours**

This course provides the student an understanding of the basic components involved with planning, executing, analyzing, and reporting on a test. Many practical aspects of the day-to-day life of a flight tester are covered through a variety of short and long academic events. This course addresses the reality that a test professional may show up at any phase in the life of a test program, and it aims to equip them to be useful contributors wherever they go.

**TF7000 Qualitative Evaluation** **3 Credit Hours**

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

**TF8000 Test Management Project** **4 Credit Hours**

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

**TF9000 Comprehensive Exams** **6 Credit Hours**

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

# GRADUATE CERTIFICATE IN SPACE TEST ENGINEERING (STE CERT)

## Program Attributes

- Category: Professional Development Opportunity (PDO)
- Modality: Resident
- Academic Credential: Graduate Certificate
- Air Force Credential: Documented in official records.

## Program Description

The Test Pilot School (TPS) Space Test Engineering certificate program is a 48-week course composed of academic and hands-on instruction to prepare future leaders in the space test and evaluation enterprise. The academic plan of study is decomposed into three primary series: astronautical sciences, mission systems, and test foundations. Courses within the mission systems and test foundations series are shared with students in the MSFTE program at TPS with the primary differentiator being the space focus of the hands-on content. Graduates of the STE Cert program will have demonstrated the basic skills required to test mission systems within the space warfighting domain. Students receive a notebook computer and accessories for use during the course. The USAF TPS portals are provided as on-line access points for students and staff to access current materials for lectures, event materials, virtual drop boxes for reports, and many other resources. Students will improve their system-theoretic mindset in order to lead and work with teams to understand and decompose mission requirements, prioritize test and evaluation strategies, assess residual risk, design efficient test activities, appropriately communicate valid conclusions to stakeholders, and contribute to the efficacy of the acquisition enterprise. Students study theoretical and applied knowledge in the engineering sciences to understand the domains in which they must effectively evaluate system capabilities. Students will develop a skillset of techniques, procedures, and behaviors to safely and securely conduct real-time system evaluations.



## Program Learning Outcomes (PLOs)

Graduates of TPS should have a thorough grounding in the following:

- Integrated Test Teaming: The graduate will understand the acquisition life cycle and know where test and evaluation (T&E) fits into the process; know how to apply governing regulations, directives, and requirement processes for developing a test program; and know how to build and lead an integrated, multidisciplinary test team of development and operational personnel from the military, government, and contractors.
- Test Planning: The graduate will be able to effectively decompose mission a system requirements to plan a test and efficiently allocate resources; determine the type, quantity, accuracy, and precision of the data required; how the data is to be collected and used; and the type of data analysis to be used.
- Test Execution: The graduate will be able to conduct a mission safely, effectively, and efficiently as part of a test team either on board an aircraft or in a control room and collect and analyze the data.
- Test Reporting: The graduate will be able to apply critical thinking by analyzing, synthesizing, and evaluating test results to reach substantiated conclusions and recommendations, and they will effectively communicate in written, oral, and graphical form the test planning, outcomes, and deficiencies and assess their mission impact, determining if a system meets mission requirements and/or specifications.
- Risk Management: The graduate will be able to consistently apply a critical thinking process for identifying unique program hazards and developing procedures to mitigate risk.
- Adaptability: The graduate will build a solid fundamental understanding of a broad range of military missions and unique systems, and be able to adapt their teaming, planning, execution, reporting, and team management to balance stakeholder requirements.

## Faculty

TPS faculty members hold a master's, doctoral, or equivalent degrees or experience 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

The Graduate Certificate in Space Test Engineering program is 48 weeks of intensive resident graduate-level study.

## Eligibility

Until eligibility is captured in DAFI 99-107, reference the most recent course announcement PSDM (PSDM 23-145). For 2024 & 2025 offerings, course eligibility is as follows:

- B.S. Degree in Engineering, Mathematics, or Physics with a 3.0 GPA or better
  - o Applicants with a B.S. not meeting the above requirements will still be considered eligible provided they have completed undergraduate or graduate courses in Calculus I, Calculus II, Statistics, Physics I, and Physics II with a 3.0 GPA or better for these five courses
- (Officers) O-2 to O-4 with 3-10 years of service
- (Enlisted) E-4 to E-6 with 2-14 years of service
- (Gov Civilian) GS-13 (or equivalent) and below with 2+ years of service
- TS/SCI security clearance

## Admission Requirements

Admission to the USAF TPS is extremely competitive. While primarily targeting Space Force personnel, Air Force, civilian, and other DoD personnel are encouraged to apply for these programs. Refer to AFI 99-107, Test Pilot School, and most recent PSDM for application details.

## Graduation Requirements

The USAF TPS Space Test curriculum is designed to grant a Graduate Certificate in Space Test Engineering at the end of a 48-week course. Students are required to take all 12 offered courses to graduate, to include the four courses that make up the graduate certificate program (SY7000, SY8000, TF5000, TF8000). The graduate certificate is a total of 13 credit hours within the 48-week course. Each of the three series consists of several main lecture courses. Along with these courses, there are allocated laboratories or simulator work and flights. A student must be in good standing and satisfactorily complete all academic tests, oral and written reports, and curriculum missions and complete the comprehensive oral evaluation. Students must achieve a grade of "C" or higher on each academic course with an overall GPA equal to 3.0.

## Plan of Study: MSFTE

| Course Number and Title (4AAD USAF Test Pilot School) | Credit Hours |
|---|---|
| AS5000 Astronautical Sciences Preliminaries | 0 |
| AS6000 Inertial Astrodynamics | 0 |
| AS7000 Satellite Subsystems | 0 |
| AS8000 Non-inertial Astrodynamics | 0 |
| AS9000 Threats & Special Topics | 0 |
| SY6000 Component Mission Systems | 0 |
| SY7000 Platform Mission Systems | 4 |
| SY8000 Kill Web Mission Systems | 1 |
| TF5000 Foundations' Foundations | 1 |
| TF6000 Plan, Execute, Analyze, Report, Special Subjects (PEARS) | 0 |
| TF8000 Test Management Project | 4 |
| TF9000 Comprehensive Exams | 0 |
| **TOTAL (STE Cert)** | **10** |

## Course Descriptions

**AS5000 Astronautical Sciences Preliminaries** **0 Credit Hours**

This course provides training in satellite simulators and other equipment used in hands on exercises throughout the course. It also provides preliminaries to the space environment and satellite sub-systems.

**AS6000 Inertial Astrodynamics** **0 Credit Hours**

This course gives the student an understanding of orbital motion in inertial and relative frames. Students learn how to generate orbit states and plan orbit maneuvers based on an understanding of orbital mechanics and astrodynamics. Students will also learn about satellite sub-systems and the underlying physics that supports their function.

**AS8000 Non-Inertial Astrodynamics** **0 Credit Hours**

This course gives the student an understanding of orbital motion in relative space. Students learn how to manipulate orbits and plan rendezvous, and proximity maneuvers based on an understanding of orbital mechanics and astrodynamics.

**AS8000 Non-Inertial Astrodynamics** **0 Credit Hours**

This course gives the student an understanding of orbital motion in relative space. Students learn how to manipulate orbits and plan rendezvous, and proximity maneuvers based on an understanding of orbital mechanics and astrodynamics.

**AS9000 Threats & Special Topics** **0 Credit Hours**

This course provides classified discussions of threats to systems on orbit.

**SY6000 Component Mission Systems** **0 Credit Hours**

This course introduces the students to common sensors and navigation suites found in modern aircraft and spacecraft. The physics, functions and parameters are explained along with the processes for testing components before introducing them into a platform, and ultimately into a kill web.

**SY7000 Platform Mission Systems** **4 Credit Hours**

This course provides platform mission systems knowledge. Students will learn how to use software development and cyber security as foundations for executing and reporting on avionics tests. Students also receive introductions to the data networks that link components into a system and to the visual interfaces which present information to operators. Instruction is also provided on how weapons integrate with systems on a platform. Theory, mission application, test methodologies, and case studies are included in each topic and provide the foundational education for evaluating integrated component systems at the platform level culminating in the systems practical examination.

**SY8000 Kill Web Mission Systems** **1 Credit Hours**

This course is designed to integrate physics and system specific knowledge from the 6000 and 7000 courses. Academics focus on mission systems above the platform level, such as Electromagnetic Warfare, Sensor Fusion, Autonomy and Datalinks. The 8000-level disciplines include an Integrated Systems Lab, and an EW simulator.

**TF5000 Foundations' Foundations** **1 Credit Hour**

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

**TF6000 Plan, Execute, Analyze, Special Subjects (PEARS)** **0 Credit Hours**

This course provides the student an understanding of the basic components involved with planning, executing, analyzing, and reporting on a test. Many practical aspects of the day-to-day life of an aerospace tester are covered through a variety of short and long academic events. This course addresses the reality that a test professional may show up at any phase in the life of a test program, and it aims to equip them to be useful contributors wherever they go.

**TF8000 Test Management Project** **4 Credit Hours**

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

**TF9000 Comprehensive Exams** **0 Credit Hours**

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

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# DEPARTMENT OF THE AIR FORCE
# OTHER DEVELOPMENTAL OPPORTUNITIES (ODO)

Air University is committed to the personal and professional growth of its students and the broader Air Force community. In pursuit of this goal, the university supports other professional development opportunities and programs, all carefully designed to empower Airmen, Guardians, civilians, and their spouses throughout their lifelong learning journey.

# AIR EDUCATION AND TRAINING COMMAND (AETC)

## Course Description

**AETCSLC001 Squadron Leadership Course (SLC)** **40 Contact Hours**

The course is designed to deliver high quality instruction through purposeful leadership and a dedication to building a culture that promotes verifiable mission success which is foundational to Command Teams who embody the Air Force Core Values. The course will prepare newly selected Command Teams, which include Commanders, Senior Enlisted Leaders, and spouses, with the tools and resources for mission execution. The core competencies will empower Command Teams to enhance leadership skills, foster resource management, cultivate unit improvement, promote/safeguard unit morale, encourage physical well-being, and increase quality of life for Airmen and their families.

## Course Attributes

- Category: Personal / Professional Development
- Modality: Resident
- Academic Credential: Attendees earn a digital credential through Badgr
- Air Force Credential

## Course Learning Outcomes

1. Equip Command Teams with the knowledge, skills, and attributes to lead effectively and efficiently, and cultivate Airmen to win the high-end competition.
2. Equip Command Teams with knowledge of the resources that provide support and care for Airmen and their families.
3. Develop emotional intelligence and improve personal leadership practices through increased self-awareness.
4. Internalize the AETC Commander's vision and mission through study, reflection, and Senior Leader engagement; Adopt best practices for leading Airmen and developing leadership team synergy.
5. Establish Command Team unity and build professional networks.

## Faculty

The course is hosted by Air Education and Training Command staff with instruction delivered by guest presentations and/or personnel selected for their functional expertise, professional knowledge, performance record, practical experience, teaching ability, and availability.

## Duration

The course is five academic days (one week) with 40 contact hours.

## Eligibility

Course attendees referred to as the Command Team, are Officers, Senior Enlisted Leaders, and Spouses selected or identified as candidates for Squadron leadership roles within the Air Education and Training Command. Specifically, the course is for personnel projected to command units in AETC in the grades of O-4, O-5, and O-6; civilians who serve on command teams in the grades of GS-12 through GS-14; and enlisted members projected to sever on command teams as the Senior Enlisted Leader in the grades of E-7, E-8, and E-9.

## Location

Randolph AFB, TX

## Admissions

Contact the OPR, below.

## Completion

Students must contribute to the seminar discussions and complete all contact hours.

## Plan of Study

The schedule varies with each course offering based on guest speaker availability. The topic areas over the five academic days (40 contact hours) include leadership, communications (interpersonal, public relations, and media), finance, behavioral health, protocol, mentoring, legal authorities, and special topics related to mission readiness.

## Office of Primary Responsibility (OPR)

AETC/A1
AETC Squadron Leadership Course Director
DSN 487-0163 or COMM (210) 652-0163

# HEADQUARTERS AIR FORCE (HAF)

## Course Description

**MLMDC 876 Wing-Group Command Spouses' Course** **41.25 Contact Hours**

The course empowers newly selected wing/vice wing/command chief, group commander/senior enlisted leader as well as senior materiel leader spouses to support the command leadership team and improve the unit's quality of life as appropriate for themselves and their families. Via experiences of current and former O-6 and E-9 level command spouses, initiate a network of senior leader spouses and learn from Air Force and non-Air Force organizations how to enhance military members and their families' lives which, in turn, will improve awareness, retention and overall mission accomplishment.

## Course Attributes

- Category: Personal / Professional Development
- Modality: Resident
- Academic Credential: None
- Air Force Credential: None

## Course Learning Outcomes

Comprehend how command spouses…

1. fit into the unit's strategic environment
2. support strategic and command leader expectations,
3. realize their sphere of influence,
4. appreciate current mission support functions,
5. facilitate significant functional partnerships, and
6. leverage the human domain to improve quality of life.

## Faculty

The course is hosted by the Eaker Center on behalf of Headquarters Air Force (HAF) with instruction delivered by guest lecturers/adjunct faculty selected for their functional expertise, professional knowledge, performance record, practical experience, teaching ability, and availability.

## Duration

The course is five academic days (one week) with 41.25 contact hours.

## Eligibility

Course attendees are spouses of colonels and chief master sergeants selected or identified as candidates for wing/vice wing/command chief, group command/senior enlisted leader, as well as senior materiel leader courses taught in conjunction with the O-6 and E-9 level command and SML Pre-Command Training courses.

## Location

Ira C. Eaker Center for Leadership Development
525 Chennault Circle (Bldg 1404)
Maxwell AFB, AL 36112-6429

## Admissions

Contact the OPR, below.

## Completion

Students must contribute to the seminar discussions and complete all contact hours.

## Plan of Study

The schedule varies with each course offering based on guest speaker availability. The curriculum provides a broad view of the environment and organizational setting in which the command/senior leader spouse will be involved. The focus is on a comprehensive presentation of personal leadership development, the commander and airman perspective, shared command spouse experiences, and services provided by Air Force organizations impacting military members and their families. The Wing-Group Command Spouses' course is essentially an executive education program for future wing/vice wing/command chief, group command/senior enlisted leader or senior materiel leader spouses. Total 41.25 contact hours.

## Office of Primary Responsibility (OPR)

Ira C. Eaker Center for Leadership Development
Commander's Professional Development School
USAF Wing-Group Command Spouses' Course Director
DSN 493-3474 or COMM (334) 953-3474

# ABBREVIATIONS AND ACRONYMS

| Abbreviation or Acronym | Definition |
|---|---|
| AI | Artificial Intelligence |
| ABD | All But the Dissertation |
| ACSC | Air Command and Staff College |
| ACTS | Army Air Corps Tactical School |
| AETC | Air Education and Training Command |
| AF PFMC | Air Force Professional Financial Management Course |
| AFCCC | Air Force Chaplain Corps College |
| AFFOR | Air Force Forces |
| AFI | Air Force Instruction |
| AFIT | Air Force Institute of Technology |
| AFJROTC | Air Force Junior Reserve Officer Training Corps |
| AFJROTCI | AFJROTC Instruction |
| AFPC | Air Force Personnel Center |
| AFPD | Air Force Policy Directive |
| AFRC | Air Force Reserve Command |
| AFRES | Air Force Reserve |
| AFROTC | Air Force Reserve Officer Training Corps |
| AFSAT | Air Force Security Assistance Training |
| AFSNCOA | Air Force Senior Noncommissioned Officer Academy |
| AGR | Active Guard Reserve |
| AIC | Academic Instructor Course |
| AICC | Advanced Instructor Certification Course |
| AICE | Association of International Credential Evaluators |
| ALS | Airman Leadership School |
| AMS | Academy of Military Science |
| ANG | Air National Guard |
| AOR | Area of Responsibility |
| AP | Airpower Studies |
| APID | Advanced Principles of Instructional Design |
| ARB | Academic Review Board |
| ARC | Air Reserve Component |
| AU | Air University |
| AUI | Air University Instruction |
| AUL | Air University Library |

| Abbreviation or Acronym | Definition |
|---|---|
| AWC | Air War College |
| AY | Academic Year |
| BB | Black Belt |
| BCA | Business Case Analysis |
| BCC | Basic Chaplain Course |
| BOV | Board of Visitors |
| BPR | Business Process Reengineering |
| C/JFC | Combined/Joint Force Commanders |
| C2 | Command and Control |
| CAC | Common Access Card |
| CAP | Civil Air Patrol |
| CAS | Close Air Support |
| CCAF | Community College of the Air Force |
| CCC | Cross-Cultural Communication |
| CFACC | Combined Force Air Component Commander Course |
| CFR | Code of Federal Regulations |
| CFT | Career Field Team |
| CGO | Company Grade Officer |
| CIA | Central Intelligence Agency |
| CJCSI | Chairman of the Joint Chiefs of Staff Instruction |
| CMR | Civil-Military Relations |
| COEC | Cyberspace Operations Executive Course |
| CPDS | Commanders' Professional Development School |
| CPI | Continuous Process Improvement |
| CSAF | Chief of Staff of the Air Force |
| CSO | Combat Systems Officer |
| CWPC | Contingency Wartime Planning Course |
| DAF | Department of the Air Force |
| DAFI | Department of the Air Force Instruction |
| DCAPES | Deliberate Crisis Action Planning Execution Segments |
| DDSC | Defense Decision Support Course |
| DFM&CS | Defense Financial Management and Comptroller School |
| DFMC | Defense Financial Management Course |
| DL | Distance Learning |
| DLP | Distance Learning Program |
| 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 |

| Abbreviation or Acronym | Definition |
|---|---|
| EL | Expeditionary Leadership |
| ELFP | Executive Leadership Feedback Program |
| EMR | Employee-Management Relations |
| EO | Equal Opportunity |
| EPME | Enlisted Professional Military Education |
| EPMEIC | Enlisted Professional Military Education Instructor Course |
| EQUAL-Plus | Enlisted Quarterly Assignment Listing-Plus |
| ESL | English as a Second Language |
| ETCA | Education and Training Course Announcement |
| EU | European Union |
| EW | Electronic Warfare |
| FACA | Federal Advisory Committee Act |
| FERPA | Family Educational Rights and Privacy Act |
| FM | Financial Management |
| FS | Foundations of Strategy |
| FSA | First Sergeant Academy |
| FSS | Force Support Squadron |
| FTE | Flight Test Engineering |
| FWA | Fraud, Waste, and Abuse |
| GB | Green Belt |
| GO/FO | General Officer/Flag Officer |
| GPA | Grade Point Average |
| GS | Global Security |
| GSU | Geographically Separated Units |
| HAF | Headquarters Air Force |
| HLC | Higher Learning Commission |
| IBT | Internet-Based Test |
| IC | Intelligence Community |
| ICBM | Intercontinental Ballistic Missile |
| IDE | Intermediate Developmental Education |
| IICC | Initial Instructor Certification Course |
| IMS | International Military Students |
| IO | International Officer<br>Information Operations |
| IOP | Instruments of Power |
| IOS | International Officer School |
| ISD | Instructional System Development, Instructional Systems Design |
| ISR | Intelligence, Surveillance, and Reconnaissance |
| ISS | International Security Studies |
| JAOC | Joint Air Operations Center |
| JAOP | Joint Air Operations Plan |

| Abbreviation or Acronym | Definition |
|---|---|
| JAOPC | Joint Air Operations Planning Course |
| JF | Joint Forces |
| JFACC | Joint Force Air Component Commander |
| JFOWC | Joint Flag Officer Warfighting Course |
| JIIM | Joint, Interagency, Intergovernmental, and Multicultural |
| JLASS | Joint Land, Aerospace, and Sea Simulation |
| JOPES | Joint Operation Planning and Execution System |
| JPP | Joint Planning Process |
| JPPA | Joint Planning Process for Air |
| JP | Joint Publication, Joint Planning |
| JTF | Joint Task Force |
| JTFSBC | Joint Task Force Staff Basic Course |
| KSA | Knowledge, Skills, and Abilities |
| L | Lean |
| MAJCOM | Major Command |
| McREL | Midcontinent Research for Educational and Learning |
| MENA | Middle East and North African |
| MILDEC | Military Deception |
| MISO | Military Information Support Operations |
| MSFRIC | Muir S. Fairchild Research Information Center |
| MWS | Major Weapon System |
| NACES | National Association of Credentials Evaluation Services |
| NAF | Numbered Air Force, Non-Appropriated Fund |
| NATO | North Atlantic Treaty Organization |
| NCO | Noncommissioned Officer |
| NCOA | Noncommissioned Officer Academy |
| NCOIC | Noncommissioned Officer In Charge |
| NCSS | National Council for the Social Studies |
| NDU | National Defense University |
| NGO | Nongovernmental Organization |
| NSES | National Science Education Standards |
| NSF | National Security Forum |
| NWAC | Northwest Accreditation Commission |
| NWEPP | Nuclear Weapons Effects, Policy, and Proliferation |
| OL | Organizational Leadership |
| OLMP | Online Master's Program |
| OODA | Observe, Orient, Decide, and Act |
| OPMEP | Officer Professional Military Education Policy |
| OTS | Officer Training School |
| PADD | Person Authorized to Direct Disposition |
| PBT | Paper-Based Test |

| Abbreviation or Acronym | Definition |
|---|---|
| PCE | Professional Continuing Education |
| PDE | Primary Developmental Education |
| PLDP | Personal Leadership Development Plan |
| PME | Professional Military Education |
| RD | Restricted Data |
| RE | Research/Electives |
| RegAF | Regular Air Force |
| RST | Religious Support Team |
| SACSCOC | Southern Association Of Colleges and Schools, Commission on Colleges |
| SAPR | Sexual Assault Prevention and Response |
| SCOC | Superintendent/NCOIC, Chapel Operations Course |
| SDE | Senior Developmental Education |
| SDI | Special Duty Identifier |
| SecAF | Secretary of the Air Force |
| SEL | Senior Enlisted Leaders |
| SES | Senior Executive Service |
| SJIOAC | Senior Joint Information Operations Analysis Course |
| SOF | Special Operations Forces |
| SOS | Squadron Office School |
| T&E | Test and Evaluation |
| TAFCS | Total Active Federal Commission Service |
| ToC | Theory of Constraints |
| TOEFL | Test of English as a Foreign Language |
| TPAE | Theories and Principles of Adult Education |
| UCMJ | Uniform Code of Military Justice |
| USAF TPS | Us Air Force Test Pilot School (a.k.a. TPS) |
| USC | United States Code |
| USSTRATCOM | United States Strategic Command |
| UTC | Unit Type Code |
| WCC | Wing Chaplain Course |
| WIC | Weapons Instructor Course |
| WINGS | Web Intensive New Gain System |
| WMD | Weapons of Mass Destruction |
| WOTS | Warrant Officer Training School |
| WS | Warfare Studies |

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FOR MORE INFORMATION:

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# ACADEMIC AFFAIRS

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