



## **ADDENDUM**

# **AIR UNIVERSITY CATALOG ACADEMIC YEAR 2010-2011**

**We Produce the Future**

**June 2011**

This addendum is to be used in conjunction with the Air University Catalog Academic Year 2010-2011 and is part of that official document. This addendum contains corrections and additions effective 1 October 2010. All changes and additions listed here take precedence over information contained in the Air University 2010-2011 Academic Catalog. All information contained in this addendum is subject to change without notice.

**Addition:** Insert on page *xiv*.

**Professional Military Education Award of Credit  
for  
Developmental Education, Joint PME, & Degrees**

Student Types: Military/Civilian

<b>School</b>	<b>Course Completion</b>	<b>PME Credit Awarded</b>	<b>JOINT PME Level*</b>	<b>Masters Degree Potential</b>	<b>Developmental Education LEVEL (Military)</b>	<b>Transcriptable Courses</b>
AWC RES	MAWC001	YES	II	YES	SDE	YES
AWC DL	MAWC003	YES	NONE	NO	SDE	Grads Only
ACSC RES	MACSC001	YES	I	YES	IDE	YES
ACSC OLMP	MACSC010	YES	I	All Grads	IDE	YES
ACSC DL	MACSC 002-003	YES	I	NO	IDE	Grads Only
OLMP/LEADERHSIP CONCENTRATION	MAULDR010	NO	NONE	All Grads	NONE	YES
SOS	MSOS001	YES	NONE	NONE	BDE	Grads Only

\*AWC JPME for Senior Level Schools awarded per Chairman Joint Chiefs of Staff Instruction (CJCSI) 1800.01B.

**Addition:** Replace all SAASS information page- 86 -94.

## **MASTER OF PHILOSOPHY IN MILITARY STRATEGY**

## **DOCTORATE OF PHILOSOPHY IN MILITARY STRATEGY**

### **School Of Advanced Air And Space Studies**

*Internet Address*

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

**Mission:** *Educate strategists for the Air Force and the nation.*

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

**Curriculum.** The SAASS curriculum is an intensive 50-week program. The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and the expert faculty. Class size is limited to 45 AF officers, 5 joint-service officers from the Army, Navy, and Marines, 3 officers from the Air Reserve Component, and several officers from closely allied nations upon invitation from the Chief of Staff, United States Air Force. Total enrollment will not exceed 60 students. SAASS creates warrior-scholars who have a superior ability to develop, evaluate, and employ airpower as a component of military force in support of state objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a master of airpower art and science degree.

**Learning Outcomes.** The SAASS curriculum is designed to accomplish two major objectives.

- Stimulate the student's ability to *think critically* about the relationship of military force to statecraft resulting from
  - a thorough evaluation of military and airpower theories, and
  - a thorough evaluation of the reality of military experience, resulting in

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

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

**Duration.** SAASS is an 11-month, follow-on school for selected graduates of intermediate-level DoD and international PME schools.

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

**Admission Requirements.** Admission to SAASS is highly competitive. Those wishing to be admitted must formally apply while or after attending an intermediate development education program. The application process includes a requirement to write an essay on a subject selected by the commandant. Applicants must either already have a master's degree from an accredited institution or a bachelor's degree with an overall grade point average of 3.25 or higher on a 4.0 point scale. The Air Force Institute of Technology (AFIT) verifies academic qualifications for applicants attending non-degree-granting intermediate residence programs. A central selection board convened at AFPC makes the final admission selections among qualified applicants.

International students must be native English speakers or score in the 95<sup>th</sup> percentile of the Test of English as a Foreign Language (TOEFL) within the three years prior to entering SAASS. Non-native English speakers must have attended an English-speaking resident intermediate developmental education program, preferably Air Command and Staff College. Those attending ACSC must attend the International Officers School prep course. Those entering without having attended ACSC must have attended an English-speaking intermediate program in residence but will forego the prep course due to conflicts with the SAASS course schedule. International students should

possess undergraduate or graduate degree qualifications equivalent to those required of US students.

**Graduation Requirements.** To graduate with a Master of Philosophy in Military Strategy degree, a student must

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

To graduate with a “certificate” in military strategy a student must

- Achieve a weighted grade point average for all letter-graded courses of 2.5 or higher;
- Achieve a “pass” grade in all courses graded “pass/fail”;
- Prepare a thesis based on research in original source materials 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.

### **Air University Doctoral Program**

SAASS is the foundation for an Air University Doctorate of Philosophy in Military Strategy. Successful completion of the SAASS program at the standards required for the Master of Philosophy in Military Strategy degree is necessary, but not sufficient, for the PhD program. Key components to the PhD program occur before, during, and after the year at SAASS, which runs from early July to mid-June.

**Admission Requirements.** In addition to completing the SAASS Master of Philosophy in Military Strategy, students must (parenthetical expressions denote when during the year at SAASS these events occur):

1. Provide a letter of application for admission with a proposal for dissertation topic (early April).
2. Earn a cumulative grade point average (GPA) of 3.7 or higher (throughout the SAASS year).
3. Have earned 14 semester hours of graduate credit in a field related to strategy or security studies in transfer from an accredited institution (prior to attending SAASS)

4. Complete the Graduate Record Exam (GRE) within the five years prior to entering SAASS or while at SAASS and prior to the written qualifying examination (early April at the latest).
5. Complete a written qualifying examination in the fields of theory; military practice, and strategic synthesis to an A- standard (early April).
6. Complete an oral comprehensive examination to an A- standard (early June).
7. Complete a thesis that meets standards expressed for the Master of Philosophy in Military Strategy and also indicates ability to: a) research a dissertation over the next three to seven years, b) compose the findings into a publishable manuscript (throughout the SAASS year).
8. Be recommended by the SAASS PhD Selection Committee for admission into the SAASS PhD Program (late April).

**Program Level Learning Outcomes.** Through a series of research papers, oral arguments, comprehensive written and oral exams, and dissertation, graduates will:

- Demonstrate the ability to think critically about the relationship of military force to statecraft.
- Articulate a thorough understanding of military history and military, airpower, and political theories and their modern application to air, space and cyberspace power.
- Articulate a thorough understanding of military history and military, airpower, and political theories and their modern application as a strategic instrument of national policy.
- Articulate, using a reasoned synthesis of theory and experience, how modern military force and its airpower component can best be applied across the spectrum of conflict.
- Argue effectively and responsibly about military strategy using evidence and logic.

**Post-SAASS PhD Activity.** PhD candidates (all but dissertation - ABD) will form a committee, with the chairman normally being a long-term SAASS faculty member. The chairman will aid in finding additional committee members suitable for the proposed topic. One committee member will normally be from outside of SAASS and Air University. Candidates normally will have seven years from SAASS graduation to write and defend their dissertation. During that time SAASS will fund research and consultation with the committee as candidates serve in post-SAASS duty assignments. Active-duty Air Force candidates may be awarded a Stephen R. Lorenz Fellowship, 3-5 years after SAASS graduation. The fellowship is one year in duration for the research and composition of a PhD dissertation and holds equivalency for in-residence Senior Developmental Education. The Lorenz fellowship is an aid to, but not a requirement for, completion of the dissertation.

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

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

<b>Course Title</b>	<b>Semester Hours</b>
SAASS 600 Foundations of Military Theory	4
SAASS 601 Foundations of Strategy	3
SAASS 627 History of Airpower I	4
SAASS 628 History of Airpower II	4
SAASS 632 Strategy and Coercion	4
SAASS 643 Strategy and Campaign Planning	3
SAASS 644 Irregular Warfare and Terrorism	3
SAASS 660 Technology and Military Innovation	3
SAASS 665 Space Power	3
SAASS 667 Information and Cyber Power	3
SAASS 670 Contemporary Defense Policy	3
SAASS 690 Thesis	6
SAASS 699 Comprehensive Examination	3
<b>TOTAL</b>	<b>46</b>

**Course Descriptions**

**SAASS 600 Foundations of Military Theory** **4 semester hours**

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

**SAASS 601 Foundations of Strategy** **3 semester hours**

A “tools” course that provides a background and understanding of decision-making theories and strategy. These tools allow the student to better analyze airpower theories, ideas, issues, and concepts. Defense planning issues are discussed to illustrate decision-making challenges and issues pertinent to future airpower strategists.

**SAASS 627 History of Airpower I****4 semester hours**

This course examines the historical development of air and space power in terms of organizations, technology, doctrine, and application. It provides an experiential database required for students to evaluate the theory and practice of air power. Theories of Giulio Douhet, Hugh M. Trenchard, Billy Mitchell, Alexander P. de Seversky, and Sir John C. Slessor, among others are studied in detail. The transition point to the second course in the sequence (History of Airpower II) is governed by the staff ride, a field trip to the locations where the historical events occurred. For this year the staff ride will explore airpower in France surrounding the Normandy invasion during World War II. The staff ride will also include a visit to the Verdun battlefield of World War I, which many consider to be the cradle of modern airpower. Hence, the history sequence will break with the end of World War II.

**SAASS 628 History of Airpower II****4 semester hours**

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

**SAASS 632 Strategy and Coercion****4 semester hours**

This course examines contemporary theories of international politics and role of force in international relations. It focuses on deterrence and compellence; crisis stability; strategic nuclear offense, defense, and proliferation; conventional strategic air attack; force projection; and the adaptation of US grand strategy to changes in the international distribution of power.

**SAASS 643 Strategy and Campaign Planning****3 semester hours**

This course examines both the substance and process for making strategy and applies it to a real-world situation through a wargame. The military decision-making process receives a thorough review, as does the process of formulating commander's intent and translating that to a campaign plan. The unique approach to campaign planning taken by the different services receives treatment. Joint wargame includes participants from other advanced study groups—Army, Navy, and Marine. Course includes seminar sessions with Air Force Senior Mentors to clarify course concepts in the context of current planning and operations.

**SAASS 644 Irregular Warfare and Terrorism****3 semester hours**

This course develops the theory of small wars and examines the use of airpower in nonstate warfare with a particular emphasis on revolutionary and

counterrevolutionary insurgent warfare. The phenomenon of terrorism and the “global Salafist jihad” of radical Islam also receive treatment.

**SAASS 660 Technology and Military Innovation** **3 semester hours**

This course focuses on the theory and history of technological development and its impact on innovation in military affairs. The course attempts to develop habits of mind and patterns of inquiry that inform successful military innovation. Theories of technological determinism, social construction, and heterogeneous engineering form the basis of inquiry.

**SAASS 665 Space Power** **3 semester hours**

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

**SAASS 667 Information and Cyber Power** **3 semester hours**

This course defines the cyber domain and explores networks, intelligence, influence operations, and the paramount role of information in modern warfare. The history of computers and network development as well as the implications for terrorism receive treatment.

**SAASS 670 Contemporary Defense Policy** **3 semester hours**

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

**SAASS 690 Thesis** **6 semester hours**

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

**SAASS 699 Comprehensive Examination** **3 semester hours**

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

**Correction:** Insert on pages 35-62.

**Air War College  
Resident Program**

**Master of Strategic Studies  
and  
Diploma Program**

*Internet Address*

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

**Learning Outcomes.** Air War College (AWC) has adopted five program learning outcomes specific to the five core-curriculum areas designated in the Air University Continuum of Education Strategic Guidance. AWC's approach to learning in each of these areas is explained below:

- Learning Area 1: Profession of Arms Emphasis. Graduates are capable of leading in a joint environment at the strategic level across the range of military operations.
- Learning Area 2: Warfare Studies Emphasis. Graduates make sound judgments on the cross-domain use of joint air, space and cyberspace power to maintain national security.
- Learning Area 3: Leadership Studies Emphasis. Graduates are prepared to exercise transformational leadership at group/wing command and above levels in service, joint, and coalition settings.
- Learning Area 4: International Security Studies Emphasis. Graduates are equipped to advance innovative thought on national security, Department of Defense and Air Force issues.
- Learning Area 5: Communication Studies Emphasis. Graduates can communicate complex information in a clear, concise and logical manner in both written and oral formats.

**Graduation Requirements.** Students fully admitted to the degree program must complete the AWC resident program depicted in the curriculum summary below. Students must achieve a grade of "C" or higher on each academic course with an overall grade point average of at least 3.00 on a 4.00 scale, achieve a "Pass" in the Wargame, and fully participate in the National Security Forum and Commandant's Leadership Series.

**Curriculum Summary**

<b>Course Number and Title</b>	<b>Semester Hours</b>
EL 6000 Electives	4
RES 6100 Research	5
LD 6200 Joint Strategic Leadership	3
NSDM 6300 National Security-Decision Making	3
FS 6400 Foundations of Strategy	5
WAR 6500 Warfighting	6
RCS 6600 Regional and Cultural Studies	4
GS 6700 Global Security	3
WG 6800 Global Challenge Wargame	3
<b>Total</b>	<b>36</b>

### **Course Descriptions**

#### **RES 6100 Research**

**5 Semester Hours**

The research requirement is designed to allow students to perform in-depth critical analysis on a subject of U.S. national security interest. The research process provides the opportunity to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For the successful completion of the Research requirement, students must produce a professional studies paper (PSP) that does not exceed 5,000 words or approximately 20 pages in length. Most research will be conducted as an individual effort, but the AWC may offer selected students the opportunity to complete this requirement via a faculty-led group research project. The Research course has the following objectives:

- To improve student critical reasoning and writing skills under faculty mentorship;
- Provide students with techniques to find, sort, and assess the facts relevant to a topic of professional interest. Share the results of student research, writing, and analysis with key decision makers; and
- To motivate and help students write articles and essays for publication in major strategy and policy journals.

Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

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

**3 Semester Hours**

The National Security and Decision Making (NS-DM) course assesses the context and processes for developing US security strategy and policy as well as the use of the national instruments of power in support of that policy and

strategy. The context assessment encompasses the overarching political and economic currents that influence global, regional and national security environments. The course also assesses the influence of various institutions and factors on the national security decision making process including individual psychology, bureaucratic politics, Congress and the Presidency, interest groups, public opinion, think tanks, civil-military relations, intelligence, and the interagency process. The course synthesizes context and processes by analyzing the politics of planning, developing and acquiring military forces. To enhance the practical elements of the curriculum the course includes instructional periods that incorporate State Department members in the seminar. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

### **WAR 6500 Warfighting**

**6 Semester Hours**

The Department of Warfighting develops senior leaders with the skills to plan, deploy, employ, and control US and multinational forces throughout the range of military operations with an emphasis on air, space and cyber space forces as they contribute to joint, multinational, and interagency operations. The Warfighting curriculum is composed of two closely related sub-courses. In the first course, Joint Forces, our students synthesize and evaluate current and emerging joint warfighting/enabling capabilities with special emphasis on the employment and sustainment of air, space and cyberspace forces in a joint, interagency, and multinational military environment. Concurrently, the course analyzes how WMD/E, IO, cyberspace operations, SSTR, joint intelligence, joint logistics and strategic communications are integrated to support the national military and national security strategies as well as how information operations support achieving desired effects across the spectrum of national security threats. In the second course, Joint Planning, students analyze the joint operation planning process through which combatant commanders set the military conditions for attaining national and coalition objectives as both a supported and supporting instrument of power. Our intent is to prepare each AWC student for agile, proactive and future-focused national security planning. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

### **RCS 6600 Regional and Cultural Studies**

**4 Semester Hours**

The Regional and Cultural Studies (RCS) course is an integral part of the curriculum, preparing senior leaders to evaluate the socio-economic, political, cultural, and security issues within a particular region. To meet the challenges of the Air and Space Expeditionary Force, the RCS course provides students the opportunity to evaluate an area of the world where a unified combatant commander must implement the national military strategy in support of US security policy. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 regions.

During the third term, students complete 32 classroom hours (16 instructional periods) of focused academic preparation. The regional field study allows students to discuss security policy issues with senior political, military, cultural, and academic leaders. Logistic and administrative preparation and travel planning for the regional field research is accomplished throughout the academic year. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

### **GS 6700 Global Security**

**3 Semester Hours**

The Global Security (GS) course is designed to give students the ability to evaluate today’s complex, interdependent, and dynamic international system and how it affects global, regional, and national security. The course uses a comparative approach to identify growing and emerging security concerns, analyze power politics from a region-to-region perspective, examine the roles nations and non-state actors play in addressing key issues that shape the global environment, assess potential challenges to US security, and evaluate the relationship between economic factors and international security. The GS course follows and is symbiotic with the Regional and Cultural Studies program. It capitalizes upon student experience from their RCS academics and field study. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

### **Leadership and Strategy Electives**

#### **EL 6401 Military Innovations and Effectiveness**

**2 Semester Hours**

This course examines the role of culture, politics, technology, organizations, and individuals in the process of change within societies and military institutions. Through a series of case studies students will evaluate the relative influence of these factors in encouraging or inhibiting military innovation. This course is offered to selected students only.

#### **EL 6441 Command and Conscience**

**2 Semester Hours**

In a prudent and practical manner, this course examines a variety of topics of immediate professional concern to the commander. How does today's leader, for example, resolve the tension inherent in the occasional clash of command responsibility and ethical imperative? To whom or to what, for instance, does the leader owe the highest loyalty--to his superior? to the Constitution? to his religious and philosophical judgments? Which has priority--mission or men? If integrity is--as it must be--the heart of the officer corps, it must first be examined before it can be assimilated. This course, then, inquires into the nature of military integrity. Resident-diploma students receive audit status for this course.

**EL 6446 Elective Law and the Use of Armed Force****2 Semester Hours**

This course analyzes the nature, scope, and contemporary application of just war doctrine and of several of the conventions, customs, and principles underpinning the legitimate use of armed force as an instrument of policy. The course will examine the origins and development of just war doctrine, contemporary norms of international law and the principles underpinning the contemporary law of armed conflict. Finally, the elective will address the issues of enforcement of international law. Resident-diploma students receive audit status for this course.

**EL 6459 Why Can't We All Just Get Along?****Debating the Big Questions about War and Peace****2 Semester Hours**

Policymakers frequently complain that the academic study of International Relations (IR) has produced little in the way of useful knowledge. The reigning perception is that most IR scholarship is either irrelevant or inaccessible. In this course we bridge the theory-policy divide by an overview of some important contributions IR scholars have made to the study of international security. The overarching goal is to assess what, if anything, the military profession can learn from the security studies literature. Resident-diploma students receive audit status for this course.

**EL 6464 Strategies of Coercion****2 Semester Hours**

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

**EL 6467 The Vietnam War: What Happened, and Does It Matter?****2 Semester Hours**

The course addresses the causes, character, and consequences of the Vietnam War. It focuses on the war's strategic dimensions, U.S. decision-making, and the elements of Communist success and American failure. The course seeks to familiarize students with the main events and issues of the war as well as the differences in interpretation by contending historians and political commentators. A major course objective is to identify and examine strategic lessons of the war and to assess the applicability of those lessons to the U.S. war in Afghanistan. Resident-diploma students receive audit status for this course.

**EL 6469 War and Ideologies****2 Semester Hours**

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

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

The United States Air Force, and a number of its closely allied air power partners, has considerable experience in employment of air, and later air and space, power in an expeditionary role. Understanding through evaluation of how the operational and strategic concepts of employment developed is the focus of this course. Resident-diploma students receive audit status for this course.

**EL 6473 Navigating *Terra Incognita*: Cultural Tools and Perspectives for Today's Senior Leader****2 Semester Hours**

From Bagram to Balad and Haiti to Hoa, today's Airmen operate across cultures, working daily with host nation counterparts, NGOs, IOs and civil society. The Quadrennial Defense Review (QDR), Guidance for Development of the Force (GDF), International Security Assistance Force (ISAF) Commander's Guidance and other key documents make it clear that culture is now a core warfighting skill in DOD. This places enormous expectations on senior officers to adapt their leadership and strategic skills, yet most force development efforts to date have focused on junior personnel and operational requirements. This elective fills this void, providing a concrete set of tools and perspectives to help them fly, fight, and win in culturally complex environments. Resident-diploma students receive audit status for this course.

**EL 6474 Getting from Good to Great - Continuous Process Improvement (CPI) for Strategic Leaders****2 Semester Hours**

This course is designed for highly motivated students who see the ongoing need to improve our core military functional processes. The realities we are faced with in today's military are flat (or decreasing!) defense budgets, continuing personnel shortages, and the absence of near term solutions to recapitalize our aging equipment. The fact is we are facing increasing pressures at all organizational levels to simultaneously operate efficiently and effectively.

Utilizing books written by the most respected authors in the field of study, guest speakers, visual media, site visits, and military position papers students will gain a detailed understanding of recent military efforts to transform to a culture of continuous process improvement (CPI). Resident-diploma students receive audit status for this course.

### **Warfighting Electives**

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

**2 Semester Hours**

Defense acquisition is a political and administrative process by which the Department converts material resources into military capabilities. This course will examine the basics of acquisition, including research, development, test, and evaluation (RDT&E), procurement, and life cycle support. It also will examine the intersection with the user community, as well as with industry and foreign states. As the acquisition system evolves continually, the course will study some of the internally and externally driven changes affecting the current process. Resident-diploma students receive audit status for this course.

#### **EL 6517 Mass Media and the Culture of American Warfighting**

**2 Semester Hours**

This elective examines the significant influence of written, spoken, and visual media in reflecting and shaping the US military's public and strategic image, as well as its strategy, doctrine and warfighting policies. From the beginning of World War I through the interwar years, to World War II, the Cold War years and on into the 21<sup>st</sup> century, students will review, synthesize and analyze a host of written, spoken and visual media examples and case studies affecting American warfighting culture. Resident-diploma students receive audit status for this course.

#### **EL 6554 Space Operations (Classified, US Personnel)**

**2 Semester Hours**

This course is for students with a minimal knowledge of space operations. It will address space issues from the perspective of all services as well as an international view. We will discuss the capabilities, limitations, vulnerabilities and dependencies of all space systems, then analyze the command and control of space forces. We will assess how space systems affect US freedom of action in joint warfighting, including the integration of space in the domains of land, sea, air, and cyber. Students will assess space-focused ideas that may enhance national security, and will visit space organizations to gather information to evaluate current and future space systems.

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

## **2 Semester Hours**

This research course will assess how space capabilities, limitations, vulnerabilities, and dependencies affect US freedom of action in space. The course will evaluate the integration of space with the domains of land, sea, air, and cyber, as well as the command and control of space forces. Students will consider space-focused ideas that may enhance national security, and will evaluate current and future space systems. Specific issues will receive additional emphasis as students define their Professional Studies Paper topics; students will be matched with PSP advisors during the course.

### **International Security Studies Electives**

#### **EL 6743 Globalization**

**2 Semester Hours**

The course will familiarize the student with the different trends that are underway in the globalization process and how they impact on U. S. grand strategy and national security interests. This course examines globalization in several parts. First, it attempts to identify the scope of globalization. Second, it looks at specific trends in the globalization process—how the world is getting economically, technologically, and demographically integrated. Third, it examines the cultural impact of globalization. Lastly, it discusses the security implications of globalization for state actors. Resident diploma students will receive audit status for this course. Resident-diploma students receive audit status for this course.

#### **EL 6744 Between Power and Plenty: International Economics and National Security**

**2 Semester Hours**

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

**EL 6746 Psychology of Decision Making****2 Semester Hours**

How do people make decisions? What mistakes do decision makers often commit? How can the decisions of others, including potential allies and enemies be better understood? What can I do to become a better decision maker? The purpose of this course is to explore how psychologists answer these questions and what they have to offer to the strategic decision maker in the field of national security. The course will examine such questions as: How should one deal with the overwhelming amount of information that inevitably confronts the strategic decision maker? What are the promises and perils of using the lessons of history or intuition in the strategic decision making process? How should the issue of risk-taking be addressed? How can emotions, stress, culture, and personality affect the decision making process? What is the best way to manage decision making groups? We will examine these questions each class by looking at specific cases of decision making in the realm of national security. Throughout the course our focus will be on how a psychological perspective may help us become better decision makers at the strategic level. Resident diploma students will receive audit status for this course.

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

This course examines areas and activities around the world where chronic violence has created ungoverned spaces and anarchic behavior. The course looks at such phenomena as 'hyper-gangs', militia warfare, organized criminal groups and traditional armed groups such as the pastoral warrior societies of East Africa. The seminar will also consider activities that flow from and to the cultures of violence, such as arms trafficking, resource theft, the conduct of refugee communities, child soldiers and trafficking in humans and drugs. We will look at, amongst others, urban gangs in Latin America and Papua New Guinea; militias in Africa; tribal and ethnic groups in Yemen, Somalia and Pakistan; and organized crime in the Caribbean and Europe. This course is concerned with behavior, activities and areas that fall through the cracks when studying more formal state-on-state conflict. This seminar will investigate the messy and dangerous world where violence is endemic and where such violence has created its own environment of power politics, control structures and aberrant economic activity. Resident-diploma students receive audit status for this course.

**EL 6750 Negotiation Theory and Application****2 Semester Hours**

This course develops a critical understanding of and ability to apply a set of essential negotiation skills. This course develops not only your negotiating skills, but also improves your ability to assess the processes that people, groups and even nation-states go through in order to successfully resolve conflict. Consideration is given to cross-cultural factors, time constraints,

negotiating styles and strategies, and assessment of involved parties. Topics include logical analysis, group problem solving, conflict management, and methods of persuasion. This course is built around faculty and guest presentations, mini-lectures, research, application and assessment exercises, and seminar discussion. Resident-diploma students receive audit status for this course.

**EL 6752 Cultural Perspectives in Negotiations**

**2 Semester Hours**

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

**EL 6754 CIA Roles, Missions and Military Support  
(Classified, US Personnel)**

**2 Semester Hours**

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

**EL 6758 International Rivals (Classified, US Personnel)**

**2 Semester Hours**

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

**EL 6780 Peace and Stability Operations****2 Semester Hours**

This course focuses on the problems of planning, deploying, sustaining, and reconstituting forces in peace and stability operations, including stabilization/reconstruction/Phase IV operations. In doing so, it examines the most important peace and stability operations of the past fifteen years and the roles played by the military. The course addresses the strategic and operational decision-making and planning processes of the United Nations, US Department of Defense, regional organizations (including NATO), and coalition partners. The course also analyzes the force structure requirements and capabilities and limitations of multinational and coalition and joint forces in meeting security objectives, especially in the execution of peace and stability operations and post-war reconstruction. Resident-diploma students receive audit status for this course.

**EL 6785 Global Civil-Military Relations****2 Semester Hours**

This course will cover civil-military relations at a comparative level. The focus will be on themes that allow comparison across the political relationships between the professional military and civil authority, to include the role of the military in both governance and security policy. This elective should be of interest to U.S. students who must understand civil-military relations not only in the U.S. but in the countries whose professional soldiers they must work within coalition situations. It will also be of interest to International Fellows who should gain a better understanding of the alternative approaches to understanding civil-military relations. Resident-diploma students receive audit status for this course.

**Addition:** Insert on page 65 before Other Programs and Activities.

**Air Command And Staff College  
Resident Program**

**Master of Military Operational Art and Science Degree**

*Internet Address*

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

**EI 5510 Embassy Immersion Program**

**6 Semester Hours**

The Embassy Immersion Program is designed to increase officers' interagency coordination capabilities within the Expeditionary Air Force. Students will utilize the prerequisite ACSC language course and research paper as well as a one-week interagency trip to Washington D.C. to prepare for a five-week long temporary duty in an U.S. embassy abroad. During their time at the embassies, students will work host-nation issues within the Political Sections. Students will also attend country team meetings to see how an ambassador runs his/her interagency team to carry out U.S. policies in that country. The program cultivates a fundamental understanding of the embassy functions, environment, actors, and issues that support our national security objectives. It also provides career-broadening education, equips students with a solid foundation of embassy affairs, and provides the knowledge to critically examine current and future political-military operations and their application at the strategic and operational levels. Upon their return from the embassies, each student is required to turn in a paper and give a presentation about their embassy immersion experience.

**SE 5510 US Special Operations Command (SOCOM) Exchange Program**

**3 Semester Hours**

The US Special Operations Command (SOCOM) Exchange Program is designed to utilize existing skills as well as knowledge gained through the ACSC educational experience for selected officers to participate in staff planning activities and projects relevant to the Global War on Terrorism. This exchange avails students a unique opportunity to participate in joint planning in a critical mission area for US military forces and provides the students experiential learning they could not acquire elsewhere. The exchange allows students to broaden and deepen existing skill and knowledge sets, thus preparing them for challenging assignments following graduation from ACSC. Upon their return from the exchange, each student is required to write a paper about their experiences at SOCOM.

**Addition:** Insert on page 86 before School of Advanced Air and Space Studies.

**Air Command And Staff College  
Online Master's Program**

**Military Operational Art and Science Degree  
Leadership Concentration**

*Internet Address*

<http://www.au.af.mil/au/dlmasters.asp>

**Mission.** *Prepare field-grade officers to develop, employ, and command air, space, and cyberspace power in joint, multinational, and interagency operations.*

The Leadership Concentration program is specifically designed to prepare captains for the leadership responsibilities they will face as they progress through their careers in the USAF. The academic program structure includes 11 courses with 7 core courses and 4 concentration courses for a total of 33 semester hour's credit. Students graduating from the leadership concentration will not receive Intermediate Development Education (IDE) or Joint PME credit, but will receive a Master of Military Operational Art and Science degree.

**Learning Outcomes.**

- Investigate methods to develop and inspire others.
- Explore methods to take care of others and enable mission success.
- Recognize the unique contributions that each individual brings to accomplish the mission.
- Analyze Air Force organizations through organizational leadership theory.
- Understand how leaders use efficient resource stewardship for mission accomplishment.
- Examine how leaders employ change to improve organizations.
- Analyze the successes and failures of expeditionary military commanders throughout history.
- Synthesize the need for hardiness of spirit, honing skills, and military bearing to form a personal warrior ethos.
- Analyze the manner in which culture influences human behavior.
- Synthesize intercultural knowledge, skills, attitude, and awareness into a coherent personal approach to cross-cultural communication.
- Analyze the essential role of followership in mission accomplishment.
- Synthesize self-assessment, feedback, and the value of increasing knowledge and skills into a long-term personal plan for continuous self-development.
- Synthesize the need for clear, concise and convincing verbal and written communication in the leadership development process.

- Analyze how the active listening process fosters the free exchange of ideas, promotes understanding of others points of view, and insures messages are received as intended.

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

**Duration.** Each 3 credit hour class is 8 weeks in length requiring 10 to 15 hours a week of reading, researching, study, writing or participation.

**Eligibility.**

- Air Force active duty, Guard and Reserve Captain
- Have Total Active Federal Commission Service Date (TAFCSO) between six and seven years
- No master’s degree

**Admission Requirements.**

- Regionally accredited bachelor degree
- Squadron Officer School complete

**Graduation Requirements.** Students fully admitted must complete the 33-semester hour program and must achieve a grade of “C” or higher on each academic course with an overall grade point average of 3.00 on a 4.00 scale and successfully complete Student Orientation to earn the Master of Military Operational Art and Science degree.

- BAC+ transcript sent to AFIT at 15+ semester hours (does not include OW-5302).
- OW-5302 will not be awarded until other academic courses are completed.

**Leadership Concentration Summary**

<b>Course Number and Title</b>	<b>Semester Hours</b>
TL5301 Team Building Leadership	3
OL5301 Organizational Leadership: Theory & Application	3
EL5301 Expeditionary Leadership in Intercultural Contexts	3
FO5301 Foundations of Officership	3
<b>Total</b>	<b>12</b>

## **Course Descriptions**

### **TL5301 Team Building Leadership**

**3 Semester Hours**

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

### **OL5301 Organizational Leadership: Theory & Application**

**3 semester Hours**

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

### **EL5301 Expeditionary Leadership in Intercultural Contexts**

**3 Semester Hours**

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

**FO5301 Foundations of Officership****3 Semester Hours**

Addresses followership, regarded as a critical element of leadership and officership, followed by an examination of skills related to effective spoken and written communication in the context of the twenty-first century Air Force, where advanced technology and ubiquitous access to information presents unforeseeable opportunities, challenges, and risks. Through this course, students develop broad perspectives of current issues and associated tools aimed at enhancing professional competence beyond individual specialties; increase their value to their units by understanding and being able to apply interoperability; develop skills necessary to lead, follow, and manage; and become better “Wingmen,” caring for peers and subordinates alike.

**Correction:** Insert on page 86 before School of Advanced Air and Space Studies.

**Air Command And Staff College  
Online Master's Program**

**Military Operational Art and Science Degree  
Operational Warfare Concentration**

*Internet Address*

<http://www.au.af.mil/au/dlmasters.asp>

**Mission.** *Prepare field-grade officers to develop, employ, and command air, space, and cyberspace power in joint, multinational, and interagency operations.*

The Operational Warfare Concentration is based upon the Memorandum of Agreement between Air University (AU), Air Education and Training Command, and the United States Air Force Weapons School, Air Combat Command and resources required to award 12 Graduate Credit Hours in the Online Master of Military Operational Art and Science Degree (OLMP), Operational Warfare concentration for graduates of the 23-week Weapons Instructor Course (WIC) program graduating after January 2009.

**Learning Outcomes.**

- Comprehend the Fundamentals of Communication
- Comprehend Structured Problem Solving
- Comprehend the Fundamentals of Instructorship
- Comprehend the Fundamentals of Electro-Magnetic Theory
- Comprehend the Fundamentals of Adversary Threat Capabilities, Limitations, Tactics, and Employment
- Comprehend the Fundamentals of US Munitions Capabilities, Limitations, and Employment
- Comprehend advanced mission design series and/or mission area capabilities and limitations.
- Comprehend and apply advanced mission design series and/or mission area employment in an adversary threat environment
- Apply the Fundamentals of Instructorship
- Comprehend advanced Adversary Threat Capabilities, Limitations, Tactics, and Employment
- Comprehend advanced US Munitions Capabilities, Limitations, and Employment
- Comprehend the fundamentals of mission design series and mission area integration.

- Analyze a given tactical problem scenario and apply the fundamentals of integration to derive an effective solution.
- Apply the Fundamentals of Instructorship.
- Comprehend the fundamentals of mission commander roles and responsibilities.
- Synthesize mission design series and mission area capabilities and limitations in order to solve a given tactical problem.
- Analyze a given tactical problem scenario to derive an effective solution.
- Apply the Fundamentals of Instructorship.
- Apply the fundamentals of oral and written communication.
- Apply the fundamentals of mission commander roles and responsibilities.

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

**Duration.** The academic program consists of 23 weeks.

**Eligibility.**

- Successful Weapon Instructor School Course Completion after January 2009.
- Military: USAF Active Duty Captain

**Admission Requirements.**

- WIC Complete
- Regionally Accredited Bachelor degree
- No Master's Degree
- SOS Complete

**Graduation Requirements.** Students fully admitted must complete the 33-semester hour program and must achieve a grade of "C" or higher on each academic course with an overall grade point average of 3.00 on a 4.00 scale and successfully complete Student Orientation to earn the Master of Military Operational Art and Science degree.

- BAC+ transcript sent to AFIT at 15+ semester hours (does not include OW-5302).
- OW-5302 will not be awarded until other academic courses are completed.

## **Weapon Instructor Curriculum Summary**

<b>Course Number and Title</b>	<b>Semester Hours</b>
OW 5302 Operational Warfare Studies	12

### **Course Description**

#### **OW 5302 Operational Warfare Studies**

**12 Semester Hours**

The Operational Warfare Studies concentration provides students a seminar format course, including academic and practical instruction on the full spectrum military operations. It looks specifically at operational strategy, Air Force tactical weapons systems application in warfare, and intense integration among those systems in the form of large force exercising and academic or seminar settings. Through this study students apply the lessons of integration and warfare through the capstone Mission Employment phase, specifically designed to address the operational challenges facing the US Air Force, today and tomorrow.

**Addition:** Insert on page 173 before Squadron Officer College Distance Learning Program.

## **Squadron Officer College**

### **Leadership Development Program Professional Continuing Education**

*Internet Address*

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

**Mission.** *Develop Company Grade Officers as leaders of integrity ready to fly, fight, and win in air, space, and cyberspace.*

The Squadron Officer College (SOC) Leadership Development Program (LDP) is a series of online courses that greatly expands officer opportunities for leadership development by providing graduate-level instruction that officers can complete at their own pace. These courses capture best practices from Air Force operations and the field of leadership as well as advances in online curriculum delivery. The courses help officers refine the skills needed to excel in today's world of rapidly accelerating technology and limitless access to information while preparing them to adapt to unforeseeable challenges and future risks.

**Curriculum.** The course content focuses primarily on selected officer competencies defined by the Air Force Institutional Competency List (ICL; AFDD 1-1 *Leadership and Force Development* and AAFP 36-26 *Total Force Development*). The courses are designed to promote leadership skill development across the Force by presenting the processes and skills necessary for practical military leadership in a variety of environments and, when appropriate, to effect change.

The four self-paced courses are designed so that each can be completed within six months of enrollment. These courses are non-credit; completion of these courses does not award credit in any AU degree programs. The courses are classified as Air Force Professional Continuing Education (PCE) and are reflected as such in Air University records and in officers' Extension Course Institute (ECI) folders in MilPDS, available from MPFs or Base ETSs.

#### **Learning Outcomes.**

- **Officer Development**
  - Comprehend the essential role that followership plays in mission accomplishment.

- Comprehend fundamental principles of self-assessment and self-development as they apply to leadership growth.
- Comprehend the need for clear, concise, and convincing verbal and written communication in the leadership development process.
- Comprehend basic roles and norms of interpersonal communication: active listening, powerful conversations/discussion, feedback and impact on others.
- **Expeditionary Leadership**
  - Comprehend the concept of warrior ethos.
  - Comprehend the concept of Cross-Cultural Competency.
  - Analyze how expeditionary leadership employs the concepts of hardiness of spirit, honing skills, and military bearing for mission accomplishment.
  - Analyze the role of Cross-Cultural Competence (3C) in expeditionary leadership.
- **Flight Commander**
  - Apply methods to develop and inspire others.
  - Apply methods to take care of others.
  - Comprehend the unique contributions that each individual brings to the unit to accomplish the mission.
- **Organizational Leadership**
  - Comprehend the evolution of organizational theory and application in the Air Force.
  - Analyze the concepts of organizational behavior and organizational communication within organizations.
  - Comprehend the impact of resource stewardship on mission accomplishment.
  - Analyze leadership skills and techniques for the continuous improvement of Air Force organizations.
  - Apply organizational change initiatives to leading change.

**Faculty Credentials.** The courses are developed and maintained by doctorally-qualified faculty members in association with officer curricularators and professional instructional designers.

**Duration.** Self-paced with allowed time of no less than fifteen days and no greater than six months per course.

**Eligibility.** USAF officers and civilians. There is no active duty service commitment required.

**Enrollment Requirements.** Enroll online at <http://www.au.af.mil/au/soc/curriculum.html>.

**Completion Requirements.** Students must complete two or three proctored examinations (depending on the course) at Base Education Offices/Test Control Facilities.

### **Curriculum Summary**

<b>Leadership Development Program</b>	<b>Contact Hours</b>
MLDP001 Officer Development	117
MLDP002 Expeditionary Leadership	99
MLDP003 Flight Commander	102
MLDP004 Organizational Leadership	96

### **Course Descriptions**

**MLDP001 Officer Development** addresses followership, regarded as a critical element of leadership and officership. This is followed by an examination of skills related to effective spoken and written communication in the context of the twenty-first century Air Force, where advanced technology and ubiquitous access to information presents unforeseeable opportunities, challenges, and risks. Through this course, students develop broad perspectives of current issues and associated tools aimed at enhancing professional competence beyond individual specialties. Further, Airmen will increase their value to their units by understanding and being able to apply interoperability; develop skills necessary to lead, follow, and manage; and become better “Wingmen,” caring for peers and subordinates alike. (PDS Code L09)

**MLDP002 Expeditionary Leadership** provides an understanding of regional factors that affect national foreign policy and explores global, regional, and cultural issues associated with participating in joint and coalition operations. It stresses the importance of cultural awareness and intercultural competence when dealing with the peoples of regions likely to require US military assistance. The course also examines deployment-specific leadership issues focusing on warrior ethos, including mental and physical preparation, military bearing, and self-discipline. (PDS Code LI9)

**MLDP003 Flight Commander** develops officer skills in three leadership-related units aligned with the Air Force Institutional Competency List (ICL): Develops and Inspires Others, Takes Care of People, and Diversity. In addition, other ICL competencies are referenced throughout the course to support a holistic approach to students’ development of ICL skills. The goal of this course is to examine command from the perspective of officers in formal leadership billets. The course explores building leaders, motivation, force development, mentoring, organizational design and decision-making, power and authority, morality and ethics, leading change, organizational culture, and

communication. It examines the roles, responsibilities, knowledge, skills, and attitudes expected of officers in leadership positions. Academic content and practical examples are integrated to leverage every officer's education, training, and experience in order to equip them with new or enhanced skill sets. These include the ability to inspire, develop, and take care of diverse groups of individuals while leading them to mission success. (PDS Code L1O)

**MLDP004 Organizational Leadership** is designed to develop officers' skills in three leadership-related units aligned with the Air Force Institutional Competency List (ICL): Resource Stewardship, Change Management, and Continuous Improvement. The course addresses organizational and management skills necessary for an officer to support and lead change in complex institutional structures. The focus is on basic organizational theory and communications, organizational behavior, resource stewardship, strategies for continuous improvement, and change management/leading change. It enhances officers' ability to deal with complex communication patterns as well as human resource issues that may affect mission capabilities, while using appropriate methods to identify opportunities, implement viable solutions, and measure the impact of outcomes. Further, the lessons comprising this course are designed to examine, inform, and analyze the academic models of leadership. (PDS Code L2I)

**Correction:** Insert on page 182 - use these curriculum summary tables.

## **International Officer School**

### **Curriculum Summary**

<b>MIOS001 SOS Preparatory Course</b>	<b>Contact Hours</b>
Administration	17.00
Field Studies Program	92.00
Communications	81.00
Military Studies	11.00
Leadership	37.00
<b>Total</b>	<b>238.00</b>

### **Curriculum Summary**

<b>MIOS003 AWC Preparatory Course</b>	<b>Contact Hours</b>
Administration	27.00
Field Studies Program	105.00
Communications	70.00
Military Studies	36.00
Leadership	2.00
<b>Total</b>	<b>240.00</b>

**Addition:** Insert on page 198 before Air Force Junior Reserve Officer Training Corps Academic Instructor Course.

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

*Internet Address*

<http://www.AFROTC.com>

**Mission.** *Develop quality leaders for the Air Force.*

The Air Force Reserve Officer Training Corps (AFROTC) program is part of the Holm Center. AFROTC is the Air Force's largest and oldest commissioning program. Passage of the Morrill Act of 1862 and the National Defense Act of 1916 created formal ROTC and Junior ROTC training at land-grant colleges and universities. The ROTC program underwent a major change with the ROTC Vitalization Act of 1964. This act established Junior ROTC programs at secondary schools and authorized two- and four-year scholarships with a focus on academics and leadership. In 1952, Air University assumed responsibility for Air Force ROTC with 188 units and 145,000 cadets.

AFROTC currently operates at 144 colleges and universities and has 984 cross-town agreements with other institutions. As of December 2009 cadet enrollment included nearly 15,000 college students. AFROTC's scholarship program includes nearly 5,800 cadets and a scholarship budget of \$63 million in FY10.

**Faculty.** The teaching staff of AFROTC units includes experienced Air Force officers. Selection is determined by professional experience, academic background, and qualifications as instructors. Detachment commanders and AFROTC instructors are required to complete faculty development training at Maxwell AFB to enhance their teaching skills and learn more about their jobs before reporting for their teaching assignments.

**Learning Outcomes.** As a graduate of the Holm Center's commissioning education program new officers must be able to embrace the following:

- Be culturally aware. The graduate must comprehend cultural awareness and demonstrate respect for social diversity, organizational dynamics, joint perspective, and global differences.
- Possess an expeditionary mind-set. The graduate must apply air expeditionary mind-set skills and knowledge and know that every Airman must be prepared to support military operations, whether deployed or at home station.

- Demonstrate characteristics of a leader of character. The graduate must demonstrate character, core values, and a high moral code and treat others with mutual respect while demonstrating a strong sense of ethics.
- Demonstrate leadership in the twenty-first century. The graduate must apply leadership skills by demonstrating the leadership fundamentals and skills necessary to accomplish the mission and effect positive change at the tactical level.
- Be a motivated professional. The graduate must comprehend and exhibit a willingness to accept the foundation of knowledge and a commitment to mastering technical skills and a proactive, enthusiastic approach to everyday activities.
- Be willing to serve the nation. The graduate must comprehend the tenets and values contained in the US Constitution while understanding an officer's role and responsibilities. Graduates voluntarily take the oath of office and accept a commission.
- Embody warrior ethos. The graduate must comprehend and exhibit the embodiment of the warrior spirit: tough mindedness, tireless motivation, unceasing vigilance, willingness to sacrifice one's life for the country, if necessary, and a commitment to be a part of the world's premier air, space, and cyberspace force.

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

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

Cadets not enrolled in AFROTC as freshmen or sophomores attend a five-week summer field-training unit. These two-year applicants must complete an extended field-training unit. This five-week field training allows extra time for

these cadets to gain the leadership skills GMC cadets acquire in leadership laboratory during the first two years of ROTC.

Students entering the two-year AFROTC program also complete entry-level classroom work during this field training. Two-year applicants are not committed to the Air Force until they return to school in the fall and make a decision to enlist through AFROTC.

**Eligibility.** The first two years of the AFROTC college program, the GMC, are open to students who are at least 14 years old. Second-year scholarship cadets and cadets entering the last two years of the college program, the POC, must be at least age 17. These contract cadets must meet AFROTC and DOD eligibility standards ranging from physical fitness to US citizenship.

**Commissioning Requirements.** Students must maintain a “C-” or better grade in Aerospace Studies (AS) classes and Leadership Laboratory (LLAB) and a cumulative GPA of 2.0 from the university to commission in the USAF.

### **AFROTC Detachment Curriculum Summary**

<b>Instructional Area</b>	<b>Contact Hours</b>
Leadership Studies	65.0
Communication Skills	43.0
Profession of Arms	50.0
Military Studies	67.0
Admin/Testing	31.0
Leadership Laboratory	240.0
Field Training *	380.0
<b>Total</b>	<b>876.0</b>

\*The standard field training course is 380 hours; the extended field training course is 429.5 hours.

### **Course Descriptions**

For more information regarding AFROTC courses, go to [www.afrotc.com/overview/programs.php](http://www.afrotc.com/overview/programs.php).

**Correction:** Insert on page 192 – use this Basic Officer Training Curriculum Summary table and total course hours; course description remains the same.

### **Basic Officer Training Curriculum Summary**

<b>MOTS001 Instructional Areas</b>	<b>Contact Hours</b>
Leadership Studies/Field Leadership	179.50
Communication Skills	20.00
Profession of Arms	29.00
Military Studies/International Studies	57.00
Military Training/Field Training	159.00
Admin/Processing/Testing/Orientation	135.50
Physical Training/Air Force Combatives Program	55.00
Air Force Culture	80.75
<b>Total</b>	<b>715.75</b>

### **Course Description**

**MOTS001 Basic Officer Training (24th Training Squadron)**

**715.75 Contact Hours**

**Addition:** Insert on page 198 before Air Force Junior Reserve Officer Training Corps Academic Instructor Course

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

### **Instructor and Orientation Courses**

*Internet Address*

<http://www.AFROTC.com>

**Mission.** *To provide AFROTC instructors the teaching skills needed to develop future officers for the United States Air Force.*

In October 2003, five faculty members assigned to the Holm Center created the Instructor Education and Evaluations Branch. The branch is now responsible for the AFROTC Academic Instructor Course (AIC). The AFROTC AIC maintains the AIC core curriculum: educational foundations, communication skills, instructional methods, evaluation, and instructional design. The curriculum continues to provide the students with student-centered learning experiences that concentrate on applying basic principles of learning to specific learning situations, planning meaningful instruction, using sound teaching methods, communicating effectively, and evaluating the achievement of learning objectives. The lessons are interactive and carefully targeted to the student's needs as a result of adjunct instructor support from the field and increased use of subject-matter experts.

**Faculty.** The Holm Center employs faculty in both teaching and nonteaching capacities. The faculty combines several years of teaching experience and advanced degrees. They are selected upon the basis of performance record, experience base, academic achievement, and teaching ability. In addition to resident instructors, some members of the faculty are augmentees from various AFROTC units. Moreover, the faculty members present at various workshops and are actively involved with professional academic associations throughout the education profession. Therefore, the courses establish a viable development and enrichment program for the entire faculty.

**Learning Outcomes.** As a graduate of the Holm Center's AIC, the student must be able to conduct the following:

- Plan instruction. The graduate must comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, the various methods of teaching, and know the components of the Air Force ISD model.

- Deliver instruction. The graduate must comprehend how to prepare effective presentations, use questions effectively to promote learning, employ proxemics to enhance the learning environment, and incorporate reflective teaching techniques to improve teaching ability.
- Evaluate instruction. The graduate must comprehend the concept of educational evaluation, principles and techniques of writing student-centered, multiple-choice and essay test items as part of the ISD design phase and the systematic construction and use of a performance evaluation rating instruments.
- Demonstrate instructional competency. The graduate must apply instructional competency through teaching exercises.
- Address unit requirements. The graduate must comprehend the organization's personnel requirements, unit support, and cadet- or student-support processes.

**Curriculum.** The curriculum identifies and measures such variables related to the educational process as content, alternative methods of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level. The curriculum also develops the student's ability to effectively and efficiently address the organization's personnel requirements, unit support, and cadet-support processes.

**Eligibility.** Detachment commanders and classroom instructors are selected through the Air Force assignment system. Detachment commanders and some classroom instructors must be approved by the university with which they will serve.

**Graduation Requirement.** Students must maintain “satisfactory performance” or better grade to graduate.

### **Curriculum Summary**

<b>Course Title</b>	<b>Contact Hours</b>
MAFROTC005 AFROTC Detachment Commander Instructor and Orientation Course	80
MAFROTC002 AFROTC Assistant Professor of Aerospace Studies Instructor and Orientation Course	80
MAFROTC001 AFROTC NCO Orientation Course	80

### **Course Descriptions**

**MAFROTC005 AFROTC Detachment Commander Instructor and Orientation Course** **80 Contact Hours**

A 10-day, mission-essential course hosted by the Holm Center

Curriculum Directorate (the Holm Center/CR). This course provides newly assigned AFROTC detachment commanders with the skills needed to teach within the AFROTC academic environment as well as orients and prepares them for the myriad of AFROTC detachment duties at geographically separated units. Major areas of study include learning theory, teaching methods, critiquing of student writing, and speaking and evaluation. Students also receive AFROTC instruction in curriculum, professional relations, leadership, counseling, and legal issues and meet with subject-matter experts concerning several administrative and instructional issues.

Similarly, AFTOTC instructors of Aerospace Studies must complete the following course.

**MAFROTC002 AFROTC Assistant Professor of Aerospace Studies  
Instructor and Orientation Course 80 Contact Hours**

A 10-day, mission-essential course hosted by the Holm Center/CR, Maxwell AFB. This course prepares newly assigned AFROTC instructors to teach and supervise within the AFROTC academic environment and orients and prepares them for AFROTC detachment duties at geographically separated units. Major areas are learning theory, teaching methods, critiquing of student writing, speaking, and evaluating. Methods usually taught include the informal lecture, guided discussion, experiential method, demonstration-performance, and case study. The course provides for maximum participation in learning. The majority of class time is devoted to small-group activity. Each student must plan and present teaching lessons. Students are urged to use AFROTC lesson material to prepare the required teaching lessons and test items. They also receive AFROTC instruction in curriculum, professional relations, leadership, counseling, and legal issues and meet with subject-matter experts concerning instructional development.

Each AFROTC detachment has enlisted personnel assigned to assist with daily operations. These individuals must complete the following course.

**MAFROTC001 AFROTC NCO Orientation Course 80 Contact Hours**

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

environment.