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OA/ID Number: 13751
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Folder Title:
Air War College 4/13/91 [OA 6897] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	21	3	4

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 .. 139
 .. 144
 .. 148
 .. 151
 .. 154
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 ... 165
 ... 171



INTRODUCTION TO AIR UNIVERSITY

The Air University plays a vital role in fulfilling the mission of the United States Air Force. To uphold the national purpose and to achieve the nation's objectives, the Air Force must maintain a corps of officers, airmen, and civilians whose dedication to the nation's defense places duty, honor, and country above self. They must have an in-depth knowledge of war and the military sciences to meet the challenges in today's world. The Air University contributes to the development of this knowledge through its professional and specialized education programs, research and doctrinal studies, and baccalaureate programs at civilian educational institutions.

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

The Air University, in all of its endeavors, serves Air Force personnel—officers, airmen, and civilians—to ensure the nation continues its leadership during another crucial period of history. Air University contributes to the defense of the free world. Its alumni are better prepared to serve in their Air Force assignments, in comparable foreign air forces, and in other governmental positions.

Mission and Scope

The Air University schools include the Air War College; the Air Command and Staff College; the Squadron Officer School; the Air Force Institute of Technology; the Center for Aerospace Doctrine, Research, and Education; the Ira C. Eaker Center for Professional Development; the USAF Senior Noncommissioned Officer Academy; and the Extension Course Institute. Air University students are primarily Air Force officers, airmen, and professional civilians. A relatively small number of personnel from other services in the Department of Defense and from other government agencies also attend the Air University. In addition, international officers from more than 100 countries have studied in Air University schools. Air University does not include in its organization the United States Air Force Academy; the academy is supervised directly by Headquarters United States Air Force. The Officer Training School, the Air Force Reserve Officer Training Corps, and other precommissioning programs report directly to the Air Training Command.

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agencies include the Air University Library and the USAF Historical Research Center (a tenant unit).

Accreditation

The Center for Adult Learning and Educational Credentials of the American Council on Education has evaluated the programs of the Air War College, the Air Command and Staff College, the Squadron Officer School, the USAF Senior Noncommissioned Officer Academy, and the Ira C. Eaker Center for Professional Development for the purpose of recommending academic credit in civilian educational institutions for work done by students in the Air University schools. The council recommends some graduate credit for courses completed in the Air War College, the Air Command and Staff College, and the Professional Military Comptroller School, and recommends undergraduate credit for courses in these and other Air University schools. The Air Force Institute of Technology is accredited by the North Central Association of Colleges and Schools and, in appropriate engineering curricula, by the Engineering Accreditation Commission, Accreditation Board for Engineering and Technology, Inc. The Commission of Colleges of the Southern Association of Colleges and Schools has accredited the Community College of the Air Force which, in turn, awards academic credit to eligible students who complete the Academic Instructor School, other Center for Professional Development courses, and the USAF Senior Noncommissioned Officer Academy. The Extension Course Institute is the free world's largest correspondence school and has full accreditation from the National Home Study Council.

Air University Library

The Air University Library (AUL), founded in 1946, is the premier library in the Department of Defense (DOD). It houses well-balanced collections especially strong in the fields of war fighting, aeronautics, Air Force and DOD operations, military sciences, international relations, education, leadership, and management. The library holds over 2.4 million items, including 500,000 military documents, nearly 400,000 monographs and bound periodical volumes, 870,000 maps and charts, 150,000 current regulations/manuals, and over 700,000 microforms. AUL also operates a branch library at the USAF Senior NCO Academy located at Gunter AFB, Alabama, which provides tailored information collections and services for Senior NCO PME, and the Maxwell and Gunter community libraries, which provide community library support to Maxwell AFB and Gunter AFB, respectively. Located in the center of the Chennault Circle, AUL was given the memorial name "Fairchild" after the founder and first commander of Air University, Gen Muir S. Fairchild.

An active program of bibliographic publications and indexes facilitates access to the library's holdings and information. Special bibliographies, such as the 386-page *Great Warrior Leaders/Thinkers*, are published throughout the year. AUL also publishes the monthly *Selected Acquisitions* and the quarterly *Air University Library Index to Military*

AIR WAR COLLEGE

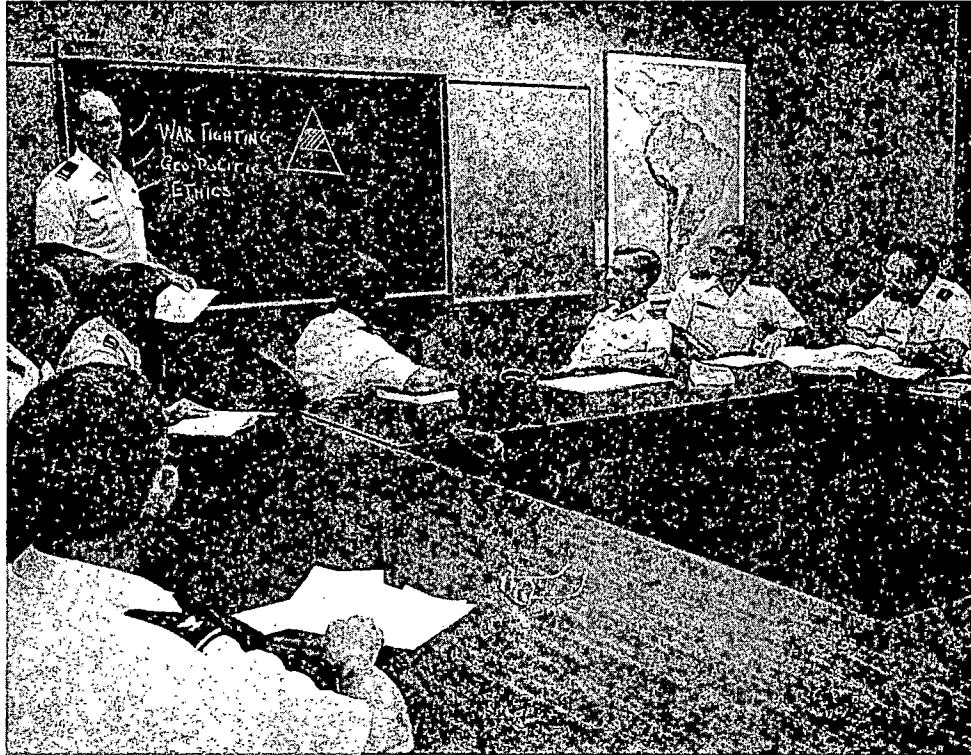
The War Department established the Air War College (AWC) in 1946 at Maxwell Field, Alabama, and the college has operated continuously since that time, except for a period of six months during the Korean conflict. The student body consists of a selected group of military officers with diverse backgrounds who are brought together for 10 months of graduate-level study.

The fulfillment of the mission of the Air War College presents a dual challenge—intellectual and professional. To meet these challenges, the school develops the knowledge, skills, and attitudes significant to the profession of arms with emphasis on aerospace power and its application in joint and combined operations.

Mission. The mission of the Air War College is to improve the Air Force contribution to national security through joint education and senior-leader development focused on military strategy and the employment of air power.

Objectives. The chief goal of the Air War College is to conduct an educational program of the highest quality that contributes to the professional development and motivation of senior officers. The Air War College course of study broadens understanding and refines the graduate's ability to analyze and articulate

- current and future threats to the United States and its allies and then develop alternative military employment concepts and capabilities appropriate to counter those threats;
- national and military strategies through the study of history and then formulate and evaluate military strategies appropriate for current and anticipated needs;
- the roles and limitations of aerospace power in supporting US national security objectives across the full spectrum of conflict;
- the evolutionary development and utility of the military doctrine of the United States and the USSR;
- US national security policy and the process of formulating and implementing that policy;
- contemporary international and national security environments and their influence on US security interest and on the formulation of national security policy;
- the values, attitudes, and ethical factors essential to the professional officer; and
- the functions, special requirements, and challenges of command, leadership, and management particular to senior leaders of large, more complex organizations.



Initiatives Summary. The Air War College has adopted several initiatives based on research studies, technological innovations, and other creative curriculum developments to enhance the ability of graduates to lead and command. These initiatives include joint senior service school wargaming, senior leader assessment and development, and microcomputer literacy training.

Joint Senior Service School Wargaming. The Joint Land Aerospace Sea Simulation (JLASS) is an annual wargaming exercise that integrates the senior service schools' theater-level war games in a simultaneously conducted computer supported exercise providing for land, air, and sea force employment in a major theater of operation. Joint Land Aerospace Sea Simulation requires extensive coordination among senior service schools and demonstrates the capability to conduct meaningful joint war games by integrating senior service school curriculum activities.

Senior Leader Assessment and Development. The health and fitness of senior officers are of interest for obvious reasons—both when at peak increase productivity and longevity. The Air War College Senior Leader Assessment Program focuses attention on potentially unhealthy life-style habits by providing an assessment of current vulnerability to cardiovascular disease. Spouses are included in this program and are encouraged to participate. For those who determine life-style modifications are needed, nutritional and exercise programs are outlined as part of a general self-help program. Follow-up testing late in the class year helps to determine if prescribed exercise and diet programs have been effective.

A second leadership course will assess individual self-help and an elective course elect

Microcomputer Literacy Training. Microcomputers are being introduced to students, which can be used at the University of

In the second semester, familiarization is invited to a computer literacy course. The computer literacy course is designed to familiarize students with computers.

Organizational Development. (Dean of Academic Affairs and Mission Statement) (Air Force and Naval War

The academic opportunity provided by the Air War College depends on the selection of suitable employment opportunities. The Department of

Intimate relationships in college. A dynamic profession

The research areas of concern are of national significance and advanced areas.

Advanced term lasts students at to 40 curri

A second initiative in this program is being developed to strengthen and expand leadership skills necessary to direct larger and more complex organizations. The program will assess individual behavioral strengths and weaknesses. Development opportunities for self-help and behavior modification will be made available through curricula and advanced course electives.

Microcomputer Literacy Training. One computer laboratory equipped with 15 Z-248 computers is available for student use. Each of the seminar rooms also has a Z-158 available to students. In addition to the computers, each seminar room has a 25-inch color monitor which can be used to display computer-generated briefings, conduct war games, or view Air University cable television broadcasts.

In the second week of class, each student is offered an optional course in computer familiarization. It is tailored to meet the needs and experience of the student. Spouses are invited to attend this course on a space-available basis. An advanced course in executive computer literacy is offered in a 20-hour elective to increase familiarity with small computers.

Organization. The Air War College is comprised of a command section, four directorates (Dean of Academic Affairs; Director of Operations; Associate Studies; and Plans, Programs, and Mission Support), the National Security Briefing Team, and two operating locations (Air Force advisors to the Army War College at Carlisle Barracks, Pennsylvania, and to the Naval War College at Newport, Rhode Island).

Resident Curriculum

The academic environment of the college encourages a free expression of ideas and an opportunity for independent, analytical, and creative thinking. Students at the Air War College develop their capabilities to weigh evidence, evaluate conclusions critically, and select sound courses of action affecting national security and the joint and combined employment of military forces. Students and faculty members examine current and future Department of Defense problems with a view toward deriving meaningful solutions.

Intimate involvement of the faculty with students provides the key to the professional college. A positive attitude and pride in appearance and performance form the foundation for a dynamic sense of professionalism. A spirit of total involvement in all educational and professional activities is the norm.

The resident school curriculum of the Air War College fosters advanced learning in the areas of command and leadership; Soviet studies; doctrine, strategy and employment; national security decision making; and joint and combined theater operations. In-depth advanced studies provide opportunities for a tailored, concentrated focus in selected subject areas.

Advanced studies are sponsored by the academic departments during two terms. Each term lasts 10 weeks; each course meets for two hours each week for a total of 20 hours. All students are required to take two advanced courses during the academic year, which equate to 40 curriculum hours. Advanced studies provide students with an opportunity to tailor their

learning experiences to individual interests, to expand horizons, or to explore selected defense issues in depth.

Duration and Quota. The Air War College has one 10-month class per year. The class includes members of each military service and employees of selected civilian agencies of the federal government. Officers from selected foreign countries also take part in each class.

Prerequisites and Selection. The Central Senior School Selection Board, Headquarters USAF, chooses Air Force officers who have demonstrated an outstanding potential for senior command and staff positions to attend the Air War College.

Department of Strategy and Forces (207.5 Hours)

The objective of the Department of Strategy and Forces is to comprehend, analyze, synthesize, and evaluate fundamental concepts and interrelationships of national policy, national strategy, military strategy, senior leadership, and force capabilities to provide foundations for current and future strategic thinking. The department achieves that objective through four courses.

DS611—The Senior Leader (29 hours). As its title indicates, this course emphasizes the higher levels of command and leadership that follow promotion to colonel and general. Prior to their arrival, all incoming students will have received and are expected to have read the novel *Killer Angels*, which establishes a setting for the study of senior leadership. In lieu of a written examination, each student writes a 1,500-word paper which elucidates the author's perspectives on leadership in light of the novel and the material presented in the curriculum. Several weeks later a related capstone seminar focused on the combat dimension of senior leadership is presented during Military Strategy Analysis (Course DS613). The movie *Command Decision* is shown in conjunction with the seminar as an illustration of leadership in combat. Thus the central theme of the course is leadership in large, complex military organizations.

DS612—National Security Decision Making (44 hours). The objectives of this course are to understand the domestic political process of national security decision making, its actors and institutions; to comprehend the terminology, sources, and issues of national security policy; to understand the international factors which affect the formulation, implementation, and results of national security policy; to evaluate the national security decision-making process through the use of case studies of particular issues and events; and to ask critical questions about the future direction of national security policy in the next decade. This course analyzes the evolution of national security strategy and the policy-making process in the United States from World War II to the present. The emphasis, as indicated by the course title, is on decision making in national security. The course is divided into portions that examine past and present circumstances, and their implications for the future. The theme throughout is the interplay between continuity of interests and national purpose amid the evolutionary and revolutionary changes in the international and domestic environments.

DS613—Military Strategy Analysis (69 hours). The purpose of this course is to analyze concepts and theories derived from the study of past strategies in order to develop insight

and skills for contemporary and future strategic thinking. The course establishes a foundation for subsequent study of current and future military strategy and forces. It uses military history as a vehicle to assess military strategy. Beginning with an examination of the components of strategy, it reviews models and concepts useful in analyzing the strategies employed in selected wars and campaigns. The ideas of the major strategic theorists—Clausewitz, Jomini, Liddell Hart, Douhet, Mitchell, and Mao—are considered in the contexts in which they were developed. Particular attention is given to those doctrinal and strategic concepts related to air power. There is also an assessment of strategies employed in recent regional conflicts.

DS614—Forces and Capabilities (65.5 hours). The objective of this course is to comprehend and apply the doctrine, mission, and capabilities of current and future general-purpose forces. The doctrine, roles, missions, organization, and capabilities of US military forces are investigated. Comprised of five blocks—Air Force, Space Forces, Acquisition and Logistics, Army, and Maritime Forces—the course begins with a look at service and Air Force doctrine, and then moves into the roles and missions of the Air Force general-purpose forces. Supporting forces for tactical operations are considered, as are airlift and the Air Reserve. Space Forces has an Air Force emphasis, but national systems and the organization of US Space Command are also covered. The theme is that space is merely an extension of the medium in which the Air Force operates. The Acquisition and Logistics block examines trends and issues affecting organizations supporting the tactical forces. The Army and Maritime Forces blocks cover the doctrine, roles, and missions of those services, and both end in case studies. A highlight of the Army block is a field trip to Fort Benning, Georgia.

Advanced Studies. The following courses are available for additional in-depth study within the Department of Strategy and Forces:

Strategy and Coalition Warfare,
1702 to the Present
Tactical Exploitation of National Capabilities
The American Civil War
World War I
World War II, Europe
The Vietnam War
Tactical Air Power Doctrine:
Its Origins and Development
Army Issues
American Military Intervention since Vietnam
Arms Control Issues
Senior Leadership: Power and Politics in
Complex Organizations
Media Relations for Senior Officers
Senior Military Leadership and Productivity
Senior Leader Health and Fitness
Personal Computers for Executives
Executive Editing

Intelligence and National Security
US National Security and Africa:
Issues and Challenges
Computer Issues for Senior Leaders
Senior Leadership: Problem Solving and
Decision Making in Changing Times
Air Power in a Changing World
The American Way of War
Napoleonic Warfare
The Korean War
Lessons from Recent Wars
Strategic Air Power: Origins,
Evolution, and Issues
Technology and Future Wars
Naval Warfare Issues
Space Issues
Alternative Security Futures
The Economics of Defense
Command and Conscience

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Department of Warfare Studies (428 Hours)

The objective of the Department of Warfare Studies is to provide a joint military education that requires students to analyze, synthesize, and evaluate the deployment and employment of air power across the spectrum of conflict in major regions of the world; to sharpen student abilities to analyze critically, think strategically, and articulate persuasively in the arena of future Air Force contributions to national security; and to reinforce the core values of the Air Force. The department schedules eight courses in support of its goals.

DW620—Regional Security Analysis (86 hours). This course immerses each student in the political, economic, and cultural environment in which overseas US commanders in chief must implement national military strategy in peacetime and execute joint or combined campaigns in wartime. All students must complete 20 hours of advanced study about the regional context, key actors, possible threats to US security interests, and potential scenarios in which the military instrument of national policy might be used.

Students write a paper between five and seven pages in length on security issues before departing on the field trip. After the students have met with various military and civilian leaders in representative countries during the 11-day "traveling seminar," they write individual regional security assessments and present them during seminars on their respective commanders in chief.

DW621—Joint Warfighting (25 hours). This course covers the institutions, concepts, and processes common to each US combatant commander in chief which affect the conduct of joint and combined planning or operations. Students must demonstrate their understanding of these fundamentals before proceeding to apply them from the perspective of selected US commanders in chief.

DW622—International Security Studies (72 hours). Basic concepts of deterrence, conflict initiation, escalation, and termination are studied in this course which examines the contemporary international system and analyzes the utility of employing military power within that system. The changing Soviet Union is evaluated as a primary global military competitor of the United States during the coming decade. Each major region of the world is considered in terms of key regional actors, complementary or competing security interests, and sources of potential instability or military conflict. The course concludes with consideration of deterrence and nuclear proliferation as Soviet strategic offensive and defensive forces are reviewed.

DW623—US Southern Command (40 hours), **DW624—US Central Command** (40 hours), **DW625—US Pacific Command** (40 hours), **DW626—US European Command/NATO** (65 hours), and **DW627—SAC/US Space Command** (60 hours). Each of these courses focuses on a contemporary war-fighting problem set in the regional or global context pertinent to the command in question. Students analyze and evaluate military strategy, joint doctrine, and force capabilities needed by the commander in chief to accomplish the mission in the coming decade. Integral to each course is a simulation or war game designed to apply the concepts, principles, and processes appropriate for the particular war-fighting problem. The complexities of low-intensity conflict (LIC) are considered in

AIR UNIVERSITY CATALOG

the US Southern Command course and its LIC exercise. In the US Central Command course, the challenges of strategic force projection are presented in the Regional Capabilities Exercise, while combined air operations in Korea are the subject of the Air Campaign Planning Exercise in the US Pacific Command course. Coalition warfare is studied in the US European Command/NATO course, and global air power and strategic deterrence is the focus of the Strategic Air Command/US Space Command course. These courses culminate in a Global Exercise that integrates the formulation of national military strategy by the National Command Authorities with the implementation of that strategy on a worldwide basis.

Advanced Studies. The following courses are available for additional in-depth study:

Development of the Tsarist Russian-Soviet Military Establishment	Air Power for Low-Intensity Conflict
Theater Warfare: Battle for Central Europe	International Terrorism
US National Security and the Soviet Union	US National Security and East Asia
US National Security and Europe	US Defense Policy in the 1990s
Development of the Soviet Military Establishment, 1941-Present	United States Security Interests and World Political Geography
Joint Land-Air-Sea Simulation	Current Soviet Leadership Profiles
War and Peace in the Nuclear Age	US National Security and the Middle East
	Intelligence for Joint and Combined Warfare

Other Curriculum Activities (51 Hours)

USAF Aerospace Power Symposium (22 hours). This course is a three-day event that brings civilians and military leaders from the national scene together at the Air War College for discussions of significant aerospace power topics. The symposium allows attending officers the benefit of a different and valuable perspective while updating civilians on the details of problems. The symposium normally consists of plenary addresses, question-and-answer periods, and working-group sessions.

National Security Forum (29 hours). This forum is held during the last week of the school year. Approximately 100 prominent civilians join the Air War College student body for the week-long forum. Guests from all areas of the nation and from many professions participate in an exchange of views on national security matters. The forum broadens the understanding of Air War College students through exposure to the guests' viewpoints while increasing the guests' knowledge of national security issues, the United States Air Force, and senior officer professional military education.

Curriculum Summary

	Academic Hours
Department of Strategy and Forces	207.5
DS611—The Senior Leader	29
DS612—National Security Decision Making	44

DS613—M
DS614—F

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DW620—J
DW621—J
DW622—J
DW623—J
DW624—J
DW625—J
DW626—J
DW627—J

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	Academic Hours
DS613—Military Strategy Analysis	69
DS614—Forces and Capabilities	65.5
Department of Warfare Studies	428
DW620—Regional Security Analysis	86
DW621—Joint Warfighting	25
DW622—International Security Studies	72
DW623—US Southern Command	40
DW624—US Central Command	40
DW625—US Pacific Command	40
DW626—US European Command/NATO	65
DW627—SAC/US Space Command	60
Subtotal	635.5
Advanced Studies	60
Subtotal	695.5
Other Curriculum Activities	51
USAF Aerospace Power Symposium	22
National Security Forum	29
TOTAL—Resident Program	746.5

Directorate of Associate Programs

Beginning in 1947 as the Air War College Extension Course, the Directorate of Associate Programs now consists of both a seminar and a correspondence program. The mission, objectives, and philosophy of Air War College resident studies apply also to associate programs. The purpose of associate programs is to provide top-level professional military education to those senior officers who are unable to attend the Air War College in-residence.

Those who are eligible and motivated should derive a professionally gratifying experience from either of the programs provided by the Air War College Directorate of Associate Programs. Both programs involve two volumes of course materials. In academic year 1991, the associate programs (correspondence and seminar) contain many, but not all, of the course readings being studied in the resident program. Adjustments in readings are made where required to compensate for the absence of guest lecturers and classified presentations which are not available to the seminar and correspondence students. Curriculum materials are revised on a yearly basis.

The seminar and correspondence programs are available to:

1. Air Force lieutenant colonels and above, including lieutenant colonel selectees (active, ANG, USAFR).
2. Active and nonextended active duty officers of the US armed forces (US Army, US Navy, US Marine Corps), US Coast Guard, and the Civil Air Patrol (Civil Air Patrol may enroll in correspondence only); commander, lieutenant colonel selectee and above.

AIR UNIVERSITY CATALOG

3. Air Force majors selected on a calendar year 1985 or earlier promotion board. Enrollment by US Air Force majors in seminars will not exceed 50 percent of the US Air Force membership.

4. US federal civilian employees, GS- or GM-13 and above.

5. Foreign military officers and civilian employees of a military department of countries or international organizations eligible for foreign military sales (FMS) training programs. Enrollment in US Air Force professional military education (PME) correspondence and seminar programs must be under the conditions described below. US Air Force PME correspondence and seminar programs are not available under International Military Education and Training sponsorship. All non-US students (who are not civilian employees of the US government) must purchase the course through foreign military sales channels, regardless of their status or where located.

Each application for enrollment in AWC submitted by a foreign national will be considered on its own merit when:

1. The applicant is a military member or a civilian employee of the military department of a country or international organization eligible for FMS training program sponsorship.

2. The applicant's grade (military or civilian) is equivalent to lieutenant colonel selectee or above.

3. A US military officer or US civilian employee in the country or with the organization concerned accepts responsibility for monitoring student progress and serving as a contact between Air University and the student.

4. The applicant is proficient enough in the English language to allow successful completion of the program. See Air Force Regulation 53-8, *USAF Officer Professional Military Education System*, for official guidance on eligibility.

Seminar Program. The seminar program provides a forum in which members exchange information and opinions on key domestic and international issues facing the nation and on a full range of national security issues. Seminars start in the same volume of study at the same time worldwide, making attendance during permanent change of station moves or temporary duty possible without loss of credit. In addition to regular attendance and other course requirements, each student must satisfactorily complete two multiple-choice examinations and a written report for each volume. Each report should be 2,500-3,500 words in length (13-17 pages). In volume 1, the student has the choice of writing a supported paper on topics provided by AWC (option one), a sponsored-alternative paper (option two), or a monograph (option three). In volume 2, all students write a Joint and Combined Warfare paper. Seminars begin volume 1 in July and volume 2 in January. Each volume consists of 20 two-hour seminars. Every new student must start with volume 1. There must be at least five (but no more than 20) students in each seminar. Currently, there are 74 seminars worldwide, but this number is expected to increase with the implementation of this new curriculum.

Correspondence Program. In the correspondence program, each of the two volumes must be completed within 18 months. There is no time limit for enrolling in a second volume after completion of the first. This method of completion has the advantage of guided

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self-study without limiting the student to a particular hour or place for meetings. This program is especially useful for those not near an active Air Force installation or for those whose schedule is such that regular meetings are difficult to attend. Although students are essentially on their own, advice and counsel are always available from the Air War College Associate Programs faculty. The correspondence students have the same testing and writing requirements as the seminar students.

Associate Program Curriculum Summary

	Study Hours Correspondence/Seminar
Volume I	210/240
611—Command Leadership	
612—National Security Decision Making	
613—Soviet Studies	
621—Military Strategy Analysis	
622—General-Purpose Forces	
Volume 2	210/240
622—General-Purpose Forces (continued)	
623—Space Forces	
624—Strategic Forces	
630—Joint Fundamentals	
631-634—Joint Focus on Warfighting: Air Force Issues	
TOTAL	420/480

For enrollment information, contact your base education services officer or equivalent official. If not located near a military installation, contact the Air War College, Division of Correspondence Studies (AUTOVON 875-6093, commercial [205] 293-6093) or the Division of Seminar Studies (AUTOVON 875-7755, commercial [205] 293-7755). The proper address for correspondence pertaining to these programs is Air War College/AP, Maxwell AFB AL 36112-5522.

Other Programs

Spouses Program. The Air War College Spouses Program is an inclusive term that identifies numerous programs that provide opportunities for spouse participation throughout the academic year. To the greatest extent possible, spouses are included in the academic program at the Air War College, in other programs at Air University, and in a program offered through the base chapel and the family support center. These opportunities include: Spouses Orientation (2 hours), Spouses Invited Lectures (approximately 200 hours), and advanced courses on a space-available basis. Also, special programs conducted by the Air War College faculty for spouses include the Investment in Excellence Seminar Series (a

self-image, motivation, and goal-setting series) and Senior Leader Assessment and Development. Spouses can participate in the health and fitness program along with the military members to obtain a psychological health assessment. The goal of the program is to increase personal awareness, to provide motivation to make necessary changes in personal life-style, and to lengthen lives.

In the fall semester, the Air War College cosponsors the Air University Commanders' Wives Course aimed at increasing awareness and addressing issues relevant to the role of a commander's spouse. The course is typically a three-day event (14 hours) that features lectures, discussions, seminars, and a panel of wives of the senior Air University commanders at Maxwell AFB. Topics in the course curriculum include: Role of a Commander's Spouse, Communications Skills, Stress in the Military Family, Grief and Bereavement, Resources (Chain of Command, Family Support Centers, Base Chaplain's Office, and the Base Legal Office), Volunteerism, and Group Dynamics. Numerous presentations on a wide variety of topics are offered through the base chaplain's office and at the family support center. Air War College spouses are invited and encouraged to attend.

Air University National Security Briefing Team. The Air War College is the office of primary responsibility for the Air University National Security Briefing Team. This initiative was suggested by civilian attendees at the 1982 National Security Forum. This team of Air Force officers is available to discuss key national security issues before civic, professional, religious, and university groups with an added dimension of planned local media opportunities. Nationwide appearances by team members permit interested citizens to hear the views of military professionals and to ask pertinent questions on a wide range of current topics. The team consists of 11 members of the faculty of the Air War College, the Air Command and Staff College, the Squadron Officer School, and the Air Force Judge Advocate General School.

Format. The national security briefing consists of a 35-minute presentation, accompanied by 35-mm slides, and concludes with a question-and-answer period. Usually two officers are involved in each appearance. Before large groups, such as university forums, three officers may sit as a panel to establish a dialogue and respond to questions.

Procedures. The Air War College commandant is the executive agent for Air University. The National Security Briefing Team office is located in facilities of the Air War College. Further information can be obtained by writing Air War College/NP (NSBT), Maxwell AFB AL 36112-5522 or calling (205) 293-2442, AUTOVON 875-2442.

Academic Credit Recommendation

Resident Program. The Center for Adult Learning and Educational Credentials of the American Council on Education recommends the following academic credits for the Air War College resident program.

Graduate Credit. Students may receive 12 semester hours in International Relations and National Security Studies; four semester hours in Management with an emphasis on the

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HEADQUARTERS AIR UNIVERSITY

Directorate of Public Affairs
Maxwell AFB AL 36112-5001
(205) 293-2014

19 March 91

PAGE .002

From: AU/PA
Subject: Speech Information
Memo To: Colonel Hayden
Mike

Here is the information you requested. I'm also going to FAX you a list of the foreign countries represented at our schools - we have several students from the Middle East.

As I mentioned over the phone, General Boyd's current focus is on the fact that since the Air Corps Tactical School days, Air University has been the home of air doctrine development and strategic thinking. We have been influencing the conduct of air campaigns since WWII.

Ben Pittman

BENJAMIN C. PITTMAN, JR.
Colonel, USAF
Director of Public Affairs

MAR 19 '91 11:09

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09:24

03/19/91

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AIR WAR COLLEGE



COLONEL BRYAN D. STRICKLAND

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Biography

United States Air Force

Secretary of the Air Force, Office of Public Affairs, Washington, D.C. 20330-1000

LIEUTENANT GENERAL CHARLES G. BOYD

Lieutenant General Charles G. Boyd is commander of Air University, with headquarters at Maxwell Air Force Base, Ala. One of 13 Air Force major commands, Air University is responsible for administering the Air Force's professional military education, continuing education and graduate education programs which affect, on an annual basis, more than half the service's population.

General Boyd was born April 15, 1938, in Rockwell City, Iowa, where he graduated from high school in 1956. He studied for two years at Baylor University and returned to college in 1973 under the Air Force Institute of Technology program. He received a bachelor of arts degree in 1975 and a master of arts degree in 1976, and was designated a distinguished graduate from the University of Kansas. The general completed Air War College in 1977.

In July 1960 General Boyd was commissioned as a second lieutenant through the aviation cadet program and earned pilot wings at Greenville Air Force Base, Miss. He spent the next six months training in F-100s at Luke Air Force Base, Ariz., followed by three months of combat crew training at Nellis Air Force Base, Nev. In July 1961 he reported to his first operational assignment, flying F-100s with the 510th Tactical Fighter Squadron at Clark Air Base, Philippines.

Returning to the United States in October 1963, General Boyd was assigned to the 355th Tactical Fighter Wing at George Air Force Base, Calif., flying F-105 Thunderchiefs. Subsequent assignments took him to McConnell Air Force Base, Kan.; Incirlik Air Base, Turkey; Kadena Air Base, Okinawa; and Korat Royal Thai Air Force Base, Thailand. In the spring and summer of 1965, while on temporary duty in Thailand, he flew his first combat missions over Laos and North Vietnam.

In November 1965 General Boyd was assigned to Korat Royal Thai Air Force Base, where he accumulated 105 combat missions before being shot down by ground fire near Hanol, North Vietnam, on April 22, 1966. He was captured and interned in various prisons throughout North Vietnam until being repatriated on Feb. 12, 1973.

Upon completion of the Air Force Institute of Technology program and Air War College in 1977, the general was assigned as a special assistant to the chief of staff, Headquarters Allied Forces Southern Europe, Naples, Italy. He next served as executive officer to the chief of staff, Allied Air Forces Southern Europe, also at Naples.

He returned to the United States in June 1979 and was assigned as chief of the Western Hemisphere Division, Directorate of Plans, Headquarters U.S. Air Force, Washington, D.C. He served as deputy assistant director for Joint and National Security Council matters from September 1980 until June 1982, when he became assistant director -- or "Green Desk Planner." In July 1984 General Boyd was assigned as deputy chief of staff for plans and programs, Headquarters U.S. Air Forces in Europe, Ramstein Air Base, West Germany. From December 1986 to June 1988 he was vice commander of Strategic Air Command's 8th Air Force, with headquarters at Barksdale Air



Force Base, La. He then became director of plans, Office of the Deputy Chief of Staff for Plans and Operations, Air Force headquarters, and in August 1989 was assigned as assistant deputy chief of staff for plans and operations. He assumed his present command in January 1990.

The general is a command pilot. His military awards and decorations include the Air Force Cross, Silver Star with oak leaf cluster, Legion of Merit with two oak leaf clusters, Distinguished Flying Cross, Bronze Star Medal with "V" device and two oak leaf clusters, Purple Heart with two oak leaf clusters, Defense Meritorious Service Medal, Air Medal with oak leaf cluster, and Air Force Commendation Medal.

He was promoted to lieutenant general Jan. 3, 1990, with same date of rank.

General Boyd is married to the former Millicent Sample of Fort Scott, Kan. They have two children, Jessica Marie and Dallas Graham.



Fact Sheet

United States Air Force

AIR UNIVERSITY

Office of Public Affairs - Maxwell Air Force Base, AL 36112

(AC 205) 293-2014

AIR UNIVERSITY (AU) FACT SHEET

Air University, an Air Force major command, is located at Maxwell Air Force Base near the edge of downtown Montgomery, Alabama. Montgomery has been associated with aerospace education for more than 75 years.

HISTORY



In 1910 the citizens of Montgomery looked skyward and, as a local newspaper described it, saw "a strange new bird soaring over the cotton fields to the west of town." The Wright brothers had come to Montgomery in search of good flying weather. They established the world's first civil flying school--training five new aviators. In 1910, the number of American fliers totaled less than thirty.

During World War I, Montgomery Airfield became an aviation repair depot for the Thomas Morse Scout, the Curtis-Jenny and other military aircraft. In the 1920's, the field was an important link in the growing system of aerial mail service.

In 1931, the Army Air Corps Tactical School was moved to Maxwell, becoming the forerunner of Air University. The tactical school was the intellectual center of the Army Air Corps. Young officers and our future leaders wrote, taught, argued and developed the aerial warfare doctrines and strategies employed so successfully during World War II.

At the close of World War II, plans were made to establish the Air Force as a separate branch of the armed forces. Leaders recognized that continuing professional education would be as vital to the new service's future as its inventory of modern weapons systems.

Educational pioneers, under the command of General Muir S. Fairchild, were given authority to develop a new professional military educational system. These pioneers envisioned a centrally managed university complex to meet Air Force professional military and specialized education requirements.

Gen Dwight D. Eisenhower's insights had not been forgotten. Eisenhower noted, "No investment by the American government has returned such tremendous dividends as the amount of money spent on the Army school system in the years between the two world wars."

Today, Air University and its comprehensive educational facilities stand as visible evidence of the soundness of their planning.

MISSION

To accomplish our mission, Air University conducts professional military education, graduate education, and professional continuing education for commissioned and noncommissioned officers.

Three of the schools located at Maxwell Air Force Base are Squadron Officer School for captains, Air Command and Staff College for majors, and Air War College for senior field grade officers. The Air Force Senior Noncommissioned Officer Academy is located at neighboring Gunter Air Force Base.

Educational facilities are collocated, permitting efficient use of dormitories, lecture halls, instructors, and research specialists. The facilities allow frequent contact between school commandants, faculty, and students.

Also within the Air University structure is the Air Force Institute of Technology. As the Air Force's graduate school, AFIT provides masters and doctoral degrees to Air Force officers.

In addition to operating the professional military education schools, providing theoretical and applied knowledge of the profession of arms, we conduct aerospace research and provide technical leadership for Air Force organizations. We assist in developing, writing, and testing strategy and concepts in Air Force doctrine. We conduct computer-assisted wargaming for Air Force and joint service organizations. And we advise and assist the Headquarters of the Civil Air Patrol.

With its resident and non-resident programs, Air University annually affects nearly half the active, reserve and civilian population of the Air Force.

Let's take a closer look at each of our major organizations.

SQUADRON OFFICER SCHOOL

Squadron Officer School is where we begin our professional military education for officers. Captains build the foundations for their careers in four curriculum areas; leadership, officership, communicative skills and force employment.

SOS emphasizes both individual leadership and teamwork as necessary traits for mission accomplishment. Officers develop skills, techniques, and attitudes to better serve as leaders and mid-level supervisors in the Air Force.

The academic curriculum is presented through readings, lectures and seminars. Students participate in problem-solving exercises, and improve their communicative skills through writing and speaking exercises.

The field leadership program uses a spectrum of competitive activities as a vehicle through which the students apply techniques of leadership, organization, and problem solving in a time pressure environment. The program also emphasizes physical fitness, fosters esprit de corps, and cultivates the will to win.

Classes are seven weeks long with a maximum enrollment of 832, including eight civilians in each class. Students represent all major commands and job specialties in the Air Force. Three classes each year also include international officers. With six classes each year, nearly five thousand students attend this challenging course annually.

AIR COMMAND AND STAFF COLLEGE

Air Command and Staff College provides intermediate professional military education for selected mid-career officers. The curriculum increases understanding of the Air Force's mission and its capabilities, enhances professional skills, adds to the officer's knowledge of the military's roles in a democratic society, and prepares graduates for positions of increased responsibility.

Study areas include staff communications; command, leadership, and resource management; space studies; national security affairs; and warfare studies. The course also includes strategic and tactical wargames.

Each class completes 40 weeks of instruction and has an enrollment of more than 430 Air Force officers, plus 150 officers from other services and nations.

AIR WAR COLLEGE

Air War College is the senior professional school in the Air Force system. The college prepares selected senior officers for key command and staff assignments, where they will manage and employ air power as a component of national security.

The curriculum focuses on warfighting and national military strategy, with emphasis on the effective employment of aerospace forces in joint and combined combat operations.

Each Air War College class lasts 44 weeks. Its enrollment of more than 240 consists of officers from all branches of the armed forces, international officers, and civilians of equivalent rank from U.S. government agencies.

Special activities throughout the year complement the learning process in many phases of the Air War College curriculum. The college sponsors the annual Aerospace Power Symposium which explores current topics of interest to the Air Force chief of staff. Each June the college conducts a one-week National Security Forum which brings students into contact with business, civic, and professional leaders from throughout the U.S. to discuss issues affecting our national security.

U.S. AIR FORCE SENIOR NONCOMMISSIONED OFFICER ACADEMY

The Senior Noncommissioned Officer Academy is located at Gunter Air Force Base. It's the capstone of enlisted professional military education for senior NCOs from the Air Force and other services.

The curriculum focuses on leadership and management, communicative skills, and military studies. The academy uses its NCO experience to promote the exchange of ideas through case studies and group problem solving, along with lectures and small-group activities.

The academy conducts six seven-week classes each year with 250 students in each class, for an annual enrollment of 1,500 students.

Each school conducts an extension program for those who are unable to attend a resident course. The Air War College and Air Command and Staff College also administer seminar programs around the world, and offer the material by correspondence.

AIR UNIVERSITY LIBRARY

At the center of the academic circle is the Air University Library, the largest and most comprehensive military library in the United States. It provides centralized educational and research library services to the headquarters, schools, colleges and tenant units of Air University.

The library contains extensive collections in the fields of aeronautics, international relations, and military sciences. At the center of its resources is a unique collection of nearly 500,000 military documents that span more than half a century.

AIR FORCE INSTITUTE OF TECHNOLOGY

The second Air University area of academic education is graduate education. Meeting the Air Force's needs in this area is the Air Force Institute of Technology -- known as AFIT -- located at Wright-Patterson Air Force Base, Ohio. AFIT accomplishes its mission by granting degrees at its graduate schools and supervising students through its civilian institution programs.

AFIT's School of Engineering is one of the largest of its kind in the country, and grants advanced degrees in science and engineering. The School of Systems and Logistics is the graduate school of management for the Air Force, teaching modern management tools and techniques. The School of Civil Engineering and Services provides engineering and management education through 42 specialized courses. AFIT's Civilian Institution Programs place students in civilian universities, research centers, hospitals, and industrial organizations. It administers academic programs at more than 200 locations.

Through the four schools, AFIT graduates about 760 degree students annually. In addition, 750 more students complete extended non-degree, medical degree and legal degree programs, and 25,000 students graduate from AFIT continuing education programs. One-third of the active duty Air Force generals and more than 50 U.S. astronauts are AFIT graduates.

IRA C. EAKER CENTER FOR PROFESSIONAL DEVELOPMENT

At Maxwell, the Ira C. Eaker Center for Professional Development conducts courses for commanders, academic instructors, international officers, personnel and manpower managers, comptrollers, historians, judge advocates, chaplains, technology managers, and family support center managers.

More than 5,000 military and civilian students graduate from these short courses annually. Additionally, the center publishes materials to enhance professional continuing education.

EXTENSION COURSE INSTITUTE

The second organization unique to the Air Force and the world is the Extension Course Institute, or ECI. Located at Gunter Air Force Base, ECI conducts the largest correspondence program in the world, offering more than 350 courses for active, reserve, DOD and other federal employees. More than 263,000 students are currently enrolled.

In addition to our traditional programs, there are two other organizations that round out our educational system and are integral parts of Air University.

CENTER FOR AEROSPACE DOCTRINE, RESEARCH, AND EDUCATION

The first of these is the Center for Aerospace Doctrine, Research and Education, also known as CADRE.

CADRE develops, writes, and tests Air Force doctrine, concepts and strategy, and conducts computer assisted wargaming. CADRE does this through its Airpower Research Institute and the Air Force Wargaming Center. The Airpower Research Institute conducts research, performs analysis, and publishes studies on major current and future Air Force issues.

The Air Force Wargaming Center has a comprehensive wargaming capability designed to sharpen the decision making skills of officers in combat.

CADRE conducts Joint Flag Officer Warfighting courses for general officers from all military services. These courses provide them with dynamic environments to enhance their skills in leading joint service combat forces. Its Combined Air Warfare Course is designed to enhance Air Force readiness in the NATO and combined service environments, and the Contingency Wartime Planning Course prepares mid-management personnel in the art of proper planning.

CADRE's newest School of Advanced Airpower Studies will foster superior abilities for devising and implementing successful military strategy.

HEADQUARTERS CIVIL AIR PATROL -- U.S.A.F.

The Civil Air Patrol -- or C.A.P. -- has its national headquarters at Maxwell. Chartered by congress, C.A.P. is a private, non-profit corporation and the civilian auxiliary of the Air Force. Headquarters C.A.P.-U.S. Air Force is an active duty organization within Air University which provides advice and assistance in C.A.P.'s day-to-day operation. It also acts as the C.A.P. national staff.

C.A.P.'s mission is to provide trained volunteers in the event of air emergencies, encourage aerospace education within the general public, and motivate young men and women to the ideals of leadership and service.

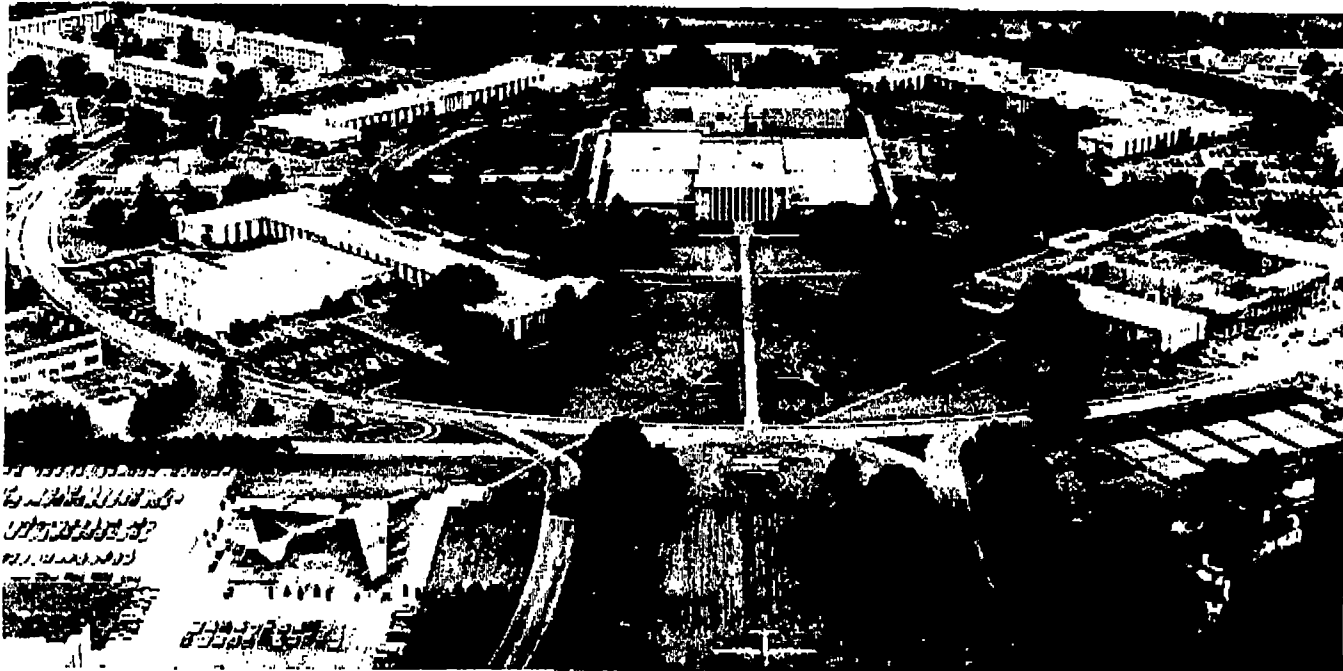
C.A.P. is best known for its search and rescue work. More than 80 percent of all search flying hours controlled by the Air Force Rescue Coordination Center are flown by C.A.P. Since 1986, the U.S. Customs Service has used C.A.P. aircraft and aircrews to support the antidrug effort. C.A.P. is also now assisting the Drug Enforcement Administration and the United States Forest Service with additional antidrug support.

The C.A.P. program has 70,000 members in communities across the United States and on several Air Force installations overseas.

CONCLUSION

The mission of Air University is broad, varied, and complex. As our motto states, Air University encourages a free expression of ideas and provides the opportunity for independent, analytical, and creative thinking. Our students examine current military doctrines, policies, and strategies. They are challenged to develop new doctrines and strategies which will apply to a changing world -- the world of tomorrow.

Our goal, simply stated, is to provide the professional education needed to ensure that we are prepared to meet the challenges of the future.



EDUCATIONAL CENTER OF AIR FORCE

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To accomplish its mission, Air University conducts professional military education and professional continuing education for both officers and enlisted personnel.

Three of the schools located at Maxwell Air Force Base are Squadron Officer School for captains, Air Command and Staff College for majors, and Air War College for lieutenant colonels and colonels. The Air Force Senior Noncommissioned Officer Academy is located at nearby Gunter Air Force Base. Educational facilities, dormitories, and classrooms are located at both bases to allow frequent contact between school commandants, faculty, and students.

Also within the Air University structure is the Air Force Institute of Technology located at Wright-Patterson Air Force Base, Ohio. As the Air Force's graduate school, AFIT provides masters and doctoral degree programs for Air Force students. Many of the degrees granted are in the fields of engineering and logistics.

In addition to operating the professional military education schools, Air University conducts aerospace research and provides technical leadership for Air Force organizations. The university assists in developing, writing, and testing strategy concepts in support of Air Force doctrine. It also conducts computer-assisted wargaming for Air Force and joint service organizations. Finally, Air University advises and assists the Headquarters of the Civil Air Patrol.

The mission of Air University is broad, varied, and complex. As its motto states, Air University encourages a free expression of ideas and provides the opportunity for independent, analytical and creative thinking. Air University students examine current military doctrines, policies, and strategies so that they can make the decisions necessary to meet the challenges of a changing world.

Professional education is vital to the proper employment of airpower in support of national objectives. Air University is meeting that need today as it has since the inception of powered flight.



**AIR UNIVERSITY
MAXWELL AIR FORCE BASE, ALABAMA
1990-1991**



**AIR UNIVERSITY
CATALOG**

**AIR UNIVERSITY
CATALOG
1990-91**



**Air University Press
Maxwell Air Force Base, Alabama**

September 1990

This publication has been reviewed and approved by competent personnel of this command in accordance with current directives on doctrine, policy, essentiality, propriety, and quality.

AIR UNIVERSITY BOARD OF VISITORS

PURPOSE: The purpose of the Air University Board of Visitors is to examine the organization, management, policies, curricula, methods of instruction, facilities, and other aspects of the Air University (AU). The board advises the secretary of the Air Force through the AU commander on matters of policy regarding the mission of the Air University.

MEETINGS: The board meets at least twice a year, at Maxwell AFB, Alabama, in April and at the Air Force Institute of Technology, Wright-Patterson AFB, Ohio, in March. These groups present a written report with their views and recommendations to the AU commander. This report is then presented to the chief of staff, United States Air Force.

MEMBERSHIP: The membership of not more than 35 is selected from the fields of education, business, industry, the professions, and public service. Members serve for terms of two years at the invitation of the Air University commander in the name of the chief of staff, United States Air Force.

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Preface

The *Air University Catalog* is the official Air University publication for disseminating information on Air University educational programs, including professional military education (PME). Other publications including information on Air University are the *Air Force Institute of Technology Catalog*, *ECI Catalog*, and *Guide for Extension Course Administration*. The *AU Catalog* serves as both a source document and a planning document for Air University schools and staff personnel. The catalog contains information not available from any other single source within Air University. For most people, reading the *AU Catalog* is the only way of knowing what the Air University is and does, and therefore the catalog serves as a public relations medium for Air Force, Department of Defense, and civilian audiences. The catalog also provides a brief description of the schools and professional organizations that make up Air University. Finally it sets forth the educational opportunities available in each school, the work performed by each related organization in carrying out the educational objectives of Air University, and a brief treatment of all Air University educational support organizations.

Contents

	<i>Page</i>
INTRODUCTION TO AIR UNIVERSITY	1
Mission and Scope	1
Accreditation	3
Air University Library	3
USAF Historical Research Center	6
Air University Television	8
Air University Bookstore	10
 PROFESSIONAL MILITARY SCHOOLS	
Air War College	15
Air Command and Staff College	29
Squadron Officer School	53
USAF Senior Noncommissioned Officer Academy	59
 SPECIALIZED PROFESSIONAL AND CAREER DEVELOPMENT ORGANIZATIONS	
Air Force Institute of Technology	67
School of Engineering	71
School of Systems and Logistics	72
School of Civil Engineering and Services	73
Civilian Institution Programs	75
Center for Aerospace Doctrine, Research, and Education	79
Airpower Research Institute	80
Air Force Wargaming Center	82
Senior Officer Directorate	85
Combat Employment Institute	86
Air University Press	89
Ira C. Eaker Center for Professional Development	93
Academic Instructor School	95
Air Force Judge Advocate General School	101
Air Force Professional Manpower and Personnel Management School ...	115

	<i>Page</i>
Commanders' Professional Development School	135
International Officer School	139
Department of Defense Professional Military Comptroller School	144
Technology Management School	148
USAF Chaplain School	151
USAF Chaplain Service Resource Board	154
Unit Historian Development Course	155
 Extension Course Institute	 159
 Headquarters Civil Air Patrol–USAF	 165
 FACULTY AND ACADEMIC STAFF DIRECTORY	 171

INTRODUCTION TO AIR UNIVERSITY

The Air University plays a vital role in fulfilling the mission of the United States Air Force. To uphold the national purpose and to achieve the nation's objectives, the Air Force must maintain a corps of officers, airmen, and civilians whose dedication to the nation's defense places duty, honor, and country above self. They must have an in-depth knowledge of war and the military sciences to meet the challenges in today's world. The Air University contributes to the development of this knowledge through its professional and specialized education programs, research and doctrinal studies, and baccalaureate programs at civilian educational institutions.

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

The Air University, in all of its endeavors, serves Air Force personnel—officers, airmen, and civilians—to ensure the nation continues its leadership during another crucial period of history. Air University contributes to the defense of the free world. Its alumni are better prepared to serve in their Air Force assignments, in comparable foreign air forces, and in other governmental positions.

Mission and Scope

The Air University schools include the Air War College; the Air Command and Staff College; the Squadron Officer School; the Air Force Institute of Technology; the Center for Aerospace Doctrine, Research, and Education; the Ira C. Eaker Center for Professional Development; the USAF Senior Noncommissioned Officer Academy; and the Extension Course Institute. Air University students are primarily Air Force officers, airmen, and professional civilians. A relatively small number of personnel from other services in the Department of Defense and from other government agencies also attend the Air University. In addition, international officers from more than 100 countries have studied in Air University schools. Air University does not include in its organization the United States Air Force Academy; the academy is supervised directly by Headquarters United States Air Force. The Officer Training School, the Air Force Reserve Officer Training Corps, and other precommissioning programs report directly to the Air Training Command.

The professional military education schools of the Air University—Air War College, Air Command and Staff College, Squadron Officer School, and USAF Senior Noncommissioned Officer Academy—prepare junior, midcareer, and senior commissioned officers and civilians, and senior noncommissioned officers, for progressively more responsible positions normally associated with the duties of managers, staff officers, and commanders. Practically all commissioned officers who attend the professional schools of the Air University possess academic degrees from civilian institutions. Their postgraduate studies within the Air University system emphasize the profession of arms.

Specialized agencies of the command meet specific educational requirements of the Air Force. The Center for Aerospace Doctrine, Research, and Education assists the Air University and Headquarters USAF in developing concepts, doctrine, and strategy; develops, prepares, and publishes instructional materials to meet the needs of Air University's professional military education program; and publishes the *Air University Catalog* and the *Airpower Journal*. The Ira C. Eaker Center for Professional Development provides professional continuing education for instructors, international officers, chaplains, judge advocates, comptrollers, personnel specialists, commanders, and communication-computer systems managers. Schools operating within the center include the Academic Instructor School, International Officer School, USAF Chaplain School, Air Force Professional Manpower and Personnel Management School, Air Force Judge Advocate General School, Commanders' Professional Development School, Department of Defense Professional Military Comptroller School, and Technology Management School. Also assigned to the center is the USAF Chaplain Service Resource Board. The board reviews and provides information and materials for Air Force-wide chaplain programs. The Air University Library—named in honor of the Air University's first commander, Gen Muir S. Fairchild—provides educational and research library services and cartographic support to the headquarters, schools, colleges, and tenant units of Air University.

The Extension Course Institute, located at Gunter Air Force Base (AFB), Alabama, publishes and administers approximately 330 correspondence courses in specialized, career development, and professional military education (PME) fields of learning. The institute supports the seminar programs of the Air War College and the Air Command and Staff College for officers who meet in seminars at 140 locations.

The Air Force Institute of Technology located at Wright-Patterson AFB, Ohio, provides education to meet Air Force requirements in scientific, technological, logistical, managerial, and other designated professional areas as directed by Headquarters USAF. The Institute consists of the School of Engineering, the School of Systems and Logistics, the School of Civil Engineering and Services, and the Civilian Institution Programs. Besides graduate degree programs, the Institute also offers numerous professional continuing education (PCE) courses in-residence at Wright-Patterson AFB and at selected locations within the continental United States. The Civilian Institution Programs organization is responsible for managing graduate, undergraduate, and continuing education programs at civilian educational facilities at various locations and is responsible for the Air Force health care education programs, education with industry, and numerous other programs. The Air Force Institute of Technology also contributes to the commissioning of new Air Force officers through the Airman Education and Commissioning Program.

In addition to its schools and educational agencies, the Air University offers many research facilities and outlets for creative thinking to support its students and faculty. These

agencies include the Air University Library and the USAF Historical Research Center (a tenant unit).

Accreditation

The Center for Adult Learning and Educational Credentials of the American Council on Education has evaluated the programs of the Air War College, the Air Command and Staff College, the Squadron Officer School, the USAF Senior Noncommissioned Officer Academy, and the Ira C. Eaker Center for Professional Development for the purpose of recommending academic credit in civilian educational institutions for work done by students in the Air University schools. The council recommends some graduate credit for courses completed in the Air War College, the Air Command and Staff College, and the Professional Military Comptroller School, and recommends undergraduate credit for courses in these and other Air University schools. The Air Force Institute of Technology is accredited by the North Central Association of Colleges and Schools and, in appropriate engineering curricula, by the Engineering Accreditation Commission, Accreditation Board for Engineering and Technology, Inc. The Commission of Colleges of the Southern Association of Colleges and Schools has accredited the Community College of the Air Force which, in turn, awards academic credit to eligible students who complete the Academic Instructor School, other Center for Professional Development courses, and the USAF Senior Noncommissioned Officer Academy. The Extension Course Institute is the free world's largest correspondence school and has full accreditation from the National Home Study Council.

Air University Library

The Air University Library (AUL), founded in 1946, is the premier library in the Department of Defense (DOD). It houses well-balanced collections especially strong in the fields of war fighting, aeronautics, Air Force and DOD operations, military sciences, international relations, education, leadership, and management. The library holds over 2.4 million items, including 500,000 military documents, nearly 400,000 monographs and bound periodical volumes, 870,000 maps and charts, 150,000 current regulations/manuals, and over 700,000 microforms. AUL also operates a branch library at the USAF Senior NCO Academy located at Gunter AFB, Alabama, which provides tailored information collections and services for Senior NCO PME, and the Maxwell and Gunter community libraries, which provide community library support to Maxwell AFB and Gunter AFB, respectively. Located in the center of the Chennault Circle, AUL was given the memorial name "Fairchild" after the founder and first commander of Air University, Gen Muir S. Fairchild.

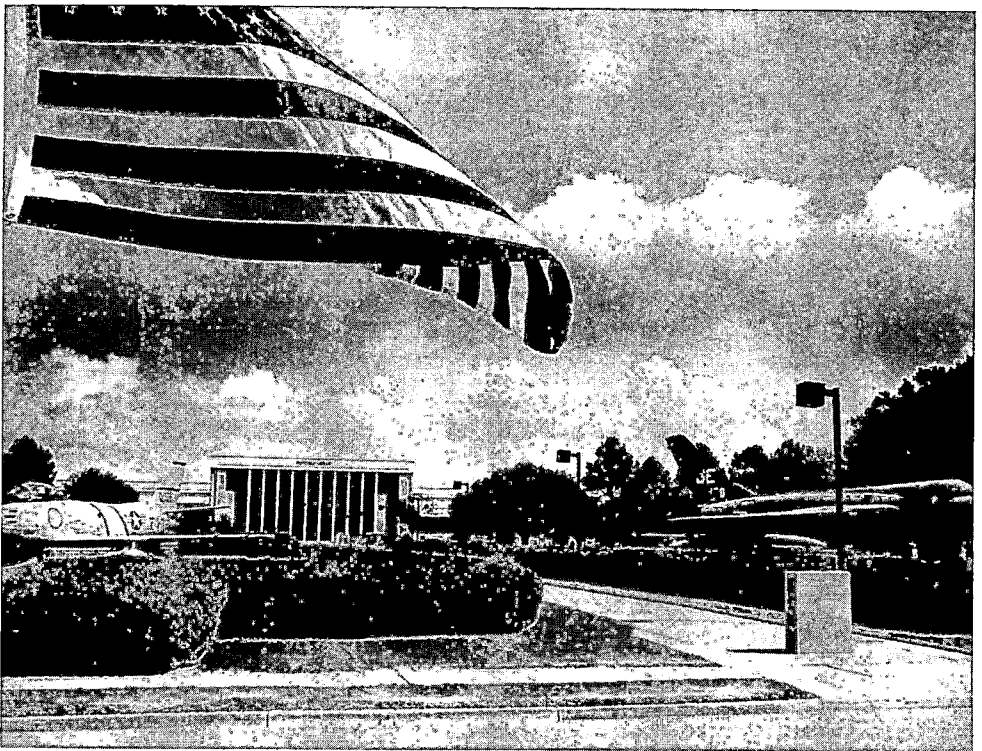
An active program of bibliographic publications and indexes facilitates access to the library's holdings and information. Special bibliographies, such as the 386-page *Great Warrior Leaders/Thinkers*, are published throughout the year. AUL also publishes the monthly *Selected Acquisitions* and the quarterly *Air University Library Index to Military*

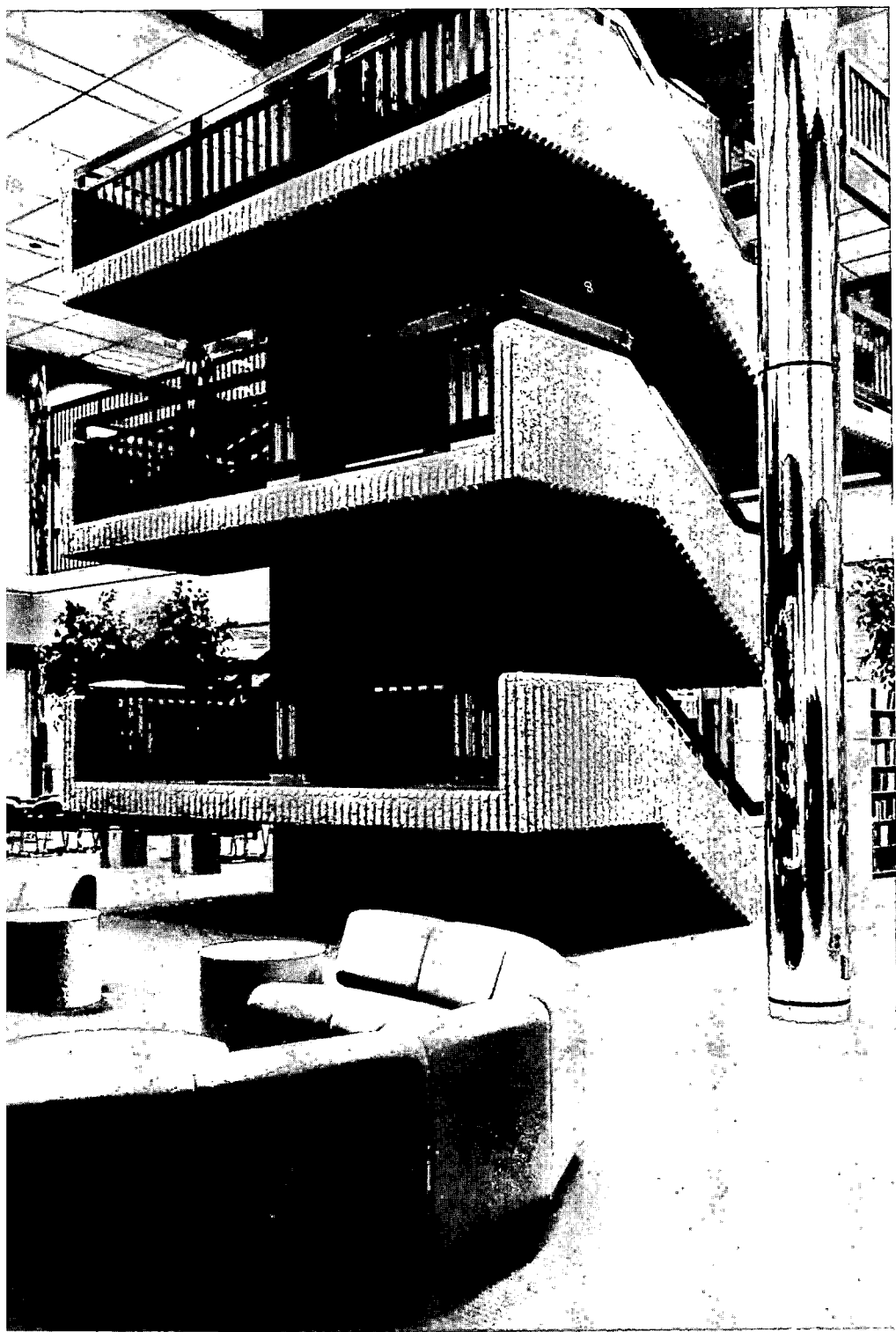
Periodicals. The 1989 annual edition of the *Index*, a 540-page document, was distributed to over 1,200 users worldwide. It is now in its 41st consecutive year of publication.

The library's minicomputer-based Integrated Library System automates all facets of information access, including identifying, locating, and circulating materials. AUL's on-line reference services access over 500 specialized remote data bases. Additionally, the library now provides a stand-alone, computerized "Joint Universal Lessons Learned System" (JULLS) to enhance Air University's education in joint and combined warfare. JULLS is a library of knowledge and experience. It covers lessons learned from military operations and training exercises. New information is continually added to the data base from joint operational and training after-action reports generated in the field.

The mission of the Air University Library is to provide research, reference, and bibliographic services to improve the war-fighting capability of the Air Force through professional education. AUL collects, develops, preserves, and facilitates access to a unique collection of knowledge, information, and expression needed by professional military education students, faculty, and researchers.

The library stays attuned to the needs of professional military education and its evolving curricula by maintaining close liaison with all AU schools. Thus it remains the center of access to knowledge and information needed to support Air Force education and facilitate free intellectual creativity. It is especially dedicated to the development of special collections of information and materials not normally available in civilian academic libraries.



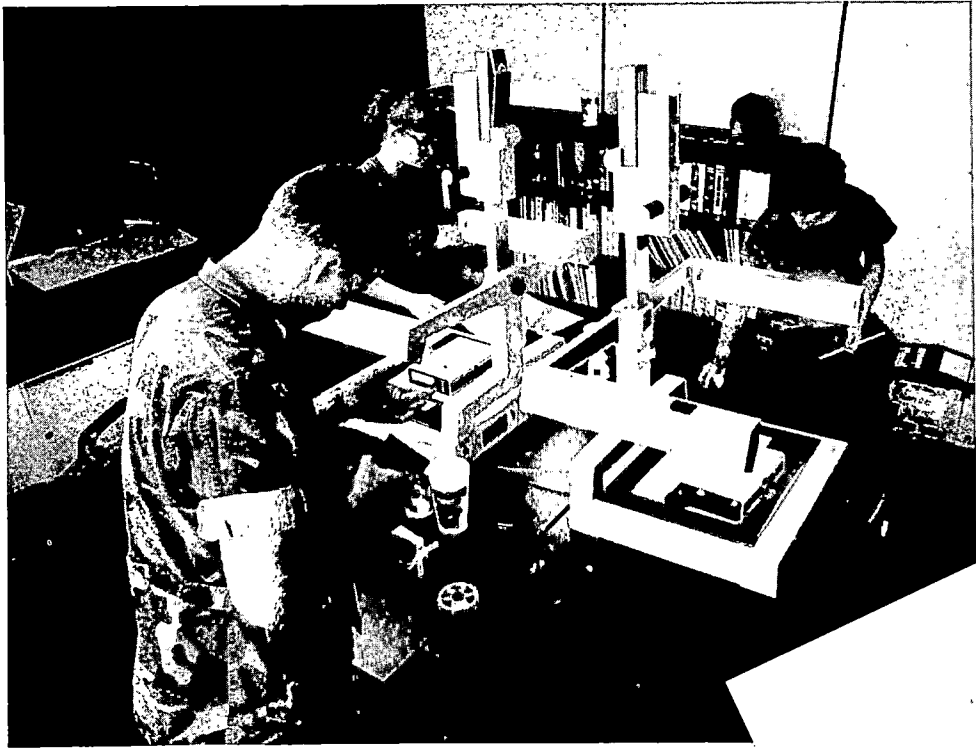
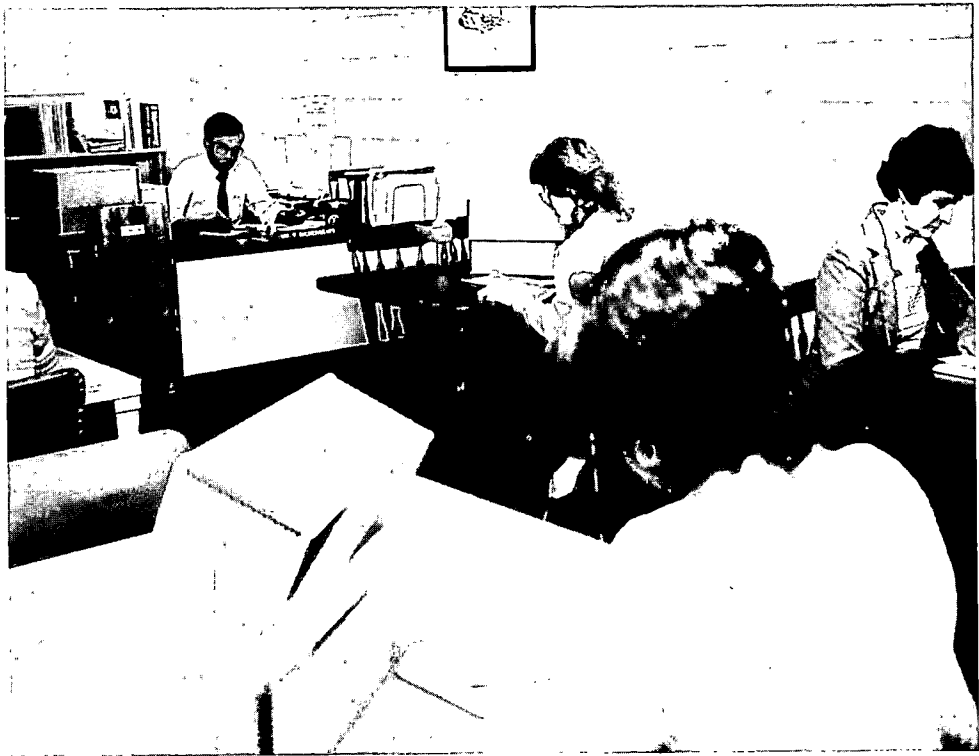




Air University Library is planning many initiatives to provide needed library and information support to PME schools and others during the coming years. Expansion of AUL's Integrated Library System during 1991 will automate the Maxwell and Gunter community libraries while providing quicker access to more information for all customers. AUL will acquire and use CD-ROM, datafax, and other technologies during the 1990s to speed access to and provide more information of all kinds. Additionally, AUL will further automate the compilation and publication of bibliographies and indexes during the coming academic years in order to provide evermore current products to AU students and staff.

USAF Historical Research Center

The USAF Historical Research Center (USAFHRC), collocated with the Air University Fairchild Library, is the repository for Air Force historical documents. The center's collection, begun in Washington, D.C., during World War II, moved to Maxwell AFB, Alabama, in 1949 to support Air University. Its current holdings, exceeding 60 million pages, represent the largest and most valuable organized collection of historical documents on US military aviation in the world. Materials range from the use of balloons in the Civil War through the record of Air Force activities in World War II, Korea, and Vietnam, to the latest histories of Air Force units. About three-fourths of the center's documents are US Air Force unit histories. Special collections, some dating back to the early 1900s, complement



the unit histories. Among them are historical monographs and studies; more than 2,000 oral history interviews; end-of-tour reports of major overseas commanders; course materials of the Air Corps Tactical School from the 1930s; and working papers of key Army Air Forces staff offices, the British Air Ministry, and German air force during World War II. More than 300 collections of personal papers of key Air Force civilian and military officials including secretaries of the Air Force John L. McLucas, Robert C. Seamans, Jr., and Eugene B. Zuckert, as well as Generals George S. Brown, George C. Kenney, Curtis E. LeMay, John D. Ryan, and Thomas D. White are available to researchers.

In addition to being a repository for United States Air Force historical documents, the center performs research and other historical services for the Air Force. More specifically, the center's staff answers requests for historical information from official sources and the general public, prepares historical reference works, conducts the Air Force's oral history program, maintains records showing the status of Air Force organizations and aircraft, and determines the lineage and honors of Air Force units.

To make the historical collection available to its users, the center provides finding aids, including a computerized data base, and bibliographies for identifying relevant documents on specific topics; research and advisory services for Air University student papers and theses; and heraldic emblems and lineage and honors histories for Air Force units.

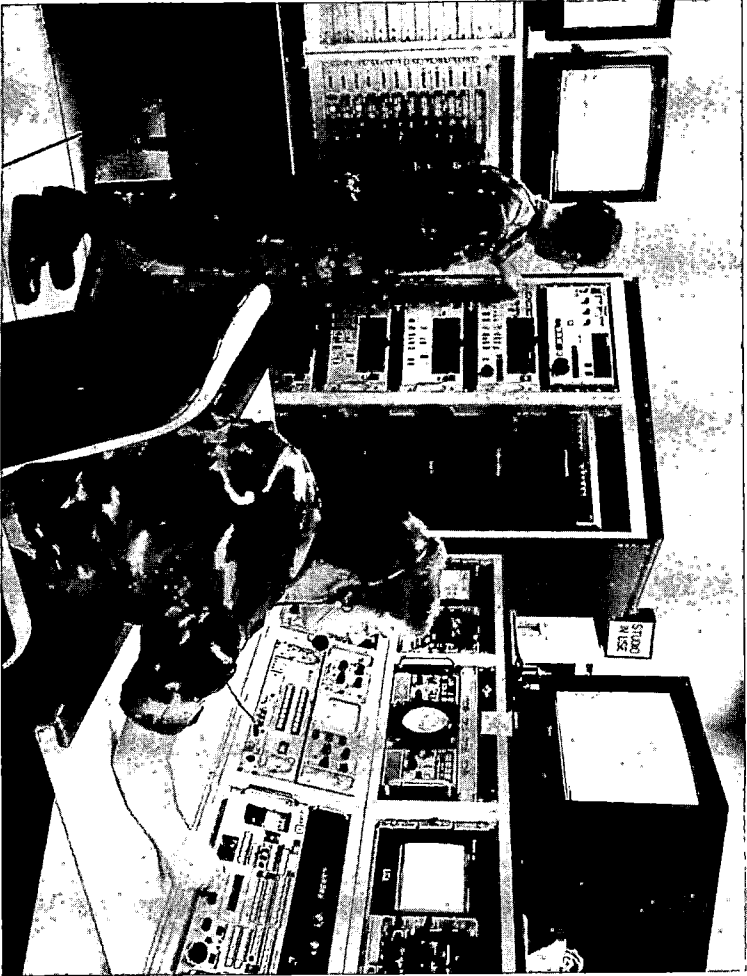
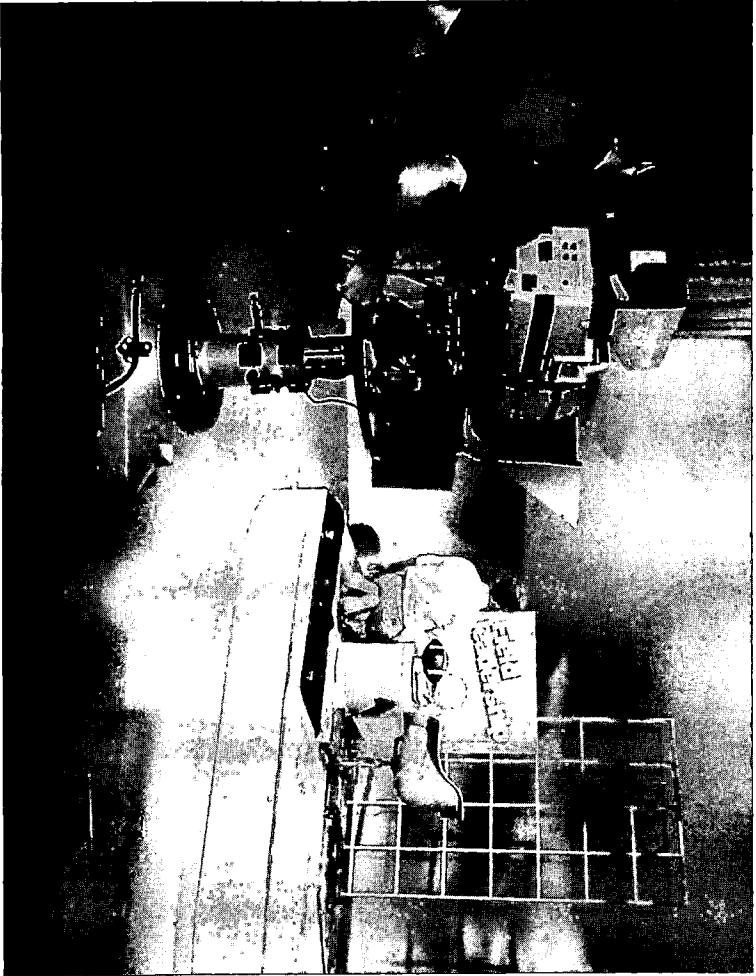
In conjunction with the Ira C. Eaker Center for Professional Development (CPD), the USAF Historical Research Center conducts the annual Unit Historian Development Course for Air Force enlisted historians. This course concentrates on proper methodology for writing histories (see entry in this catalog under CPD for a detailed course description). The center also annually offers an oral history/archival training course that provides Air Force historians with the techniques for conducting successful interviews and methods for managing historical archives. In addition to these formal courses, the center awards research grants to encourage scholars to study the history of air power through the use of its document collection. Finally, a monthly discussion group meets at the center where lecturers from the Air University professional military education schools and the academic community share the results of their research in military history, particularly the history of air power.

The USAF Historical Research Center is a direct reporting unit under the policy guidance of the Office of Air Force History. It is comprised of a command section, an information systems directorate, and four divisions (accessions, inquiries, reference, and research).

Air University Television

The mission of Detachment 3, 1361st Audiovisual Squadron (Combat Camera), known locally as Air University Television (AUTV), is to provide dedicated support to Headquarters Air University (AU) and its resident and nonresident PME and professional continuing education (PCE) schools located on Maxwell and Gunter AFBs.

Air University Television operates and manages a \$2.1-million facility that provides video production, editing, visual information (VI) documentation, film-to-tape transfer, video duplication, AU Cable Network (AUCN) programming and distribution, video recording services, satellite down-link, off-air recording, and consultant services. In





addition, AUTV's personnel train for their wartime Combat Camera mission through video documentation of exercises, contingencies, and other events.

Air University Television maintains an extensive videotape library containing over 500 master tapes and an additional 1,000 curriculum supportive programs for distribution to over 350 AU classrooms. Additionally, AUTV conducts classroom instruction, teleproduction training, and facility orientations to support the educational objectives of various AU electives and programs. AUTV's maintenance responsibilities include the teleproduction facility, AUCN distribution center, and over 1,400 items of AU video equipment located at both Maxwell and Gunter AFBs.

Air University Television also assists Air University in providing a structure to ensure the integration of visual information technology to directly support Air University's mission, ensuring that the command receives effective, efficient, and responsive support from the technology it employs.

Air University Bookstore

The Air University Bookstore is located in building 1405. The mission of the bookstore is to support schools located on Maxwell and Gunter AFBs as well as all Army and Air Force Exchange Service customers. A wide variety of books designed to support the educational curricula of professional military education is kept in inventory at all times. The bookstore also handles special orders for numerous books, souvenirs, and selected clothing items.



The bookstore's hours of operation are Monday-Friday, 0830-1630; closed for lunch 1330-1430.

Personnel eligible to use the AU Bookstore include military and their dependents; military retirees and their dependents; guard and reserves; and DOD civilians working on Maxwell and Gunter AFBs.

HEADQUARTERS
AR UNIVERSITY



PROFESSIONAL MILITARY SCHOOLS

Air War College

Air Command and Staff College

Squadron Officer School

USAF Senior Noncommissioned Officer Academy

The major objective of the Air University's professional military education schools is to provide Air Force officers and senior noncommissioned officers with a progressive program of advanced military education to enhance their professional competence. The schools strive to develop creative thinking, as well as to discover, impart, and preserve knowledge about the profession of arms, stressing the role of aerospace power. The plan for Air University professional military education includes three levels for officers: the introductory level for captains, the intermediate level for majors and major selectees, and the advanced level for lieutenant colonels and colonels. The Squadron Officer School, Air Command and Staff College, and Air War College, respectively, provide these programs. These three schools are located at Maxwell AFB on Chennault Circle. The Air University added the USAF Senior Noncommissioned Officer Academy in January 1973; the academy is located at Gunter AFB, Alabama. This school is for master sergeants (or master sergeant selectees), senior master sergeants, and chief master sergeants, or the equivalent.



AIR WAR COLLEGE

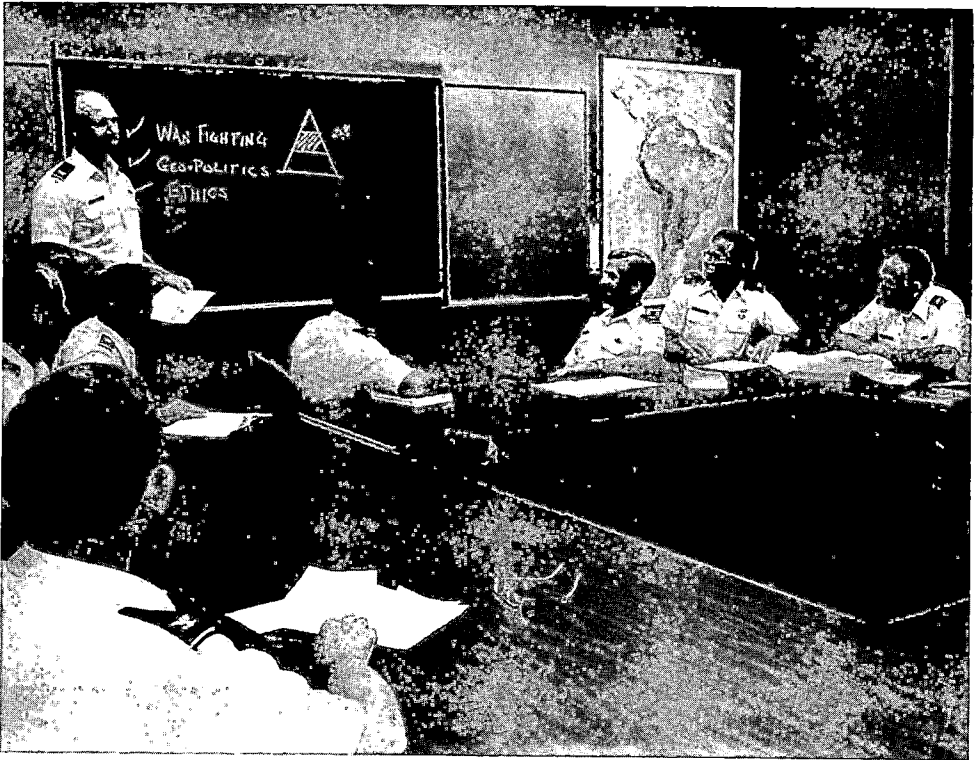
The War Department established the Air War College (AWC) in 1946 at Maxwell Field, Alabama, and the college has operated continuously since that time, except for a period of six months during the Korean conflict. The student body consists of a selected group of military officers with diverse backgrounds who are brought together for 10 months of graduate-level study.

The fulfillment of the mission of the Air War College presents a dual challenge—intellectual and professional. To meet these challenges, the school develops the knowledge, skills, and attitudes significant to the profession of arms with emphasis on aerospace power and its application in joint and combined operations.

Mission. The mission of the Air War College is to improve the Air Force contribution to national security through joint education and senior-leader development focused on military strategy and the employment of air power.

Objectives. The chief goal of the Air War College is to conduct an educational program of the highest quality that contributes to the professional development and motivation of senior officers. The Air War College course of study broadens understanding and refines the graduate's ability to analyze and articulate

- current and future threats to the United States and its allies and then develop alternative military employment concepts and capabilities appropriate to counter those threats;
- national and military strategies through the study of history and then formulate and evaluate military strategies appropriate for current and anticipated needs;
- the roles and limitations of aerospace power in supporting US national security objectives across the full spectrum of conflict;
- the evolutionary development and utility of the military doctrine of the United States and the USSR;
- US national security policy and the process of formulating and implementing that policy;
- contemporary international and national security environments and their influence on US security interest and on the formulation of national security policy;
- the values, attitudes, and ethical factors essential to the professional officer; and
- the functions, special requirements, and challenges of command, leadership, and management particular to senior leaders of large, more complex organizations.



Initiatives Summary. The Air War College has adopted several initiatives based on research studies, technological innovations, and other creative curriculum developments to enhance the ability of graduates to lead and command. These initiatives include joint senior service school wargaming, senior leader assessment and development, and microcomputer literacy training.

Joint Senior Service School Wargaming. The Joint Land Aerospace Sea Simulation (JLASS) is an annual wargaming exercise that integrates the senior service schools' theater-level war games in a simultaneously conducted computer supported exercise providing for land, air, and sea force employment in a major theater of operation. Joint Land Aerospace Sea Simulation requires extensive coordination among senior service schools and demonstrates the capability to conduct meaningful joint war games by integrating senior service school curriculum activities.

Senior Leader Assessment and Development. The health and fitness of senior officers are of interest for obvious reasons—both when at peak increase productivity and longevity. The Air War College Senior Leader Assessment Program focuses attention on potentially unhealthy life-style habits by providing an assessment of current vulnerability to cardiovascular disease. Spouses are included in this program and are encouraged to participate. For those who determine life-style modifications are needed, nutritional and exercise programs are outlined as part of a general self-help program. Follow-up testing late in the class year helps to determine if prescribed exercise and diet programs have been effective.

A second initiative in this program is being developed to strengthen and expand leadership skills necessary to direct larger and more complex organizations. The program will assess individual behavioral strengths and weaknesses. Development opportunities for self-help and behavior modification will be made available through curricula and advanced course electives.

Microcomputer Literacy Training. One computer laboratory equipped with 15 Z-248 computers is available for student use. Each of the seminar rooms also has a Z-158 available to students. In addition to the computers, each seminar room has a 25-inch color monitor which can be used to display computer-generated briefings, conduct war games, or view Air University cable television broadcasts.

In the second week of class, each student is offered an optional course in computer familiarization. It is tailored to meet the needs and experience of the student. Spouses are invited to attend this course on a space-available basis. An advanced course in executive computer literacy is offered in a 20-hour elective to increase familiarity with small computers.

Organization. The Air War College is comprised of a command section, four directorates (Dean of Academic Affairs; Director of Operations; Associate Studies; and Plans, Programs, and Mission Support), the National Security Briefing Team, and two operating locations (Air Force advisors to the Army War College at Carlisle Barracks, Pennsylvania, and to the Naval War College at Newport, Rhode Island).

Resident Curriculum

The academic environment of the college encourages a free expression of ideas and an opportunity for independent, analytical, and creative thinking. Students at the Air War College develop their capabilities to weigh evidence, evaluate conclusions critically, and select sound courses of action affecting national security and the joint and combined employment of military forces. Students and faculty members examine current and future Department of Defense problems with a view toward deriving meaningful solutions.

Intimate involvement of the faculty with students provides the key to the professional college. A positive attitude and pride in appearance and performance form the foundation for a dynamic sense of professionalism. A spirit of total involvement in all educational and professional activities is the norm.

The resident school curriculum of the Air War College fosters advanced learning in the areas of command and leadership; Soviet studies; doctrine, strategy and employment; national security decision making; and joint and combined theater operations. In-depth advanced studies provide opportunities for a tailored, concentrated focus in selected subject areas.

Advanced studies are sponsored by the academic departments during two terms. Each term lasts 10 weeks; each course meets for two hours each week for a total of 20 hours. All students are required to take two advanced courses during the academic year, which equate to 40 curriculum hours. Advanced studies provide students with an opportunity to tailor their



learning experiences to individual interests, to expand horizons, or to explore selected defense issues in depth.

Duration and Quota. The Air War College has one 10-month class per year. The class includes members of each military service and employees of selected civilian agencies of the federal government. Officers from selected foreign countries also take part in each class.

Prerequisites and Selection. The Central Senior School Selection Board, Headquarters USAF, chooses Air Force officers who have demonstrated an outstanding potential for senior command and staff positions to attend the Air War College.

Department of Strategy and Forces (207.5 Hours)

The objective of the Department of Strategy and Forces is to comprehend, analyze, synthesize, and evaluate fundamental concepts and interrelationships of national policy, national strategy, military strategy, senior leadership, and force capabilities to provide foundations for current and future strategic thinking. The department achieves that objective through four courses.

DS611—The Senior Leader (29 hours). As its title indicates, this course emphasizes the higher levels of command and leadership that follow promotion to colonel and general. Prior to their arrival, all incoming students will have received and are expected to have read the novel *Killer Angels*, which establishes a setting for the study of senior leadership. In lieu of a written examination, each student writes a 1,500-word paper which elucidates the author's perspectives on leadership in light of the novel and the material presented in the curriculum. Several weeks later a related capstone seminar focused on the combat dimension of senior leadership is presented during Military Strategy Analysis (Course DS613). The movie *Command Decision* is shown in conjunction with the seminar as an illustration of leadership in combat. Thus the central theme of the course is leadership in large, complex military organizations.

DS612—National Security Decision Making (44 hours). The objectives of this course are to understand the domestic political process of national security decision making, its actors and institutions; to comprehend the terminology, sources, and issues of national security policy; to understand the international factors which affect the formulation, implementation, and results of national security policy; to evaluate the national security decision-making process through the use of case studies of particular issues and events; and to ask critical questions about the future direction of national security policy in the next decade. This course analyzes the evolution of national security strategy and the policy-making process in the United States from World War II to the present. The emphasis, as indicated by the course title, is on decision making in national security. The course is divided into portions that examine past and present circumstances, and their implications for the future. The theme throughout is the interplay between continuity of interests and national purpose amid the evolutionary and revolutionary changes in the international and domestic environments.

DS613—Military Strategy Analysis (69 hours). The purpose of this course is to analyze concepts and theories derived from the study of past strategies in order to develop insight

and skills for contemporary and future strategic thinking. The course establishes a foundation for subsequent study of current and future military strategy and forces. It uses military history as a vehicle to assess military strategy. Beginning with an examination of the components of strategy, it reviews models and concepts useful in analyzing the strategies employed in selected wars and campaigns. The ideas of the major strategic theorists—Clausewitz, Jomini, Liddell Hart, Douhet, Mitchell, and Mao—are considered in the contexts in which they were developed. Particular attention is given to those doctrinal and strategic concepts related to air power. There is also an assessment of strategies employed in recent regional conflicts.

DS614—Forces and Capabilities (65.5 hours). The objective of this course is to comprehend and apply the doctrine, mission, and capabilities of current and future general-purpose forces. The doctrine, roles, missions, organization, and capabilities of US military forces are investigated. Comprised of five blocks—Air Force, Space Forces, Acquisition and Logistics, Army, and Maritime Forces—the course begins with a look at service and Air Force doctrine, and then moves into the roles and missions of the Air Force general-purpose forces. Supporting forces for tactical operations are considered, as are airlift and the Air Reserve. Space Forces has an Air Force emphasis, but national systems and the organization of US Space Command are also covered. The theme is that space is merely an extension of the medium in which the Air Force operates. The Acquisition and Logistics block examines trends and issues affecting organizations supporting the tactical forces. The Army and Maritime Forces blocks cover the doctrine, roles, and missions of those services, and both end in case studies. A highlight of the Army block is a field trip to Fort Benning, Georgia.

Advanced Studies. The following courses are available for additional in-depth study within the Department of Strategy and Forces:

Strategy and Coalition Warfare,
1702 to the Present
Tactical Exploitation of National Capabilities
The American Civil War
World War I
World War II, Europe
The Vietnam War
Tactical Air Power Doctrine:
Its Origins and Development
Army Issues
American Military Intervention since Vietnam
Arms Control Issues
Senior Leadership: Power and Politics in
Complex Organizations
Media Relations for Senior Officers
Senior Military Leadership and Productivity
Senior Leader Health and Fitness
Personal Computers for Executives
Executive Editing

Intelligence and National Security
US National Security and Africa:
Issues and Challenges
Computer Issues for Senior Leaders
Senior Leadership: Problem Solving and
Decision Making in Changing Times
Air Power in a Changing World
The American Way of War
Napoleonic Warfare
The Korean War
Lessons from Recent Wars
Strategic Air Power: Origins,
Evolution, and Issues
Technology and Future Wars
Naval Warfare Issues
Space Issues
Alternative Security Futures
The Economics of Defense
Command and Conscience

Department of Warfare Studies (428 Hours)

The objective of the Department of Warfare Studies is to provide a joint military education that requires students to analyze, synthesize, and evaluate the deployment and employment of air power across the spectrum of conflict in major regions of the world; to sharpen student abilities to analyze critically, think strategically, and articulate persuasively in the arena of future Air Force contributions to national security; and to reinforce the core values of the Air Force. The department schedules eight courses in support of its goals.

DW620—Regional Security Analysis (86 hours). This course immerses each student in the political, economic, and cultural environment in which overseas US commanders in chief must implement national military strategy in peacetime and execute joint or combined campaigns in wartime. All students must complete 20 hours of advanced study about the regional context, key actors, possible threats to US security interests, and potential scenarios in which the military instrument of national policy might be used.

Students write a paper between five and seven pages in length on security issues before departing on the field trip. After the students have met with various military and civilian leaders in representative countries during the 11-day “traveling seminar,” they write individual regional security assessments and present them during seminars on their respective commanders in chief.

DW621—Joint Warfighting (25 hours). This course covers the institutions, concepts, and processes common to each US combatant commander in chief which affect the conduct of joint and combined planning or operations. Students must demonstrate their understanding of these fundamentals before proceeding to apply them from the perspective of selected US commanders in chief.

DW622—International Security Studies (72 hours). Basic concepts of deterrence, conflict initiation, escalation, and termination are studied in this course which examines the contemporary international system and analyzes the utility of employing military power within that system. The changing Soviet Union is evaluated as a primary global military competitor of the United States during the coming decade. Each major region of the world is considered in terms of key regional actors, complementary or competing security interests, and sources of potential instability or military conflict. The course concludes with consideration of deterrence and nuclear proliferation as Soviet strategic offensive and defensive forces are reviewed.

DW623—US Southern Command (40 hours), **DW624—US Central Command** (40 hours), **DW625—US Pacific Command** (40 hours), **DW626—US European Command/NATO** (65 hours), and **DW627—SAC/US Space Command** (60 hours). Each of these courses focuses on a contemporary war-fighting problem set in the regional or global context pertinent to the command in question. Students analyze and evaluate military strategy, joint doctrine, and force capabilities needed by the commander in chief to accomplish the mission in the coming decade. Integral to each course is a simulation or war game designed to apply the concepts, principles, and processes appropriate for the particular war-fighting problem. The complexities of low-intensity conflict (LIC) are considered in

the US Southern Command course and its LIC exercise. In the US Central Command course, the challenges of strategic force projection are presented in the Regional Capabilities Exercise, while combined air operations in Korea are the subject of the Air Campaign Planning Exercise in the US Pacific Command course. Coalition warfare is studied in the US European Command/NATO course, and global air power and strategic deterrence is the focus of the Strategic Air Command/US Space Command course. These courses culminate in a Global Exercise that integrates the formulation of national military strategy by the National Command Authorities with the implementation of that strategy on a worldwide basis.

Advanced Studies. The following courses are available for additional in-depth study:

Development of the Tsarist Russian-Soviet Military Establishment Theater Warfare: Battle for Central Europe US National Security and the Soviet Union US National Security and Europe Development of the Soviet Military Establishment, 1941–Present Joint Land-Air-Sea Simulation War and Peace in the Nuclear Age	Air Power for Low-Intensity Conflict International Terrorism US National Security and East Asia US Defense Policy in the 1990s United States Security Interests and World Political Geography Current Soviet Leadership Profiles US National Security and the Middle East Intelligence for Joint and Combined Warfare
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Other Curriculum Activities (51 Hours)

USAF Aerospace Power Symposium (22 hours). This course is a three-day event that brings civilians and military leaders from the national scene together at the Air War College for discussions of significant aerospace power topics. The symposium allows attending officers the benefit of a different and valuable perspective while updating civilians on the details of problems. The symposium normally consists of plenary addresses, question-and-answer periods, and working-group sessions.

National Security Forum (29 hours). This forum is held during the last week of the school year. Approximately 100 prominent civilians join the Air War College student body for the week-long forum. Guests from all areas of the nation and from many professions participate in an exchange of views on national security matters. The forum broadens the understanding of Air War College students through exposure to the guests’ viewpoints while increasing the guests’ knowledge of national security issues, the United States Air Force, and senior officer professional military education.

Curriculum Summary

	Academic Hours
Department of Strategy and Forces	207.5
DS611—The Senior Leader	29
DS612—National Security Decision Making	44

	Academic Hours
DS613—Military Strategy Analysis	69
DS614—Forces and Capabilities	65.5
Department of Warfare Studies	428
DW620—Regional Security Analysis	86
DW621—Joint Warfighting	25
DW622—International Security Studies	72
DW623—US Southern Command	40
DW624—US Central Command	40
DW625—US Pacific Command	40
DW626—US European Command/NATO	65
DW627—SAC/US Space Command	60
Subtotal	635.5
Advanced Studies	60
Subtotal	695.5
Other Curriculum Activities	51
USAF Aerospace Power Symposium	22
National Security Forum	29
TOTAL—Resident Program	746.5

Directorate of Associate Programs

Beginning in 1947 as the Air War College Extension Course, the Directorate of Associate Programs now consists of both a seminar and a correspondence program. The mission, objectives, and philosophy of Air War College resident studies apply also to associate programs. The purpose of associate programs is to provide top-level professional military education to those senior officers who are unable to attend the Air War College in-residence.

Those who are eligible and motivated should derive a professionally gratifying experience from either of the programs provided by the Air War College Directorate of Associate Programs. Both programs involve two volumes of course materials. In academic year 1991, the associate programs (correspondence and seminar) contain many, but not all, of the course readings being studied in the resident program. Adjustments in readings are made where required to compensate for the absence of guest lecturers and classified presentations which are not available to the seminar and correspondence students. Curriculum materials are revised on a yearly basis.

The seminar and correspondence programs are available to:

1. Air Force lieutenant colonels and above, including lieutenant colonel selectees (active, ANG, USAFR).
2. Active and nonextended active duty officers of the US armed forces (US Army, US Navy, US Marine Corps), US Coast Guard, and the Civil Air Patrol (Civil Air Patrol may enroll in correspondence only); commander, lieutenant colonel selectee and above.

3. Air Force majors selected on a calendar year 1985 or earlier promotion board. Enrollment by US Air Force majors in seminars will not exceed 50 percent of the US Air Force membership.

4. US federal civilian employees, GS- or GM-13 and above.

5. Foreign military officers and civilian employees of a military department of countries or international organizations eligible for foreign military sales (FMS) training programs. Enrollment in US Air Force professional military education (PME) correspondence and seminar programs must be under the conditions described below. US Air Force PME correspondence and seminar programs are not available under International Military Education and Training sponsorship. All non-US students (who are not civilian employees of the US government) must purchase the course through foreign military sales channels, regardless of their status or where located.

Each application for enrollment in AWC submitted by a foreign national will be considered on its own merit when:

1. The applicant is a military member or a civilian employee of the military department of a country or international organization eligible for FMS training program sponsorship.

2. The applicant's grade (military or civilian) is equivalent to lieutenant colonel selectee or above.

3. A US military officer or US civilian employee in the country or with the organization concerned accepts responsibility for monitoring student progress and serving as a contact between Air University and the student.

4. The applicant is proficient enough in the English language to allow successful completion of the program. See Air Force Regulation 53-8, *USAF Officer Professional Military Education System*, for official guidance on eligibility.

Seminar Program. The seminar program provides a forum in which members exchange information and opinions on key domestic and international issues facing the nation and on a full range of national security issues. Seminars start in the same volume of study at the same time worldwide, making attendance during permanent change of station moves or temporary duty possible without loss of credit. In addition to regular attendance and other course requirements, each student must satisfactorily complete two multiple-choice examinations and a written report for each volume. Each report should be 2,500–3,500 words in length (13–17 pages). In volume 1, the student has the choice of writing a supported paper on topics provided by AWC (option one), a sponsored-alternative paper (option two), or a monograph (option three). In volume 2, all students write a Joint and Combined Warfare paper. Seminars begin volume 1 in July and volume 2 in January. Each volume consists of 20 two-hour seminars. Every new student must start with volume 1. There must be at least five (but no more than 20) students in each seminar. Currently, there are 74 seminars worldwide, but this number is expected to increase with the implementation of this new curriculum.

Correspondence Program. In the correspondence program, each of the two volumes must be completed within 18 months. There is no time limit for enrolling in a second volume after completion of the first. This method of completion has the advantage of guided

self-study without limiting the student to a particular hour or place for meetings. This program is especially useful for those not near an active Air Force installation or for those whose schedule is such that regular meetings are difficult to attend. Although students are essentially on their own, advice and counsel are always available from the Air War College Associate Programs faculty. The correspondence students have the same testing and writing requirements as the seminar students.

Associate Program Curriculum Summary

	Study Hours Correspondence/Seminar
Volume I	210/240
611—Command Leadership	
612—National Security Decision Making	
613—Soviet Studies	
621—Military Strategy Analysis	
622—General-Purpose Forces	
Volume 2	210/240
622—General-Purpose Forces (continued)	
623—Space Forces	
624—Strategic Forces	
630—Joint Fundamentals	
631-634—Joint Focus on Warfighting: Air Force Issues	
TOTAL	420/480

For enrollment information, contact your base education services officer or equivalent official. If not located near a military installation, contact the Air War College, Division of Correspondence Studies (AUTOVON 875-6093, commercial [205] 293-6093) or the Division of Seminar Studies (AUTOVON 875-7755, commercial [205] 293-7755). The proper address for correspondence pertaining to these programs is Air War College/AP, Maxwell AFB AL 36112-5522.

Other Programs

Spouses Program. The Air War College Spouses Program is an inclusive term that identifies numerous programs that provide opportunities for spouse participation throughout the academic year. To the greatest extent possible, spouses are included in the academic program at the Air War College, in other programs at Air University, and in a program offered through the base chapel and the family support center. These opportunities include: Spouses Orientation (2 hours), Spouses Invited Lectures (approximately 200 hours), and advanced courses on a space-available basis. Also, special programs conducted by the Air War College faculty for spouses include the Investment in Excellence Seminar Series (a

self-image, motivation, and goal-setting series) and Senior Leader Assessment and Development. Spouses can participate in the health and fitness program along with the military members to obtain a psychological health assessment. The goal of the program is to increase personal awareness, to provide motivation to make necessary changes in personal life-style, and to lengthen lives.

In the fall semester, the Air War College cosponsors the Air University Commanders' Wives Course aimed at increasing awareness and addressing issues relevant to the role of a commander's spouse. The course is typically a three-day event (14 hours) that features lectures, discussions, seminars, and a panel of wives of the senior Air University commanders at Maxwell AFB. Topics in the course curriculum include: Role of a Commander's Spouse, Communications Skills, Stress in the Military Family, Grief and Bereavement, Resources (Chain of Command, Family Support Centers, Base Chaplain's Office, and the Base Legal Office), Volunteerism, and Group Dynamics. Numerous presentations on a wide variety of topics are offered through the base chaplain's office and at the family support center. Air War College spouses are invited and encouraged to attend.

Air University National Security Briefing Team. The Air War College is the office of primary responsibility for the Air University National Security Briefing Team. This initiative was suggested by civilian attendees at the 1982 National Security Forum. This team of Air Force officers is available to discuss key national security issues before civic, professional, religious, and university groups with an added dimension of planned local media opportunities. Nationwide appearances by team members permit interested citizens to hear the views of military professionals and to ask pertinent questions on a wide range of current topics. The team consists of 11 members of the faculty of the Air War College, the Air Command and Staff College, the Squadron Officer School, and the Air Force Judge Advocate General School.

Format. The national security briefing consists of a 35-minute presentation, accompanied by 35-mm slides, and concludes with a question-and-answer period. Usually two officers are involved in each appearance. Before large groups, such as university forums, three officers may sit as a panel to establish a dialogue and respond to questions.

Procedures. The Air War College commandant is the executive agent for Air University. The National Security Briefing Team office is located in facilities of the Air War College. Further information can be obtained by writing Air War College/NP (NSBT), Maxwell AFB AL 36112-5522 or calling (205) 293-2442, AUTOVON 875-2442.

Academic Credit Recommendation

Resident Program. The Center for Adult Learning and Educational Credentials of the American Council on Education recommends the following academic credits for the Air War College resident program.

Graduate Credit. Students may receive 12 semester hours in International Relations and National Security Studies; four semester hours in Management with an emphasis on the

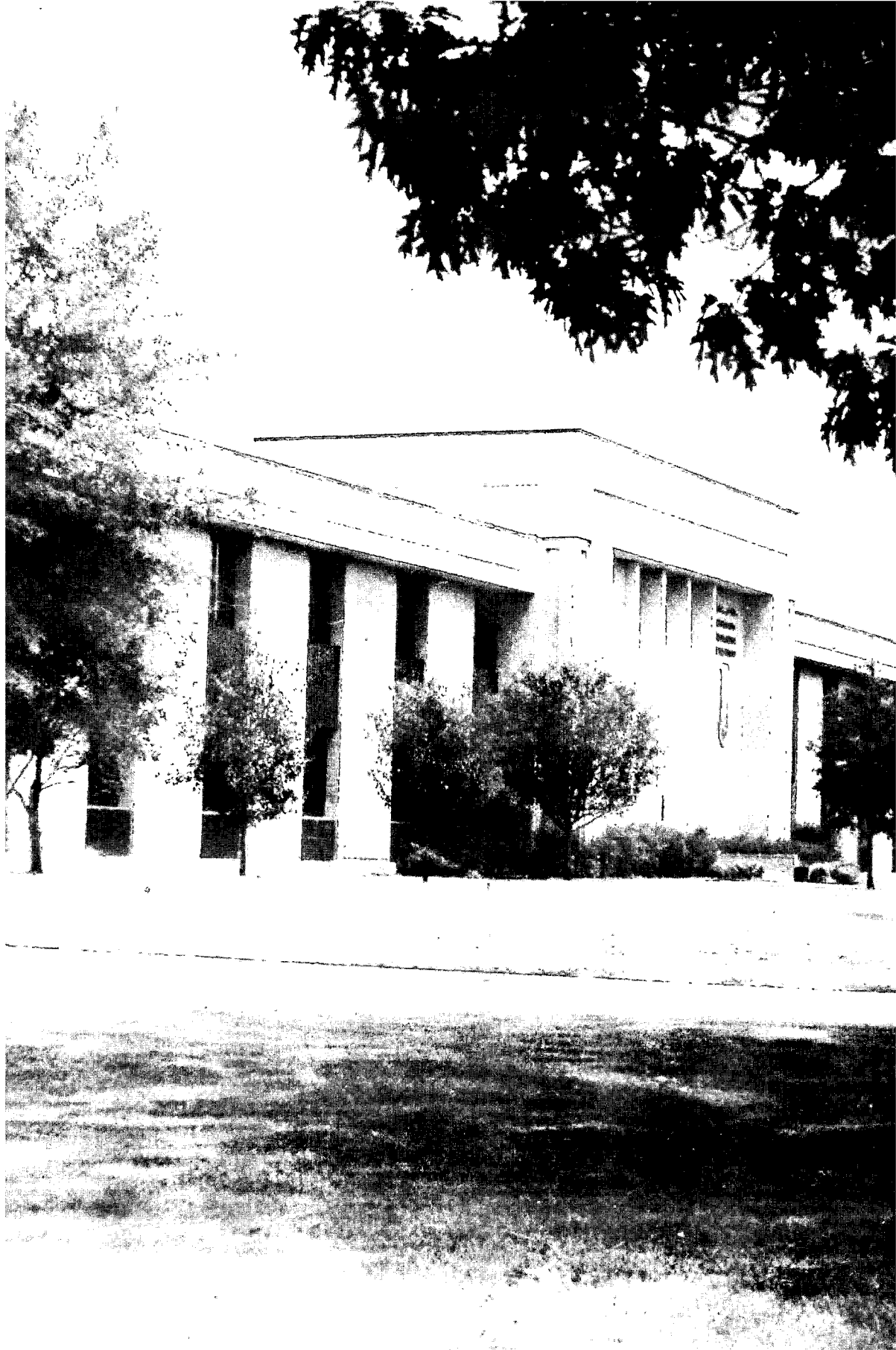
public sector; and up to three semester hours for advanced studies based on the receiving institution's review. Additional credit for research may be given based on the receiving institution's review.

Undergraduate Credit. Students may receive 32 semester hours in International Relations, Political Science, National Security Studies, Public Management, and Research.

Associate Program. The Center for Adult Learning and Educational Credentials of the American Council on Education recommends the following academic credits for the Air War College seminar and correspondence programs. Graduates desiring academic credit should request that the Air University Registrar, Extension Course Institute/EDOR, Gunter AFB AL 36118-5643, send a transcript of their work to the director of admissions of the college or university where they are enrolled.

Graduate Credit. Students may receive up to six semester hours in International Relations for graduates with an overall grade of excellent or outstanding.

Undergraduate Credit. Students may receive up to 24 semester hours in Political Science, International Relations, and Public Administration.



AIR COMMAND AND STAFF COLLEGE

The Air Command and Staff College (ACSC) had its beginning in 1946 as the Air Command and Staff School at Maxwell Field, Alabama. Its first class of officers was enrolled in a nine-month regular course. In 1948 the Air Force opened the Special Staff School at Craig AFB, Alabama, as part of the Air Command and Staff School to provide specialized instruction in communications, electronics, management, logistics, and academic instructor training. This school moved to Maxwell AFB during the Korean War. During this conflict, the Air Command and Staff School shortened the regular course to 15 weeks and renamed it the Field Officer Course. In 1954 the school discontinued the special staff courses and extended the length of the regular course back to its nine-month curriculum as the Command and Staff Course. The Air Force changed the name of the Air Command and Staff School to the Air Command and Staff College in 1962.

ACSC is the Air Force intermediate professional military education (PME) school which prepares officers and US civilians whose performance clearly shows a potential for further advancement to assume positions of higher responsibility. The college environment stimulates free expression of ideas and independent, analytical, and creative thinking. The student body consists of approximately 580 select US Air Force, sister service and international officers, and DOD civilians from widely diverse backgrounds who are brought together for 10 months of study.

ACSC is located in the modern facilities of Spaatz Hall on Chennault Circle. This recently refurbished building contains an excellent 640-seat auditorium for the many lectures by distinguished speakers, a smaller 98-seat auditorium for special presentations, plus a variety of conference rooms, staff and administrative offices, and lounge areas. The seminar sessions are held in specifically designed rooms featuring closed circuit televisions, personal computers, and an array of media equipment for every seminar. Simulated war scenarios are played out in the nearby state-of-the-art Air Force Wargaming Center.

Mission. The mission of the Air Command and Staff College is to broaden the knowledge and increase the professional qualifications of future commanders and staff officers, emphasizing combat and combat support operations.

Objectives. Since nearly 75 percent of ACSC graduates will not have the benefit of further resident PME schooling, the goals of the college are necessarily broad to ensure students are prepared to lead and command over the remainder of their careers. The goals of the resident course curriculum are to

- prepare officers to plan and execute warfare at the operational level, emphasizing the employment of aerospace forces in joint operations;
- improve the communicative, analytical, and problem-solving skills needed in the contemporary staff environment;

- enhance command, leadership, and combat support skills and perspectives;
- enhance understanding of American military power and national interests in the global setting; and
- enhance understanding required for joint duty assignments and qualify officers for Phase II of joint professional military education.

Initiatives Summary. The faculty and students of the college have undertaken many research projects and curriculum initiatives that have enhanced the ability of midcareer staff officers to prepare for and perform in positions of increased responsibilities. These contributions include computer-assisted lessons for distance education, *The Tongue and Quill: Communicating to Manage in Tomorrow's Air Force*, resident curriculum technology upgrade, *Space Handbook*, *Guidelines for Command*, and health assessment.

Resident Curriculum Technology Upgrade. ACSC is using technology to enhance development, presentation, and administration of curriculum. Specifically, initiatives include using desktop publishing to improve the appearance and content of our textbooks, adding telecommunications to bring data to the curriculum developers, preparing data bases and classroom presentations via computer to enhance the learning process, and comparing evolving technologies to allow the student to learn quicker and retain longer.

Computer-Assisted Lessons for Distance Education. Most ACSC nonresident seminar students and some correspondence students will soon benefit from computer-assisted lessons, such as war games, simulations, and tutorials. Lessons are being integrated into the program for use on a “where hardware is available” basis. Under ACSC Associate Programs’ long-range plan, eventually all students will be able to use desktop or portable lap-held computers for these newly designed lessons.

The Tongue and Quill: Communicating to Manage in Tomorrow's Air Force—AFP 13-2. This pamphlet is an extremely popular and effective guide to clear, concise, direct written and oral communication. More than 1.7 million copies have been distributed throughout the Department of Defense, other government agencies, and the White House. In 1986 the pamphlet won the “Best Book of the Year” award in the scientific and technical category from the National Council of Teachers of English.

Guidelines for Command—AU-2. This book provides guidance to assist commanders and supervisors in the art and science of leadership. It concentrates on leadership, providing commanders with insight into their duties and responsibilities. It addresses methods for dealing with people, covers Air Force policies and procedures to motivate military and civilian personnel, and also presents methods for dealing with personnel who do not meet Air Force standards. This publication is used primarily at Air University but is available Air Force-wide upon request.

Space Handbook—AU-18. This handbook serves as an intermediate reference text for resident space courses at Air University. It provides an introduction to the basic physical laws and principles of space operations, explains the objectives of the national space program, and highlights current US military space systems and support organizations. It has become a highly requested document within DOD, industry, and colleges.

Health Assessment. ACSC administers a health assessment program each academic year for the benefit of faculty, students, and spouses. Blood analysis, blood pressure/pulse checks, and follow-up consultations are performed and administered by medical personnel from the AU Regional Hospital. The program has three aims: (1) increase the individual's knowledge of his/her cardiovascular health and associated risk factors, (2) motivate life-style changes through personal awareness and professional counseling (if required), and (3) provide guidance on an appropriate exercise and diet plan.

Organization. The Air Command and Staff College is composed of a command section, five directorates (Plans and Administration, Operations, Curriculum, Education Systems, and Associate Programs), the School of Advanced Airpower Studies (SAAS), and two operating locations (Air Force advisors to the Army Command and General Staff College, Fort Leavenworth, Kansas, and to the Marine Corps Command and Staff College, Quantico, Virginia). The Directorate of Operations consists of four student squadrons with 11 seminars each. The Dean of Curriculum directs three academic divisions (Command and Combat Support, Warfare Studies, and National Security Affairs) and a support division (Curriculum Programs and Scheduling). The Directorate of Education Systems is organized into three divisions (Systems Operations and Plans, Instructional Design, and Educational Development). The Dean of Associate Programs is organized into three divisions (Curriculum, Student Operations, and Mission Support).





Resident Curriculum

Air Command and Staff College strives to develop creative thinking as well as to discover, impart, and preserve knowledge about the profession of arms with emphasis on the application of aerospace power at the operational level of war. The scope of the curriculum is broad, covering well over a hundred discrete subjects that compose the backdrop against which military services fulfill their responsibilities to the nation and its allies. The curriculum emphasizes process, analysis, definition, and introspection.

The educational environment is one of positive self-regard and mutual esteem between class and faculty and between student and student. Efforts are focused on helping the students achieve the greatest possible improvement in their present skills, perspectives, and knowledge.

The resident core curriculum at ACSC focuses on three areas of advanced study: Command, Communications, and Combat Support; National Security Affairs; and Warfare Studies. In addition, elective courses enable students to study subject areas where they have little or no background or to pursue in greater depth selected areas of special interest and need.

Duration and Quota. ACSC has one 40-week class each year with a quota of approximately 580 officers, including approximately 80 international officers.

Prerequisites and Selection. Major commands nominate officers in the grade of O-4 to a central designation board. This board will designate officers from those nominated for the year of attendance based on their demonstrated potential for assignment to key field grade command and staff positions.

Command and Combat Support Division (175.5 Hours)

This area of curriculum consists of four phases: command studies I and II, staff communications, and combat support. During the command studies phase, students synthesize personal and professional knowledge, attitudes, and beliefs into a personal credo of military leadership. The command studies phase is further divided into two parts. Part one includes command concepts and the professional dimensions of leadership. Part two is focused on command and the tools of the commander. The staff communications phase is based on the philosophy that an officer's greatest contribution is the ability to think. What an officer thinks is based on perceptions and values and is communicated primarily in writing and speaking. An officer is most valuable when ideas are communicated logically, accurately, and clearly. The combat support phase addresses the funding, equipping, and sustaining of aerospace forces.

CC511—Command I (32 hours: 17 in seminar and 15 in lecture). This portion of command studies covers three learning goals. First, students must have a clear working definition of the *concept of leadership*. They must understand the critical attributes of leadership and how these attributes are distinguished from peripheral concepts such as supervision or management. In addition, students need to understand and acquire the skills necessary to improve their command and leadership effectiveness. Finally, students need to grasp the professional *dimension* within which their leadership skills must be directed, both ethically and institutionally. They must understand the professional standards which guide their actions.

CC512—Command II (31.25 hours: 12.5 in seminar and 18.75 in lecture). This final portion of command studies addresses the students' need to understand *organizational functions* which impact a commander's effectiveness. This portion of the curriculum develops the students' ability to analyze organizational programs, policies, procedures, and techniques available to officers for leading and managing human resources within the military. Its focus is on the squadron commander.

CC513—Staff Communications (32.25 hours: 25.5 in seminar and 6.75 in lecture). Concentrates on the various skills of effective communications: writing, speaking, reading, and listening, as well as critical and creative thinking. Contact hours are primarily in seminar/workshops with a limited number of supporting lectures. Instruction, application, and feedback in written communication form the core of this program. With instruction centered on the fundamental concepts of AFP 13-2, *The Tongue and Quill*, students further develop their ability to analyze purpose and audience, and conduct research so they can express their thoughts and develop logical positions/recommendations more clearly and concisely with better support and organization. Throughout the year, students are challenged to apply and polish these skills in a variety of ways: writing "quick-turn" staff actions in

selected US Air Force formats, creating position papers on critical DOD issues, reading and reporting on books of military interest, and producing papers and briefings on subjects directly supporting the curriculum.

CC514—Combat Support (80 hours: 44 in seminar and 36 in lecture). Combat support focuses on funding, equipping, and sustaining our military forces to provide the combat capability required to support US national security objectives. The instruction addresses the Planning, Programming, and Budgeting System (PPBS), the acquisition process, and the logistics support structure including the current issues that impact each of these areas.

National Security Affairs Division (122.75 Hours)

The National Security Affairs Division curriculum addresses the US national security policy process and particularly the application of policy worldwide. It examines the role of various actors in the formulation of national security policy, the domestic and international environments in which that policy must be applied, and US objectives and policies for various world regions.

NS521—US National Security Policy (17.75 hours: 9.75 in seminar and 8 in lecture). Lays the foundation for all national security affairs instruction. It introduces the national security policy process; presents the roles of the executive branch, Congress, and other actors in policy formulation; and examines policy formulation and execution through the use of a case study.

NS522—Regional Studies—USSR and Europe (41.75 hours: 24.5 in seminar and 17.25 in lecture). Surveys the history, geography, economics, and political system of the Soviet Union and examines its foreign policy. Particular attention is paid to the historical rationale for today's foreign policy, as well as tools used by the Soviets to accomplish their foreign policy goals. The course also provides an overview of the similarities and diversities of both Eastern and Western European states. Instruction also deals with national security problems on Europe's northern and southern flanks, with NATO, and with the European community. The emphasis is on US policy for the region.

NS523—Regional Studies—The Developing World (63.25 hours: 18 in seminar, 25.25 in lecture, and 20 in symposia). This course examines US and Soviet strategic objectives for Latin America, Asia, Africa, and the Middle East. Includes an analysis of important regional issues that potentially impact our ability to achieve objectives. For example, it examines Latin American debt, the roots of insurgency in Central America, Chinese foreign policy, US-Japanese defense relations, conflict in the Horn of Africa, security issues in Southern Africa, and the Arab-Israeli dispute, among others. US policies for each region are also examined. The course includes a two-day Latin America Symposium and a two-day East Asia and the Pacific Symposium which present the perspectives of invited diplomatic and military leaders from the regions on important security issues.

Warfare Studies Division (454.75 Hours)

The Warfare Studies Division provides instruction on military history, doctrine, and the operational art and science of war across the spectrum of conflict. Emphasis throughout warfare studies is on building a sound foundation in doctrine to enable students to better understand how to employ forces in combat. Students begin their study of warfare by examining the concept of doctrine and the historical foundations for current American military operational doctrines. Next, they study the doctrines, roles and missions, planning requirements, and military capabilities of all US forces. The students also look at how these forces will be deployed and employed in low-intensity, conventional, and nuclear warfare scenarios. Warfare studies concludes with an in-depth examination of military space operations. In addition, the Warfare Studies Division's lessons comprise the bulk of ACSC's curriculum which supports Phase I Joint Professional Military Education (JPME) learning areas.

WS531—Military History and Doctrine (72.5 hours: 28.5 in seminar, 40 in lecture, and 4 in teaching interviews). Students learn the importance of doctrine, how doctrine is formed from history and theory, and how doctrine becomes a major foundation for strategy. Using a conceptual model, students examine the linkage between military history, theory, doctrine, and strategy, and learn to appreciate the complexity of this linkage by analyzing the political, economic, social/cultural, and technological influences that affect it. Students also study the development of modern, total war, the unique American way of war, and the historical foundations for current American land, sea, and air doctrines. Throughout the course, students survey the major events and personalities of Western military history since the eighteenth century.

WS532—Low-Intensity Conflict (55 hours: 30 in seminar and 25 in lecture). Focuses on current, emerging doctrine for operations short of war. The primary focus of this course is on campaign planning for low-intensity conflict with regard to theater-specific grand strategy. Initially, students are introduced to the history of revolutionary warfare. Following this, basic concepts and structure, as outlined in emerging joint and Air Force doctrine, are developed. These tools are then put to practical use by analyzing various case studies and operational plans. The goal of the course is to provide students with the critical frame of reference and thinking skills necessary to become effective staff officers and decision makers in the area that, since World War II, has brought about more world change than any other form of conflict.

WS533—Conventional Warfare (218 hours: 128 in seminar and 90 in lecture). Begins by building a knowledge base of Air Force doctrine and missions through an analysis of their historical development. Subsequently, students balance their perspective by studying sister service war-fighting doctrine. The course then addresses how best to employ forces at the operational level of war. In addition, students continue to study joint topics such as defense planning which support Phase I Joint Professional Military Education. The final portion of the course concentrates on campaign planning and analysis. At this time, students apply their acquired knowledge by analyzing historical campaigns. Ultimately, they develop their own campaign plan for a computer-assisted theater-level war game.

WS534—Nuclear Warfare (66 hours: 45 in seminar and 21 in lecture). Focuses on fundamental nuclear doctrines and resulting strategies, application of strategies and forces as instruments of national power, and the major nuclear issues today. Students will compare and analyze US and Soviet nuclear strategy and forces, examine key issues and challenges, develop a strategic force mix for the future, and work with the challenging problem of reducing the risk of nuclear war. The course concludes with a comprehensive computer-assisted nuclear war game where students apply the concepts of arms reduction, force planning, deployment, and employment.

WS535—Space Operations (43.25 hours: 20.5 in seminar and 22.75 in lecture). This fifth and final phase of warfare studies focuses on how space systems enhance deterrence and support war fighting. Studies begin with a lesson on the characteristics of the space medium, an overview of the Air Force role in space, and a preview of the four space operations functions. Students then concentrate on the force enhancement aspect of space operations, the threat posed by the Soviets, and how we make our space systems survivable. The war-fighting missions of space control and force application are then explored. Having covered all four space functions, the students then delve into space law, treaties, doctrine, and policy; and explore the utility of military crews in space. A lecture from a war-fighting CINC on how space systems support day-to-day operations, the development of annex N, the space operations annex to an operations plan, and a lecture on the CINCSpace Campaign Plan wrap up the instruction.

Elective Courses (48 Hours: all in seminar)

Officers selected to attend Air Command and Staff College come from a variety of assignments, represent a broad spectrum of job specialties, and vary considerably in military experience and formal education. In recognition of these individual differences, the college has established an electives program that enables every officer to pursue in greater depth selected areas of special interest and need. Each US officer attends three 16-hour elective courses; each international officer attends two. The following courses are forecast to be available in academic year 1990-91:

CC561—Effective Writing I. Sixteen-hour course designed for those officers requiring additional work in developing their writing skills. Students receive more personal attention (three students per instructor) than is possible in the seminar setting. The step-by-step approach to this elective requires active participation by the student and comprehensive feedback from instructors on the 8-10 short writing exercises completed during the course.

CC562—Effective Writing II. Sixteen-hour course designed for those officers desiring advanced work in developing their writing skills. Low student-instructor ratios with active student participation and comprehensive instructor feedback make this a useful course for good writers seeking to polish their skills.

CC563—Effective Staff Briefing. This course uses the same principles and organization as Effective Writing. Its focus is to improve students' confidence and competence in oral

presentations. Active participation by students is required in preparing and presenting various briefing types—impromptu, extemporaneous, and manuscript. Very low student-instructor ratio.

CC564—Foreign Languages: German, Spanish, and Russian. Designed as introductory-level courses to provide a modest introduction to the language and to promote further interest and study. For students with no prior exposure to the specific language.

CC565—Publishing What You Write. There is a national market for articles and books on a wide range of topics in which military officers have expertise. Most people who are not full-time professional authors or free-lancers are unaware of the targeting and marketing procedures that go into the editorial selection process, even for a relatively uncontroversial article in a professional journal. This course teaches the procedures: how to target, how to market, how to get published. This is not a course in writing techniques.

CC566—Critical Thinking for Military Leaders. Stresses concepts and practical techniques of “creative leadership” and answers such questions as what is creativity, who has it, when is it needed, what can prevent it, and how can a leader encourage it.

CC567—Success through Self-Improvement. Enhances a student’s leadership ability by refining skills and analyzing attitudes. Subjects covered: group dynamics, influence and power, values, and self-esteem.

CC568—Faculty Development Elective. Beginning with an overview of the elective, its purpose, and requirements, the course focuses on the ACSC mission, personnel system, curriculum update, directorate overviews, and faculty instructor (FI) responsibilities. The format for the course is informal with both lecture and question-and-answer periods. The Academic Instructor School (AIS) portion consists of 12 hours of instruction to include an overview, education theories, learning theories, and grading techniques.

CC569—Introduction to Logistics. Covers the traditionally accepted logistics disciplines of contracting, logistics plans, maintenance, supply, and transportation. It is designed to introduce “nonloggies” to the logistics world. It complements the logistics block of instruction scheduled for the third mix.

CC5610—The Planning, Programming, and Budgeting System (PPBS). Looks at the PPBS from the perspective of the new action officer at the Air Staff or a major command (MAJCOM) headquarters. The course provides much of what new action officers need to know as they assume new duties involving PPBS activities. It includes discussions regarding staff relationships, as well as practical PPBS-related exercises such as construction of Program Decision Packages and compiling a simulated MAJCOM priority list.

CC5611—Media Relations for Staff Officers. Focuses on the critical issues of our time, while, at the same time, examining the theory and principles of a free press in a democratic society. In addition, the course provides practical advice and skills for staff officers who may have to deal with the media. It includes principles of successful media relations,

practical media interview techniques, divergent roles of the military and the media, historical perspectives, and lessons learned.

CC5612—Introduction to Microcomputer Technology. Provides word processing instruction on how to create and save new documents; edit existing documents; format text; mark, move, and copy text within a file and between files; find and replace text in a file; and print documents. In addition, the course highlights use of graphic presentation software. It also addresses basic operating system commands.

CC5613—Executive Fitness. Takes a holistic approach in examining the entire pattern of exercise, competition, eating, and thinking as a basis for on-the-job and family success. The sessions are a mix of seminar and learning-by-doing. There is a historical overview, examination of role models, and design of social systems for fitness. Fitness and team sports are explored with some degree of actual participation. A plan is made for home workouts and special-purpose workouts. Eating plans and fitness fun plans are designed for each student. Economics, family value, and on-the-job value of fitness are explored.

CC5614—Squadron Commander Elective. Goes beyond the core curriculum and provides future squadron commanders with an insight into some of the practical, day-to-day aspects of command. Former squadron commanders and senior NCOs provide perspectives and focus. Speakers from base-level organizations—such as AU/JAG, Family Support Center, and Personnel—highlight base-level assistance available to squadron commanders. Lesson format centers around brief presentations followed by question-and-answer sessions. Appropriate squadron commander case studies are used.

CC5615—Military Perspectives on Personal and Professional Loss. Designed for potential supervisors or commanders who would like to improve their effectiveness in dealing with the crisis of death. It begins with an exploration of personal feelings about death and an explanation of the normal responses to death. The course also covers actions and resources which support survivors, including counseling, financial considerations, community and ritual support, and legal issues related to death.

CC5616—Personal Financial Management and Planning. Provides the student with information on several financial topics which can be used for professional and personal development. The data can also be used in helping subordinates deal with their financial management problems. In addition to the textbook, the course uses a student handbook with current articles on selected topics to prepare the student for each session. The two-hour sessions feature guest lecturers who are specialists in financial topics. It covers such topics as setting personal financial goals, social security and survivor benefits, life insurance, real estate investments, stock market investments, other investments, trusts and wills, and personal income taxes.

CC5617—Systems Acquisition Issues. Addresses contemporary issues such as the implementation of the Defense Management Review, the establishment of an all civilian acquisition corps, the requirements of the Acquisition Manager Professional Development Program, and the change in program management operations due to the new program

element organization (PEO) structure. Students are led to realize the challenges these issues raise for the Air Force and the importance of successfully meeting these challenges. This course brings together experienced systems acquisition personnel to discuss these issues and to help develop ways for the students to resolve them when they return to jobs in the acquisition community.

CC5618—Introduction to Acquisition Management (AFIT Course SYS 100S). Organized into five blocks, each consisting of several individual lessons. Block I introduces the requirements and acquisition process and the policies and procedures of systems acquisition. It also addresses the participants (implementing, supporting, participating, and using commands). Block II deals with the contracting process as it relates to acquisition of weapon systems and equipment, for example, source selection. Block III introduces the systems engineering concept and provides an overview of the many engineering disciplines involved in systems acquisition. Block IV discusses concepts relating to supportability, such as integrated logistics support equipment. Block V explores the disciplines employed in the program control and business management function of the system program office (SPO), such as scheduling, cost estimating, forecasting, and design to cost/life-cycle cost analysis. Current concepts and problem areas in the acquisition process are explored. The course is designed for persons entering systems acquisition for the first time or persons with acquisition experience wishing to satisfy the initial academic education requirement for AFSC Acquisition Management Certification. The course consists of 10 hours of lecture/tapes and 20 hours of group study/discussion and concludes with an examination.

CC5619—Next Assignment—Washington D.C. From the action officer viewpoint, this course provides basic knowledge on Pentagon functions, organization, relationships, and environment to significantly reduce assignment-related anxiety. Further interest and enlightenment is provided by firsthand presentations from prior “Pentagoners”—both peers and senior officers.

NS561—Arab-Israeli Conflict. Examines the Arab-Israeli conflict as it represents the struggle of two discordant ideologies locked into two inflexible attitudes. Traces the development of these two ideologies—Zionism and Arab Nationalism—and explores the areas of conflict between them as they harden into political positions and culminate in the creation of Israel in 1948.

NS562—Introduction to Islamic Political World-View. An in-depth examination of Islamic revolutionism that has profoundly disturbed the West. It is a phenomenon that defies all the established rules for the conduct of political and social insurrection. This phenomenon has had its greatest success in Iran where Islamic revolutionism manifests a remarkable mass character, conservative in nature, and controlled by a diffuse class of religious leaders.

NS563—East Asia and US Security. Covers East Asia and the Pacific, which contains five treaty allies of the United States, and has been the focus of three wars involving Americans in this century. United States security is clearly impacted by developments in the region. Examines US interests as well as USSR activities in Asia.

NS564—Latin American-United States Relations. Addresses Latin American-US interactions in the nineteenth century and the impact of US interventions on the region in the early twentieth century. Attention is also focused on the Pan-American movement, World War II and hemispheric security, and major issues affecting current Latin American-US relations.

NS565—Introduction to Soviet Politics. Focuses on the development of Soviet political institutions and surveys Soviet politics from 1917 to the present. Emphasizes military politics in the USSR.

NS566—Twentieth-Century Europe. Covers European political, economic, and military developments from 1900 to the present. Examines the situation prior to and during World War I, the rise of Fascism and Nazism, World War II, the development of NATO, the Common Market, and Europe today.

NS567—Intelligence Problems and National Security (CLASSIFIED/US ONLY). Presents a historical overview of the intelligence community, discusses the role of intelligence in the decision-making process, reviews collection operations, and describes opposition intelligence operations directed against US military personnel.

NS568—Africa: A Contemporary Review. Introduces students to the historical background, cultures, geopolitical concerns, and Africa's place in international relations. Africa's postcolonial and current political and economic dilemmas are examined within the context of a very competitive international environment. A concluding focus addresses the nature of Africa's violence and great power interest in that continent.

NS569—Military Threats and Capabilities in Latin America. Acquaints students with explicit military threats, as perceived by the Latin American nations, and with the military forces available to the Latin American nations to accomplish their national objectives.

NS5610—South and Southern Africa: The Issues, the Region, the Violence. The history and geography of the Southern African region is analyzed after which the clashing political and ideological conceptions in Southern Africa are reviewed. The course also examines South Africa's unique position in Southern Africa as well as Southern Africa's attempts to respond to that country's hegemonic role.

WS561—History of Airpower. Traces the historical development of air power with major emphasis on the US Air Force, but includes a synopsis of naval aviation and an analysis of the development of air power in other nations. It covers specific periods in air power history (World War I, between the wars, World War II, Korea, and Vietnam) with the primary thrust being the evolution of air power.

WS562—The Vietnam War. The emphasis of this elective is on the military aspects of the conflict in Southeast Asia with a particular interest in the use of air power. The course is divided into four parts: (1) the background to American involvement in Southeast Asia, (2) the movement from an advisory to participatory role, (3) the use of air power, and (4)

the reasons for the final outcomes. The course is taught from an historical perspective looking at the war chronologically as well as topically.

WS563—The American Civil War. Stresses the contributions of the American Civil War to the evolution of modern, total war. It surveys the causes of the conflict, the major campaign strategies and battles, important personalities, and the impact of politics, economics, society, diplomacy, and technology on the conduct of war. Students deliver short briefings on topics as diverse as aeronautics, the influence of the media, the role of women, medical care, the role of children, wartime finances, the role of blacks, supply systems, wartime governors, and guerrilla warfare.

WS564—USAF Missions and Specialized Tasks. Provides a review of US Air Force operational flying missions and specialized tasks. The course focuses on definitions, terminology, and organization of US Air Force operational forces as defined in AFM 1-1, *Basic Aerospace Doctrine of the United States Air Force*.

WS565—The Military Strategist. The intent of the course is to awaken the potential of our future strategists thus enabling them to become strategic thinkers. Areas examined and studied are how the ideal strategist understands reality, people and groups, technology, the fog and friction of war, the enemy, logistical support, and paradoxical thought.

WS566—Makers of Modern Strategy. Examines the theories of the greatest strategists in modern warfare. The course follows a chronological evolution from Clausewitz—through the land, sea, and air strategists of the past two centuries—to nuclear strategists. Lessons center around these individuals' lives, theories, major literary works, and their impact on modern warfare. Discussions include student interpretations of the strategists' ideas and their utility on today's battlefield.

WS567—Electronic Combat (EC). Focuses on EC history, the principles of EC, current and future EC systems and capabilities, and EC planning.

WS568—Insurgency and Counterinsurgency in Latin America. Provides a thorough understanding of guerrilla activities of major revolutionary movements since 1956 in Latin America. Special attention is focused on the military and political aspects of these revolutionary movements, as well as the Communist influence on them.

WS569—Air Employment in Europe. Allows students to experience some of the problems inherent to combined warfare in Europe. They plan for and conduct the first four days of a war in the central region as both Allied Air Force Central Europe (AAFCE) and Allied Tactical Air Force (ATAF) staffs.

WS5610—Airlift. Provides an understanding of how Military Airlift Command (MAC) is dealing with the complex airlift issues that currently affect our ability to support worldwide contingency/combat operations. The course focuses on the employment of airlift in peacetime and crisis and issues pertaining to future airlift requirements including acquisition.

WS5611—Update on Current Army Issues. Provides Army students the most current information available on key Army issues.

WS5612—International Officers Air Employment War Game. Allows students to conduct a subtheater war game exercising air power. Students play as Air Staff members during the planning, deployment, and employment of air power. The first four periods are used to develop and deploy air assets. Actual game play, including sortie planning and mission execution, takes place during the last two sessions. Game is unclassified and will be played in the seminar room. Students will read small text in preparation for seminars and game play.

WS5613—Army Overview for Air Force Officers. Introduction to the US Army for Air Force officers. Discusses operations, equipment, and force structure.

WS5614—US Navy Operations. This course is a balanced approach of lectures and teaching interviews used to increase student knowledge of naval capabilities and challenges while utilizing the expertise of naval faculty and students to provide timely updates of naval tactics, strategies, and trends. This course stresses the benefits of interoperability between the services.

WS5615—Carrier Aviation (CLASSIFIED). This course is structured to allow students to be chairpersons and to present briefings on the topics of historical perspective, role in maritime strategy, battle group, air wing and ship's organization, strike operations, and future technologies. Seminar and briefing materials are developed and provided from current Navy sources including recent Naval Aviation Symposium briefs. If possible, this course includes a three-day, two-night visit to the USS *Lexington* at NAS Pensacola, Florida, to observe carrier landing operations and conduct seminars in the flag quarters on the ship. This allows tours of the ship's spaces, time on the landing signal officer's platform, and a presentation by the ship's commanding officer. Class size is limited by classroom capacity, and, if a ship visit is possible, berthing accommodations. The course is conducted at the SECRET level.

WS5616—Anti-Submarine Warfare (ASW) (CLASSIFIED). This course is structured to present an in-depth discussion of the current and projected submarine threat, available and emerging technologies to meet the threat, and the Navy's existing ASW capability, including all platforms and systems. The course merges intelligence assessment, ASW theory, and hardware to achieve a complete and thorough perspective of the warfare area that the chief of naval operations has called the Navy's number one war-fighting priority. Class size is limited by classroom capacity and is conducted at the SECRET level.

WS5617—Wargaming Overview. Introduces students to joint and service-oriented war-game applications and approaches, provides an overview of selected current computer-simulation models, and studies the application of wargaming exercises in support of the curriculum.

WS5618—Nicaragua War Game. This war game is intended to provide a limited number of participants with some “experience” in the insurgency/counterinsurgency environment of a typical host nation. It is designed for students who want to apply concepts and principles learned in the core low-intensity conflict phase concerning the internal defense and development strategy and foreign internal defense policies. During the course of the elective, the students will read and analyze a case study on the history of the Sandinista movement in Nicaragua and then they will develop a campaign plan to pursue their operational strategy.

WS5619—US Military Space Systems: A Technical Perspective. Provides an in-depth analysis of selected US military space systems and activities. The primary goal of this course is to help broaden the experience base of those students who have had previous space assignments. Topics are tailored to the needs of the students and in the past have included the Defense Satellite Communications System, Defense Support Program, MILSTAR, SDI Sensor Technology, Space Systems Survivability, Space Electronic Warfare, Space Shuttle, Hypersonics, Launch and Orbital Operations, and Space Systems Acquisition.

WS5620—Space War Games. Consists of a series of lectures, interactive seminars, and simulations to explore the principles of space operations, wargaming techniques and technologies, and the design of tools for space battle management. Exercises will be run by the students to develop an understanding of the process of building and running war games. Seminar discussions will focus on analysis of different approaches to designing and developing space war games.

WS5621—Tactical Exploitation of National Capabilities (TENCAP). This course is designed for the “nonspace experienced” individual and focuses on current national systems, their capabilities, and applicability to war fighting. The students examine the policy and procedures guiding the application of these systems and issues confronting tactical commanders in trying to obtain and use system data. A number of the TENCAP objectives are realized in a TENCAP exercise which consists of a scenario walk-through and system demonstrations.

Other Curriculum Activities

Latin America Symposium. Approximately 50 diplomats and career military officers from South and Central America and the Caribbean assemble at the Air Command and Staff College annually for the Latin America Symposium. Through a series of speeches, panels, and seminar discussions, these guests provide the student body with Latin perspectives on a variety of issues, including the role of the military, regional security issues, democracy in the region, and low-intensity conflict.

East Asia and the Pacific Symposium. The popularity and educational value of the Latin America Symposium were responsible for the creation of this symposium in 1989. Both symposia are similar in format.

Commandant's Specials (40 Hours). These presentations are "specials" because the speakers are past or present leaders and/or experts in their particular political, economic, or military environment. They are highly sought as guest speakers throughout the United States and elsewhere. For example, speakers include congressmen, ambassadors, and top civilian and military leaders in the Department of Defense, such as Senators Barry Goldwater and Sam Nunn, Representative Newt Gingrich, and Secretaries Caspar Weinberger, Henry Kissinger, and Dean Rusk.

Fort Benning Trip. The Fort Benning field trip complements the academic study of Army operations. Students are exposed to key aspects of Army training, weapon system capabilities, and combined arms teamwork of the modern battlefield. This is accomplished by a combined arms live-fire exercise, static displays of Army equipment, and a demonstration of Rangers in action.

Exchange Programs. Each year the Air Command and Staff College participates in reciprocal exchange programs with the Royal Air Force Staff College in Bracknell, England; the German Armed Forces Staff College in Hamburg, West Germany; and the Canadian Forces Command and Staff College in Toronto, Canada. The exchanges with all three colleges involve travel both ways by staff teams that provide a series of briefings on national security policy, service capabilities, and current issues. The exchanges between ACSC and the Canadian college also involve travel by approximately 60 members of the student class. These visits are designed to enhance relations and the exchange of ideas, but, more importantly, they also provide a forum to discuss and strengthen the essential NATO links among the four countries involved.

Reserve Forces Course. Each summer the Air Command and Staff College conducts a 10-day Reserve Forces Course. This course gives selected Reserve and National Guard officers the opportunity to enhance their staff and leadership skills. The course seminars and lectures help officers improve their oral communications; recognize the present threat to world security; understand the current role, capabilities, and employment concepts of the armed forces to counter this threat in support of US national objectives and policies; and understand how Reserve and Guard forces integrate into the US military.

Reserve Forces Adjunct Course. Air National Guard and US Air Force Reserve members join resident seminars to participate in all curricular and extracurricular activities. One two-week session is conducted each academic year. Majors and major selectees attend.

Curriculum Summary

	Academic Hours
Area I: Command and Combat Support	175.5
Command I	32
Command II	31.25
Staff Communications	32.25
Combat Support	80

	Academic Hours
Area II: National Security Affairs	122.75
US National Security Policy	17.75
Regional Studies—USSR and Europe	41.75
Regional Studies—The Developing World	63.25
Area III: Warfare Studies	454.75
Military History and Doctrine	72.5
Low-Intensity Conflict	55
Conventional Warfare	218
Nuclear Warfare	66
Space Operations	43.25
Testing/Review	16
Total—Core Curriculum	769
Other Curriculum Activities	88
Electives (three per year)	48
Commandant's Special Lectures	40
TOTAL—Resident Program	857

Associate Programs

The ACSC Associate (nonresident) Programs were created in 1948 to provide intermediate-level PME via correspondence to those midcareer officers unable to attend ACSC in-residence. As the desire to provide a more meaningful learning environment grew, so did the methods by which instruction could be offered. The result was the creation of the seminar program in 1969. This new methodology enriched the nonresident program by providing for the sharing of opinions, expertise, and experiences among the seminar members.

Eligibility. ACSC nonresident (correspondence and seminar) programs are offered to active and nonextended active duty (Reserve or National Guard) major selectees and above of the US military services. Captains with date of rank in calendar year 1983 and earlier are also eligible. DOD civilian employees in or above the grade of GS-11 (or equivalent) are eligible for ACSC nonresident programs. Civil Air Patrol (CAP) officers serving in the grade of major or above are eligible for the ACSC correspondence program but are not eligible for the seminar program.

Program Description. ACSC's nonresident correspondence and seminar programs parallel the resident school curriculum with a focus on war fighting at the operational level,

doctrine, and jointness. These programs are an integral part of the college and are designed for eligible personnel who are not selected to attend in-residence. The correspondence program utilizes guided self-study. The seminar program is structured around self-study, combined with a group interactive classroom environment.

Correspondence Program. The correspondence program is specifically designed to meet the needs of individuals who do not have seminar opportunities available. The curriculum, comprised of three separate courses (35A, 35B, and 35C), covers three areas of instruction: Command and Combat Support, National Security Affairs, and Warfare Studies. Students have one year to complete and satisfactorily pass a closed-book exam for each course. There is a four-year time limit for completing the program after enrolling.

Seminar Program. The 40-lesson seminar curriculum (Courses 36A, 36B, and 36C) covers three areas of instruction: Command and Combat Support, National Security Affairs, and Warfare Studies. Student-led seminars meet weekly for approximately three hours to discuss each of the lessons. Seminar members are required to lead lessons, give briefings, complete a writing assignment, take closed-book examinations, and contribute to seminar discussions. Members normally complete the curriculum within one year, although four years are available to students whose duty or personal commitments prevent completion within one year. Seminars run from late August to early June.

Correspondence Curriculum

Course 00035A—Command and Leadership (84 hours). Reading and guidance materials have been designed to improve and expand selected communications, command, and leadership skills and techniques, and to improve student understanding of allocation and management of national combat resources. This course recognizes that the strength and fighting ability of an armed force is directly proportional to the effectiveness of its leaders.

Course 00035B—National Security Affairs (84 hours). Extensive readings are intended to develop an awareness of how the international environment affects the military instrument of power in a world of increasing complexity. This course begins with a study of the nature and importance of strategy and doctrine and leads the student through an examination of the strategy process and military theory. It continues with the explanation of the national and international factors that affect US national security policy formulation and that influence the roles and missions of US military forces. The course also provides the student with an introduction to understanding the geopolitical conditions and constraints that affect command decisions, and concludes with a geopolitical survey of selected regions of the world.

Course 00035C—Warfare Studies (72 hours). This course includes readings and guidance on current policies and methods of deploying and employing modern forces. It examines the full range of military conflict from unconventional warfare to strategic nuclear confrontation. Initial attention is devoted to the concepts, historical roots, and significance of low-intensity conflict, to include terrorism and the threat to DOD resources. Subsequent

instruction is designed to provide education of lasting value, emphasizing the deployment and employment of tactical air in support of the joint theater campaign. The course then deals with strategic nuclear capabilities and issues and their relationships to achieving national security objectives. It also includes a review of Air Force space activities.

Seminar Curriculum

Course 00036A—Command and Combat Support (135 hours, including 9 hours for the writing assignment). Comprised of readings, guest experts, case studies, videotapes, and exercises/simulations (computer based where hardware is available) designed to enhance the leadership skills, knowledge, and attitudes of students to produce more effective military leaders and to improve students' understanding of the allocation and management of national combat resources. Basic to this course is the recognition that the strength and fighting ability of an armed force is directly proportional to the effectiveness of its leaders.

Course 00036B—National Security Affairs (126 hours). Includes extensive readings, which are intended to develop awareness and interest in how the international environment affects the military instrument of power. The course begins with a study of the nature and importance of strategy and doctrine, and progresses through an examination of strategy and military theory. It also provides the student with an introduction to understanding the geopolitical conditions and constraints that affect US national security policy formulation and influence the roles and missions of US military forces. The course also includes informative tapes and briefings in regional studies and concludes with a computer-based, problem-solving simulation.

Course 00036C—Warfare Studies (108 hours). Readings, briefings, videotapes, and guidance on current policies and methods of deploying and employing modern military forces form the basis for this course. It examines the full range of conflict, from unconventional warfare to strategic nuclear confrontation. Initial attention is devoted to the concepts, historical roots, and significance of low-intensity conflict, to include terrorism and the threat to DOD resources. Subsequent instruction is designed to provide education of lasting value, emphasizing the deployment and employment of tactical air in support of the joint theater campaign. The course deals with strategic nuclear capabilities and issues and their relationship to achieving national security objectives, and includes a review of Air Force space activities. The final lessons capstone the entire seminar with a computer-based, problem-solving, deployment/employment exercise.

Associate Programs Curriculum Summary

	Course 35 Correspondence Study Hours	Course 36 Seminar Study Hours
Command and Combat Support	42	72
Phase 1. Command and Leadership	18	27
Phase 2. Staff Communications and Analysis	6	18*
Phase 3. Combat Support	18	27

	<i>Course 35 Correspondence Study Hours</i>	<i>Course 36 Seminar Study Hours</i>
National Security Affairs	36	54
Phase 1. US National Security Policy	6	9
Phase 2. Regional Studies: USSR/Europe	12	18
Phase 3. Regional Studies: Developing World	12	18
Phase 4. Crisis Exercise	6	9
Warfare Studies	162	243
Phase 1. Military History and Doctrine	24	36
Phase 2. Low-Intensity Conflict	12	18
Phase 3. Conventional Warfare	96	144
Phase 4. Nuclear Warfare	18	27
Phase 5. Space	12	18
Total Curriculum Hours	240***	369**

*Nine hours are included for preparation of writing assignment.

**Total seminar lesson hours equal number of lessons, times 9 hours of study per lesson (6 hours of preparation and 3 hours in seminar).

***Correspondence hours equal number of lessons times 6 hours of study per lesson.

Other Programs

International Officer Program. International officers have attended Air Command and Staff College every year since 1946. During this time, 2,230 officers from 90 nations have graduated from the college. The last graduating class included 80 officers representing 50 countries.

Before attending the college, international officers attend an eight-week preparatory course conducted by the Ira C. Eaker Center for Professional Development. In the preparatory course, the officers increase their ability to speak and understand the English language. They learn the organization/mission of the Air Force.

International officers attend the Air Command and Staff College for 26 academic weeks with graduation in February. They are involved in all unclassified curriculum activities. During their attendance, international officers participate in field trips that supplement the curriculum objectives. As part of the Department of Defense information program, they tour Washington, D.C.

Athletic Program. In addition to academic development, the Air Command and Staff College philosophy calls for physical and social development. An athletic and physical fitness program was designed to promote these extra goals. The athletic portion of the agenda consists of regularly scheduled slow-pitch softball games for all students plus optional leagues for soccer, golf, volleyball, basketball, and other sports. The physical fitness program is an optional aerobics program of personal goals and regular exercise that aims to permanently improve each student's fitness level. In addition, there are a multitude of base-level and community activities available that all members of each student's family can join.

Spouse Program. This program is offered to spouses of faculty and resident students with the express purpose of integrating them into the ACSC experience. Specific program objectives include acquainting spouses with the college's academic requirements, increasing their awareness of current events and DOD issues, and providing opportunities for personal growth and development. The program offers hundreds of hours of opportunities for spouses to learn, grow, and, most importantly, share the ACSC experience with the students and faculty. ACSC lectures and spouse-related seminars and electives are opened on a space-available basis.

Soon after the school year begins, "Trade Day" is presented to the spouses. During this activity, students trade places with their spouses—students stay home while their spouses attend a special series of seminars and lectures. During the fall of each year, ACSC cosponsors the Air University Commander's Spouses Course. This is a two-day program where the spouses of potential commanders can learn about such topics as the role of a commander's spouse, stress in the military family, grief and bereavement, volunteerism, and group dynamics.

Several one- and two-hour seminars and lectures, as well as many trips and tours, are planned throughout the year in an attempt to offer the widest variety of opportunities to the largest number of spouses. Seminars and lectures offered cover such topics as a medical center orientation, health assessment, first aid and CPR classes, women's health issues, real estate and VA loans, and personal financial management. Tours and trips include excursions to historic sights of interest all over Alabama, visits to the Alabama Shakespeare Festival, and shopping trips to key discount centers of the South.

The ACSC chaplain also offers a weekly program aimed primarily at meeting the needs of ACSC spouses, although these programs are open to all spouses on Maxwell AFB. Programs offered deal with everything from family development to positive image building to spouse abuse. The chaplain also leads a two-day marital communications retreat at a resort hotel on the Gulf Coast. To broaden the choice of opportunities for participation, Base Family Support Center programs are used where appropriate.

Academic Credit Recommendation

Resident Program. The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) recommends the following academic credits for the Air Command and Staff College.

Graduate Credit. Students are awarded nine semester hours in international relations and national security studies; six semester hours in management systems, leadership, communications, and human resource management; and three semester hours in organizational behavior.

Upper Division Baccalaureate Credit. Students are awarded 15 semester hours in international relations, national security studies, political science, and economics; 12 semester hours in management including management systems, leadership, communications, and human resource management; and three semester hours in research methods.

Associate Programs. The Center for Adult Learning and Educational Credentials of the American Council on Education normally recommends academic credit for the Air Command and Staff College Associate Programs' correspondence and seminar programs. However, due to major curriculum changes for academic year 1991, recommended credit hours are pending ACE review.

School of Advanced Airpower Studies

The School of Advanced Airpower Studies (SAAS) is an 11-month follow-on course for selected graduates of intermediate-level professional military education schools. The goal of SAAS is to provide military officers with an education which fosters and develops a superior ability to devise and implement successful military strategy.

The school will provide education necessary to develop the broad theoretical and historical perspective needed by the military strategist. As the national strategy of deterring military conflict succeeds, the combat experience of the officer corps will continue to decline. The school will enhance the ability of Air Force officers to maintain and expand their essential role in the development of sound military strategy so they will be prepared to plan and conduct successful military campaigns should war occur.

School Curriculum

SAAS 501—Military Theory I (Classics & Doctrine) (60 hours). Covers all relevant military theorists of the past and critically evaluates their contribution to the understanding of the realities of air campaigns. From Sun Tzu through Clausewitz to the nuclear age. The course will develop an appreciation of what each of the theorists was trying to accomplish, how well he succeeded, and how applicable are his findings. Major doctrinal sources from various world air forces will be similarly addressed.

SAAS 502—Military Theory II (Contemporary) (60 hours). Continuation and synthesis of the ideas in SAAS 501. From Brodie to the present. The course will be heavily dependent on current research findings and will seek to evaluate contemporary theory by reference to the air power history courses. Students will be studying the best and most enduring of the current writings and newest issues. However, the emphasis will be on air warfare, not the management of peacetime air forces.

SAAS 525—Air Campaign Analysis (180 hours). An intensive analysis of air campaigns from the Saint-Mihiel to the present. Set in the overall framework of joint and combined operations, the name denotes the air portion of unified military operations at the "operational art" level between tactics and grand strategy. It applies to air forces whether US Air Force, naval, allied, opponents, neutrals, winners or losers, offense or defense. It will

include but not be limited to air versus air campaigns, recognizing that in many cases only one side has a significant air component.

SAAS 531—Technology and Innovation in Air Warfare (60 hours). This course emphasizes the exploitation of technology by air forces and innovations in tactics, organization, and technology to meet unexpected demands of air warfare. The winning improvisations on the battlefield will be studied to form an impression of the kinds of things that can be done so that they can be applied in future wars. The criticality of flexibility and the necessity to design for change along with the ability to recognize when change is necessary will all be critically evaluated.

SAAS 532—Air Wargaming and Exercises (120 hours). This course involves two main thrusts: participation in ongoing war games and exercises and a comprehensive evaluation of war games, simulations, testing, and exercises as a methodology applicable to air power concerns. Participation will include visits to the best centers of wargaming and participation in exercises at the numbered Air Force level. In some cases students will fill positions they'll be going to upon graduation. Strengths and weaknesses of the methodology of simulation will be addressed by the students intensively and by critical use of many concrete examples. A study of the operational test and evaluation concept as used in the US Air Force and other air forces will be an important link between the two parts of this course.

SAAS 535—Elements of Airpower (Considerations in the Planning and Employment of Air Forces) (120 hours). This course concentrates on the “tools of the trade” of air planners and fighters. It will give a critical, evaluative, in-depth look at the state of the air in a wide range of discipline applicable to air warfare. Areas include intelligence, space operations, operations research, research and development, command and control, electronic warfare, psychological reactions of populations, environmental realities, international law, morality and ethics, legal and constitutional acts, air tactics, logistics, and others of similar importance. This course will not seek to make students expert in any of these areas (although many students will already be experts in one or two of the elements). It will attempt to make students aware of what should be available to them to successfully perform their future assignments. Instead of “tools of the trade” this course could be considered a look at the complexity of air warfare from each of the specialized fields having a bearing on air campaigns.

SAAS 591, 592—Applied Theory I & II (Research) (120 hours). The first research project should usually focus on an historical or doctrinal point in the past and the second should be more relevant to current concerns. Both research projects will be chosen by the student in conjunction with a SAAS faculty advisor from topics relevant to the school's purposes. The research will include a great deal of peer review especially as the studies are being developed. They will also participate in final presentations which will include the SAAS faculty and other professionals at Air University. We expect research findings to be published freely and distributed widely. Outstanding products would be briefed to the Air Staff Board structure, other services, and appropriate academic and scholarly organizations.

Curriculum Summary

	Academic Hours
School of Advanced Airpower Studies	720
SAAS 501—Military Theory I	60
SAAS 502—Military Theory II	60
SAAS 525—Air Campaign Analysis	180
SAAS 531—Technology and Innovation in Air Warfare	60
SAAS 532—Air Wargaming and Exercises	120
SAAS 535—Elements of Airpower	120
SAAS 591, 592—Applied Theory I & II	120

SQUADRON OFFICER SCHOOL

Squadron Officer School (SOS) is the first tier of Air Force professional military education (PME) for commissioned officers. The school traces its roots to the Air Tactical School founded in 1946 at Tyndall Field, Florida. When that school closed in 1950, its functions were absorbed by the Air Command and Staff School at Maxwell AFB, Alabama, where Col Russell V. Ritchey opened the Squadron Officer Course—the real beginning of Squadron Officer School. In 1959 the school became a separate Air University school reporting directly to the Air University commander.

Since 1950 the school's curriculum has changed frequently to meet the changing professional needs of company grade officers while retaining the tradition begun by Colonel Ritchey that the school should be "unique in philosophy, organization, methods, and curriculum." For the 1990s, Squadron Officer School continues this tradition and responsiveness. The school's mission and objectives guide its educational philosophy: "SOS is a professional development school for officers whose primary responsibility is to employ forces. The key attributes of these officers are the ability to lead and the ability to communicate." To support its mission and develop these key attributes, the school has developed four major curriculum areas—officership, force employment, leadership, and communication skills.

Mission. The mission of SOS is to improve the war-fighting capability of the Air Force by improving the professional competence of company grade officers and inspiring their dedication to the profession of arms.

Objectives. Officers graduating from Squadron Officer School should be better able to

- fulfill their role as commissioned officers;
- understand how US forces are employed;
- lead, follow, and manage; and
- communicate clearly and concisely.

Initiatives Summary. Highlights of the course include a team-building exercise; two sessions at Project X; a warrior theme symposium featuring air aces, former prisoners of war, or astronauts; open-ended discussion periods with senior noncommissioned officers and senior officers; a three-quiz academic evaluation program; and several writing and briefing projects designed to improve students' communication skills. The curriculum also features a computer-based force planning exercise and a tactical forces combat employment exercise.

Organization. Squadron Officer School is comprised of a command section and four directorates (the Directorate of Curriculum, the Directorate of Student Operations, the

Directorate of Evaluation, and the Directorate of Mission Support). The Directorate of Curriculum is organized into three divisions—Plans, Programs, and Research Division; Aerospace Division; and Command and Staff Division. The Directorate of Student Operations consists of eight squadrons, the Training Division, and the Special Programs Branch. The Directorate of Evaluation is organized into two divisions—Technology Division and Standardization Division. The Directorate of Mission Support consists of Administration Communication Division and Support Services Division.

Resident Curriculum

The Squadron Officer School resident curriculum is a seven-week program taking students through a challenging regimen of lectures, seminars, writing and speaking assignments, and leadership and followership exercises. The program is designed to provide students an understanding of their professional officer roles and introduce them to concepts of behavior they can apply as they develop as Air Force leaders. The Squadron Officer School curriculum is divided into four major areas: (1) officership, (2) force employment, (3) leadership, and (4) communication skills.

Duration and Quota. The Squadron Officer School convenes six classes per year. Each class has approximately 830 students.

Prerequisites and Selection. Officers attending SOS must be in the grade of captain and must have completed at least four full years, but less than seven full years, of commissioned service as of the class start date. Additionally, selected DOD civilians in the grade GS-9 or above are eligible to attend the course.

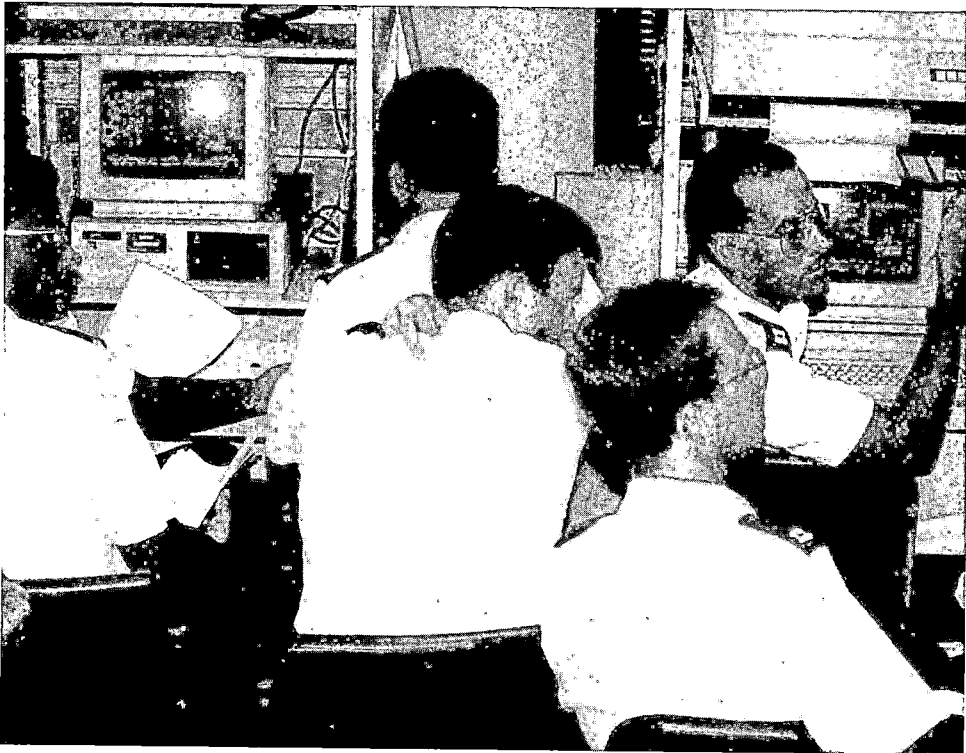
Aerospace Division (50 Hours)

The Aerospace Division is responsible for curriculum materials in areas one and two—officership and force employment.

Area 1: Officership (21 hours). This course covers the unique professional roles and responsibilities of commissioned officers. It also presents the foundations of the military profession and explains how it differs from civilian institutions. Area 1 has two separate phases.

Phase 1: *Foundation and Contemporary Climate of the Profession of Arms* (13 hours). This block of study presents the foundations and contemporary climate of the profession of arms and the Air Force officer corps.

Phase 2: *Officer Combat Obligations* (8 hours). This block of study focuses on how company grade officers' combat obligations in the profession of arms set them apart from their civilian counterparts.



Area 2: Force Employment (29 hours). This course examines how US air forces are employed, and how company grade officers contribute to Air Force war-fighting capabilities. Area 2 has four phases.

Phase 1: Foundations of Airpower (4.75 hours). This block of study covers the historical development of air power and its relation to Air Force doctrine and strategy.

Phase 2: National Security (3.75 hours). This phase focuses on how US force employment is affected by both national and international factors.

Phase 3: Spectrum of Conflict (9.75 hours). This block of study focuses on how the United States applies doctrine and strategy across the spectrum of conflict, to include low-intensity conflict, theater and strategic warfare, and joint operations.

Phase 4: Application of Airpower (10.75 hours). This portion of force employment covers how to employ air forces by using US Air Force doctrine and strategy in a hypothetical low-intensity conflict.

Command and Staff Division (134.50 Hours)

The Command and Staff Division is responsible for curriculum materials in areas three and four—leadership and communication skills.

Area 3: Leadership (98.25 hours). This course covers leadership concepts and techniques that can be used to enhance abilities to contribute to Air Force war-fighting capabilities. Area 3 has three phases.

Phase 1: Leadership and the Individual (12.5 hours). This block of study addresses individual leadership skills and principles that will help each officer contribute to successful Air Force teams.

Phase 2: Group Leadership Principles (8.25 hours). This portion of leadership presents the dynamics of group interaction and development that build successful Air Force teams.

Phase 3: Leadership Application (77.5 hours). This phase addresses the students' need to apply and value individual and group leadership principles, concepts, and techniques to build Air Force teams with high morale, strong cohesion, and dependability.

Area 4: Communication Skills (36.25 hours). This course examines communication concepts and teaches how to communicate in an organized, specifically supported, and concise manner to accomplish Air Force missions more efficiently. Area 4 has three phases.

Phase 1: Foundations of Communication (6.25 hours). This block of study presents ways in which listening, writing, and briefing skills affect the communication process.

Phase 2: Writing (11.5 hours). During this block of study, students produce well-organized, specifically supported, and well-expressed written communications.

Phase 3: Briefings (18.5 hours). This phase challenges students to produce well-organized, well-supported, and well-defined Air Force briefings.

Curriculum Summary

	Academic Hours
Aerospace Division	50
Area 1: Officership	21
Area 2: Force Employment	29
Command and Staff Division	134.50
Area 3: Leadership	98.25
Area 4: Communication Skills	36.25
TOTAL—Resident Program	184.50

Correspondence Program

The SOS correspondence program (Course 23) consists of two sections: Section I comprising 23A Officership and 23B Staff Communications; and Section II comprising 23C Leadership and 23D Force Employment. Under normal circumstances, students should complete each section in one year, but they have an absolute maximum of three years to complete the entire program. The SOS correspondence program closely parallels the resident curriculum and is administered by the Extension Course Institute at Gunter AFB. All captains (or above) having completed more than four years' active duty and DOD civilians are eligible to enroll in the program.

Academic Credit Recommendation

The Center for Adult Learning and Educational Credentials of the American Council on Education recommends the following undergraduate academic credits for the Squadron Officer School resident course. The lower-division baccalaureate or associate degree is awarded three semester hours in the Introduction to Management course, and three semester hours in the Communication Skills in Management course. The upper-division baccalaureate degree is awarded three semester hours in National Security Studies and Military Strategy, and three semester hours in Competitive Sports.

USAF SENIOR NONCOMMISSIONED OFFICER ACADEMY

The Air Force established the United States Air Force Senior Noncommissioned Officer Academy (USAF SNCOA) in 1972 to fill a void in Air Force NCO professional military education (PME). On 9 January 1973 the academy began its first class with 120 senior NCOs in attendance and a curriculum divided into two major areas: Military Environment and Military Management. Today the academy conducts six classes annually, with 330 senior NCOs and petty officers in attendance and instruction in four major curriculum areas. Serving as the capstone of the NCO PME program, the academy consists of the NCO preparatory course for airmen first class and senior airmen, the NCO leadership school for junior NCOs, and the NCO academy for NCOs filling midlevel supervisory positions.

The professional military education provided by the USAF Senior NCO Academy has a positive impact on the careers of its graduates. Five academy graduates have been selected to serve as the Chief Master Sergeant of the Air Force: Thomas N. Barnes, James M. McCoy, Arthur L. Andrews, Sam E. Parish, and James C. Binnicker.

Included within the SNCOA is the USAF Enlisted Heritage Hall, the only facility in the Air Force that deals strictly with the heritage of enlisted men and women. Heritage Hall reminds academy students as well as visitors from Air University and throughout the world of the evolution and contributions of a professional noncommissioned officer corps.

Mission. The academy's mission is to further develop selected senior NCOs for increased responsibilities by expanding their leadership capabilities and their perspective of the military profession.

Objectives. The goal of the USAF Senior NCO Academy is to conduct a quality education program that will significantly contribute to the professional development and motivation of the senior noncommissioned officer and petty officer. This goal is accomplished by

- providing opportunities where the students take a more active role in their education;
- ensuring that the curriculum remains job relevant and interesting;
- applying current technology to all functions of the USAF SNCOA; and
- providing professional facilities to meet the needs of the students, staff, and faculty.

Initiatives Summary. New curriculum was developed to be presented at the application level of learning. In this way, the students will gain the most relevant and interesting information possible and have the opportunity to apply what they have learned at the academy. To further improve the curriculum, a complete needs analysis is in progress. An Air Force-wide survey of senior NCOs and selected supervisors will provide a blueprint of what students need at this level of PME. A continuing initiative is to integrate

computer-aided instruction and interactive videodisc technology into the course to the maximum extent possible.

Organization. The academy is organized into a command section and six directorates. The command section includes the commandant, vice commandant, educational advisor, the scheduling/protocol division, and the faculty development division. The six directorates are: Mission Support; Curriculum, with four divisions; Plans, Programs, and Evaluation, with four divisions; Student Operations, with three divisions; Associate Programs; and the Enlisted Heritage Hall.

Resident Curriculum

The academy's philosophy is that senior noncommissioned officers have the need, capacity, and desire for advanced professional military education to assist them in fulfilling their expanding leadership and management roles. The senior noncommissioned officer PME program is based on sound educational principles with high academic standards and strives to satisfy individual student needs with individualized instruction where possible.

Duration and Quota. The academy conducts six, 35-day resident classes each year with 330 students per class.

Prerequisites and Selection. Regular Air Force, Air Force Reserve, and Air National Guard senior NCOs serving in the ranks of chief master sergeant (CMSgt), senior master sergeant (SMSgt), and master sergeant (MSgt) may attend the academy in-residence. Selected Army and Navy personnel in equivalent grades also attend on a limited-quota basis. Students must have at least two years of service retainability after their graduation and at least one year must have elapsed between resident completion of a command NCO academy and attendance at the USAF Senior NCO Academy. Students must be within the weight limits specified in AFR 35-11, *The Air Force Weight and Fitness Programs*.

The Air Force Military Personnel Center (AFMPC/MPCR) chooses students through a central selection process. Selections are made from the senior master sergeant promotion list and other sources. Also, major commands may nominate personnel not otherwise selected to attend. Chief master sergeants and chief selectees who have not attended the academy may volunteer to attend by submitting a written request to AFMPC. Complete eligibility and selection criteria can be found in AFR 50-39, *Noncommissioned Officer Professional Military Education*.

Communication Skills Division (52 Hours)

Students study and practice effective communication. This area is divided into three sections:



Fundamentals of Communication (13 hours). Basic writing, speaking, and reasoning skills are reviewed to prepare students for the course curriculum.

Written Communication (17 hours). Students study and prepare various types of official written communication. Also, to afford the senior NCOs an opportunity to make a meaningful contribution, students, by combining research and personal views, prepare a practice and final position paper on a topic of military significance.

Oral Communication (22 hours). The students prepare and deliver practice and final oral presentations on topics of military significance. Each presentation is taped for student review. Individualized feedback with the academic instructor is provided to further increase students' skills.

Military Studies Division (28 Hours)

The students' attention is focused on those global factors that affect US national security policies and the military forces available to support or attempt to defend those policies. The students' role in the military establishment is also covered. This area is divided into two sections:

Professionalism (11 hours). The students participate in activities designed to enable them to internalize the value of membership in the profession of arms through events such as a dining-in, a formal retreat, and a lecture by a former prisoner of war.

Military Interests (17 hours). This section concentrates on the capabilities, force structure, employment concepts, and modernization efforts relating to US and USSR military forces. Such topics as space operations, law of armed conflict, total force (guard and reserve), the Army and AirLand Battle Doctrine, and an overview of logistics are included. Also among those are US foreign policy in the 1990s and terrorism.

Leadership and Management Division (140 Hours)

The leadership and management area contains five modules. The students are required to apply selected theories, concepts, techniques, and skills. Each module contains developmental lessons as well as formative and summative exercises. The modules are:

Leadership Planning (16 hours). Topics covered in this module include time management, team building, and decision analysis.

Discipline (15 hours). This module addresses topics such as NCO authority, individual rights, search and inspection, and quality force.

Human Resource Development (21 hours). The emphasis is on situational leadership, contemporary motivation, the situational use of power, and counseling.

Behavior Analysis (31 hours). Subjects included in this module are self-concept, values, stress, substance abuse, transactional analysis, and interpersonal relations.

Organizational Management (15 hours). Topics in this module are organizational management, conflict management, managing change, and organizational norms.

In addition to the modules, the leadership and management area also includes 31 hours of physical fitness, a four-hour diagnostic in-basket exercise, a four-hour block on civilian management, and a three-hour exchange with company grade officers from SOS.

Concentrated Study Areas Division (25 Hours)

These courses focus on special needs and interests of individual students. The specialized subjects offered include financial management, executive health maintenance, creative problem solving, effective paragraph development, speech, and others.

Curriculum Summary

	Academic Hours
Communication Skills	52
Fundamentals of Communication	13
Written Communication	17
Oral Communication	22
Military Studies	28
Professionalism	11
Military Interests	17
Leadership and Management	140
Leadership Planning	16
Discipline	15
Human Resource Development	21
Behavior Analysis	31
Organizational Management	15
Physical Fitness	31
Diagnostic In-Basket	4
Civilian Management	4
Company Grade Officer Exchange	3
Concentrated Study Areas	25
TOTAL—Resident Program	245

Associate Programs

The Associate Programs Directorate develops and manages the US Air Force Senior NCO Academy and the Command NCO Academy correspondence courses; the Extension Course Institute (ECI) administers these courses. The program provides opportunities for career enhancement to all mid- and top-level enlisted military and civilian supervisors.

SNCOA Correspondence Course. The curriculum of the USAF SNCOA correspondence course consists of three subcourses, totaling seven volumes that cover communication skills, national security affairs, the US Air Force role in force application, managing human resources, leadership and management concepts, theories and practices, and military management techniques.

The following personnel are eligible for enrollment:

1. Active duty, reserve, or national guard NCOs of any US military component in the grades of MSgt (or MSgt selectee), SMSgt, CMSgt, or the equivalent.

2. Federal government employees GS-9 or above and equivalent wage grade (WG), wage level (WL), and wage supervisor (WS) employees who are occupying management positions and whose requests are approved by their supervisors or commanders. No waivers of eligibility criteria will be permitted.

Command NCO Academy Correspondence Course. The Command NCO Academy correspondence course consists of three subcourses totaling seven volumes that cover the history, organization, and mission of the Air Force, military law, military training, leadership and management, communicative skills, ideology and government, and world affairs. This course is open to NCOs serving in the grades of SSgt or above and civilians in the grades of GS-5, WG-8, WL-5, WS-5, or above.

Academic Credit Recommendation

The US Air Force Senior NCO Academy is affiliated with the Community College of the Air Force (CCAF), which is accredited by the Commission on Colleges, Southern Association of Colleges and Schools.

All graduates of the resident course are credited with 11 semester hours of college work with CCAF. Credit is awarded in the following areas: two semester hours in managerial communications, three semester hours in military studies, and six semester hours in leadership and management. CCAF is systematically notified after a class graduates so transcripts can be updated.

The CCAF awards seven semester hours of credit toward an associate in applied science degree for completion of the USAF SNCOA correspondence course: two semester hours in international relations, one semester hour in managerial communications, two semester hours in personnel management, and two semester hours in material management.

The CCAF awards seven semester hours of credit toward an associate in applied science degree for completion of the Command NCO Academy correspondence course: two semester hours in leadership and management, one semester hour in managerial communications, and four semester hours in general military studies.

**SPECIALIZED PROFESSIONAL
AND CAREER
DEVELOPMENT ORGANIZATIONS**

**Air Force Institute of Technology
Center for Aerospace Doctrine, Research, and Education
Ira C. Eaker Center for Professional Development
Extension Course Institute
Headquarters Civil Air Patrol–USAF**

AIR FORCE INSTITUTE OF TECHNOLOGY

The mission of the Air Force Institute of Technology (AFIT) is to support national defense through graduate and professional education and research programs. To carry out this mission, the Institute conducts degree and nondegree education programs and provides consulting and research services to Air Force and Department of Defense agencies. Graduate-level work offers carefully selected officers and Air Force civilians the broad educational experiences necessary for understanding culture and technology and to analyze and solve problems. Professional educational programs support Air Force and Defense Department needs for immediately applicable knowledge and help prevent scientific and technical obsolescence.

With the constant advance of technology, the need to anticipate future educational needs is the Institute's challenge through integrating teaching and research. The effective relationships between the Institute and other Air Force and Defense Department organizations, especially Air Force Logistics Command and Air Force Systems Command, create an exceptional environment for education and research to provide faculty and students an almost unlimited number of problems and programs in which to participate.

The Institute's flexibility enables quick response to Air Force requirements. The faculty, comprised of highly qualified military and civilian professionals, stays abreast of ongoing and projected Air Force operations. Academic programs are updated continually to offer the students the latest available knowledge. Flexibility to respond effectively, efficiently, and promptly to changing Air Force requirements is a hallmark of the Air Force Institute of Technology and a consequence of its faculty competence. Examples include the strategic and tactical sciences and space operations degree programs, as well as software engineering and mining degrees, all established in a very short time in response to critical current and future Air Force requirements.

The Institute's history closely parallels the history of aviation. In November 1918 Col Thurman H. Bane, head of the technical section at McCook Field, Ohio, wrote to the director of military aeronautics in Washington, D.C. Colonel Bane requested the establishment of an Air Force School of Application to provide proper technical training for the officers of the Air Service. Colonel Bane's request was approved and the school officially opened on 10 November 1919. McCook Field, located north of Dayton at the junction of the Miami and Mad rivers, already had engineering activities in process, making it the natural place to start the school.

Before the first class graduated in 1920, the Air Service became a combat arm of the Army, and the school was renamed the Air Service Engineering School. The young school produced many of the test pilots of early aviation, including Lt John A. Macready, a parachute pioneer who also set many altitude records. Another member of Lieutenant Macready's 1923 class was Lt James H. Doolittle. Lieutenant Doolittle, who went on to greater fame as both an aviation pioneer and a warrior, became the first pilot to fly

coast-to-coast in a single day, flying from Florida to California in 21 hours and 19 minutes, including a refueling stop at Kelly Field, Texas. From Lieutenant Doolittle to Air Force chiefs of staff to space shuttle astronauts, the list of AFIT graduates continues to grow into an evermore impressive one.

In 1954 the 83d Congress authorized the commander, Air University, to confer degrees upon students completing certain programs in-residence at the Institute. The first graduate and undergraduate engineering degrees were granted in 1956, the first graduate degrees in business were awarded in 1958, and the School of Civil Engineering was authorized to offer a graduate degree in 1979. The first doctor of philosophy (PhD) degrees were awarded to four engineering students in June 1969. Since 1956, more than 150 students have completed doctoral programs, more than 10,000 have completed master's degrees, and almost 1,000 have completed bachelor's degrees.

In 1963 the School of Logistics was redesignated the School of Systems and Logistics. The Civil Engineering Center was also redesignated as the School of Civil Engineering. In mid-1986 the school assumed responsibility for presenting services officer courses from the Air Training Command. The additional mission, along with added faculty and students, prompted the school's name being changed to the School of Civil Engineering and Services in December 1986.

In 1967 the Air Force Institute of Technology became a member of the Dayton-Miami Valley Consortium, now the Southwestern Ohio Council for Higher Education, which is an association of 24 colleges, universities, and industries in the Dayton area united to promote educational advancement. The Institute traditionally has been active in consortium, community, and national interinstitutional programs.

Organization. The Air Force Institute of Technology is under the direction of an Air Force general officer who serves as the commandant. He is assisted by the vice commandant who also functions as the chief of staff. The director of Academic Affairs is the chief academic officer and also serves as educational advisor to the commandant and to the Institute's schools and personnel.

The educational programs of the Institute are provided through the School of Engineering, the School of Systems and Logistics, the School of Civil Engineering and Services, and Civilian Institution Programs.

The Institute's interdisciplinary contributions to reliability, maintainability, and quality (RMQ) were recognized by the Air Force with the creation of the Center of Excellence for Reliability, Maintainability, and Quality (CERMQ) at the Institute. The mission of the CERMQ is to institutionalize RMQ in the Air Force by developing RMQ concepts, theories, and techniques, and by providing research and consulting services to Air Force organizations in the areas of reliability, maintainability, and quality.

Supporting the educational and research programs of the Institute are the Academic Library, the Directorate of Information Management, the Directorate of Admissions and Registrar, the Directorate of Operations and Plans, the Directorate of Resource Management, the Directorate of Communications-Computer Systems, the Directorate of Personnel, and the Directorate of Public Affairs.

Accreditation. The Institute has held membership in the North Central Association of Colleges and Schools since 1960, and its resident programs are accredited through the

doctoral level by the Association's Commission on Institutions of Higher Education. Appropriate engineering curricula are also accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.

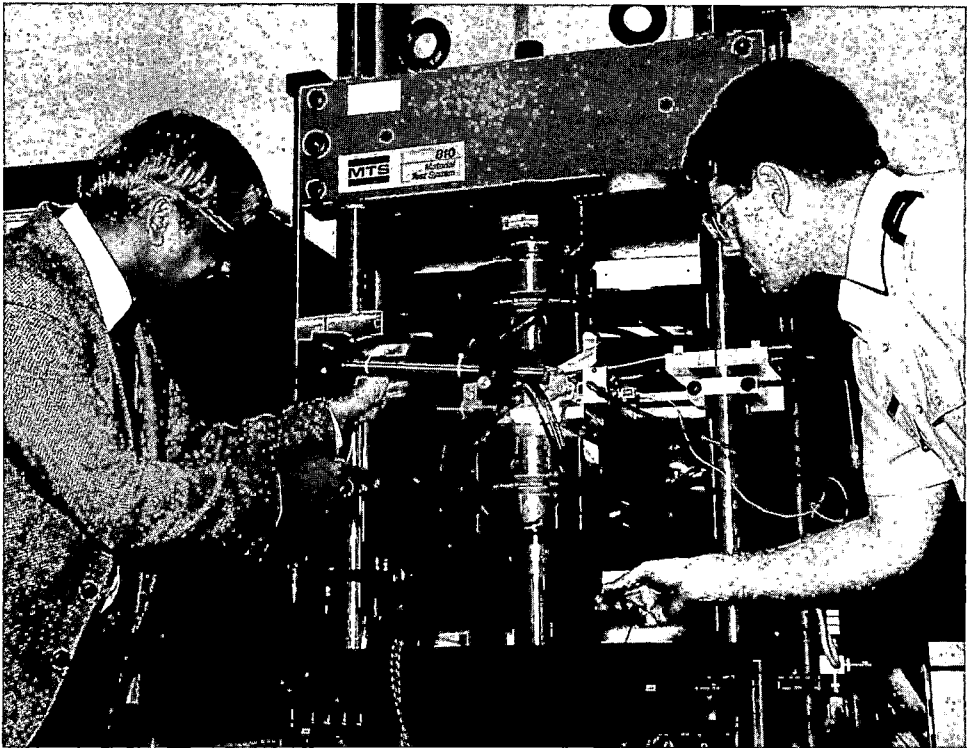
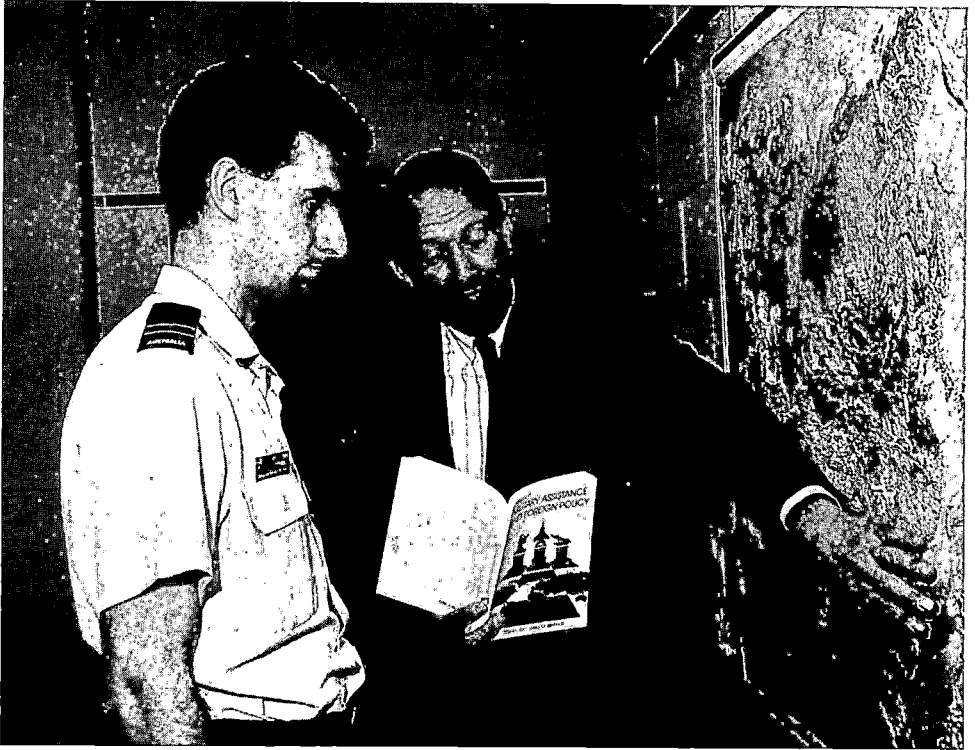
Research Studies and Consultation Services. Research and consultation are integral elements of the work of a university. AFIT requires a thesis or a comprehensive design study in all resident graduate-degree programs. The research is sponsored by Air Force organizations and performed by students who must complete thesis requirements in Air Force and Department of Defense topics of interest. Student research resulted in a \$29.6-million cost avoidance in 1989. Consulting offers Department of Defense organizations and other government agencies the expertise of the faculty in their professional disciplines. It also provides the faculty an opportunity for professional development and growth and exposure to the latest in concepts and problems for incorporation in instruction.

Recent research and consulting have included studies in such diversified areas as battle damage repair of composites, wargaming simulation, pattern recognition of optical neurocomputers and neural nets, quality management techniques, evaluation of productivity at Air Force bases, development of chemically sensitive microelectronics, heating, ventilating and air-conditioning controls handbook, and the development of computers to design versatile, highly integrated silicon microchips for specific Air Force needs.

Alumni. The Institute's alumni have gone on to distinguished careers in various fields of endeavor. For example, more than 30 US astronauts have been among the more than 250,000 Department of Defense people who have attended the Institute's programs. Approximately one-third of US Air Force general officers have completed Institute-sponsored programs. More than 900 international students from 45 countries have attended the Institute's courses. After leaving the military service, a large number of Institute graduates have continued to contribute to the nation as senior executives and educators in private industry, research, and civilian educational institutions.

Admission. Although the Institute's programs are designed to meet specific Air Force and Department of Defense needs, eligibility for admission varies from program to program and is targeted for officers interested in graduate programs. Academic qualification for admission to the Institute's graduate programs, either in-residence or at civilian institutions, is comparable to that of any quality graduate institution. In addition, the military accomplishments and potential of the candidate are considered before assignment. Attendance at professional continuing education courses is determined by functional duty requirements. The level of the course and the educational and professional experience background of the candidate are also considered to assure that the participant will be able to benefit from the learning experience.

Campus Concept. The Institute's campus at Wright-Patterson AFB, Ohio, is currently composed of Bane Hall, which houses the School of Engineering; Twining Hall, the home of the School of Systems and Logistics; and a Science and Research Center connecting the two. A fourth building, shared with the Defense Institute of Security Assistance Management (DISAM) and the Aeronautical Systems Division, houses the School of Civil Engineering and Services, Civilian Institution Programs, and the Institute's operations staff.



Plans for the future include new buildings for the School of Civil Engineering and Services, Civilian Institution Programs, DISAM, and the operations staff. Additionally, billeting for students is planned for the north end of the Institute's campus. This plan will provide a complete campus atmosphere for students and visitors by the late 1990s.

Resident Programs

The Institute's resident degree programs prepare Air Force officers primarily for advanced assignments by satisfying Air Force educational requirements in specialized areas of science, engineering, and management that are not met by civilian educational institutions. In addition to basic academic expectations in a relevant discipline, the Institute augments degree programs to specific needs of the Air Force and the Defense Department as identified by users and by technological advancements. The full spectrum of research, development, and acquisition facilities at Wright-Patterson AFB—including the use of Air Force scientists, engineers, and management specialists as adjunct professors and lecturers—is employed to develop and present courses in these unique programs. Resident degree programs are conducted by the Institute's School of Engineering, School of Civil Engineering and Services, and School of Systems and Logistics. A complete listing of courses and curricula is provided in the Institute's catalog.

School of Engineering

The School of Engineering offers scientific and technological education needed for the development of Air Force weapon systems. Graduates are assigned to a wide range of positions in a constantly changing technological environment, both as practicing engineers and leaders of Air Force research and development programs.

Degree Programs. The School of Engineering currently offers master's degree programs in aeronautical engineering, applied mathematics, astronautical engineering, electrical engineering, electro-optics, engineering physics, nuclear engineering, computer engineering, computer systems, operations research, software engineering, space operations, strategic and tactical sciences (operations research), and systems engineering. The doctor of philosophy degree is also offered in engineering. All of the programs meet educational requirements for a wide range of technical professional assignments.

The school's engineering program received accreditation in 1955 from the Engineers' Council for Professional Development. Currently, master's degree curricula in aeronautical engineering, astronautical engineering, computer engineering, electrical engineering, nuclear engineering, and systems engineering programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

The engineering doctoral program is a response to the Air Force's need to increase its officer competence at the highest level in science and engineering. Officers enter the 36-month doctorate program with an appropriate master of science degree and normally

spend the last 18 months working on research for their dissertation. All student doctoral research is relevant to areas of value to the Air Force.

The faculty of the School of Engineering combines civilians and military officers with outstanding professional competence and experience in their specialty fields. The civilians, in addition to providing a background of education and professional experience, form a core of faculty members who develop a continuing extensive familiarity with Air Force activities; officers bring special knowledge of Air Force needs and are a current source of challenging ideas. Adjunct professors, scientists, and engineers assigned to other Air Force organizations provide input from active research programs in Air Force laboratories and are a unique resource to the Institute.

A unique asset of the Air Force Institute of Technology is its collocation with the Air Force's largest center of research, development, and materiel activity. The Institute has ready access to the laboratories and the services of the scientific personnel of Air Force Systems Command and Air Force Logistics Command. Such an environment is of immeasurable value in developing curricula to meet Air Force requirements. This advantageous location, in an operational atmosphere where a balance can be established between the theoretical and the practical content of the instruction offered, provides a learning situation in which the fundamentals of the courses become vital and meaningful to the student. The ready availability of the latest Air Force classified material and the constant association of both faculty and students with engineers, scientists, and administrators actively engaged in Air Force research, development, and management activities keep the educational programs geared to the latest Air Force needs and planning.

Professional Continuing Education Program. The school's professional continuing education courses provide a fundamental basis in communications, digital engineering, software engineering, nuclear engineering, reliability and maintainability, survivable aircraft design, and battle damage repair. Headquarters USAF has authorized development of these courses to meet the needs of the Air Force. Courses are application oriented and make extensive use of laboratories. Students from Air Force bases other than Wright-Patterson AFB attend courses in a temporary duty status. Seminars are available to provide technical managerial overviews at command request.

Research. In its graduate program, the School of Engineering places strong emphasis on research by both faculty and students and requires a thesis or a comprehensive class design study in all academic programs. Approximately 95 percent of the master's theses are sponsored by Air Force organizations; the remaining theses are generated by the School of Engineering on topics of potential interest to the research and development efforts of the Air Force. This policy ensures that student research makes direct contributions to the research and development efforts of the Air Force and provides a strong education and learning experience.

School of Systems and Logistics

The School of Systems and Logistics is the graduate school of management in the Air Force and the Department of Defense. The school's mission is to help, through its graduates

as well as through research and consulting, in the development of modern tools and techniques of management in the Air Force and Defense Department.

Degree Programs. The school plans, develops, and conducts master's degree programs, meeting technical management needs in Air Force and Defense Department logistics and acquisition communities. Approximately 160 students each year complete programs in systems management, logistics management, civil engineering, cost analysis, information resources, software systems, and contracting management. The master's programs include a major research effort and a thesis.

Professional Continuing Education Program. The school's professional continuing education program includes some 60 courses ranging in length from one to six weeks. Each year nearly 300 offerings of these courses in-residence are attended by some 7,500 military and civilian students from the Air Force as well as all elements of the Defense Department. An additional 7,000 students participate in on-site courses, seminar courses, workshops, and correspondence courses offered by the school. The program offers specialties including acquisition management, contracting management, technical communication, contract pricing, cost analysis, logistics management, organizational science, production management, and systems management. These courses help managers avoid obsolescence in their specialties, obtain background knowledge to help them advance, and facilitate the transfer of new information.

Research and Consultation. Faculty research and consulting provide assistance to the Air Force, Defense Department, and other governmental agencies through advice on and analysis of current problems. In addition, students work on unique military and defense problems as part of their degree program. This effort offers high return on the investment of the Air Force and Defense Department in faculty and supportive facilities for educational programs.

The School of Systems and Logistics is a reservoir of knowledge and expertise, tailored to support the management needs of the Air Force and Department of Defense. Customers may draw on this knowledge through efficient continuing education short courses, graduate degree programs, highly focused research, or faculty consultations.

School of Civil Engineering and Services

The School of Civil Engineering and Services provides professional continuing education for commissioned officers, selected noncommissioned officers, and officer-equivalent civilians in the civil engineering or services career fields. In its capacity as a center of professional education and development, the school has established integrated programs including resident continuing education, nonresident on-site seminars, and consultation services. The school also offers a master's degree program based on its resident continuing education courses and appropriate courses from civilian institutions.

Resident Program. Each of the school's programs satisfies a specific and integrated career need of the student. The resident program provides the education that an officer or

civilian needs over a lengthy career in Air Force civil engineering or services. Both technical- and management-oriented courses are offered. The technical offerings update and broaden the professional and technical knowledge of civil, electrical, mechanical, industrial, and general engineers and architects working in Air Force civil engineering. Management offerings provide both management doctrine and applications for development of career professionals as they rise in the management structure of Air Force engineering and services. The fundamental objective is to return the students to their assignments better prepared to do their jobs. All methods of learning are applied: lectures, seminars, homework, student interaction (exchange of experiences), field exercises, and visits to industrial firms and local governmental agencies. Specific courses offered vary from year to year depending on the needs of the field.

Nonresident Program. The school offers professional continuing education courses at or near the student's normal duty location through on-site seminars and tele-teach instruction. Some on-site seminars are conducted on a regional basis and focus on a specific function or field problem or field problem common to several bases in the area. Students travel to a centrally located base where an educational program is conducted by resident school faculty members.

The School of Civil Engineering and Services is organized into the Departments of Engineering Applications, Management Applications, Housing and Services, and the Academic Support Division.

The Department of Engineering Applications develops and conducts courses on changes in design concepts, engineering, and technology for the practicing engineer and architect. This education is provided to broaden and update the technical skills of Air Force designers and is offered through both resident and nonresident programs. The department also supports the Air Force and other governmental agencies through professional consultant services.

The Department of Management Applications conducts a series of applied management courses appropriate for all levels—from entry to top—of management in base civil engineering. The curricula include instruction in communication, motivation, and management applications. The department also offers selected subjects through telecommunications to field units. In addition, the department conducts the civil engineering and services management applications regional seminars, which focus on the need for teamwork within the base civil engineering and services organizations. These seminars are part of the on-site seminar program and include participants from several bases within the specific region.

The Department of Housing and Services develops and conducts professional continuing education courses for base-level squadron commanders, division chiefs, and branch chiefs in the services functional area. The curricula provide both technical and leadership lessons to assist the professional growth of services officers and civilian managers. The various courses provide education for entry-level managers in various services specialties and a course for more advanced managers and leaders. The curricula are offered in-residence or nonresidence as a seminar or a complete course.

The faculty is composed mainly of Air Force officers with both advanced degrees and recent field experience in civil engineering and services as well as professional competence in a related professional discipline. The military faculty is complemented by highly qualified

civilian experts in specific management areas. Guest lecturers further enhance the program of instruction.

Master of Engineering Applications Degree Program. Through a combination of resident, professional continuing education courses at the School of Civil Engineering and Services and courses completed at approved institutions near the student's duty station, a career civil engineer can earn a master of engineering applications degree over a period of six years. An individualized education plan is developed for each student to ensure a proper blend of course work taken in-residence and through courses taken at civilian institutions.

Civilian Institution Programs

Civilian Institution Programs manages educational programs of students to meet specific Air Force requirements through civilian universities, research centers, hospitals, industrial and business organizations, and governmental agencies. This education covers a spectrum of academic disciplines at all degree levels, including postgraduate programs, continuing education programs, and programs jointly sponsored by the Air Force and industrial and business organizations and governmental agencies.

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

Regular Degree Programs. These advanced degree programs qualify selected officers for validated advanced degree positions. Annual requirements are established by Headquarters US Air Force and include the following fields:

Humanities	International Relations
Command, Control, and Communication	Law
Communication	Management
Computer Technology	Mathematics
Education	Natural Science
Engineering	Physical Science
Finance	Social Science

Graduate School Program. This program places selected US Air Force Academy graduates in 12-month graduate degree programs immediately following commissioning. Many of these officers will proceed to flying training and then rated assignments with the possibility of follow-on duty as a USAFA faculty member. Nonrated officers will typically use the degree in operational assignments and then possibly return for faculty duty. Degree disciplines mirror and supplement USAFA Instructor Preparatory requirements.

Instructor Preparatory Education Program. These advanced degree programs prepare selected officers for faculty or staff assignments at the US Air Force Academy, Air University, or the resident schools of the Air Force Institute of Technology. Programs in a variety of academic disciplines are determined by the needs of each organization.

Fellowships, Scholarships, and Grants Program. This program offers advanced degree, postgraduate, or degree-granting research opportunities to officers who are awarded scholarships won in public competition. Inputs are validated in several academic disciplines.

Legal Education Degree Programs. The purpose of the officer basic law degree and licensing programs is to meet Judge Advocate General (JAG) accession requirements under AFR 36-7, *Judge Advocate Accession Program*. Funded and excess-leave legal education programs are available. The Master of Laws program provides selected active duty JAG officers the opportunity to attend graduate school in various specialties.

Airman Education and Commissioning Program (AECF). This program for selected career-minded, active duty airmen consists of undergraduate education followed by officer training and commissioning at the Officer Training School. The program includes courses of study in computer science, engineering, meteorology, mathematics, and physics.

Health Care Education Programs. Medical education includes undergraduate, graduate, and postgraduate programs for officers in response to requirements of the Air Force Medical Service. Major programs include residency and fellowship programs for career Air Force medical and dental officers, undergraduate and graduate nursing programs, graduate programs for members of the Medical Service Corps and Biomedical Sciences Corps, and the Health Professions Scholarship Program.

Education Delay Program. This program allows selected college graduates in the Air Force Reserve Officer Training Corps to defer entry on active duty in order to pursue further education at their own expense. Major fields of advanced study are medicine, law, engineering, and physical science.

Bootstrap Permissive TDY Program. This advanced degree program allows officers to complete graduate degrees at their own expense under the provisions of AFR 213-1, *Operation and Administration of the Air Force Education Services Program*. Officers in graduate programs of 180 days or longer are managed by the Institute; all other bootstrap students are managed by their units of assignment.

Education with Industry Program. Participants in this program are placed with an industrial or governmental leader in the applicable field for a 10-month period. The objective is to develop management qualities and technical leadership abilities in these officer and civilian participants, enabling them to be more effective during their Air Force careers. In this nondegree management internship program, participants are either cross-training or are in the program for career enhancement.

Senior Health Policy Fellowship Program. Similar to the Education with Industry Program, this program is geared toward the Medical Service Corps and Biomedical Sciences Corps military health care professionals. These Air Force officers spend from 10 to 12 months with leading industrial firms and governmental agencies, specializing in such areas as Health Care Administration, Medical Contingency Planning, Medical Automated Systems Management, and Industrial Hygiene (Environmental Engineering).

Basic Meteorology Program. This 11-month nondegree program allows Air Force officers with bachelor's degrees in mathematics, sciences, or allied fields to qualify for assignment into the weather career field.

Research Associates Program. This nondegree specialized research program sponsored by Headquarters USAF/XO permits selected field grade officers to study at unique civilian research centers. It provides opportunities for future senior commanders and staff officers to acquire a civilian academic perspective on Defense Department and national security policy issues. The study centers include such institutions as the Council on Foreign Relations, Atlantic Council, Mershon Center, and Brookings Institution.

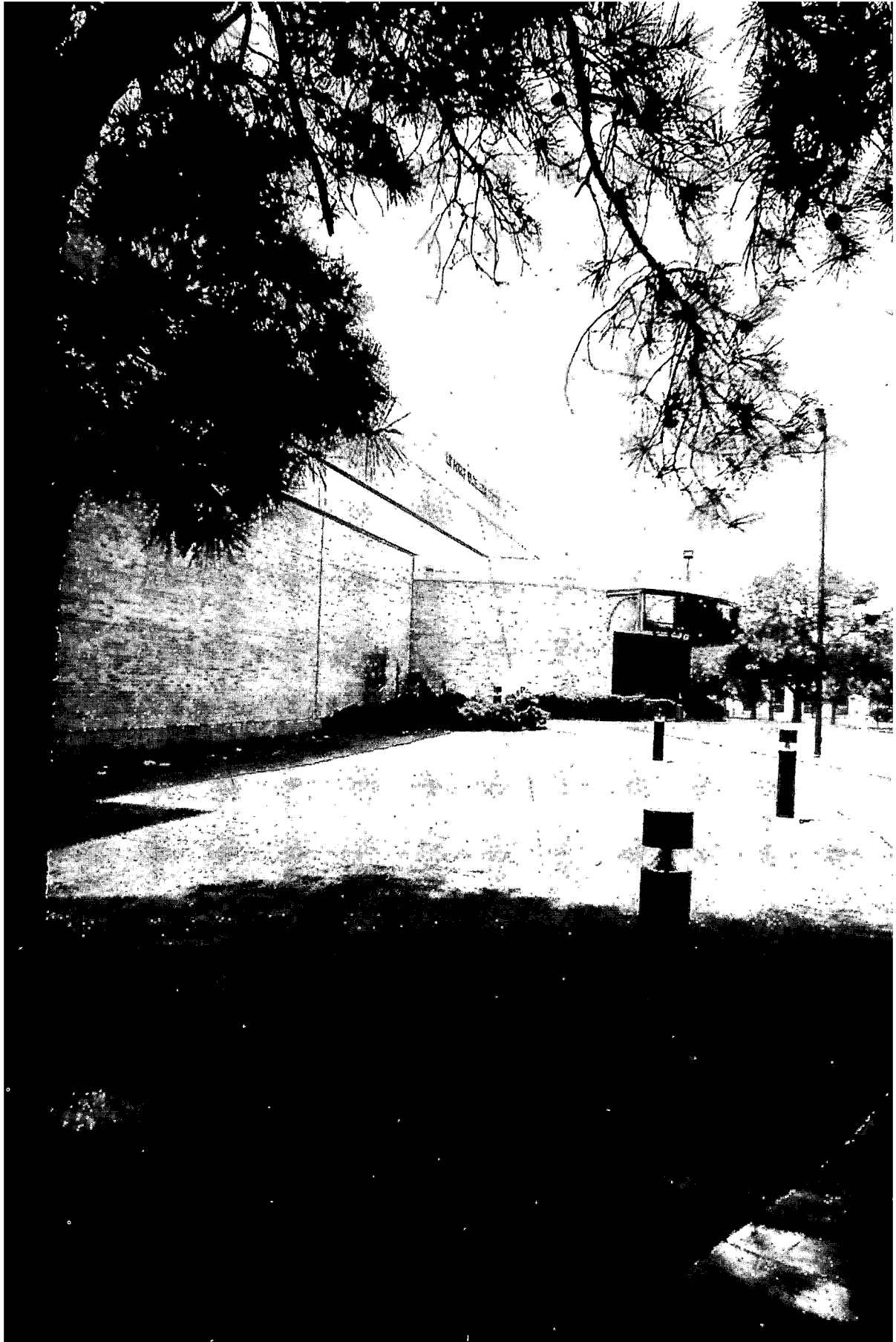
Part-Time Program. This program provides the mechanism for the truly motivated officers in certain technical and engineering fields to complete their master's degree in the high cost areas of Los Angeles and Boston with all tuition paid by AFIT. It allows those officers, in agreement with their supervisors, to attend school on a part-time basis while also working at their regular Air Force jobs. The program is currently limited to 25 officers.

Professional Continuing Education Programs. Programs offered at various institutions provide concentrated education to meet specific Air Force requirements in the following areas:

Advanced Management	Open Mess Management
Aerospace Test Facilities	Safety
Chaplain Career Development	Security Software Management
Human Factors	Substance Abuse
Information	Transportation
Law	

The health care continuing education programs for medical services officers in the following areas are:

Biomedical	Nursing Science
Dental Science	Physical Education
Health Service Administration	



CENTER FOR AEROSPACE DOCTRINE, RESEARCH, AND EDUCATION

The Air University Center for Aerospace Doctrine, Research, and Education (AUCADRE) carries on the traditions of the Air Corps Tactical School where, in the 1930s, future leaders of the US Air Force were trained and the basic doctrine and concepts of US air power were formulated. Much as air power pioneers like Generals Harold George, Haywood Hansell, Claire Chennault, and George Kenney shaped doctrine and strategy in World War II, the center's staff is committed to providing the Air Staff and the major commands with original thought about appropriate applications of aerospace power in the modern world.

Mission. The mission of AUCADRE is to enrich the Air Force's understanding and knowledge of aerospace power and its military application.

Objectives. The objectives of the Center for Aerospace Doctrine, Research, and Education are to

- research and develop concepts, doctrine, and strategy;
- increase the understanding of the dynamics of warfare through computer modeling and wargaming;
- indoctrinate flag officers in the employment of forces in a joint environment;
- provide combat employment and contingency planning education; and
- provide specialized educational assistance and publishing support for Air University.

Initiatives Summary. The center has taken several initiatives to improve its mission effectiveness and support of Air University. These initiatives include a major construction project and enhanced wargaming capability.

Major Construction Project. A new building addition, started during 1989 and scheduled for completion during midyear 1991, will allow AUCADRE to locate centrally all directorates and divisions thereby improving command and control of the unit's mission. The facility will also provide two auditoriums for mass presentations.

Enhanced Wargaming Capability. The Air Force Wargaming Center (AFWC) updated and redesigned its hardware and software architecture with the acquisition of two CYBER 962 mainframe computers and the installation of an advanced local area network. This design allows the unique capability of executing multiple, simultaneous computer-assisted war games such as STRATWARS, a strategic nuclear exercise played by ACSC using a new simulation developed at the AFWC.

Organization. The center creates an interface between research and concept development, testing, and publication. It gives Air University the capability to fulfill its mission of assisting in the development of Air Force doctrine, concepts, and strategy. The center achieves its mission through five directorates: the Airpower Research Institute, the Air Force Wargaming Center, the Senior Officer Directorate, the Combat Employment Institute, and the Air University Press. Supporting the five research and educational programs of the center is the Directorate of Plans, Programs, and Administration.

Curriculum. The resident curriculum at AUCADRE focuses on four specialized areas of study: Joint Flag Officer Warfighting Course, Combined Air Warfare Course, Air National Guard/Air Force Reserve Combined Air Warfare Course, and Contingency Wartime Planning Course.

The goals of the resident course curriculum are to

- provide flag officer attendees the opportunity to participate in joint combat operation exercises;
- develop the judgment and combat skills of staff officers;
- provide active duty captains through lieutenant colonels and equivalent Department of Defense civilian employees training for assignment to joint, combined, and supporting command staffs; and
- provide US Air Force staff planners an understanding of DOD planning relationships from a joint deployment perspective.

Airpower Research Institute

In the years between 1928 and World War II, Maxwell Field was in the vanguard of our nation's thinking about air power and its potential. Today the Airpower Research Institute is re-creating the spirit of analysis and debate that was the hallmark of its Air Corps predecessors. The institute's primary objectives are to

- conduct in-depth studies relating to air power employment concepts of doctrine, strategy, and technology; technical, politico-economic, and military trends that can contribute to the long-range planning efforts of the Air Force; and challenges to military professionalism in a changing environment;
- provide development and assessment inputs to Air Force efforts to produce official doctrine at the basic and operational level; and
- provide editorial oversight for the *Airpower Journal*.

Toward these ends the Airpower Research Institute is divided into four divisions—Airpower Doctrine, Command Research, Political-Military Affairs, and Professional Journals. These four divisions share a unifying theme—to find more effective ways for the Air Force to organize and employ its war-fighting capabilities across the spectrum of conflict.

Airpower Doctrine Division

Personnel in this division concentrate on the most effective employment of aerospace power in the joint and combined arena by assessing aerospace doctrines and formulating concepts related to basic and operational aerospace doctrine. This activity encompasses the entire spectrum of war and all Air Force functions. Research is conducted in all areas of air doctrine, including foreign and joint doctrines, as well as in the nature of warfare and military strategy. Division personnel fall into two categories.

Military Doctrine Analysts. These officers are permanent party research fellows appointed to the Airpower Research Institute for three-year tours. These positions are filled by screening rated and nonrated line officer candidates throughout the Air Force. Candidates must be serving in the grade of major or lieutenant colonel, have at least a master's degree, have an outstanding service record, and have demonstrated research and writing competence. Preference is given to officers who have completed an intermediate or senior service school and who have staff experience at or above the major command level.

Senior Research Fellows. These civilian scholars are appointed to the Airpower Research Institute by the director under the provisions of the Intergovernmental Exchange Personnel Act or civil service excepted authority. They normally serve one or two years.

Command Research Division

This division is composed of command research fellows sponsored by the Air Staff, major commands, and separate operating agencies. These officers pursue research projects of interest to their sponsoring commands and serve with the institute for periods of up to 15 months. They may be offered an opportunity to attend the Air War College or the Air Command and Staff College in-residence during the academic year.

Political-Military Affairs Division

This division is staffed by civilian scholars who specialize in various geographic regions and subjects of vital interest to the Air Force. These scholars develop research projects, work closely with other researchers, support the educational programs of the Air University, and respond to requests from outside agencies.

Professional Journals Division

This division is comprised of the editorial staff of the United States Air Force's professional journal, the *Airpower Journal*. The *Airpower Journal* is currently published quarterly in English and semiannually in both the Spanish and Portuguese language editions. The English language edition serves as an internal Air Force professional development

instrument. The foreign language editions serve as military-to-military foreign policy instruments of the United States. The *Airpower Journal* publishes articles which focus on the operational level of war in a broad range of areas including the training, maintenance, support, leadership, and employment of combat power, especially air power.

Air Force Wargaming Center

The Air Force Wargaming Center plans, develops, and conducts war games in support of Air Force professional military education objectives and operational requirements; it acts as the clearinghouse and technical focal point on wargaming for the US Air Force.

The center provides the Air Force with a comprehensive wargaming capability. Center personnel use computers, simulation models, real-world data bases, up-to-date intelligence, and command and control functions to simulate how military forces deploy, fight, and sustain combat. The wargaming center provides current and future commanders and their staffs with the opportunity to study warfare realistically and to identify problems in peacetime before they face them in combat. In addition, the center's staff maintains cognizance of Air Force wargaming activities to ensure that war games are consistent and credible through participation in joint war games.

The Air Force Wargaming Center is headed by a director and two deputy directors. The director is dual-hatted as the Command Readiness Exercise System (CRES) program manager. The deputy director for wargaming operations is responsible for the Exercise Operations, Intelligence, and Operations Support Divisions. The deputy director for systems supervises the Systems Development, Systems Technology, and Systems Operation Divisions. Independent scientific, technical, and analytical direction is provided by a senior technical director and the Analysis Division.

Wargaming Operations

The deputy director for operations is responsible for developing, testing, preparing, and executing all war games and exercises conducted by the wargaming center. The directorate ensures Air Force and opposing force doctrine, strategy, and capabilities are accurately portrayed in games developed by the wargaming center as well as joint wargaming activities supported by Headquarters US Air Force.

Intelligence Division. This division is responsible for providing current information on foreign military forces, organization, leadership, doctrine, tactics, weapon systems, and enemy capabilities and limitations. The division provides intelligence data, foreign weapon system characteristics, and enemy orders of battle for integration into AFWC-supported war game and exercise data bases. During actual game execution, the Intelligence Division assists in the simulation of US national, strategic, and tactical intelligence assets by operating the Intelligence and Reconnaissance Subsystem (IRS) or the Collection Management Support System (CMSS) to provide friendly intelligence information for classified war

games. The Intelligence Division is responsible for providing a cadre of specially trained opposing force “Red Team” players/controllers. As a Red Team, the Intelligence Division provides realistic employment of enemy forces in accordance with the appropriate doctrine, strategy, and tactics of Soviet and other opposing force countries. Red Team players/controllers support operational command exercises and AFWC war games to provide realistic training environments for US and allied “Blue Team” forces. The division is also responsible for providing operational intelligence and briefing support to the Headquarters Air University commander and staff, Air War College, Air Command and Staff College, Combined Air Warfare Course, Contingency Wartime Planning Course, Standard Systems Center, Logistics Management Center, and other units at Maxwell and Gunter AFBs as requested.

Exercise Operations Division. This division is responsible for developing, testing, preparing, and executing war games and exercises conducted by the wargaming center. The division coordinates with war-game sponsors to define procedures, rules, and guidelines for game play and to develop command and communication procedures for the game. The division also develops operating instructions detailing the procedures for developing, maintaining, and executing exercises throughout the exercise life cycle; selects control teams for exercises; supervises the conduct of war games; provides input to the Analysis Division for after-action reports; and maintains current information on US and allied air, land, and sea forces. The division is also responsible for the accuracy of friendly political, strategic, and tactical options within each game design. During scenario development, the division identifies the command level at which game problems should be addressed and ensures that the game design reflects credible Blue play and player interface. During exercises, the division augments the control team or Red teams as appropriate.

Operations Support Division. This division ensures proper building configuration and audiovisual support for exercises and conferences held in the Air Force Wargaming Center. It maintains the center’s operational schedule to ensure that staff and materials are available to meet event requirements. The division establishes and implements policies and procedures relative to the center’s administrative functions and provides administrative services, personnel, and facility management support.

Systems

The deputy director for systems is responsible for planning, organizing, staffing, directing, and controlling the application of all data, telecommunications, and information systems processing technology of the Air Force Wargaming Center. The directorate’s functions include the analysis, design, implementation, and evaluation of all systems, application, and data base systems functions; configuration management, testing, and quality assurance of in-house and contractor-developed software; and the acquisition, operation, and maintenance of all computer and communications hardware supporting the wargaming center.

Systems Development Division. This division is responsible for managing the development and maintenance of all user-defined applications of computer technology on

the AFWC computer hardware. The division provides technical design services and software development for decision making and war simulation models. The division also coordinates with exercise directors and other users to ensure models meet educational objectives. In addition, the division interfaces with systems, data base management, and configuration management specialists in the application of these user-defined functions.

Systems Technology Division. This division is responsible for system administration and operability for all AFWC computer systems. Division personnel install, test, and integrate all commercial off-the-shelf software packages including operating systems and data base management systems. The division is responsible for generation, maintenance, and tuning of all AFWC operating systems. The division is also responsible for all communications and local area network (LAN) software and network management. The division performs disk management on all AFWC systems. The AUCADRE small computer manager is in this division, and in that capacity provides technical assistance to AUCADRE users and prepares AFWC microcomputers for war-game exercises. Division personnel interface with other directorates and divisions in performance of system administration and security functions and tuning systems for optimal performance of specific war games.

Systems Operation Division. This division manages hardware and applications software configuration control, quality assurance, and test and evaluation programs. It is responsible for engineering aspects for all communications and computer systems. Division personnel manage the hardware and software maintenance contracts which support war-game exercises and exercise development. The division helps identify hardware, software, and communications problems, implements solutions, and interfaces with the appropriate agency during diagnostic and maintenance efforts. The division is responsible for acquisition of all hardware and software to support applications and performs hardware inventory control.

Technical Director

The technical director provides senior research and technical direction to the wargaming center; ensures that advances in mathematical theory, computer hardware and software technology, human factors analysis, and the psychology of decision making are incorporated into the center's wargaming methods, procedures, and programs.

Analysis Division. This division serves as the primary point of contact for the Air Force Wargaming Clearinghouse for Headquarters USAF. In this capacity the division analyzes the logic, mathematics, and algorithms of wargaming models and produces analytical assessments of all aspects of wargaming. The division works with exercise developers to define war-game requirements and objectives. Personnel in the division conduct postexercise analysis and write after-action reports for the sponsor. These reports capture critical data from the exercises and assess the attainment of exercise objectives.

Command Readiness Exercise System Program Management Office

The Command Readiness Exercise System Program Management Office is chartered to define, design, develop, and acquire a highly sophisticated, comprehensive wargaming system for application by the Air Force Wargaming Center. The system consists of a special-purpose facility, computers, simulation software, and a communication subsystem. The system is operational and the Air Force Wargaming Center is using it to support Air University wargaming requirements. The facility and hardware necessary to provide realistic war games and other exercises in direct support of Air University's schools, colleges, and institutes are complete. The Program Management Office continues to work toward increasing wargaming capability by completing software development actions, by linking the wargaming center with the national and other service wargaming centers, and by providing operational wargaming. The office consists of two divisions: Program Control and Systems Engineering.

Program Control Division. This division plans, programs, and budgets the acquisition of the Command Readiness Exercise System and additional equipment, hardware, and software to support the Air Force Wargaming Center. The division establishes a comprehensive management review structure and maintains documentation for all phases of the acquisition process. The division also establishes and monitors compliance with program milestones and serves as the point of contact both for contractors and for the contract officer.

Systems Engineering Division. This division is responsible for configuration management throughout development and for managing hardware and software systems integration. The division is also responsible for consolidating user requirements, engineering systems analysis, trade-off studies, system and subsystem test and evaluation, and developing wargaming software applications and subsystems for the Command Readiness Exercise System.

Senior Officer Directorate

The Senior Officer Directorate conducts the Joint Flag Officer Warfighting Course. The Joint Flag Officer Warfighting Course prepares service chief-selected two-star flag officers for theater-level combat leadership responsibilities. This joint course is tailored to provide our future CINCs and service component commanders with a unique perspective of the operational level of war. Instruction for the course comes from senior national-level civilian and military spokesmen, CINCs, and retired battle-tested flag officers. Retired warrior generals also draw from their CINC and component commander experience to lead wargaming scenarios focused in various parts of the world, across the spectrum of conflict. The attendees pursue an intense study of war, military doctrine, and application of combat

forces so they will be better prepared to face any future enemy. The Joint Flag Officer Warfighting Course is a two-week course offered three times per year. Attendance is limited to 18 flag officers per class and is open to all military branches.

Combat Employment Institute

The Combat Employment Institute conducts professional continuing education short courses designed to develop the judgment and skills of staff officers to plan and employ air power effectively in combat. Currently, the institute conducts three courses: (1) the Combined Air Warfare Course, (2) the Air National Guard/Air Force Reserve Combined Air Warfare Course, and (3) the Contingency Wartime Planning Course.

The Combined Air Warfare Course was established in 1977 to increase the effectiveness of midlevel Air Force officers who serve as members of combined battle and support staffs during periods of peace, crisis, and war. The Contingency Wartime Planning Course was established in 1986 to provide planners in all functional areas and at all command levels with a basic working knowledge of the guidance, procedures, and systems used in the contingency/wartime planning process.

Department of Combined Air Warfare (205 Hours)

The department conducts the Combined Air Warfare Course—a four-week, temporary duty course for active duty officers—and an abbreviated two-week course for the guard and reserve officers. The course was developed at the direction of the Air Force chief of staff and given the mission to prepare US Air Force officers for assignment to joint, combined, and supporting command staffs. The original charter also called for the course to foster a “Think War” mind-set. The course emphasizes the NATO/European and Pacific environments with collateral presentations on the Central Command and Southern Command. Attendees are normally captains through lieutenant colonels and Department of the Air Force civilian employees in equivalent grades. However, officers above or below those grades who are going to supporting or supported headquarters staffs in theaters where they have never been assigned would also benefit. Attendees should be oriented to operations, current plans, and those involved in direct support of theater air combat operations (for example: logistics, intelligence, communications). The usual method of attendance is temporary duty en route to an overseas permanent change of station assignment. Gaining command and agencies must identify the requirement for attendance on Air Force Form 934, Requisition for USAF Officer, or the Special Officer Procurement Request. The Air Force Military Personnel Center is responsible for scheduling attendees en route to overseas positions. If en route attendance is not practical, temporary duty may be arranged through the losing organization before departure. Air Force major commands obtain attendance quotas through the training pipeline management system. Air University funds travel and per diem for all active duty Air Force officers. Other services may send personnel to the course and should contact the Combined Air Warfare Department directly

to obtain authorization. The appropriate component headquarters selects Air National Guard and Air Force Reserve officers for the two-week course; however, they may also attend the four-week course when funded by their parent organization.

MAWC 500—Combined Air Warfare Course (130.5 hours). This four-week course (19.5 days of instruction) increases an officer's effectiveness as a member of a battle or support staff.

Area I: Doctrine and Command Arrangements (36.5 hours). This area examines theater command arrangements, force structures, doctrine, and planning factors relating to the employment of air power in joint and combined combat operations.

Area II: Threat (18 hours). This segment analyzes the combat capabilities and military objectives of the Soviet Union/Warsaw Pact and Pacific Communist forces.

Area III: Capabilities and Employment (30.5 hours). This part of the course provides exposure to the employment concepts and capabilities of US and allied forces in combined operations.

Area IV: Theater War Exercise (45.5 hours). Area IV examines the principles of war, air doctrine, and knowledge of force capabilities and command structures and applies these to planning and directing a combined forces computer-assisted theater war simulation.

MAWC 501—Air National Guard/Air Force Reserve Combined Air Warfare Course (74.5 hours). This course provides Air National Guard and Air Force Reserve officers an education in combined air warfare tailored to fit a standard two-week active duty tour. Because of the short time available (10 academic days), the instructional areas I, II, and III of MAWC 501 are reduced. The areas of description are the same as for the MAWC 500.

- Area I: Doctrine and Command Arrangements (18.5 hours)
- Area II: Threat (8 hours)
- Area III: Capabilities and Employment (9.5 hours)
- Area IV: Theater War Exercise (38.5 hours)

Department of Contingency Wartime Planning (95.25 Hours)

This three-week course aims to increase the attendees' understanding of the interactions between all functional disciplines to effectively formulate plans through compliance with the established planning process.

MCADRE 002—Contingency Wartime Planning Course (95.25 hours). The course provides the US Air Force staff planners in all functional areas with an understanding of Defense Department planning relationships with a focus toward US Air Force planning from the joint deployment community perspective. Course attendees include military personnel ranging in rank from staff sergeant through lieutenant colonel and Department of the Air Force civilian employees in equivalent grades. The appropriate major commands select

attendees through the pipeline management system. Air University funds temporary duty and per diem for active duty US Air Force personnel.

The goal of the Contingency Wartime Planning Course (CWPC) is to provide a basic course for US Air Force wartime and contingency planners that will teach the relationship between national strategy formulation and the planning processes. The three-week course focuses on the *Defense Planning Guidance*; Joint Operation Planning System (JOPS); US Air Force war and mobilization plan (WMP); joint development system (JDS); time-phased force and deployment data; operations, mobility, base support, mobilization, and exercise planning; and war reserve materiel program. Students are continuously prepared for the CWPC curriculum through orientation and periodic wrap-ups. The curriculum is presented in five blocks: Players, Resources, Planning, Execution, and Analysis.

Orientation (18.25 hours). An introductory mobility briefing sets the stage for the course. Further orientation to seminar activities and daily curriculum review keep the student abreast of the material covered and ensure a firm foundation for learning the planning process. Periodic evaluations measure curriculum effectiveness and determine student eligibility for graduation.

Players (10 hours). After an introductory lesson in basic planning terms, the students survey the players involved in the planning process. Subjects covered are the US national strategy, national command authorities, Department of Defense, Joint Staff, Air Staff, unified and specified commands, and supported and supporting commands. The highlight of this area is instruction on the formulation of national policy and how players influence its derivation.

Resources (5 hours). Planning is a process of identifying resources and capabilities. Consequently, the students receive a brief overview of the resource acquisition and allocation processes. The joint strategic planning system (JSPS); US Air Force war and mobilization plan; and the Planning, Programming, and Budgeting System; along with *Defense Planning Guidance*, provide the student a sound appreciation for how this resource process impacts each functional planner.

Planning (52 hours). This area comprises the majority of the course. The five phases of the Deliberate Planning Process are introduced, with an emphasis on planning tools used to develop a plan. Such tools as time-phased force and deployment data, joint operation planning system, manpower and equipment force packing system, contingency operation/mobility planning and execution system, and the war reserve materiel program are examined. Mobilization and mobility planning are presented so students understand the utility of these programs to connect deliberate planning to the execution process. In a series of practical exercises that reinforce auditorium presentations and lessons, the students create an operation plan in the seminar. Emphasis is on the plan format and the time-phased force and deployment data construction using the joint operation planning system procedures and functional planning guidance outlined in AFR 28-3, *USAF Operation Planning Process*. The students role-play in three distinct areas: as the Air Force component command of a unified command, the planning staffs of supporting major commands, and base-level

planners. This reinforces the need for functional coordination throughout the planning community during development of plans.

Execution (6 hours). In this segment of the course, the crisis-action procedures are covered in detail and the students role-play in an exercise using this process.

Analysis (4 hours). This is the final block of instruction the planners are presented. The students learn the importance of the US Air Force support force-sizing exercise, base-level assessment, wartime manpower planning exercise, and the US Air Force exercise program. This planning analysis leads back to our starting block: how players support national strategy.

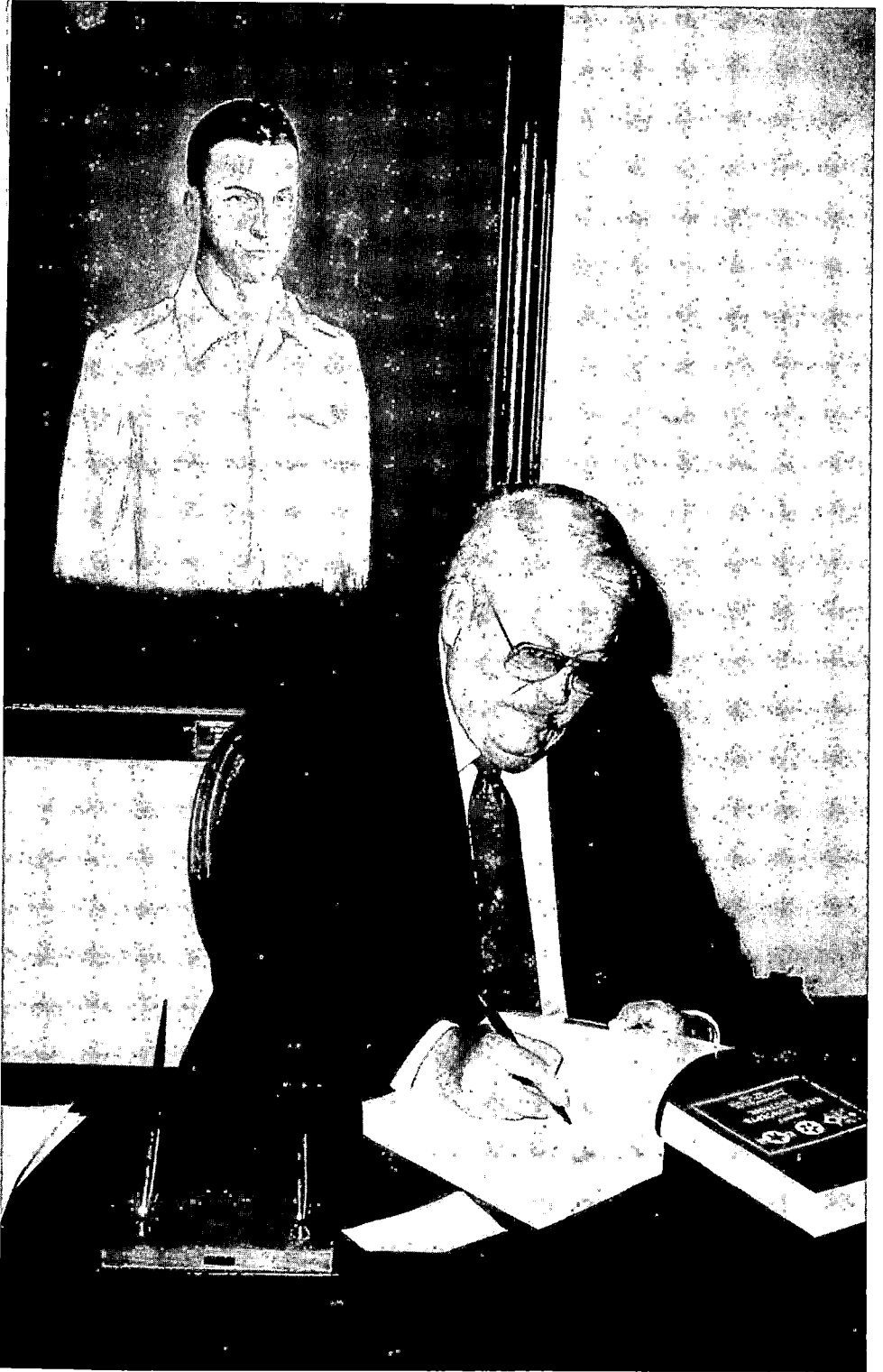
Curriculum Summary

	Academic Hours
Department of Combined Air Warfare	205
MAWC 500—Combined Air Warfare Course	130.5
MAWC 501—Air National Guard/Air Force Reserve Combined Air Warfare Course	74.5
Department of Contingency Wartime Planning	95.25
MCADRE 002—Contingency Wartime Planning Course	95.25
TOTAL—Resident Program	300.25

Air University Press

The Air University Press was first established in 1953 as part of the Directorate of Education in the headquarters of the Air University. The press operated for seven years until it was disbanded in 1960 as part of a general reorganization of Air University. When the Center for Aerospace Doctrine, Research, and Education was created in 1983, the Air University Press was established as a directorate in the center. At the same time, the Academic Publications Division of the Extension Course Institute was transferred to the center and began to function as the newly re-created Air University Press. In 1984 a reorganization moved elements of the Airpower Research Institute to the press.

The Air University Press supports the research and writing missions of the Center for Aerospace Doctrine, Research, and Education and develops and prepares instructional materials for use by the professional military education schools of Air University, the Air Force Reserve Officer Training Corps, the Civil Air Patrol, and the Air Force Reserve. The press also serves as the central point of control for distributing the center’s publications and maintains accountability of Air University instructional materials such as the numbered-text series.



Research Publications Division

This division provides professional writing and editing support to the center's directorates and to other Air University agencies. Research and writing specialists work in a small-group setting as members of reading groups to give critical assistance to research fellows in developing their research plans, performing analyses, and writing studies on a wide range of air power issues; technical, politico-economic, and military trends; and topics related to military professionalism and officership. The specialists in the division review and edit the resulting studies, articles, monographs, or books and help the authors revise or rewrite as necessary to ensure their efforts are suitable for publication. The division also provides professional editing for the *Airpower Journal* in its English and foreign language versions. As the need arises members of this division may perform research and do original writing on topics relating to doctrine and concept development; participate in workshops, symposiums, and conferences; or write and edit special projects for the center or Air University.

Academic Publications Division

The professional text development specialists in this division provide instructional design, research, writing, and editorial services to support the Air University's resident and nonresident education programs. These agencies include the Air War College, the Air



Command and Staff College, the Squadron Officer School, the USAF Senior Noncommissioned Officer Academy, and the Air Force Reserve. These specialists review proposed instructional materials for changes or corrections and revise publications as needed or requested; they also may research specific topics and write entire textbooks. The text development specialists in the division develop supplemental materials to expand or enhance a given textbook. The division is responsible for writing, editing, monitoring stock levels, ordering reprints, and distributing all Air University-numbered texts—textbooks that are used by students in more than one school at the Air University. This division also maintains the copyright data base files for Air University.

Production Division

The Production Division plans, monitors, and directs the developing of manuscripts into published monographs, books, textbooks, articles, and the *Airpower Journal*. The Publications Design Branch offers creative assistance on the design, layout, graphics support, and use of photographs. The Editorial Branch ensures that publications meet prescribed standards of style, grammar, and format; are properly marked for the printer; and are accurately prepared for final printing. The Document Processing Branch provides word processing support for these publications and prepares camera-ready copy when appropriate. The division also initiates action to sell the center's publications through the Government Printing Office, prepares requests for Library of Congress catalog entries, and coordinates actions with the director of the Airpower Research Institute to obtain security and policy review clearance. In addition, the Production Division is responsible for distributing the final product, monitoring stock levels, ordering reprints when necessary, and answering individual requests.

Obtaining Publications

Organizations and individuals outside the US government may order books from the Superintendent of Documents, US Government Printing Office, Washington DC 20402. United States government agencies may order limited quantities of books and research reports by writing to AUCADRE/PTP, Bldg. 1400, Attn: Bob Hipps, Maxwell AFB AL 36112-5532. Research reports cleared for public release may be sent to organizations and individuals outside the US government.

IRA C. EAKER CENTER FOR PROFESSIONAL DEVELOPMENT

The Air University Center for Professional Development was activated on 1 August 1986. This organization was formed by merging the Leadership and Management Development Center and the Educational Development Center. In December 1987 it was redesignated the Ira C. Eaker Center for Professional Development (CPD) to recognize and honor General Eaker's significant contributions to the Air Force and to the continuing professional development of its members.

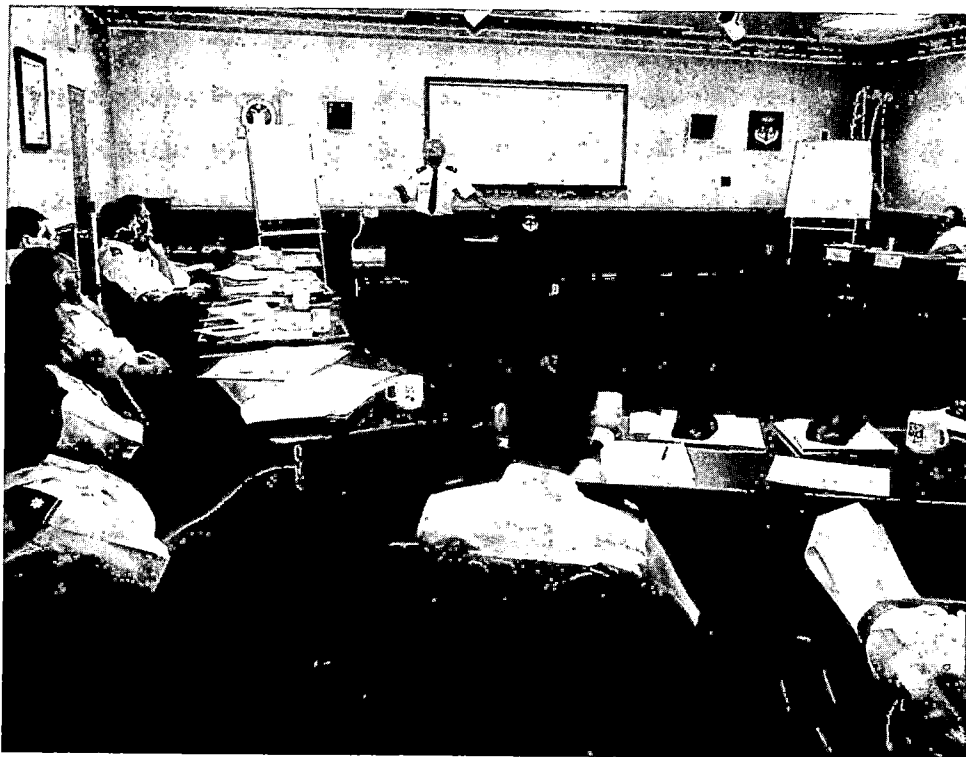
Mission. The mission of the center is to provide professional educational programs and resources, consultation services, and specialized research. The mission is accomplished through the combined efforts of eight schools, one permanent board, and two staff directorates.



Objectives. The overall objectives of the Ira C. Eaker Center for Professional Development are to

- provide the highest quality educational programs possible to as many students as possible;
- ensure CPD organizational structure provides autonomy while optimizing effectiveness and efficiency;
- enhance the selection, development, assignment, and image of CPD faculty personnel;
- provide the quantity, quality, and type of personnel to accomplish the mission;
- improve utilization and quality of CPD facilities; and
- incorporate technology and innovative methods to support the CPD mission.

Organization. The center is comprised of two directorates, that of an educational advisor and plans and programs; one permanent board, the USAF Chaplain Service Resource Board; and eight schools, Academic Instructor School, Air Force Judge Advocate General School, Air Force Professional Manpower and Personnel Management School, Commanders' Professional Development School, International Officer School, Department of Defense Professional Military Comptroller School, Technology Management School, and USAF Chaplain School. In addition, CPD administers one course, the Unit Historian Development Course.



Academic Credit Recommendation

The center is affiliated with the Community College of the Air Force (CCAF). Through this relationship, CPD is, for accreditation and degree purposes, a CCAF educational associate. CPD course offerings for enlisted personnel may result in the award of academic credit; students apply for credit through the CCAF registrar. Enlisted students may earn CCAF credits through the Air Force Personnel and Manpower Management School, Academic Instructor School, USAF Chaplain School, and Air Force Judge Advocate General School.

Academic Instructor School

The Academic Instructor School (AIS) is the teachers college for the Air Force. Widely acclaimed by civilian and military educators, AIS is known throughout the Department of Defense for its role in satisfying the requirements of the US Air Force for trained instructors and for its unique contributions to the field of education. The school began operations in 1948 at Craig AFB, Alabama, as part of the Special Staff School. In 1950 it moved to Maxwell AFB, Alabama, and has been in continuous operation ever since. Nearly 35,000 instructors have completed AIS in-residence.

Mission. The mission of the Academic Instructor School is to prepare selected Air Force, DOD, government agency, international officer, and other specified personnel to perform academic instructional duties in a variety of professional military education, professional continuing education, and graduate education settings; and to conduct educational research, provide on-site consultation, and teach computer applications in education.

Objectives. The primary goal of the Academic Instructor School is to provide Air Force and selected DOD instructors with student-centered learning experiences through supervised practice of several carefully defined methods of instruction which aid students in

- applying basic principles of learning to specific learning situations;
- planning meaningful instruction;
- using sound teaching methods;
- communicating effectively;
- evaluating the achievement of learning objectives; and
- developing attitudes appropriate for Air Force and DOD instructional situations.

Initiatives Summary. The Academic Instructor School has implemented several initiatives for improvement based on graduate surveys, student critiques, and advances in computer technology. They are

- ensuring that instructional models and components are consistent with the developmental nature of learning,

- teaching students how to design instruction to achieve effective learning outcomes,
- researching and determining sound applications of computers and technology in education,
- differentiating instructional design from methodology, and
- implementing more formative (vice summative) evaluation opportunities throughout the course.

Organization. The Academic Instructor School is comprised of a commandant's office and four divisions—Operations and Support, Teaching Skills, Evaluation, and Curriculum and Plans.

Operations and Support Division. This division is responsible for performing all AIS course director functions. It manages the AIS budget and provides administrative support for AIS students and staff. It also maintains close liaison with the training management system and monitors the allocation of AIS class quotas. Additionally, the division manages all AIS facilities, provides all audiovisual support for the school, including procurement and maintenance of equipment, and manages the Teaching Resource Center and audiovisual laboratory.

Teaching Skills Division. This division is responsible for the AIS communication skills, foundations, and teaching methods functions. This division provides specialized instruction



in communication techniques, teaching methods, and educational foundations through lectures, seminars, laboratories, and workshops. The division also assists other AU schools and military and civilian government agencies.

Evaluation Division. This division is responsible for the AIS computer applications, educational research, and student evaluation programs and instruction. It coordinates educational research studies and analysis within AIS and with outside agencies. It also provides specialized instruction in evaluation techniques and analysis through lectures, seminars, laboratories, and workshops. This division develops, coordinates, and conducts the AIS curriculum critique program to include distribution and analysis of internal and external survey instruments. Additionally, the division performs computer-assisted instruction functions through laboratories and workshops which focus on the use of educational technology in an educational environment.

Curriculum and Plans Division. This division is responsible for the development of AIS curriculum. It manages AIS faculty development programs, is responsible for AFM 50-62, *Handbook for Air Force Instructors*, and develops the long-range plan for the school. Additionally, this division plans, develops, and coordinates all schedules for AIS classes, manages the AIS workshop and consultation program, and is responsible for Instructional Systems Development (ISD) activities and instruction within the school.

Curriculum

Academic Instructor School curriculum is based on a developmental theory of learning, focusing primarily on the use of developmental cognitive and affective taxonomies in planning, delivering, and evaluating instruction. Major emphasis is placed on the development of instructional competencies; however, significant time is spent exploring student characteristics, learning styles, educational theory, attitudinal development, and facilitation of higher-order thinking.

Duration and Quota. The Academic Instructor School conducts six regular classes per year and has a quota of approximately 90 students per class. Each class lasts five weeks and two days. Specific class dates and attendance authorizations are announced through the training management system. The school meets special requirements by offering tailored versions of various lengths with appropriate changes in curriculum emphasis and instructional format. Examples of specialized users include graduate faculties of the Air Force Institute of Technology, the Air Force Reserve Officer Training Corps (including a special course for Professors of Aerospace Studies), the Air Command and Staff College, and the Air War College.

Prerequisites and Selection. Selection for AIS attendance is managed by Air Force MAJCOMs, other DOD users, and Government Agency School administrators using the criteria outlined in AFR 50-5, *USAF Formal Schools (Policy, Responsibilities, General*

Procedures, and Course Announcements). Additionally, international officers are selected to attend by their country of origin in coordination with the International Officer School.

Courses. MEDC-001, the regular Academic Instructor Course, is five weeks, two days long and currently consists of 216 instructional hours. A summary of regular Academic Instructor School curriculum (which can vary in emphasis depending on class composition) follows.

AI-200—Educational Foundations (32-38 hours). Students develop a broader understanding of teaching as a profession. Each student develops attitudes and conceptual thinking skills appropriate to an instructor; differentiates among educational theories that influence specification of objectives and the selection of appropriate teaching approaches in the Air Force; develops the counseling, group dynamics, and human relations skills that are required in an effective learning environment; and develops a broader understanding of how to guide adult learning through many instructional activities.

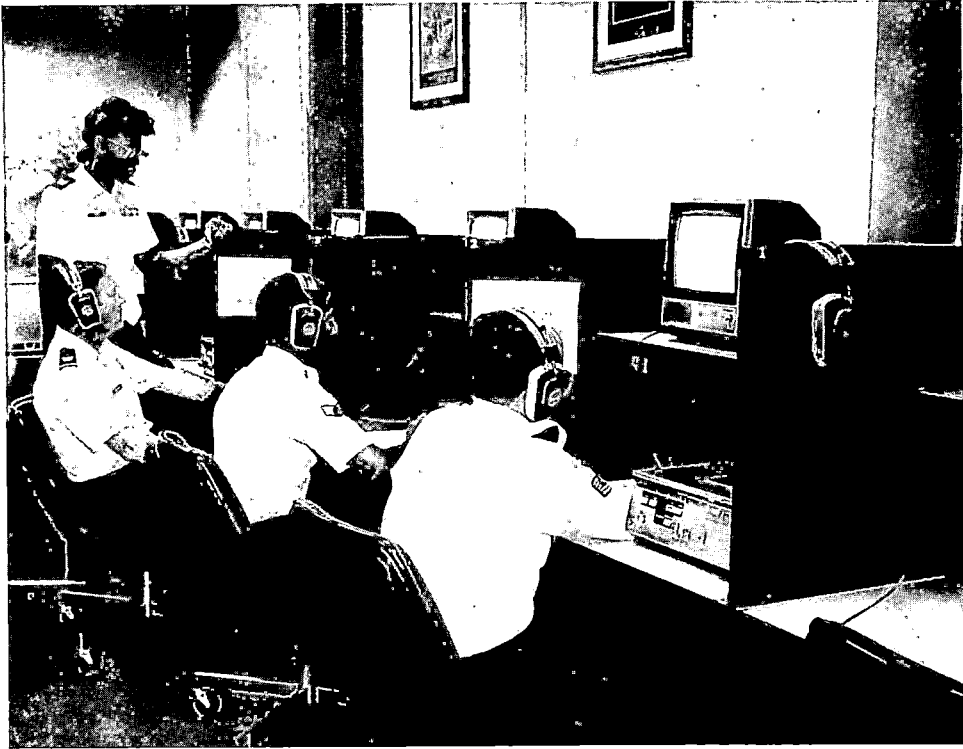
AI-300—Communications Skills (17-21 hours). The communication skills that are the fundamental tools of the teacher are stressed. Emphasis is placed on content factors such as organization, support material, and types of speaking. The relationships between communicative ability and learning processes are developed. The student is introduced to specific skills—both speaking and listening—which are involved in communicating ideas in a learning situation. Through practical exercises, each student demonstrates effective communicative ability and identifies significant relationships between communicative skills and the teaching-learning process.

AI-400—Methodology (72-74 hours). Students gain experience with many methods of instruction that demonstrate various degrees of instructor- and student-centered activity. Each student selects the teaching methods appropriate for various learning objectives, organizes materials, prepares useful written plans, and teaches to reach the stated objective.

AI-500—Media (1-2 hours). Students use and see demonstrated instructional television, audiovisual aids, and other materials available in the learning center. Each student identifies school and lesson objectives that can be better achieved through the use of available media technology and applies these techniques in the classroom.

AI-600—Evaluation (39-41 hours). Students learn basic principles and techniques of educational evaluation and their application. Each student receives actual experience in applying performance rating, test construction and analysis, and grading methods. The students construct, use, and analyze appropriate evaluation instruments and make valid educational decisions based on the results.

AI-700—Instructional Design (25-32 hours). Students learn the Instructional Systems Development (ISD) process and the domains of learning. Each student plans and delivers



instruction using instructional objectives developed from the cognitive and affective domains.

AI-800—Technology (2-12 hours). Reserved for future use.

AI-900—Laboratories (10 hours). Students are required to take one 10-hour laboratory of their choice. Laboratories are offered in several subjects and skill areas, including observation skills, basic counseling, applied human relations, creative thinking for the instructor, critiquing of speaking, critiquing of writing, curriculum development, developmental speaking, group behavior, instructional aids, learning center technology, test construction, test analysis, ISD, educational television production, basic microcomputer literacy, computer-assisted curriculum authoring systems, computer graphics production, and stress management.

Other Curriculum. The Academic Instructor School offers four special short courses in addition to the regular course. Emphasis is placed on developing attitudes appropriate for Air Force PME instructors, 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.

MEDC-005—Air Force Reserve Officer Training Corps Detachment Commander Course. This three-week course is designed for officers selected as Air Force Reserve Officer Training Corps detachment commanders. It focuses primarily on concepts and principles involved in the management of instruction; however, some attention is given to instructional delivery. The course is taught twice during the summer months.

MEDC-006—Air Force Institute of Technology Academic Instructor Course. This three-week course prepares newly assigned faculty of the Air Force Institute of Technology to instruct within the resident graduate or professional continuing education programs. It is a tailored, fast-paced course that requires extensive reading and preparation, moderate research, and practice teaching. Major topics of instruction include learning theory, communications, teaching methods, and evaluation. Methods taught are formal and informal lecture, guided discussion, case study, demonstration performance, and simulation. The course provides maximum participation in learning. The majority of class time is devoted to small-group activity. Students plan and present teaching lessons using several teaching methods, develop rating scales, write valid test items, and develop a curriculum. Each student must demonstrate effectiveness in planning and presenting teaching lessons and satisfactorily complete the curriculum development project.

MEDC-007—Air Command and Staff College Academic Instructor Course. This four-week course prepares selected graduates of the Air Command and Staff College as faculty instructors for the college through a comprehensive, fast-paced curriculum of extensive reading and preparation, moderate research, and practice teaching. Major areas of study are learning theory, teaching methods, critiquing of student writing and briefing, and evaluation. Methods usually taught are the formal and informal lecture, guided discussion, teaching interview, and case study. The course provides maximum participation in learning. The majority of class time is devoted to small-group activity. Students plan and present teaching lessons, develop rating scales and test items, and participate in specialized laboratories to meet individual needs. Each student must demonstrate an understanding of the content areas and effectiveness in planning and presenting teaching lessons. Students are urged to get guidance from the Air Command and Staff College faculty in preparing the required teaching lessons and evaluation instruments to complete the test-analysis exercises. The course is open to those officers who have been selected for faculty duty by the Air Command and Staff College.

MEDC-008—Air War College Academic Instructor Course. This two-week course prepares selected faculty to instruct in the Air War College through a tailored, fast-paced curriculum of extensive reading and preparation, moderate research, and some practice teaching. Major areas of instruction include teaching methods, critiquing of student writing, and seminar facilitation. The methods usually taught are the formal and informal lecture, guided discussion, and case study. The course is organized to provide for maximum participation in learning. The majority of class time is devoted to small-group activity. Students plan and present teaching lessons and participate in specialized laboratories to meet Air War College needs. Students must have been selected for faculty duty by Air War College.

Curriculum Summary

The ratio of lecture to seminar activities is approximately 20 percent lecture; 80 percent seminar. The divisions divide responsibility for curriculum development, but teaching the entire seminar portion of the curriculum is a requirement for all assigned faculty personnel.

	Academic Hours
AI-200—Educational Foundations	32–38
AI-300—Communication Skills	17–21
AI-400—Methodology	72–74
AI-500—Media	1–2
AI-600—Evaluation	39–41
AI-700—Instructional Design	25–32
AI-800—Technology	2–12
AI-900—Laboratories	10
TOTAL	188–230

Other Curriculum Activities. The curriculum used in each of the special short courses (MEDC 005, 006, 007, and 008) is selected from the curriculum hours identified above and tailored for each specific user’s needs.

Academic Credit Recommendation

The Center for Adult Learning and Educational Credentials of the American Council on Education recommends 14 semester hours of undergraduate credit for MEDC 001, the full-length resident Academic Instructor Course. Students desiring credit should request that the Registrar, Extension Course Institute, Gunter AFB AL 36118-5643, send a transcript of their work to the director of admissions of the college where they are enrolled.

The Southern Association of Colleges and Schools granted accreditation to the Academic Instructor School, through affiliation with the Community College of the Air Force, in December 1986. Graduates who enroll in the Community College of the Air Force automatically receive 11 hours of credit on their transcripts; all graduates may receive transcripts reflecting the credit hours.

Air Force Judge Advocate General School

The Air Force Judge Advocate General (AFJAG) School was established in 1950 at Maxwell AFB, Alabama. The school went through an inactive period in the 1960s before

becoming part of the Institute of Professional Development, predecessor of the Ira C. Eaker Center for Professional Development (CPD), in 1969. The initial charter of the AFJAG School was to provide basic instruction to new Air Force judge advocates. That charter has expanded substantially as the school now conducts many advanced and specialized courses. The AFJAG School currently teaches 15 different resident courses, in 24 offerings, in fulfillment of its mission.

The annual student body of over 1,400 consists of a selected group of active duty, reserve, and Air National Guard judge advocates, senior noncommissioned officers in the paralegal career field, civilian attorneys assigned specialty and claims duties, and paralegal and civilian technicians assigned claims duties.

The AFJAG School faculty also provides instruction on legal subjects to students attending Air War College, Air Command and Staff College, Squadron Officer School, USAF Senior Noncommissioned Officer Academy, other CPD schools, and other Air University courses and schools.

Additional educational functions performed by the AFJAG School include conducting a nonresident continuing legal education (CLE) program for Air Force attorneys, publishing the semiannual *The Air Force Law Review*, publishing a quarterly Air Force legal magazine *The Reporter*, and managing the Air Force's Preventive Law Clearinghouse Program.

Mission. The basic mission of the Air Force Judge Advocate General School is to educate judge advocates and paralegals in the unique and complex areas of military legal practice.

Objectives. The primary objective of the Air Force Judge Advocate General School is to conduct formal and continuing legal education that contributes to the professional development of judge advocates and paralegals. Courses of study, as applicable, broaden and refine the understanding of students to deal with the complexities of military legal practice. Graduates have the ability to analyze and articulate

- a foundation in military law and basic advocacy skills;
- management and leadership skills necessary to supervise a base legal office;
- procedures for handling expert witnesses, forensic evidence, complex evidentiary issues, and demonstrative evidence;
- the principles of civilian personnel management and litigation;
- the principles and procedures of federal and state environmental law;
- the principles of international military operations, both in times of peace and war;
- the intricacies of claims and tort litigation;
- basic information on federal tax laws, estate planning, and tax implications of the Soldiers' and Sailors' Civil Relief Act;
- the principles of law office management; and
- technical issues encountered in dealing with the systems acquisition process.

Initiatives Summary. The Air Force Judge Advocate General School has adopted several initiatives based on research studies, technological innovations, and other creative curriculum developments to enhance the ability of graduates to perform their professional duties. These initiatives include integrating more hands-on practical exercises into each

course, integrating computerized legal research and The Judge Advocate General's Department data-based management training into all courses, enhancing nonresident education programs to include abbreviated filming in VHS format of specialized residence courses, and adding both specialized and updated courses to meet the increasing needs of continuing legal education and new Air Force programs.

A further key initiative of the AFJAG School is to increase the scope of their mission and transition into a Judge Advocate General's Department Center for Education, Research, Plans, and Information. To this end, a military construction project to house this center on Maxwell AFB is currently in the design phase.

Organization. The Air Force Judge Advocate General School is comprised of a commandant's section, three divisions (Military Justice, Civil Law, and Executive Support) and a continuing legal education administrator.

Resident Curriculum

The academic environment of the AFJAG School encourages free expression of ideas and an opportunity for independent and analytical thinking. The curriculum of the AFJAG School fosters advanced learning in the areas of advocacy, litigation support, and management, so that judge advocates and paralegals can ensure that top quality legal service and advice is provided to Air Force commanders, staff agencies, and personnel.

MAFJAG600—Judge Advocate Staff Officer Course (348.5 hours). This course provides new Air Force judge advocates with essential, basic, comprehensive instruction in military legal practice. The course is divided into three curriculum areas: military justice, civil law, and the judge advocate as a member of the Air Force. The military justice area includes instruction in both nonjudicial and judicial punishment procedures, practical exercises demonstrating trial tactics, and two litigated moot courts. The civil law area includes instruction in law of armed conflict, claims, family law, tax law, labor law, contract law, administrative discharge practice, quality force management, contemporary base problems, environmental law, and Freedom of Information and Privacy Acts. The Air Force area includes briefings by the judge advocate on general Air Force and Judge Advocate General's Department subjects, along with a student field trip to Washington, D.C.

Duration and Quota. The Judge Advocate Staff Officer Course is an eight-week course and is offered three times each year with a quota of 50 students per class.

Prerequisites and Selection. Students are Air Force officers (including Air Force Reserve and Air National Guard) who are entering the judge advocate career field. Course graduates are assigned as assistant staff judge advocates at legal offices. Selection is made by The Judge Advocate General, US Air Force.

Curriculum Summary

	Academic Hours
Area I: Military Justice	123.5
Area II: Civil Law	138
Area III: The Judge Advocate as a Member of the Air Force	45
Student Electives	42
TOTAL	348.5

MAFJAG610—Staff Judge Advocate Course (78 hours). This course includes both a refresher and update in military law subjects and a study of Air Force leadership and management principles. The course is designed to assist students in transitioning into the position of staff judge advocate—the senior legal advisor to a commander. The course’s curriculum is divided into four areas: military justice; civil law; electives; and command, staff, and leadership. The military justice area includes blocks of instruction covering significant recent developments in both law and procedures relating to nonjudicial and judicial punishment, search and seizure, urinalysis, and substance abuse offenses. The civil law area focuses on nonappropriated fund instrumentalities, developments in contract law, trends in litigation against the United States, environmental law issues, and an analysis of labor law problems. Electives include computerized data processing and legal research and are taught using “hands-on” approach. The command, staff, and leadership area focuses on how best to analyze issues and solve problems.

Duration and Quota. The Staff Judge Advocate Course is a two-week course offered once a year with a quota of 55 students.

Prerequisites and Selection. Students are Air Force judge advocates who are, or have been selected to become, staff judge advocates. Course graduates will normally be serving as staff judge advocates immediately after their graduation. Selection is made by The Judge Advocate General, US Air Force.

Curriculum Summary

	Academic Hours
Area I: Military Justice	8.5
Area II: Civil Law	9.5
Area III: Electives	14
Area IV: Command, Staff, and Leadership	38
Student Electives	8
TOTAL	78.0

MAFJAG620—Reserve Forces Judge Advocate Course (40 hours). The course provides Air Force Reserve and Air National Guard judge advocates with up-to-date information on recent developments in military law to ensure their ability to function effectively both in their normal reserve duties and in the event of mobilization. The course is divided into three areas: military justice, civil law, and reserve affairs. The military justice portion of the course consists of updates in military justice procedures, rules covering the court-martial of reservists, confessions and admissions, and substance abuse issues. The civil law area highlights a broad range of issues covering virtually all areas that judge advocates encounter. In the reserve affairs portion of the course, the focus shifts to recent developments in the total-force concept and career development.

Duration and Quota. The Reserve Forces Judge Advocate Course is a one-week class offered four times annually with a quota of 85 students in each class.

Prerequisites and Selection. Students are officers serving as judge advocates in the Air Force Reserve and Air National Guard. Attendance at this course is required at least once every four years. Selection is made by The Judge Advocate General, US Air Force.

Curriculum Summary

	Academic Hours
Area I: Military Justice	10
Area II: Civil Law	19
Area III: Reserve Affairs	3.5
Student Electives	7.5
TOTAL	40.0

MAFJAG630—Military Judges’ Seminar (40 hours). This interservice course is the primary means of ensuring that military judges are kept up to date with recent developments, not only in military criminal law, but also with the most effective techniques of judicial management. The course is organized into two curriculum areas: substantive and evidentiary matters, and professional development. The first area delves into hearsay, search and seizure, and confessions. The second area explores the military and national judicial system, including appellate courts and civilian courts.

Duration and Quota. The course is a one-week class offered once annually with a quota of 65 students who are Air Force, Navy, Marine Corps, Army, and Coast Guard judges.

Prerequisites and Selection. Students are judge advocates who are serving as military judges. Selection is made by The Judge Advocates General of each service component.

Curriculum Summary

	Academic Hours
Area I: Substantive and Evidentiary Matters	18
Area II: Professional Development	11
Student Electives	11
TOTAL	40

MAFJAG640—Law Office Managers’ Course (80 hours). This course provides base legal office managers with information on recent developments that have an impact on their role as manager of the legal services function of a legal office. The course is divided into four curricula portions: military justice, civil law, personnel and office management, and computer technology. The military justice portion of the course offers a judicial update, coupled with a preliminary review of evidence required to initiate action under the Uniform Code of Military Justice. The second portion of the course highlights quality force management, administrative discharges, and contemporary base problems. The third curricula area explores the “nuts and bolts” of managing personnel and resources. The last area involves effective utilization of computers in the law office including hands-on exposure to various applications.

Duration and Quota. This two-week course is conducted once a year with a class size of 59 students.

Prerequisites and Selection. Selection is made by The Judge Advocate General, US Air Force, from Air Force noncommissioned officers who are or have been selected to serve as noncommissioned officers in charge of wing- or base-level legal offices. Graduates of this course will normally be performing such duties immediately after graduation.

Curriculum Summary

	Academic Hours
Area I: Military Justice	10
Area II: Civil Law	5
Area III: Personnel and Office Management	44
Area IV: Computer Technology	10
Student Electives	11
TOTAL	80

Academic Credit

Through the Center for Professional Development’s affiliation with the Community College of the Air Force, the Law Office Managers’ Course is approved for four semester

hours of credit. Graduates may apply for credit through the Registrar, Community College of the Air Force, Maxwell AFB AL 36112-6655. For further information, see the Community College of the Air Force catalog.

MAFJAG650—Claims and Tort Litigation Course (80 hours). This course provides advanced instruction to supervisory personnel assigned claims and tort litigation responsibilities. The course is divided into six curricula areas: procedures, investigations, claims and tort litigation against the government, claims and tort litigation in favor of the government, claims office management, and computer applications. The first area of the course is designed to lay the foundation for processing all types of claims. The second area is a series of investigation exercises running the gamut from minor automobile accidents to major aircraft accidents and medical malpractice cases. The third area highlights anticlaims. The fourth area highlights pro-claims. The fifth area includes blocks of instruction on management, effective writing, leadership, motivation, and claimant relations. The last area covers the use of computers as management and research tools.

Duration and Quota. This two-week course is conducted twice annually: a two-week paralegal course with a quota of 51 students and a two-week attorney course with a quota of 71 students.

Prerequisites and Selection. Air Force officers and civilian attorneys or Air Force noncommissioned officers or civilian technicians engaged in first-line supervision of the claims and tort litigation function of a base-level staff judge advocate office may attend this course. Graduates of this course will perform duties as claims officers, assistant claims officers, or NCOIC of claims at either headquarters or base level. Selection is made by The Judge Advocate General, US Air Force.

Curriculum Summary

	Academic Hours	
	<i>Attorney Course</i>	<i>Paralegal Course</i>
Area I: General Claims and Tort Litigation Procedures	7	5
Area II: Investigations	4	11
Area III: Claims and Tort Litigation against the Government	25	19
Area IV: Claims and Tort Litigation in Favor of the Government	9	9
Area V: Claims Office Management	6.5	14
Area VI: Computer Applications	2	5
Student Electives	26.5	17
TOTAL	80	80

Academic Credit

Through the Center for Professional Development’s affiliation with the Community College of the Air Force, the Claims and Tort Litigation Course for noncommissioned officers is approved for eight semester hours of credit with the Community College of the Air Force. Graduates may apply for such credit through the Registrar, Community College of the Air Force, Maxwell AFB AL 36112-6655. For further information, see the Community College of the Air Force catalog.

MAFJAG660—Federal Employee Labor Law Course (40 hours). This course provides judge advocates and civilian attorneys with an understanding of the principles and concepts of civilian personnel management and litigation and the Air Force organization, procedures, and management philosophy to enhance their effectiveness in fulfilling their responsibilities in advising and representing Air Force management on civilian personnel matters. The course is organized into six curricula areas: principles of Federal Civilian Employment Law, litigation before the Merit Systems Protection Board, equal employment opportunity (EEO), labor-management relations, computer use in labor law, and practice and procedures in administrative proceedings. The first area includes instruction on the regulatory and procedural rules of government appointment in the civil service and related matters. The second area concerns protecting employee rights. The third area addresses the statutory and regulatory framework for equal employment opportunity in the Air Force. The fourth area emphasizes unfair labor practices, the obligation to bargain, the judge advocate’s role in the collective bargaining agreement, impasse resolution, and arbitration. The fifth area introduces research resources available through Federal Legal Information through Electronics (FLITE). The last area explains the tactical approaches that must be considered before an administrative hearing.

Duration and Quota. This one-week course is offered once a year with a quota of 72 students.

Prerequisites and Selection. The Judge Advocate General, US Air Force, selects judge advocates and civilian attorneys who are engaged in advising Air Force management and representing the Air Force in proceedings involving civilian personnel. Graduates of the course will perform as labor relations counsel and management representatives at the base, major command, or headquarters level.

Curriculum Summary

	Academic Hours
Area I: Principles of Federal Civilian Employment Law	2.5
Area II: Litigation before the Merit Systems Protection Board	7
Area III: EEO in the Federal Government	7
Area IV: Federal Sector Labor-Management Relations	9.5

	Academic Hours
Area V: Computer Use in Labor Law5
Area VI: Practice and Procedures in Administrative Proceedings	3
Student Electives	10.5
TOTAL	40

MAFJAG670—Environmental Law Course (40 hours). This course provides judge advocates and civilian attorneys with a broad understanding of the principles and concepts of federal and state environmental law. It enhances their effectiveness in advising and assisting Air Force commanders to avoid and resolve environmental law problems. The course is divided into three curricula areas: Air Force role in environmental law, environmental impact analysis, and substantive federal environmental law. The first area overviews the various persons and agencies that have a role in the environmental law process and explores the ways in which the Air Force interacts with local communities and federal, state, and local enforcement agencies in environmental matters. The second area addresses the National Environmental Policy Act and Air Force implementation of that act. The third area is devoted to the consideration of the most important federal substantive environmental statutes.

Duration and Quota. This one-week course is offered once a year with a quota of 60 students.

Prerequisites and Selection. Selection is made by The Judge Advocate General, US Air Force, from judge advocates and civilian attorneys who are involved at base, MAJCOM, and headquarters levels in resolving environmental problems.

Curriculum Summary

	Academic Hours
Area I: Air Force Role in Environmental Law	7.5
Area II: Environmental Impact Analysis	3
Area III: Substantive Federal Environmental Law	17.5
Student Electives	12
TOTAL	40

MAFJAG680—Trial and Defense Advocacy Course (40 hours). This course provides instruction in basic advocacy and courtroom skills to attorneys actively engaged in trial practice. The Trial and Defense Advocacy Course is organized into two curricula areas: advocacy and special courtroom issues. The advocacy area covers voir dire examination, opening statement, direct and cross-examination, closing argument, and sentencing argument. The second area includes instruction on pretrial preparation, demonstrative evidence, instructions, case theory, and litigation support systems.

Duration and Quota. This one-week course is offered four times a year with a quota of 32 students per class.

Prerequisites and Selection. The Judge Advocate General, US Air Force, makes selections from Air Force judge advocates who are active in the courtroom or advocacy arena.

Curriculum Summary

	Academic Hours
Area I: Advocacy	24
Area II: Special Courtroom Issues and Preparation	5
Student Electives	11
TOTAL	40

MAFJAG690—Advanced Trial Advocacy Course (40 hours). This course provides education in advanced advocacy skills. The course is divided into four curricula areas: professional development, the forensic sciences, trial techniques, and practical procedure exercises. The professional development portion discusses the role of the trial advocate in today’s military justice system. The forensic sciences portion explores how best to offer scientific evidence at trial. The trial techniques area looks at problems unique to the advanced trial arena and discusses trial techniques designed to handle them effectively. Students test their advocacy skills and expose their strengths and weaknesses as advocates in facing real experts as “witnesses” in the fourth curriculum area.

Duration and Quota. The one-week Advanced Trial Advocacy Course is offered annually with a quota of 34 students.

Prerequisites and Selection. Selection is made by The Judge Advocate General, US Air Force, from judge advocates who are serving or have been nominated to serve as Circuit Trial or Circuit Defense Counsel.

Curriculum Summary

	Academic Hours
Area I: Professional Development	1
Area II: Forensic Sciences	8
Area III: Trial Techniques	9
Area IV: Practical Procedure Exercises	16
Student Electives	6
TOTAL	40

MAFJAG700—International Operations Law Course (35 hours). This course provides an extensive, in-depth introduction to the myriad legal issues encountered during overseas operations. Focus is centered on identifying legal implications of a wide range of operations and applying legal principles to operational problems.

Duration and Quota. The International Operations Law Course is a one-week course offered once a year with a quota of 66 students per class.

Prerequisites and Selection. The Judge Advocate General, US Air Force, selects attendees from among judge advocates assigned overseas or to stateside units with deployment responsibilities, judge advocates and Air Force civilian attorneys assigned to international law positions, and Air National Guard and Reserve judge advocates who have international law or deployment responsibilities.

Curriculum Summary

	Academic Hours
Area I: International Operations Law	28.5
Student Electives	6.5
TOTAL	35

Nonresident Curriculum

Providing Continuing Legal Education (CLE) for The Judge Advocate General’s Department is the responsibility of the Air Force Judge Advocate General (AFJAG) School. The goal of the Air Force’s CLE program is to provide judge advocates and paralegals with advanced education and training that will enable them more effectively to provide their clients with quality legal services. The AFJAG School also obtains approval from state bars who require mandatory CLE to allow many of these courses to count toward mandatory CLE requirements.

The AFJAG School currently has the following nonresident courses available for CLE credit. (Note that the specific number of credit hours allowed for each course sometimes varies with each state. The AFJAG School CLE Administrator [CPD/JAC, Maxwell AFB AL 36112-5712, AUTOVON 875-2802] should be contacted to determine how many hours each state allows and also to order any of the courses.)

24C-2-A—Estate Planning (6 hours CLE). Prepared by Majors Charles Hasskamp and Conrad VonWald while serving in the Department of Law at the United States Air Force Academy. This program includes four hours of readings, two and one-half hours of videotape, and three and one-half seminar hours. It explores estate planning and probate matters in detail, with sound practical advice for legal assistance attorneys. Written materials include a comprehensive outline, complete with sample will clauses and trust forms.

24C-2-B—The Government Lawyer and Professional Responsibility (3 hours CLE). This course consists of three hours of readings, one hour of videotape, and two seminar hours. The program reviews various ethical considerations of particular importance to trial advocates. It explores a number of situations and examines the many factors that bear upon a difficult decision. A variety of hypotheticals are employed to illustrate various ethical principles. Majors Bill Lamb and Conrad Baldwin, formerly of the Defense Services Division, Headquarters USAF, are the instructors.

24C-2-C—International Law—The Conduct of Armed Conflict and Air Operations (4 hours CLE). The course includes eight hours of readings, a one-hour videotape, and three seminar hours. The videotape was prepared for Air Command and Staff College and features Col Larry Shockley, Staff Judge Advocate, Seventeenth Air Force. It analyzes the law of armed conflict as established by international principles, agreements, and customs, focusing primarily on air warfare. The program furnishes an overview of the history and sources of the laws of war, notes the rules of government air warfare, describes protective measures allowed under the law, and discusses criminal responsibility in combat. It also examines the use of special weapons in recent conflicts.

24C-2-D—Federal Income Tax Law (5 hours CLE). This course consists of six hours of readings, a two-hour videotape, and three seminar hours. It highlights recent changes in the tax laws that affect military members, including the Tax Reform Act of 1986. It is designed to help legal assistance practitioners stay up to date in this complex and changing area. Maj Stephen D. Smith, a reserve judge advocate with an extensive civilian tax practice, is the instructor.

24C-2-E—Supreme Court Trends in Criminal Law (4 hours CLE). In three hours of independent readings, a two-hour videotape, and a two-hour seminar, this course surveys recent decisions of the United States Supreme Court. It focuses on significant cases involving the Bill of Rights. It is an excellent update for the general practitioner. The videotape features reserve Maj John Southard, who teaches at the University of Louisville.

24C-2-F—Environmental Law (10 hours CLE). The Environmental Law program includes 10 hours of readings, a one-hour videotape, and nine hours of seminar. In the videotape, Lt Col Laurent R. Hourclé of Headquarters USAF/JACE, highlights major federal laws, executive orders, and agency directives dealing with the environment. The course provides a broad view of the underlying problems and policy considerations encountered when working with environmental issues at the base level.

24C-2-G—Government Contract Law (10 hours CLE). This program consists of 10 hours of readings, a three-hour videotape, and seven hours of seminar. It is aimed at the attorney who has little experience or training in the federal acquisition process. The course provides a broad overview of the contract issues that are commonly encountered at base-level offices. The written materials cover specific issues in some depth, including bid mistakes and Freedom of Information problems. The seminar hours are intended to provide a forum for discussion and clarification. Maj Terry Moran of the Air Force Contract Law Center's Acquisition Division is the videotape lecturer.

Videotapes

While not certified for formal CLE credit, the following is a partial listing of the videotapes which are available from the AFJAG School. They were prepared to provide attorneys who are unable to attend resident courses with the opportunity to view highlights of AFJAG School presentations. (They may be ordered through the AFJAG School CLE administrator.)

Language in the Courtroom (1 hour Enrichment). This presentation was made at the resident Advanced Trial Advocacy Course by Dr Morleen Rouse. Dr Rouse is nationally renowned for her expertise in verbal and nonverbal communication skills. She is a professor of broadcasting and communications at the University of Cincinnati, who also teaches at the University of Michigan School of Law, Notre Dame Law School, and at the National Institute for Trial Advocacy (NITA). Her talk is a fast-paced and interesting view on the importance of often overlooked communication factors in the courtroom.

Expert Witness (8 hours Enrichment). This series consists of presentations made to the resident Advanced Trial and Advocacy Course. The presentations include lectures by a forensic psychiatrist, a forensic pathologist, a forensic serologist, and a questioned documents examiner. The series is designed to help the trial practitioner use his own experts effectively and attack his opponent's experts.

Polygraph Use in Courts-Martial: Pros and Cons (3 hours Enrichment). In a discussion moderated by Judge Walter Cox of the United States Court of Military Appeals, two nationally recognized experts on the subject of polygraphs debate whether these tests should be admitted as evidence in trials by court-martial. The discussion was a highlight of the 1988 Military Judges' Seminar. The principals in the debate are University of Minnesota Professor David Lyken and nationally noted trial attorney F. Lee Bailey.

Polygraph Examinations (2 hours Enrichment). Special Agent Joseph Walker of the Air Force Office of Special Investigations discusses the factors and demonstrates the principles that lead to effective use of the polygraph as an investigative tool. Agent Walker made his presentation to the resident 1988 Military Judges' Seminar.

Trial Advocacy (8 hours Enrichment). This program is designed to provide new advocates with an opportunity to hone their skills. It covers all aspects of litigation, from case preparation to final argument. It uses both lecture and demonstration formats and is an excellent resource for younger litigators.

Advanced Advocacy (3 hours Enrichment). This videotape focuses on effective trial demeanor, concentrating on the art of voir dire and opening/closing arguments. It is designed to help experienced advocates polish their courtroom presentation.

Litigating Insanity (3 hours Enrichment). Maj Carol DiBattiste, formerly of the AFJAG School faculty, provides trial lawyers with a working knowledge of the defense of lack of

mental responsibility and issues involving the capacity to stand trial. This presentation also reviews lay and expert testimony at trial.

Post Trial and Appellate Process (2 hours Enrichment). F. Lee Bailey and Chief Judge Robinson O. Everett of the Court of Military Appeals provide both the new and experienced judge advocate with an insight into the various factors that impact the posttrial review process.

Sentencing (.5 hour Enrichment). Designed for novice practitioners, this videotape emphasizes the practical difficulties encountered in the military justice sentencing procedure. It provides an excellent review of substantive legal issues in sentencing. It features Maj Rick Sarver, Chief Circuit Trial Counsel, Third Circuit.

Environmental Law Negotiations (1.5 hours Enrichment). This videotape introduces the practitioner to the skills and strategies involved when negotiating with various environmental regulatory agencies. It emphasizes the key elements in planning for negotiation sessions with federal, state, or local regulators, and analyzes the dynamics of the negotiation process. Lt Col Laurent R. Hourclé of Headquarters USAF/JACE and Maj Dave Hoard of Headquarters AFLC/JA are the instructors.

Academic Credit Recommendation

The AFJAG School offers two types of CLE: credit and enrichment. CLE credit consists of those programs counting toward state minimum CLE requirements. The AFJAG School obtains state approval for three categories of CLE credit: (1) resident courses taught at the AFJAG School; (2) nonresident video courses prepared by the AFJAG School and distributed on request; and, (3) conferences, workshops, and seminars conducted by various offices in The Judge Advocate General's Department. The nonresident video courses consist of reading materials (syllabus), a videotape presentation, and seminar questions. This format is designed to take advantage of local expertise by using those individuals as discussion leaders. Credit can be obtained for conferences, workshops, and seminars on a case-by-case basis. Although the AFJAG School does serve as a liaison with state bars in obtaining approval for CLE credit programs, the main goal remains that of providing meaningful legal education to judge advocates who need an update in a certain area, or are moving to a new position and are unable to attend the appropriate resident course. With this goal in mind, the AFJAG School offers enrichment programs that do not include any written materials. These offerings are designed to provide a wide variety of information, from "nuts and bolts" for the practitioner to advanced discussions on recent legal issues. The nucleus of these noncredit enrichment programs is a collection of lectures from various resident specialized courses.

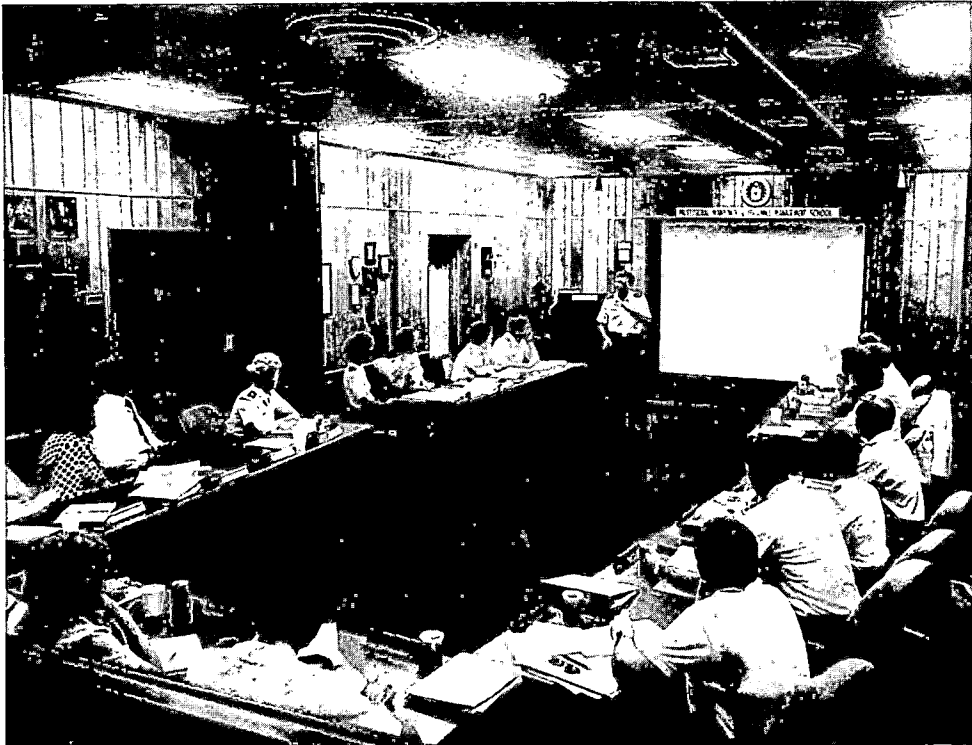
Through this dual system of credit and enrichment CLE programs, the AFJAG School is committed to providing The Judge Advocate General's Department with advanced legal education that responds to the department's training and educational needs to ensure that judge advocates have the tools to do their jobs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

For formal nonresident CLE credit, the senior installation staff judge advocate certifies course completion in writing to the AFJAG School CLE administrator and the administrator then certifies course completion with the appropriate state.

Air Force Professional Manpower and Personnel Management School

The Air Force Professional Manpower and Personnel Management School (AFPMPMS) was established at Maxwell AFB, Alabama, in 1965 as the Air Force Professional Personnel Management School. The school began with one course, the Professional Personnel Management Course. In July 1977 the school grew from one to two divisions (military and civilian) with the absorption of the Civilian Personnel School at Gunter AFB, Alabama. The Civilian Personnel School was originally established in 1948 at Kelly AFB, Texas, and moved to its present location at Gunter AFB in 1968.

In 1979 the Professional Management School added a third division, the NCO Leadership and Management Education Division, whose role is to provide NCO PME education support for base-level NCO PME programs. This is accomplished primarily by training future instructors and developing the lesson materials for base-level programs Air Force-wide.



In July 1983 the name was changed from the Air Force Professional Personnel Management School to the Air Force Professional Manpower and Personnel Management School to reflect more closely the merger and close association of Manpower and Personnel at Headquarters USAF, the Air Force Military Personnel Center, and major air commands.

Finally, in 1988, the Air Force Family Matters Division was added to educate Family Support Center directors and deputy directors. The school currently has 21 resident courses that are offered more than 30 times each year and five nonresident courses.

Mission. The mission of the Air Force Professional Manpower and Personnel Management School is to enhance the technical and professional competence of Air Force manpower and personnel managers, Noncommissioned Officer Preparatory Course instructors, Family Support Center directors and deputy directors, and civilian personnel specialists.

Objectives. The major goal of the Air Force Professional Manpower and Personnel Management School is to conduct top-quality education programs that contribute to the professional development and technical competence of Air Force manpower and personnel managers, NCO Preparatory Course instructors, Family Support Center directors and deputy directors, and civilian personnel specialists. The school's four divisions accomplish this goal.

The Military Personnel Management Division develops, conducts, and evaluates curricula associated with the Professional Manpower and Personnel Management Course; the Mission Support Squadron Commander Course; the Management Engineering Team Commanders Course; and the Reserve/Air National Guard Professional Personnel Management Course for selected field grade US Air Force personnel managers, military and civilian.

The Civilian Personnel Management Division develops and conducts courses for Air Force civilian personnel specialists and selected managers in civilian personnel administration and management functions. The courses provide a means to increase technical competence by planning, developing, conducting, and evaluating basic and advanced courses in staffing, employee relations, position classification, and training and development. Also, this division develops managers in a seminar for civilian personnel officers. In addition the division provides professional development to civilian personnel specialists, legal representatives, and civilian and military managers who represent the Air Force as negotiators; and provides professional development to applied labor management relations courses. This division emphasizes public policy programs such as equal employment opportunity and employment of the handicapped, as well as Air Force programs such as career management and application of automated Air Force management information systems in the planning and development of courses and seminars.

The NCO Leadership and Management Education Division establishes policy and develops and conducts training programs for certification of NCO PME instructors. This division also develops and distributes curriculum and educational material for the USAF NCO Preparatory Course (NCOPC) conducted as a resident course at 123 base-level programs and preparing 50,000 future NCOs yearly; NCOPC correspondence course (ECI 00001), graduating 10,000 new NCOs yearly; and the Military Personnel Management

Course conducted as a resident course at 123 bases and graduating 2,000 civilian employees yearly. The Leadership and Management Division conducts regional workshops for NCOPC and conducts field consultant visits to assist course directors. The Air Force Family Matters Division plans, develops, and conducts courses and seminars in the Family Support Center functional area. Courses include instruction in program planning, development, implementation, and evaluation of Family Support Centers to promote, enhance, and effectively deliver a wide range of services and programs for Air Force families, including singles. The Family Matters Division also serves as focal point to assimilate information from a wide variety of sources and makes recommendations that result in significant program changes Air Force-wide within the Family Support Center function. This division serves as key advisor to the Office of Air Force Family Matters, DCS/Personnel, Headquarters USAF, in determining the scope of functional programs.

Initiatives Summary. The Air Force Professional Manpower and Personnel Management School continually analyzes the needs of the people in the field. As a result, most courses are updated annually. In fiscal year 1989, four new courses were developed and taught. These were the Family Support Center Directors Course, the Family Support Center Deputy Directors Course, the Mission Support Squadron Commander Course, and the Management Engineering Team Commanders Course.

Organization. The Air Force Professional Manpower and Personnel Management School is comprised of a commandant's office and four divisions (Military Personnel Management, Civilian Personnel Management, NCO Leadership and Management Education, and Air Force Family Matters). Except for the Civilian Personnel Management Division located at Gunter AFB, building 322, the school is in Parker Hall, building 1404, Maxwell AFB, Alabama. The Military Personnel Management Division directs the Professional Manpower and Personnel Management Course, the Reserve/Air National Guard Professional Personnel Management Course, the Mission Support Squadron Commander Course, and the Manpower Management Engineering Team Commanders Course. The NCO Leadership and Management Education Division conducts the NCO Preparatory Course Instructor Course, while the Air Force Family Matters Division directs the Family Support Center Directors and Assistant Directors Courses. All the remaining resident courses are under the control of the Civilian Personnel Management Division.

Resident Curriculum

MAFPMS 101—Contract Negotiators Course (51 hours). This course prepares students to represent management effectively at the base level in negotiating written agreements between a labor organization and the activity commander.

Duration and Quota. This course meets twice a year for one week and two days and has a quota of 50 and 56 students in each class, respectively. Specific class dates are announced through the training management system.

Prerequisites and Selection. Civilian and military personnel who are responsible for negotiating agreements with unions that have exclusive recognition under Public Law (PL) 95-454 are eligible to attend. Others require written justification and prior approval from the Air Force Professional Manpower and Personnel Management School before by-name confirmations are entered into the training management system. Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with major commands (MAJCOM) and separate operating agencies (SOA). Nominations are approved by the school subject to concurrence of the appropriate functional chief in the civilian personnel directorate, Headquarters USAF/Civilian Personnel Directorate (HQ USAF/DPC).

Curriculum Summary

	Academic Hours
Area I: Federal Labor-Management Relations Program	9
Area II: Bargaining	33
Other Curriculum Activities	9
TOTAL	51

MAFPPMS 102—Seminar for Civilian Personnel Officers (66 hours). This seminar provides new civilian personnel officers and assistant personnel officers with a knowledge and understanding of management principles, including interpersonal skills, and Air Force and federal government civilian personnel program elements.

Duration and Quota. This seminar meets every 12 to 24 months for one week and four days and has a quota of 24 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The Civilian Personnel Management Center, Randolph AFB, Texas, selects students for this seminar. The seminar is for civilian personnel officers and assistant civilian personnel officers with less than two years' experience.

Curriculum Summary

	Academic Hours
Area I: General Management	8
Area II: The Civilian Personnel Program Management	48
Other Curriculum Activities	10
TOTAL	66

MAFPMS 103—Applied Labor-Management Relations Course (51 hours). This course presents a curriculum featuring application of federal labor-management relations policies and practices. Designed for installation-level personnel specialists involved in labor relations and for staff judge advocate personnel, the course emphasizes those skills and knowledge needed to provide advice and guidance to supervisors and managers in day-to-day labor-relations and in third-party proceedings such as arbitration or hearings before Federal Labor Relations Authority (FLRA).

Duration and Quota. This annual course meets for one week and two days. The quota is 59 students. Class dates are announced through the training management system.

Prerequisites and Selection. This course is designed for personnel specialists assigned to the civilian personnel function who have responsibilities for the installation labor-relations program; members from the staff judge advocate who are designated as labor-relations counsels also are eligible to attend. All others require written justification and waiver approval from AFPMPMS before by-name confirmations are entered into the training management system. Requirements must be requested through the training management system. Quotas are allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: Federal Labor-Management Relations Program	8
Area II: Labor-Relations Program Operations	14
Area III: Grievance Procedures, Arbitration, and Unfair Labor Practices	17
Other Curriculum Activities	12
TOTAL	51

MAFPMS 104—Position Classification Course (67 hours). This course, designed for personnel assigned to the position classification function, surveys skills and knowledge in general schedule classification, including the factor evaluation system; wage grade classification; nonappropriated fund position classification; fact gathering; interviewing techniques; position description writing; analysis documentation; classification appeals; planning and conducting classification surveys; position management; and interface with the civilian personnel data system.

Duration and Quota. This annual course meets one week and four days and has a quota of 71 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. This course is primarily for personnel specialists who have less than 12 months' experience in the position classification functions. Priority is given to trainees or interns in the position classification series (221) at the GS-5 and GS-7 levels. All others require written justification and approval of waiver from the Air Force Professional Manpower and Personnel Management School before by-name confirmations are entered into the training management system. This course is not appropriate for employees in the personnel clerical and assistance series (203). Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with the major commands and separate operating agencies. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: Analysis and Classification Skills	21
Area II: Fact Gathering, Interviewing, Content of and Writing Position Descriptions	11
Area III: Classification Program Administration and Maintenance Activities	22
Other Curriculum Activities	13
TOTAL	67

MAFPMS 105—Position Classification Advanced Course (67 hours). This course presents to experienced position classification specialists a curriculum featuring advanced problems and techniques relevant to the position classification function. Topics include complex, controversial, and precedent-setting classification case studies; conflict resolution through effective listening, briefing, and assertiveness techniques; position management; program evaluation; interface of classification and various other personnel specialties; and briefings by resource personnel on the status and operations of various special interest programs. Additionally, students explore problematic policy issues and, in working groups, prepare and present possible approaches or solutions.

Duration and Quota. This course of one week and four days is conducted every 12 to 18 months, depending on demand, and has a quota of 65 students. Class dates are announced through the training management system.

Prerequisites and Selection. This course is designed for personnel specialists assigned to the position classification function with at least 12 months' experience at or above the GS-221-09 grade level; all others require written justification and waiver approval from AFBPMS before by-name confirmations are entered into the training management system. Requirements must be requested through the training management system. Quotas are allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: Analysis and Classification Skills	9
Area II: Classification Program Administration and Maintenance Activities	31
Area III: Communications	5
Area IV: Position Management	8
Other Curriculum Activities	14
TOTAL	67

MAFPMS 106—Affirmative Employment Course (67 hours). This course provides equal employment opportunity staffing specialist trainees with basic skills and knowledge of procedures in such areas as merit promotion, pay determinations, qualification determinations, reduction in force, affirmative action planning, promotion and placement referral system, and developing and validating job analysis and promotion evaluation patterns.

Duration and Quota. The course meets once each year for one week and four days and has a quota of 71 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to personnel specialists assigned to the affirmative employment function who have less than 12 months' experience in staffing or equal employment opportunity. Priority is given to trainees or interns in the personnel staffing (212) and EEO specialist (260) series and to those classified as equal employment opportunity staffing specialists in the 201 series at the GS-5 and GS-7 levels. All others require written justification and approval of waivers from the Air Force Professional Manpower and Personnel Management School before by-name confirmations are entered into the training management system. Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with major commands and separate operating agencies. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: Basic Employment Processes	40
Area II: Affirmative Employment Programs	7
Area III: Related Personnel Programs	10
Other Curriculum Activities	10
TOTAL	67

MAFPMS 108—Employee Development Specialist Course (67 hours). This course presents to employee development specialists a curriculum providing basic skills and knowledge in employee training and development. Topics include statutory/regulatory foundations for training, planning and determining training needs, the evaluation of training, supervisory and management training, sources of training, career programs, budgeting, resource management, Joint Travel Regulations, utilization of personnel data system-civilian (PDS-C) in the training process, and related topics concerning communication, interface with other personnel specialties, and direct English statement information retrieval (DESIRE) writing.

Duration and Quota. This one-week and four-day course is conducted every 12 to 18 months, depending on demand, and has a quota of 57 students. Class dates are announced through the training management system.

Prerequisites and Selection. This course is designed for personnel specialists assigned to the employment development function with fewer than 12 months' experience. Priority is given to employees at the GS-235-05 or GS-235-07 grade levels; all others require written justification and waiver approval from AFPMPMS before by-name confirmations are entered into the training management system. Requirements must be requested through the training management system. Quotas are allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: The Framework of the Training Function	32
Area II: Interface of Training and Other Personnel Specialties	12
Area III: Personnel Data System-Civilian and DESIRE	5
Other Curriculum Activities	18
TOTAL	67

MAFPMS 109—Employee Development Specialist Advanced Course (51 hours). This course presents to experienced employee development specialists a curriculum featuring complex and controversial aspects of the training function with an emphasis on planning and managing the training program and budget. Students are given an opportunity to explore advanced aspects of the day-to-day training operation; additionally, they consider problematic policy issues and, in working groups, prepare and present possible approaches or solutions.

Duration and Quota. This one-week and two-day course is conducted whenever requirements are sufficient to warrant presentation. The quota is 62 students. Class dates are announced through the training management system.

Prerequisites and Selection. This course is designed for personnel specialists assigned to the employee development and training function with at least 12 months' experience at or above the GS-235-09 grade level; all others require written justification and waiver approval from AFPMPMS before by-name confirmations are entered into the training management system. Requirements must be requested through the training management system. Quotas are allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: Training Program Management	10
Area II: Training Cycle Operations	23
Area III: Current Training Issues	6
Other Curriculum Activities	12
TOTAL	51

MAFPMS 110—Employee-Management Relations Course (67 hours). The course provides personnel assigned to the employee-management relations function with the necessary skills and knowledge for dealing with situations in areas such as conduct, discipline, appeals, grievances, injury compensation, premium pay, benefits, retirement, drug and alcohol abuse, program evaluation, and equal employment opportunity complaints.

Duration and Quota. This course meets once a year for one week and four days and has a quota of 65 students per class. Specific class dates are announced through the training management system.

Prerequisites and Selection. This course is for personnel specialists assigned to the employee-management relations function (201, 230, 233 series) who have less than 12 months' experience in that function. All others require written justification and approval of waiver from the Air Force Professional Manpower and Personnel Management School before by-name confirmations are entered into the training management system. This course is not appropriate for employees in the 203 series. Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: General Personnel Management	12
Area II: Employee-Management Relations	44
Other Curriculum Activities	11
TOTAL	67

MAFPPMS 112—Employee-Management Relations Advanced Course (67 hours). This course improves the skills of full-performance-level employee-management relations specialists by providing insight into the overall employee-management relations program and its relationship to the total civilian personnel management program. This course covers complex, controversial, and precedent-setting aspects of various employee-management, drug and alcohol abuse, equal employment opportunity complaint, arbitration, and Merit System Protection Board proceedings.

Duration and Quota. The course is held once every other year and lasts for one week and four days. It has a quota of 60 students per class. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to personnel assigned to the employee-management relations functions (201, 230, and 233 series) who have at least 12 months' experience at the GS-9 level or above in employee-management relations. All others require written justification and approval of waiver from the Air Force Professional Manpower and Personnel Management School before by-name confirmations are entered into the training management system. Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: General Personnel Management	12
Area II: Employee-Management Relations	43
Other Curriculum Activities	12
TOTAL	67

MAFPPMS 113—Affirmative Employment Advanced Course (59 hours). This course improves the effectiveness of experienced equal employment opportunity and staffing specialists by providing insight into the overall affirmative employment program

and its relationship to the total civilian personnel management program. It includes such areas as reduction-in-force planning, job analysis, program evaluation, management through the personnel data system-civilian (PDS-C), and staffing and affirmative action planning. Students gain technical skills in planning and formulating meaningful affirmative employment programs and in evaluating the achievement of program objectives.

Duration and Quota. This course is conducted every 12 to 24 months for one week and three days and has a quota of 71 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is for personnel assigned to the affirmative employment function with at least 12 months' experience at the GS-9 level or above. All others require written justification and approval of waiver from the Air Force Professional Manpower and Personnel Management School before by-name confirmations are entered into the training management system. This course is not appropriate for employees in the 203 series. Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with the MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: Staffing Programs and Processes	36
Area II: Related Personnel Programs	13
Other Curriculum Activities	10
TOTAL	59

MAFPMS 114—Systems Manager Course (68 hours). This course provides systems managers with skills and knowledge in the management of the base-level personnel data system-civilian (PDS-C). The emphasis is on basic systems fundamentals, direct English statement information retrieval (DESIRE) writing, microcomputer utilization and interface with the mainframe computer, update and inquiry techniques, quality control, and interface with other personnel functions.

Duration and Quota. The course meets once each year for one week and four days and has a quota of 24 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. This course is open to personnel assigned to the systems management function who have responsibility for management of the PDS-C. Priority will be given to systems managers and assistant systems managers. All others require written justification and approval of waiver from the Air Force Professional Manpower and

Personnel Management School before by-name confirmations are entered into the training management system. This course is not appropriate for clerks and data transcribers. Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: System Management	26
Area II: Related Personnel Programs	10
Area III: DESIRE	16
Area IV: Microcomputer Application	9
Other Curriculum Activities	7
TOTAL	68

MAFPMS 115—Equal Employment Opportunity Counselor Course (43 hours). This course improves effectiveness of equal employment opportunity counselors by enabling them to acquire a sound knowledge and understanding of Air Force and Equal Employment Opportunity Commission policies and practices in processing and resolving discrimination complaints. The course also helps them develop skills in interviewing, analyzing EEO-related problems, planning and conducting inquiries, and writing counselor reports.

Duration and Quota. The course is held annually and meets for one week and one day; the quota for the class is 73 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to equal employment opportunity counselors with less than one year of experience in either full-time or collateral duty assignments. All others require written justification and approval of waiver from the Air Force Professional Manpower and Personnel Management School before by-name confirmations are entered into the training management system. This course is not appropriate for equal employment opportunity managers, special-emphasis program managers, or civilian personnel specialists. Requirements must be requested through the training management system. Quotas will be allocated by the school in coordination with MAJCOMs and SOAs. Nominations are approved by the school in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: Governing Law, Regulation, and Agencies	5
Area II: Complaint Procedures	10

	Academic Hours
Area III: Counselor Duties and Responsibilities	11
Area IV: Overview of CCPO Functions	9
Other Curriculum Activities	8
TOTAL	43

MAFPMS 116—Advanced Systems Manager Course (67 hours). The course provides experienced systems managers with in-depth knowledge and understanding of various elements of the PDS-C such as advanced DESIRE writing, office automation and microcomputer applications, system environment and processing, contingency planning, management advisory service, and program evaluation.

Duration and Quota. The course meets annually for one week and four days and has a quota of 24 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. This course is open to current systems managers, GS-9 and above, with at least one year of experience. Requirements must be requested through the training management system. Quotas will be allocated by the Air Force Professional Manpower and Personnel Management School in coordination with the appropriate functional chief at Headquarters USAF/DPC.

Curriculum Summary

	Academic Hours
Area I: System Management	13
Area II: Management Advisory Service	23
Area III: Advanced DESIRE	12
Area IV: Office Automation and Microcomputer Application	10
Other Curriculum Activities	9
TOTAL	67

MLMDC 825—Mission Support Squadron Commander Course (80 hours). This course prepares newly selected or assigned commanders to lead mission support squadrons. The course educates students on being effective commanders and provides information on the functional areas for which they are responsible. The course covers the commander's role, civilian personnel operations, military personnel, base information management, social actions, education services, family support centers, and NCO professional military education.

Duration and Quota. This course meets once each year for two weeks and has a quota of 22 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is available to Air Force officers, major through colonel, serving as or selected for a position as a mission support squadron commander. The Air Force Military Personnel Center controls central selection. A SECRET security clearance is required.

Curriculum Summary

	Academic Hours
Area I: Commander's Role	16
Area II: Civilian Personnel Operations	19
Area III: Military Personnel	14
Area IV: Base Information Management	10
Area V: Social Actions	3
Area VI: Education Services	2
Area VII: Family Support Center	3
Area VIII: NCO Professional Military Education	1.5
Other Curriculum Activities	11.5
TOTAL	80

MLMDC 826—Management Engineering Team (MET) Commanders Course (24 hours). This course prepares newly selected or assigned Management Engineering Team commanders for their leadership role—managing Air Force human, financial, and material resources in the contemporary MET environment and ensuring optimal MET support in accomplishing the base mission. The course curriculum covers leadership and command, senior officer perspectives, and resource management.

Duration and Quota. This course meets once each year for three days and has a quota of 22 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is available to Air Force noncommissioned officers and officers, master sergeant through major, and equivalent civilian grades. The Air Force Military Personnel Center controls central selection. A SECRET security clearance is required.

Curriculum Summary

	Academic Hours
Area I: Leadership and Command	6
Area II: Senior Officer Perspectives	6
Area III: Resource Management	7
Other Curriculum Activities	5
TOTAL	24

MLMDC 001—Noncommissioned Officer Preparatory Course Instructor Course (46 hours). This course prepares selected NCOs to administer and teach the NCO Preparatory Course at Air Force bases worldwide.

Duration and Quota. This course convenes four times each year for six academic days and has a quota of 24 students per class. Specific class dates are announced through the training management system.

Prerequisites and Selection. Students are scheduled to enter classes immediately after attending the Academic Instructor School. Students must be a base-level NCO Preparatory Course instructor in the rank of staff sergeant or above and be a graduate of the NCO Leadership School or higher level of NCO professional military education by the resident method. Students are selected on the basis of nominations submitted by MAJCOMs and criteria in AFR 39-11, *Airman Assignments*.

Curriculum Summary

	Academic Hours
Area I: NCO Program Administration and Management	9
Area II: NCO PME Instructor Development	5
Area III: NCOPC Evaluation System	4
Area IV: NCOPC Curriculum	22
Other Curriculum Activities	6
TOTAL	46

Academic Credit

Through affiliation with the Community College of the Air Force, the NCO Preparatory Course Instructor Course is approved for three semester hours. Graduates may apply for credit through the Registrar, Community College of the Air Force, Maxwell AFB AL 36112-6655. For further information, see the Community College of the Air Force catalog.

MLMDC 002—Air Force Reserve Air National Guard Professional Personnel Management Course (80 hours). This course provides senior personnel managers with a better understanding of leadership and management theory, behavioral science applications, and current US Air Force personnel plans, policies, programs, and operations.

Duration and Quota. This course meets annually for two weeks and has a quota of 24 students per class. Specific class dates are announced through the training management system.

Prerequisites and Selection. This course is open to Air Force Reserve and Air National Guard officers, major through colonel, occupying or selected for key Air Force Reserve or Air National Guard personnel positions at base, major command, or Headquarters USAF level. The Air Reserve Personnel Center, Headquarters Air Force Reserve, and Headquarters National Guard Bureau select attendees. A SECRET security clearance is required.

Curriculum Summary

	Academic Hours
Area I: Manpower	2
Area II: Military Personnel	19
Area III: Civilian Personnel	7
Area IV: Behavioral Science	21.5
Area V: Leadership and Management	10
Other Curriculum Activities	20.5
TOTAL	80

MLMDC 400—Professional Manpower and Personnel Management Course (200 hours). This course provides senior manpower and personnel leaders a better comprehension of current Air Force manpower and personnel plans and programs, as well as human behavioral concepts and modern leadership and management theory.

Duration and Quota. The course meets five times a year for five-week sessions. The normal class size is 22 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to Air Force officers in the grade of major selectee through colonel and equivalent civilian grades. The Air Force Reserve and Air National Guard are allocated a quota of one student each for every class. Potential students must occupy or be selected for key manpower and personnel positions. The Air Force Military Personnel Center selects military manpower and personnel officers; the Air Force Civilian Personnel Management Center selects civilian manpower and personnel managers; and the Air Force Reserve and Air National Guard select their attendees. A SECRET security clearance is required.

Curriculum Summary

	Academic Hours
Area I: Manpower	14
Area II: Military Personnel	72
Area III: Civilian Personnel	25.5
Area IV: Behavioral Science	23
Area V: Leadership and Management	25
Other Curriculum Activities	40.5
TOTAL	200

Academic Credit

The Commission on Educational Credit of the American Council on Education recommends the following upper-division baccalaureate credit for the Professional Manpower and Personnel Management Course: six semester hours in management and three semester hours in labor relations. Students desiring credit should request that the Registrar, Extension Course Institute, Gunter AFB AL 36118-5643, send a transcript to the college or university where they are enrolled.

MLMDC 401—Family Support Center (FSC) Directors Course (200 hours). This course provides the only formal Air Force education for directors and MAJCOM Family Matters program managers. Students strengthen their knowledge of Air Force organization and mission, and learn the role of family support as a mission-enhancing endeavor. Students examine the unique demographic characteristics and needs of Air Force families. The role of the FSC in the base-level family support system is explored with special emphasis on the leadership role the FSC plays in the system.

Duration and Quota. The course is held twice a year for five weeks. The normal class size is 24 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to GS-11 through GS-13 civilians and Air Force officers in the grades of captain through lieutenant colonel. MAJCOM Family Matters program managers may attend. Students must occupy or be selected for director or MAJCOM program manager positions. No security clearance is required.

Curriculum Summary

	Academic Hours
Area I: Mission, Organization, and Family Matters	4
Area II: Foundations of Family Policy and Support in the Air Force	21
Area III: Leadership Effectiveness in the Family Support System	33

	Academic Hours
Area IV: FSC Functions: Family Policy, Planning, and Coordination	28
Area V: FSC Functions: Leadership Consultation	7
Area VI: FSC Functions: Information, Referral, and Follow-Up Counseling	21
Area VII: FSC Functions: Education and Skills Development Services	28
Area VIII: FSC Management, Administration, and Evaluation	21
Area IX: Marketing FSC Programs and Services	14
Other Curriculum Activities	23
TOTAL	200

MLMDC 402—Family Support Center (FSC) Deputy Director Course (120 hours). This course provides the only formal Air Force education for FSC deputy directors. Students learn the role and functions of family support as a mission-enhancing endeavor. They expand upon their existing knowledge of Air Force organization, structure, and mission and learn management and administrative techniques appropriate to base-level Family Support Center programs and services.

Duration and Quota. The course is held two times a year for three weeks. The normal class size is 24 students. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to Air Force noncommissioned officers in the grades of MSgt through CMSgt (special duty identifier [SDI] 99700). Students must occupy or be selected for a deputy director position. No security clearance is required.

Curriculum Summary

	Academic Hours
Area I: Air Force Family Matters: Mission and Organization	5
Area II: FSC Functional Areas: Operations and Strategies	32
Area III: FSC Leadership, Management, Administration, and Evaluation	48
Area IV: Marketing Family Support Center Programs and Services	11
Other Curriculum Activities	24
TOTAL	120

Nonresident Curriculum

USAF Civilian Personnel Management Course (40 hours). This course is designed to provide first-level supervisors of civilian employees background information and an understanding of applicable personnel laws and regulations needed to carry out their civilian personnel management responsibilities. Curriculum is developed and distributed to all Air Force Central Civilian Personnel Offices (CCPO) for their use.

Duration. The course is conducted locally at each Air Force installation under the direction of the CCPO on an as-needed basis. The course will be offered periodically so that supervisors may receive this training within three months of initial assignment to a supervisory position.

Prerequisites and Selection. CCPOs and CBPOs obtain listings of their respective military and civilian first-level supervisors who supervise three or more US Air Force civilian employees paid from appropriated funds. Affected supervisors are notified of their selection.

Curriculum Summary

	Academic Hours
Area I: Personnel Administration	4.5
Area II: Position Classification	4
Area III: Labor-Management Relations	4
Area IV: Affirmative Employment	9
Area V: Employee-Management Relations	15
Area VI: Employee Development	2
Other Curriculum Activities	1.5
TOTAL	40

USAF Civilian Supervisors' Course (40 hours). This course is designed to provide an in-depth study of topics useful to new supervisors. Target students are civilian employees appointed to first-level supervisory positions (three or more subordinates) for the first time who do not have sufficient formal education and training or experience in supervisory management. Curriculum is developed and distributed to all Air Force Central Civilian Personnel Offices for their use.

Duration and Quota. This 40-hour course is coordinated locally at each Air Force installation under the direction of the CCPO on an as-needed basis. The course will be offered periodically so that supervisors may receive this training within three months of initial assignment to a supervisory position. Optimum class size is eight to 16 students.

Prerequisites and Selection. CCPOs obtain listings of their civilian first-level supervisors who supervise three or more US Air Force civilian employees paid from appropriated funds. Affected supervisors are notified of their selection.

Curriculum Summary

	Academic Hours
Area I: Supervisor's Job and Responsibility	4
Area II: Management Process and Theory	5
Area III: Behavioral Science	13
Area IV: Leadership	3
Area V: Goal Setting	3
Area VI: Recognition	2
Area VII: Counseling Techniques	2
Area VIII: Problem Solving	6
Other Curriculum Activities	2
TOTAL	40

USAF Nonappropriated Funds Personnel Management Course (29 hours). This course is designed to provide first-level supervisors of nonappropriated fund (NAF) civilian employees an understanding of applicable policy, practices, and procedures concerning their civilian personnel management responsibilities. Curriculum is developed and distributed to all Air Force Central Civilian Personnel Offices for their use.

Duration. The course is conducted locally at each Air Force installation under the direction of the CCPO on an as-needed basis. This 29-hour course will be offered periodically so that supervisors may receive this training within three months of initial assignment to a supervisory position.

Prerequisites and Selection. The CCPO identifies and selects military and civilian first-level supervisors who supervise three or more NAF employees.

Curriculum Summary

	Academic Hours
Area I: Position Classification	2.5
Area II: Affirmative Employment	5
Area III: Employee-Management Relations	16
Area IV: Employee Development	1
Area V: Labor-Management Relations	2
Other Curriculum Activities	2.5
TOTAL	29

USAF Noncommissioned Officer Preparatory Correspondence Program

The NCO PME Curriculum Branch develops and manages the US Air Force NCO Preparatory Correspondence Program; the Extension Course Institute (ECI) administers this

program. This course familiarizes eligible airmen first class and senior airmen with the duties and responsibilities of noncommissioned officers.

The curriculum of the USAF Noncommissioned Officer Preparatory Correspondence Course includes two volumes which cover leadership and followership concepts; communicative skills; Air Force history, mission, and organization; military law; and military standards.

Prerequisites and Selection/Duration and Quota. All airmen first class and senior airmen with 30 months or more time in service must complete the NCO Preparatory Course. When completion of the resident NCO Preparatory Course is impractical, the requirement may be met by completing the NCO Preparatory Correspondence Course. Active duty, Reserve, and National Guard members of any US military component in the rank of airman first class and senior airman or the equivalent may enroll.

Commanders' Professional Development School

This school conducts four courses—the USAF Commanders' Seminar, the Base Commanders' Course, the Deputy Commander for Maintenance Course, and the Deputy Commander for Resource Management Course. The USAF Commanders' Seminar was established in 1971. At the direction of the Air Force chief of staff, the seminar was created to assist wing/base commanders in coping with social unrest among their personnel. As formal social actions programs were developed and implemented, the unique forum of the USAF Commanders' Seminar was retained and gradually evolved into a contemporary updated course for experienced commanders. The second course, the Base Commanders' Course, was approved by the Air Force chief of staff, Gen David C. Jones, in late 1976. The course was established to reduce the time needed by new base commanders to become fully effective in their roles and responsibilities and to improve their understanding of base-level functions. The Deputy Commander for Maintenance Course was established in 1980. Headquarters USAF recognized the lack of maintenance experience in many new deputy commanders for maintenance and directed the development of a two-week course to help compensate for this deficiency. An Air Force inspector general's recommendation resulted in a Deputy Commander for Resource Management Course that began in 1984. It is similar to the Deputy Commander for Maintenance Course.

Mission. The Commanders' Professional Development School prepares senior officers Air Force-wide for duty as wing commander, base commander, deputy commander for maintenance, or deputy commander for resource management. It is responsible for the design, scheduling, and conduct of tailored courses that enable attendees to deal with critical leadership and management issues.

Objectives. Through executive-level short courses, the school

- updates experienced commanders on critical issues of the day and provides new senior base-level commanders with introductory training to enhance their immediate effectiveness;

- updates senior base leadership on the critical issues of the day affecting themselves, their people, and their mission; and
- augments the skills of senior officers newly selected for duty as base commanders, deputy commanders for maintenance, and deputy commanders for resource management and their deputies. Training includes specific technical instruction as well as top-level advice to enhance their immediate effectiveness, professional survival, and long-term success.

Organization. The Commanders' Professional Development School is comprised of a commander, executive officer, administrative clerk, secretary, and four course directors. Two course directors develop the Base Commanders' Course, one director develops the USAF Commanders' Seminar, and one director is responsible for the Deputy Commander for Maintenance Course and the Deputy Commander for Resource Management Course.

Curriculum

MLMDC 800—USAF Commanders' Seminar (40 hours). This seminar provides experienced wing and group commanders with an understanding of major influences bearing on the Air Force, Air Force positions on major issues of concern to Air Force members, and the impact of these issues at the base level. It also provides a forum in which to discuss alternative concepts and processes to deal with base-level leadership and management issues of crucial command interest.

Duration and Quota. The seminar convenes four times each year for one week with an average quota of 35 students in each seminar. Classes are normally held in January, April, September, and November with specific class dates announced through the training management system.

Prerequisites and Selection. This seminar is for experienced wing or group commanders and vice commanders. General officers, Office of Special Investigations district commanders and deputies, medical facility commanders, military judges, and commanders of squadrons with 500 or more personnel are also eligible to attend. Attending officers must hold the rank of lieutenant colonel or above and should have been in their current command positions for at least six months. There should be at least one year's interval between attendance of the USAF Commanders' Seminar and the completion of the Base Commanders' Course. The seminar requires a SECRET clearance. The Commanders' Professional Development School determines the quotas, which are in turn filled by major commands and operating agencies.

Curriculum Summary

	Academic Hours
800-100 Air Force Issues, Policies, and Initiatives—Core Curriculum	16
800-200 Air Force Issues, Policies, and Initiatives—Optional Curriculum	16
800-300 Base-Level Leadership and Management Issues	2
Other Curriculum Activities	6
TOTAL	40

MLMDC 810—Base Commanders’ Course (160 hours). This course prepares newly selected base and deputy base commanders to lead base support organizations and manage Air Force resources in the contemporary air base environment to ensure optimal base mission support.

Duration and Quota. The course has three four-week classes a year with a quota of 28 officers per class. Classes are normally held in March, June, and September, with specific class dates announced through the training management system.

Prerequisites and Selection. Air Force colonels or lieutenant colonels selected as base commanders or deputy commanders are eligible to attend. Wing commanders or vice commanders without base-level support experience are eligible as secondary attendees. The class requires a SECRET clearance. The Commanders’ Professional Development School allocates the quotas for the classes; the Air Force Military Personnel Center (AFMPC) and major command directorates of personnel fill the class quotas.

Curriculum Summary

	Academic Hours
810-100 Civil Engineering and Services	24
810-200 Security and the Law	21
810-300 Mission Support	28
810-400 Other Support Areas	20
810-500 Senior Perspectives	18
810-600 On-Scene Commanders	24
Other Curriculum Activities	25
TOTAL	160

MLMDC 821—Deputy Commander for Maintenance Course (80 hours). The course provides newly assigned and inexperienced deputy commanders for maintenance (DCM) and assistants with a basic knowledge of the responsibilities, resources, operational concepts, and practices of aircraft maintenance organizations so they may more quickly and effectively fulfill their responsibilities as managers and leaders of base-level maintenance operations.

Duration and Quota. The course is a two-week class conducted twice a year and has a quota of 28 officers per class. Classes are normally held in January and August, with specific class dates announced through the training management system.

Prerequisites and Selection. This course is for colonels and lieutenant colonels serving or identified to serve as deputy commanders for maintenance or assistants in the aircraft maintenance and munitions utilization career areas (AFSCs 401X, 402X, 405X, and 409X) with less than 12 months’ experience as a deputy commander for maintenance or assistant, and less than two years’ aircraft maintenance experience during the past five years. A

SECRET clearance is necessary by the class's starting date. The Commanders' Professional Development School allocates the quotas, which are in turn filled by AFMPC and major command directorates of personnel.

Curriculum Summary

	Academic Hours
821-100 Senior Officer Perspectives	4
821-200 Air Force Maintenance	41
821-300 Resource Management Support/Interface	12
821-400 People	11
Other Curriculum Activities	12
TOTAL	80

MLMDC 831—Deputy Commander for Resource Management Course (80 hours). This course provides newly assigned and inexperienced deputy commanders for resource (DCR) management and assistants with a basic knowledge of the responsibilities, resources, operational concepts, and practices of resource management organizations to enhance effectiveness and efficiency in meeting base-level logistics and financial-support requirements.

Duration and Quota. The course is a two-week class conducted twice a year that has a quota of 28 officers per class. Classes are normally held in October and April, with specific class dates announced through the training management system.

Prerequisites and Selection. Colonels and lieutenant colonels who are serving or identified to serve as deputy commanders for resource management or as assistants and who have less than 12 months' experience in this career field (AFSC 009X) are eligible to attend. A SECRET clearance is necessary by the class's starting date. The Commanders' Professional Development School allocates the quotas, which are in turn filled by AFMPC and major command directorates of personnel.

Curriculum Summary

	Academic Hours
831-100 Senior Officer Perspectives	7
831-200 DCR Functions	40
831-300 DCR/Other Organization Interfaces	6
831-400 People	14
Other Curriculum Activities	13
TOTAL	80

International Officer School

Since 1946 over 7,000 international military students from 102 countries have completed Air University programs. The International Officer School (IOS) was established in 1954 as the Allied Officer Preparatory Phase. The school conducts seven classes each year. Five of these classes are six- or seven-week courses to prepare international officers for attendance at Air War College (AWC), Air Command and Staff College (ACSC), or Squadron Officer School (SOS). The other two classes offered each year are specialized, four-week, United States Air Force Defense Organization Courses (USAF DOC) conducted in Spanish to selected midcareer officers from Latin American countries to provide them an overview of the US defense organization.



The preparatory courses are designed to improve the ability of students to express their ideas clearly (both orally and in writing) and to read and comprehend written and spoken materials used in Air University classes. A program of planned classroom activities, informational trips, and a civilian sponsorship program (called Alabama Goodwill Ambassadors) introduces students to the political, military, and socioeconomic aspects of American culture. This orientation enables students to adjust more readily to the US Air Force and to civilian communities.

Mission. The mission of the International Officer School is to increase the capabilities of selected international officers to participate in the Air University's professional military education schools and in their own military forces.

Objectives. The course develops

- an appreciation of American society, institutions, and ideals;
- an awareness of the mission and organization of the US military forces and US military terminology;
- an ability to speak and understand American English (SOS, ACSC, AWC only);
- an awareness of the organizational structure, curriculum content, and instructional methods employed in Air University schools (SOS, ACSC, AWC only);
- an ability to participate in physical training activities (SOS, ACSC, AWC only);
- an appreciation of the Soviet military threat facing the free world (USAF DOC only);
- an awareness of the challenges facing Western military leaders in matching defense requirements with finite resources (USAF DOC only); and
- an appreciation of US national security policy objectives and the roles of strategic and tactical forces in achieving these objectives (USAF DOC only).

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

Organization. The International Officer School is comprised of a commandant, a Services Division, and an International Officer Instruction Division.

Curriculum

Essentially, the IOS preparatory courses have three basic functions. First, they are curriculum orientations to follow-on school topics and methodologies; second, they serve as periods of cultural adjustment for international officers and their families; and third, they accomplish the administrative requirements and informational program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for international officers attending SOS, ACSC, and AWC. The USAF Defense Organization Courses provide international students with a broad background on American culture and the US military establishment. USAF DOC students divide their time between classroom instruction and extensive field trips. Both types of courses (preparatory and USAF

DOC) provide students with a better understanding of American ideals and culture, while increasing their abilities to provide leadership to their countries' air forces.

Duration and Quota. Course titles, duration, and student quotas are as follows:

Course Title	Duration	Quota
IOS/SOS	6 weeks	32
IOS/ACSC	7 weeks	80
IOS/AWC	6 weeks	36
USAF DOC	4 weeks	50

Prerequisites and Selection. IOS/SOS and IOS/ACSC require an English comprehension-level (ECL) test score of 70 while IOS/AWC requires an ECL test score of 80. Students are also expected to meet certain physical standards outlined in AFR 50-5, *USAF Formal Schools (Policy, Responsibilities, General Procedures, and Course Announcements)*. For USAFDOC, proficiency in Spanish is required. Selection is controlled through Headquarters USAF/PRI.

Course Areas

Administration. This area allocates time for international officers to in-process, obtain drivers' licenses, and receive tours and briefings about Maxwell AFB and the Montgomery, Alabama, area.

Orientation. This area orients international students to various aspects of the individual IOS courses. Topics include welcome and graduation ceremonies, curriculum and schedule briefings, and a tour of the AU Library.

Informational Program. This area provides opportunities for students to gain an appreciation of many aspects of the United States. Here, topics include the American way of life, education in the United States, labor-management relations, US governmental institutions, and the US news media. Field trips and tours are conducted in the local Montgomery area and to Washington, D.C.

Communications Development. This area is the largest area of instruction at IOS. It includes ACE instruction designed to increase the student's ability to speak and understand American English and communicate ideas both orally and in writing. In addition, basic writing and briefing instruction, with application exercises, is provided based on the PME follow-on school communication techniques.

Defense-Related Topics. This area introduces the students to the mission, organization, policies, concepts, and terminology of the United States military.

Leadership. Here, students are provided an introduction into various leadership concepts and models. Again, the instruction is geared at a level presented by the follow-on PME school or at the introductory level.

Physical Training. This area introduces the physical training requirements of the follow-on PME school. Depending on the course, students will be introduced to and participate in soccer, volleyball, flickerball, softball, and basic running programs.

Academic Advisory. This area provides formal, structured time for feedback between the instructors and each of their students. Informal conferences take place throughout the course as needed.

Curriculum Summary

MIOS 001—Squadron Officer School Course

	Academic Hours
Administration	3
Orientation	12
Informational Program	54
Communications Development	110
Defense-Related Topics	5
Leadership	10
Physical Training	14
Academic Advisory	2
TOTAL	210

MIOS 002—Air Command and Staff College Course

Administration	11
Orientation	11
Informational Program	64
Communications Development	118
Defense-Related Topics	14
Leadership	4
Physical Training	14
Academic Advisory	2
TOTAL	238

MIOS 003—Air War College Course

Administration	9
Orientation	11
Informational Program	40
Communications Development	108
Defense-Related Topics	17

	Academic Hours
Leadership	2
Physical Training	14
Academic Advisory	2
TOTAL	203

MIOS 004—USAF Defense Organization Course

Administration	4
Orientation	2
Informational Program	42
Defense-Related Topics	88
Leadership	4
TOTAL	140

Other Programs

Alabama Goodwill Ambassadors. The purpose of this program is to make the international officers and their families feel welcome and to acquaint them with aspects of American culture that they might not otherwise be exposed to through their formal Air University courses and activities.

International Family Loan Program. This program was established to lend international students and their families essential household items such as dishes and utensils, thereby relieving them of the necessity to spend large sums of money on items they would need to discard before leaving Air University.

International Family Orientation Program. This program is a cooperative project of the Air War College and Air Command and Staff College and is supported by the International Officer School. It is a special family orientation course conducted each summer for the wives and children of the international officers who will attend ACSC and AWC. The course provides an orientation to American culture and to the Montgomery public school system. When possible, limited English language instruction is provided. Many recreational activities are also conducted for the children.

Air University International Honor Roll. The Honor Roll recognizes international graduates of Air University courses who have gone on to become heads of service, ministers of defense, heads of state, or other high-level positions within their countries.

Department of Defense Professional Military Comptroller School

In 1966 the assistant secretary of the Air Force (Financial Management) established a joint service task group to study financial management education in the Department of Defense. The report of this group, called the MEDOD study, was issued in March 1967. The Professional Military Comptroller Course (PMCC) was developed in response to this study. In 1972, as a result of a meeting between the three military services and the Office of the Assistant Secretary of Defense (Comptroller), a special task group made recommendations on the need for a special course to educate financial managers. It was also recommended that the PMCC should be made available to the Army, Navy, and defense agencies, as well as, the Air Force. In 1973 the Army and the Navy decided to participate with each providing a highly qualified faculty member. At that time the Professional Military Comptroller Course was upgraded and became the DOD Professional Military Comptroller School (PMCS) and has operated continuously from that time. The student body consists of selected civilians and military officers serving in the Air Force, Army, Navy, Marine Corps, and DOD agencies from within the DOD comptroller community.

The fulfillment of the PMCS mission presents a dual challenge—intellectual and professional. To meet these challenges, the school develops the knowledge, skills, and attitudes significant to the profession of comptrollership with the emphasis on planning, programming, and budgeting of resources for efficient application in the joint and combined operations of the Department of Defense.

Mission. The mission of the Professional Military Comptroller School is to prepare comptrollers to develop, enhance, and broaden their capabilities to practice comptroller stewardship at the highest level of professional competence in the Department of Defense, while supporting national policy in the deterrence of conflict and the achievement of victory in the event of war.

Objectives. The chief goal of the Professional Military Comptroller School is to conduct a graduate-level education program that provides midgrade comptroller managers with knowledge of the tasks, environment, and means of the military comptroller. The emphasis is on the issues and skills required to advise commanders on the most efficient and effective methods of acquiring and consuming resources in accomplishing the mission by

- developing in selected personnel a capacity to evaluate and adapt the role and tasks of the comptroller to the economic, political, and social environment of the military organization and its mission;
- broadening the professional horizons of the student by providing a comprehension of the major contemporary problems, issues, and national policies that bear on the decision-making process in the efficient and effective allocation of resources to and within the defense establishment; and
- enhancing individual capacities to serve effectively as a comptroller generalist by providing a comprehension of the academic disciplines—the arts and sciences—that are prerequisite to the practice of comptrollership at a high level of professional competence in the Department of Defense.

Initiatives Summary. The Professional Military Comptroller School has adopted several initiatives based on research studies, technological innovations, and other creative curriculum developments to enhance the ability of graduates to control and manage DOD resources. These initiatives include expansion of student research programs, health assessment, and microcomputer literacy training.

Student Research Programs. A prerequisite for graduation is the preparation and submission of an idea paper. The idea paper is developed and submitted on a current Army, Navy, Air Force, Marine, DOD, or other federal agency comptroller or resource management problem. The objectives of the program are to provide the student with

- an opportunity to broaden viewpoints by examining current topics applicable to financial or resource management, and
- a means to convey ideas for improvement from practitioners to others interested in financial or resource management throughout DOD.

These papers are selectively transmitted to the respective service headquarters for review and further distribution. Students are encouraged to select topics that support the secretary of defense's Defense Management Review (DMR) Program. Increased focus on individual research is being conducted under the guidance of a faculty research advisor and in coordination with sponsoring service staff organizations. Through their research efforts, students have the opportunity to enhance their professional competence and to make a meaningful contribution to subjects relevant to the United States military, the US defense establishment, and other DOD agencies.

Health Assessment. The Professional Military Comptroller School administers a health assessment program for the benefit of the students. Blood analysis for cholesterol level, body fat composition, and blood pressure/pulse checks are performed and administered by medical personnel. Additionally, the program focuses attention on potentially unhealthy life-style habits by providing an assessment of current vulnerability to cardiovascular disease and associated risk factors. Where needed, changes in exercise, diet, and life-style are recommended.

Microcomputer Literacy. PMCS students receive considerable exposure to microcomputers and applications software programs. Beginning students can advance from turning on IBM-compatible computers to using basic word processing, spreadsheet, and data base management software by attending elective computer labs. Students have access to a computer room equipped with 14 IBM-compatible computers and some of the more popular software programs. Each of the five seminar rooms also has an IBM-compatible computer. In addition to the beginner computer labs, this equipment is used during several data automation assignments, computer-based resource management exercises, and in support of seminars throughout the course.

Organization. The Professional Military Comptroller School is comprised of an administrative support section, two course directors (Professional Military Comptroller

Course and Reserve Forces Professional Military Comptroller Course), two deputy service directors (Army and Navy), and a teaching faculty.

Curriculum

MLMDC 501—Professional Military Comptroller Course (310 hours). This course provides midlevel comptrollers, resource managers, and other midlevel financial staff members with knowledge of the tasks, environment, and means of the military comptroller. The emphasis is on the issues and skills required to advise the commands on the most efficient and effective methods of acquiring and consuming resources in accomplishing the mission.

Duration and Quota. The Professional Military Comptroller Course is held four times each year and each class meets for 39 class days. The quota for each class is 65 students, 32 from the Air Force and the balance from other services and defense agencies. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to individuals in the ranks of major through colonel and in the grades GS-12 through GS- or GM-15 serving as, or selected to serve as, comptrollers or assistant comptrollers at an intermediate command headquarters or above. Captains and GS-11s may attend on an exception basis. Others outside the comptroller field who have the approval of their major command comptroller or who are in positions with responsibility for resources and associated fund management are also eligible to attend the course. A SECRET clearance is required and orders must reflect this clearance.

Each service branch selects students. Navy and Marine Corps students come from the Operating Forces and Shore Establishment. They are nominated by the major claimants and centrally screened by the Office of the Navy Comptroller. The Air Force has a central selection board at the school chaired by a representative of the comptroller of the Air Force. Selections are on a best-qualified basis from nominees from major commands, the Air Staff, and Defense Department agencies. Army nominees come from major commands and from the Army Staff and are selected on a best-qualified basis. Selectees are centrally funded by the comptroller of the Army. Nominations are screened by the Office of the Comptroller of the Army; the final selection is coordinated with the Army faculty member at the school.

Curriculum Summary

	Academic Hours*
Applied Comptrollership	
Area I: Financial Management at the Executive Level	54
Area III: Comptrollership in the Operating Activities	46
Area IV: Comptrollership in the Acquisition and Support Activities	31
Area X: Business Practices and Auditing	18
Subtotal	149

Academic Hours

Academic Disciplines of Comptrollership

Area II: Information Management	40
Area V: Analysis for Resource Management	10
Area VI: Executive Communication	22
Area VII: Economics for Resource Management	18
Area VIII: Leadership and Management	32.5
Area IX: Health and Fitness	28.5
Subtotal	151
TOTAL	300

*Represents hours available to the course director. Not all hours in each area are used in every class; the hours vary according to current issues and availability of instructors. Backup, optional, and rotational periods are also included in these hours.

Academic Credit Recommendation

The Center for Adult Learning and Educational Credentials of the American Council on Education recommends the following credit for the Professional Military Comptroller Course.

Graduate Credit: Six semester hours—three in organizational management and three in financial and organizational analysis.

Undergraduate Credit: Nineteen semester hours in business administration.

Students desiring credit should request that the Registrar, Extension Course Institute, Gunter AFB AL 36118-5643, send a transcript to the college or university where they are enrolled. The Institute of Internal Auditors will accept class attendance for continuing professional education credit for certified internal auditors. Several states will accept class attendance for continuing professional education credit for certified public accountants.

MLMDC 502—Reserve Forces Professional Military Comptroller Course (92.5 hours). The course develops in selected Guard and Reserve officers an understanding of the role of the comptroller as a staff officer and head of a management service organization. The course also broadens the professional horizons of the students through exposure to the issues and policies that bear on decision making within the active force and enhances individual capabilities to serve effectively as comptrollers if mobilized.

Duration and Quota. The course is held once each year and is a two-week course (10 class days) with a quota of 65 students from the Department of Defense and Coast Guard Reserve Force components. Specific class dates are announced through the training management system.

Prerequisites and Selection. The course is open to Reserve Forces personnel in the ranks of major through colonel occupying, or selected to occupy, key financial or reserve management positions at the unit, command, or headquarters level.

A central selection board will fill the Air Force class quota from nominations received from the Air Reserve Personnel Center, Headquarters Air Force Reserve, and the National Guard Bureau. The board convenes under authority delegated to the school commandant by the comptroller of the Air Force. Navy students are centrally selected by the Office of the Chief of Naval Operations. Army nominations are processed through Army Guard and Reserve headquarters. Final selection is coordinated with the Army faculty member at the school.

Curriculum Summary

	Academic Hours*
Applied Comptrollership	
Area I: Financial Management at the Executive Level	23
Area III: Comptrollership in the Operating Activities	18
Area IV: Comptrollership in the Acquisition and Support Activities	0
Area X: Business Practices and Auditing	9
Subtotal	50
Academic Disciplines of Comptrollership	
Area II: Information Management	4
Area V: Analysis for Resource Management	2
Area VI: Executive Communication	9
Area VII: Economics for Resource Management	7
Area VIII: Leadership and Management	9
Area IX: Health and Fitness	11.5
Subtotal	42.5
TOTAL	92.5

*Represents hours available to the course director. Not all hours in each area are used in every class; the hours vary according to current issues and availability of instructors. Backup, optional, and rotational periods are also included in these hours.

Technology Management School

The Technology Management School was created as a separate school assigned to Air University's Ira C. Eaker Center for Professional Development on 7 August 1987 by order of the secretary of the Air Force. The school conducts three management forums each year for 350 senior officers, including 50 generals. The Senior Executive Forum on Software Management and the Executive Forum on Software Management, known as the "Bold Stroke" forums, are the result of a secretary of the Air Force/Air Force chief of staff initiative to increase senior officer awareness of the critical role software plays in our war-fighting capability. The Executive Forum on Communications-Computer Systems is the capstone course for officers in the communications-computer systems and related career fields.

Mission. The mission of the Technology Management School is to provide professional continuing education to enhance the decision-making capabilities of senior Air Force leaders in the areas of software acquisition, support and operations, as well as communications-computer systems.

Objectives. Technology Management School provides an environment in which senior leaders exchange ideas, acquire information, and receive technology updates pertaining to the challenge of life-cycle management of communications-computer systems and software associated with weapon and command, control, communications, and computer (C4) systems.

Initiatives Summary. Communications-computer systems and software development state-of-the-art is advancing rapidly. Changes to Technology Management School curriculum reflect this pace. Forums are adjusted continuously in response to changes in the target population, technology, Air Force and DOD policy, and the environment in which software is developed and communications-computer systems operate. The Technology Management School is pursuing several initiatives to enhance and refine its programs. Initiatives include restructuring the Executive Forum on Communications-Computer Systems, implementing the Executive Forum on Software Management, and presenting the Bold Stroke forums to off-base organizations.

Executive Forum on Communications-Computer Systems. This forum reflects the volatile nature of the communications-computer systems area. The forum has been restructured to focus on preparing senior officers to manage the future. The forum is designed to have officers return to the school periodically to receive a technology update and to discuss current issues of interest in the communications-computer arena.

Executive Forum on Software Management. This forum is part of the Bold Stroke initiative. The forum provides a vehicle to expose colonels and senior civilians to the challenges of fielding reliable, mission-capable software on time, within cost, and with advertised capability. It is similar in content and purpose to the Senior Executive Forum on Software Management.

Presenting Bold Stroke Off-Site. Given sponsorship from a requesting organization, the Bold Stroke forums can be presented off-site. The general officers' forum has been presented at Headquarters SAC and to the Air Force Council. The colonels' forum has also been presented at Headquarters SAC.

Organization. The Technology Management School consists of two academic divisions (Software Management Division and Communications-Computer Systems Division).

Curriculum

MLMDC 841—Executive Forum on Communications-Computer Systems. This forum presents the corporate Air Force perspective on C4 systems management with

emphasis on standard systems. It is designed to broaden perspectives of senior managers through discussion of current issues and projects.

Duration and Quota. The seminar convenes six times each year for eight days with a quota of 28 students per class. Specific class dates are announced through the training management system.

Prerequisites and Selection. This forum is open to colonels serving in the communications-computer, air traffic services, and administrative career fields (49xx, 16xx, and 70xx, and equivalent-grade civilians in the communications-computer systems, computer specialist, and computer management career areas (301, 334, and 391 series). Others may attend by exception with approval of the Human Resources Division, ACS/Systems for Command, Control, Communications, and Computers, Headquarters USAF/SCBH. Individuals may apply for attendance through their major command or agency and nominations should be forwarded to the Human Resources Division. Attendees must have a SECRET clearance. The school allocates quotas based on approved funding and facilities. Quotas are filled (names assigned against vacancies) by the Human Resources Division. Currently the division controls 15 officer and 10 civilian quotas per class; Headquarters Air Force Reserve and the Air Reserve Personnel Center each control one officer quota per class; and Headquarters Air National Guard controls one officer quota per class.

MLMDC 861—Senior Executive Forum on Officer Software Management. This forum provides an overview of Air Force software management for general officers and senior executive service civilians. It presents the software challenges/issues commonly encountered by the Air Force, as well as other DOD agencies, in acquiring, maintaining, and operating major weapon and C4 systems. It also provides an environment for discussing the management and leadership actions necessary to manage the software challenge. The overall objective of the forum is to provide a top-level view of the leadership challenges facing the senior leader in a world of ever-increasing software dependence. The focus is on the criticality of software to the readiness and war-fighting capability of the Air Force.

Duration and Quota. The two-day forum is conducted three times a year with a class size of 17. Twelve general officer quotas are controlled by Headquarters USAF/DPG, and five senior civilian quotas are controlled by Headquarters USAF/DPC. One general officer quota is reserved for the Air National Guard and one for the Air Force Reserve.

Prerequisites and Selection. This forum is for general officers and equivalent civilians. Application and selection for the course is made through Headquarters USAF/DP.

MLMDC 851—Executive Forum on Software Management. This forum provides an overview of Air Force software management. It presents the software challenges/issues encountered by the Air Force and DOD in acquiring, maintaining, and operating major weapon and C4 systems and discusses the actions necessary to manage the software challenge. The focus of the forum is on the software challenge faced by managers to improve our ability to conceive, design, and field complex software intensive weapon and C4 systems on time, within cost, and with advertised capability.

Duration and Quota. The two-day forum is offered five times a year with a quota of 25 attendees per class. Specific class dates and quotas will be announced through the training management system.

Prerequisites and Selection. This forum is for colonels and equivalent civilians. Application and selection for the course are made through the training management system.

Curriculum Summary

	Academic Hours
Executive Forum on Communications-Computer Systems	
Area I: Communications-Computer Technology Refreshment	16
Area II: Future Views	16
Area III: Human Resource Management	16
Area IV: Topical Issues and Perspectives	16
TOTAL	64
Senior Executive Forum on Software Management	
Area I: Foundation	5
Area II: Software Initiatives	2
Area III: Software Issues	4
Area IV: Case Study	1.5
Area V: Industry View	3
Area VI: Future View	3
TOTAL	18.5
Executive Forum on Software Management	
Area I: Foundation	5
Area II: Software Initiatives	2
Area III: Software Issues	4
Area IV: Case Study	1.5
Area V: Industry View	3
Area VI: Future View	3
TOTAL	18.5

USAF Chaplain School

Chaplain training first began during World War I at Fort Monroe, Virginia, 1 March 1918, and in April of the same year moved to Camp Zachary Taylor near Louisville, Kentucky. During the latter part of World War II, the school was located at Fort Oglethorpe, Georgia.

From 1946 to 1951, chaplain training moved to Fort Slocum, New York, where it remained until 1 July 1953 when the Air Force was given the responsibility of training its own chaplains.

The United States Air Force Chaplain Course was established on that date at Lackland AFB, Texas, and placed under the Officer Basic Military Course. The Chaplain Course became a part of Officer Military Schools (OMS) on 20 June 1955. Based on a Department of the Air Force authorization, the United States Air Force Chaplain School was established on 1 June 1960. However, it remained under the OMS. From 1958 to 1965, judge advocates also reported to the United States Air Force Chaplain School for training.

Officer Military Schools was discontinued 1 July 1962 and was assigned to the Officer Training School (OTS). The Chaplain School was made a separate unit and placed directly under the commandant, Lackland Military Training Center, on 1 February 1965. Headquarters Air University Special Order G-16, 20 May 1966, established the United States Air Force Chaplain School at Maxwell AFB, Alabama, and assigned it to Headquarters Air University.

Mission. The USAF Chaplain School provides orientation for new chaplains and continuing professional education for all Air Force chaplains. Chaplains attending the school receive graduate-level training to supplement their college and seminary education and their pastoral experiences. The Chaplain School offers five resident courses: Chaplain Candidate Course, Chaplain Orientation Course, Chaplain Intermediate Course, Chaplain Advanced Course, and the Installation Staff Chaplain (ISC) Course. The school also offers Chaplain Professional Continuing Education (CPCE) Courses.

Objectives. The USAF Chaplain School seeks to educate and prepare chaplains for both pastoral duties at base level and for staff and administrative responsibilities at base and major command levels. This is accomplished by offering courses to chaplains at various stages of their careers, specifically at the orientation level, at the intermediate level (five to seven years), and the advanced level (11 to 13 years). Additionally, in conjunction with the Office of the Chief of Chaplains, the Chaplain School staff develops seminars concerning issues of current interest to the chaplaincy.

Initiatives Summary. The Chaplain School has put forward a number of initiatives which will measurably increase the efficiency of the school and better prepare chaplains to minister in the 1990s. Worship and preaching have been highlighted as a priority. Blocks of instruction at all levels have been developed to better prepare chaplains as liturgists/preachers. Renovation of the small chapels at the school will help set the standard that worship of God is the most important activity of humankind. Tasteful renovations are reinforcing this concept. The new officer evaluation system/enlisted evaluation system as a pastoral management tool has been added to all levels of instruction, thus ensuring that chaplains will use their evaluation skills appropriately.

Organization. The Chaplain School is organized into two directorates: administration and teaching faculty. The commandant is the overall director, and the school is staffed by five teaching chaplains and one chief master sergeant in the curriculum area and by three enlisted personnel and one civilian secretary in the administrative area.

Curriculum

The faculty of the Chaplain School is composed entirely of active duty chaplains and chaplain management personnel. This lends itself to a close collegial relationship between the students and staff. This relationship is furthered by the associations of staff and students from previous assignments and the knowledge that the curriculum is organized to solve and explore practical questions and issues concerning the Air Force Chaplain Service.

Duration and Quota. The Chaplain Candidate Course is a nine-day class and has a quota of 55 students. The Chaplain Orientation Course is offered three times a year with a quota of 30 students per class. The Chaplain Intermediate Course is offered three times a year with a quota of 30 students per class. The Chaplain Advanced Course is offered twice a year with a quota of 30 students per class. The Installation Staff Chaplain Course is offered once a year with a quota of 30 students. The Chaplain Professional Continuing Education Course meets five times an academic year for four days with a quota of 25 students per class.

Prerequisites and Selection. Students come to the Chaplain School for three- or four-week courses and are selected by the major commands in coordination with the school for inclusion in a particular course. The chief of chaplains selects the students for the one-week, issue-oriented seminars.

MAUSCH 101—Chaplain Orientation Course (160 hours). This course introduces chaplains to the US Air Force, facilitating their transition from civilian status, and assists them in learning to apply their professional skills in the Air Force environment.

MAUSCH 102—Chaplain Intermediate Course (120 hours). This course improves existing ministry skill, develops professional skills identified by the chief of chaplains based on an analysis of Air Force needs, and enhances the students' ability to apply a variety of ministry models to the Air Force community to function with increased competence at the base level.

MAUSCH 103—Chaplain Advanced Course (120 hours). This course enhances the managerial skills of Air Force chaplains, develops their facilitation skills, sensitizes them to current social concerns, and introduces ministry models that relate to the Air Force community. Chaplains completing this course are equipped to serve effectively as senior faith-group chaplains, as installation staff chaplains, or in command chaplain offices.

MAUSCH 112—Installation Staff Chaplain Course (80 hours). This course develops the student's understanding of leadership and management; gives the student a working knowledge of the concepts, principles, policies, and techniques related to financial management, personnel administration, mobility, installation staff and major command chaplain relationships, regulations, and other appropriate duty functions; and provides the student with professional qualifications necessary to serve as an effective installation staff chaplain.

MAUSCH 113—Chaplain Professional Continuing Education Courses (32 hours). These courses are four-day seminars designed, in conjunction with the chief of chaplains,

to develop and improve the ministry and professional skills of chaplains to meet the changing needs of the Air Force.

MCHP 104—Chaplain Candidate Course (80 hours). This course introduces chaplain candidates to the customs, traditions, and structure of the Air Force and presents an overview of the role of the chaplain in the Air Force environment.

Curriculum Summary

	Academic Hours
MAUSCH 101: Chaplain Orientation Course	160
MAUSCH 102: Chaplain Intermediate Course	120
MAUSCH 103: Chaplain Advanced Course	120
MAUSCH 112: Installation Staff Chaplain Course	80
MAUSCH 113: Chaplain Professional Continuing Education Courses	32
MCHP 104: Chaplain Candidate Course	80
TOTAL	592

USAF Chaplain Service Resource Board

The USAF Chaplain Service Resource Board was formed on 1 July 1959 under the Air University Command Chaplain at Maxwell AFB, Alabama. Initially called the USAF Chaplain Writers Board, its first mission was to prepare written lectures and audiovisual resources for the Air Force Moral Leadership Program. In 1966 the board was tasked to develop program theme support materials; its name changed to the USAF Chaplain Board. By 1976 the board had become the center for development of a wide variety of ministry support resources, and its name was changed to the USAF Chaplain Resource Board to better reflect its new mission. Effective 1 January 1989, the board became the USAF Chaplain Service Resource Board. The addition of “service” to its name reflects its current mission of providing resources to all chaplain service professionals, including chapel management enlisted personnel, religious education coordinators, and laity. Currently, the board researches, writes, publishes, and distributes material to support the professional activities of chaplain service personnel and to provide resources for the development of chapel programs throughout the Air Force.

In addition to the bimonthly *Update*, the official publication for the USAF Chaplain Service, other publications by the board identify specific resource requirements for contemporary ministry and are published as needed. Each year the resource board develops publications in support of the USAF Chaplain Service theme. It also provides consultant services for chaplains in continuing education and in development of chapel programs, maintaining close liaison with the major command professional chaplains and civilian religious leaders, educators, publishers, and media producers. Through this continuing interchange, the board is able to provide resources and recommendations relevant to the varied needs of religious ministry. Board members regularly provide professional assistance

to Headquarters USAF/Chief of Chaplains Office and MAJCOMs, develop conference formats, provide on-site resourcing assistance and training, and prepare written products for use by the Air Staff.

Mission. The board serves as the primary professional development and support center for the USAF Chaplain Service. It provides materials and consulting services for the continuing education of Air Force chaplains and the support of DOD chapel programs worldwide. As program managers for the USAF Chaplain Service, the board is functionally attached to and selectively manned by the USAF Chief of Chaplains Office.

Objectives. Primary objectives for the Chaplain Service Resource Board currently include

- improved quality of services and materials,
- more efficient identification and delivery of resources, and
- development of automation objectives and implementation plan.

Organization. In addition to the main office of the USAF Chaplain Service Resource Board at Maxwell AFB, the board has two other specialized components: the USAF Chaplain Film Library at Norton AFB, California, and the Chaplain Systems Development Branch.

The USAF Chaplain Film Library is managed and directed by the board. With holdings of over 500 religious titles, this library is one of the largest repositories of religious audiovisual resources in the country. Each year approximately 25 new media titles are added to the film library, requiring board members to continually revise and update the *USAF Chaplain Film Guide*, another board-produced publication.

The board's automation research and development component, the Chaplain Systems Development Branch, applies state-of-the-art computer technology to the complex management of all Air Force chaplain nonappropriated funds. Similar computer applications are currently being developed to enhance professional resourcing operations, including the evaluation, procurement, and distribution of ministry support software programs.

Unit Historian Development Course

Objective. The Air Force Unit Historian Development Course (MLMDC 900) provides new enlisted historians with a foundation in the principles and methods of preparing Air Force historical reports.

Curriculum

The curriculum covers historical services and administration; the historian in contingency operations; the nature and sources of historical materials; preparation of unit and contingency histories; and the research and writing of unit, contingency, and other historical reports.

Duration and Quota. This 18-day course is offered annually and has a quota of 30 active duty and five reservist students. Specific class dates are announced through the training management system.

Prerequisites and Selection. Enlisted military members who are presently serving as, or designated to serve as, full-time military historians or as full-time historian assistants in unit, numbered air force, and major command history offices are eligible to attend the course, as are persons in the administrative career field assigned full time to history offices. Students in AFSC 792X2 must not have higher than a five-skill level; preference is given to individuals just appointed for cross-training to 792X2 from another career field. Active duty individuals with 12 or more months of experience in AFSC 792X2 or in a history office cannot be nominated to attend the course. Air National Guard and Air Force Reserve personnel may be nominated for attendance if they are assigned to an authorized historian position. When selected, students must not have requested reassignment from the historical field. Major command history offices select students in coordination with the USAF Historical Research Center. Students must have a SECRET clearance by the class starting date and their orders to attend must show the clearance.

Curriculum Summary

	Academic Hours
Area I: Historical Skills in Preparing a History	13
Area II: History at the Unit Level	11
Area III: Historical Methods and Materials	11
Area IV: Historical Composition	11
Area V: Research/Writing Practicum	9
Area VI: Contingency Practicum	7
Area VII: Historical Writing Practicum	35
Other Curriculum Activities	47
TOTAL	144

Academic Credit Recommendation

The Center for Adult Learning and Educational Credentials of the American Council on Education recommends three semester hours of upper-division credit in history for completion of the course. Graduates of the course desiring academic credit should request that the Registrar, Extension Course Institute, Gunter AFB AL 36118-5643, send a transcript to the college or university where they are enrolled.

Through affiliation of the Air University Ira C. Eaker Center for Professional Development with the Community College of the Air Force (CCAF), graduates of the course who are enrolled in CCAF may receive five semester hours of credit toward an associate degree.

Course graduates may apply for credit through the Registrar, Community College of the Air Force, Maxwell AFB AL 36112-6655. For further information, see the CCAF catalog.

EXTENSION COURSE INSTITUTE

The Extension Course Institute (ECI) was established in 1950 as one of Air University's professional specialized schools. As the Air Force's only correspondence school, the institute's original mission was to provide voluntary nonresident courses for both active duty and reserve Air Force personnel. Today, with a staff of 129 civilian and military members, the institute supports formal training and educational programs of the Air Force, Air National Guard, and Air Force Reserve. The institute provides career broadening courses to people throughout the Department of Defense and to civil service employees in other federal agencies.

Mission. Over the years the institute's mission has undergone several major changes. In 1963 the institute became an essential and mandatory part of the dual-channel on-the-job training program when it started providing self-study materials for the specialty knowledge portion of the Air Force's official upgrade training program. In 1969 the Extension Course Institute was given the additional mission of providing study reference materials used in preparation for specialty knowledge testing under the weighted airman promotion system. Since 1977 the institute has functioned as the registrar for Air University. The Registrar Branch maintains records and issues diplomas, not only for the institute's courses but also for all Air University schools except the Air Force Institute of Technology.

Objectives. ECI's motto—Air Force Readiness through Education—stems from a belief that educational improvement of Air Force men and women increases their ability to support the military posture of the nation, and that military readiness requires continuing education and training of all armed forces. ECI sustains and strengthens this role through:

- Maintaining excellence in correspondence courses. This is through internal efforts as well as accreditation through the National Home Study Council and review by the Air University Board of Visitors.
- Continuing American Council on Education evaluation of courses for credit recommendations in upper baccalaureate, lower baccalaureate, and vocational areas. This program assists graduates of courses to continue their education and pursue degrees at non-DOD institutions.
- Providing expertise to larger correspondence education communities. Annual participation in the Interservice Correspondence Exchange, attending a variety of conferences, and publishing articles in journals are the methods used to gain and share knowledge.
- Maintaining an open line of communication to benefit the students. ECI publishes the *ECI Catalog* to provide up-to-date information on courses, programs, and points of information. ECI also publishes the *ECI Word, Curriculum Update*, and *Tech Tips* as forums to air current topics, problems, and solutions.



Initiatives Summary. Starting in early 1988, ECI began installation and use of a new \$8.1-million computer system to automate course development, production and distribution, as well as the registrar and administration functions. The system consists of nearly 400 desktop computer workstations at ECI and course author locations around the country linked to a mainframe computer at ECI. Authors develop course materials on the system and send them to ECI. The materials are edited, formatted, and then transmitted to the latest electronic publishing equipment at the printing plant. Over the next two years, the system will be completed to include text and graphic scanners and a complete paperless development process. In addition, the computer system provides an entirely new Air University student registrar and administration system that will enroll students faster, provide course books and exams faster, and allow immediate access to all student data for inquiries. As ECI approaches the twenty-first century, this new capability will provide better service to students and result in improved training and increased Air Force readiness.

Organization. The Extension Course Institute is composed of a command section and an information management division, plus four other divisions and a program management office. The Curriculum Division develops course materials and tests from technical writers' inputs. The Operations Division manages student enrollments, records, scores examinations, and produces diplomas. The Plans and Programs Division analyzes and evaluates the effectiveness of the USAF Extension Course Program and provides liaison with military and civilian agencies for correspondence education. The Information Systems Division manages and controls computer systems to support ECI's record keeping and course development. The Program Management Office directs acquisition of automated systems for ECI. The course materials function is contracted to a private firm that is responsible for warehousing, packaging, and mailing course materials.

Resident Curriculum

MECI 100—ECI Course for Authors. Each quarter since October 1984, the institute has conducted a two-week course to provide new writers of career development courses with the basic knowledge and experience needed to produce effective extension course materials. The course is a practicum in the use of instructional systems development to write and revise career development courses. During the two weeks, new writers work under the tutelage of institute educators gaining hands-on experience in every phase of course development: planning; writing objectives, tests, and text; and processing and evaluating a course. New writers also become familiar with the institute's procedures and become acquainted with staff members with whom they will be working.

Programs of Study. The Extension Course Institute offers nearly 330 courses. They fall into three categories—professional military education courses, specialized courses, and career development courses.

Professional Military Education Courses. The professional military education (PME) courses are taken by both commissioned and noncommissioned officers. These courses teach leadership, management principles, techniques of effective communication, problem solving, analysis of professional reading materials, international relations, national decision making, and defense management. They also cover the psychology of learning, individual differences, and the techniques of teaching. The courses give students the broad skills and knowledge needed to be effective at various stages in their careers.

The Extension Course Institute offers professional military education by correspondence. PME is also available by seminar or in-residence through the subject schools. The institute offers the following programs:

Air Command and Staff College Associate Program	NCO Preparatory Course
Air War College Associate Program	Squadron Officer School Associate Program
CAP Senior Associate Program	USAF Senior NCO Academy Correspondence Course
Command NCO Academy Correspondence Course	USAFR Officer Preparatory Course
History of US Air Power	

Specialized Courses. These courses provide valuable information and career broadening knowledge to individuals. The Extension Course Institute offers specialized courses in several career fields.



Course Title	Career Field No.
First Sergeant	10
General Military Training	12
Supervisor Safety	19
Weather	25
Communications-Electronics	30
Computer Technology	51
Services	61
Logistics, Plans, and Programs	66
Financial	67
Personnel	73
Education and Training	75
Civil Law	78
Information	79
Law Enforcement	81
Legal	88
Nursing	97

Career Development Courses. Career development courses constitute the largest portion of the institute's curricula. These self-study courses help airmen complete the specialty knowledge portion of the dual-channel on-the-job training program. Airmen must complete career development courses successfully at various stages to advance in their careers. Career development courses are also available on a voluntary basis to others for career broadening. The institute offers career development courses in the following career fields:

Course Title	Career Field No.
Aircrew Operations	11
Aircrew Protection	12
Intelligence	20
Geodetic	22
Audio-Visual	23
Safety	24
Weather	25
Command Control Systems Operations	27
Communications-Electronics Systems	30
Instrumentation	31
Avionics Systems	32
Wire Communications Systems Maintenance	36
Maintenance Management Systems	39
Intricate Equipment Maintenance	40
Missile Systems Maintenance	41
Aircraft Systems Maintenance	42
Aircraft Maintenance	43
Manned Aerospace Maintenance	45
Munitions and Weapons	46
Vehicle Maintenance	47
Communications-Computer Systems	49
Mechanical and Electrical	54
Structural and Pavements	55
Sanitation	56
Fire Protection	57
Transportation	60
Services	61

AIR UNIVERSITY CATALOG

Course Title	Career Field No.
Food Services	62
Fuels	63
Supply	64
Contracting	65
Logistics Plans	66
Accounting and Finance—Auditing	67
Administration	70
Personnel	73
Morale, Welfare, and Recreation	74
Education and Training	75
Public Affairs	79
Security Police	81
Special Investigations	82
Medical	90
Medical	91
Medical	92
Dental	98

Interested students can obtain further information about the institute's courses and enrollment through their base education services office. A complete description and listing of courses offered by the Extension Course Institute is available in the *ECI Catalog*.

Academic Credit Recommendation

A list of credit recommendations for ECI courses can be found in the current *Guide to the Evaluation of Educational Experiences in the Armed Services* or in the *ECI Catalog*.

HEADQUARTERS CIVIL AIR PATROL-USAF

Civil Air Patrol (CAP) is a volunteer civilian auxiliary of the US Air Force. It was organized 1 December 1941 initially as a part of the Office of Civilian Defense. In 1943 it was transferred to control of the US Army Air Forces. An act of Congress in 1946 chartered CAP as a nonprofit, benevolent organization devoted to humanitarian activities. In 1948 it was made the volunteer civilian auxiliary of the US Air Force, also by act of Congress.

Today's Civil Air Patrol has more than 38,500 senior (adult) members and some 25,000 cadets in 1,900 units spread throughout the United States. Each unit has an organizational pattern and rank structure similar to that of Air Force units.

Mission. The mission of Headquarters CAP-USAF is to advise and assist CAP in the fulfillment of its statutory objectives and to provide liaison between CAP, the Air Force, and other Department of Defense departments or agencies.

Objectives. Objectives of CAP are to:

- provide an organization to encourage and aid US citizens in the contribution of their efforts, services, and resources in the development of aviation and in the maintenance of aerospace supremacy;
- provide aerospace education and training, especially to its senior and cadet members;
- encourage and develop, by example, the voluntary contribution of private citizens to the public welfare;
- encourage and foster civil aviation in local communities; and
- provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies.

Initiatives Summary. Civil Air Patrol has adopted several initiatives designed to provide better service to the American public. These include an ongoing recruitment drive to attract new members; a modernization program to improve the quality of its aircraft fleet and equipment; and a screening program of all senior members associated with the cadet program. Civil Air Patrol has also launched new operations to aid in the country's antidrug effort. In addition to flying aerial reconnaissance missions with the US Customs Service, CAP performs similar missions for the Drug Enforcement Administration and the US Forest Service.

Organization. Headquarters Civil Air Patrol-US Air Force (HQ CAP-USAF) is the command headquarters for all civil service and active duty members of the US Air Force who are assigned liaison duty with the CAP, including members assigned duty at region or wing liaison offices in the field.



The commander, CAP-USAF, is also the executive director, CAP, who administers CAP programs as a corporate officer of CAP according to the resolutions of the CAP National Board and the CAP National Executive Committee.

The staff of the commander, Headquarters CAP-USAF, is similar to that found at any major Air Force command level: Deputy Chief of Staff (DCS), Operations; DCS, Logistics; DCS, Personnel; DCS, Training; plus various directorates such as Safety and Public Affairs. These agencies also function as CAP's national headquarters staff and are vested with all the authority required to enable them to assist the executive director in discharging corporate responsibilities.

A liaison staff of Air Force personnel is also maintained in each of CAP's eight regions in the United States and 52 wings—one for each state plus one each for the District of Columbia and Puerto Rico.

Headquarters, located in Wilson Hall, transferred to Maxwell AFB from Ellington AFB, Texas, in 1967.

Emergency Services Mission

Civil Air Patrol's primary operational missions include air/ground search and rescue (SAR) and disaster relief (DR)—whether man-made, such as civil defense, or natural disasters. CAP has access to over 530 CAP and 6,500 member-owned general aviation aircraft, plus vast amounts of ground rescue equipment and radios. Civil Air Patrol operates national, regional, and local high frequency (HF) and very high frequency (VHF) radio networks with over 31,000 radio devices including VHF-FM repeater systems. These nets provide valuable connectivity during a national emergency or major disaster. SAR operations are carried out primarily under US Air Force authority at the request of the Aerospace Rescue and Recovery Service and other DOD joint rescue coordination centers. In 1989 CAP aircrews flew 21,114 search hours and saved 65 lives. Disaster relief operations during peacetime are coordinated by local/state emergency management authorities and authorized by the Air Force National Security Emergency Preparedness office. During a national emergency, CAP disaster relief tasking comes from the federalized state adjutant general. CAP has other Air Force/DOD noncombatant support missions that are coordinated through emergency services. These include

- low-level training route surveys for SAC/TAC/MAC;
- Military Support to Civil Defense (MSCD) and Joint Key Assets Protection (JKAP);
- damage assessment and reconnaissance;
- light cargo transport and courier service;
- counternarcotics surveillance missions; and
- training for various operational missions.

Cadet Program Mission

Civil Air Patrol cadets are young men and women between the ages of 13 and 21 involved in a leadership training program based on activity and achievement. The cadet program

includes four phases and 15 achievements. Accomplishments in each phase and achievement lead to progression in rank from cadet basic to cadet colonel and to eligibility to participate in additional activities such as summer encampments, an international exchange, and special activities at Air Force bases and other DOD installations. It also provides study and involvement in four curriculum areas—Aerospace Education, Leadership Laboratory, Moral Leadership, and Physical Fitness.

Aerospace Education. This portion of the cadet curriculum orients the cadets to the diversity of the aerospace community. It develops an understanding of flight, aircraft and space vehicle power plants, navigation, weather, air traffic control, and the social, political, and economic impact of aerospace.

Leadership Laboratory. This area exposes the cadet to opportunities to learn and practice basic leadership, administration, and management techniques. Cadets may complete several annual activities, such as the Cadet Officer School, National Cadet Competition, Computer Orientation Program, and Air Training Command (ATC) Familiarization Course at three ATC bases. Other annual events that aid cadets in outdoor activities are the Cadet Pararescue Courses, held during summer months at three locations in the United States, and Civil Air Patrol's joint program with the Experimental Aircraft Association.

Moral Leadership. Providing cadets with a forum to discuss contemporary issues under the leadership of an ordained cleric is the objective of this curriculum area. The purpose is not to espouse any religious doctrine or teachings but to allow cadets to draw their own moral conclusions based on these discussions.

Physical Fitness. Scaled to the cadet's age group, the US Air Force aerobics program provides an early exposure to physical fitness as a lifetime requirement.

In addition to the four curriculum areas, the cadet program mission also includes international programs. Each summer since 1948, Civil Air Patrol cadets and senior-member escorts, with Air Force assistance, participate overseas as US representatives in the International Air Cadet Exchange—a program that promotes international understanding, goodwill, and friendship among young people who have a common interest in aviation. Likewise, a 19-day exchange to the United States provides international cadets with sight-seeing trips, tours of aerospace industries and museums, visits to airports and Air Force installations, orientation and training flights in gliders and powered aircraft, and visits in the homes of host CAP families. This program has grown over the years and has involved some 41 countries.

Aerospace Education Mission

Civil Air Patrol's aerospace education effort works, both internally (with its membership) and externally (with the general public), toward developing an understanding and appreciation of the importance of aerospace for our country. Cadets and senior members take part in a structured aerospace education program and have access to current aerospace



events. Its purpose is to develop a membership that can provide grass roots understanding and leadership in aerospace education in their local communities. Externally, the effort is to provide aerospace education to the American citizenry through the education community. The external aerospace education programs include:

Teacher Workshops. Each year nearly 200 colleges, universities, and school systems offer Civil Air Patrol-sponsored aerospace education workshops for nearly 5,500 teachers. These projects provide teachers and school administrators with a basic understanding of aerospace and prepare them to include aerospace education in their curricula at all levels.

Curricular Materials. Civil Air Patrol produces courses of study, textbooks, instructor guides, audiovisual materials, and other supplementary materials. Many schools (private, public, and parochial) use this material to present aerospace education to their students.

Educational Liaison. Civil Air Patrol and Headquarters CAP-USAF maintain a close liaison with state school officials, college and university administrators, and private, public, and parochial school systems to promote aerospace education in the schools of our nation.

Cooperative Programs. To develop cooperative aerospace education programs, Headquarters CAP-USAF and the Civil Air Patrol maintain a close working relationship with other aerospace education groups, such as the Federal Aviation Administration (FAA), the National Aeronautics and Space Administration (NASA), the National Air and Space

Museum, state aeronautical commissions, the General Aviation Manufacturers Association, the Air Transport Association, the Aircraft Owners and Pilot Association, the Young Astronaut Council, and the Air Force Association. An example of this cooperation is the annual National Congress on Aviation and Space Education, the only national-level convention for aerospace education held in our nation. The event is cosponsored by CAP, NASA, and FAA, with Civil Air Patrol serving as secretariat and chairman of the planning committee. About 1,200 educators attend the national congress annually for a three-day forum on aerospace education issues.

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- Thomas H. Etzold, Professor of International Security and Arms Control; AB and MA, Indiana University; M of Philosophy and PhD, Yale University.
- Grant T. Hammond, Professor of International Relations; BA, Harvard University; MA and PhD, Johns Hopkins University.
- David C. Skaggs, Professor of Military History and Strategy; BS and MA, University of Kansas; PhD, Georgetown University; United States Army Command and General Staff College, United States Army War College.
- James H. Toner, Professor of Political Science; AB, Saint Anselm College; AM, College of William and Mary; PhD, University of Notre Dame.

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Department of Warfare Studies

Col Kent E. Harbaugh, Chairman; BS, United States Air Force Academy; MA, Georgetown University; Squadron Officer School, Armed Forces Staff College, Air War College, Royal College of Aerial Warfare.
 Col David G. Kimball, Deputy Chairman; BS and MS, Montana State University; Squadron Officer School, United States Army Command and General Staff College, Industrial College of the Armed Forces, Air War College.
 Col Frank W. Anderson, Jr., Division Chief, Contemporary Conflict; BA, Nasson College; MA, Chapman College; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces, Air War College.
 Col Charles R. Armstrong, United States Marine Corps, United States Marine Joint Faculty Member; BS, Mississippi State University; Amphibious Warfare School, Air Command and Staff College, National War College.
 Capt John R. Castor, Jr., United States Navy, Navy Joint Faculty Member; BS, University of Texas; MS, Salve Regina College; Naval War College.
 Col Gary L. Chilcott, Space Command Chair; BA, University of Buffalo; MA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Air War College, National Security Management Course.
 Col Richard L. Hamer, Strategic Air Command Chair; BS, Pennsylvania State College; MBA, University of Nebraska; Air Command and Staff College, Air War College.
 Capt Ricky K. Morris, United States Navy, United States Navy Joint Faculty Member; BS, United States Naval Academy; BA and MS, Boston University.
 Col Glenn L. Nielsen, Director, Simulations; BS, United States Air Force Academy; MA, University of Southern California; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Air War College.
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 Col Bryon W. Smith, United States Army, Deputy Director, US European Command; BS, University of Nebraska; MS, Shippensburg University; United States Army War College, Armed Forces Staff College.
 Col Roger C. Taylor, Director, Regional Security Analysis; BA, Texas Christian University; MA, Pepperdine University; Squadron Officer School, Industrial College of the Armed Forces, Air Command and Staff College.
 Col Hugh C. Whatley, Division Chief, Combatant CINCs; BA, United States Air Force Academy; MA, Georgetown University; Squadron Officer School, Air Command and Staff College, Air War College.
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 Lt Col Kenneth G. Brothers, Course Director, US Southern Command; BS, United States Air Force Academy; MA, Louisiana Tech University; National Security Management Course, Squadron Officer School, Air Command and Staff College, Air War College.
 Lt Col Peyton P. Lumpkin, Course Director, Joint Warfare; BA, University of Houston; MBA, Saint Edwards University; Air Command and Staff College, Air War College.
 Lt Col James E. Roper, Director, US European Command; BS, Wabash College; MS, Troy State University; Air Command and Staff College, National Security Management Course, Air War College.
 Lt Col George Smith, Deputy Director, International Security Studies; BS, Ohio State University; MA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Air War College.

AIR UNIVERSITY CATALOG

- M. E. Ahrari, Professor of Middle East and Southwest Asian Studies; BA and MA, Eastern Illinois University; PhD, Southern Illinois University.
- David G. Blair, Professor of Deterrent Strategy; BA, University of Tennessee; MA and PhD, University of California, Los Angeles.
- Peter K. Breit, Professor of European Affairs; BA, University of Colorado; MA and PhD, University of Massachusetts.
- Howard M. Hensel, Course Director, International Security Studies; BA, Texas A&M University; MA and PhD, University of Virginia; Air Command and Staff College, Air War College.
- Armin K. Ludwig, National Security Affairs Specialist; BA, Ball State University; MA, Michigan State University; PhD, University of Illinois.
- Thomas M. Magstadt, Professor of Soviet Foreign Policy; BA, Augustana College; MA and PhD, Johns Hopkins University.
- Gholam H. Razi, Professor of Middle East and Southwest Asian Affairs; License es Sciences, University of Tehran; PhD, University of California.
- James Richard Walsh, Professor of Asian and Pacific Affairs; BS, Georgetown University; MA and PhD, University of South Carolina.
- Gerald R. White, Course Director, US Central Command; BA, Texas Christian University; MA, University of Utah; Squadron Officer School, Air Command and Staff College, Air War College.
- Capt Audrey Griffin, Executive Officer; BS, Mississippi Valley State University; MA, Central Michigan University.

Air Command and Staff College

- Brig Gen Phillip J. Ford, Commandant; BS, University of Texas at Arlington; MS, Troy State University; Air Command and Staff College, National War College.
- Col Jerry L. Sailors, Vice Commandant; BS, United States Air Force Academy; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces, Air War College.
- Maj Mark B. Jolly, Executive Officer; BS, University of Washington; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Glenward L. Spivey, Educational Advisor; BS, Auburn University; MS, Troy State University; MEd and EdD, Auburn University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Advisors

Army

- Lt Col Michael Lenhart, United States Army; BS, University of Southern Colorado; MS, University of Southern California; Armored Officer Advanced Course, Air Command and Staff College, Academic Instructor School.

Navy

- Comdr Robert L. Bushong, United States Navy; BS, United States Naval Academy; MS, University of Southern California; Naval War College.

Marine Corps

- Lt Col Stephen E. Bruch, United States Marine Corps; BA, University of Florida; Air Command and Staff College.

Royal Air Force

- Wing Comdr Anthony Hawken, Royal Air Force; Advanced Royal Air Force Staff College, Air War College.

Office of Evaluation

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Maj John R. Buck, Chief, Associate Programs Evaluation; BS, University of South Carolina; MS, University of Missouri; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.

Director of Plans and Administration

Maj Randy King, Director; BBA and MBA, University of Washington; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Richard G. Beach, Chief, Manpower and Personnel Division; BS, William Carey College; MS, University of Northern Colorado; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Albert U. Mitchum, Jr., Chief, Programs Division; BA, The Citadel; MS, Troy State University; Squadron Officer School, United States Marine Corps Command and Staff College, Academic Instructor School.

Maj Jose A. Negron, Jr., Chief, Operations and Plans Division; BA and MBA, Louisiana Tech University; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.

Maj Earl Robinson, Jr., Chief, Management and Budget Division; BA, University of Detroit; MS, Troy State University; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.

Maj Alan R. Epps, Chief, Services Division; BS, United States Air Force Academy; MS, Golden Gate University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

MSgt James C. Goodman, Chief, Administration Division; United States Air Force Senior NCO Academy.

Dean of Curriculum

Col William B. Lowe, Dean; BS, United States Air Force Academy; MA, North Carolina State University; Squadron Officer School, Air Command and Staff College, Royal Air Force Staff College, Air War College.

Maj Patrick L. Ivey, Associate Dean; BA, North Carolina State University; MS, Georgia College; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Warfare Studies Division

Col Rodney M. Payne, Chief; BA and MS, Mississippi State University; MA, Graduate Institute of International Studies, Geneva, Switzerland; Squadron Officer School, Air Command and Staff College, Air War College.

Comdr Louis Deasaro, United States Navy, Joint Warfare; BS, University of Montevallo; MBA, George Washington University; Surface Warfare Officer School.

Lt Col Michael Warlick, United States Marine Corps, Joint Instruction Branch; BS, East Carolina University; MA, Pepperdine University; United States Marine Corps Command and Staff College.

Maj Herman S. Anderson, Chief, Theater Air Warfare Branch; BS, United States Air Force Academy; MS, Embry-Riddle Aeronautical University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Curtis L. Betebner, Chief, Conventional Warfare Branch; BS, Missouri Southern State College; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Ted A. Brewer, Chief, Mobility and Contingency Plans Branch; BA, University of North Carolina; MA, Webster College; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Joel D. David, Chief, Military History and Doctrine Branch; BS, Indiana University; MLA, Texas Christian University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj James E. Dill, Chief, Space Operations and Plans Branch; BS, United States Air Force Academy; MS, Saint Mary's University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

AIR UNIVERSITY CATALOG

- Maj Jeffrey A. Kwallek, Chief, Nuclear Warfare Branch; BA, Saint Olaf College; MA, University of Northern Colorado; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.
- Maj Jimmy Alexander, Conventional Warfare; BS, Texas Tech University; MA, Webster College; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Jeffrey L. Breunig, Joint Warfare; BS, University of Wisconsin; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Timothy D. Gann, Military History and Doctrine; BS, University of Southern California; MS, Embry-Riddle Aeronautical University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Bruce R. Gunn, Low Intensity Conflict; BS and MS, Embry-Riddle Aeronautical University; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.
- Maj Ernest G. Howard, Conventional Warfare; BS, University of Montevallo; MBA, Golden Gate University; Squadron Officer School, USAF Fighter Weapons School, Air Command and Staff College, National Security Management Course, Academic Instructor School.
- Maj Hubert N. Mayhew, Jr., Conventional Warfare; BS and BA, Virginia Polytechnic Institute; MA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Jeffrey J. Walters, Space Operations; BS, United States Air Force Academy; MS, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Joseph R. Zahrobsky, Low Intensity Conflict; BS, United States Air Force Academy; MS, Saint Mary's University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Command, Communications, and Combat Support Division

- Lt Col Louis R. Burnett, Chief; BBA, University of Oklahoma; MA, Webster University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Lt Col William R. Berger, Chief, Command Studies Branch; BS, Oklahoma State University; JD, University of Tulsa; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Lt Col Patricia L. Priest, Chief, Staff Communications Curriculum Development Branch; BS, University of Texas; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj John A. Loucks, Chief, Command Concepts Branch; BS, United States Air Force Academy; MBA, University of Northern Colorado; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Charles R. Nelson, Chief, Logistics Branch; BS, Virginia Polytechnic Institute; MS, University of Tennessee; Squadron Officer School, Defense Systems Management College, Air Command and Staff College, Academic Instructor School.
- Maj Mark R. Platt, Chief, Logistics Branch; BS, Louisiana State University; MBA, University of La Verne; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj William M. Quinn, Jr., Chief, Financial Curriculum Branch; BS and MS, Auburn University; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Earlie O. Rose, Jr., Chief, Staff Communications Special Programs Branch; BA, Bethany Nazarene College; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Curriculum Programs and Scheduling Division

- Maj Barry J. Chisholm, Chief; BS and BA, California State University, Los Angeles; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Maj Alan D. Oxley, Deputy Chief; BA, University of La Verne; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

National Security Affairs Division

- Lt Col Paul Tribble, Chief; BS and MA, Memphis State University; PhD, University of Oklahoma; Combined Air Warfare Course, Squadron Officer School, Air Command and Staff College, National Security Management Course.

Maj Bradley D. Gerdes, Chief, European Studies Branch; BS, United States Air Force Academy; MA, Midwestern State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Rembert L. Harmon, Chief, Asian and Middle Eastern Studies Branch; BA, Newberry College; MS, Chapman College; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Frederick F. Roggero, Chief, National Security Policy Branch; BA, University of Notre Dame; MA, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Capt Lester R. Haney, Chief, European and Soviet Studies; BA, State University of New York; MS, Naval Postgraduate School; Squadron Officer School.

Russell W. Ramsey, Chief, African and Latin American Studies Branch; BS, United States Military Academy; MA, University of Southern Mississippi; PhD, University of Florida; United States Army Command and General Staff College.

Director of Operations

Col R. Dean Delongchamp, Director; BS, University of Wisconsin–Superior; MPA, Golden Gate University; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces, Academic Instructor School.

Maj Antonio Ferraro, Chief, Scheduling; BS, United States Air Force Academy; MS, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Stephen R. Garcia, Chief, Faculty Development; BA, University of Kentucky; MBA, University of Wyoming; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

3821 Student Squadron

Lt Col Ronald D. Carbon, Commander; BS, Wichita State University; MA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Comdr Houston Russell, United States Navy, Senior Faculty Instructor; BS, Louisiana Tech University; MBA, Golden Gate University; Armed Forces Staff College.

Maj Frederick R. Knarr, Jr., Senior Faculty Instructor; BA, Tulane University; MS, University of Arkansas; Squadron Officer School, Airlift Operations School, Air Command and Staff College, Academic Instructor School.

Maj Mark T. Lilevjen, Senior Faculty Instructor; BS, South Dakota State University; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Stanley A. Newell, United States Army, Senior Faculty Instructor; BS, Austin Peay University; Military Police Advanced Officers Course, Air Command and Staff College, Academic Instructor School.

Maj Michael J. Belzil, Faculty Instructor; BS, University of New Hampshire; MBA, Rensselaer Polytechnic Institute; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Kurt Cichowski, Faculty Instructor; BS, United States Air Force Academy; MS, University of Northern Colorado; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Bradley T. Flinders, Faculty Instructor; BA, McKendree College; MS, University of Arkansas; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Francis G. Hinnant, Faculty Instructor; BS and MS, Clemson University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Edward C. Holland III, Faculty Instructor; BS, United States Air Force Academy; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Steven L. Mosteiro, Faculty Instructor; BS, San Jose State University; MS, University of Southern California; Squadron Officer School, United States Marine Corps Staff College, Air Command and Staff College, Academic Instructor School.

Maj Pamela M. Round, Faculty Instructor; BS, University of Houston; MS, Auburn University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

3822 Student Squadron

Lt Col Randall R. Cantrell, Commander; BA, The Citadel; MA, Clemson University; Squadron Officer School, Air Command and Staff College.

Comdr Clifford N. Hathway, United States Navy, Senior Faculty Instructor; BA, Denison University.

AIR UNIVERSITY CATALOG

- Maj Bruce Lysne, United States Army, Senior Faculty Instructor; BS, Middle Tennessee State University; MPA, Jacksonville State University; Transportation Officer Advanced Course, Transportation Officer Basic Course, Air Command and Staff College, Academic Instructor School.
- Maj Roger W. Philipsek, Senior Faculty Instructor; BS, Saint Cloud State University; MPA, Oklahoma State University; Squadron Officer School, Air Command and Staff College, National Security Management Course, Academic Instructor School.
- Maj Marianne R. Rogers, Senior Faculty Instructor; BA, Chapman College; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Robert S. Ward, Senior Faculty Instructor; BS, Columbia University; MS, University of Arkansas; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Patrick C. Burbank, Faculty Instructor; BS, United States Air Force Academy; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Mykel D. Gable, Faculty Instructor; BS, Oklahoma State University; MS, Embry-Riddle Aeronautical University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Michael R. George, Faculty Instructor; BS, University of Illinois; MS, University of Oklahoma; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Raymond F. Hamel, Jr., Faculty Instructor; BA, Valdosta State College; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Stephen W. Heck, Jr., Faculty Instructor; BS and MA, Miami University; United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.
- Maj Anthony R. Roclevitch, Faculty Instructor; BS, Troy State University; MS, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

3823 Student Squadron

- Lt Col James C. Miller IV, Commander; BA, University of Alabama; MS, University of Southern California; Squadron Officer School, Air Command and Staff School, National Security Management Course, Academic Instructor School.
- Maj Linda F. Henderson, Senior Faculty Instructor; BSN, Vanderbilt University; MBA, National University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj John F. Martin, Jr., Faculty Instructor; BS, Frostburg State College; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Gerry D. Wolfe, Senior Faculty Instructor; BS, Louisiana Tech University; MS, Central Michigan University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Edd P. Chenoweth, Senior Faculty Instructor; BA, Central Oklahoma State University; MBA, Golden Gate University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Joseph C. Guillot, Faculty Instructor; BS, Nicholls State University; MS, Embry-Riddle Aeronautical University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Mark A. Gunzinger, Faculty Instructor; BS, United States Air Force Academy; MA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Robert H. Isaac, Faculty Instructor; BS, The Citadel; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Charles L. Tompkins, Faculty Instructor; BS, San Jose State University; MA, California State University; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.

3824 Student Squadron

- Lt Col Jeanne M. King, Commander; BS, Southwest Missouri State University; MBA, Central Michigan University; Squadron Officer School, Air Command and Staff College, National Security Management Course, Academic Instructor School.
- Comdr Scott Peacock, United States Navy, Senior Faculty Instructor; BS, United States Naval Academy; Surface Warfare Officer Department Head School, Surface Warfare Executive Officer School, Naval Instructor School.
- Maj Lee J. Colburn, Senior Faculty Instructor; BS, United States Air Force Academy; MA, Webster University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

STAFF DIRECTORY

- Maj John S. Householder, Senior Faculty Instructor; BS, United States Air Force Academy; MBA, Central Michigan University; Squadron Officer School, Air Command and Staff College, National Security Management Course, Academic Instructor School.
- Maj John R. Marsh, United States Army, Senior Faculty Instructor; BS, East Tennessee State University; Field Artillery Officer Advanced Course, Department of the Army Inspector General Course, Air Command and Staff College, Academic Instructor School.
- Maj Ronald E. Brownell, Faculty Instructor; BS, Arizona State University; MS, University of Utah; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Rory B. Cahoon, Faculty Instructor; BA, University of Hawaii; MPA, College of Charleston; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Marc D. Felman, Faculty Instructor; BS, United States Air Force Academy; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Daniel K. Koslov, Faculty Instructor; BS, State University of New York; MPA, Golden Gate University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Aida M. Lee, Faculty Instructor; BS, Kansas State University; MS, Syracuse University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Francis L. Riley, Faculty Instructor; BS, University of Houston; MBA, Golden Gate University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Gene M. Rutan, Faculty Instructor; BS, United States Air Force Academy; MS, Embry-Riddle Aeronautical University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Dean of Associate Programs

- Lt Col Allen D. Sexton, Dean; BS, State University of New York at Buffalo; GE Fellowship, Union College; MA, Syracuse University; MEd, Wichita State University; Squadron Officer School, Air Command and Staff College, Air War College, National Defense University.
- Lt Col Stephen A. Fleet, Associate Dean; BS, Northrop Institute of Technology; MBA, University of Southern Mississippi; MS, University of Southern California; United States Marine Corps Command and Staff College, Air Command and Staff College, National Defense University, Academic Instructor School.

Curriculum Division

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- Maj Albert S. Borchik, Chief, Regional Studies Branch; BS, Auburn University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj David E. Bullock, Chief, Joint/Combined Simulation and Exercise Branch; BS, Brigham Young University; MPA, California State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Michael A. Counihan, Chief, Tactical Warfare Branch; BS, University of Maryland; MA, Mississippi State University; Squadron Officer School, Air Command and Staff College, United States Marine Corps Command and Staff College, Academic Instructor School.
- Maj William A. Kraemer, Chief, Joint Combined Operations Branch; BS, Baptist College at Charleston; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Thomas J. League, Chief, Space Strategic Warfare Branch; BS, Florida State University; MS, University of Arkansas; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj James J. Nakauchi, Chief, Military History and Theory Branch; BA, Loyola Marymount University; MA, Gonzaga University; Squadron Officer School, Air Command and Staff College.
- Maj John L. Ruth, Chief, Combat Support Branch; AA, Chipola Junior College; BS, Florida State University; MA, University of Phoenix; Squadron Officer School, Air Command and Staff College, United States Marine Corps Command and Staff College, Academic Instructor School.
- Maj Elizabeth G. Stout, Chief, Faculty Development and Training Branch; BS, Georgia Institute of Technology; MA, National University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

AIR UNIVERSITY CATALOG

Maj James A. Thomas III, Chief, Command and Leadership Branch; BA, Golden Gate University; MSA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Student Operations Division

Maj William B. Baker, Chief; BS, United States Air Force Academy; MS, Troy State University; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.

Maj Daniel L. Cramer, Chief, Scheduling Branch; BS, University of Notre Dame; MA, Webster University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Richard Davila, Jr., Chief, Resource Management and Analysis Branch; BS, United States Air Force Academy; MS, University of Arizona; Air Command and Staff College, Academic Instructor School.

Maj Robert B. Fisk III, Chief, Operations Branch; BS, Florida State University; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.

Registrar and Support Division

Maj Theodore R. Aston, Chief; BA, The Citadel; MA, Ball State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Director of Education Systems

Lt Col Larry J. Pulcher, Director; BS, Parks College of Aeronautical Technology; MS, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj John B. Daywalt, Chief, Systems Operations and Plans Division; BS, University of Hawaii; MA, Webster University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Peter Macchia, Jr., Chief, Instructional Design Division; BA and MA, University of Florida; PhD, Florida State University; Squadron Officer School, Air Command and Staff College, Air War College.

Maj David D. Phillips, Chief, Educational Development Division; BS, Northeast Missouri State University; MS, Golden Gate University; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.

Maj James P. Foreman, Chief, Systems Operations Branch; BS, United States Air Force Academy; MA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Paul R. Mull, Chief, Network Operations Branch; BA, Mississippi State University; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Dan A. Novak, Chief, Wargaming Branch; BA, Colorado State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj David W. Webb, Chief, Lesson Development Branch; BA, Culver-Stockton College; MA, Louisiana Tech University; Squadron Officer School, Air Command and Staff College.

Maj William H. Wright, Chief, Educational Research Branch; BA, Auburn University; MA, Central Michigan University; Squadron Officer School, United States Marine Corps Command and Staff College, Air Command and Staff College, Academic Instructor School.

Capt Suzanne Bensen, Chief, Technology Applications Branch; BS, Auburn University; Squadron Officer School.

Capt Donald L. Gassman, Chief, Nonresident Design Branch; BA, Park College; MS, Troy State University; Squadron Officer School.

Director of Advanced Airpower Studies

Col William F. Fortner, Director; BS, Auburn University; MBA, University of North Dakota; Squadron Officer School, Air Command and Staff College, Air War College.

Lt Col Harvey J. Crawford, Deputy Director; BA and JD, University of Texas; Squadron Officer School, Air Command and Staff College.

Harold R. Winton, Professor of Military History; BS, United States Military Academy; MA and PhD, Stanford University; US Army Command and General Staff College, Advanced Operational Studies Fellowship.

- David R. Mets, Professor of Military Technology and Innovation; BS, United States Naval Academy; MA, Columbia University; PhD, University of Denver; Squadron Officer School, National Security Management Course.
- Lt Col Gary P. Cox, Professor of Comparative Airpower Studies; ABJ, University of Georgia; MA and PhD, University of Virginia; Squadron Officer School.
- Lt Col James K. Feldman, Professor of Airpower Operations Research; BS, University of Texas; MS, Air Force Institute of Technology; MPP and PhD, Harvard University.

Squadron Officer School

Command and Administration

- Col Lance W. Lord, Commandant; BS, Otterbein College; MS, University of North Dakota; Squadron Officer School, Air Command and Staff College, Air War College.
- Lt Col Stephen M. Ray, Director, Mission Support; BS, Central Missouri State; MA, Chapman College; Squadron Officer School, Air Command and Staff College, Air War College.
- Maj Hunter W. Vardaman III, Executive Officer; BS, University of Alabama; MBA, State University of New York; Squadron Officer School, Air Command and Staff College.
- Capt David F. Johnson, Deputy Director, Mission Support; BS, Trinity University; Squadron Officer School.
- Capt Alan N. Livada, Mission Support Operations Officer; BS, United States Air Force Academy; MS, Troy State University; Squadron Officer School.
- Donald D. Chipman, Educational Advisor; BA, California State University, Chico; MS and PhD, Florida State University; Squadron Officer School.

Curriculum Directorate

- Col Michael J. Trodden, Vice Commandant and Director of Curriculum; BA, Providence College; MS and EdS, University of Bridgeport; Squadron Officer School, Armed Forces Staff College, Industrial College of the Armed Forces, National Security Management Course, Air War College.
- Lt Col Thomas G. Hollingsworth, Deputy Director; BS, University of Maryland; MS, Gonzaga University; Squadron Officer School, Air Command and Staff College.
- Capt David B. Warner, Curriculum Operations Officer; BBA, Southwest Texas State University; MBA, Central State University of Oklahoma; Squadron Officer School.

Command and Staff Division

- Capt Elizabeth S. Robison, Chief, Command and Staff Division; BSN, Duke University; MS, Troy State University; Squadron Officer School.
- Capt Basil Manly IV, Chief, Communication Skills Branch; BS, Virginia Polytechnic Institute and State University; MBA, University of South Dakota; Squadron Officer School.
- Capt Walter E. Fred, Leadership Curriculum Manager; BS, Ohio University; MS, Florida Institute of Technology; Squadron Officer School.
- Capt William I. Havron, Chief, Leadership Branch; BS, Auburn University; MA, Webster University; Squadron Officer School.
- Capt Michael Lewis, Communication Skills Manager; BGS, University of Nebraska at Omaha; MPA, University of Oklahoma; Squadron Officer School.
- Capt Peter M. Maunz, Leadership Curriculum Manager; BS, Southern Illinois University; MSA, Central Michigan University; Squadron Officer School.

Aerospace Division

- Maj August S. Luzzi, Chief, Aerospace Division; BS, University of Oklahoma; Squadron Officer School, Air Command and Staff College.

AIR UNIVERSITY CATALOG

Maj William P. Milot, Chief, Force Employment Branch; BS, United States Air Force Academy; MA, Chapman College; Squadron Officer School.

Capt Dudley P. Attaway, Chief, Officership Branch; BS and MA, East Texas State University; Squadron Officer School.

Capt Mara O. Donovan, Officership Curriculum Manager; BS, Montana State University; Squadron Officer School.

Capt Alan W. Henry, Force Employment Curriculum Manager; BS, Montana State University; MA, Webster University; Squadron Officer School.

Capt Mark H. Jordan, Force Employment Curriculum Manager; BA, Mississippi State University; MS, Troy State University; Squadron Officer School.

Capt Forrest L. Marion, Officership Curriculum Manager; BS, Virginia Military Institute; Squadron Officer School.

Capt Donald L. Sumner, Force Employment Curriculum Manager; BS, University of Maryland; MSA, Central Michigan University; Squadron Officer School.

Plans, Programs, and Research Division

Maj Stephen B. Bacon, Chief, Plans, Programs, and Research Division; BS, University of Southwestern Louisiana; MA, Webster University; Squadron Officer School, Air Command and Staff College, United States Marine Corps Command and Staff College, National Security Management Course, Air War College.

Capt John H. Applegate, Chief, Nonresident Program Branch; BA, Ohio University; Squadron Officer School, Air Command and Staff College.

Capt Davis L. Holloway, Chief, Research Branch; BS, Fayetteville State University; MS, Troy State University; Squadron Officer School.

Capt Alan L. Goard, Nonresident Program Curriculum Manager; BS, United States Air Force Academy; Squadron Officer School.

Capt John F. Keenan, Nonresident Program Curriculum Manager; BS, University of Massachusetts; Squadron Officer School.

Capt Donald J. Magee, Curriculum Scheduler; BA, United States Air Force Academy; MS, University of Southern California; Squadron Officer School.

Capt Steven R. Shields, Chief, Strategic Planning; BA, Saint Leo College; MSA, Central Michigan University; Squadron Officer School.

Capt David L. Sulsberger, Curriculum Scheduler; BS, West Liberty State College; MS, Troy State University; Squadron Officer School.

Evaluation Division

Lt Col Ildiko E. Andrews, Director of Evaluation; BS, University of California, Los Angeles; MS, University of Southern California; Squadron Officer School, Air Command and Staff College.

Capt Robert L. Brown, Chief, Standardization and Evaluation Division; BS, University of Florida; MS, University of Mississippi; Squadron Officer School.

Capt Denise B. O'Hora-Webb, Chief, Educational Technology Division; BS, Louisiana State University; MA, Webster University; Squadron Officer School.

Capt George D. Akin, Educational Technology Division; BS, University of Oregon; MS, Johns Hopkins University; Squadron Officer School.

Capt James W. Myers, Standardization and Evaluation Division; BS, University of Alabama; Squadron Officer School.

Student Operations Directorate

Col Richard R. Golden, Director of Student Operations; BA, Auburn University; MA, Plattsburgh State University; Squadron Officer School, Air Command and Staff College.

Lt Col Randall E. Brooks, Deputy Director of Student Operations; BS, Ohio State University; MS, Troy State University; Squadron Officer School, Air Command and Staff College.

Lt Col Earl M. Cornette, Jr., Squadron Commander; BS, Louisiana Tech University; MA, Texas Christian University; Squadron Officer School, Air Command and Staff College, Air War College.

STAFF DIRECTORY

- Lt Col Donald B. MacNiven, Squadron Commander; BS, United States Air Force Academy; MA, Webster University; Squadron Officer School, Air Command and Staff College.
- Maj Sandra V. C. Alston, Squadron Commander; BA, North Carolina Central University; MBA, Webster University; Squadron Officer School.
- Maj William A. Brandon, Squadron Commander; BS and MS, Troy State University; Squadron Officer School, Air Command and Staff College.
- Maj Richard K. Dockery, Operations Officer; BS, Florida State University; Squadron Officer School.
- Maj Stefan Eisen, Jr., Squadron Commander; BS, United States Air Force Academy; MS, Saint Mary's University; Squadron Officer School, Air Command and Staff College.
- Maj Margie Humphrey, Operations Officer; BA, Newport College; MS, Troy State University; Squadron Officer School, Air Command and Staff College.
- Maj Robert N. Hutchings, Jr., Chief, Special Programs; BS, University of Utah; MS, Troy State University; Squadron Officer School, Air Command and Staff College.
- Maj Michael F. Kloskin, Chief, Training Division; BA, College of Saint Thomas; MBA, University of South Dakota; Squadron Officer School, Air Command and Staff College.
- Maj Robert C. Macy, Squadron Operations Officer, Senior Flight Commander; BS, Miami University; MS, University of La Verne; Squadron Officer School.
- Maj Thomas J. McKernan, Jr., Senior Flight Commander; BS, University of Notre Dame; MS, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College.
- Maj Clifford B. Murrell, Squadron Commander; BA, Saint Leo College; MA, Central Michigan University; Squadron Officer School.
- Maj Saundra J. Reinke, Squadron Operations Officer; BBA, University of Texas; MS, Troy State University; Squadron Officer School, Air Command and Staff College.
- Maj Thermadell S. Ross, Squadron Commander; BA, Southeastern Oklahoma State University; National Security Management Course, Squadron Officer School, Air Command and Staff College.
- Maj Mark G. Spragg, Squadron Operations Officer, Master Flight Commander; BS, University of Tampa; MBA, Chapman College; Squadron Officer School, Air Command and Staff College.
- Maj Dan H. Vial, Jr., Squadron Operations Officer, Senior Flight Commander; BS, West Texas State University; MPA, Troy State University; Squadron Officer School.
- Capt Terry W. Anderson, Flight Commander; BS, Louisiana Tech University; Squadron Officer School.
- Capt Eglin V. Ayson, Master Flight Commander; BS, University of California, Berkeley; Squadron Officer School.
- Capt Roger W. Bailey, Squadron Operations Officer, Master Flight Commander; BS, Ohio University; Squadron Officer School, Air Command and Staff College.
- Capt James B. Barnes, Flight Commander; BA, University of North Carolina at Chapel Hill; Squadron Officer School.
- Capt Carl R. Binford, Flight Commander; BS, Purdue University; Squadron Officer School.
- Capt Jerry W. Bronson, Flight Commander; BS and MS, Troy State University; Squadron Officer School.
- Capt John G. Browning III, Flight Commander; BBA, University of Mississippi; Squadron Officer School.
- Capt James R. Carter, Flight Commander; BS, Trevecca College; Squadron Officer School.
- Capt Richard D. Carroll, Flight Commander; BA, University of Alabama; Squadron Officer School.
- Capt Ronald S. Cawley, Senior Flight Commander; BS, Frostburg State College; MS, Webster University; Squadron Officer School.
- Capt David A. Cořwin, Flight Commander; BS, The Citadel; MBA, University of Montana; Squadron Officer School, Air Command and Staff College.
- Capt John G. Cotter, Flight Commander; BA, California State University, Fresno; United States Marine Corps Command and Staff College, Squadron Officer School.
- Capt Edgar F. Davis, Flight Commander; BS, North Carolina State University; Squadron Officer School.
- Capt Walter I. Diaz, Flight Commander; BS, University of Puerto Rico; Squadron Officer School.
- Capt Paul J. DeHart, Flight Commander; BA, Angelo State University; Squadron Officer School.
- Capt Teresa A. Djuric, Flight Commander; BS, Mary Washington College; Squadron Officer School.
- Capt Dean R. Duffey, Flight Commander; BBA, Valdosta State College; Squadron Officer School.
- Capt Timothy J. Feeley, Master Flight Commander; BS, Arizona State University; MS, Gonzaga University; Squadron Officer School.
- Capt Hank V. Finn, Flight Commander; BS, Troy State University; Squadron Officer School.
- Capt Laura J. Fly, Flight Commander; BA, Auburn University; MSM, Troy State University; Squadron Officer School.
- Capt Barry F. Fortunato, Senior Flight Commander; BS, College of Great Falls; BS, National College; MBA, University of South Dakota; Squadron Officer School.

AIR UNIVERSITY CATALOG

- Capt William Scott Gilley, Flight Commander; BS, Memphis State University; MA, Webster University; Squadron Officer School.
- Capt Kenneth W. Goode, Master Flight Commander; BA, Brigham Young University; Squadron Officer School.
- Capt Ricky T. Hall, Senior Flight Commander; BA, Saint Leo College; Squadron Officer School.
- Capt Tony R. Hall, Flight Commander; BA, University of West Florida; BA, Florida State University; Squadron Officer School.
- Capt W. Bernie Harvey III, Flight Commander; BS, University of Southern Mississippi; Squadron Officer School.
- Capt Stephen L. Huffman, Flight Commander; BBA, Ohio University; Squadron Officer School.
- Capt Brian K. Hutchison, Flight Commander; BA, University of Maine at Orono; Squadron Officer School.
- Capt Robert P. Leroux, Senior Flight Commander; BS, University of Maryland; MBA, Chapman College; Squadron Officer School.
- Capt Joyce A. Maley, Flight Commander; BM, University of Oregon; MA, Chapman College; Squadron Officer School.
- Capt David W. McLemore, Flight Commander; BS, University of Maryland; MA, Ball State University; Squadron Officer School.
- Capt Gregory F. McMullin, Flight Commander; BS, University of Southern Mississippi; Squadron Officer School.
- Capt Ronald G. Meris, Flight Commander; BS, Pennsylvania State University; MBA, Oklahoma City University; Squadron Officer School.
- Capt Stephen H. Mitchell, Senior Flight Commander; BS, Park College; Squadron Officer School.
- Capt Kenneth W. Moore, Flight Commander; BS, Southern University; MPA, Golden Gate University; Squadron Officer School.
- Capt J. Michael Murphy, Senior Flight Commander; BA, University of Massachusetts; MSA, Central Michigan University; Squadron Officer School.
- Capt John D. Nelson, Senior Flight Commander; BA, University of South Carolina; Squadron Officer School.
- Capt Trevor O. D. Noel, Flight Commander; BS, Texas A&M University; Squadron Officer School.
- Capt John C. Orndorff, Senior Flight Commander; BA and MA, Western Kentucky University; Squadron Officer School, Air Command and Staff College.
- Capt Duane B. Orr, Flight Commander; BS, Northwestern State University; Air Command and Staff College.
- Capt Bobbie L. Randall, Flight Commander; BS, Northwestern State University; MA, Webster University; Squadron Officer School.
- Capt Larry L. Rexford, Flight Commander; BS, University of Maine; MS, Embry-Riddle Aeronautical University; Squadron Officer School.
- Capt Kraig B. Robison, Flight Commander; BS, Weber State College; Squadron Officer School.
- Capt Larry A. Salter, Flight Commander; BS, Western Michigan University; MBA, Golden Gate University; Squadron Officer School.
- Capt Kenneth M. Sharpless, Senior Flight Commander; BA, North Carolina Agricultural and Technical State University; MPA, Golden Gate University; Squadron Officer School.
- Capt James C. Stevens, Flight Commander; BS, University of Maryland; MS, Gonzaga University; Squadron Officer School.
- Capt James J. Stroud, Flight Commander; BS, University of Southern Mississippi; Squadron Officer School.
- Capt Michael F. Theeck, Flight Commander; BS and MS, Ohio State University; Squadron Officer School.
- Capt Carl F. Unholz, Jr., Flight Commander; BS, Oakland University; Squadron Officer School.
- Capt Terry E. Warren, Flight Commander; BA, Saint Leo College; MS, University of Arkansas; Squadron Officer School.
- Capt Paul C. Waugh, Senior Flight Commander; BS, Iowa State University; Squadron Officer School.
- Capt Charles L. Webb III, Flight Commander; BS, Texas Tech University; Squadron Officer School.
- Capt Joe F. Whaley, Flight Commander; BAS, Troy State University; MAS, Central Michigan University; Squadron Officer School.
- Capt Samuel K. Whilding, Flight Commander; BA, Hanover College; MS, University of North Colorado; Squadron Officer School.
- Capt Joseph E. Wilson, Jr., Flight Commander; BS, Dickinson College; MS, Ohio University; MSA, Central Michigan University; Squadron Officer School.

USAF Senior Noncommissioned Officer Academy

CMSSgt Glenn R. White, Commandant; AAS, Community College of the Air Force; BS and MS, Troy State University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

- CMSgt Donald B. Hines, Vice Commandant; AAS, Community College of the Air Force; BGS, Chaminade University; MA, University of Alabama; NCO Academy, United States Army Sergeants Major Academy, Academic Instructor School.
- Billy R. Hunter, Educational Advisor; BS and MS, Troy State University; EdD, Auburn University; Technical Instructors Course, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt Danny L. Chestnut, Director of Information Management; AAS, Community College of the Air Force; NCO Academy, NCO Leadership School, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt Walter J. Davis, Director, United States Air Force Enlisted Heritage Hall; AA, University of Cincinnati; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force NCO Academy, Academic Instructor School.
- CMSgt Robert E. Johnson, Chief, Faculty Development Division; two AAS, Community College of the Air Force; Technical Instructor Course, Strategic Air Command NCO Leadership School, Air Training Command NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Raymond T. Hamilton, Chief, Scheduling and Protocol Division; two AAS, Community College of the Air Force; BS, Troy State University; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

Plans, Programs, and Evaluation Directorate

- CMSgt Nace J. Macaluso, Director, Plans, Programs, and Evaluation; two AAS, Community College of the Air Force; AA, Los Angeles City College; BS, University of New York; MS and EdS, Troy State University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt Teddy W. Jackson, Chief, Technology Division; AAS, Community College of the Air Force; Technical Instructor Course, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Michael A. Staples, Chief, Plans and Programs Division; AA, Wesley College; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt Bobby K. Jordan, Chief, Student Evaluation Division; AAS, Community College of the Air Force; AA, University of Maryland; BS, Black Hills State College; MPA, University of South Dakota; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Richard C. Alexander, Chief, Technology Division; two AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Laura E. DuMez, Chief, Student Evaluation Division; two AAS, Community College of the Air Force; BS, Southern Illinois University; MS, Troy State University; NCO Leadership School, Military Air Command NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Bradley F. Holmes, Chief, Curriculum Evaluation Division; AAS, Community College of the Air Force; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

Curriculum Directorate

- CMSgt James T. Merk, Director; BA, University of New Hampshire; MA, Ball State University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt David M. McClannahan, Chief, Leadership and Management Division; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt John H. Edenfield, Jr., Chief, Curriculum Technology Division; AAS, Community College of the Air Force; AS, Jeff Davis Junior College; AA, BA, and MBA, Embry-Riddle Aeronautical University; Technical Instructor Course, NCO Leadership School, NCO Academy, United States Navy Senior Enlisted Academy, Academic Instructor School.
- SMSgt Ian K. Fernandez, Chief, Leadership and Management Branch; Technical Instructor Course, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt James W. Labaza, Chief, Leadership and Management Branch; BS, Hardin-Simmons University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

AIR UNIVERSITY CATALOG

- SMSgt Edward P. Welker, Director, Concentrated Studies Area; two AAS, Community College of the Air Force; BS, Columbia College; MA, Webster University; Technical Instructor Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Jay L. Wells, Chief, Communication Skills Division; BS and MS, University of Maryland; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Ronnie L. Williams, Chief, Leadership and Management Branch; two AAS, Community College of the Air Force; Technical Instructors Course, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Anna J. O'Neill, Chief, Communication Skills Division; AAS, Community College of the Air Force; Technical Instructors Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

Associate Programs Directorate

- CMSgt Joan M. Johnson, Director; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Jerry W. Iverson, Chief, Command NCOA Associate Program Division; BS, Troy State University; NCO Preparatory Instructor Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Nancy S. Welker, Chief, Associate Programs Division; AAS, Community College of the Air Force; Technical Instructors Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt James O. Armstrong, Chief, USAF Senior NCOA Associate Programs Division; AAS, Community College of the Air Force; BS, Troy State University; Technical Instructor Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

Student Operations Directorate

- CMSgt Richard R. Robold, Director; AAS, Community College of the Air Force; Technical Instructor Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt Joseph A. Stuart, Chief, Student Operations Division A; AAS, Community College of the Air Force; AA, Los Angeles City College; BS, MS, and EdS, Troy State University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt Michael R. O'Boyle, Chief, Student Operations Division B; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt Bonnie R. Binzer, Chief, Student Operations Division C; AAS, Community College of the Air Force; BS, University of Maryland; MBA, Golden Gate University; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt James J. Herguth, Chief, Student Operations Branch; AAS, Community College of the Air Force; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- CMSgt David L. Morrison, Chief, Student Operations Branch; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Dannie R. Beaty, Chief, Student Operations Branch; three AAS, Community College of the Air Force; AA, Park College; BS, Troy State University; Technical Instructor Course, Strategic Air Command Leadership School, Air Training Command NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt James R. Begley, Chief, Student Operations Branch; AAS, Community College of the Air Force; BA, Columbia College; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt David C. Clark, Chief, Student Operations Branch; AAS, Community College of the Air Force; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Michael J. Collins, Chief, Student Operations Branch; AAS, Community College of the Air Force; Tactical Air Command NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

- SMSgt John T. Connell, Jr., Chief, Student Operations Branch; AAS, Community College of the Air Force; Technical Instructor Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Richard E. Davenport, Chief, Student Operations Branch; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Anita G. Dornisch, Chief, Student Operations Branch; AAS, Community College of the Air Force; BS, Wayland Baptist University; MS, Troy State University; Technical Instructor Course, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Wilburn H. Fant, Jr., Chief, Student Operations Branch; AAS, Community College of the Air Force; AAS, Spokane Falls Community College; Strategic Air Command NCO Leadership School, United States Air Force Europe NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Joseph S. Gerbrick, Chief, Student Operations Branch; AAS, Community College of the Air Force; Technical Instructor Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Gregory J. Humphrey, Chief, Student Operations Branch; AAS, Community College of the Air Force; BA, Southwest Texas State University; Technical Instructor Course, NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Clarence K. Law, Jr., Chief, Student Operations Branch; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt Michael H. A. Springer, Chief, Student Operations Branch; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt David E. Stever; Chief, Student Operations Branch; AAS, Community College of the Air Force; NCO Academy, NCO Leadership School, Technical Instructor Course, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt O. J. Webster, Chief, Student Operations Branch; AAS, Community College of the Air Force; AA and BS, University of Maryland; MS, Troy State University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Gary S. Benefield, Chief, Student Operations Branch; two AAS, Community College of the Air Force; AA, Gulf Coast Community College; Air Training Command NCO Leadership School, Tactical Air Command NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Jimmy R. Daniel, Chief, Student Operations Branch; AAS, Community College of the Air Force; Technical Instructor Course, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Adrienne P. Dominic, Chief, Student Operations Branch; AAS, Community College of the Air Force; Technical Instructor Course, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt William F. Griffin, Chief, Student Operations Branch; AAS, Community College of the Air Force; AAS, Carteret Community College; BA, University of South Carolina; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Donnie R. Lewis, Chief, Student Operations Branch; AAS, Community College of the Air Force; AA, Saint Leo College; Technical Instructor School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Richard A. Murry, Chief, Student Operations Branch; two BM, Miami University; MM, George Washington University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Robert G. Nonnenmacher, Chief, Student Operations Branch; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt Bennett A. Swenning, Chief, Student Operations Branch; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

Air Force Institute of Technology

Brig Gen Stuart R. Boyd, Commandant; BS, United States Air Force Academy; MBA, Golden Gate University; Air Command and Staff College, Industrial College of the Armed Forces, Air War College.

AIR UNIVERSITY CATALOG

- Col Frederick C. Bauer, Vice Commandant; BS, United States Air Force Academy; MS, University of Southern California; Armed Forces Staff College, National War College.
- James M. Horner, Director, Academic Affairs; BS, MA, and PhD, University of Alabama.
- J. S. Przemieniecki, Senior Dean and Scientific Advisor; BS, MS, and PhD, University of London; Air War College.
- Col Richard S. Cammarota, Dean and Associate Professor of Systems and Logistics; BA, Union College; MA, Columbia University; PhD, Pennsylvania State University; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces.
- Robert A. Calico, Jr., Interim Dean of Engineering and Professor of Aerospace Engineering; BS, MS, and PhD, University of Cincinnati.
- Lt Col Paul T. Foxworthy, Dean, School of Civil Engineering and Services; BS and MS, Purdue University; PhD, University of Illinois; Squadron Officer School, Air Command and Staff College, Air War College.
- Col Philip E. Loudon, Director, Operations and Plans; BA, Troy State University; MS, Southern Illinois University at Carbondale; Air Command and Staff College, Industrial College of the Armed Forces, National War College.
- Col David D. Rechkemmer, Director, Admissions/Registrar; BA, Chapman College; Squadron Officer School, Air Command and Staff College, National Security Management Course.
- Col David C. Whitlock, Dean, Civilian Institution Programs; BGE, University of Nebraska; MA and PhD, University of Colorado; Squadron Officer School, Air Command and Staff College, Air War College.
- Lt Col Francisco Rodriguez, Director, Resource Management; BBA, University of Puerto Rico; MA, Webster College; Squadron Officer School, Air Command and Staff College.
- Lt Col Donald R. Bertoldo, Director, Personnel Resources; BS, San Jose State College; MBA, Saint Mary's University of Texas; Squadron Officer School, Air Command and Staff College.
- Maj James W. Johnston, Jr., Director, Information Systems; BS, San Diego State University; MS, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College.
- Capt Denise Moultrie, Director, Office of Public Affairs; BA, University of Montevallo; MA, University of Oklahoma.
- Capt Elizabeth Davis, Commander, Squadron Section and Director, Information Management; BS, Mississippi University for Women; MS, Troy State University; Squadron Officer School.
- James T. Helling, Director, Academic Library; BS, University of Wisconsin.
- Benjamin L. Williams, Director, Center of Excellence for Reliability, Maintainability and Quality; BS, Texas A&M University; PhD, University of Texas.

School of Engineering

- Maj Philip E. Amburn, Instructor, Department of Electrical and Computer Engineering; MS, Air Force Institute of Technology; BA, Kansas State Teachers College; Squadron Officer School, Air Command and Staff College.
- Lt Col Ronald L. Bagley, Associate Professor of Mechanics, Department of Aeronautics and Astronautics; BS and MS, Massachusetts Institute of Technology; PhD, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College, Air War College.
- William F. Bailey, Associate Professor of Physics, Department of Engineering Physics; BS, United States Military Academy; MS, Ohio State University; PhD, Air Force Institute of Technology.
- Capt Paul D. Bailor, Assistant Professor of Computer Systems, Department of Electrical and Computer Engineering; BS, University of Maryland; MS and PhD, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College.
- Capt Rodney D. Bain, Assistant Professor of Aeronautical Engineering, Department of Aeronautics and Astronautics; BS, MS, and PhD, University of Colorado.
- Lt Col William P. Baker, Assistant Professor, Department of Mathematics and Computer Science; BA and MA, University of California, Irvine; PhD, Northwestern University; Squadron Officer School, Air Command and Staff College.
- Maj Harry H. Barksdale, Jr., Assistant Professor, Department of Electrical and Computer Engineering; BS, Virginia Military Institute; MS, Rensselaer Polytechnic Institute; MS, Johns Hopkins University; PhD, Virginia Polytechnic Institute; Squadron Officer School, Air Command and Staff College.
- David R. Barr, Associate Professor, Department of Mathematics and Computer Science; BA, MA, and MS, Miami University; PhD, State University of Iowa.
- Maj Kenneth W. Bauer, Jr., Assistant Professor, Department of Operational Sciences; BS, Miami University; MA, University of Utah; MS, Air Force Institute of Technology; PhD, Purdue University; Squadron Officer School.

- Maj Denis E. Beller, Assistant Professor of Nuclear Engineering, Department of Engineering Physics; BS, University of Colorado; MS, Air Force Institute of Technology; PhD, Purdue University; Squadron Officer School, Air Command and Staff College.
- Capt Philip S. Beran, Assistant Professor of Aerospace Engineering, Department of Aeronautics and Astronautics; BS, Cornell University; MS and PhD, California Institute of Technology.
- Col Daniel J. Biezad, Assistant Professor, Department of Electrical and Computer Engineering; BS, Illinois Institute of Technology; MS, Air Force Institute of Technology; PhD, Purdue University; Squadron Officer School, Air Command and Staff College, Air War College, National Security Management Course.
- Lt Col Charles R. Bisbee III, Assistant Professor, Department of Electrical and Computer Engineering; BS, United States Air Force Academy; MS, Stanford University; PhD, Auburn University; Squadron Officer School, Air Command and Staff College.
- Charles J. Bridgman, Professor of Nuclear Engineering and Associate Dean for Research; BS, United States Naval Academy; MS and PhD, North Carolina State University.
- Frank M. Brown, Professor, Department of Electrical and Computer Engineering; BS, United States Naval Academy; MS, Air Force Institute of Technology; PhD, Ohio State University.
- Joseph P. Cain, Associate Professor of Economics, Department of Operational Sciences; BBA, MA, and PhD, Southern Methodist University.
- Yupo Chan, Professor of Operations Research, Department of Operational Sciences; BS, MS, and PhD, Massachusetts Institute of Technology.
- James W. Christis, Assistant Professor of Operations Research, Department of Operational Sciences; BS, University of Pittsburgh; MS and PhD, Virginia Polytechnic Institute and State University.
- Maj George E. Cipperly, Instructor of Physics, Department of Engineering Physics; BS, Cornell University; MS, University of Arizona; Squadron Officer School, Air Command and Staff College.
- Maj Paul D. Copp, Assistant Professor of Mechanics, Department of Aeronautics and Astronautics; BS and MS, University of Lowell; PhD, Northwestern University.
- Maj Nathaniel J. Davis IV, Assistant Professor, Department of Electrical and Computer Engineering; BS and MS, Virginia Polytechnic Institute and State University; PhD, Purdue University.
- John J. D'Azzo, Professor and Head, Department of Electrical and Computer Engineering; BEE, College of City of New York; MS, Ohio State University; PhD, University Salford, England.
- Maj Joseph W. Degroat, Instructor, Department of Electrical and Computer Engineering; BS, Pennsylvania State University; MS, Syracuse University.
- Lt Col Jay E. Dejongh, Assistant Professor, Department of Aeronautics and Astronautics; BS, Brown University; MS, Cornell University; PhD, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces, Air War College.
- William C. Elrod, PE, Professor of Aerospace Engineering, Department of Aeronautics and Astronautics; BME and MME, Clemson University; PhD, University of Michigan.
- Lt Col Howard E. Evans II, Instructor of Physics, Department of Engineering Physics; BS, Massachusetts Institute of Technology; MS, Air Force Institute of Technology.
- Capt Daniel B. Fant, PE, Assistant Professor of Aerospace Engineering, Department of Aeronautics and Astronautics; BS, University of Connecticut; MS, Air Force Institute of Technology; PhD, Iowa State University; Squadron Officer School.
- Capt David W. Fautheree, Instructor of Computer Engineering, Department of Electrical and Computer Engineering; BS, Louisiana Tech University; MS, Air Force Institute of Technology.
- Milton E. Franke, Professor of Aerospace Engineering, Department of Aeronautics and Astronautics; BME, University of Florida; MS, University of Minnesota; PhD, Ohio State University.
- Capt Howard D. Gans, Assistant Professor of Aerospace Engineering, Department of Aeronautics and Astronautics; BS, Massachusetts Institute of Technology; MS, Air Force Institute of Technology; PhD, University of Michigan; Squadron Officer School.
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Systems Technology Division

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1st Lt Keith Meissner, Simulation Analyst; two BA, University of California, Berkeley.

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AIR UNIVERSITY CATALOG

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- Doris P. Sartor, Text Development Specialist; BA, Limestone College; MA, Atlanta University; EdD, Auburn University; Academic Instructor School.
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Research Publications Division

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 Hugh O. Richardson, Research and Writing Specialist and Contributing Editor, *Airpower Journal*; BA, George Washington University; MA, Emory University.

Production Division

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Directorate of Plans and Programs

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- Ronald F. Stuewe, Chief, Comptrollership in Acquisition and Support Activities Division; BS, Auburn University; MS, Air Force Institute of Technology; Professional Military Comptroller School, Academic Instructor School.

Air Force Professional Manpower and Personnel Management School

- Col Richard E. Lahti, Commandant; BS, Iowa State University; MA, Central Michigan University; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Susan C. Atwater, Deputy Commandant and Chief, Civilian Personnel Management Division; BA, Florida State University; MBA, George Washington University; Executive Program Graduate School, University of Virginia; Academic Instructor School.
- Stephen H. Brock, Director, Position Classification Course and Contract Negotiators Course; BS, Florida State University; MS, Troy State University; Academic Instructor School.
- Carolyn R. Burnam, Director, System Manager Course and Affirmative Employment Course; BA, Eastern Illinois University; Air Command and Staff College, Academic Instructor School.
- James K. Horer, Director, Employee-Management Relations Course, Employee-Management Relations Advanced Course, and Contract Negotiators Course; BSJ, University of Florida; Academic Instructor School.
- Robert E. Suttle, Director, Civilian Personnel Officers Seminar, Affirmative Employment Advanced Course; BS, Troy State University; Academic Instructor School.
- Duane R. Taylor, Director, Position Classification Advanced Course, Applied Labor-Management Relations Course, Employee Development Specialist Course; BA and BS, University of Kansas; Academic Instructor School.
- Diane C. Wakeham, Director, Equal Employment Opportunity Counselor Course, Advanced System Managers Course; BA and MS, Wright State University; Academic Instructor School.
- Richard J. Brown III, Chief, Family Matters Division; BA, Furman University; BD, Southeastern Baptist Theological Seminary; MA, Appalachian State University; PhD, University of North Carolina at Greensboro; Academic Instructor School.
- SMSGt George C. Porter, Course Director, Family Matters Division; BS, University of Maryland; MS, Troy State University; NCO Leadership School, NCO Academy, Academic Instructor School.
- Lt Col Mervin R. Brown, Jr., Chief, Military Personnel Management Division; BA, University of South Carolina; Squadron Officer School, Air Command and Staff College, Air War College, Technical Instructor Course.
- Eddy L. Boss, Director, Behavioral Science Programs; BS and MA, Troy State University; Command NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- Maj Dolores D. Fox, Director, Civilian Personnel Programs; BA, Youngstown State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Violet M. Nicklen, Director, Manpower and Leadership and Management Programs; BA, McKendree College; MS, University of Louisville; MBA, Saint Mary's University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Capt Sam H. Montgomery, Director, Military Personnel Programs; BS, South Carolina State College; MA, Troy State University.
- CMSGt Paul W. Kasten, Chief, NCO Leadership and Management Education Division; AAS, Community College of the Air Force; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

STAFF DIRECTORY

- SMSgt George C. Meadows, Jr., Director, NCO Preparatory Course Instructor Course; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- SMSgt John N. Price, Chief, NCO Professional Military Education System Support Branch; AAS, Louisiana Tech University; AAS, Community College of the Air Force; NCO Leadership School, NCO Academy, Academic Instructor School.
- MSgt Gary G. Coleman, Chief, NCO Professional Military Education Evaluation Branch; AA, Louisiana Tech University; NCO Leadership School, NCO Academy, Academic Instructor School.
- MSgt Susan A. Holmes, Chief, NCO Professional Military Education Research Branch; AAS, Community College of the Air Force; BA, McMurry College; NCO Leadership School, NCO Academy, Academic Instructor School.
- MSgt George A. Moore, Chief, NCO Professional Military Education Analysis Branch; NCO Leadership School, NCO Academy, Academic Instructor School.

Academic Instructor School

- Lt Col Joseph C. Justice, Commandant; BS, Auburn University; MS, University of Hawaii; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Capt Robert S. Woodsmall, Executive Officer; BS, Southern Illinois University at Carbondale; MA, Webster University; Squadron Officer School, Academic Instructor School.

Operations and Support Division

- Lt Col William D. Mueller, Chief; BS, Eastern New Mexico University; MS, Stout State University–Wisconsin; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Curriculum and Plans Division

- Daniel P. Brown, Dean; BS, MEd, and EdD, Wayne State University; Academic Instructor School.
- Matthew H. Hall, Associate Dean of Curriculum; BS, Troy State University; MA, Peabody College; EdD, Auburn University; United States Army Command and Staff College, Academic Instructor School.
- Maj Christopher L. Picard, Associate Dean of Curriculum; BA, University of Nebraska at Lincoln; MA, University of Michigan; PhD, Brown University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Larry J. Oliver, Director of Plans and Programs; BS, University of Florida; MA, University of Northern Colorado; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Teaching Skills Division

- Lt Col Jerome M. Pradier, Chief; BA, Oblate College; MSM, Troy State University; MA, State University of New York at Albany; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Sharon L. Wallace, Assistant Chief; BA, Florida A&M University; MA, Fisk University; Academic Instructor School.
- Maj Sandra L. Casey, Chief of Communication Skills; BS, Marshall University; MA, University of Redlands; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Capt Charles T. Barco, Section Commander; BA, Huntingdon College; Squadron Officer School, Academic Instructor School.
- Capt David H. Gray, Section Commander; BA, Brigham Young University; MBA, Golden Gate University; EdD, University of Southern California; Squadron Officer School, Academic Instructor School.
- Capt George Louie, Section Commander; BA, Pace University; Squadron Officer School, Academic Instructor School.
- Capt Ava N. Webb-Sharpless, Section Commander; BM, Ohio University; MPA, Golden Gate University; Squadron Officer School, Academic Instructor School.

AIR UNIVERSITY CATALOG

Evaluation Division

Maj Stephen Harris, Chief; BAM, Auburn University; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Maj Clare A. Doyle, Jr., Chief, Evaluation Branch; BS, Troy State University; MS, Central Missouri State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Capt Frances D. Kassinger, Section Commander; BS and MEd, University of Georgia; Squadron Officer School, Academic Instructor School.

Capt Nancy S. Vanlue, Section Commander; BS and MA, Indiana State University; EdS, Ball State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

John Hattaway, Section Commander; BS and MS, Troy State University; Academic Instructor School.

Thomas E. Wolfe, Chief, Research Branch; BS and MA, Troy State University; NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

Cheryl E. Monday, Section Commander; BA, Huntingdon College; MS, Troy State University; Academic Instructor School.

Vicki Jo George, Education Technician; BS, Southern Illinois University at Carbondale; MEd, University of Guam; Academic Instructor School.

International Officer School

Lt Col Steven L. Hansen, Commandant and Air University International Military Student Officer; BS, United States Air Force Academy; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Lt Col George M. Lauderbaugh, Director, Instructional Division; BA, Davis and Elkins College; MA, Ball State University; MA, University of Alabama; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.

Maj Colton McKethan, Director, Services Division and Base International Military Student Officer; BS, Fayetteville State University; MS, Central Michigan University; Squadron Officer School, Air Command and Staff College.

Maj Rex A. Parr, Director, Technology Division; BS, Wesleyan University; MA, Webster University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Capt John W. Hussey, Director, Services Division; BA, University of South Carolina; Squadron Officer School.

Maj Philip W. McDowell, Chief, Plans and Programs Branch; BS and MS, Troy State University; Squadron Officer School, United States Marine Corps Command and Staff College, Academic Instructor School.

Maj Phyllis A. Wilson, Chief, Military Operations Branch; BS, University of Tennessee; MS, Troy State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Capt Dan H. Reichel, Chief, Scheduling Branch; BS, Southern Illinois University; MPA, Golden Gate University; Squadron Officer School, United States Marine Corps Command and Staff College, Academic Instructor School.

Capt Salvador Ceballos, Chief, Projects Branch; BS, University of New Mexico; MA, Webster University; Squadron Officer School, Academic Instructor School.

Gregory L. Baker, Chief, Language Education and Requirements Branch; BA, University of Houston; MAT, Indiana University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Jerry A. Boling, Chief, Cross-Cultural Education Branch; BA, Ohio State University; MA and PhD, Indiana University; Academic Instructor School.

D. Tyrone Crowley, Chief, Language Operations Branch; BA and MA, San Diego State University; Air Command and Staff College, Academic Instructor School.

USAF Chaplain Service Resource Board

Chaplain, Col, David G. Grosse, Chief; BA, Eastern Nazarene College; MA, Yale University; MDiv, Nazarene Theological Seminary; EdD, Boston University; Air War College, Academic Instructor School.

Chaplain, Lt Col, Thomas P. Olszyk, Member; BA and ThM, Saint Francis Major Seminary; MEd, University of Southern California; Air Command and Staff College.

- Chaplain, Lt Col, Richard K. Hum, Member; BA, University of California, Berkeley; MDiv, Talbot Theological Seminary; Air Command and Staff College, Academic Instructor School.
- Chaplain, Lt Col, Stephen W. DeGweck, Member; BA, Wagner College; MDiv, Lutheran Theological Seminary; DMin, Graduate Theological Foundation; Air Command and Staff College.
- Chaplain, Maj, Kevin K. Adams, Member; BA, Phillips University; MDiv, Phillips Graduate Seminary; MA, Presbyterian School of Christian Education; Air Command and Staff College, Academic Instructor School.

USAF Chaplain School

- Chaplain, Col, Albert A. L. Hockaday, Commandant; BA, Shaw University; MDiv, STM, Yale University; MA, Presbyterian School of Christian Education; Squadron Officer School, Academic Instructor School.
- Chaplain, Lt Col, Gerald M. Bell, Vice Commandant and Chief, Academic Instructor Division; BS, University of Southern Mississippi; MDiv, Seabury Western Theological Seminary; Air Command and Staff College, Academic Instructor School.
- Chaplain, Lt Col, Carlo F. Montecalvo, Director, Chaplain Intermediate Course; BA, Our Lady of Providence College Seminary; MDiv, Saint Mary's Seminary; Air Command and Staff College, Academic Instructor School.
- Chaplain, Maj, David H. Cyr, Director, Installation Staff Chaplain Course and Chaplain Candidate Course; BS, Northeastern Bible College; MDiv, Bangor Theological Seminary; MA, Northwestern Oklahoma State University; Air Command and Staff College, Academic Instructor School.
- Chaplain, Maj, Katherine A. Shindel, Director, Chaplain Orientation Course; BA, Albion College; MDiv, Union Theological Seminary (New York); Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Chaplain, Maj, Brian R. Van Sickle, Director, Chaplain Advanced Course; BA, Chapman College; MDiv, Trinity Evangelical Divinity School; MA, Presbyterian School of Christian Education; Air Command and Staff College, Academic Instructor School.
- CMSgt Billy R. Vinson, Executive Officer and Instructor; United States Air Force Senior NCO Academy, Academic Instructor School.

Air Force Judge Advocate General School

- Col Donald C. Rasher, Commandant; BA, Michigan State University; JD, Fordham University; Squadron Officer School, Air Command and Staff College, Air War College, National War College.
- Col Robert E. Sutemeier, Deputy Commandant; BA and JD, Saint Louis University; LLM, George Washington University; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Maj Deborah A. Baker, Instructor, Military Justice Division; AS, Mount Olive College; BA, East Carolina University; JD, University of Texas; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj John A. Dyer, Instructor, Civil Law Division; BA, University of Maine; JD, University of Arkansas; Squadron Officer School, Academic Instructor School.
- Maj Theodore J. Fink, Chief, Military Justice Division; BS, University of Cincinnati; JD, Salmon P. Chase College of Law; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Martha E. Fred, Chief, Civil Law Division; BS, Southern Illinois University; JD, Creighton University; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Maj Kenneth G. Mattem, Instructor, Civil Law Division; BS, United States Air Force Academy; MBA, Babson College; JD, Duke University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj John J. Michels, Jr., Instructor, Civil Law Division; BS, United States Air Force Academy; JD, Duke University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Maj Walter D. Phillips, Instructor, Civil Law Division; BA and JD, Southern Methodist University; MPS, Auburn University; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Maj Eugene B. Whitaker, Instructor, Military Justice Division; BS and JD, Memphis State University; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

AIR UNIVERSITY CATALOG

- Maj Wayne H. Davis, Instructor, Civil Law Division; AAS, Community College of the Air Force; BS and MS, University of Northern Colorado; JD, University of Denver; LLM, George Washington University; Squadron Officer School, Academic Instructor School.
- Capt Amy J. McDonough, Instructor, Civil Law Division; BA, Knox College; JD, De Paul University; Squadron Officer School, Academic Instructor School.
- Maj Michael D. Murphy, Instructor, Military Justice Division; BS and JD, University of Texas; Squadron Officer School, Air Command and Staff College, Academic Instructor School.
- Capt Mary V. Perry, Instructor, Military Justice Division; BA, MA, and JD, Boston University; Squadron Officer School, Academic Instructor School.
- Capt Eric D. Placke, Instructor, Military Justice Division; BA and JD, University of Arkansas; Squadron Officer School, Academic Instructor School.
- MSgt Patricia L. McQueen, Instructor; AA, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.
- MSgt James R. Whitaker, Executive to the Commandant and Instructor; AA, Community College of the Air Force; NCO Leadership School, NCO Academy, United States Air Force Senior NCO Academy, Academic Instructor School.

Technology Management School

- Lt Col Joe M. Banks II, Commandant; BS, Florida State University; MS, Air Force Institute of Technology; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces, Academic Instructor School.
- Lt Col John M. Case, Jr., Director, Communications-Computer Systems Division; BS, Johns Hopkins University; MS, Tennessee Technological University; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Lt Col Ellis K. Conoley, Director, Software Management Division; BS and MS, University of Texas; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
- Capt John B. Eleazer, Deputy Director, Software Management Division; BS, Clemson University; MBA, Auburn University of Montgomery; Squadron Officer School, Academic Instructor School.
- Capt Richard G. Murray, Deputy Director, Communications-Computer Systems Division; BS, University of Western Plateville; MS, Webster University; Squadron Officer School.

Unit Historian Development Course

- Richard H. Kohn, Chief, Office of Air Force History; BA, Harvard University; MA and PhD, University of Wisconsin.
- Col Elliott V. Converse III, Commander, US Air Force Historical Research Center; BA, Montana State University; MA, University of Wisconsin; PhD, Princeton University; Squadron Officer School, Air Command and Staff College, Air War College.
- A. Timothy Warnock, Director, Unit Historian Development Course; AA, Young Harris College; BS, MEd, and PhD, University of Georgia; Air War College.
- Capt George W. Cully, Instructor; BA, Old Dominion University; JD, University of Virginia.
- CMSgt Harlan A. Condon, Instructor; AA, Community College of the Air Force; BS, Northwestern Missouri State University; MS, Eastern Illinois University.
- CMSgt Lionel E. Timmerman, Instructor; BA, University of Maryland; MA, University of the Philippines.
- CMSgt Gerald S. Wright, Instructor; AA, Community College of the Air Force; BS, Ricker College; NCO Academy, United States Air Force Senior NCO Academy.
- MSgt Carl E. Bailey, NCOIC and Instructor; AA, Community College of the Air Force; BA, Troy State University; NCO Academy.
- Lawrence R. Benson, Instructor; BA and MA, University of Maryland.
- Dennis F. Casey, Instructor; BA and MA, California State University, Los Angeles; PhD, University of Kansas.
- Judy G. Endicott, Instructor; BA and MS, Pittsburg State University.
- James L. Gatling, Instructor; BA and MA, Auburn University; MEd, Auburn University at Montgomery.
- Julian C. Godwin, Instructor; BS, Troy State University; Squadron Officer School.
- J. Dillard Hunley, Instructor; BA, University of Virginia; MA, Harvard University; PhD, University of Virginia.

John W. Leland, Instructor; BA, Maryville College; MA and PhD, Ohio State University.
 Timothy R. Keck, Instructor; BA, University of Colorado; PhD, University of Wisconsin-Madison.
 Charles F. O'Connell, Jr., Instructor; BA, Canisius College; MA and PhD, Ohio State University.

Commander's Professional Development School

Col P. D. Leonard, Jr., Commandant; BS, North Carolina State University; MS, Embry-Riddle Aeronautical University; Squadron Officer School, Air Command and Staff College, Air War College, National Security Management Course, Academic Instructor School.
 Lt Col Charles J. Nath III, Chief, USAF Commanders' Seminar; MA, Troy State University; PhD, Auburn University; Squadron Officer School, Air Command and Staff College, Air War College.
 Lt Col Patrick D. Rife, Director, Deputy Commander for Maintenance and Deputy Commander for Resource Management Courses; BA, University of Northern Colorado; MA, Inter American University of Puerto Rico; Squadron Officer School, Air Command and Staff College, United States Marine Corps Command and Staff College, Academic Instructor School.
 Lt Col G. H. Winge, Jr., Director, Base Commanders' Course; BBA, University of Miami; MBA, University of Florida; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
 Maj Joan A. Robertson, Assistant Director, Base Commanders' Course; BA, College of New Rochelle; MA and PhD, Fordham University; Squadron Officer School, Air Command and Staff College.

Extension Course Institute

Col F. H. Frost III, Commandant; BS and MBA, Auburn University; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces, Professional Military Comptroller School.
 Lt Col Kenneth Richardson, Vice Commandant; BS, Purdue University; MBA, Indiana University; Squadron Officer School, Air Command and Staff College, Air War College, Academic Instructor School.
 Capt Michael G. Vaught, Chief, Information Management; BS, Kent State University; MS, Chapman College; Squadron Officer School, Air Command and Staff College.
 SMSgt David P. Magaw, First Sergeant and Enlisted Advisor to the Commandant; AA, Community College of the Air Force; AA, University of Maryland; NCO Academy, United States Air Force Senior NCO Academy.

Curriculum Division

William M. Minter, Chief; BS and MEd, Alabama State University.

Curriculum Control Branch

Annette S. Aikman, Chief.
 Regina Gibbons; BS, Alabama State University.

Course Development Branch A

Janice M. Beck, Chief; BA, College of Saint Scholastica; MA, University of Wisconsin-Madison; Academic Instructor School, Air War College.
 Beverly Barnes; BS, Troy State University; BTh, Interdenominational Institute of Theology.
 H. Claude Brown; AAS, Community College of the Air Force; BS, Auburn University at Montgomery; MS, Troy State University; Air Force Communication Command NCO Academy, Air Training Command Technical Instructor Course, United States Air Force Senior NCO Academy, Academic Instructor School.
 Adelaide K. Cherry; BS, MA, and PhD, University of Alabama; Academic Instructor School.

AIR UNIVERSITY CATALOG

Ola M. Hutchison; BA and MS, University of Southern Mississippi; PhD, University of Alabama.
Willie McCraney; BA, Huntingdon College; MA, Troy State University; Academic Instructor School.
Linda J. Matthews; BA, Langston University; MEd, Alabama State University; Academic Instructor School.
Ronald L. Muncy; BS and MEd, Auburn University.
Maxine J. Robinson; BS, Alabama State University; MS, Troy State University.
Frank D. Veal; BS, Auburn University at Montgomery; MS, Troy State University; Strategic Air Command, NCO Leadership School, United States Air Force Senior NCO Academy.

Course Development Branch B

Reid J. Matherne, Chief; BA, Louisiana State University; MEd, Loyola University in New Orleans.
Pamela G. Brown; BS, Alabama State University; MS, Troy State University.
Betty Sue Jones; BS and MS, Troy State University.
Geraldine W. Lang; BS, Alabama State University.
Daniel F. Kedzierski; BS, Long Island University; MEd, University of Virginia; EdS, Troy State University; United States Air Force Senior NCO Academy, Academic Instructor School.
Kenneth E. Lowry; BS, University of Alabama; MA, Vanderbilt University.
Daniel H. McCalib; BA and BJ, University of Texas; AM, University of Southern California; MEd, Auburn University at Montgomery.
Steven A. McCarver; BS, University of Alabama; MS, University of North Carolina at Chapel Hill; Academic Instructor School.
Nancy F. Smith; BA, University of West Florida; MEd, Auburn University at Montgomery.
Kenneth E. Stevens; BA, University of Nebraska; MA, Ball State University; PhD, University of Southern Mississippi.

Course Development Branch C

Douglas L. Savell, Chief; BS and MEd, Delta State University; EdD, Auburn University.
Barbara Allen; BA and BS, Alabama State University.
Carole Cartwright Arbush; BA, Huntingdon College; MEd, Auburn University at Montgomery.
Naomi Combs; BS, Troy State University.
Betty T. Hartsfield; BS, Athens College; MA, University of Alabama; EdS, Jacksonville State University.
Alfred B. Hill; BA, Huntingdon College; MA, Troy State University.
Ben A. Humphrey; BA, Henderson State Teachers College; MA, University of Arkansas.
Barbara J. Manning; BA, Huntingdon College; MS, Troy State University; EdD, Auburn University; Air Command and Staff College.

Operations Division

Maj Henry G. Moreman III, Chief; BS, Auburn University; MS, Central Missouri State University; MBA, University of Missouri; Squadron Officer School, Air Command and Staff College.

Student Instruction Branch

Mary H. Metcalf, Chief.

Registrar Branch

Barbara J. Bisard, Chief; BA, Huntingdon College.

Information System Division

David L. Ashe, Chief; BS, Troy State University.

Computer Support Branch

Elmer J. Williams, Chief.

Data Control Branch

Anna J. Harrington, Chief.

Plans and Programs Division

Maj David E. Muhleman, Chief; AS, Olympic College; BS, University of Puget Sound; MEd, Wichita State University; PhD, Saint Louis University; Squadron Officer School, Air Command and Staff College, Air War College, Naval War College.

Evaluation and Research Branch

Capt Pansy R. Santiago-Siler, Chief; BA, New York University; MS, City College of New York; Squadron Officer School, Air Command and Staff College, Academic Instructor School.

Capt Robert S. Drake; BS, University of Maryland; MA, Webster University; Squadron Officer School, Technical Instructor School, Academic Instructor School.

Grover E. Diehl; AA, Miami-Dade Junior College; BA, Florida State University; BA and MS, Florida International University; EdD, Auburn University; Academic Instructor School.

Management Analysis Branch

Phillip D. House, Chief; BA, Troy State University; MBA, Troy State University in Montgomery.

James L. Overall, Jr.; AA, Community College of the Air Force; BS, University of Maryland; NCO Academy, United States Air Force Senior NCO Academy.

Headquarters Civil Air Patrol—USAF

Col Joseph M. Nall, Commander; BS, University of Alabama; MA, Webster University; Squadron Officer School, Air Command and Staff College, Armed Forces Staff College, Air War College.

Col Clyde O. Westbrook, Jr., Vice Commander; BS, United States Air Force Academy; MAS, Auburn University; Squadron Officer School, Air Command and Staff College, Industrial College of the Armed Forces.

Chaplain, Col, Dennis M. Dwyer, Staff Chaplain; BS, University of Portland; BA, Saint John's Seminary; MTh, University of San Francisco.

Col Ronald M. Hudak, Deputy Chief of Staff, Operations; BA, Hawaii University; Squadron Officer School, Air Command and Staff College, Air War College, National Security Management Course.

Col Allan E. Ritzer, Reserve Advisor; BS, Portland State University; Air War College.

Lt Col Paul J. Capicik, Director, Plans and Programs; BS, United States Air Force Academy; MA, Webster University; Squadron Officer School, Air Command and Staff College, National Security Management Course.

Lt Col Eddy D. Cowart, Director, Logistics; BS, Auburn University; Squadron Officer School, Air Command and Staff College.

Lt Col Patrick W. Finnegan, Director, Safety; BS, United States Air Force Academy; MS, University of Southern California; Squadron Officer School, Air Command and Staff College, National Security Management Course.

Lt Col Donnie R. Rowland, Inspector General; BS, University of West Florida; MBA, Webster University; Squadron Officer School, Air Command and Staff College.

Lt Col James L. Mallett, Deputy Chief of Staff, Training; BS, University of Southwestern Louisiana; MA, Webster University; Squadron Officer School, Air Command and Staff College.

AIR UNIVERSITY CATALOG

- Maj William A. Heath III, Director, Information Management; BS, Texas Tech University; Squadron Officer School, Air Command and Staff College, Air War College.
- Maj Kenneth M. Jordan, Deputy Chief of Staff, Personnel; BS, University of Massachusetts; MA, University of La Verne; Squadron Officer School, Air Command and Staff College.
- Maj H. Lewis Martin, Deputy Chief of Staff, Comptroller; BS and MPA, Golden Gate University; Professional Military Comptroller School, Squadron Officer School, United States Marine Corps Command and Staff College, Academic Instructor School.
- Maj Thomas J. Nied, Staff Judge Advocate; BA, King's College; JD, Loyola University School of Law; Squadron Officer School, Air Command and Staff College, Professional Military Studies School.
- Maj Sharon L. Reynolds, Director, Public Affairs; BS, Colorado State University; MS, Troy State University; Squadron Officer School, Air Command and Staff College.
- Harold R. Bacon, Deputy Chief of Staff, Aerospace Education; BS, Montana State University; MS, Pennsylvania State University; Industrial College of the Armed Forces.



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