

December 2020
Volume 5, Issue 2

NAIMES

National Association of Institutions for Military Education Services

educating our people in uniform

Our Mission

NAIMES is an organization dedicated to excellence and advocacy for military-affiliated students.

Our Vision

To advocate for and influence decisions that impact policy, legislation, and practices that safeguard the academic success of military-affiliated students.

NAIMES –
We're on the Web!
www.naimes.org

From the President



John Aldrich
NAIMES President
President@NAIMES.org

Colleagues,

I do not have to tell you that 2020 has been quite a year. Last year at this time, we were making plans to close out the year. Who knew that our world would change so dramatically? As I reflect on 2020, I am extremely proud of the work our education community has been able to accomplish in meeting our collective missions of providing education for military and their families. How fortunate we are to be part of a community of educators that was able to do so well during the pandemic.

I continue to be inspired, though not surprised, by the way our community has come together to protect each other and our students during this historic time. Whether it is a military education center extending their hours of operation or going totally virtual, an on-campus environment welcoming students back with new social distancing guidelines or transitioning to a total online experience, our community has risen to the occasion, protected our students, faculty and staff, and we were able to maintain some degree of normalcy. No matter what your job is in higher education, I think that we can all agree that we worked hard this year and made a positive impact on the lives of our military students and their families. I am proud of what we accomplished together and I am confident that we have laid the groundwork for student success in 2021.

NAIMES Members

American Military University
Brandman University
Campbell University
Capella University
Central Michigan University
Central Texas College
Coastline College
Columbia College
Embry-Riddle Aeronautical University-Worldwide
Grantham University
Park University
Pike's Peak Community College
Saint Leo University
Southwestern College
Thomas Edison State University
Troy University
University of Alaska System
University of Maryland Global Campus
University of Oklahoma
University of Phoenix
Wayland Baptist University
Webster University

NAIMES Annual Meeting Recap



Eric Ryan
NAIMES Secretary
University of Phoenix

NAIMES' membership held its 2020 annual meeting on September 9th and 10th in a, first-ever, virtual format. Twenty-one of the 22 member institutions were in attendance to share best practices and engage in deep discussion around how to best deliver higher education to military-affiliated students. Topics ranged from those relevant to the Department of Defense (DoD) Voluntary Education Program (VolEd) to the Department of Veteran Affairs, to our own strategic initiatives as an organization. We opened our annual meeting reflecting on what NAIMES accomplished in the past year:

- Updated NAIMES Bylaws
- Completed Volume 5 NAIMES Newsletters
- Strategic Plan and Annual Report completed
- Finalized Post 9/11 Monthly Housing Allowance (MHA) White Paper
- Met with Congressman Bilirakis to discuss Post 9/11 MHA differential online vs. ground
- Finalized TA Cap Increase White Paper
- New sponsorship for Spotlight Award Scholarship selected
- Developed partnerships for scholarly research

Some of these items are ongoing. NAIMES will continue to monitor and engage with policy makers to encourage meaningful progress. We will continue to report on progress in future newsletters.

On day one of our Annual Meeting we discussed the ongoing efforts regarding our MHA and TA whitepapers. Work with the MHA whitepaper, though colored by uncertainty around the elections and what potential changes COVID 19 may drive from a legislative perspective, is still an important issue for NAIMES. The next steps are to continue this conversation with VSOs and potentially house and senate armed service committee members and their staff.

Additionally, the Scholarship committee announced Veterans United Foundation as our new sponsors for the Scholarship Spotlight Awards. As an organization we are proud to have a sponsorship from this organization as we work together to support the educational goals of military-affiliated students. Information about this year's scholarship application process can be found on our website.

On day two of our Annual Meeting, NAIMES hosted Mr. Fred Drummond, Deputy Assistant Secretary of Defense for Force Education and Training, and Dr. Gary Schaub, Director, Voluntary Education (acting).

NAIMES Membership by Sector

2-Year Public

Central Texas College
Coastline College
Pikes Peak Community College
Southwestern College

4-Year Public

Central Michigan University
Thomas Edison State University
Troy University
University of Alaska System
University of Maryland
Global Campus
University of Oklahoma

Private Non-Profit

Brandman University
Campbell University
Columbia College
Embry-Riddle Aeronautical
University
Park University
Saint Leo University
Wayland Baptist University
Webster University

Private For-Profit

American Military University
Capella University
Grantham University
University of Phoenix

Annual Meeting Recap Cont.

Mr. Drummond and Dr. Schaub were very interested in learning how our institutions have coped with the constantly changing environment presented by COVID 19 while continuing to serve military students. We shared many of the challenges our institutions and students have faced and stories of perseverance and innovation in the face of these challenges. Mr. Drummond and Dr. Schaub highlighted some key focuses in their work:

- Continuing to expand service members' access to and use of credentialing and stackable credits.
- Better capturing and documenting of training provided to service members while in services and partnering with academic institutions for real academic credit in lieu of ACE recommendations.
- Continuing to improve the Institutional Compliance Program

This year's Annual Meeting brought into focus for all NAIMES' member institutions the importance of our work. We will continue to focus on building communication and sharing ideas with stakeholders and constituents united in the common goal to improve the lives of service members and veterans as they pursue their educational and career goals. This year, in particular, was full of new challenges which our collective institutions met with innovation and a steadfast commitment to the best possible service to our military-affiliated community. We will continue our work to foster dialogue and collaboration with policy makers. Together we can effect positive change which sets students up for long-term success.

Student Spotlight Scholarship Award

NAIMES and Veterans United Foundation Cosponsor Spotlight Awards

NAIMES is proud to announce our new Student Spotlight Scholarship cosponsor, the Veterans United Foundation. The Foundation was created in 2011 by the organization's employees with the goal to intensify and expand the impact of their giving initiatives. The Foundation is funded from employee contributions that are matched dollar-for-dollar by the company. More than \$1 million was raised in the first year alone. By 2015, that number exceeded \$50 million.

The Foundation explained they are on a mission to give back to Veterans and military families who have given so much. By creating their own charity they know they can achieve more collectively than they ever could individually.

Ms. Carolyn Flock, Branch Foundation Coordinator at Veterans United Foundation, explained "NAIMES is a fantastic organization and we are more than excited to support you and stand behind you. The Student Spotlight Awards are incredible in recognizing the achievements of our nation's military-affiliated students. It's a beautiful thing!"

NAIMES is honored to offer five cash scholarships annually to celebrate academic achievements of military and veteran students and their spouses. The Student Spotlight Award, co-sponsored by the Veterans United Foundation, is an opportunity for students to

NAIMES Governance

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John Aldrich

Vice President,

Military, Veterans &
Educational Partnerships

American Military
University

President-elect:

Alisha Miller

Associate Director, Office
of Military & Veteran
Education

Thomas Edison State
University

Immediate Past

President:

Kelly Wilmeth

Vice President, Stateside
Military Operations

University of Maryland

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Treasurer:

David Harvey

Manager, East Coast
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Central Michigan

University

Secretary:

Eric Ryan

Director, Student

Operations &
Administrative Services,

Office of Military Affairs

University of Phoenix

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Student Spotlight Award Cont.

demonstrate their academic achievement to the military and civilian educational community by explaining how credentials and higher education have led to sustainable and successful outcomes in their careers and lives.

For more information, visit <http://naimes.org/ssa> for eligibility requirements, instructions and to submit an application today!

NAIMES STUDENT SPOTLIGHT AWARD
Co-Sponsored by Veterans United Foundation

Application Period: 15 Sept – 15 Dec 2020

Winner Announced: 15 February 2021



Service Branch Updates

Air Force restores full funding for tuition assistance, credential classes

Stephen Losey

The Air Force has fully restored Airmen's tuition assistance and Air Force Credentialing Opportunities Online, or AF COOL, funding, after shifting money around to offset rising costs.

In a recent release, Lt. Gen. Brian Kelly, the Air Force's Deputy Chief of Staff for Manpower, Personnel and Services, who oversees personnel matters, said the service "was able to reprioritize funding" to allow Airmen to once again take full advantage of these programs.

Beginning July 14, the Air Force stopped using the AF COOL program to pay for enlisted Airmen to attend preparatory classes or coursework to obtain professional credentials, though Airmen could still use the program to pay for the credentials themselves. The Air Force announced those changes nearly three weeks later, on Aug. 3. And on Sept. 29, the Air Force announced it had cut the maximum amount of tuition assistance Airmen could receive in fiscal 2021 from \$4,500 to \$3,750.

At the time, the Air Force said the cuts had to be made due to rising costs and increased use of these programs. AF COOL is very popular among enlisted Airmen, the service said. But some expenses, particularly the preparatory courses, also known as boot camps, had grown too expensive and had to be cut.

The Air Force also saw a spike in service members seeking tuition assistance this spring, which drove it to cut the program's cap. Service officials said in September that they believed the growth was attributable to Airmen staying at home in the initial phases of the COVID-19 pandemic and using that time to pursue educational opportunities. But now, the reinstated programs will both resume with the same benefits as before, according to the news release.

"We are excited our members are taking advantage of their time under COVID to improve themselves and pursue education," Kelly said. "The Department of the Air Force was able to reprioritize funding to encourage our service members to maximize their development through these educational benefits."

NAIMES is an organization comprised of institutional members dedicated to the delivery of quality postsecondary education programs to the military community. Through collaborative partnerships with DoD voluntary education leadership, sister organizations and agencies, NAIMES continuously seeks to promote quality degree programs, student support services, and principles of good practice. At its core, NAIMES is committed to the academic success of students within the military community.

Service Branch Updates

Tuition assistance is now back to providing Airmen and space professionals up to \$4,500 per fiscal year, and a maximum of \$250 per semester hour, or quarter hour equivalent, to cover tuition and allowable fees, the release said.

AF COOL is again allowing airmen to use the program’s funding to take preparatory courses, also known as boot camps. Airmen can use up to \$4,500 in AF COOL funding in their entire lifetime.

“Voluntary education and military tuition assistance programs continue to be important to the development of our force,” Chief Master Sergeant of the Air Force JoAnne Bass said in the release. “I’m glad we were able to take a look at the budget again and allow our Airmen to focus on self-improvement, especially during a time where our world has become increasingly virtual during COVID.”

*Full article can be found at: <https://www.airforcetimes.com/news/2020/11/20/air-force-restores-funding-for-tuition-assistance-credential-classes/>

Tuition Assistance funding in the Navy is going up - but the extra money will be delayed

Diana Stancy Correll

The Navy is on track to increase tuition assistance funding by nearly \$20 million in fiscal 2021 — after the program ran out of money in May 2019 and caps were imposed this fiscal year. But a looming continuing resolution to fund the government at fiscal 2020 levels is delaying those additional funds from kicking in until Congress finally passes a federal budget for 2021.

Secretary of the Navy Kenneth Braithwaite characterized the tuition assistance program, which covers both classroom and distance learning courses at universities or technical institutions, as one of the “greatest benefits of serving in uniform” in his 100-Day Message on Sept. 20.

“Education not only makes us a more effective Naval Force, but increases employment options for Sailors and Marines after leaving the service,” Braithwaite said, noting that the most common questions he gets when he travels to Navy installations are related to tuition assistance.

“We have requested more funding for the program to prevent future funding shortages,” Braithwaite said. “I would like each of you to receive all the education you can complete.” Braithwaite’s comments came after the Navy was forced to revamp its tuition assistance program amid some financial limitations last year. In May 2019, the Navy announced that tuition assistance funds had dried up for that fiscal year — months ahead of schedule.

The service spent more than \$77 million on tuition assistance in 2019, roughly \$2 million more than what the service had allocated for the program.

As a result, the Navy is implementing some restrictions in fiscal 2020 to prevent funds from evaporating again.

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Service Update Continued

Officers and enlisted personnel have been barred from using tuition assistance in their first two years of active duty, and those eligible are limited to \$3,000 in tuition assistance annually. Under new caps, sailors max out their off-duty college benefits at 120 credit hours.

Altogether, the Navy is expecting that between 35,000 and 38,000 sailors will use their tuition assistance benefits in FY2021 — a slight decrease from previous years. Approximately 38,615 sailors used tuition assistance benefits in FY2019, which is below the yearly average of about 44,000 sailors using tuition assistance from FY2015 to FY2018.

Despite the ongoing COVID-19 pandemic, the Navy doesn't anticipate the virus will impact most sailor's educational plans. Because more than 88 percent of sailors take courses online, most have not had to modify their learning as a result of the COVID-19 pandemic, according to Hecht.

"Due to the COVID-19 pandemic, it is possible some of the 12 percent who had been taking face-to-face classes may pause until they can return to the classroom, but we believe some will also transition to online learning to continue their education," Hecht said.

Aside from the funding increase and the possible removal of caps, the Navy is not planning any other significant tuition assistance changes in the upcoming year.

* Full article can be found at <https://www.navytimes.com/news/2020/09/28/tuition-assistance-funding-in-the-navy-is-going-up-but-the-extra-money-will-be-delayed>.

Current Events - COVID-19



*Dr. Beth Rubin
Dean, Adult & Online Education*

Teaching Through a Pandemic

In the middle of March 2020, the COVID-19 pandemic hit the United States. Following widespread shut-downs of all but essential businesses due to skyrocketing infection rates in Europe and Asia, American states largely followed suit. At the same time, virtually all universities had to transform their teaching to online modalities in order to complete the spring term in the face of widespread campus shutdowns. Students went home, but classes continued over the internet.

In a very short period of time – in many cases, over a week or weekend -- post-secondary institutions changed their teaching practices to embrace online learning. However, most faculty had never experienced online learning of any sort. A great many faculty adapted to the new demands by using technology to continue teaching in the way they already knew: recording lectures. For example, many would walk into an empty classroom and give their lecture, recording it on a video camera in the back of the room, and then upload those lectures for students to watch. They interacted briefly and casually with students via email, and shared their original course assignments and exams via email – where students could not get quick answers to questions or get clarity. The technologically sophisticated faculty created exams on the Learning Management System (such as Blackboard or Canvas).

Current Events Continued

A Brief History of the NAIMES Organization

NAIMES was founded on March 26, 1975, in Los Angeles, California. Its first By-Laws were adopted on that date and have continued in force with only minor modifications since then.

Over the years, NAIMES developed a pattern of annual and semiannual meetings among its institutional representatives to discuss the relationship of the Institutions with the Department of Defense and with the individual military services. Of immediate and continuing concern was the desire of the member institutions to meet and exceed quality standards established by the military services. From its beginnings, NAIMES sought to provide a collective voice for the institutions to assist the DOD's established regulations for the department's Voluntary Education Programs. Over the years, NAIMES has grown from an original membership of 11 educational institutions to its current membership of 22.

Not surprisingly, teaching over the internet without a structured online course, regular and clear communication from faculty using multiple modalities, and two-way communication, led to student confusion, anger and resentment. Many have sued their universities. COVID-19 has seriously affected enrollments at many universities across the U.S.; fall undergraduate enrollment is down 4% nationwide, and first-time beginning student enrollment declined 16% from 2019 (National Student Clearinghouse Research Center's Monthly Update, October 15, 2020, <https://nscresearchcenter.org/stay-informed/>). In this environment, universities cannot afford to lose students to a sub-par student experience.

As it became clear that the pandemic and lockdown would continue, the need to train faculty in the basic techniques of using technology to teach became inescapable. Institutions that already have robust online programs have the advantage of mature training programs that can be extended to those faculty who teach face-to-face. However, many institutions have a division between faculty who generally teach online or in a blended (hybrid) modality, and those who teach only face-to-face; they often have different leadership and different instructional norms around using technology such as a Learning Management Systems. Faculty in purely face-to-face units tend to have a strong belief that face-to-face instruction is superior, and misunderstand the nature of effective online learning.

Campbell University is one such school. The Adult & Online Education unit is responsible for training faculty in teaching online, and approves all courses taught in a fully online or hybrid mode. The overwhelming majority of the faculty in other schools – from Law to Engineering to Arts and Sciences – do not have experience with online learning. Many of them viewed online learning as a teacher-centered process, where instructors record their lectures and students watch them and do homework assignments, perhaps responding to a single discussion prompt with minimal interaction. They did not consider the possibility of curating external information; designing and guiding students through engaging, interactive processes such as active learning or group learning; or weaving discussions throughout the course of a week that tie together personal experience with course concepts and external research, where the professor guides the class to build a deepening understanding through ongoing interaction among the students.

At Campbell, we had to make sure that all faculty who taught in the summer and fall had the knowledge and skills to develop and teach a solid, clear and effective course. All faculty who taught in the Adult & Online Education unit had been formally trained on online education, having been required to complete an internally developed, branded course on online and hybrid instruction. It was the rest of the faculty – all 300 of them – who needed training.

The existing training course framed online learning in terms of the Community of Inquiry model, where instructors are responsible for creating Social presence, Teaching presence and Cognitive presence (<https://coi.athabascau.ca/coi-model>).

With these goals in mind, pedagogical approaches that are highly interactive and applied are recommended, such as peer review, group activities and projects, debates, role plays, and authentic assessments.

Current Events Cont.

NAIMES Members

- American Military University*
- Brandman University*
- Campbell University*
- Capella University*
- Central Michigan University*
- Central Texas College*
- Coastline College*
- Columbia College*
- Embry-Riddle Aeronautical University-Worldwide*
- Grantham University*
- Park University*
- Pike's Peak Community College*
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- University of Oklahoma*
- University of Phoenix*
- Wayland Baptist University*
- Webster University*

Learning Management System technologies are taught in order to allow faculty to implement these pedagogies. In order to complete the training, faculty must complete a series of quizzes and assignments, which involve posting in the discussion and setting up the framework for their online or hybrid course. Before they are certified, instructors must create the first three modules and the last module of their course; these modules are reviewed using a custom rubric based on an integration of the Quality Matters and OSCQR rubrics.

During COVID, this training was enriched by the addition of videos and handouts on how to use webinar technologies (Blackboard Collaborate and WebEx) to hold synchronous meetings. Faculty were guided to create interactive sessions, where students actively participate at least every 10-15 minutes. All the standards and expectations of online or hybrid classes were the same: clear directions, grouping learning materials and assessments into modules or weeks for ease of access, regular use of discussion boards and announcements, and similar standards.

All faculty who taught for Campbell during the summer of 2020 took this revised training. Cohorts were created, and each one began with an interactive synchronous webinar, to model the process of engaging learners rather than lecturing. Some faculty who use an atypical pedagogy, such as lawyers who use Socratic teaching combined with high-stakes testing, were broken out into separate cohorts to share challenges and ideas. New sections were added to the training to provide resources for courses in a wide range of areas, such as using labs (sciences and engineering), fine arts (studio work), using a Hyflex course design, and other specialized areas.

The training was continued through the summer, with multiple cohorts starting each month. By the end of August, 203 faculty had at least begun the course. This comprised 2/3 of the faculty at Campbell. In addition, the IT department's trainers provided a series of 30-minute live webinars on how to use aspects of the teaching technology. In this way, only four staff members were able to support a large number of faculty in providing high-quality teaching.

As fall approached, plans were made to assist the 1/3 of the faculty who had not taken the training, and serve as last-minute supports. A set of live sessions were offered during the two days of orientation that preceded the start of the fall semester. These were split into sections focusing on asynchronous instruction and synchronous instruction. A short, interactive session about pedagogy began each session, followed by a series of short instructional sessions on technology. The result of all this training has been a successful summer and fall semester, with minimal student complaints. When the university responded to a rise in positive cases by taking a 2-week "pause" that returned all courses to online instruction, faculty were ready. The Law School has been so successful that applications for next year are higher than last year, even in the midst of the pandemic.

COVID-19 has placed great pressure on all of higher education, from Harvard University to community colleges. Adapting existing training that frames online teaching in terms of developing community and focuses on pedagogy – with technology as a means to the end – is a scaleable way to provide traditional faculty with the skills needed to teach effectively in this uncertain time.

CCME 2021

**CCME
2021 Professional
Development
Symposium**

San Francisco, CA

June 14 - 17, 2021

CCME 2021 Theme:

***Bridging the Gaps
- Credentials that
lead to Sustainable
and Successful
Outcomes***

***See the new and
improved CCME
website at:***

**[https://www.
ccmeonline.org](https://www.ccmeonline.org)**



*Esmeralda Silva
CCME President*

Message from the CCME President:

I just wanted to take a moment to wish you and your loved ones a Happy Thanksgiving. CCME Board Members are thankful for all you do to support our mission. We understand that 2020 has brought many challenges and we appreciate that you all remain focused on supporting the military community.

The CCME Board has been working diligently since leaving Philadelphia and we have some updates to share:

CCME Membership is open

Scholarship Applications are OPEN

Award Nominations are OPEN *New Award this year -CCME Community Partnership Award

We have OPENED Concurrent Session Proposals

* As a reminder, the deadline is fast approaching for these. If you are interested in submitting a Scholarship Application, a Concurrent Session Proposal or an Award Nomination, please note the deadline for this year is December 18, 2020. For more information, please check out our new website at www.ccmeonline.org.

Wishing you all continued health and safety.

Regards,

Esmeralda Silva

CCME President

Email: president@ccmeonline.org

Good News Story

**NAIMES Membership
by Sector**

2-Year Public

Central Texas College
Coastline College
Pikes Peak Community
College
Southwestern College

4-Year Public

Central Michigan University
Thomas Edison State Univer-
sity
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Campbell University
Columbia College
Embry-Riddle Aeronautical
University
Park University
Saint Leo University
Wayland Baptist University
Webster University

Private For-Profit

American Military University
Capella University
Grantham University
University of Phoenix

Documentary Brings Light to All Black, All Female WWII Battalion

Christine Martinez

Programs & Partnership Manager

UOPX Office of Military & Veteran Affairs



“No Mail, Low Morale” was the motto of the U.S. Army’s 6888th Central Postal Directory Battalion, nicknamed “The Six Triple Eight.” It was the only all female, all black Women’s Army Corps. battalion sent to Europe during World War II. GEN Dwight Eisenhower said the lack of mail reaching the troops was “having a negative effect on morale.” So, this battalion was tasked with clearing out a two-year backlog of mail—more than 17 million letters and packages!

According to the first-account documentary “The Six Triple Eight” executive producer James Theres explained that these ladies had to outsmart u-boats on the ship ride to Europe. They also had to be self-sustaining amid segregation, fight off rats tearing into boxes of home-made goodies, and search local citizens trying to steal the care packages. Plus, they were given six months in Birmingham, England and again in Rouen, France to clear out ceiling-high mail. They completed both missions in half the time—even with a language barrier in France!

UOPX Office of Military and Veteran Affairs purchased rights, and hosted three free public screenings of “The Six Triple Eight” on 23 OCT 2019, 27 FEB 2020 and 07 AUG 2020 (virtual). 99-year-old Retired Air Force Major Fannie Griffin McClendon* who lives in Arizona honored UOPX by attending the screenings, and answering questions afterward.

Major Griffin said many bases stateside remained segregated, but when they reported to the training site, the person in charge “didn’t realize there would be blacks coming, so she sorted the list in alphabetical order [instead of by color]. In the barracks, we went to our bunk beds accordingly, and the senior person took charge.” Griff said there was no separation, and she recalled hearing another WAC proclaim, “Now, this is democracy in action.”

Good News Continued

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In the video, retired Army Colonel Dr. Krewasky Salter explained how much was at stake throughout it all. “They were patriotic; they knew that in order to have a voice and forward progress, they needed to serve... and America was their country.”

Army Major GEN (ret) Marcia Anderson added that the Post-war GI Bill for college also created opportunities. “[It’s] probably the reason why many went on to earn their Master’s and PhD’s, and a second career. I think it vaulted tens of thousands of African Americans and their families into the middle class. [The GI Bill served] as an opportunity, if they hadn’t gone and joined the military during WWII.”

Co-producer retired Army COL Edna Cummings added that this little-known story is truly about service, leadership, and diversity. “At some point, many of us are ‘the only one,’ not necessarily by race or gender.”

Efforts for a Congressional Gold Medal are in the Senate and House for The Six Triple Eight—a battalion originally 855 ladies strong. As of October 2020, There’s has located only nine living members, who are at or approaching 100 years! Time is of the essence!

*In 1947 when the Army Air Corps was disestablished, soldiers were given the opportunity to remain Army, or switch to the newly-established Air Force.